

Northern Kentucky University

Name of Program: Elementary Education

Certification Level: Initial Undergraduate Baccalaureate

Program Codes: KEL (14)

Modes of Delivery: Face to Face Only

2016-17 Catalog URL: <http://nku.catalog.acalog.com/index.php?catoid=4>

Undergraduate Initial Program Submission

Program Experiences

The elementary education program is delivered as a face to face program on the main Northern Kentucky University (NKU) campus. The program facilitates the teacher candidates' construction of knowledge, the development of instructional skills, and the practice of professional dispositions that enhance the development of all learners. The elementary teacher preparation program has defined the content knowledge that its graduates must possess through the courses they are required to take and the grade point average they are required to maintain. These course requirements and their experiences are consistent with the essential knowledge of elementary education educators as defined by the Association for Childhood Education International (ACEI). Candidates must further demonstrate knowledge of their content, teaching skills, and dispositions through their coursework and field and clinical experiences.

The program experiences in the Elementary Education Program include four major strands:

- A. A strong foundation in the liberal arts which includes experiences in communication and literature, history, natural sciences, mathematics, humanities and fine arts, philosophy, social and behavioral sciences, and race/gender.
- B. A series of selected content courses that provide candidates with the content knowledge needed to become experts in the PK-12 Kentucky Academic Standards (KAS) developed by the Kentucky Department of Education.
- C. A sequence of professional education courses and experiences, based on the Kentucky Teacher Standards (KTS), Interstate Teacher Assessment and Support Consortium Standards (InTASC), the Kentucky Framework for Teaching (KFFT), and the ACEI SPA Standards, are designed to prepare outstanding elementary educators. The courses are designed to prepare candidates to provide diverse students with the knowledge and skills required for the 21st century, as defined by the Kentucky Academic Standards, and to successfully complete the PRAXIS Principles of Learning and Teaching examination.
- D. Support courses, which must be passed with a grade of "C" or higher. Those courses (Public School Art, Music Fundamentals and Skills for Classroom Teachers, Children's Literature, Health for Elementary Teachers, and Physical Education for Elementary Teachers) provide candidates with the additional skills and background needed to teach all areas of the elementary curriculum.

A sequence of professional education courses and experiences based on the Kentucky Teacher Standards and ACEI Standards are designed to prepare teacher candidates with the knowledge and skills required to demonstrate mastery of the Kentucky Academic Standards. The four semesters of the professional education sequence – Admission, Professional I, Professional II, and Clinical Experience – are described below.

Prior to admission to their final clinical experience (student teaching), candidates complete a minimum of 200 field experience hours, providing them the opportunity to connect the theory of their coursework with practice in an elementary education setting. During the field experiences, candidates are placed in a variety of education settings, including schools with diverse populations of students. Prior to the final clinical experience, all candidates must demonstrate their ability to work with PK-12 students from different races or ethnic groups, students of varying socio-economic status, English language learners, and students with special needs. In addition, candidates must also complete a series of required experiences to help them better understand schooling at all levels and the profession they are about to

enter. These experiences include engagement with students of all levels (i.e., elementary, middle, secondary), student tutoring, interaction with families of students, attendance at school board and school-based council meetings, observation at a family resource center, and participation in a school-based professional learning community. All experiences are tracked through the Kentucky Field Experience Tracking System (KFETS) and Foliotek (electronic portfolio).

Candidates are required to write about their experiences in their end of semester reflection and include the mandated EPSB requirements they participated in, as well as the KTS they met, that semester. For example, if candidates worked with students with disabilities they write about that in their reflection. The university clinical educator reads and evaluates the semester reflections and KFETS spreadsheets and checks the completed requirement(s) on the Foliotek Cumulative Progress Report (CPR) at the end of each field and clinical experience. University clinical educators also use the KFETS spreadsheet and the signed time logs uploaded to Foliotek to determine the number of hours completed by the candidate and then records those hours on the Foliotek CPR Report at the end of the semester.

Candidates must receive at least a "C" or a "P" in all education/pedagogy courses listed below to be eligible to enroll in the next professional semester. In addition, all education candidates are required to take EDU 104, Orientation to the Education Profession, before enrolling in any education course. This is a one-credit hour course that introduces candidates to NKU's education program requirements, including the Code of Ethics, the professional dispositions' survey, and discussion and observations in the elementary, middle grades, and secondary education levels.

Undergraduate students must apply for admission to the teacher education program. This is a two-step process. The first step is to enroll in the Admission Field Experience (EDU 307 or 334). The second step is to be admitted to the education program.

To enter the admission field experience, a candidate must have:

- * Completed the required application for admission;
- * Successfully completed a background check;
- * Successfully completed EDU 104, Orientation to the Education Profession, with a "C" or better;
- * Earned a cumulative grade point average of 2.75 or higher on a 4.0 scale OR a grade point average of 3.0 on a 4.0 scale on the last thirty (30) hours of credit completed;
- * Earned a minimum of 45 semester hours of course work;
- * Achieved the KY EPSB required passing scores on the Praxis CASE tests administered by the Educational Testing Service (ets.org) with the current minimum scores:

- Core Academic Skills for Educators: Reading (5712)- 156
- Core Academic Skills for Educators: Writing (5722)- 162
- Core Academic Skills for Educators: Mathematics (5732)- 150

To achieve admission to the teacher education program, a candidate must have successfully completed all of the above plus the following:

- * Earned 60 semester hours of course work;
- * Earned a cumulative grade-point average of at least 2.75 on a 4.00 scale OR a grade point average of 3.0 on a 4.0 scale on the last thirty (30) hours of credit completed;
- * Earned at least a "B" in ENG 291 or equivalent;
- * Earned at least a "B" in CMST 101 or equivalent;

- * Earned at least a “C” in EDU 300, EDU 305, EDU 313, and EDS 360 or equivalent
- * Earned a “P” in the Admission Field Experience course (EDU 303, EDU 307, EDU 309, EDU 311, or EDU 334).
- * Demonstrated the following skills: critical thinking, communication, creativity, and collaboration, as follows:
 - **Communication:** Completion of CMST 101 and ENG 291 with a grade of “B” or better;
 - **Creativity:** Completion of any course under "Culture & Creativity: Arts and Humanities" with a grade of “C” or better;
 - **Critical Thinking:** Completion of any course under "Scientific & Quantitative Inquiry: Natural Science OR Mathematics & Statistics" OR any course from "Self & Society: Individual and Society" with a grade of “C” or better;
 - **Collaboration:** Completion of Admissions Field Experience, EDU 307, with a grade of “P”;
- * Signed a curriculum contract;
- * Completed an approved ePortfolio during the Admission Field Experience;
- * Received approval of the teacher education committee.

A. Admission Semester

Once candidates have met the above described criteria, they may enroll in the Admission Field Experience course, EDU 307. Teacher candidates complete at least 50 hours in their assigned school during the admission field experience. The courses included in the Admission Semester focus candidates’ attention on reading about and critically analyzing many dimensions of professional education. In addition, through field placements, candidates have the opportunity to observe and participate in specific school activities and experiences. The courses included in the Admission Semester are listed below. Co-requisite courses to the EDU 307 Field Experience are noted. If the course is not designated as a co-requisite course, then it may be completed before enrolling in EDU 307.

EDU 300 Human Growth and Development - 3 semester hours

EDU 305 Introduction to Education - 2 semester hours

EDU 307 Admission Field Experiences for Elementary Grades - 2 semester hours

EDU 313 Computer Applications for Teachers - 2 semester hours – **Co-requisite with EDU 307**

EDS 360 Children with Exceptionalities in the School - 3 semester hours- **Co-requisite with EDU 307**

In the Admission Semester, teacher candidates complete at least 50 hours in their assigned school. Activities are structured to ensure that teacher candidates are fully integrated in the school setting. For example, to help them begin to better understand the diversity of school populations, candidates are asked to: 1) look for strategies teachers use to effectively teach diverse populations, 2) study and identify growth patterns and distinctive behaviors across cultures, and 3) discuss cultural patterns in society and how these patterns have altered the ways schools are organized and instruction is delivered. Candidates grow in their knowledge of multiple assessments through: 1) an introduction to standardized assessment and state accountability, 2) an introduction to the Kentucky Teacher Standards, 3) assisting teachers as needed during their hours in the school, and 4) working with students individually and in small groups. Intellectual vitality is promoted as candidates gain a framework from which to view education. The candidates use professional knowledge related to educational philosophies, school structures, human growth and development, and field experiences to build their own philosophies of education. Productive membership in a professional community is stressed by asking candidates to observe interactions in schools where they are placed, contact area agencies which impact the study

and application of Human Growth and Development, and observe and evaluate governance patterns in the schools where they are placed. Candidates learn about technology and its importance in the classroom and workplace through the EDU 313 class. Candidates are asked to review and learn to use technology hardware and software and develop class projects that require the use of computer probes and internet communications.

During the admission semester, field experiences candidates are introduced to the college's Code of Ethics as well as the state of Kentucky's Professional Code of Ethics. Candidates are required to read and sign each Code of Ethics, indicating their understanding and agreement to adhere to the codes. Candidates are required to electronically sign a copy of each Code of Ethics in their Foliotek ePortfolio, which is one of the criteria candidates are evaluated on for successful completion of their admission semester ePortfolio.

Candidates are typically placed in a diverse school during this beginning field experience, such as an elementary school in Boone County, Erlanger-Elsmere, and Cincinnati Public Schools. During these 50 hours candidates are required to document which of the following requirements they meet:

- At least 200 field experience hours
 - Observations in schools
 - Observation in related agencies including Family Resource Centers or Youth Service Centers
 - Student tutoring
 - Interactions with families of students
 - Attendance at school board meetings
 - Attendance at school-based council meetings
 - Participation in a school-based professional learning community
 - Opportunities to assist teachers or other school professionals
 - At least one diverse placement
 - Working with students with Socio-Economic Diversity
 - Working with Students with Disabilities
 - Working with students who are English Language Learners
 - Working with students with Racial/Ethnic Diversity, from a minimum of 2 different ethnic or cultural groups
 - Engagement with elementary, middle school, and secondary students
 - Kentucky Teacher Standards

The candidate documents the above requirements through logging the hours and experiences on the Kentucky Field Experience Tracking System (KFETS) and writing about their experiences in the required semester reflection paper, which they upload to Foliotek. The university clinical educator reviews the reflection paper and KFETS log to determine which EPSB (16 KAR 5:040) and NKU requirements the candidate has met and then systematically records the candidate's experiences on the Foliotek CPR.

The PK-12 and university clinical educators collaborate to provide meaningful experiences which enable elementary education candidates to work toward a successful demonstration of their progress toward meeting NKU program requirements, the Kentucky Teacher Standards and ACEI Standards. The field experience for all elementary education candidates in the Admissions Semester is designed to provide experiences related to the courses in the block. All elementary education candidates are assigned to certified elementary teachers in area schools during the admission field experience. To advance to Professional Semester I, teacher candidates must successfully complete all Admissions Semester's requirements and receive a satisfactory dispositions' evaluation from the PK-12 and university clinical educators, as well as a satisfactory ePortfolio evaluation from the university clinical educator.

B. Professional Semester I

Once candidates complete the Admission Semester and meet all requirements for admission to the Elementary Education Program, they may enroll in Professional Semester I. The purpose of Professional Semester I is to continue to assist the teacher candidate toward mastery of the Kentucky Teacher Standards and other NKU program requirements. Specifically, Professional Semester I focuses on the development of knowledge and skills for teaching reading, assessing student performance, adapting instruction for children with disabilities, and exploring various individual and group management techniques.

The courses included in Professional Semester I are:

EDU 302	3 semester hours	Teaching of Reading
EDU 310	3 semester hours	Teaching Language Arts in the Early Grades
EDU 314	3 semester hours	Classroom Management
EDS 322	3 semester hours	Instructional Planning For Inclusive Elementary Classrooms
EDU 390	2 semester hours	Elementary Field Experience I

During this semester, candidates work in a supervised field experience in an elementary classroom and complete at least 75 hours in the school. This field experience is coordinated with their coursework so that candidates have the opportunity to implement and evaluate many of the recommended practices in reading, language arts, classroom management, and the education of students with exceptionalities. Candidates grow in their understanding of diversity by planning activities which meet the needs of different learning styles, genders, and abilities. They discuss ways of celebrating cultural differences and use the Kentucky Academic Standards to develop and implement lesson plans. Candidates keep anecdotal records, examples of student work, and graded rubrics throughout the semester, which they later use to write summaries of children's strengths and needs. Candidates pursue increased intellectual vitality through mastery of course content, as well as through experiences such as evaluating their own strengths in reading and language arts, developing strategies in response to observations of children's needs, and reviewing and reflecting on media portrayal of persons with disabilities. Candidates continue their study of professional communities by reviewing journals and resources and by collaborating with their PK-12 clinical educators in the field. Throughout the semester, candidates increase their awareness of the role of technology through exposure to adaptive devices for students with exceptional needs and investigation of various computer applications.

During the semester, elementary education candidates participate in their field experience to plan, develop, and teach several lessons to the students in their elementary classroom. The candidates are immersed in almost every aspect of the elementary school program through assignments that require them to mentor a student with special needs, plan and develop lesson plans, observe and teach students with diverse backgrounds, and complete optional activities such as helping with field trips, assisting with site-based subcommittee work, collaborating with colleagues in the school, or calling parents. The PK-12 and university clinical educators use the EPP-wide assessment rubrics to evaluate the elementary candidates on their dispositions, lesson plans, and teaching skills. These rubrics are aligned to the KTS, InTASC, and KFFT standards, entered in Foliotek, and available for candidate review and program data analysis. At the end of the semester candidates update their ePortfolio in Foliotek by submitting artifacts and a semester reflection, aligning them to the Kentucky Teacher Standards. At the

end of the semester candidates again update their Foliotek ePortfolio with a reflection of the current semester and corresponding artifacts. Foliotek documents are evaluated by the university clinical educator using the ePortfolio evaluation rubric. The appropriate EPSB mandated experiences and KTS are recorded on the Foliotek CPR, such as working with ELL students, collaborating in a professional learning community, and interacting with families of students. The number of field hours completed are also recorded on the Foliotek CPR.

C. Professional Semester II

Following the completion of Professional Semester I and the required pre-requisite content courses for each of the methods courses (Mathematics for Elementary Teachers I and II, six hours of social sciences, integrated science course with a lab, and biological science course with a lab), candidates may enroll in Professional Semester II. The first goal of Professional Semester II is to provide prospective teachers with background and theory in four curricular areas: Social Studies, Science, Mathematics, and Assessment. The second goal of Professional Semester II is to allow students to apply their knowledge in these areas by teaching and working with elementary students under the guidance of PK-12 and university clinical educators.

EDU 306	3 semester hours	Teaching Elementary School Mathematics
EDU 308	3 semester hours	Teaching Elementary School Science
EDU 312	3 semester hours	Teaching Social Studies in the Early Grades
EDU 315	2 semester hours	Educational Assessment: Elementary Schools
EDU 392	2 semester hours	Elementary Field Experience II

Candidates in Professional Semester II complete at least 75 hours in their assigned school and implement a series of lessons designed to promote candidates' mastery of the Kentucky Teacher Standards and elementary students' mastery of the Kentucky Academic Standards. Assessment is addressed through discussion of norm-referenced and criterion-referenced summative assessment, formative assessment, pre-assessment and self-assessment, as well as interpretation of assessment data. Candidates design instruction in mathematics, social studies, and science, based on the Kentucky Academic Standards. They implement lessons in their field experience and reflect on their own teaching and on students' learning. During this semester, candidates again take classes in a cohort and collaborate with peers and clinical educators to plan, implement, and evaluate lessons and units. Technology is used throughout the semester to locate instructional resources and use content related software. Just like in Professional Semester I, the PK-12 and university clinical educators evaluate the elementary candidates on the quality of their lesson plans, teaching ability, and dispositions. The same EPP-wide assessment rubrics are used for the evaluations and uploaded in Foliotek. At the end of the semester candidates again update their Foliotek ePortfolio with a reflection of the current semester and corresponding artifacts. Using the ePortfolio evaluation rubric, Foliotek documents are evaluated by the university clinical educator. The EPSB and NKU mandated experiences are recorded on the Foliotek CPR, such as observing in Family Resource Centers, assisting teachers, working with students from different ethnic/racial backgrounds and completing all ten Kentucky Teacher Standards. The number of field hours completed are also recorded on the Foliotek CPR.

All elementary candidates in the Professional Semester II Field Experience are placed in classrooms where they have opportunities to teach Mathematics, Social Studies, and Science.

Science -Pedagogical preparation in science for all elementary candidates occurs through a number of assignments and explorations during the methods course (EDU308). Pedagogical content knowledge is the focus of the course since it develops candidates' knowledge for teaching science content. Each candidate develops lesson plans that are aligned to the Next Generation Science Standards and teaches these lessons to approximately 45 fourth grade students during the NKU CINSAM Elementary STEM Day, a full-day STEM Event hosted on campus for area 4th grade classes two times a year (See "STEM Day Project" in the EDU308 Syllabus. See also "Elementary Education Program Innovations" in the last section of this document). Candidates also develop pedagogical content knowledge for science by working closely with CINSAM outreach specialists both in class and during a professional development workshop in schools. During this project, NKU elementary candidates participate alongside practicing teachers in a professional development in which they observe and reflect upon a demonstration lesson taught by CINSAM outreach specialists. These lessons are aligned to the NGSS, and use current best practices (such as the 5E lesson plan model). Candidates complete an extensive analysis paper in which they are to demonstrate their knowledge of each of the NGSS 3-dimensions (SEPs, Crosscutting Concepts, and Disciplinary Core Ideas) and how they are demonstrated in the classroom, and later discussed in the professional development (See assignment listed as "Next Generation STEM Classroom Project" in the EDU308 Syllabus).

Additionally, all elementary education majors are required to take SCII10 Integrative Science as a prerequisite to enrolling in their Pro II semester and EDU 308 (Science Methods). This 4-credit course focuses on content knowledge in all three science disciplines and is taught by science department faculty. Candidates typically take this course during the Spring Semester prior to admission to the program but may also take it after being admitted to the program. Elementary Candidates are also required to take BIO 120 (Understanding the Living World) prior to admission to the Elementary Teacher Education program.

D. Clinical Experience Semester

Professional Semester III is the candidate's student teaching semester when they enroll in the following course: EDU 494 Clinical Experiences in the Elementary School (12 semester hours)

As candidates move through the elementary education program, they complete requirements in their Foliotek ePortfolio each semester. The ePortfolios are reviewed and checked by the candidates' university clinical educators at the end of each semester. The candidates cannot move to the next professional semester unless they have met the ePortfolio requirements. The requirements for the ePortfolio include several criteria, such as identifying and uploading artifacts, writing a semester reflection and documenting the EPSB requirements for field experiences (e.g., completing 200 field experience hours, observing in schools, and working with students from diverse backgrounds). As stated in the previous descriptions of Admissions, Professional Semesters I and II, all candidates write a reflection paper at the end of each semester where they document the various experiences they have engaged in, such as observing in schools, and attendance at school board meetings. The experiences are added to KFETS by the candidates and then checked by the university clinical educator. In addition, each field experience clinical educator updates the Foliotek CPR with the experiences candidates have participated in during the semester to meet the requirements of 16 KAR 5:040, as well as the Kentucky Teacher Standards candidates met during the semester. In addition to each of the field experience semester checks, each candidate's Foliotek CPR and academic records are reviewed by the coordinator

of clinical experiences to determine if they have met all entrance requirements for the clinical experience semester.

These requirements include the following:

- Clinical experience application, with medical exam and background check
- At least 200 field experience hours
- Observations in schools
- Observation in related agencies including Family Resource Centers or Youth Service Centers
- Student tutoring
- Interactions with families of students
- Attendance at school board meetings
- Attendance at school-based council meetings
- Participation in a school-based professional learning community
- Opportunities to assist teachers or other school professionals
- At least one diverse placement
- Working with students with Socio-Economic Diversity
- Working with Students with Disabilities
- Working with students who are English Language Learners
- Working with students with Racial/Ethnic Diversity, from a minimum of 2 different ethnic or cultural groups
- Engagement with elementary, middle grades, and secondary students
- 2.75 overall GPA
- 2.75 pedagogy GPA
- 2.75 content GPA
- Completed all required coursework

If the candidate meets all of the above requirements, they meet with the coordinator of clinical experiences to finalize their admission to the clinical experience semester. The coordinator of clinical experience then begins to work on placing the candidate in an approved elementary school. A final check of the above criteria is made at the end of the semester PRIOR to beginning the clinical experience.

Once enrolled in the clinical experience, candidates are engaged in co-teaching for an entire school day, five days per week, for a period of 16 weeks. The candidates are required to work with elementary school students for the entire semester so that students meet the Kentucky Academic Standards. If the candidate's clinical experience is in either Ohio or Indiana, the candidate also aligns his/her instruction to meet the standards established by that state. During the clinical experience semester the candidate is assigned to a PK-12 clinical educator in the primary grades for 8 weeks AND a PK-12 clinical educator in the upper elementary grade levels for 8 weeks in one elementary school, within a 50-mile radius of NKU.

With the guidance of their PK-12 and university clinical educators, candidates are required to demonstrate competency in meeting all of the Kentucky Teacher Standards and the NKU program requirements. Candidates are required to complete a teacher work sample during the first eight weeks

of the clinical experience semester. The cornerstone of the teacher work sample is the candidates' analysis of their respective students' pre- and post-assessment data. Candidates analyze and reflect on the data to determine the impact their instruction had on PK-12 student learning and state what steps they will take to improve student learning during future instruction. Candidates analyze data for the entire class in addition to at least one identified gap group within that class. During the last eight weeks of the student teaching semester, candidates complete a leadership project to meet Kentucky Teacher Standard 10. Once this project is approved by the clinical educators the candidate plans, implements, and analyzes the data to determine the impact the project had on PK-12 student learning.

At specified times during the clinical experience, candidates' knowledge, skills, and dispositions are evaluated by both the PK-12 clinical educator and university clinical educator using performance-based criteria. Candidates must successfully complete all clinical experience requirements, receive an acceptable rating on his/her Foliotek portfolio, and receive a satisfactory dispositions evaluation by the university clinical educator in order to successfully complete the clinical experience. At specified times during the clinical experience, candidates' knowledge, skills, and dispositions are evaluated by the PK-12 and university clinical educators using performance-based criteria. Candidates are formally observed at least four times by their university clinical educator and at least twice by their PK-12 clinical educator. Both clinical educators complete the lesson plan and lesson implementation rubrics, as part of their evaluation of the candidate, and submit their evaluations to Foliotek for candidate review and program data analysis. Both rubrics have been aligned to the KTS, InTASC, and KFFT standards. The PK-12 and university clinical educators also evaluate the candidate on his/her dispositions using the Disposition Survey, which is aligned to KTS, InTASC, and KFFT standards. The Disposition Survey is submitted to Foliotek for candidate review and program data analysis. In addition to the above, candidates are required to submit and successfully complete all of their Foliotek requirements, which include a semester reflection that focuses on their experiences during the semester, such as the students they worked with, the co-teaching they did, and the technology they used. Candidates also align their reflection information to the KTS. Once the candidate has successfully completed all of the clinical experience requirements they are eligible for graduation from the program.

Elementary Education Program Innovations

The elementary program has developed several innovative initiatives detailed below.

Four courses in the English Language Arts block (Professional Semester I) are embedded at Florence Elementary school (EDU 302, EDU 310, EDU 314, EDU 390), and meet on site four times a week, which is more than twice the amount of time in classrooms typically offered in teacher education programs. Candidates are in classrooms for a full day, and receive all university course instruction on site. This enhances the PK-12/University collaboration by embedding teacher candidates in the PK-12 school experience. Dr. Tammie Sherry developed and directs this program, which has seen early successes in both candidates' skills in teaching English Language Arts, and in developing professional skills and connections with teachers and administrators.

Another faculty member has developed a pilot program and partnership with Glen O. Swing Elementary School in Covington, KY. This is a high-needs urban school offering a unique pre-service field experience

for elementary candidates. In this program, candidates participate in two consecutive semesters at the school (the Professional Semester II Field Experience and the Clinical Experience). Across the two semesters, they work with the same classroom for 16 + 8 weeks, and a second classroom for 8 weeks (following KDE requirements for clinical experience). This program is unique to both NKU and to most elementary teacher education programs in that it provides candidates with a long-term placement in one school, allowing them to develop their teaching skills more deeply over time with an at-risk population. Research on urban education has shown that this kind of long-term practice and commitment improves both teacher effectiveness and lowers attrition rates among our newest teachers. This program has been in place for 2 years. Dr. Patricia Bills acts as both the director and liaison for the program. As a result, six former NKU candidates have been hired as full time teachers at the school.

STEM initiatives inside of the elementary science methods course have been in place for three years. Currently, elementary science students participate in a campus-wide STEM program in which they teach interactive STEM lessons to 150 fourth graders from area schools in rotating groups. In addition, elementary science methods students participate in a full-day of STEM professional development watching master teachers from the university-based STEM center, the Center for Integrative Natural Science and Mathematics (CINSAM), teach science to elementary students. They also participate in a workshop alongside practicing teachers in which they discuss the latest inquiry-based teaching strategies and science standards (NGSS-Kentucky Core Academic Standards).

Dr. David Childs prepares candidates in the elementary social studies methods courses to participate and present at the Kentucky Council of Social Studies conference each year. This is significant because it provides an important pre-professional experience for our candidates, and is an important early experience at a professional level education conference, in which they have opportunities to learn from experienced teachers and teacher educators.

EPP-wide Continuous Improvement

Data are systematically collected, analyzed, monitored, and reported within the elementary education program and across the EPP. Prior to the start of each academic year, the associate dean and the technology coordinator generate reports from the data housed on the NKU Student Information System (SAP), Survey Monkey database, and the Foliotek assessment system. Those reports, as well as reports from Educational Testing Services (ETS) and the Kentucky Education Professional Standards Board (EPSB), are then shared with faculty during the fall semester to initiate the continuous improvement and reporting cycle.

During the first step in the cycle data are summarized by the associate dean, who also serves as the data coordinator, and then analyzed by program faculty and stakeholders. Faculty in each program review and discuss data at their monthly program meetings to determine strengths and areas for growth in developing teacher candidates who positively impact P-12 student learning. Possible changes are regularly reviewed with external advisory committees and include such items as course or curriculum changes and additional or revised assessment rubrics.

After program level analysis, the process moves to an EPP wide process through the Teacher Education Committee (TEC). The TEC, comprised of internal and external stakeholders, meets monthly to review and discuss various items, including EPP wide data included on the agenda. Finally, at the end of the academic year, the dean, associate dean, department chair, and a representative from each program serve on the Quality Assurance Committee to review and discuss program data. Each program representative develops

a Quality Assurance Report which is then reviewed by the Quality Assurance Committee (QAC) during its annual meeting. Based on the most current data, the QAC discusses findings and makes recommendations for EPP wide changes for the upcoming academic year, thus closing the continuous improvement loop. All program and EPP wide data are displayed on the College of Education and Human Services' (COEHS) website through its [Education Data Dashboard](#), and disseminated to all internal and external stakeholders. The data dashboard, comprised of data from Foliotek, Praxis, Survey Monkey, and SAP, allows for disaggregation of data by specialty licensure area and other dimensions.

Examples of elementary program and EPP wide changes over the past three years include the following:

- Review and revisions to the Professional Dispositions Survey;
- Review and revisions to the Lesson Plan Evaluation rubric;
- Review and revisions to the Lesson Implementation Evaluation rubric;
- Tagging all rubrics with CAEP, InTASC, KTS, and KFFT standards;
- Development and implementation of literacy rubric;
- Development and implementation of technology rubric;
- Development and implementation of clinical experience reflection rubric;
- Development and implementation of protocol to determine inter-rater reliability of final clinical experience observation;
- Development of content validity, using the Lawshe method, of various evaluation rubrics;
- Revision of the Teacher Work Sample data analysis spread sheet; and
- Development and implementation of program advisory committees.