

**Northern Kentucky University**

**Name of Program: Interdisciplinary Early Childhood Education**

**Certification Level: Initial Undergraduate Baccalaureate;**

**Initial Option 6 Graduate Non-Degree**

**Program Codes:**

**KIE (30); KIE (199)**

**Modes of Delivery: Face to Face Only**

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

## Undergraduate Interdisciplinary Early Childhood Education (IECE) Program Submission

### Program Experiences

The IECE 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 IECE 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 IECE education educators as defined by the National Association for the Education of Young Children (NAEYC) and Council for Exceptional Children (CEC) standards. 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 IECE 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 IECE Kentucky Teacher Standards (IECE KTS), Interstate Teacher Assessment and Support Consortium Standards (InTASC), the Kentucky Framework for Teaching (KFFT), and the SPA Standards, are designed to prepare outstanding IECE 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.
- D. A sequence of field and clinical experiences specifically for IECE candidates. A sequence of field and clinical experiences, based on the IECE Kentucky Teacher Standards (KTS), Interstate Teacher Assessment and Support Consortium Standards (InTASC), the Kentucky Framework for Teaching (KFFT), the NAEYC, and CEC SPA Standards, are designed to prepare outstanding IECE 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. The IECE candidates have opportunities for direct experiences with infants, toddlers, preschoolers, kindergarteners, families, members from community agencies, and related service providers in classroom and non-classroom settings through their field and clinical experience placements.

The above set of courses and experiences, based on the IECE Kentucky Teacher Standards, NAEYC and CEC 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.

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 303 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 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 303, 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 303. 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 303 Field Experience are noted. If the course is not designated as a co-requisite course, then it may be completed before enrolling in EDU 303.

EDU 300 Human Growth and Development - 3 semester hours

EDU 305 Introduction to Education - 2 semester hours

EDU 303 Admission Field Experiences for IECE Grades - 2 semester hours

EDU 313 Computer Applications for Teachers - 2 semester hours – **Co-requisite with EDU 303**

EDS 360 Children with Exceptionalities in the School - 3 semester hours- **Co-requisite with EDU 303**

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 IECE 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 state-funded preschool classroom and kindergarten classroom for about six weeks each. Each week consists of approximately 5 hours a week (2 days/2.5 hours a day). PK-12 and university clinical educators collaborate to provide meaningful experiences which enable IECE education candidates to work toward a successful demonstration of their progress toward meeting NKU program requirements, the IECE Kentucky Teacher Standards, NAEYC, and CEC Standards. The field

experience for all IECE education candidates in the Admissions Semester is designed to provide experiences related to the courses in the block. All IECE education candidates are assigned to certified IECE 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.

**A. Professional Semester I**

Once candidates complete the Admission Semester and meet all requirements for admission to the IECE 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 IECE Kentucky Teacher Standards and other NKU program requirements.

The courses included in Professional Semester I are:

EDU 395	3 semester hours	IECE Field Experience I
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During this semester, candidates work in a supervised field experience in an IECE 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 they are exploring in their IECE campus based classes. In this field experience the candidates assist the Covington Independent Schools preschool classroom teachers with instruction and assessment for 6 hours a week (2 days/3 hours a day) for minimum of 13 weeks. The IECE candidates are intentionally placed at the James E. Biggs Early Childhood Education Center, the state-funded Preschool Program site for the Covington Independent School District, due to the district’s diverse student population. Typically, all of the preschool classrooms at Biggs have children with special needs, who qualify for free/reduced lunch, who are ELL, and who are of different races/ethnicities. 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 standards to develop and implement lesson plans. Candidates pursue increased intellectual vitality through mastery of course content as well as through field experiences.

During the semester, IECE education candidates participate in their field experience to plan, develop, and teach several lessons to the students in their IECE classroom. The candidates are immersed in almost every aspect of the IECE school program. The PK-12 and university clinical educators use the EPP-wide assessment rubrics to evaluate the IECE candidates on their dispositions, lesson plans, and teaching skills. These rubrics are aligned to the IECE 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 IECE Kentucky Teacher Standards.

**B. Professional Semester II**

Following the completion of Professional Semester I candidates may enroll in Professional Semester II. The main goal of Professional Semester II is to allow candidates to apply their knowledge, skills, and dispositions by teaching and working with IECE students under the guidance of PK-12 and university clinical educators.

EDU 397 3 semester hours	IECE Field Experience II
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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 IECE Kentucky Teacher Standards. The placements for EDU 397 consist of a variety of non-classroom settings. For example, the IECE candidates can work with home visitors from Early Head Start or Every Child Succeeds/HANDS programs, First Steps Developmental Interventionists or First Steps District Child Evaluation Specialists, or Early Literacy Specialists from library children's services program for 6 hours a week (2 days/3 hours a day) for minimum of 13 weeks. During EDU 397, the IECE candidates have the opportunity to learn about the home-school/agency-community relationship and how best to support family sufficiency through coordination of community resources and related professionals. Candidates implement lessons in their field experience and reflect on their own teaching and on students' learning. During this semester candidates collaborate with peers and clinical educators to plan, implement, and evaluate lessons and units. Just like in Professional Semester I, the PK-12 and university clinical educators evaluate the IECE 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. Foliotek documents are evaluated by the university clinical educator using the ePortfolio evaluation rubric.

### **C. Clinical Experience Semester**

Professional Semester III is the candidate's student teaching semester when they enroll in the following course:

EDU 491 Clinical Experiences in IECE (12 semester hours)

As candidates move through the IECE 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). In addition to the semester checks, each candidate's Foliotek ePortfolio 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 IECE 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 IECE 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 kindergarten and preschool classrooms where they spend an entire school day, five days per week, for a period of 16 weeks. The culminating experience, clinical experience, consists of successfully completing two placements in the teacher role and a portfolio that demonstrates competencies in all 10 Kentucky IECE teacher standards.

With the guidance of their PK-12 and university clinical educators, candidates are required to demonstrate competency in meeting all of the IECE 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 IECE 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 IECE 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 IECE 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 is aligned to the IECE KTS. Once the candidate has successfully completed all of the clinical experience requirements they are eligible for graduation from the program.

### **IECE Initial Certification- Option 6 Graduate Level**

#### **Admissions**

Candidates must minimally meet requirements for admission to NKU as a graduate non-degree seeking student as well as additional requirements in order to complete a certification program in Teacher Education and be enrolled in a program designated as Option 6.

1. Official transcripts from all institutions attended showing completion of at least a bachelor's degree from an accredited institution with a minimum GPA of 2.75 OR GPA of 3.00 on a 4.0 scale on the last thirty (30) hours of credit completed, including undergraduate and graduate coursework. This GPA requirement applies to both the cumulative GPA and the content area GPA
2. Completion of Praxis Core Academic Skill for Educators – Reading with a minimum of 156, Mathematics with a minimum of 150, and Writing with a minimum of 162.
3. Signed Codes of Ethics for Kentucky School Personnel, College of Education and Human Services, and NKU Graduate Honor Code
4. Signed curriculum contract for the IECE Option 6 certification
5. Proof of employment, or offer of employment, as the Lead Preschool Teacher in a Kentucky School District. Requires completion of additional certification paperwork and mentorship agreement (available from Teacher Ed. Graduate Office and to be initiated by the school district) to meet 16 KAR 9:080; University-based alternative certification program.
6. Completion of a state and national background check, typically completed by the school district.



## **CURRICULUM CRITERIA**

1. Minimum of twenty-one (21) semester hours with advisor's prior approval and in accordance with the IECE program requirements to meet NAEYC, CEC and the IECE Kentucky Teacher Standards.

## **EXIT CRITERIA**

1. Completion of all coursework with a minimum 3.00 GPA
2. Mastery of IECE Kentucky Teacher Standards as measured in EDS 588 or other capstone experience

To be in an option 6 program, the candidate must be employed in a school district in a position commensurate with the option 6 certification program AND the candidate must concurrently be enrolled in an approved program of study under that option 6 program. Each option 6 candidate must consult with the graduate teacher education office and their hiring school district to determine what certification paperwork and other requirements are necessary for KYEPSB.

If a candidate is placed on CA-TP (collaborative agreement between district and IECE program director), the following occurs:

- Candidate consults with both the district and the university every year in order to renew the TP certificate.
- CA-TPs (which are to be initiated by the school district) are renewable a maximum of 2 times.
- Each renewal requires a minimum of six (6) additional hours of completed coursework since the last submission of transcript with a previous TP.
- Candidates must remain continuously enrolled at the university and initially be in courses within ninety (90) days of 1st CA-TP being entered into KYEPSB.
- Candidates must finish all coursework in not more than 3 (teaching calendar) school years. Candidates must complete KTIP during the third year (2nd renewal of CA-TP).
- Passing scores on the Praxis exam are required in order to be eligible for participation in KTIP and NKU will notify the school district when the candidate is eligible.
- Once KTIP is completed, candidate must submit a CA-1 form with other required documents to the Teacher Ed. Graduate Office (MP building)

NKU will notify EPSB if a candidate's employment in a covered position or enrollment in the alternative certification teacher program permanently ceases and the CA-TP will be withdrawn.

**Praxis II:** Interdisciplinary Early Childhood Education (Birth-K): Test: 5023 Passing score: 166

*\*Requirements and passing scores for teacher certification are subject to change. For the most current PRAXIS II testing requirements, go to the Kentucky Education Professional Standards Board website (<http://www.epsb.ky.gov>).*

## **Mentoring**

When a candidate is admitted to the Option 6 program they are assigned a PK-12 mentor teacher and university-based mentor. At the beginning of each academic year the graduate coordinator identifies

potential university mentors to work with the IECE candidates. The criteria for a mentor are: 1) earned master's degree, 2) at least 10 years teaching experience, and 3) recommendation by a NKU professor. In most cases, if a university mentor was evaluated as satisfactory during the previous academic year, and is interested in serving as a mentor again, they continue to serve. The selection of the district mentor is at the discretion of the building principal, upon agreement of the EPP graduate coordinator. When approved by the graduate coordinator, university mentors are assigned to work with an Option 6 IECE candidate. The Mentor Agreement form is linked here: <https://inside.nku.edu/content/dam/coehs/Accreditation/EPsBProgramSubmissions/NKU%20Mentor%20Agreement%20for%20Option%206%20base%20form.pdf>

The process for completing the mentoring form is outlined below.

NKU completes the IECE candidate information at the top of the form then sends it to the school principal. The IECE candidate, school mentor, and school principal sign the form and the principal returns it to NKU. The graduate coordinator and university mentor then sign the form. A copy of the form, with all signatures completed, is sent to the candidate, school mentor, school principal, and university mentor. In addition, the completed mentor form is emailed to EPsB and the IECE candidate is entered in the alternative Option 6 route in the EPsB admission system. Simultaneously, the CA-TP is completed for the IECE candidate and also sent to EPsB.

To fulfill the mentoring agreement, the university and district mentor are each required to observe and work with the IECE candidate for 5 hours. The final 5 hours of required observation is negotiated between the university and district mentors to determine who will conduct the final hours of observation. Both mentors are required to observe the IECE candidate teach lessons and give constructive feedback to the candidate after each observation. The feedback is based on the IECE KTS, InTASC, and KfFT standards. The mentor is asked to give feedback on the standards and also identify the IECE candidate's strengths, and areas for refinement/improvement, citing specific examples that support their findings.

While no minimum number of meetings is required, the mentors establish a baseline schedule of visits with the candidate at the beginning of each semester, and adjust the number of visits per the need of each individual candidate. The assigned university mentor is responsible for maintaining direct contact with the employing school during the mentoring year and, in turn, the district mentor is responsible for submitting summaries of communication with the candidate to the IECE program team. The IECE program coordinator is the EPP contact person for both the university and district mentors and is responsible for monitoring both mentors to ensure the candidate receives the help and support that is needed to be successful.

### **Coursework**

Upon admission to the IECE Option 6 non-degree program, the IECE program director will assess the candidate's educational background and develop a plan of coursework for successful completion of the program and certification requirements. Once the evaluation is completed NKU will provide the candidate with a written and dated letter stating eligibility for the Option 6 IECE program. Candidates will start their coursework no later than ninety (90) days from the date the eligibility notice is issued.

All of the Initial Certification Option 6 candidates are required to take EDU 552 (Infant and Toddler Education and Programming), EDS 551 (Assistive Technology in Special Education), EDS 570 (Working with Families of Students with Disabilities), and EDU 569 (Kindergarten Education and Programming)

courses. The Option 6 candidates, depending on their initial teacher certification, are required to complete either EDU 551 (Preschool Education and Programming) or EDU 554 (Language Development and Emergent Literacy) as well as one of the assessment courses (EDU 565 “Early Childhood Assessments for Screening” or EDU 566 “Ongoing Assessment in Early Childhood Education”).

In these six courses, Option 6 candidates focus on young children’s development, integrated curriculum across domains, appropriate physical and social environments, adaptation and selection of assistive technology, and relationships among/between significant adults in children’s lives in various settings. Specifically, candidates evaluate appropriate classroom learning environments using environmental rating scales, learn how to integrate appropriate assistive technology for children with disabilities, and are introduced to an overview of early childhood curricula, subject area content as well as teaching strategies. In EDS 570 “Working with Families of Students with Disabilities” course, candidates become better aware of available community resources for facilitating young children with disabilities’ development as well the importance of viewing family’s concerns and priorities as the beginning point for collaboration. The candidates also evaluate assessment tools based on purpose and use on-going assessment techniques to observe and document children’s development and learning during the first five years.

The remaining three credit hours of content area is selected (in consultation with an advisor) based on the identified gaps, as evaluated by the candidates’ experience in working with young children (0-5 years), with and without disabilities and their families, from a list of elective courses. These courses focus on competencies required to be successful interdisciplinary early childhood educators in an inclusive setting and gain a better understanding of the early care and education field. View the curriculum contract for specific course titles.

Please refer to the IECE Option 6 curriculum contract for additional information.

[https://inside.nku.edu/content/dam/coehs/Accreditation/EPSBProgramSubmissions/RevisedIECEDocs/IECE-Option6%20CertificationOnly\\_2016.pdf](https://inside.nku.edu/content/dam/coehs/Accreditation/EPSBProgramSubmissions/RevisedIECEDocs/IECE-Option6%20CertificationOnly_2016.pdf)

### **IECE Education Program Continuous Improvement**

The analysis of the IECE PRAXIS II, PRAXIS II – Early Childhood: Content Knowledge (for IECE certified teachers who would like to be deemed Highly Qualified to teach Kindergarten), and feedback from candidates, PK-12 Clinical Educators, and Early Childhood Education Program Advisory indicated the **Interdisciplinary Early Childhood Education** (IECE) candidates’ need for deeper competency in the following areas: *Growth and development of young children, Education and service requirements/Special needs, Collaboration with families and colleagues, Kindergarten programming, and Integration of mathematics and science.* To address these needs and better prepare IECE teacher candidates, faculty from the Early Childhood Education program, Special Education program, and Elementary Education program developed four new courses (EDU 500, 567, 569 and EDS 363) and now require the IECE candidates to take more special education courses from Special Education faculty. EDU 500 (Core Principles of Early Childhood Education), which was offered for the first time in fall 2015, addresses the theory and development of children ages birth to kindergarten as well as providing opportunities to design developmentally appropriate learning experiences on KTIP lesson plan form for infants, toddler, preschoolers, and kindergartners. EDU 567 (Math and Science Exploration PreK-3<sup>rd</sup>), which was offered for the first time in Spring 2015, provides opportunities for conducting integrated lessons and analyze student’s mathematical and scientific thinking. EDU 569 (Kindergarten Education and Programming), which was offered for the first time in Spring 2016, requires examination of the Kentucky Academic Standards as well as developmentally appropriate learning environment and pedagogy for

Kindergarteners. The required special education courses for IECE candidates are EDS 551 (Assistive Technology in Special Education), EDS 570 (Working with Families for Students with Disabilities), and EDS 363 (Behavior Management Strategies for Young Child). In past years, the IECE candidates took EDS 362 (Applied Behavior Analysis for Students with Disabilities) with Elementary Education and Middle Grades candidates who were also working on their K-12 Special Education certification. EDS 363, which was offered for the first time in fall 2014, was designed by the Special Education program faculty to specifically focus on the age range for IECE certification and not grades K-12. The IECE candidates learn to design and implement a behavior change project that is appropriate and relevant for children under 5 years of age in EDS 363

### **EPP-wide Continuous Improvement**

Data are systematically collected, analyzed, monitored, and reported within the IECE 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 IECE 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, IECE 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.