



Program Review Document

Preparation Program: Elementary Education

Date Submitted: *January, 2018*

Certification Level:	<input type="checkbox"/> B-P <input checked="" type="checkbox"/> P-5 <input type="checkbox"/> 5-9 <input type="checkbox"/> 5-12 <input type="checkbox"/> 8-12 <input type="checkbox"/> P-12
Preparation Level:	<input checked="" type="checkbox"/> Initial
Modes of Delivery:	<input checked="" type="checkbox"/> Face-to-Face Only <input type="checkbox"/> Online Only <input type="checkbox"/> Hybrid
Degree Type:	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate (MAT) <input checked="" type="checkbox"/> Undergraduate – Cert Only <input type="checkbox"/> Option 6
Program Codes:	WKU 527 EPSB #14 and #3628
University Catalog:	https://www.wku.edu/undergraduatecatalog/ http://catalog.wku.edu/graduate/
WKU Quality Assurance Document:	http://www.wku.edu/cebs/caep/

Elementary Education is a supervised field-based program including a partnership with area elementary schools. The program is delivered face to face, through Interactive Video Systems (IVS) and through the Internet. Offsite campuses include, Glasgow, Owensboro, Ft. Knox, and Elizabethtown. The courses are offered in a Block format where students cohort through the program.

SYLLABI: All Professional Education, Methods Syllabi, and a Sampling of Content Area Syllabi are available on the WKU website http://www.wku.edu/cebs/peu/epsb_prds.php.

Program Description

1. COURSES: Below are all required courses for this program. Course descriptions are those found in the appropriate WKU catalog (see links above).

- Core Education Courses**

EDU 250. INTRODUCTION TO TEACHER EDUCATION. (3) The introductory course to a career in education. The student will acquire basic knowledge of teacher ethics, career awareness, student diversity, and curriculum. Field experiences are required. Students are responsible for arranging their own transportation to designated or assigned sites. Equivalent to AGED 250.

LTCY 320 THE TEACHING OF READING - An introduction to reading instruction for elementary grade children; includes an examination of reading needs, teaching methods, materials, and resources related to reading skills development. Field experiences in public schools and/or other appropriate settings away from campus are required in this course.

LTCY 420. LITERACY METHODS IN THE ELEMENTARY GRADES. (3) Prerequisites: LTCY 320 and either ELED 345 or SPED 340 with grades of "C" or higher and admission to teacher education. A second course in literacy designed to offer standards-based, practical applications of instruction that build on the content of LTCY 320. Field experiences in public schools and / or other appropriate settings

away from campus are required. Students are responsible for arranging their own transportation to designated or assigned sites.

ELED 345 TEACHING STRATEGIES FOR ELEMENTARY TEACHERS - Integrates planning and evaluative techniques with appropriate learning theories. Learning activities for the full range of ability/development levels of students are prescribed. PRD3 Elementary Education IP Page 4 of 31

ELED 355 STUDENT DIVERSITY IN THE CLASSROOM - Focus will be on the range of student diversity and identification of characteristics of children in an integrated elementary classroom. Field experiences in public schools and/or other appropriate settings away from campus are required.

ELED 365 TEACHING STRATEGIES FOR ELEMENTARY TEACHERS - The second course in a two course series dedicated to teaching strategies. Focuses on strategies unique to teaching in an integrated elementary classroom. Field experiences in public schools and/or other appropriate settings away from campus are required.

SPED 330 INTRO TO EXCEPTIONAL EDUCATION DIVERSITY IN LEARNING - Characteristics of exceptionality, special education programs, schools, and community resources and research relative to exceptionality.

ELED 405 TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOL - Materials and methods of instruction in mathematics for grades P-5 with emphasis upon creative utilization of available materials and techniques. Field experiences in public schools and/or other appropriate settings away from campus are required in this course.

ELED 406 TEACHING SCIENCE IN THE ELEMENTARY SCHOOL - A study of the objectives and place of science in grades P-5. The course includes planning units of work, organizing and using materials and resources, and developing ability in the techniques of elementary school science teaching. Field experiences in public schools and/or other appropriate settings away from campus are required in this course.

ELED 407 MATERIALS AND METHODS IN SOCIAL STUDIES - A study of the objectives, materials, organization, and instructional techniques in the social studies appropriate to grades P-5. Field experiences in public schools and/or other appropriate settings away from campus are required in this course.

ELED 465 SENIOR PROJECTS IN ELEMENTARY EDUCATION - Part of the professional block semester which is the culminating experience for elementary teacher candidates prior to the student teaching semester. Projects related to the corequisite courses will be completed. Field experience in public schools and/or other appropriate settings away from campus will be required.

EDU 489. STUDENT TEACHING SEMINAR. (3) Corequisites: ELED 490, MGE 490, SEC 490, or IECE 490. Analyzes the connection between teaching theory and actual practice. Portfolio refinement with the Teacher Performance Standards will be emphasized. Field experiences in public schools and / or other appropriate settings away from campus are required. Pre-Service Teachers are responsible for their own transportation to designated or assigned sites.

ELED 490. STUDENT TEACHING. (5-10) Prerequisites: Admission to teacher education; admission to student teaching; and completion of the following courses with grades of "C" or higher: MATH 205, 206, and 308. Corequisite: EDU 489. Supervised assignment in approved school setting. Must complete a minimum of 70 days in one or two placements depending on certification requirements. Students follow the academic calendar of the school district in which they are placed and are responsible for providing their own transportation to assigned site(s). Course Fee

- **Core Content Courses**

CIS 141 BASIC COMPUTER LITERACY - An introduction to the breadth of information technology and the role of computer based devices for everyday problem solving in life, work and research. Practical experience with current as well as emerging technologies is provided. Students who have earned credit in CSCI 145C may not enroll in CIS 141. Course Fee

OR

CS 145 INTRODUCTION TO COMPUTING - An introduction to the use of the computer that explores what a computer is, what it can do, and how it does it. The following topics are surveyed: hardware, software, telecommunications, programming languages, software development, a short history of computing, and the computer's impact on society. Projects in word processing, spreadsheets, file management, and BASIC are assigned.

OR

LME 448 TECHNOLOGY APPLICATIONS IN EDUCATION - Uses of technology in education for instruction and instructional management. Emphasis on evaluation and utilization of appropriate software and hardware.

MATH 205 NUMBER SYSTEMS AND NUMBER THEORY FOR TEACHERS - Development of conceptual understanding of elementary place value, operations on whole numbers and integers, number theory, basic algebra, and functions. PRD3 Elementary Education IP Page 5 of 31

MATH 206 FUNDAMENTALS OF GEOMETRY FOR TEACHERS - Conceptual development of fundamental concepts of geometry and measurement.

ENG 302 LANGUAGE AND COMMUNICATION - A course in English grammar and usage designed primarily for elementary education majors. Emphasis is given to sentence structure. Attention is also given to the nature of language, historical backgrounds, dialects, and standards of correctness.

MATH 308 RATIONAL NUMBERS AND DATA ANALYSIS FOR TEACHERS - Conceptual development of rational number system, including operations with and relationships among fractions, decimals, and percents; elementary probability and statistics.

ART 310 ART EDUCATION IN THE ELEMENTARY SCHOOL - A requirement for elementary education majors, this course studies the materials, methods and functions of art in the elementary curriculum through the use of lectures, readings, observations and selected studio problems.

MUS 311 MUSIC FOR THE ELEMENTARY TEACHER - A required course for primary elementary education majors which centers on music as an aid in instruction of standard curricular subjects and techniques which classroom teachers can utilize to further develop the natural rote and rhythmic abilities of the young child.

MUS 314 COMPREHENSIVE ARTS EDUCATION FOR THE ELEMENTARY TEACHER - Appropriate concepts, methods, and materials for weaving the arts (dance, drama, music, visual art) through the elementary school curriculum. Field experience in public schools and/or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.

LME 318 CHILDREN'S LITERATURE - An introduction to picture books, traditional literature, poetry, fiction, biography, informational books, and the development of literature programs in the elementary and middle school.

PE 354 PHYSICAL EDUCATION FOR THE ELEMENTARY SCHOOL - Designed especially for classroom teachers emphasizing materials and techniques for the physical education program for elementary schools.

GEOG 352 GEOGRAPHY OF KENTUCKY - A regional study assessing the natural and human resources of Kentucky with special attention to current ecological, social, and economic problems. A field experience is required.

OR

HIST 456 KENTUCKY HISTORY - A study of the political, economic, social, and cultural development of the state from pioneer days. Local development is also stressed.

PSY 310 EDUCATIONAL PSYCHOLOGY: DEVELOPMENT AND LEARNING - A required educational psychology course for students seeking teacher certification. Educational psychology is designed to give the student a thorough understanding of the theories and principles of psychology as applied to teaching and learning. The students will demonstrate knowledge, understanding, and application of theories and principles of development, learning, memory, motivation, individual differences, instruction, classroom management, and measurement and evaluation.

KENTUCKY TEACHER PERFORMANCE STANDARDS ALIGNMENT: The table delineates how the EPP-wide Initial Preparation Key Assessments, aligned to both Kentucky Teacher Performance and InTASC Standards, are embedded in the program.

KEY ASSESSMENTS					
AREA		NAME	STANDARD ALIGNMENT		COLLECTED
			KTS	InTASC	
1	Content Assessment	Praxis II	(1)	(4,5)	Praxis Report
2	Other Content Assessment	Major GPA	(1)	(4)	Prior to Student Teaching
3	Assessment of Professional Capabilities	Praxis PLT	(2-10)	(1-3,6-10)	Praxis Report
4	Clinical Experiences Measure of Teaching Proficiency	Student Teacher Evaluation	1-10	1-10	ELED 490
5	Measure of Assessment Proficiencies	A: Learning Goals & Pre/Post Assessment B: Analysis of Student Learning	1-3,5-7	1-10	A. ELED 465 B. ELED 405
6	Ability to Diagnose and Prescribe for Personalized Student Learning	Design for Instruction	1,2,5,6	1,4-10	ELED 465
7	Application of Content Knowledge and Pedagogical Skills	Teacher Work Sample	1-3,5-7,9	1-10	EDU 489
8	Assessment of Literacy Outcomes	Analysis of Student Assessment Data and Implications for Instruction	1,2,5	1,4-7	LTCY 420
9	Dispositions	Dispositions Form	NA	NA	ELED 345, Block I and Block II, ELED 490
10	KTS Exit Survey	KTS Exit Survey	1-10	1-10	EDU 489

Mid-Point Assessment Requirements:

To be admitted into the Student Teaching Semester, candidates must meet all minimal criteria described under “Transition Point 2: Admission to Final Clinical Experience.”

Program Completion Requirements:

1. To complete a teacher preparation program, candidates must meet all minimal criteria described under “Transition Point 3: Program Exit.”
2. Note that additional requirements (described below) must be met in order to be recommended for initial certification.
3. Rules and regulations governing the completion of this program of study have been described above and on the next page. By your signature, you are acknowledging that you understand and accept responsibility for meeting these requirements.

Delineation of EPP-Wide Transition Points – Initial Preparation Program

Transition Point 1: Admission to Education Preparation Programs				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	Approved By
Unit Level Data:	Admission to Teacher Education			
<ul style="list-style-type: none"> • Cumulative GPA • CASE test scores • Application to include: <ul style="list-style-type: none"> – 3 faculty recommendations – Physical (including TB test) – KY criminal background check – Signed KY Code of Ethics 	<ul style="list-style-type: none"> • 2.75+ average or above • Minimum CASE scores required as defined by current state guidelines (demonstrates Critical Thinking and Communication Skills) • 3 positive faculty recommendations (demonstrates their dispositions for teaching indicating their creativity and collaboration skills) • Passing physical • Passing background checks 	Each Month	Office of Teacher Services	Professional Education Council
Transition Point 2: Admission to Final Clinical Experience				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	
Unit Level Data	Successful application to Student Teaching			
<ul style="list-style-type: none"> • GPAs and at least 90+ hours completed (including 75% of content courses) • Completion of required field hours • Completion of Key Assessments • Dispositions scores 	<ul style="list-style-type: none"> • 2.75+ GPA (overall, major, minor, and professional education courses); C or higher in all professional education courses • At least 200 hours documented based on requirements of 16 KAR 5:040 • 2+ holistic score; 2+ per KTS measured • All dispositions average “At Standard” (3+) 	Each Semester	Office of Teacher Services	Professional Education Council
Transition Point 3: Program Exit				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	
Unit Level Data:	Program Exit			
<ul style="list-style-type: none"> • Candidate student teaching • Teacher Work Sample scores • Dispositions scores 	<ul style="list-style-type: none"> • C or Higher • 2+ holistic score; 2+ per KTS measured • All scores “At Standard” (3+) 	Each Semester	Office of Teacher Services	Certification Officer

To be recommended for initial certification, an applicant must document:

Completion of an approved educator preparation program in each desired certification area; Passing score(s) on the appropriate PRAXIS II and PLT exam(s) or other assessments required for each desired certification area; Achievement of at least a 2.75 GPA overall, in each major and minor, and in professional education courses; Attainment of at least a “C” in all professional education courses, including student teaching.

Remediation Opportunities:

TP 1: Candidates may continue to submit Faculty Recommendations until three are positive.

TP 2: Candidates may request additional instruction from faculty and may resubmit Key Assessments in order to improve their scores.

TP 3: Candidates may request additional instruction from faculty and may resubmit the Teacher Work Sample Key Assessment in order to improve their score. Candidates may repeat student teaching.

EPSB Disclaimer: Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.epsb.ky.gov for current requirements or contact EPSB at 502-564-4606 or toll free 888-598-7667.

By signing below, the candidate ensures that he or she has been advised of, understands, and agrees to adhere to all program requirements, including assessment requirements, of the program.

Candidate Name (printed):

Education Advisor's Signature/Date:

Signature _____ Date _____

Candidate Signature/Date:

Signature _____ Date _____

Specialization Advisor's Signature/Date (if needed):

Signature _____ Date _____

****END OF CURRICULUM CONTRACT****

Mid-Point Assessment Requirements:

To be admitted into the Student Teaching Semester, candidates must meet all minimal criteria described under “Transition Point 2: Admission to Final Clinical Experience.”

Program Completion Requirements:

4. To complete a teacher preparation program, candidates must meet all minimal criteria described under “Transition Point 3: Program Exit.”
5. Note that additional requirements (described below) must be met in order to be recommended for initial certification.
6. Rules and regulations governing the completion of this program of study have been described above and on the next page. By your signature, you are acknowledging that you understand and accept responsibility for meeting these requirements.

Delineation of EPP-Wide Transition Points – Initial Preparation Program

Transition Point 1: Admission to Education Preparation Programs				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	Approved By
Unit Level Data:				
Admission to Teacher Education				
<ul style="list-style-type: none"> • Documentation of completion of baccalaureate degree in an approved certification area • Cumulative GPA • CASE test scores • Application to include: <ul style="list-style-type: none"> – 3 faculty recommendations – Physical (including TB test) – KY criminal background check – Signed KY Code of Ethics 	<ul style="list-style-type: none"> • Completion of Application • 2.75+ average or above • Minimum CASE scores required as defined by current state guidelines (demonstrates Critical Thinking and Communication Skills) • 3 positive faculty recommendations (demonstrates their dispositions for teaching indicating their creativity and collaboration skills) • Passing physical • Passing background checks 	Each Month	Office of Teacher Services	Professional Education Council
Transition Point 2: Admission to Final Clinical Experience				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	Approved By
Unit Level Data				
Successful application to Student Teaching				
<ul style="list-style-type: none"> • GPAs and at least 90+ hours completed (including 75% of content courses) • Completion of required field hours (dependent upon certification status) • Completion of Key Assessments • Dispositions scores 	<ul style="list-style-type: none"> • 2.75+ GPA (overall, major, minor, and professional education courses); C or higher in all professional education courses • At least 200 hours documented based on requirements of 16 KAR 5:040 • 2+ holistic score; 2+ per KTS measured • All dispositions average “At Standard” (3+) 	Each Semester	Office of Teacher Services	Professional Education Council
Transition Point 3: Program Exit				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	Approved By
Unit Level Data:				
Program Exit				
<ul style="list-style-type: none"> • Candidate student teaching • Teacher Work Sample scores • Dispositions scores 	<ul style="list-style-type: none"> • C or Higher • 2+ holistic score; 2+ per KTS measured • All scores “At Standard” (3+) 	Each Semester	Office of Teacher Services	Certification Officer

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By signing below, the candidate ensures that he or she has been advised of, understands, and agrees to adhere to all program requirements, including assessment requirements, of the program.

Candidate Name (printed):

Education Advisor's Signature/Date:

Signature

Date

Candidate Signature/Date:

Specialization Advisor's Signature/Date (if needed):

Signature

Date

Signature

Date

****END OF CURRICULUM CONTRACT****