

**MOREHEAD STATE UNIVERSITY**

**PROGRAM REVIEW**

**Interdisciplinary Early Childhood Education (Birth – 5)**

**Initial Certification for those who have a BA/BS  
But are not certified**

**Department of Elementary, Reading, and Special Education**  
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**College of Education**  
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## INTRODUCTION

Morehead State University's graduate programs in education are based on the premise that mastery of the discipline of teaching is an on-going, life-long process. The university's role in the process is to provide graduate education programs designed to: 1) deepen candidates' knowledge in an area of specialization; 2) increase their understanding of the developmental and learning needs of their students; and 3) enable them to become conversant with the research literature in their area. The sum of this enterprise is to enhance their career-long efforts to become more effective self-reflective practitioners. The Interdisciplinary Early Childhood Education (IECE) initial certification program for candidates who are not already certified in another area exemplifies this premise.

Because Interdisciplinary Early Childhood Education addresses the needs of infants and young children from birth through age 5, it is necessary for candidates to develop knowledge and skills not only in working with children throughout this age range, but also in working effectively with parents, teachers, and a variety of other specialized practitioners. The IECE initial certification program emphasizes this interrelated context by focusing on the collaborative nature of early childhood education.

### I. CONCEPTUAL FRAMEWORK

This Interdisciplinary Early Childhood Education initial certification is an extension program which is integrated into the conceptual schema provided by the College of Education's framework of *Educators as Architects: Designing environments where students construct knowledge and develop skills*. Within this conceptual model the initial certification program provides a foundation of preparation to nurture the development of candidates who are not already certified in another area. Central to this developmental process is demonstrated growth in mastery of the areas of knowledge and skills outlined in the New Teacher Standards for Interdisciplinary Early Childhood Education (Kentucky Department of Education). These standards provide a valuable framework for the professional development of early childhood educators by underscoring that the best teachers of young children:

- 1) Design and plan instruction in a variety of appropriate settings for infants and young children;
- 2) Create and maintain appropriate learning environments that accurately reflect both developmentally appropriate practice and the individual needs of children;
- 3) Implement and manage instruction in ways that acknowledge and respect both developmental tendencies and individual differences among children;
- 4) Assess and communicate assessment results effectively to parents and colleagues;
- 5) Reflect on teaching and other professional practices by constantly reviewing and, when necessary, modifying their behaviors;
- 6) Collaborate effectively with parents, colleagues and other professionals by practicing good communication skills and demonstrating sensitivity to others' concerns and input;
- 7) Engage in professional development in a variety of appropriate ways;
- 8) Support families by acknowledging their important role in planning appropriate services and interventions for young children; and
- 9) Demonstrate appropriate implementation of technology in their professional practices.

To perform these complex and interrelated functions, a range of knowledge and experiences are required. This certification program is structured around these new teacher standards and is designed to develop skills in each standard. This is accomplished first through admission to the Teacher Education Program and then through a rigorous and in-depth course, IECE 657 IECE Professional Assessment. The content of the course is described in Section II: Program Experiences. The course has two components: assessment and certification portfolio preparation. After successful admission to the Teacher Education Programs, candidates complete assessment tasks to determine their readiness for certification assessment. They also finalize and professionalize their IECE Certification Portfolio, which contains entries which have been completed throughout the course. Assessments required for teacher certification are administered while teachers are enrolled in the course.

#### Performance Objectives:

1. Each candidate will complete assessment tasks for the New Teachers Standards for Interdisciplinary Early Childhood Education.
2. Each candidate will organize into a professional presentation their portfolio entries which have been completed through the training program.

## II. PROGRAM EXPERIENCES

Candidates who earn initial IECE certification through this program must demonstrate substantial growth in the skill and knowledge base of the New Teacher Standards for Interdisciplinary Early Childhood Education and the program standards of the National Association for the Education of Young Children.

The matrix below shows the incorporation of NAEYC guidelines for advanced teacher preparation for those wishing to work with young children.

### National Association for the Education of Young Children Program Standards Matrix for Advanced Programs In Early Childhood Education

**This program is for candidates who are not already certified in another area but who wish to obtain their IECE certification. They have an undergraduate degree but may lack experience working with children in the age span of birth to age 5. Although these candidates are not advanced, neither are they at the initial level. It was decided to enter the program data in this table.**

Guideline	Courses and/or experiences that fulfill the guideline
<b>ADVANCED EARLY CHILDHOOD EDUCATION CANDIDATES:</b>	
1.0 Extend their knowledge and understanding of the dominant theories of human and socio-cultural development and learning through the lifespan; knowledge of research on social, emotional, cognitive, language, aesthetic, motor, and perceptual development and learning in children from birth through age eight, including children with special developmental and learning needs and their families; and understanding of the child in the family and cultural context.	IECE 657 Interdisciplinary Early Childhood Education Professional Assessment Portfolio Video Assessment Tasks
2.0 Extend and develop knowledge and understanding of theories and content of curriculum and instruction and alternative models and methodologies.	IECE 657 Interdisciplinary Early Childhood Education Professional Assessment Portfolio Assessment Tasks
3.0 Critically examine alternative perspectives regarding central issues in the field (for example, child development, programs for young children and their families, research priorities, or implications for teacher education and staff development).	IECE 657 Interdisciplinary Early Childhood Education Professional Assessment Portfolio Assessment Tasks
4.0 Extend their knowledge and ability to use and develop a variety of procedures for assessment of child development and learning, child care and early education environments, and early childhood education curricula; and understanding of types, purposes and appropriateness of various assessment procedures and instruments.	IECE 657 Interdisciplinary Early Childhood Education Professional Assessment Portfolio Assessment Tasks

Guideline	Courses and/or experiences that fulfill the guideline
5.0 Develop and evaluate programs for children from a variety of diverse cultural and language backgrounds, as well as children of different age and developmental levels, including children with disabilities, children with developmental delays, children who are at-risk for developmental delays, and children with special abilities.	IECE 657 Interdisciplinary Early Childhood Education Professional Assessment Portfolio Assessment Tasks
6.0 Apply interdisciplinary knowledge from such fields as sociology, psychology, health services, special education, history, philosophy, and anthropology to practice in early childhood education.	IECE 657 Interdisciplinary Early Childhood Education Professional Assessment Portfolio Video Assessment Tasks
7.0 Engage in reflective inquiry and demonstrate professional self-knowledge, for example by collecting data about one's own practice and articulating a personal code of professional ethics.	IECE 657 Interdisciplinary Early Childhood Education Professional Assessment Portfolio Video Assessment Tasks
8.0 Demonstrate the ability to work collaboratively as a member of a team with colleagues and other professionals to achieve goals for children and families.	IECE 657 Interdisciplinary Early Childhood Education Professional Assessment Portfolio Assessment Tasks
9.0 Develop knowledge and skills required to serve as a mentor to others and a model of professional behavior for volunteers and other staff members.	IECE 657 Interdisciplinary Early Childhood Education Professional Assessment Portfolio Assessment Tasks

Demonstrating mastery of the New Teacher Standards for Interdisciplinary Early Childhood Education is accomplished while candidates are enrolled in IECE 657 IECE Professional Assessment. The course has two components: assessment and certification portfolio preparation. Candidates complete assessment tasks to determine their readiness for certification assessment. They also finalize and professionalize their Certification Portfolio, which contains entries that have been completed throughout the course. Assessments required for teacher certification are administered while candidates are enrolled in the course.

Performance Objectives:

1. Each candidate will complete assessment tasks for the New Teachers Standards for Interdisciplinary Early Childhood Education.
2. Each candidate will organize into a professional presentation their portfolio entries which have been completed through the training program.

Once admitted to the initial certification program, each candidate is assigned to a highly qualified professional early childhood expert who works with the candidate on an individual and independent basis. The instructor carefully examines the candidate's undergraduate program to determine which courses need to be taken prior to TEP admission. After the candidate is admitted to the Teacher Education Program, the instructor provides an orientation to the work of the IECE 657 course, mentors and works with the candidate to overcome deficiencies revealed throughout the assessment process, administers the multiple choice assessment, and evaluates the portfolio, video, and assessment tasks. Upon successful demonstration of mastery of the New Teacher Standards for IECE and completion

of the state IECE specialty exam with a minimum score of 150, the instructor recommends the candidate for certification.

The following matrix demonstrates how IECE 657 Professional Assessment addresses the Kentucky New Teacher Standards in Interdisciplinary Early Childhood Education.

<b>NEW TEACHER STANDARDS FOR PREPARATION AND CERTIFICATION INTERDISCIPLINARY EARLY CHILDHOOD EDUCATION BIRTH TO PRIMARY</b>
<b>Standard I: Designs/Organizes Instruction.</b>
Students design developmentally and individually appropriate activity-based learning experiences.
Students participate in a variety of clinical activities.
Students select and uses developmentally and individually appropriate strategies and reinforces.
Students demonstrate knowledge of child development theory and research.
<b>Standard II: Creates/Maintains Learning Climates</b>
Students document in logs and evaluate and discuss learning climates in real and clinical situations.
Students provide a stimulus rich indoor and outdoor environment
<b>Standard III: Implements/Manages Instruction</b>
Students incorporate knowledge and strategies from multiple disciplines and service plan.
Students facilitate positive interactions between children and adults.
Students demonstrate knowledge of recommended practices in instructional strategies and management.
<b>Standard IV: Assess/Communicates Learning Results</b>
Students use multiple modes and methods of assessment.
Students identify options and resources for transition to next program.
Students apply state and national guidelines and mandates in child evaluation..
<b>Standard V: Reflects/Evaluates Teaching/Learning</b>
Students propose changes to improve learning and development.
Students evaluate the impact of the program on child learning and development.
<b>Standard IX: Technology</b>
Students develop and use e-mail, Internet, web pages, and publishing software for designing and implementing instructions.
Student word-process assignments.
Students will document visits to specified Web sites.

The cover sheet for the Interdisciplinary Early Childhood Education program is included on the following two pages.

COVER SHEET  
**Interdisciplinary Early Childhood Education**

National Association for the Education of Young Children

*Please include one copy of this cover sheet with each program report.*

SUBMITTED BY: Morehead State University  
(Name of College/University)

University Boulevard, Morehead, Kentucky 40351  
(Address)

DATE: August 2002

CHIEF COMPILER: Mary Anne Pollock PHONE: 606-783-2598

DATE OF ON-SITE VISIT: Fall 2003

Name of program offered for review in this document: Interdisciplinary Early Childhood Education certification extension

**Classification:**

- Administration
- Pre-School/Pre-K
- K-12 Education
- Kindergarten
- Early Childhood
- Elementary Education
- Middle School Education
- Education
- Combined (specify): \_\_\_\_\_
- \_\_\_\_\_
- Support Services
- Other (specify): \_\_\_\_\_

**Level(s) offered for review in this document:**

- Baccalaureate
- Post-Baccalaureate, Initial Program
- Masters, Initial Program
- Advanced Masters
- Specialist
- Doctorate
- Other (specify): Initial Certification Secondary

**Checklist of materials to be enclosed with this program review document:**

- Overview and scope, including the following:
- Explanation of the knowledge base, philosophy for preparation, and goals and objectives of the program.
- Candidate course of studies with all required courses clearly marked.
- Descriptions of field experiences, student teaching, and internships. Include the amount of time and the type of supervision.
- Explanation of how the program may deviate from the program standards.
- Description of where the program is located within the professional education unit and its interrelationships with other programs in the unit and the university/college.
- List of faculty with primary assignments in the early childhood education program. Provide rank, responsibilities, and tenure status. **(Do not send vitae.)**
- Number of graduates from the program(s) at different levels over the past three years.
- Criteria used at admission to post-baccalaureate programs to determine if the candidate has adequate academic background in the subject to be taught should be submitted.

X  Matrix for Initial and/or Advanced programs

X  Syllabi for all **required** early childhood & elementary education courses listed on the matrix.

I verify that the information provided in this program review document is accurate and true:

\_\_\_\_\_  
Signature Name (please print)  Mary Anne Pollock

Chair, Department of Elementary, Reading, and Special Education

Position Telephone 606-783-2598

Address

**KERA Initiatives**

In addition to meeting the standards of the National Association for the Education of Young Children, the Interdisciplinary Early Childhood Education certification program also address the Kentucky Education Reform Act Initiatives. The following matrix demonstrates how IECE 657 addresses KERA Initiatives.

**Relationship of Course to KERA Initiatives in Interdisciplinary Early Childhood Education**

<b>Courses</b>	<b>Learner Goals and Expectations</b>	<b>Program of Studies Birth - 5</b>	<b>Core Content for Assessment CATS</b>
<b>IECE 657 Professional Assessment</b>	<b>X</b>	<b>X</b>	

**III. NCATE THEMES**

The NCATE Themes are embedded in the Morehead State University Conceptual Framework. The themes are demonstrated in IECE 657 in the following ways:

1. Conceptual Framework. The very nature of working with children ages birth to 5 encompassed the theme of *Educators as Architects: Designing environments where students construct knowledge and develop skills*. Providing stimulating and active environments so young children can explore and interact with their environment is crucial to the developing young mind. This concept is extended to the parents, other caregivers, and other professionals who work with young children. All who work with young children should be equipped to provide such environments.
2. Diversity (with attention to exceptional children, cultural, and ethnic diversity). Diversity exists among all populations and is particularly evident as the young child grows and develops. A major emphasis in this program is on meeting the individual needs of young children: developmental, social, cultural, health, and intellectual.
3. Intellectual vitality. Since the course requirements are built upon the NAEYC standards, it is a rigorous course; students are required to process and implement a tremendous amount of information. They are also required to pass the in-house test and the Kentucky Specialty Test of IECE.
4. Technology. The ninth New Teacher Standard is on technology. Students must demonstrate mastery of that standard as well as the other eight standards.
5. Professional Community. This theme is deeply embedded in the course. Many young children experience difficulty with motor development, language development, cognitive development, and social-emotional development. It is the responsibility of the early childhood professional to be knowledgeable of the professional resources available within the community and know how to make use of those resources. Working as part of a team with other professionals is imperative.

6. Evaluation. Teachers develop mastery in the assessments that are appropriate to use in various situations with young children. Within the course itself, they are evaluated through their portfolio, the assessment tasks, the video and accompanying lesson plan, and two tests: in-house test and Kentucky Specialty Test of IECE. The rubrics used in the evaluation of the video, assessment tasks, and the portfolio are included in the syllabus in Appendix C.
7. Performance Assessment. Many of the assessment tasks are performance events, as is the video.

#### IV. ASSESSMENT

Consistent with the pedagogical balance expressed in the *Educator as Architect* theme, both traditional assessments and authentic assessments are used throughout the IECE 657 course.

##### Assessment of Candidates

Since candidates admitted to this program enter at the graduate level, they must meet the qualifications to be admitted to graduate study.

1. Admission to graduate studies
  - a. General admission to graduate study;
  - b. A minimum of 2.75 undergraduate grade point average.
  - c. Must hold a valid teaching certificate.
2. Admission to TEP
  - a. Minimum ACT Composite of 21 with a minimum of 10 on each sub-test
  - b. Minimum of 45 semester hours included specific required courses
  - c. Minimum overall grade point average of 2.5
  - d. Writing sample
  - e. Positive recommendation from the TEP Admission Interview Committee
3. Program Completion.
  - a. Achieve a passing score on portfolio assessment;
  - b. Must have a 3.0 g.p.a.;
  - c. Completion of required knowledge-based examination at 85% level;
  - d. Earn an average of 3 (out of 4) on assessment tasks;
  - e. Demonstrated teaching skills through video tapes and/or observed teaching situations; and
  - f. Must score at least 150 on the Kentucky Specialty Test of IECE.

The following matrix outlines the graduate candidate transition points in the IECE certification program.

#### GRADUATE CANDIDATE TRANSITION POINTS

Transition Point	Assessment Data	Decision Maker(s)	Outcome
<b>1) Admission to program</b>	Program specific requirements: <ul style="list-style-type: none"> <li>• GRE Score</li> <li>• Undergraduate GPA</li> <li>• BA degree</li> </ul> Certification or eligible for certification.	Department Chair or Department designated Graduate Program Coordinator	<ul style="list-style-type: none"> <li>• Informed in writing about admission Status (3 category options):               <ul style="list-style-type: none"> <li>• Unconditional Admission</li> <li>• Conditional Admission</li> <li>• Denied Admission</li> </ul> </li> </ul>
<b>2) Program Completion</b>	Successful completion of required exit exam(s)  Successful completion of all required course work  3.0 GPA	Department Chair  Graduate Committee (Program)  Coordinator of Graduate Programs	Candidates informed in writing of written exam results. Committee members sign the <b>Program Completion Form</b> , upon successful completion of required Exit Exam(s) Eligibility for graduation

## Program Assessment

Currently there is no formal program assessment of the IECE graduate certification program. Because this is a certification program only and not a degree program, the Annual Assessment Report is not required. Instructors who work with the teachers as they complete IECE 657 meet at least once a year to discuss the course, the management of the program, and the assessment in it. Informal comments made at random by students are shared in these meetings and serve as in impetus to improve the program. There have been management problems in the past, and the program is now under new leadership. Based on student comments, instructors are in the process of examining the course requirements and the in-house assessment. It is anticipated that the course will be divided and made into two courses which will be taken in subsequent semesters. Informal reports from students indicate that the work is too intensive for one course; the fact that most of the students are not able to complete it in one semester validates these comments.

## V. Program Faculty Matrix

Name	Highest Degree	Area of Specialization	Responsibilities in the Program	Relationship to the Institution			
				Tenured	Full-time IHE Part-time Program	Full-time IHE Full-time Program	Part-time IHE Part-time Program
Haleman, Diana	Ed.D.	Child Development	Instructor, Advisor, Program Manager			X	
Hammons, Karen	M.A.	Curriculum, Early Childhood	Instructor	X		X	
McGhee, Connie	M.A.	Early Childhood	Instructor		X		
Shon, Mee-Ryoung	Ph.D.	Curriculum Design, Early Childhood	Instructor			X	
Tierney, Lelana	M.A.	Early Childhood	Instructor		X		

## VI. Program Checksheet

MOREHEAD STATE UNIVERSITY  
Initial IECE Certification, leading to certification to teach Birth to age 5  
Requirement Checksheet

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Student ID Number

\_\_\_\_\_  
Student's Address

\_\_\_\_\_  
Home Phone

\_\_\_\_\_  
Work Phone

**Prerequisites:**

Hold a Bachelor's degree \_\_\_\_\_

Has been admitted to the Graduate IECE Certification Program \_\_\_\_\_

**Certification Requirements:**

Student must be admitted to the Teacher Education Program (TEP) while in the process of completing this certification and prior to taking IECE 301, IECE 345, IECE 657 and IECE 675. See advisor for admission requirements.

Must have GPA of 3.0 at program completion

**TEP** admission date \_\_\_\_\_

**Course requirements** (All must be taken):

*	EDF 207	Foundations of Education		3 hours
*	HS 253	Child Growth and Development	4 hours	
	PSY 356	Cognitive Development of the Infant and Child	3 hours	
**	IECE 301	At Risk Infants and Toddlers		3 hours
**	IECE 345	Preschool Programs for Special Needs Children		3 hours
**	IECE 657	Professional Assessment		3 hours
**	IECE 675	Practicum		4 hours

Passing score on State Examination (150 or higher)  
(Attach copy of scores on State Examination)

\_\_\_\_\_  
Student's signature/date

\_\_\_\_\_  
Advisor signature/date

\_\_\_\_\_  
Department Chair's Signature/date

\* Prerequisites to TEP Admission

\*\* TEP admission required

Revised 11/2002