



### Program Identification

**Name of the Program Category:** Environmental Education - Endorsement

**Grade Levels: (check all that apply)**

- B-P  P-5  5-9  5-12  8-12  P-12

**Program Classification: (check all that apply)**

- Graduate Level  Graduate Level – Cert Only

**Program Degree/Award Level: (check all that apply)**

- Master’s for Rank II  Master’s for Rank I  
 5<sup>th</sup> year non-degree for Rank II  6<sup>th</sup> year non-degree for Rank I  
 Specialist  Doctorate

**Program Route: (check all that apply)**

- Traditional

**Program Sites: (check all that apply)**

- Main/Residential Campus  Off-Site Campus (list each location)

Campus Name	City
Morehead State University	Morehead, KY

**Delivery Modes: (check all that apply)**

- Face-to-Face Only  Online Only  Hybrid

**EPP Submission Coordinator:**

Name Dr. Chris Miller

Phone \_\_\_\_\_

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## Program Experiences

### Program Curriculum:

Each EPP must inform a potential candidate about the program's content, performance expectations and assessment processes.

How does the EPP communicate the following with every student: required coursework and electives, certification and/or degree and rank result, admission requirements, exit requirements, Praxis II test disclaimer (if applicable)? If the EPP offers multiple program degrees/award levels for this category and certification, you must include each variation.

The link below leads to the program requirements for the Environmental Education endorsement that is related to the Teacher Leader Program.

<http://moreheadstate.smartcatalogiq.com/en/2017-2018/Graduate-Catalog/College-of-Education/Foundational-and-Graduate-Studies-in-Education/The-Teacher-Leader-TL-Program/Teacher-Leader-Environmental-Education>

The link below leads to the program requirements for Rank I with Environmental Education Endorsement:

<http://moreheadstate.smartcatalogiq.com/en/2017-2018/Graduate-Catalog/College-of-Education/Foundational-and-Graduate-Studies-in-Education/Rank-I-Programs/Rank-I-in-Environmental-Education-Endorsement>

**Admission criteria for each program code in this category:** This must include **admission criteria** such as GPA and other admission assessments and requirements. Reference the applicable program code(s) if the admission criteria vary across degree/award level offerings. Reference the "Program Review Technical Guide" for additional details.

See link below:

<http://moreheadstate.smartcatalogiq.com/en/2017-2018/Graduate-Catalog/College-of-Education/Foundational-and-Graduate-Studies-in-Education/The-Teacher-Leader-TL-Program/Teacher-Leader-Master-of-Arts-in-Education>

**Describe the Clinical/Professional Experiences for each instance in this program category:** Include narrative to describe the clinical/professional experiences required in this program category which will generate evidence for CAEP Standard A.2.2.

While there are no courses that require specified field or clinical experiences, many of the assignments mandate that candidates spend time collecting, analyzing, and reporting on data that must be gathered outside of their work time. Further, some assignments require that the information be shared with stakeholders in the learning context which, again, infers working beyond the expected work time.

**Exit requirements for each instance in this program category:** This must include **exit assessments** such as KTIP assessment, portfolio, GPA, and if the program requires passing or taking the Praxis II for program completion, list it here.

See link below:

<http://moreheadstate.smartcatalogiq.com/en/2017-2018/Graduate-Catalog/College-of-Education/Foundational-and-Graduate-Studies-in-Education/The-Teacher-Leader-TL-Program/Teacher-Leader-Master-of-Arts-in-Education>

## Kentucky P-12 Curriculum Requirements

How does the EPP ensure each candidate's knowledge/proficiency of KAS?

There are assignments within the courses that relate to the KAS, resulting in review of the candidate's knowledge by the instructor. These include curriculum unit designs and lessons plan, all which involve knowledge of KAS as well as meaningful strategies and content knowledge.

Briefly describe how candidates use the Kentucky P-12 Curriculum framework and the Kentucky P-12 school assessment system to guide instruction.

There are assignments within the courses that relate to the Kentucky P-12 Curriculum framework and the Kentucky P-12 assessment system, resulting in review of the candidate's knowledge by the instructor.

Provide evidence (TPA/portfolio/other data) of candidates' use of the KAS framework in lesson plans (include lesson plan format if not using the current KTIP format).

The Exit Portfolio may provide evidence of the KAS framework in lesson plans if a specific assignment required its use.

Provide evidence of candidate's abilities to create and use formative and summative assessments to guide instruction toward mastery of the Kentucky P-12 curriculum framework.

The Exit Portfolio provides cumulative evidence of mastery of the Kentucky P-12 curriculum framework. Integration of content knowledge gained, deep understanding of the curriculum framework of the state, and how to engage all learners in environmental education result in well-prepared teachers.

## Supporting Documents

[Program Review Courses](#)

[Program Review Clinical Educators](#)

[Program Review Assessments](#)

[Program Review SPA Alignment](#)

**Environmental Education Endorsement: Key Assessment 1:**  
**Evidence and analysis**

**Assessment Title:**

Exit Portfolio

**Assessment description:**

The exit portfolio is an evaluation of a 40-hour environmental education unit developed by the candidate.

**How do the Assessment and any related measures address the InTASC Standards?**

The following InTASC Standards are addressed:

- 1: Learner development
- 2: Learning differences
- 3: Learning environments
- 4: Content Knowledge
- 5: Application of content
- 6: Assessment
- 7: Planning for instruction
- 8: Instructional strategies
- 9: Professional learning and ethical practice
- 10: Leadership and collaboration

**Discuss the data analysis for this assessment:**

To date, no data have been systematically collected and analyzed for this assessment. This is being addressed and will begin in AY 2017-2018.

**Provide the assessment scoring guide or rubric.**

**Holistic Evaluation of Demonstration of Competence of the Kentucky Teacher and North American Association for Environmental Education Standards.**

The degree to which the candidate clearly demonstrates mastery of each of the program standards at the level expected of an experienced teacher is evaluated. The following scale will be used.

1. Evidence in this area is rudimentary; gives very limited or incorporated information relating to the skills in this area.
2. Basic evidence in this unit is clearly presented, but it demonstrates the need for skill development.
3. Evidence is clearly presented which demonstrates a level of skill consistent with expectations of an environmental educator and implementation of effective teaching practices.
4. Evidence demonstrates a high degree of mastery in this area and the teacher can independently implement effective teaching practices and technology facilitation.

**Kentucky Teacher Standards**

1. Demonstrates professional leadership.  1  2  3  4
2. Demonstrates knowledge of content.  1  2  3  4
3. Design/Plan instruction.  1  2  3  4
4. Creates/maintains learning climate.  1  2  3  4
5. Implements/manages instruction.  1  2  3  4
6. Assess and Communicated Learning Results.  1  2  3  4
7. Reflections/Evaluates Teacher learning.  1  2  3  4
8. Collaborative with College/Parents/Others.  1  2  3  4

**North American Association for Environmental Education Standards**

9. Nature of Environmental Education and Environmental Literacy.  1  2  3  4
10. Environmental Literacy of Candidates.  1  2  3  4
11. Learning Theories and Knowledge of Learners.  1  2  3  4
12. Curriculum: Standards and Integration.  1  2  3  4
13. Instructional Planning and Practices.  1  2  3  4
14. Assessment.  1  2  3  4
15. Professional Growth in Environmental Education.  1  2  3  4

**Evaluation of Required Portfolio Components**

The degree to which the candidate clearly demonstrates mastery of each of the program standards at the level expected of an experienced teacher is evaluated. The following scale will be used.

1. The materials was absent or ineffectively presented.
2. The material meets basic expectations with limited presentation.
3. The material is well demonstrated.
4. The material demonstrates a high level of quality and mastery of standards.

1. Table of contents.  1  2  3  4
2. Letter to the reviewer.  1  2  3  4
3. Resume.  1  2  3  4
4. Project from core course and electives that demonstrate program standards.  
 1  2  3  4

5. All needed supporting materials for projects: videos, digital pictures, lessons plans, etc...  
 1  2  3  4
6. Personal evaluation of the portfolio.  1  2  3  4
7. Personal reflective statement for each project sample.  1  2  3  4

#### Required Presentation Components

The degree to which the candidate clearly demonstrates mastery of each of the program standards at the level expected of an experienced teacher is evaluated. The following scale will be used.

1. The presentation was ineffectively delivered.
2. The presentation meets basic expectations with limited presentation.
3. The presentation is well organized and demonstrated.
4. The presentation demonstrates a high level of quality and mastery of standards.

1. Organized delivery of materials.  1  2  3  4
2. Projects from core course and electives that demonstrate program standards.  
 1  2  3  4
3. Assessment component.  1  2  3  4
4. Addresses diversity in learner styles.  1  2  3  4

Effective use of technology.  1  2  3  4

**Discuss how the reliability and validity of this assessment has been established and supported if it serves as an EPP-wide assessment.**

This is not an EPP-wide assessment.

**Describe how the data from this assessment is used for the continuous improvement of this program.**

As data are collected and analyzed, the outcomes will be an integral part of the continuous improvement of this program.

**Environmental Education Endorsement: Key Assessment 2:**  
**Evidence and analysis**

**Assessment Title:**

Capstone Post Assessment

**Assessment description:**

The capstone assessment consists of a post-exam that covers environmental literacy, teaching skills, and professional development.

**How do the Assessment and any related measures address the InTASC Standards?**

The following InTASC Standards are addressed:

- 4: Content Knowledge
- 5: Application of content
- 6: Assessment
- 7: Planning for instruction
- 8: Instructional strategies
- 9: Professional learning and ethical practice

**Discuss the data analysis for this assessment:**

To date, no data have been systematically collected and analyzed for this assessment. This is being addressed and will begin in AY 2017-2018.

**Provide the assessment scoring guide or rubric.**



Note that the capstone below is an older version. A new capstone exit exam is in development.

**Environmental Education Endorsement  
Post-Questionnaire**

**Name** \_\_\_\_\_

**School** \_\_\_\_\_

This section of the questionnaire is designed to measure your confidence in your ability in the material and concepts that are covered as part of the Environmental Education Endorsement. For each of the following questions, determine your level of expertise. **5** indicates that you are excellent in this area or skill and **1** indicates that you need improvement in this area.

		Needs Excellent Improvement			
<b>How well can you:</b>					
1. Describe how one federal, state or local policy or standard influences educational instruction?	1	2	3	4	5
2. Explain how an environmental education (EE) activity teaches one or more standards and objectives in the Kentucky Core Content for Assessment?	1	2	3	4	5
3. Illustrate different perspectives/opinions concerning the same environmental issue?	1	2	3	4	5
4. Modify an existing lesson for different audiences (reflecting such differences as different age levels, cultural groups, special needs audiences)?	1	2	3	4	5
5. Write instructional objectives which incorporate the environment as an integrating context?	1	2	3	4	5
6. Create an assessment that gauges ability of learner to meet objectives in an environmental context?	1	2	3	4	5
7. Develop one or more lesson plans that used an environmental context to teach Core Content?	1	2	3	4	5
8. Develop lesson plans which use the following instructional methods in an environmental context to teach Core Content?					
a. Hands-on, inquiry activities	1	2	3	4	5
b. Discovery in the environment	1	2	3	4	5
c. Cooperative Learning	1	2	3	4	5
d. Environmental action/ Service Learning activities	1	2	3	4	5
e. Problem solving/Problem based learning	1	2	3	4	5

		1	2	3	4	5
Name _____	School _____					
		Needs Excellent Improvement				
f. Investigating environmental issues		1	2	3	4	5
g. Simulations and models		1	2	3	4	5
h. Utilize outdoor space		1	2	3	4	5
9. Teach lesson plans which use the following instructional methods in an environmental context to teach Core Content?						
a. Hands-on, inquiry activities		1	2	3	4	5
b. Discovery in the environment		1	2	3	4	5
c. Cooperative Learning		1	2	3	4	5
d. Environmental action/Service Learning activities		1	2	3	4	5
e. Problem solving/Problem based learning		1	2	3	4	5
f. Investigating environmental issues		1	2	3	4	5
g. Simulations and models		1	2	3	4	5
h. Utilize outdoor space		1	2	3	4	5
10. Identify the ecosystem in which you live?		1	2	3	4	5
11. Explain the natural and/or human factors that have a significant influence on the ecosystem?		1	2	3	4	5
12. Describe biological, geological, and chemical cycles?		1	2	3	4	5
13. Explain the flow of energy through that ecosystem?		1	2	3	4	5
14. Describe the importance of biodiversity in your bioregion?		1	2	3	4	5
15. Explaining the importance of water in an ecosystem?		1	2	3	4	5
16. Identify and discuss three ways that humans and human systems interact with the natural environment?		1	2	3	4	5
17. Use a variety of technologies to investigate your environment?		1	2	3	4	5
18. Incorporate technology into curriculum planning?		1	2	3	4	5
Name _____						
School _____						

This section of the questionnaire is designed to measure your confidence in your ability in the material and concepts that are covered as part of the Environmental Education Endorsement. For each of the following questions, select the best answer

1. Environmental Education is defined as
  - a. Teaches science concepts
  - b. Teaches how to investigate their environment, and to make informed decisions
  - c. Teaches about endangered species
  - d. Teaches how to investigate scientific principals
  
2. A rotting log, a wetland, and a river are example of
  - a. Ecology
  - b. This your find in nature
  - c. Ecosystem
  - d. Great places to take students to study nature
  
3. Define diversity.
  
4. Draw and label the Water cycle
  
5. List three benefits of Service Learning
  - a.
  - b.
  - c.
  
6. The purpose of the Water Quality Act
  - a. To improve all water quality
  - b. To set Water Quality Criteria to improve water resources for specific functions
  
7. Name two major what pollutions in Kentucky
  - a.
  - b.
  
8. The Kentucky agency that is responsible for enforcing environmental regulation is  

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9. What is a Citizen Scientist? And provide two examples of citizen scientist programs.

**Discuss how the reliability and validity of this assessment has been established and supported if it serves as an EPP-wide assessment.**

This is not an EPP-wide assessment.

**Describe how the data from this assessment is used for the continuous improvement of this program.**

As data are collected and analyzed, the outcomes will be an integral part of the continuous improvement of this program.

**Environmental Education Endorsement: Key Assessment 3:**  
**Evidence and analysis**

**Assessment Title:**

Curriculum Development assignment

**Assessment description:**

Candidates will complete an assignment identifying the components required to meet both Kentucky Academic Standards and North American Association for Environmental Education Stands.

**How do the Assessment and any related measures address the InTASC Standards?**

The following InTASC Standards are addressed:

- 1: Learner development
- 2: Learning differences

<ul style="list-style-type: none"> <li>3: Learning environments</li> <li>4: Content Knowledge</li> <li>5: Application of content</li> <li>6: Assessment</li> <li>7: Planning for instruction</li> <li>8: Instructional strategies</li> </ul>
<p><b>Discuss the data analysis for this assessment:</b></p> <p>To date, no data have been systematically collected and analyzed for this assessment. This is being addressed and will begin in AY 2017-2018.</p>
<p><b>Provide a link to the assessment scoring guide or rubric.</b> (Not required for Praxis)</p> <p>None developed at this time.</p>
<p><b>Discuss how the reliability and validity of this assessment has been established and supported if it serves as an EPP-wide assessment.</b></p> <p>This is not an EPP-wide assessment.</p>
<p><b>Describe how the data from this assessment is used for the continuous improvement of this program.</b></p> <p>As data are collected and analyzed, the outcomes will be an integral part of the continuous improvement of this program.</p>

**Environmental Education Endorsement: Key Assessment 4:**  
**Evidence and analysis**

<p><b>Assessment Title:</b></p> <p>Presentation: Model of a Lesson Plan</p>
<p><b>Assessment description:</b></p> <p>The candidate will develop and present one lesson to their classmates or in a classroom setting.</p>
<p><b>How do the Assessment and any related measures address the InTASC Standards?</b></p> <p>The following InTASC Standards are addressed:</p> <ul style="list-style-type: none"> <li>1: Learner development</li> <li>2: Learning differences</li> <li>3: Learning environments</li> <li>4: Content Knowledge</li> <li>5: Application of content</li> <li>6: Assessment</li> </ul>

<p>7: Planning for instruction 8: Instructional strategies</p>
<p><b>Discuss the data analysis for this assessment:</b></p> <p>To date, no data have been systematically collected and analyzed for this assessment. This is being addressed and will begin in AY 2017-2018.</p>
<p><b>Provide a link to the assessment scoring guide or rubric.</b> (Not required for Praxis)</p> <p>None developed at this time.</p>
<p><b>Discuss how the reliability and validity of this assessment has been established and supported if it serves as an EPP-wide assessment.</b></p> <p>This is not an EPP-wide assessment.</p>
<p><b>Describe how the data from this assessment is used for the continuous improvement of this program.</b></p> <p>As data are collected and analyzed, the outcomes will be an integral part of the continuous improvement of this program.</p>

**Environmental Education Endorsement: Key Assessment 5:**  
**Evidence and analysis**

<p><b>Assessment Title:</b></p> <p>Instructional Unit</p>
<p><b>Assessment description:</b></p> <p>The candidate will develop a written environmental education instructional unit consisting of at least three activities.</p>
<p><b>How do the Assessment and any related measures address the InTASC Standards?</b></p> <p>The following InTASC Standards are addressed:</p> <ol style="list-style-type: none"> <li>1: Learner development</li> <li>2: Learning differences</li> <li>3: Learning environments</li> <li>4: Content Knowledge</li> <li>5: Application of content</li> <li>6: Assessment</li> </ol>

<p>7: Planning for instruction 8: Instructional strategies</p>
<p><b>Discuss the data analysis for this assessment:</b></p> <p>To date, no data have been systematically collected and analyzed for this assessment. This is being addressed and will begin in AY 2017-2018.</p>
<p><b>Provide a link to the assessment scoring guide or rubric.</b> (Not required for Praxis)</p> <p>None developed at this time.</p>
<p><b>Discuss how the reliability and validity of this assessment has been established and supported if it serves as an EPP-wide assessment.</b></p> <p>This is not an EPP-wide assessment.</p>
<p><b>Describe how the data from this assessment is used for the continuous improvement of this program.</b></p> <p>As data are collected and analyzed, the outcomes will be an integral part of the continuous improvement of this program.</p>

## Summary Analysis for Program

### Assessment data analysis summary:

Overall, the data resulting from the key assessments for this program indicate that candidates demonstrated appropriate meeting of the InTASC standards, the relevant SPA standards, the relevant Kentucky Academic Standards, as well as the individual components of each of the assessments. The cumulative analyses instills confidence in the direction and performance of this program. We also considered EPP exit survey data from completers, and satisfaction relative to preparation met expectations. Special attention was then given to the EPSB New Teacher survey that allows KTIP teachers, cooperating teachers, and principals to evaluate how our graduates measure up to the Kentucky Teacher Standards. Program faculty reviewed these data and found trends to reveal that our candidates were adequately prepared, based on the indicators. Where areas for improvement were noted, program leads are working with program faculty to address these concerns.

### Continuous Improvement Plan for this program category:

Areas for improvement include:

- Closer alignment of Kentucky's Academic Standards (P-12) with what is available through all content courses. That is, the Program Lead will analyze more closely those courses, talk to those faculty, and explore the possibility of using extraneous assignments specially designed for teacher candidates, that allow them to more specifically be aware of standards for P-12 learners.

- The types of field experiences in this program are not as succinct and progressive as they could be. A healthy progression is one that allow first for strong, solid content knowledge, leading to a blending of that with strong teaching, or pedagogical knowledge. This change will require approval of our Teacher Education Council, but ultimately will realign field experiences to allow candidates to develop knowledge, skills, and dispositions in a reasoned progression.
- All EPP-designed key assessment scoring must be evaluated for reliability and validity. This action will be taken in Fall, 2017. Additionally, review of key assessments by CAEP evaluator revealed weak alignment to InTASC and SPA standards. While we have improved these somewhat in the last year, they will need to undergo further review and adjustments made.
- Data used to inform these realizations were: EPP exit surveys, EPSB survey, careful analysis of field experience progression tables, key assessments, and an overall gap analysis performed by our EPSB-CAEP co-coordinators.