

SECTION 11: MASTER OF EDUCATION CERTIFICATE OPTIONS

EDUCATIONAL LEADERSHIP

SCHOOL PRINCIPAL

"Effective 1 July 2005, the standards for alternative certification for superintendents and principals in Oklahoma public schools require candidates to have an earned master's degree, two years of relevant work experience in a supervisory or administrative capacity, a passing score on the subject area competency examination, and a declaration of the intention to earn standard certification through completion of an approved alternative administrative preparation program in not more than three years. Candidates shall have on file with the Director of Teacher Education a plan for meeting standard certification requirements within three years. The initial alternative certificate shall not exceed three years and shall not be renewable. Upon successful completion of the alternative administrative program, the Director of Teacher Education shall make a recommendation for standard certification to the State Board of Education." --Oklahoma State Department of Education.

Students should consult with an NWOSU certificate officer or the Oklahoma State Department of Education regarding possible pre-requisites needed for specific endorsements and/or certification.

NWOSU offers coursework leading to the Certificate for School Principal. The following criteria must be met in order for NWOSU to recommend certification.

1. The candidate shall hold a master's degree from an accredited university.
2. The candidate shall hold and maintain a valid Oklahoma teaching certificate.
3. The candidate shall pass the Oklahoma certification exam for Principal.
4. The candidate shall complete UNIV 5010/Graduate Study Seminar and submit an action research project for review.
5. Upon completion of all requirements, candidates are to notify the Division of Education's Assistant Certificate Officer for instructions for the online certification application for the Oklahoma State Department of Education.
6. The approved program coursework:

<u>Course</u>	<u>Number</u>	<u>Course Title</u>	<u>Hours</u>
UNIV	5010	Graduate Study Seminar	0
EDUC	5103	Curriculum in Schools	3
EDUC	5093	Curriculum and Instruction for Special Learners	3
EDUC	5703	School Personnel and Administration	3
EDUC	5782	Supervision of Teaching	3
EDUC	5753	Principles of Public School Administration	3
EDUC	5763	Public School Finance	3
EDUC	5772	School and Public Relations	2
EDUC	5783	Implementing State and Federal Requirements	3
EDUC	5500	Internship	2

Note: Certification-only students may take only one other course with practicum/internship. Also, certification-only students may take only one course after completion of the practicum/internship. Any exceptions to these policies must be approved by each student's graduate advisory committee.

READING SPECIALIST

Students should consult with an NWOSU certificate officer or the Oklahoma State Department of Education regarding possible pre-requisites needed for specific endorsements and/or certification.

NWOSU offers coursework leading to the Certificate for the Reading Specialist for grades PK-12. The following criteria are to be met in order for NWOSU to recommend certification.

1. The candidate shall hold a master's degree from an accredited university.
2. The candidate shall hold and maintain a valid Oklahoma teaching certificate.
3. The candidate shall pass the Oklahoma certification exam for Reading Specialist.
4. The candidate shall complete UNIV 5010/Graduate Study Seminar and submit an action research project for review.
5. Upon completion of all requirements, candidates are to notify the Division of Education's Assistant Certificate Officer for instructions for the online certification application for the Oklahoma State Department of Education.
6. The approved program coursework, including a prerequisite of six hours of coursework, is required in the areas of reading methods and language arts methods or literature (children or adolescent):

<u>Course</u>	<u>Number</u>	<u>Course Title</u>	<u>Hours</u>
UNIV	5010	Graduate Study Seminar	0
EDUC	5283	Foundations of Literacy Assessment	3
EDUC	5403	Advanced Course in Developmental Literacy—Primary Grades	3
EDUC	5413	Advanced Course in Developmental Literacy—Intermediate/Secondary Grades	3
EDUC	5433	Literacy Assessment and Intervention	3
EDUC	5453	Educational Equity and Research in Literacy Instruction	3
EDUC	5532	Practicum in Literacy Intervention I	2
EDUC	5542	Practicum in Literacy Intervention II	2
EDUC	5503	Curricular and Supervisory Problems in Reading	3
EDUC	5500	Reading Specialist Practicum	2

Note: Certification-only students may take only one other course with practicum/internship. Also, certification-only students may take only one course after completion of the practicum/internship. Any exceptions to these policies must be approved by each student's graduate advisory committee.

SCHOOL COUNSELING

Students should consult with an NWOSU certificate officer or the Oklahoma State Department of Education regarding possible pre-requisites needed for specific endorsements and/or certification.

NWOSU offers coursework leading to the Certificate for the School Counseling PK-12. The following criteria are to be met for university certification recommendation.

1. The candidate shall hold a master's degree from an accredited university.
2. The candidate shall hold and maintain a valid Oklahoma teaching certificate.
3. The candidate shall pass the Oklahoma certification exam for School Counselor.
4. The candidate shall complete UNIV 5010/Graduate Study Seminar and submit an action research project for review.
5. Upon completion of all requirements, candidates are to notify the Division of Education's Assistant Certificate Officer for instructions for the online certification application for the Oklahoma State Department of Education.
6. The approved program coursework:

<u>Course</u>	<u>Number</u>	<u>Course Title</u>	<u>Hours</u>
UNIV	5010	Graduate Study Seminar	0
EDUC	5812	Introduction to School Counseling	2
PSYC	5832	Career Education	2
PSYC	5872	Individual Counseling	2
PSYC	5812	Group Counseling	2
PSYC	5133	Assessment: Achievement, Personality, and Cognitive Assessment	3
EDUC	5852	Comprehensive School Counseling (Pre.: EDUC 5812)	2
PSYC	5253	Intervention Strategies for Counselors	3
PSYC	5803	Counseling Strategies and Techniques	3
PSYC	5183	Human Growth and Development	3
EDUC	5500	Practicum Counseling	2

Note: Certification-only students may take only one other course with practicum/internship. Also, certification-only students may take only one course after completion of the practicum/internship. Any exceptions to these policies must be approved by each student's graduate advisory committee chair.

SUPERINTENDENT

Prerequisite: Conferred Master's Degree
Principal Certification from the United States

Teachers who hold out-of-state teaching credentials should consult with the NWOSU Certification Officer and with the State Department of Education in their state to ensure that they will be certified to teach in their state. This option is a (15) fifteen-hour program.

The following criteria must be met for NWOSU to recommend certification:

1. The candidate shall hold a master's degree from an accredited university.
2. The candidate shall hold and maintain a valid Oklahoma teaching certificate.
3. The candidate shall pass the Oklahoma certification exam for Superintendent.
4. The candidate shall complete and submit a program capstone project for review.
5. Upon completion of all requirements, candidates are to notify the Division of Education's Assistant Certificate Officer for instructions for the online certification application for the Oklahoma State Department of Education.
6. The approved program coursework for Superintendent:

CURRICULUM OUTLINE

REQUIRED COURSES (15 HOURS)

(6 HOURS IN FALL, 3 HOURS IN INTERIM/SPRING, 6 HOURS IN SPRING)

COHORTS BEGIN EVERY FALL

<u>Course</u>	<u>Number</u>	<u>Course Title</u>	<u>Hours</u>
EDUC	5643	Human Resources	3
EDUC	5633	Fiscal Management	3
EDUC	5623	The Superintendency	3
EDUC	5793	Facilities and Operations	3
EDUC	5693	Superintendent: Internship	3

Program Capstone Project School: Mission, Vision and Improvement

Description of Assessment and Use in Program: This assignment is a field-based clinical experience and is the capstone activity for the Educational Leadership District Level certificate program. The overall purpose of the assignment is for the superintendent candidate to demonstrate the ability to: **collaboratively lead, design, and implement a district mission, vision, and the process for continuous improvement that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community (NELP Standard 1).**

The capstone activity is introduced in EDUC 5623/The Superintendency and requires candidate collaboration with the university advisor, mentor superintendent, and stakeholders. The process is inclusive of four (4) critical aspects to continuous school improvement: diagnose, design, implement, and evaluate. The candidate will formally present the capstone activity at the end of EDUC 5693/Internship as a presentation simulation to a PK-12 Board of Education. The candidate will also prepare a written document inclusive of all sections of the capstone activity listed in the assignment details. The document is a formal academic document following APA guidelines and is suitable for internal and external stakeholder scrutiny.

The capstone activity is aligned with **NELP standard 1: Mission, Vision, and Improvement.**

National Education Leadership Preparation (NELP) Program Recognition Standards: District Level

Standard 1, Mission, Vision, and Improvement: Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.

1.2 Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement

processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.

Standard 2, Ethics and Professional Norms: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture.

2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.

2.2 Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.

2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.

Standard 3: Equity, Inclusiveness, and Cultural Resources: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture.

3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.

3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.

3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.

Standard 4: Learning and Instruction: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, design, cultivate, and implement coherent systems of curriculum, instruction, data systems, supports, assessment, and instructional leadership.

4.1 Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.

4.2 Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.

4.3 Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.

4.4 Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum, instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.

Standard 5: Community and External Leadership: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to understand and engage families, communities, and other constituents in the work of schools and the district and to advocate for district, student, and community needs.

5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.

5.2 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.

5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.

Standard 6: Operations and Management: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to develop, monitor, evaluate, and manage data-informed and equitable district systems for operations, resources, technology, and human capital management.

6.1 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.

6.2 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.

6.3 Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed

systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.

Standard 7: Policy, Governance, and Advocacy: Candidates who successfully complete a district-level educational leadership preparation program understand and demonstrate the capacity to promote the present and future success and well-being of students and district personnel by applying the knowledge, skills, and commitments necessary to cultivate relationships, lead collaborative decision making and governance, and represent and advocate for district needs in broader policy conversations.

- 7.1** Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.
- 7.2** Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.
- 7.3** Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.
- 7.4** Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.

Standard 8: Internship: Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills identified in NELP Standards 1–7 in ways that approximate the full range of responsibilities required of district-level leaders and enable them to promote the current and future success and well-being of each student and adult in their district.

- 8.1** Candidates are provided a variety of coherent, authentic, field, or clinical internship experiences within multiple district environments that afford opportunities to interact with stakeholders and synthesize and apply the content knowledge and develop and refine the professional skills articulated in each of the components included in NELP district-level program standards 1–7.
- 8.2** Candidates are provided a minimum of six months of concentrated (10–15 hours per week) internship or clinical experiences that include authentic leadership activities within a district setting.
- 8.3** Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the district, and program faculty; and is provided with training by the supervising institution.