

**Graduate Candidate Handbook**  
**Division of Education**  
**2023-2024**



**Northwestern**<sup>™</sup>  
OKLAHOMA STATE UNIVERSITY

**709 Oklahoma Blvd  
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- **This handbook is for the following programs:**
  - **Curriculum and Instruction**
  - **Educational Leadership**
  - **Reading Specialist**
  - **School Counseling**
  - **Superintendent**

Accredited by Council for Accreditation of Educator Preparation (CAEP)

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Dear Graduate Candidate:

It is my honor to welcome you to the Northwestern Oklahoma State University Master of Education graduate program! The NWOSU Division of Education has a history of preparing educators who have the knowledge, skills, and dispositions necessary to meet the needs of today's learners. Teaching is the most noble of professions.

Exemplary teaching is both a science and an art. An exemplary educator is able to blend pedagogical knowledge, creativity, and subject matter knowledge to meet the unique learning needs of every student. I applaud your decision to gain additional knowledge and skills to benefit the students and colleagues you work with every day. Together with partner school districts and their dedicated educators, Northwestern engages our graduate candidates in internships and experiences that foster the pedagogical and content knowledge, dispositions, and overall qualities that define an exemplary educator.

This handbook is designed to assist you through the steps leading to your advanced degree and additional certification for principal (Educational Leadership), Reading Specialist, School Counseling, and Superintendent Certification. This handbook is as up to date as possible at the time of publication. We are required to follow the laws and policies governing teacher education. This means some items in this handbook may be subject to change. It is vital to remain in contact with your academic advisor and graduate advisory committee chair for this reason.

You are ultimately responsible for your professional and personal development as outlined in this handbook. I know you are up to the task.

Welcome to the next step in your own educational journey. I hope you are always willing to grow, both personally and professionally.

All my best,

Jen Oswald, Ed.D.  
Chair, NWOSU Division of Education

## **MISSION STATEMENT**

Northwestern Oklahoma State University provides quality educational and cultural opportunities to learners with diverse needs by cultivating ethical leadership and service, critical thinking, and fiscal responsibility.

## **VISION STATEMENT**

Northwestern aspires to be a vibrant, innovative regional University of choice whose students, faculty, staff, and alumni succeed and lead in their academic, professional, cultural and service endeavors.

## **EDUCATION PREPARATION PROVIDER MISSION STATEMENT**

We enlighten and empower our graduates through program excellence to educate those whom they serve.

## **EDUCATION PREPARATION PROVIDER GOALS**

- Apply content and pedagogical skills to activate learning. (InTASC #1, #2, #3, #4, #8; CAEP A.1, CAEP A.3)
- Establish collaborative relationships with students, families, colleagues, and stakeholders. (InTASC #10; CAEP A.3)
- Respond to the needs of diverse learners. (InTASC #2; CAEP A.3)
- Engage in continuous learning. (InTASC #9; CAEP A.4)
- Employ reflective practices. (InTASC #10; CAEP A.4)

## **ADMISSION POLICIES FOR MASTER DEGREE PROGRAMS**

### **Application for Admission.**

An official application for admission to graduate study must be submitted to the Office of Graduate Studies prior to enrollment in graduate courses. Additionally, students who have not previously attended Northwestern must apply for university admission through the Registry Office. These application forms can be found on the Graduate Studies webpage ([www.nwosu.edu/graduate-studies](http://www.nwosu.edu/graduate-studies)). Official transcripts (not photocopies) from all colleges/universities previously attended (undergraduate and graduate) must accompany applications. Applicants holding teaching certificates or licenses must submit copies of their current teaching certification; until such copies are received, the student will be limited to a maximum enrollment of nine hours of graduate courses.

Applications are processed by the Coordinator of Graduate Studies. Unusual cases will be reviewed by the Graduate Committee.

### **Unconditional Admission.**

Admission to the graduate program will be granted to students who hold a baccalaureate degree from an accredited institution and who meet any ONE of the following standards:

1. A minimum cumulative undergraduate grade-point average of 2.75 (on a 4.0-point scale).
- \* 2. A minimum grade-point average of 3.0 in the last sixty semester hours of undergraduate work (both undergraduate and graduate hours may be used in calculating the GPA to meet admission standards; however, any graduate hours used for admission purposes cannot be counted toward a master's degree).
- \* 3. A score that places the individual at the 25th percentile on two of the three areas (verbal, quantitative, and analytical writing) of the GRE. GRE scores used to meet admission criteria are valid only if the test was taken within five years of the date of application.
4. If a student has already completed a master's degree from another accredited institution, the student may be unconditionally admitted to the program at Northwestern upon providing an official copy of a transcript stating the degree.

\*Students with prior graduate work (transfer students or NWOSU students applying for readmission) must have a minimum GPA of 3.0 in all graduate courses in order to be admitted unconditionally.

### **Conditional Admission.**

Conditional admission may be granted to applicants who do not meet the requirements for unconditional admission to the graduate program but who satisfy the following standards:

1. First-time graduate students (with no prior graduate work): Possess a minimum cumulative undergraduate grade-point average of 2.3 (on a 4.0 scale) OR a grade-point average of 2.5 in the last sixty hours attempted;
2. Transfer graduate students or NWOSU graduate students applying for readmission: Possess a minimum cumulative undergraduate grade point average of 2.3 (on a 4.0 scale) OR a grade-point average of 2.5 in the last sixty hours of undergraduate or graduate work attempted (both undergraduate and graduate hours may be used in calculating the GPA to meet admission standards; however, any graduate hours used for admission purposes cannot be applied toward a master's degree).

All students who are admitted conditionally must have a minimum cumulative grade-point average of 3.0 (B) after the first sixteen hours of graduate work following their admission to the graduate program. If the GPA requirement is not met, the student shall be removed from the degree program. Graduate students who are admitted conditionally are not eligible to receive Federal Financial Aid. Questions about financial aid should be directed to the Office of Financial Aid, Herod Hall #113.

### **Senior Undergraduate Students:**

Senior undergraduate students may be admitted to a master's degree program by meeting the following standards:

1. Be enrolled in the final hours required to complete a baccalaureate degree.
2. Submit an application for graduate study.
3. Possess a minimum cumulative grade-point average of 2.75 (on a 4.0 scale) [Unconditional Admission Standard 1].
4. Be enrolled in a maximum of sixteen semester hours of combined undergraduate and graduate course work during the fall or spring semester, or a maximum of nine hours in a summer term (including interim courses). There is a one-semester limit for seniors to enroll in graduate courses; they must complete all requirements for the undergraduate degree and be fully admitted to the graduate program in order to continue work towards a master's degree.

### **Non-Degree Seeking Student.**

Students who wish to take courses for graduate credit at the 5000-level but who do not wish to work toward a master's degree must meet the following standards:

1. Hold a baccalaureate degree from an accredited institution.
2. Possess a minimum cumulative undergraduate grade-point average of 2.3 (on a 4.0 scale) OR a grade-point average of 2.5 in the last sixty hours of undergraduate work attempted (both undergraduate and graduate hours may be used in calculating the GPA to meet admission standards). If a student admitted as prescribed should decide to pursue a master's degree, all admission standards established for the degree program must be met before the student will be

allowed enrollment beyond nine hours. Any graduate hours used for admission purposes cannot be applied toward a master's degree.

**Note:** Students seeking certification are not considered “non-degree seeking students.”

### **Admission to Candidacy.**

Admission to a master's degree program does not carry with it admission to candidacy for a degree. Students must use the online Admission to Degree Candidacy Form and the appropriate Plan of Study form in order to apply for candidacy. Students enrolled in all master-degree programs must apply for admission to candidacy after completing sixteen semester hours and before completing twenty hours of acceptable work toward the master's degree. **At this time, students are also required to submit a completed plan of study form accompanied with the appropriate signatures.** <https://www.nwosu.edu/uploads/academics/graduate-studies/degree-candidacy-application.pdf>

A minimum grade-point average of 3.0 (B) is required for admission to candidacy. An approved plan of study must be on file in the graduate office before admission to candidacy can be granted.

### **Retention and Academic Probation for Master Degree Programs:**

A student in good standing shall maintain a cumulative grade point average of 3.0 on a 4.0 scale in the graduate program. A grade-point average of 3.0 on a 4.0 scale is required for graduation; no grade lower than C will be credited toward a master's degree. Students whose grade-point average drops below 3.0 will be placed on academic probation and must have the deficiency corrected by the completion of the next nine hours of coursework. Students who do not achieve the grade-point average at the completion of those nine hours will be dismissed from the graduate program.

### **Fee Waivers.**

Non-resident students wishing to apply for waiver of out-of-state fees must meet the criteria for unconditional admission to the graduate program. Application for the fee waiver eligibility must be processed each semester in the registrar's office.

### **ACCREDITATION/LICENSURE PROGRAMS**

The following advanced education programs at Northwestern Oklahoma State University are accredited by the [Council for the Accreditation of Educator Preparation \(CAEP\)](#) and [Office of Educational Quality and Accountability \(OEQA\)](#).

Educational Leadership (M.Ed.) [Office of Educational Quality and Accountability \(OEQA\)](#)

Reading Specialist (M.Ed.) [Office of Educational Quality and Accountability \(OEQA\)](#)

School Counselor (M.Ed.) [Office of Educational Quality and Accountability \(OEQA\)](#)

Superintendent (Certification) [Office of Educational Quality and Accountability \(OEQA\)](#)



## **GRADUATE EDUCATION DEGREE PROGRAMS**

The Master of Education (M.Ed.) degree program is designed to provide a program of advanced study to assist educators with their professional responsibilities. The Master of Education certificate degrees are available to any individual who holds a baccalaureate degree in the field of education from an accredited institution and who has a current teaching certificate. The degree has several programs and options available, including Curriculum and Instruction, Educational Leadership, Reading Specialist, and School Counseling. Within the Master of Education degree program, requirements for the following certificates may be completed: **Educational Leadership (for School Principal Certificate), Reading Specialist Certificate, School Counselor Certificate and Superintendent Certificate.**

## **CERTIFICATION REQUIREMENTS**

The Office of Educational Quality and Accountability (OEQA) is responsible for the development and implementation of a competency-based assessment system for educator licensure/certification in the state of Oklahoma. The assessments consist of:

The **Oklahoma Subject Area Tests (OSAT)** are designed to assess subject matter knowledge and skills for Educational Leadership (Principal), Reading Specialist, School Counseling and Superintendent Certification.

Candidates are urged to carefully prepare for the tests. Study Guides should be consulted in advance of taking the tests. More information can be found on this website, [www.ceoe.nesinc.com](http://www.ceoe.nesinc.com).

## **General Information**

### **Academic Honesty Statement**

Northwestern Oklahoma State University's teacher candidates are expected to uphold standards of intellectual and academic integrity. Academic honesty is fundamental to the academic environment of learning and scholarship. It is essential when evaluating each candidate's level of knowledge and acquisition of skills. Academic dishonesty is represented by (1) plagiarism; (2) misrepresentation of the work of others as one's own; (3) unauthorized signatures; (4) falsification. **A violation of academic honesty will result in zero credit for work submitted and possible dismissal from the Educator Preparation Provider (EPP).**

### **Attendance Policy**

Attendance in class is a graduate candidate responsibility and a professional disposition. Only absences described as authorized or unavoidable may entitle a graduate candidate to perform makeup work but only at the discretion of the course instructor. **The Division of Education requires 90% attendance.** University policy requires 75 percent attendance per class. Tardiness can also be detrimental to a candidate's grade and subsequent course credit as determined by the instructor.

## **Background Checks**

All graduate candidates enrolled in education courses with field experience are required to have a completed background check before entering a school.

\*If the candidate is currently employed at a public school a new background check will be required.

\*If the candidate is **NOT** employed in a public school a background check must be completed. Information on how to apply for a background check can be found at <https://www.nwsu.edu/uploads//division-of-education/background-check-instructions.pdf> (See Appendix L)

## **Professional Dress (Business Casual)**

Graduate candidates are expected to be in professional dress any time they are representing the NWOSU graduate education program.

### **Men:**

Shirts with collars  
Slacks (includes "Dockers" type)  
Suits, blazers, vests, or sports coats

### **Women:**

Blouses and sweaters  
Skirts and slacks  
Dresses, suits, blazers, and jackets

## **Teachers Closet**

The Teacher's Closet was founded to supplement the professional clothing needs of Northwestern's education majors. Education majors face steep fees for certification exams, background checks, and licensure, which means that building a professional wardrobe can be a financial challenge. The Teacher's Closet was established to help candidates fill in the gaps in their wardrobe so they can focus on the more important task of becoming excellent educators. Link: <https://www.nwsu.edu/school-of-education/education/teachers-closet>

## **Social Media**

The Northwestern Education Department has set up social media accounts to disperse important information to the graduate candidates. This format is also used to inform the public about different activities.

**Twitter:** NWOSU Division of Education @NWOSU\_EDUCATION

**Facebook:** NWOSU Division of Education @NWOSUEDUCATION

## **CODE OF ETHICS**

The code of ethics is completed in Graduate Seminar and is located in the Graduate Candidate File in ALCA.

I understand that as a NWOSU graduate student in the education profession, I have a responsibility to act in a manner consistent with the attributes of the profession.

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct. As outlined by the National Education Association (NEA).

### **PRINCIPLE I – Commitment to the Student**

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator:

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly

- a) Exclude any student from participation in any program
  - b) Deny benefits to any student
  - c) Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
  8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

## **PRINCIPLE II – Commitment to the Profession**

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator:

- Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
- Shall not misrepresent his/her professional qualifications.
- Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
- Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
- Shall not assist a noneducator in the unauthorized practice of teaching.
- Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
- Shall not knowingly make false or malicious statements about a colleague.
- Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Adopted by the NEA 1975 Representative Assembly

## SUMMARY OF PROCEDURES FOR GRADUATE CANDIDATES

### SUMMARY OF PROCEDURES FOR GRADUATE STUDENTS

<b>Procedure...</b>	<b>To Be Completed...</b>	<b>Initiate Through...</b>	<b>Approved By...</b>
1. Admission or readmission to the university*	Prior to enrollment	Registry office	Registry office
2. Admission to graduate study*	Prior to enrollment	Graduate office	Graduate office
3. Select graduate advisory committee	During EDUC 5010	Graduate office	Graduate office Advisory
5. M.Ed. Milestone 1	During EDUC 5010	Graduate Office	Graduate office
6. Apply for candidacy	After completing 16 hours and prior to completing 20 hours	Graduate office	Graduate office
7. Submit plan of study committee;	When applying for candidacy	Graduate office Advisory committee	Advisor Graduate office
8. M.Ed. Milestone 2	When proposal is approved By IRB	Advisory committee	Advisor
9. Degree application: \$25	At least 9 weeks prior to graduation	Graduate office	Graduate office
10. ARP Defense	ALCA	Advisory Committee	Advisor/ALCA
11. Exit forms	Immediately after ARP defense/presentation	Graduate Office	Graduate Office

## **Masters of Education Degree**

Beginning with the summer session in 1954, a fifth-year program of teacher education leading to the degree Master of Teaching was instituted at Northwestern Oklahoma State University in accordance with the authority granted by the Oklahoma State Regents of Higher Education on January 25, 1954. In 1969, the degree was changed to the Master of Education degree. The degree has several programs and options available, including Curriculum and Instruction, Educational Leadership, Reading Specialist, School Counseling and Superintendent.

Within the Master of Education degree program, requirements for the following certificates may be completed:

- \* Educational Leadership for School Principal Certificate
- \* Reading Specialist Certificate
- \* School Counselor Certificate
- \* Superintendent Certificate

### **OBJECTIVES**

#### **Core Standards**

The Master of Education degree program is designed to provide a program of advanced study to help educators with their professional responsibilities.

Upon completion of the core courses in the degree program, candidates will:

1. Understand the various educational philosophies and their effects on current educational methods and institutions (addressed in EDUC 5203/Educational Practices);
2. Recognize the cultural and social factors that are related to pupil performance; apply appropriate instructional techniques and strategies to meet the special needs of children of differing cultures (addressed in EDUC 5822/ Multicultural Education);
3. Locate, interpret, and evaluate current and/or recent research pertaining to public school instruction; apply significant research findings to classroom situations; utilize the techniques of research to plan, carry out, and report original action research (addressed in EDUC5933 Classroom Research and Institutional Effectiveness.);
4. Demonstrate an understanding of learning theories and of learning processes as they develop in children during the course of their physical, social, emotional, and intellectual maturation; identify appropriate instruments for evaluating pupil progress (addressed in EDUC5212 Psychology of Teaching).

## **ADMISSION TO THE PROGRAM**

### **Residency Requirement.**

A minimum of twenty-three semester hours, including the final eight hours, must be earned in residence at Northwestern Oklahoma State University. The remainder of the candidate's program (nine hours maximum) may be earned at other accredited institutions. These hours, or any part thereof, may be applied to the program only if, in the judgment of the student's graduate advisory committee and the Associate Dean of Graduate Studies, they contribute to the student's overall program.

### **Graduate Advisory Committee.**

An advisory committee is assigned by the Graduate Office for each student in the Master of Education program. The committee is responsible to assist the student in planning a program of study and to evaluate the student's action research project. The advisory committee shall consist of three members of the graduate faculty; the chair of the committee must hold a terminal degree. The assignment of graduate advisory committees will occur in the first semester of coursework.

### **Professional Education Requirement.**

In addition to meeting the general requirements for admission to the graduate program, the Master of Education applicant must hold a current teaching certificate. Teachers who hold out-of-state teaching credentials should consult with the NWOSU Certification Officer, whose office is located in the Education Center, and with the State Department of Education in their state to ensure that they will be certified to teach in their state.

## **CURRICULUM FOR THE PROGRAM**

The curriculum for the Master of Education degree consists of three components:

- (1) required core subjects
- (2) a related area of study
- (3) electives.

The core courses in professional education enable the student to develop research competencies and to gain an increased understanding of the school as a social institution, the individual within the school, the learning process, and diverse populations. The remaining hours must be selected from one or more academic areas (a related area of study, an area of specialization, and/or elective courses) as approved by the student's advisory committee and reflected on the student's plan of study. The completion of 32-36 semester hours of graduate work and the completion of an Action Research Project are required.

Additionally, all requests to transfer credits from another institution for core courses must be approved by NWOSU's Graduate Committee.



## MASTER OF EDUCATION DEGREE IN CURRICULUM AND INSTRUCTION

The Curriculum and Instruction option of the Master of Education degree is 34 hours. This program that provides an avenue through which candidates will develop master teaching skills and a supporting theoretical knowledge base. In completing this degree, candidates will construct and utilize a framework for making educational decisions and will use research-based strategies to optimize the learning opportunities for all learners. Also, they will learn to use multiple approaches when assessing student learning and will use the results of the assessment for improving instruction.

**Prerequisite:** Elementary or Secondary teaching certificate from the United States, including alternative teaching certificate. Teachers who hold out of-state teaching credentials should consult with the NWOSU Certification Officer and the State Department of Education in their state to ensure that they will be certified to teach in their state.

### CURRICULUM OUTLINE

#### 1. Required core subjects (10 hours)

EDUC 5010 Graduate Study Seminar

EDUC 5933 Classroom Research & Institutional Effectiveness (must be taken within the first nine hours of coursework)

EDUC 5203 Educational Practices+

EDUC 5212 Psychology of Teaching+

EDUC 5822 Multicultural Education

#### 2. Curriculum instruction Concentration Courses (24 hours)

##### Emphasis in Curriculum Leadership (16 hours)

EDUC 5103 Curriculum in Schools +

EDUC 5093 Curriculum and Instruction for Special Learners +

EDUC 5222 Advanced Educational Psychology +

PSYC 5183 Human Growth and Development +

EDUC 5352 Behavior Intervention Strategies +

EDUC 5023 Instructional Design & Pedagogy+

##### Area of Emphasis (Select a minimum of 8 credit hours)

EDUC 5782 Supervision of Teaching +

EDUC 5772 School and Public Relations +

EDUC 5231 Advanced Assessment Design +

EDUC 5221 Advanced Educational Technology +

EDUC 5403 Advanced Developmental Reading - Primary OR +

EDUC 5413 Advanced Developmental Reading - Intermediate/Secondary +

EDUC 5423 Foundations of Literacy +

+ These courses meet the Oklahoma State Department of Education's (OSDE's) professional requirements for those who currently have an OSDE alternative teaching certification and are pursuing a standard certificate. Individuals must work directly with OSDE to complete their certification process.

## **MASTERS OF EDUCATION CERTIFICATION OPTIONS**

### **MASTERS OF EDUCATION IN EDUCATIONAL LEADERSHIP**

\* Prerequisite: Elementary or Secondary teaching certificate 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 (34) thirty-four-hour program.

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 exams for Comprehensive Principal Exam.
4. The candidate shall complete EDUC 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 Certification Officer for instructions for the online certification application for the Oklahoma State Department of Education.
6. The approved program coursework for Educational Leadership:

#### **CURRICULUM OUTLINE\*\***

##### **1. Required core subjects (10 hours)**

EDUC 5010 Graduate Study Seminar  
EDUC 5933 Classroom Research & Institutional Effectiveness  
EDUC 5203 Educational Practices  
EDUC 5212 Psychology of Teaching  
EDUC 5822 Multicultural Education

##### **2. Related area of study: Educational Leadership (24 hours)**

EDUC 5103 Curriculum in Schools  
EDUC 5093 Curriculum and Instruction for Special Learners  
EDUC 5703 School Personnel and Administration  
EDUC 5782 Supervision of Teaching  
EDUC 5753 Principles of Public School Administration  
EDUC 5763 Public School Finance  
EDUC 5772 School and Public Relations  
EDUC 5783 Implementing State and Federal Requirements  
EDUC 5500 Internship for Educational Leadership (must be taken in final semester)+ \*

**NOTE:** This program prepares candidates for principal certification only. It may be taken as a fast-track, 18-month program.

**\*\*NOTE:** On February 24, 2011, the NWOSU Teacher Education Committee voted to make successful completion (i.e., a passing score) of the Oklahoma Subject Area Test for certification a requirement for program completion in the Educational Leadership graduate program.

**+NOTE:** M.Ed. candidates may take only one other course with practicum/internship with the approval of their graduate advisory committee chair. M.Ed. candidates may take only one course after completing the practicum/internship. Any exceptions to these policies must be approved by each student's graduate advisory committee.

**Note:** Certification-only candidates may take only one other course with practicum/internship. Also, certification-only candidates 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. Certification- only must complete the ARP.

## **National Educational Leadership Preparation (NELP) Program Recognition Standards**

### **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 improvement processes that include data use, design, implementation, and evaluation.

### **Standard 2, Ethics and Professional Norms:**

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 understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, 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 Responsiveness:**

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 develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.

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

**Standard 4, Learning and Instruction:**

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 evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic programs.

4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

**Standard 5, Community and External Leadership:**

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 engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.

5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

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 when advocating for the needs of their school and community.

**Standard 6, Operations and Management:**

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 improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

**Standard 7, Building Professional Capacity:**

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 build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.

7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

**Standard 8, Internship:**

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school 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 building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

8.1 Candidates are provided a variety of coherent, authentic field and/or school internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-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 school setting.

8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and has received training from the supervising institution.

"Effective 1 July 2007, 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 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

## MASTER OF EDUCATION IN READING SPECIALIST

**Prerequisite:** Elementary or Secondary teaching certificate 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 (34) thirty-four hour program.

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 exams for Reading Specialist.
4. The candidate shall complete EDUC 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 Certification Officer for instructions for the online certification application for the Oklahoma State Department of Education.
6. The approved program coursework for Reading Specialist:

### CURRICULUM OUTLINE\*

#### 1. Required core subjects (10 hours)

EDUC 5010 Graduate Study Seminar

EDUC 5933 Classroom Research & Institutional Effectiveness (must be taken within the first nine hours of coursework)

EDUC 5203 Educational Practices

EDUC 5212 Psychology of Teaching

EDUC 5822 Multicultural Education

#### 2. Related area of study: Reading Specialist (24 hours)

##### Reading Courses (18 hours)

EDUC 5403 Advanced Course in Developmental Literacy - Primary Grades

EDUC 5413 Advanced Course in Developmental Literacy - Intermediate/Secondary Grades

EDUC 5433 Literacy Assessment and Intervention

EDUC 5453 Diversity, Equity, and Research as a Literacy Educator

EDUC 5532 Practicum in Literacy Intervention I+

EDUC 5542 Practicum in Literacy Intervention II+

EDUC 5500 Reading Specialist Practicum+

### **Other Courses (6 hours)**

EDUC 5283 Foundations of Literacy Assessment

EDUC 5503 Curricular and Supervisory Problems in Reading

**\*NOTE:** On February 24, 2011, the NWOSU Teacher Education Committee voted to make successful completion (i.e. a passing score) of the Oklahoma Subject Area Test for certification a requirement for program completion in the Reading Specialist graduate program.

**+Note:** M.Ed. candidates may take only one other course with practicum/internship. M.Ed. candidates may also take only one course after completion of practicum/internship with permission of their graduate advisory committee chair. Any exceptions to these policies must be approved by each student's graduate advisory committee.

**Note:** Certification-only candidates may take only one other course with practicum/internship. Also, certification-only candidates 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. Certification- only must complete the ARP.

### **Specialty Standards**

**Standard 1:** Foundational Knowledge. Candidates demonstrate knowledge of the theoretical, historical, and evidence-based foundations of literacy and language and the ways in which they interrelate and the role of literacy professionals in schools.

**Standard 2:** Curriculum and Instruction. Candidates use foundational knowledge to critique and implement literacy curricula to meet the needs of all learners and to design, implement, and evaluate evidence-based literacy instruction for all learners.

**Standard 3:** Assessment and Evaluation. Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders.

**Standard 4:** Diversity and Equity. Candidates demonstrate knowledge of research, relevant theories, pedagogies, and essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

**Standard 5:** Learners and the Literacy Environment. Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in appropriate, safe, and effective ways; foster a positive climate that supports a literacy-rich learning environment.

**Standard 6: Professional Learning and Leadership.** Candidates recognize the importance of, participate in, and facilitate ongoing professional learning as part of career-long leadership roles and responsibilities.



**Standard 7: Practicum/Clinical Experience.** Candidates apply theory and best practice in multiple supervised practicum/clinical experiences.

**Standards for the Preparation of Literacy Professionals (International Literacy Association).**

## MASTER OF EDUCATION IN SCHOOL COUNSELING

**Prerequisite:** Elementary or Secondary teaching certificate 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 (34) thirty-four hour program.

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 exams for School Counseling.
4. The candidate shall complete EDUC 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 Certification Officer for instructions for the online certification application for the Oklahoma State Department of Education.
6. The approved program coursework for School Counseling:

### CURRICULUM OUTLINE\*

#### 1. Required core subjects (10 hours)

EDUC 5010 Graduate Study Seminar  
EDUC 5933 Classroom Research and Institutional Effectiveness (must be taken within the first nine hours of coursework)  
EDUC 5203 Educational Practices  
EDUC 5212 Psychology of Teaching  
EDUC 5822 Multicultural Education

#### 2. Related area of study: Counseling (24 hours)

EDUC 5500 School Counseling Practicum+  
EDUC 5812 Introduction to School Counseling (Pre: EDUC 5933)  
EDUC 5852 Comprehensive School Counseling (Pre: EDUC 5812)  
PSYC 5183 Human Growth and Development  
PSYC 5133 Achievement, Personality, and Cognitive Assessment  
PSYC 5253 Intervention Strategies for Counselors  
PSYC 5803 Counseling Strategies and Techniques  
PSYC 5812 Group Counseling  
PSYC 5832 Career Education  
PSYC 5872 Individual Counseling

**\*NOTE:** On February 24, 2011, the NWOSU Teacher Education Committee voted to make successful completion (i.e. a passing score) of the Oklahoma Subject Area Test for certification a requirement for program completion in the School Counseling graduate program.

**+Note:** M.Ed. candidates may take only one other course with practicum/internship. M.Ed. candidates may also take only one course after completion of practicum/internship with permission of their graduate advisory committee chair. Any exceptions to these policies must be approved by each student's graduate advisory committee.

**Note:** Certification-only candidates may take only one other course with practicum/internship. Also, certification-only candidates 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. Certification- only must complete the ARP.

## COMPETENCIES FOR CERTIFICATION AS SCHOOL COUNSELOR Specialty Standards

The candidate for certification:

**Standard 1: Foundational Knowledge.** Candidates demonstrate knowledge of the history of school counseling, and the structure and organization of the American education system. Candidates understand the development trajectories of diverse learners in the school environment.

**Standard 2: Core Theories and Concepts.** Candidates demonstrate knowledge of established and emerging counseling and educational theories and methods and evidence-based techniques and utilize relationship-building skills that are foundational to successful outcomes for students.

**Standard 3: Instructional and School Counseling Interventions.** Candidates use multiple data points to assess individual students' needs and identify a range of school counseling techniques to meet those needs. Candidates utilize digital literacy and technology tools to support the school counseling program and to track the academic, college/career, and social/emotional development of all students.

**Standard 4: Student Learning Outcomes.** Candidates create and implement data-informed school counseling programs that positively impact student outcomes and promote educational equity and access. Candidates use pedagogical skills, collaborative strategies and referral systems to support student learning.

**Standard 5: Designing, Implementing, and Evaluating Comprehensive School Counseling Programs.** Candidates use school data and school counseling program assessments to evaluate areas of strength and needed improvement for program activities and interventions.

**Standard 6: Professional Practice.** Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, understand their role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support their professional growth and identity development

**Standard 7: Ethical Practice.** Candidates demonstrate ethical and culturally responsive behavior, maintain the highest standard of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses

**Note:** Competency for School Counselor certification may also be verified by the Nationally Certified School Counselor (NCSC) credentials.

## **SUPERINTENDENT CERTIFICATION**

**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 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 exams for Superintendent.
4. The candidate shall complete submit a capstone project for review.
5. Upon completion of all requirements, candidates are to notify the Division of Education's Assistant Certification Officer for instructions for the online certification application for the Oklahoma State Department of Education.
6. The approved program coursework for Superintendent:

### **CURRICULUM OUTLINE\***

#### **1. Required Courses (15 hours) (6 hours in fall, 3 in interim/spring, 6 in spring)**

**\*Cohorts begin every Fall**

EDUC 5643 School District Instructional Leadership: Human Resources  
EDUC 5633 School District Organizational Leadership: Fiscal Management  
EDUC 4623 School District CEO Leadership: The Superintendency  
EDUC 5793 School District Organizational Leadership: Facilities  
EDUC 5500 (3 Credits) School District Leadership: The Internship

The capstone activity is introduced in EDUC 5623 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 simulation presentation 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 suitable for internal and external stakeholder scrutiny.

## **National Educational Leadership Preparation (NELP) Program Recognition Standards**

### **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 improvement processes that include data use, design, implementation, and evaluation.

### **Standard 2, Ethics and Professional Norms:**

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 understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.

2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.

2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, 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 Responsiveness:**

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 develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.

3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.

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

**Standard 4, Learning and Instruction:**

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 evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic programs.

4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.

**Standard 5, Community and External Leadership:**

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 engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.

5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.

5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.

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 when advocating for the needs of their school and community.

**Standard 6, Operations and Management:**

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 improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.

6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.

6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.

6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.

**Standard 7, Building Professional Capacity:**

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 build the school's professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.

7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.

7.2 Program completers understand and have the capacity to develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.

7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.

7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.

**Standard 8, Internship:**

Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse school 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 building-level leaders and enable them to promote the current and future success and well-being of each student and adult in their school.

8.1 Candidates are provided a variety of coherent, authentic field and/or school internship experiences within multiple school environments that afford opportunities to interact with stakeholders, synthesize and apply the content knowledge, and develop and refine the professional skills articulated in each of the components included in NELP building-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 school setting.

8.3 Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and has received training from the supervising institution.



"Effective 1 July 2007, 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 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

## GRADUATE CANDIDATE FILE

Graduate candidates will maintain a Graduate Candidate File (GCF) in ALCA.

**Required during first semester of enrollment.** Masters of Education candidates will complete the course requirements for EDUC 5010 Graduate Study Seminar, establish an ALCA account, a create a Graduate Candidate File.

In this course the candidates will complete **Milestone 1**.

### MILESTONE REQUIREMENTS

The Graduate Candidate File will be evaluated at designated times called Milestones. The graduate candidate will have all components of the GCF complete and shared with the designated Graduate Committee member(s). Faculty will use the corresponding rubric to indicate completion (Appendix E).

#### Milestone 1 requirements:

1. Contact the graduate advisory committee and complete the required form.
2. Add all required paperwork to the GCF.
  - a. Professional Credentials:
    - i. Resume
    - ii. Certification
    - iii. Transcripts
  - b. Required Paperwork
    - i. Advisory Committee Selection Form
    - ii. Self-Disposition
    - iii. Code of Ethics
3. Once everything is complete the link will **be shared with the instructor of Graduate Seminar to be evaluated.** This must be completed and all additional requirements submitted to the Graduate Office (RH #212) before further enrollment in graduate courses is allowed.

#### Milestone 2 requirements:

1. Add all required paperwork to the GCF
  - a. Professional Credentials: - update if necessary
    - i. Resume
    - ii. Certification
    - iii. Transcripts
  - b. Required Paperwork
    - i. Advisory Committee Selection Form
    - ii. Plan of Study

- iii. Disposition completed by 1 faculty member
  - iv. Proof of application for Candidacy
2. Action Research Project Proposal – to be approved by Graduate Committee
  3. Approved IRB letter and/or Email
  4. Once everything is complete the link will be shared with the **Graduate Advisor** to be evaluated. This MUST be completed before enrollment in Practicum.

**Milestone 3 requirements:**

1. Add all required paperwork to the GCF
  - a. Professional Credentials: - update if necessary
    - i. Resume
    - ii. Certification
    - iii. Transcripts
  - b. Required Paperwork – update if necessary
    - i. Advisory Committee Selection Form
    - ii. Plan of Study
    - iii. Disposition completed by mentor of practicum  
\*\*CNI program by a faculty member
2. Completed ARP
3. Once everything is complete the link will be shared with the **Graduate Advisor** to be evaluated. This MUST be completed before ARP Presentation/Graduate Defense.

**DISPOSITIONS AND PLAN OF IMPROVEMENT POLICY**

The Graduate candidates will submit completed disposition forms at Milestone I, II and III. (See Appendix C))

**Disposition Evaluations  
of Graduate Candidates**

The first disposition evaluation is a self-evaluation by the candidate during EDUC 5010 Graduate Seminar for **Milestone 1**.

The second disposition evaluation is completed by a faculty member of the graduate candidate's choice.

After completing the disposition assessment, the faculty member will submit it electronically. The second disposition evaluations coincide with **Milestone 2**.

The third disposition evaluation is completed by:

Educational Leadership – Mentor – Request link from Graduate Office

Reading Specialist – Mentor – Request link from Graduate Office

School Counseling – Mentor – Request link from Graduate Office

Curriculum and Instruction – A faculty member of the graduate candidate's choice

The third disposition evaluation will be part of **Milestone 3.**

Additional Disposition Evaluations may occur at any time during a graduate candidate's education program and are kept in the Education Office by the Chair of the Education Division.

### **Plan of Improvement for Disposition Evaluations**

#### **Criteria**

**Step One:** If a graduate candidate scores an **Unacceptable (1)** in any element in a category, a consultation with the faculty evaluator will occur. (Form should be printed, signed by both parties and dated and a copy sent to the Chair of the Education Division)

**Step Two:** If the candidate receives **three (3) Unacceptable (1)** scores in one disposition evaluation or all disposition evaluations combined, then he/she will write a plan of improvement to be submitted to the Chair of the Division of Education. Consultation(s) will occur to consider the appropriateness for the candidate to remain in the graduate program. A follow-up disposition evaluation will be conducted at the end of the semester. A candidate may be dismissed from the program if his/her dispositions are not compatible with the dispositions required for an effective leader.

#### **EXIT FORMS**

A Graduate Candidate will complete an Exit Interview Form with the Graduate Office immediately after the Action Research Presentation/Graduate Defense. Return the form to the Graduate Office.

## **ACTION RESEARCH PROJECT**

The Action Research Project (ARP) is the culminating experience for candidates seeking the Master of Education degree in Curriculum & Instruction, Educational Leadership (principal certification), Reading Specialist, and School Counseling. It is also the culminating experience for those in the certificate only programs for Educational Leadership (principal certification), Reading Specialist, and School Counseling. Reviewing one's practice, making reflective changes, and analyzing the impact of those changes upon learners are the elements that enable action research to be the mechanism by which there is a positive impact on learners. Effective educators conduct action research on a continuous basis. The Action Research Project is an extension of the work that effective educators do every day. The purpose of the Action Research Project is for candidates to design, implement, and analyze a project to determine its impact upon learners. Its intent is to empower advanced candidates to be confident action researchers as instructional leaders in the schools they serve.

**Note:** The Action Research Handbook was approved by the Teacher Education Committee on April 5, 2021 and the Graduate Committee on April 27, 2021.

### **Action Research**

**What is Action Research?** Action research seeks transformative change through the simultaneous process of taking action and doing research, which are linked together by critical reflection. Action research practitioners reflect upon the consequences of their own questions, beliefs, assumptions, and practices with the goal of understanding, developing, and improving social practices. This action is simultaneously directed towards self-change and towards restructuring the organization or institution within which the practitioner works.

The nature of action research places the researcher in the middle of the inquiry and not on the outside as an observer and/or experimenter. Action researchers do not claim 'neutrality' but rather account for their position in the action and inquiry. A strength of action research is that the researcher studies what she or he does in concert with others. Therefore, the knowledge created through action research is inevitably dialogical in nature, and is thus always a negotiated and co-created knowledge. This knowledge is not inert, but serves to improve the quality of life by engaging participants in a quest for deeper understandings that lead to improvement.

Action researchers are often guided by questions of this kind, 'How do I improve my practice?' Action research takes time, energy, commitment, and courage because it is about changing oneself, which means changing one's thinking, and recognizing that, once changed, there is no going back. However, action researchers are also engaged in a process of authentic collaboration with participants who seek to improve their practices. The focus is on the actors (participants) within their local social contexts. These participants are often co-researchers (but not always). The four key processes of an action research cycle include planning, implementing the plan, gathering and analyzing data as the plan is implemented, and reflecting on these results. The choice of specific data collection and analysis methods (practices) occurs in alignment with the

action researcher's personal and professional epistemological and ontological belief systems, while also reflecting the discourses of the larger organization and society within which the action research is being conducted. Further, the choice of research methods in action research is dependent upon the question, problem, dilemma or dissonance to be examined, and the nature of the practice situation. The cycles of action research represent iterative problem solving linked by reflection. Critical reflection on action and reflexive writing are key and central processes of action research.

Making decisions about involvement in action research carries certain risks. It involves interrogating one's thinking and deciding actively to change established self-perceptions and personal and professional habits to move into the future, recognizing that action researchers are responsible for their decisions and the consequences of these decisions. Specific action research practices are informed by researchers' values that carry hope for the future including the procedural principle of democracy and insights from the most advanced social theories of the day.

The action researcher, like all researchers, is expected to share research findings as part of the process of knowledge creation. Action researchers also expect to have those findings scrutinized by other professionals, including professionals whose knowledge and belief systems may vary markedly from those of the action researchers.

*Rowell, L. Polush, E. Riel, M. & Bruewer, A. (2015). Action researchers' perspectives about the distinguishing characteristics of action research: a Delphi and learning circles mixed methods study. Access online at <http://www.tandfonline.com/doi/abs/10.1080/09650792.2014.990987#>. VPOWPOIH-Oxw*

## **ACTION RESEARCH PROJECT (ARP) REQUIREMENTS**

The Action Research Project (ARP) is a culminating assessment requiring a graduate candidate to demonstrate required skills for having a positive impact on student learning. It is an ongoing project as the candidate matriculates through the advanced program and will include collaboration with the candidate's Advisory Committee and application of information from courses as foundational support (**CAEP A.3.3; A.3.4**).

The ARP begins in EDUC 5933 Classroom Research & Instructional Effectiveness with the development of a research proposal (**CAEP A.1.1**) and subsequent action plan. The graduate candidate will develop a written proposal for the ARP that will include candidate collaboration with a P-12 school to identify and research a specific student learning need (**CAEP A.1.1; A.2.1**). The collaboration will include identification of initial data (**CAEP A.1.1**) leading to the need that is specific to the candidate's specialized content area. Upon approval by the course instructor, the candidate will create an action plan to complete the ARP. The action plan developed in EDUC 5013 Introduction to Research will be sent by the candidate to the Advisory Committee Chair for approval.

The proposal must include:

1. The candidate will demonstrate in the presentation how collaboration with a P-12 partner school led to a determination of an area of need in student learning and a plan to address the need (**CAEP A.2.1**).
2. The use of current research and the collection and analysis of data to determine the need is articulated in the candidate's presentation (**CAEP A.1.1; A.3.4**).
3. A timeline for implementation that was collaboratively designed with the P-12 partner school (**CAEP A.2.1; A.2.2**).
4. Use of instructional technology and exemplify professionalism in all aspects of the presentation (**CAEP A.1.1**).

Once the Candidate's Advisory Committee has provided any feedback and corrections are made. The Committee Chair will notify the candidate to submit the ARP for IRB approval. Once the IRB has approved the candidate is ready to submit Milestone 2.

### **Action Research Presentation**

During the final semester of the program, the candidate will present the completed ARP to the Advisory committee and selected stakeholders all of whom will assess the presentation using the rubric aligned with CAEP Advanced Standards (**Milestone 3**). To be eligible for the Action Research Project presentation, the candidate must have completed all coursework or be enrolled in the final hours; must have no outstanding grades of "incomplete" in courses used on the degree plan of study; and must not be enrolled in more than nine hours in a regular semester or six hours in a summer term (summer includes the May interim) (**CAEP A.3.3**).

The presentation requirements:

1. The candidate will present a simulation of a presentation to a Local Education Agency (LEA) Board of Education; therefore, it is to be professional in content, delivery, and

dress (**CAEP A.1.1**). The use of instructional technology in the presentation is required (**CAEP A. 1.1**).

2. The candidate will provide evidence of the role of collaboration with the P-12 partner school; data collection, analysis, and interpretation; determination if the action plan met the specified need (**CAEP A.2.2; A.3.4**).
3. The candidate will provide verification that the action plan received approval from the Institutional Review Board (**CAEP A.2.2**).
4. A successful ARP and presentation are required for completion of the advanced program (**CAEP A.3.3; A.3.4**). The candidate will provide a written artifact detailing the same information provided in the presentation.
5. Each area assessed (see rubric, pp. 17-20) must earn an “acceptable” or “target” level of performance. An assessment of “unacceptable” will result in a revised project and subsequent presentation. A successful ARP and presentation are required for completion of the advanced program (**CAEP A.3.3; A.3.4**).
6. Upon successful completion of all program requirements, including the presentation of the Action Research Project, the Advisory Committee will provide verification all requirements have been met. If all requirements have not been met, a Plan of Improvement will be completed by the advisory Committee to be implemented by the candidate (See Appendix A).

ARP Presentation Template (See Appendix B)

Superintendent Capstone Project – See Appendix



## Appendix

**A. PLAN OF IMPROVEMENT FORM (Action Research Project)**

**PLAN OF IMPROVEMENT FORM (Action Research Project)**

If any portion of the portfolio at Milestone 3 earns a rating of unacceptable, a Plan of Improvement will be implemented.

Candidate's Name \_\_\_\_\_

Today's Date \_\_\_\_\_

**Date/Time/Place for Follow-up Assessment** \_\_\_\_\_

(This date will be between one to four weeks, following the initial evaluation.)

<i>Area Requiring Improvement</i>	<i>Suggestions for Improvement</i>

**Committee Chair Signature** \_\_\_\_\_

**Committee Member Signature** (if applicable) \_\_\_\_\_

**Committee Member Signature** (if applicable) \_\_\_\_\_

**Candidate's Signature** \_\_\_\_\_

(Candidate's signature reflects reception of this document, but not necessarily agreement with it.)

**FOLLOW-UP ASSESSMENT**

This Plan of Improvement has been: _____ Fully Accomplished  _____ Not Accomplished
--

Committee's Recommendation to Director of Graduate Studies: _____ Additional Plan of Improvement _____ Recommend for licensure
--

**Committee Chair Signature/Date** \_\_\_\_\_

**Candidate's Signature/Date** \_\_\_\_\_

One copy to candidate, one copy to candidate's file in Graduate Office, one copy to candidate's committee chair.

## **B. ACTION RESEARCH PRESENTATION TEMPLATE (Paper and PowerPoint)**

### **Title Page:**

Action Research Project: Milestone 2 Presentation

(Insert Your Name Here)

Northwestern Oklahoma State University

### **Body of Presentation:**

#### **Introduction**

Provide an introduction to your topic.

#### **Collaboration with P-12 School**

Provide steps and examples of your collaboration with P-12 school.

#### **Data Collection Plan**

Provide an overview of data collected both pre- and post-project implementation.

Include the type (qualitative or quantitative) along with how it will be collected and analyzed.

#### **Alignment to Program of Study**

Explain how your project aligns to your program of study (reading specialist, educational leadership, curriculum & instruction, etc.)

#### **Literature Review**

Provide a summary of the literature (current research) and explain how the research supported the need for your action plan.

#### **Action Plan**

Explain your action plan in-depth. Be sure to include how you plan to collaborate with your P-12 school.

## **Timeline**

Provide a week-by-week or month-by-month timeline for your action plan. Be sure to include how you plan to collaborate with your P-12 school.

## **Reference Page:**

## **References**

## C. DISPOSITION ASSESSMENT INSTRUCTIONS

### Disposition Evaluations of Graduate Candidates

The graduate candidate chooses a faculty member from their current schedule to complete the disposition evaluations. If the current faculty members have previously completed a disposition evaluation on the candidate, then the graduate candidate may go back one (1) semester to ask a different faculty member.

The first disposition evaluation is a self-evaluation by the candidate during EDUC 5010 Graduate Seminar for **Milestone 1**.

The second disposition evaluation are completed by a faculty member of the graduate candidate's choice. After completing the disposition assessment, the faculty member will submit it electronically. The second disposition evaluations coincide with **Milestone 2**.

The third disposition evaluation is completed by:

Educational Leadership – Mentor – Request link from Graduate Office

Reading Specialist – Mentor – Request link from Graduate Office

School Counseling – Mentor – Request link from Graduate Office

Curriculum and Instruction – A faculty member of the graduate candidate's choice

The third disposition evaluation will be part of **Milestone 3**.

Additional Disposition Evaluations may occur at any time during a graduate candidate's education program and are kept in by the Chair of the Education Department.

### Professional Disposition

Candidate Name (First, Last) \_\_\_\_\_

Student Id # \_\_\_\_\_

Evaluator Name (First, Last) \_\_\_\_\_

Date \_\_\_\_\_

#### Evaluators Position: (Check one)

Candidate (Self-Evaluation)

Faculty

Mentor

**Transition Point: (Check one)**

Milestone 1 (self-evaluation)

Milestone 3 Mentor teacher

Milestone 2 Current Faculty Member

**Program: (Check one)**

Educational Leadership

Reading Specialist

School Counselor

Category	Target- 3	Acceptable- 2	Unacceptable- 1	N/O- 0
<b>Disposition</b>	There is evidence of exceeding the expectation of understanding and commitment to disposition.	There is evidence of meeting the expectation of disposition.	There is evidence of limited understanding and/or commitment to disposition. Is not meeting expectations.	You may also use N/O if the disposition was not observed or there were no opportunities for exhibiting a particular disposition

**Use the following to evaluate the graduate candidate disposition:**

Use Target - 3 for **outstanding dispositions**. You may also use N/O (Not Observed) if the disposition was not observed or there were no opportunities for exhibiting a particular disposition.

If a score is Unacceptable- 1 you must provide a narrative on the (a) perceived barriers to the candidate's professional progress and (b) attributes that may help enhance the candidate's professional progress.

Please mark to the right of the descriptor the specific dispositional deficiency(ies) with an X.

**Professionalism:**

Category	Target (3)	Acceptable (2)	Unacceptable (1)	N/O (0)
Evaluates the effects of their choices and actions on others and modifies those actions when needed (InTASC 9)				
Treats others with respect (InTASC 9)				

Adheres to academic policies (InTASC 9)				
Contributes to creating an atmosphere of professionalism in the classroom (InTASC 9)				
Maintains discretion with information regarding individuals (InTASC 9)				
Demonstrates and practices ethical standards (InTASC 9)				
Avoids inappropriate conversations (InTASC 9)				
Takes advantage of professional opportunities (InTASC 9)				
Is flexible (InTASC 9)				
Takes advantage of professional organizations (InTASC 9)				
Demonstrates a commitment to work with diverse populations (InTASC 10)				
Demonstrates an acceptance of all areas of diversity through class discussions and/or journal writing (InTASC 10)				
<b>Section Comments:</b>				

#### Understanding of self:

Category (InTASC 9)	Target (3)	Acceptable (2)	Unacceptable (1)	N/O (0)
Recognizes own weaknesses and seeks support				
Accepts constructive criticism				
Takes responsibility for own actions				
Willing to consider other points of view				
Respectful when disagreeing				
Engages in self-evaluation and reflection				
Puts forth best efforts on assignments				
Goes beyond minimum expectations				
<b>Section Comments:</b>				

#### Communication and Professionalism:

Category (InTASC 10)	Target (3)	Acceptable (2)	Unacceptable (1)	N/O (0)
Uses effective oral communication				
Uses effective communication in writing: including proper grammar, spelling, and punctuation				
Turns in assignments on time				
Attends class prepared				

Responds to emails/correspondence/phone calls within 48 hours				
Maintains professional boundaries with students, colleagues, and faculty				
<b>Section comments:</b>				

**If not submitted electronically, signatures needed:** *(Signatures only acknowledge the form has been reviewed with the teacher candidate. It does not signify agreement)*

**Candidate:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

**D. MILESTONE 2 RUBRIC**

**Northwestern Oklahoma State University  
MASTER OF EDUCATION  
Action Research Project Rubric – Milestone 2  
Presentation to Advisory Committee**

<b>Standards</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<p><b>Candidate collaborates with P-12 Partner School to determine area of research need in the area of student learning. (CAEP A.2.1)</b> Indicators:</p> <ul style="list-style-type: none"> <li>• P-12 partner school</li> <li>• Collaboration</li> <li>• Student learning</li> </ul>	<p>The candidate described the specific steps and gave examples of the collaborative process used with a P-12 partner school for the purpose of identifying an action research project.</p>	<p>The candidate described in general terms the overall process used with a P-12 partner school for the purpose of identifying an action research project.</p>	<p>There was minimal or no articulation of a collaborative approach with a P-12 school in determining a research need that addressed student learning.</p>
<p><b>Candidate collects data. (CAEP A.1.1)</b> Indicators:</p> <ul style="list-style-type: none"> <li>• Initial data collection process</li> <li>• Analysis</li> </ul>	<p>The candidate identified the source, type (quantitative, qualitative), and how initial data were collected and the analysis process used to determine need for the action research project.</p>	<p>The candidate identified the source of initial data and the analysis process used to determine need for the action research.</p>	<p>There was minimal or no articulation of the initial data source, lacks information about initial data analysis and/or action research project was not based on data.</p>



<p><b>Candidate’s Action Research Project is in his or her area of specialized content or disciplined knowledge. (CAEP A.1.1; A.3.4)</b></p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>• Content knowledge</li> <li>• Prior learning</li> </ul> <p>New knowledge</p>	<p>The candidate articulated the alignment of the action research project to the candidate’s content area or discipline (program of study). The candidate described how the action research project will apply to them upon completion of their program.</p>	<p>The candidate articulated how the action research project was related to the candidate’s content or discipline (program of study).</p>	<p>There was minimal or no articulation of the relationship between the action research project and the candidate’s content or discipline (program of study).</p>
<p><b>Candidate demonstrates understanding of current research on identified specific need. (CAEP A.1.1)</b></p> <p>Indicators</p> <ul style="list-style-type: none"> <li>• Current research</li> <li>• Student learning need</li> </ul>	<p>The candidate described current research pertaining to the identified specific need; stated why the research was appropriate; and described how current research supported the identified need.</p>	<p>The candidate described current research pertaining to the identified specific need.</p>	<p>There was minimal or no description of current research on the identified specific need.</p>
<p><b>Candidate collaborates with P-12 Partner School to develop an action plan to address the identified specific need in student learning based on current research. (CAEP A.2.1)</b></p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>• Action plan</li> <li>• Student learning need</li> <li>• Current research</li> </ul> <p>Collaboration</p>	<p>The candidate described the action plan; articulated the collaboration process in developing the action plan with the P-12 partner school; and, how the plan was based on current research specific to the student learning need.</p>	<p>The candidate described the action plan and articulated the collaboration process in developing the action plan.</p>	<p>There was minimal or no articulation of a collaborative approach with a P-12 partner school in the development of an action plan to address the identified need in student learning.</p>
<p><b>Candidate collaborates with P-12 Partner to develop a timeline for implementation of action plan. (CAEP A.2.1)</b></p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>• Plan timeline</li> <li>• Collaboration</li> </ul>	<p>The candidate articulated a timeline for implementation of the action plan. The candidate stated the role the P-12 partner school in creating the timeline for implementation of the action plan.</p>	<p>The candidate articulated a timeline for implementation of the action plan that was developed in collaboration with the P-12 partner school.</p>	<p>There was minimal or no articulation of a collaborative approach with a P-12 partner school to develop a timeline for implementation of the action plan.</p>

<p><b>Candidate uses technology in presentation. (CAEP A.1.1)</b>  <b>Indicators:</b>  •Technology use  •Visual technology  •Audio technology</p>	<p>The candidate used a variety of technology throughout the presentation.  Technology enhanced information presented in an organized manner with no avoidable technical errors or problems.</p>	<p>The candidate used a single application of technology in the presentation. The technology aligned with and supported information presented with no technical errors that detracted from the presentation.</p>	<p>The candidate failed to use technology in his/her presentation; or technology failed to align with information presented; or lacked professional appearance; or there were avoidable technical errors.</p>
<p><b>Candidate presentation delivery is professional. (CAEP A.1.1)</b>  <b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Clarity</li> <li>• Word usage</li> <li>• Gestures</li> <li>• Articulation</li> <li>• Citations</li> </ul> <p>APA guidelines</p>	<p>The candidate's presentation was coherent, fluid, and adhered to advanced collegiate expectations. Grammar usage followed proper English language guidelines. Nonverbal communication (eye contact, hand gestures, etc.) was appropriate. References were included and followed APA citation guidelines.</p>	<p>The candidate's presentation was coherent and adhered to advanced collegiate expectations including proper grammar usage. References were included and followed APA citation guidelines with minor errors.</p>	<p>The candidate's presentation lacked coherence and/or failed to demonstrate the expectations of an advanced candidate; and/or there were grammatical errors that detracted from the presentation; and/or the references were missing or failed to meet APA guidelines.</p>
<p><b>Candidate prepares and submits an IRB. (CAEP A.2.2)</b></p>	<p>The candidate submits the IRB request and received approval.</p>	<p>NA</p>	<p>The candidate failed to submit the IRB or the IRB request was denied.</p>

## E. MILESTONE 3- RUBRIC

### Northwestern Oklahoma State University MASTER OF EDUCATION

Action Research Project Rubric – Milestone 3  
Presentation to Advisory Committee &  
Selected Stakeholders

Standards	Target	Acceptable	Unacceptable
<p><b>Candidate implements action plan in P-12 Partner School. (CAEP A.2.2; A.3.4)</b></p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>Action plan</li> <li>Implementation steps</li> </ul>	<p>The candidate articulated the steps used to implement the plan in the P-12 partner school. The candidate described aspects of the implementation that worked well and those with which there were difficulties.</p>	<p>The candidate articulated how the plan was implemented in the P-12 partner school. The candidate described strengths or weaknesses of the implementation</p>	<p>There was minimal or no articulation of how the candidate implemented the plan in the P-12 partner school; and/or failed to identify strengths or weaknesses.</p>
<p><b>Candidate collects data throughout implementation of action plan. (CAEP A. 1.1; A.2.2; A.3.4)</b></p> <p>Indicators: Data collection</p>	<p>The candidate articulated the process used to collect data throughout the implementation of the action plan. The candidate described adjustments and/or difficulties encountered in collecting data.</p>	<p>The candidate articulated the process used to collect data throughout the action plan.</p>	<p>There was minimal or no articulation of the candidate's collection of data during the implementation phase of the action plan.</p>
<p><b>Candidate analyzes, interprets, and uses data. (CAEP A.1.1; A.2.2; A.3.4)</b></p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>Data analysis</li> <li>Interpretation of data</li> <li>Data usage</li> </ul>	<p>The candidate articulated the specific steps for analyzing, interpreting, and using data from the action plan. The candidate aggregated and disaggregated the data.</p>	<p>The candidate articulated how data collected during the action plan were analyzed, interpreted, <i>and</i> used.</p>	<p>There is minimal or no articulation of how the candidate analyzed, interpreted, <i>and</i> used data that were collected during the action plan.</p>

<p><b>Candidate determines if action plan met the specified need. (CAEP A.1.1; A.2.2; A.3.4)</b></p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Informed decision making</li> <li>• Analysis of data</li> </ul>	<p>The candidate presented conclusions with supporting data and the extent to which the action plan met the specified need. Candidate includes suggested future action based on conclusions.</p>	<p>The candidate presented conclusions with supporting data and the extent to which the action plan met the specified need.</p>	<p>The candidate fails to present conclusions based on data and/or there is minimal or no articulation of the action plan meeting the specified need.</p>
<p><b>Candidate uses technology in presentation. (CAEP A.1.1; A.3.4)</b></p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Technology use</li> <li>• Visual technology</li> <li>• Audio technology</li> </ul>	<p>The candidate used a variety of technology throughout the presentation. Technology enhanced information presented in an organized manner with no avoidable technical errors or problems.</p>	<p>The candidate used a single application of technology in the presentation. The technology aligned with and supported information presented with no technical errors that detracted from the presentation.</p>	<p>The candidate failed to use technology in his/her presentation; or technology failed to align with information presented; or lacked professional appearance; or there were avoidable technical errors.</p>
<p><b>Candidate presentation delivery is professional. (CAEP A.1.1; A.3.4)</b></p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Clarity</li> <li>• Word usage</li> <li>• Gestures</li> <li>• Articulation</li> <li>• Citations</li> <li>• APA guidelines</li> </ul>	<p>The candidate's presentation was coherent, fluid, and adhered to advanced collegiate expectations. Grammar usage followed proper English language guidelines. Nonverbal communication (eye contact, hand gestures, etc.) was appropriate. References were included and followed APA citation guidelines.</p>	<p>The candidate's presentation was coherent and adhered to advanced collegiate expectations including proper grammar usage. References were included and followed APA citation guidelines with minor errors.</p>	<p>The candidate's presentation lacked coherence and/or failed to demonstrate the expectations of an advanced candidate; and/or there were grammatical errors that detracted from the presentation; and/or the references were missing or failed to meet APA guidelines.</p>

## **F: SUPERINTENDENT CERTIFICATION CAPSTONE PROJECT**

### **Program Capstone Activity School Mission, Vision & Improvement Clinical Assignment**

**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 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 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 simulation presentation 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 suitable for internal and external stakeholder scrutiny.

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

- **NELP Standard Component 1.1** Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.
- **NELP Standard Component 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.

## **Guidelines**

The capstone is comprised of two (2) sections: (1) Content Knowledge Research and (2) Application of Leadership Skills.

### **Content Knowledge Research Section**

The research section will begin in EDUC 5623 Superintendency.

The candidate will conduct academic research concerning the

- 1) role and importance of a district mission and vision
- 2) processes for collaboratively developing a mission and vision
- 3) characteristics of well-written mission and vision statements
- 4) district improvement process
- 5) formal processes of system-wide, iterative, evidence-informed improvement
- 6) strategic planning processes
- 7) processes for data collection, diagnosis, and use
- 8) theory of implementation. (**NELP 1.1; 1.2**)

The Content Knowledge Research section consists of a formal review of academic research and a subsequent written analysis of the findings using APA guidelines. A “References” page is included to document the authenticity of the research. The eight (8) aspects researched (see Content Knowledge Research) are addressed in the document with each labeled accordingly. The completed Content Knowledge Research component is approved by the candidate’s advisor on or before September 15 of the fall cohort term. Advisor approval is required before the candidate proceeds with the second section of the capstone activity: Application of Leadership Skills.

### **Application of Leadership Skills Section**

The candidate will plan the specific capstone activity during the fall cohort term. During the planning phase the candidate will

- 1) evaluate the existing mission and vision statements in the district in which the candidate is interning
- 2) evaluate existing improvement processes
- 3) identify an actionable aspect and collaboratively design a district-wide improvement process by which to address it
- 4) develop an improvement process that addresses data use, technology, values, equity, diversity, digital citizenship, and community
- 5) develop a district-wide improvement process that includes how data collection, diagnosis, design, implementation, and evaluation were incorporated
- 6) develop a plan for communicating the improvement process to multiple constituencies.

- 7) develop an implementation plan that includes support for the improvement. **(NELP 1.1; 1.2)**

Advisor approval of the plan is required. Full implementation, evaluation, and presentation of the capstone activity will occur during the spring cohort term (EDUC 5693 Internship). The Application of Leadership Skills section includes the seven (7) aspects of the improvement plan as listed, which should be labeled accordingly on the final written document.

The final comprehensive written document will include the Content Knowledge Research and Application of Leadership Skills sections. It will also include an overall reflection of the capstone activity that articulates (1) what was learned in the experience, (2) the role of the mentor superintendent in the activity, and (3) how the knowledge gained will be used in the future to promote the success and well-being of each student and adult in the school setting. The completed plan in written form is the equivalent of a site improvement plan presented to a board of education for approval. The plan in its entirety should read as a comprehensive, academic document.

The candidate will formally present the capstone activity at the end of EDUC 5693 Internship as a simulation presentation to a PK-12 Board of Education. The presentation consists of the two sections of the capstone activity (Content Knowledge Research and Application of Leadership Skills), a conclusion, and a reflection. The candidate will provide data showing that the conclusion is evidence-based as formalized through the evaluation process of the plan. The candidate's presentation is a maximum of twenty (20) minutes in length followed by a period of questions by a panel of attendees including the candidate's advisor, mentor superintendent, and selected stakeholders. A consensus of "pass" for the presentation on the part of the panel is required for a passing grade in EDUC 5693 Internship using the rubric provided. A rating of "Target" or "Acceptable" is required for each section listed on the rubric. If the panel renders a "not pass" for the presentation, the candidate will complete a remediation plan and have a second presentation at a time determined by the panel. Failure to receive a "pass" on a second presentation will result in a grade of "F" for 5693 Internship.

**Content Knowledge Research**

**NELP Standard Component 1.1:**

Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community

<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Research on the role and importance of district mission and vision</li> </ul>	<p align="center"><b>Target 3</b></p> <p>The candidate demonstrates mastery of the standard component by articulating current academic research on the importance of the district mission and vision. The research presented provides evidence that the candidate has the knowledge upon which to evaluate existing mission and vision statements.</p>	<p align="center"><b>Acceptable 2</b></p> <p>The candidate demonstrates an understanding of the standard component by articulating current academic research on the importance of the district mission and vision.</p>	<p align="center"><b>Unacceptable 1</b></p> <p>The candidate fails to demonstrate an understanding of the standard component because there is little to no academic research on the importance of the district mission and vision, and/or the research fails to be academic and/or current.</p>
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Processes for collaboratively developing a mission and vision</li> </ul>	<p align="center"><b>Target 3</b></p> <p>The candidate demonstrates an understanding of the standard component by articulating current academic research on the process for collaboratively developing a mission and vision. The research presented provides evidence that the candidate has the knowledge upon which to incorporate research-based processes to collaboratively develop a mission and vision.</p>	<p align="center"><b>Acceptable 2</b></p> <p>The candidate demonstrates an understanding of the standard component by articulating current academic research on the processes for collaboratively developing a mission and vision.</p>	<p align="center"><b>Unacceptable 1</b></p> <p>The candidate fails to demonstrate an understanding of the standard component because there is little to no academic research on the processes for collaboratively developing a mission and vision, and/or the research fails to be academic and/or current.</p>
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• The characteristics of well-written mission and vision statements</li> </ul>	<p align="center"><b>Target 3</b></p> <p>The candidate demonstrates an understanding of the standard component by articulating current academic research on the characteristics of well-written mission and vision statements. The research presented provides evidence that the candidate has the knowledge to write mission and vision statements incorporating the research-based characteristics.</p>	<p align="center"><b>Acceptable 2</b></p> <p>The candidate demonstrates an understanding of the standard component by articulating current academic research on the characteristics of well-written mission and vision statements.</p>	<p align="center"><b>Unacceptable 1</b></p> <p>The candidate fails to demonstrate an understanding of the standard component because there is little to no academic research on the characteristics of well-written mission and vision statements, and/or the research fails to be academic and/or current.</p>

**NELP Standard Component 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.



<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Research on district improvement</li> </ul>	<p><b>Target 3</b></p> <p>The candidate demonstrates an understanding of the standard component by articulating current academic research on school district improvement. The research presented provides evidence that the candidate has the knowledge to incorporate research-based best practices for district wide improvement.</p>	<p><b>Acceptable 2</b></p> <p>The candidate demonstrates an understanding of the standard component by articulating current academic research on school district improvement.</p>	<p><b>Unacceptable 1</b></p> <p>The candidate fails to demonstrate an understanding of the standard component because there is little to no academic research on school district improvement, and/or the research fails to be academic and/or current.</p>
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Formal process of system-wide, iterative, evidence-informed improvement</li> </ul>	<p><b>Target 3</b></p> <p>The candidate demonstrates an understanding of the standard component by articulating current academic research on formal processes of system-wide, iterative, evidence-informed improvement. The research presented provides evidence that the candidate has knowledge for creating a system-wide improvement plan built upon evidence and is sequential with improvement occurring at each step in the process.</p>	<p><b>Acceptable 2</b></p> <p>The candidate demonstrates an understanding of the standard component by articulating current academic research on the formal processes of system-wide, iterative, evidence-informed school district improvement.</p>	<p><b>Unacceptable 1</b></p> <p>The candidate fails to demonstrate an understanding of the standard component because there is little to no academic research on the formal process for school district improvement that is system-wide, iterative, and evidence-informed, and/or the research fails to be academic and/or current.</p>
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Research-based strategic planning processes</li> </ul>	<p><b>Target 3</b></p> <p>The candidate demonstrates an understanding of the standard component by articulating current academic research-based planning processes for district-wide improvement. The research presented provides evidence that the candidate has the knowledge to implement best practices strategies for the improvement planning process.</p>	<p><b>Acceptable 2</b></p> <p>The candidate demonstrates an understanding of the standard component by articulating current academic research-based planning processes for district-wide improvement.</p>	<p><b>Unacceptable 1</b></p> <p>The candidate fails to demonstrate an understanding of the standard component because there is little to no academic research on research-based strategic planning processes, and/or the research fails to be academic and/or current.</p>
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Data collection, diagnosis, and use</li> </ul>	<p><b>Target 3</b></p> <p>The candidate demonstrates an understanding of the standard component by articulating current academic research for collecting data and its use for diagnosing areas in need of improvement. The research presented provides evidence that the candidate has the knowledge to make data-driven decisions.</p>	<p><b>Acceptable 2</b></p> <p>The candidate demonstrates an understanding of the standard component by articulating current academic research for collecting and using data for strategic planning and continuous improvement.</p>	<p><b>Unacceptable 1</b></p> <p>The candidate fails to demonstrate an understanding of the standard component because there is little to no academic research on data collection and use for strategic planning and continuous improvement, and/or the research fails to be academic and/or current.</p>
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Implementation theory and research</li> </ul>	<p><b>Target 3</b></p>	<p><b>Acceptable 2</b></p>	<p><b>Unacceptable 1</b></p>

	The candidate demonstrates an understanding of the standard component by articulating current academic research relating to the theory of implementation of a plan of improvement. The research presented provides evident that the candidate has the knowledge to use research-based strategies for implementing an improvement plan.	The candidates demonstrates an understanding of the standard component by articulating current academic research relating to the theory of implementation of a plan of improvement.	The candidate fails to demonstrate an understanding of the standard component because there is little to no academic research relating to the theory of implementation of a plan of improvement.
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**Application of Leadership Skills**

**NELP Standard Component 1.1:**

Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community

<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Evaluating existing mission and vision statements</li> </ul>	<p align="center"><b>Target 3</b></p> <p>The candidate demonstrates an understanding of the standard component by articulating the process for evaluating the existing mission and vision statements in the school district in which the candidate is interning. The candidate articulates the strengths and weaknesses of the existing statements, and articulates how the evaluation will influence the improvement plan created by the candidate.</p>	<p align="center"><b>Acceptable 2</b></p> <p>The candidate demonstrates an understanding of the standard component by articulating the process for evaluating the existing mission and vision statements in the school district in which the candidate is interning.</p>	<p align="center"><b>Unacceptable 1</b></p> <p>The candidate fails to demonstrate an understanding of the standard component because there is little to no articulation of processes used for evaluating the existing mission and vision statements in the school district in which the candidate is interning.</p>
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Evaluating existing mission and vision improvement processes</li> </ul>	<p align="center"><b>Target 3</b></p> <p>The candidate demonstrates an understanding of the standard component by articulating an evaluation of the mission and vision processes in the school in which the candidate is interning. The candidate articulates the strengths and weakness of the processes, and articulates how the evaluation will influence the processes for the improvement plan created by the candidate.</p>	<p align="center"><b>Acceptable 2</b></p> <p>The candidate demonstrates an understanding of the standard component by articulating an evaluation of the mission and vision processes in the school district in which the candidate is interning.</p>	<p align="center"><b>Unacceptable 1</b></p> <p>The candidate fails to demonstrate an understanding of the standard component because there is little to no articulation of an evaluation of the mission and vision processes in the school district in which the candidate is interning.</p>
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Collaboratively design an actionable district mission and vision attentive to such considerations as data use, technology, values, equity, diversity, digital</li> </ul>	<p align="center"><b>Target 3</b></p> <p>The candidate demonstrates an understanding of the standard component by articulating how an actionable aspect for improvement is collaboratively designed. The candidate articulates the</p>	<p align="center"><b>Acceptable 2</b></p> <p>The candidate demonstrates an understanding of the standard component by articulating how an actionable aspect for improvement is collaboratively designed.</p>	<p align="center"><b>Unacceptable 1</b></p> <p>The candidate fails to demonstrate an understanding of the standard component because there is little to no articulation of how the actionable aspect for</p>

<p>citizenship, and community</p>	<p>internal and external stakeholders involved in the identification of the actionable aspect for improvement, the process by which the stakeholders are identified and the extent to which their participation makes an impact on the overall improvement process.</p>		<p>improvement is collaboratively designed.</p>
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Collaboratively design an actionable district mission and vision attentive to such considerations as data use, technology, values, equity, diversity, digital citizenship, and community</li> </ul>	<p><b>Target 3</b></p> <p>The candidate demonstrates an understanding of the standard component by articulating the role of data use, technology, values, equity, diversity, digital citizenship, <b>and</b> community in the identified actionable aspect for improvement. The candidate articulates how each of the aforementioned considerations are incorporated into the actionable aspect of the improvement plan.</p>	<p><b>Acceptable 2</b></p> <p>The candidate demonstrates an understanding of the standard component by articulating the role of data use, technology, values, equity, diversity, digital citizenship, or community in the identified actionable aspect for improvement.</p>	<p><b>Unacceptable 1</b></p> <p>The candidate fails to demonstrate an understanding of the standard component because there is little to no articulation of the role of data use, technology, values, equity, diversity, digital citizenship, <b>or</b> community in the identified actionable aspect for improvement.</p>
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Develop a comprehensive plan for communicating the mission and vision to multiple constituencies</li> </ul>	<p><b>Target 3</b></p> <p>The candidate demonstrates an understanding of the standard component by articulating a comprehensive plan for communicating the total improvement plan to multiple constituencies. The plan includes specifics for communicating with and through internal and external stakeholders, social media, and the press.</p>	<p><b>Acceptable 2</b></p> <p>The candidate demonstrates an understanding of the standard component by articulating a comprehensive plan for communicating the total improvement plan to multiple constituencies.</p>	<p><b>Unacceptable 1</b></p> <p>The candidate fails to demonstrate an understanding of the standard component because there is little to no articulation of a comprehensive plan for communicating the total improvement plan to multiple constituencies.</p>
<p><b>NELP Standard Component 1.2</b>  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.</p>			
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Develop an implementation plan to support the improvement process</li> </ul>	<p><b>Target 3</b></p> <p>The candidate demonstrates an understanding of the standard component by articulating a comprehensive implementation plan to support the improvement process. The candidate articulates specifics of the implementation plan including the role of internal and external stakeholders in the implementation, a timeline, and ongoing formative assessment of the implementation process.</p>	<p><b>Acceptable 2</b></p> <p>The candidate demonstrates an understanding of the standard component by articulating a comprehensive implementation plan to support the improvement process.</p>	<p><b>Unacceptable 1</b></p> <p>The candidate fails to demonstrate an understanding of the standard component because there is little to no articulation of a comprehensive implementation plan to support the improvement process.</p>

**Reflection**

<p><b>Reflection Part 1</b></p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Content knowledge</li> <li>• Professional skills</li> </ul>	<p align="center"><b>Target 3</b></p> <p>The candidate articulates multiple points of learning from completing the capstone activity. The points of learning include the roles collaboration, continuous improvement, and prioritization play in the improvement process.</p>	<p align="center"><b>Acceptable 2</b></p> <p>The candidate articulates the learning that came from completing the capstone activity.</p>	<p align="center"><b>Unacceptable 1</b></p> <p>The candidate articulates little to no information regarding the learning that came from completing the capstone activity.</p>
<p><b>Reflection Part 2</b></p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Mentor role</li> <li>• Mentor experience</li> </ul>	<p align="center"><b>Target 3</b></p> <p>The candidate articulates the role of the mentor in completing the capstone activity. The candidate articulates how the mentor's experiences as the educational leader in the school district impacts the activity.</p>	<p align="center"><b>Acceptable 2</b></p> <p>The candidate articulates the role of the mentor in completing the capstone activity.</p>	<p align="center"><b>Unacceptable 1</b></p> <p>The candidate articulates little to no information regarding the role of the mentor in completing the capstone activity.</p>
<p><b>Reflection Part 3</b></p> <p><b>Indicators:</b></p> <ul style="list-style-type: none"> <li>• Application</li> <li>• Student success</li> </ul>	<p align="center"><b>Target 3</b></p> <p>The candidate articulates application of the capstone activity for the candidate's future role as a district level leader. The candidate articulates how the capstone will enable the candidate to promote the future success of every student in the district.</p>	<p align="center"><b>Acceptable 2</b></p> <p>The candidate articulates the application of the capstone activity for the candidate's future role as a district level leader.</p>	<p align="center"><b>Unacceptable 1</b></p> <p>The candidate articulates little to no information regarding the application of the capstone activity for the candidate's future role as a district level leader.</p>
<p><b>Professional Documentation (Points will be deducted according to the following guidelines for writing not indicative of an instructional leader.)</b></p>	<p align="center"><b>Target 3</b></p> <p>The candidate's artifact is coherent and fluid in its presentation and adhered to college-level writing expectations as demonstrated by being generally free of errors. Formatting reflected professional writing, and references were properly cited, APA format.</p>	<p align="center"><b>Acceptable 2</b></p> <p>The candidate's artifact is coherent in its presentation and adhered to college-level writing expectations as demonstrated by errors that did not compromise the comprehension of the response. Formatting and reference citations were appropriate with minor errors, APA format.</p>	<p align="center"><b>Unacceptable 1</b></p> <p>The candidate's artifact lacks coherence and fails to meet college-level writing expectations as demonstrated by serious, persistent errors that compromised the comprehension of the response <i>or</i> formatting and reference citations were not correct, APA format.</p>

## GLOSSARY

**Academic Content Language** - Abstract concepts, ideas, and higher-order thinking processes associated with a specific content area or discipline. Vocabulary, grammar, instruction, and assessment strategies are used to highlight the particular language of the content area or discipline and are used in the classroom, in curricular materials, and in presentations.

**Adaptations** - The changes made by a candidate to a lesson or assessment components, usually to the lesson or test form, that allows students to participate in the lesson or the assessment. For example, adaptations can include the use of different or additional resources, assistance from another student or adult or additional time.

**Adequate Yearly Progress (AYP)** - The federal No Child Left Behind Act of 2001 (NCLB) requires all schools, districts/local education agencies, and states to show that students are making Adequate Yearly Progress (AYP). The law requires a set target for all students and student subgroups to meet in a progressive nature that is intended to result in all students scoring at or above the proficient level on the state's assessment.

**Analysis** - Examination of the parts of a process or a product to determine their relationships. A response that is grounded in evidence and deals with reasons, rationales, and interpretations of data and information.

**Artifact** - A document used or produced by a candidate when planning instruction, during instruction, or as part of an assessment that will help raters better understand the activity featured in the task. Artifacts might include, but are not limited to, student work, a lesson plan, a unit plan, an assessment instrument, a rubric, task directions, assessment directions, photographs, etc.

**Assessment** - A process of observing, monitoring, measuring, analyzing, evaluating, documenting, and reflecting for the purpose of adjusting teaching to impact learning, resulting in improved performance.

**Formative assessment** - A process for gathering evidence of student learning where that evidence is actually used to adapt the teaching to meet the learning needs.

**Summative assessment** - A process for evaluating student learning at the culmination of a specific body of learning or a given period of time to determine whether the intended learning goals have been met.

**Formal assessment** - A process for gathering evidence of student learning to make general instructional decisions using a standardized, published test or instrument that includes specific procedures for administration and interpretation.

**Informal assessment** - A process for gathering evidence of student learning to make general instructional decisions using casual, informal techniques that do not require specified procedures for administration and interpretation.

**Assessment technique** - Methods of eliciting evidence of intended student learning.

**Assessment tool** - An instrument used to measure intended student learning formally or informally.

**Baseline data** - Initial data used to monitor changes or the improvement in an individual or group performance.

**Behavior management** - The structure and organization of a classroom, including the procedures, rules, and expectations that create a positive learning environment and allow the candidate to best meet the needs of all students.

**Council for Accreditation of Educator Preparation (CAEP)** - A nonprofit and nongovernmental agency that accredits educator preparation providers (EPPs). CAEP was created with the October 2010 adoption of a motion to consolidate the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) by the boards of the two organizations. CAEP became operational on July 1, 2013.

**Candidate** – An individual engaged in the preparation of process for professional educator licensure/certification endorsement.

**Certification** - The process by which a governmental agency or nongovernmental organization grants professional recognition to an individual who meets specified qualifications/requirements.

**Classroom assignment** - The placement of the candidate in a specific classroom (i.e., grade level and subject area).

**Classroom demographics** - The makeup of a classroom in terms of the diversity of the students.

**Classroom management** - The wide variety of skills and techniques that candidates use to keep students organized, orderly, focused, attentive, on task, and academically productive.

**Clinical Experience** – Student teaching or Clinical Experience opportunities that provide candidates with an intensive and extensive culminating field-based set of responsibilities, assignments, tasks, activities, and assessments that demonstrate candidates' progressive development of the professional knowledge, skills, and dispositions to be effective educators in a P-12 setting.

**Completer** – Any candidate who exited a preparation program by successfully satisfying the requirements of the educator preparation provider (EPP).

**Content area** - An academic discipline, such as English language arts, mathematics, science, or history/social studies.

**Content Knowledge** – The acquisition and understanding of facts, truths, or principles associated with the academic disciplines that are taught at the elementary, middle, and/or secondary levels, or a professional field of study such as special education, early childhood education, school psychology, reading, or school administration.

**Critical Thinking** - An intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from,

or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. This includes seeing both sides of an issue; being open to new evidence that disconfirms one's ideas; reasoning dispassionately; demanding that claims be backed by evidence; deducing and inferring conclusions from available facts; solving problems.

**Cross-cutting themes-** Overarching emphases on diversity and technology that are threaded throughout the standards and integrated throughout preparation experiences.

**Cultural attributes -** The specific behaviors, characteristics, and beliefs of the individuals in a particular group.

**Curriculum -** Courses, experiences, and assessments for preparing educator candidates to teach students at a specific age level, to teach a specific subject area, or to work as another school professional such as a principal, school library media specialist, or superintendent.

**Data -** The information, facts, and statistics gathered to measure student learning. This information may include both quantitative and qualitative findings (e.g., anecdotal notes).

**Differentiation -** Different or altered learning activities employed by the candidate within a lesson to meet the different needs or learning styles of specific students, allowing them to process constructs or make sense of concepts and ideas.

**Dispositions –** The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, P.6)

**Diversity –** (1) Individual differences (e.g., personality, interests, learning modalities, and life experiences), and (2) group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background) (InTASC Model Core Teaching Standards, p. 21).

**Educator Preparation Provider (EPP) -** The entity responsible for the preparation of educators including a nonprofit or for-profit institution of higher education, a school district, an organization, a corporation, or a governmental agency.

**English-Language Learner (ELL or EL) -** A student who uses a primary language other than English and who are developing proficiency in English.

**Ethics-** The moral principles that govern a person's or group's behaviors.

**Evidence -** Any information produced and submitted by a candidate or by a student that documents the candidate's teaching performance and can be linked to the InTASC Model Core Teaching Standards. Evidence can be found in the written commentary and artifacts, including the video.

**Evidence of learning -** The data gathered through formal and informal assessment strategies that demonstrate student progress toward the learning goals.

**Feedback Information** - given to a student about how he or she is doing in reference to a learning goal. Effective feedback is goal referenced, tangible and transparent, actionable, user-friendly (specific and personalized), timely, ongoing, and consistent.

**Field Experiences** - Early and ongoing practice opportunities to apply content and pedagogical knowledge in P-12 settings to progressively develop and demonstrate their knowledge, skills, and dispositions.

**Flexible grouping** - The range of options for instruction, including whole-class, small-group, and independent activities.

**Focus students** - Selected students who allow a candidate to demonstrate his or her ability to collect information, plan instruction and assessment, make adaptations, and reflect. This includes a range of students with different learning needs.

**Formative assessment** See 'Assessment.'

**Graphic representations of collected data** - Gathered data displayed in a visual manner (e.g., spreadsheets, graphs, pie charts, scatter diagrams, color coding).

**Guiding prompt** - A question or statement (within the PPAT® Assessment) that elicits a candidate's response.

**Higher-order thinking** - Critical, reasonable, reflective thinking that focuses on deciding what to believe or do by questioning assumptions and using a process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information.

**Implications for instruction** - The concepts or strategies candidates must apply in response to new learning.

**Individualized Education Program (IEP)** - A plan created in accordance with the law to guarantee that a child who has a disability receives specialized instruction and related services.

**Instructional challenges** - Identified difficulties during instruction that must be addressed to best meet the needs of all learners.

**Instructional decision making** - The use of student achievement data to support the choice of instructional strategies used during a lesson. This can be done before, during, or after a lesson.

**Instructional strategies** - The approaches used by the candidate in the classroom to best meet the learning goals and needs of the students.

**Learning activities** - The design of the learning environment and the experiences provided to students that support and facilitate student learning.

**Learning goals** - The intended learning that students should master, based on standards and curriculum, as a result of instruction.

**Learner** – See Student



**Learner needs** - The identified needs of individual students or subgroups, as determined by daily observation and assessment data that suggest modifications to instruction. For example, if a student cannot sit still for very long, the candidate will allow the student to stand. For visual and auditory learners, the candidate will show and tell students the instructions.

**Learning Outcomes** - Statements that describe the learning that students have accomplished and can reliably demonstrate. Learning outcomes may include knowledge, skills, and dispositions and are more specific than goals.

**Learning Styles** - The various approaches or methods through which learning can occur that are particular to an individual and are presumed to allow that individual to learn best. The three most widely recognized categories of learning styles are visual, auditory, and kinesthetic.

**Learning Theory** - The conceptual frameworks that explain how information is taken in, processed, and remembered during learning.

**Modifications** - The small changes made to instruction or assessment by a candidate to facilitate learning for specific students' needs (e.g., moving a student to the front of the room; giving more time to complete a task; having a student answer fewer questions on a test).

**Monitor** - A way to track how students are doing academically, socially, emotionally, and behaviorally.

**Multiple Intelligences** - A theory that intelligence encompasses a range of functions and abilities. By recognizing that intelligence can manifest through abilities or aptitudes other than those of a cognitive nature, candidates can adapt their teaching styles and learning activities to better engage and motivate learners (i.e., verbal-linguistic, mathematical-logical, musical, visual-spatial, bodily-kinesthetic, interpersonal, intrapersonal, naturalist, and existential learners).

**Mission** - An important goal or purpose accompanied by strong conviction that underlies the work of an educator preparation provider.

**Pedagogical Content Knowledge** - A core part of content knowledge for teaching that includes: core activities of teaching, such as figuring out what students know; choosing and managing representations of ideas; appraising, selecting and modifying textbooks; deciding among alternative courses of action and analyzing the subject matter knowledge and insight entailed in these activities.

**Performance Level** - The ability of students (groups or individuals) to demonstrate evidence of learning.

**Performance Task** - An authentic assessment that allows a candidate to apply his or her knowledge and skills. The candidate is able to show a wide range of knowledge and skills through this type of assessment.

**Posttest** – a test given to students after completion of an instructional program or segment and often used in conjunction with a pretest to measure their achievement and the effectiveness of the program.

**Pretest** – A preliminary test administered to determine a student’s baseline knowledge or preparedness for an educational experience or course of study.

**Prior knowledge** - Students’ preexisting knowledge, skills, beliefs, and attitudes, which influence how they attend to, interpret, and organize incoming information.

**Rationale** - The underlying principle or justification for a decision that is made. A rationale should relate to the teaching and learning context as described by the candidate.

**Reflection** - An analysis of teaching by the candidate that notes which students successfully learned the content and which students did not, what the impact of the teaching practice was, and how the candidate might change the teaching practice to attend to future student needs. Reflection includes thinking about pedagogy, student characteristics, and outcomes. It involves using data to review instructional decisions and improve teaching strategies and learning outcomes. Reflective practice is the capacity to reflect on or review specific incidents of practice as a way of engaging in continuous learning for the purpose of increasing overall teaching effectiveness and student learning.

**Research-based instructional strategies** - Approaches that are grounded in recent, quality research and used by the candidate in the classroom to meet the learning needs of the students and improve achievement.

**Resources** - The tools used to provide additional support to meet the learning goal(s) and needs of the students.

**Rubric** - Written criteria for evaluating a performance that indicate the qualities by which levels of performance can be differentiated and that anchor judgments about the degree of success on a candidate’s assessment.

**Stakeholder** - Partners, organizations, businesses, community groups, agencies, schools, districts, and/or EPPs interested in candidate preparation or education.

**Standards** - InTASC Model Core Teaching Standards: These standards articulate expectations of performance for professional educators. The standards are based on theories of teaching and learning and share the expectation that educators will continuously acquire new academic achievement for all students. They are based on a developmental sequence that defines a professional continuum that illustrates how educators’ knowledge and skills mature and strengthen throughout their career. Professional teachers and leaders are expected to exercise good professional judgment and use the standards to inform and improve their own practices.

**Student** - A learner in a P-12 school setting or other structured learning environment but not a learner in an educator preparation program.

**Student engagement** - A psychological investment by the students in learning that goes beyond earning formal indicators of success to incorporating and internalizing content and understanding. Engaged students typically appear willing, interested, and involved and gain satisfaction from their accomplishments.

**Student interest inventory** - A survey taken by each student that captures a student's likes and dislikes.

**Student learning-** The academic achievement of P-12 students. Educator preparation providers (EPPs) should prepare educator candidates to analyze student learning and data related to student learning and to be able to develop instructional experiences that improve student learning.

**Student Teaching** - Extensive and substantive clinical practice in P-12 schools for candidates preparing to teach.

**Student work** - See 'Artifact.' Subject matter, a strand or branch of content within a content area or discipline. Or, the specific concept(s) or skill(s) within the content area that is being taught and that is the subject (or focus) of the lesson.

**Summative assessment** - See 'Assessment.'

**Supportive interactions** - The ways in which a candidate provides emotional and/or academic classroom support to help students develop and feel comfortable in the classroom. This could include sensitivity, classroom behavior, and cognitive/instructional development through concept development, feedback, and modeling.

**Technology** - The tools and techniques available through computers, the Internet, telecommunications, and multimedia that are used by educator preparation providers (EPPs) for instruction and the input, storing, processing, and analyzing of data in quality assurance systems. Educator candidates should be able to demonstrate that they use technology to work effectively with students to support student learning.

**Written commentary** - A written response to or an explanation of the guiding prompts within the task directions provided by a candidate.

Note: Some vocabulary is taken from Praxis Performance Assessments for Teachers (PPAT) glossary and CAEP glossary.

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