

# Cameron University

## Master of Science in Educational Leadership



## Student Handbook

2011-2012

School of Education & Behavioral Sciences  
Educational Leadership Program  
Cameron University, Lawton, Oklahoma



## Welcome from the Dean

The Cameron University School of Education and Behavioral Sciences welcomes you to the Master of Science in Educational Leadership program. This handbook is designed to help your understanding of the scope, attributes, and operation of the program. All members of the Educational Leadership faculty and staff know the importance of providing students with a clear understanding of program expectations and procedures and are here to assist you with questions or inquiries you may have.

We sincerely believe you will experience the opportunity to learn and to grow in your career pursuits in school administration, and we look forward to providing your academic services throughout the duration of the program.

Best wishes, and welcome to Cameron's educational leadership opportunity.

Sincerely,

*Ronna Vanderslice*

Ronna Vanderslice, Ed.D  
Dean of the School of Education and Behavioral Sciences

It is extremely important that every student realizes s/he is responsible for reading ALL of the information in this handbook and meeting all of the requirements for the individual's given program.

The *Cameron University Graduate Catalog* provides valuable information and requirements for all graduate programs at the University. The catalog is available online at <http://www.cameron.edu/graduate> → Graduate Catalog. Students are responsible for following the guidelines and requirements outlined in the catalog.

Cameron University is an equal opportunity institution. Accommodations on the basis of disability are available by contacting the Office of Student Development at (580) 581-2209 or by e-mail at [student\\_development@cameron.edu](mailto:student_development@cameron.edu)<[mailto:student\\_development@cameron.edu](mailto:student_development@cameron.edu)>.

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# CAMERON UNIVERSITY GRADUATE STUDIES

## University Mission Statement

Cameron University provides its diverse and dynamic student body access to quality educational opportunities; fosters a student-centered academic environment that combines innovative classroom teaching with experiential learning; prepares students for professional success, responsible citizenship, life-long learning, and meaningful contributions to a rapidly changing world; and is a driving force in the cultural life and economic development of the region.

## Cameron Philosophy

The graduate programs offered by Cameron University are intended to address the personal needs of individual students and the broader needs of society that are not satisfied by baccalaureate programs. These needs can be met by advanced and specialized study in a particular academic field.

Graduate students are to demonstrate initiative and assume responsibility for the progress of their study and for personal integrity and inquiry. Class work and class assignments provide a foundation for broader reading and research. Beyond this foundation, students are expected to continue their studies in order to master specific knowledge and skills pursuant to the goals of their specific programs.

## Graduate Program Goals

Graduate programs at Cameron University are designed to

1. encourage academic inquiry;
2. stimulate intellectual creativity;
3. promote competence in research, oral communication, and writing;
4. confer knowledge and encourage scholarship in specific academic disciplines;
5. promote professional competence and achievement; and
6. provide opportunities to address additional objectives identified in specific programs.

## General Graduate Program Guidelines

**Graduate Student Financial Assistance**—Tuition waivers, work-study positions, and graduate assistantships are available on a limited basis at Cameron University. Students may also apply for loans through the Office of Financial Assistance.

**Retention Standards**—A student, regardless of admission status, who has completed nine or more graduate credit hours at Cameron will be placed on academic probation if that student's cumulative graduate grade point average (GPA) at Cameron is less than 3.0 at the end of any semester or summer term. Failure to achieve a 3.0 GPA or above during any semester or summer term while the student is already on academic probation will result in suspension for

one year from graduate study at Cameron University. Students who are suspended may apply for re-admission on probation at the end of that year. Following re-admission on probation, students who fail to achieve a 3.0 GPA in any semester will be dismissed from Cameron University. The Office of the Registrar will notify students of their probation, suspension, or dismissal status.

**Academic Forgiveness Policy**—Courses taken at the graduate level cannot be “retrieved” or “forgiven,” nor can they be excluded from the retention/graduation grade-point average calculation.

**Time Limit**—Students have six (6) years to complete all course and portfolio requirements for their degree program. Courses which fall outside the six-year window, including all transfer classes, will not count toward degree completion. However, they will remain on all transcripts, be included in GPA calculations, and usually count toward state certificate and license requirements. Under extremely rare circumstances, an exception to the six-year time limit may be granted by the Dean of the School of Education and Behavioral Sciences. This extension, if granted, is a one-time, one-year extension. Application forms are available from the graduate coordinator.

**Advisement**—At the time of admission, each student is referred by the Office of Admissions to the appropriate graduate coordinator in the student’s proposed major field of study. The coordinator will discuss the requirements of the specific degree program and assist the student in the development of a Plan of Graduate Study (POS).

**Plan of Graduate Study (POS)**—The student will work with his/her graduate advisor to plan a program of courses which will enable the student to complete all of the requirements for the desired degree. This plan of study must be signed by the student and approved by his/her graduate coordinator and the Dean of the School of Education and Behavioral Sciences. Any change in the plan of study must be approved by and filed with the same officials. Any course taken prior to filing the approved plan of study, taken outside the plan of study, or taken at another institution must be approved by the same two officials before it can be included in the student’s degree program.

**Changes in Degree Requirements**—Academic requirements are subject to periodic review and revision that may render specific requirements listed in this handbook obsolete. Students are strongly urged to consult with their graduate coordinators concerning academic requirements and policies currently in effect for a particular program. **Students are responsible for fully understanding and complying with the requirements of their program of study.**

**Course Numbering**—Graduate courses, which are numbered 5000 or above, are open only to graduate students.

**Number of Hours Required**—A minimum of thirty-three (33) semester hours of graduate credit earned at a regionally accredited institution of higher education shall be required for a master’s degree awarded by Cameron University. Students must meet all of the requirements for their specific graduate degree program to be awarded the degree.

**Transfer of Credits**—A student may request that a maximum of twelve (12) semester hours of graduate credit earned at other regionally accredited institutions of higher education be transferred to a graduate degree program at Cameron University. Transfer credits must have been earned within six years prior to the completion of the master’s degree at Cameron University and must fit within the student’s plan of study. Transfer courses must be approved by the chair of the Department of Education and the dean of the School of Education and Behavioral Sciences. Students must meet portfolio requirements for all transferred courses.

Students may petition for a transfer of credits after they have completed twelve hours of graduate courses at Cameron University with a cumulative GPA of 3.0 or above. Application forms are available from the graduate coordinator and online at [www.cameron.edu/graduate](http://www.cameron.edu/graduate)

**Application for a Graduate Degree**—All graduate degree candidates must file an Application for a Graduate Degree with the Office of the Registrar during the semester in which they plan to graduate. The application as well as the deadlines for application can be found at [www.cameron.edu/graduate](http://www.cameron.edu/graduate). The application is also available at the Office of the Registrar.

### Contact Information

Department of Education	Nance-Boyer 1078	581-2320
Claudia Edwards, Graduate Coordinator <a href="mailto:cedwards@cameron.edu">cedwards@cameron.edu</a>	Nance-Boyer 1015	581-7929
Dr. Courtney Glazer, Coordinator of Field Experiences <a href="mailto:cglazer@cameron.edu">cglazer@cameron.edu</a>	Nance-Boyer 1014	581-2858
Linda Ingram, Secretary to Director of Assessment <a href="mailto:lingram@cameron.edu">lingram@cameron.edu</a>	Nance-Boyer 1021	581-7932
Dr. Howard Kuchta, Director of Assessment & <i>Chalk &amp; Wire</i> <a href="mailto:fkuchta@cameron.edu">fkuchta@cameron.edu</a>	Nance-Boyer 1011	581-5576
Ramona Mott, Certification Specialist <a href="mailto:ramonam@cameron.edu">ramonam@cameron.edu</a>	Nance-Boyer 1012	581-2319
Dr. Lynda Robinson, M.Ed. in Reading <a href="mailto:lrobinson@cameron.edu">lrobinson@cameron.edu</a>	Nance-Boyer 1059	581-7915

### Other Assistance

Margot Gregory, AggieAccess and Blackboard <a href="mailto:margotg@cameron.edu">margotg@cameron.edu</a>		581-2338
Financial Assistance Office	North Shepler 301	581-2293
University Bookstore	MCC	581-2375
University Library	General Information	581-2410
	Reference Assistance	581-2957
Department of Public Safety	South Shepler 100	581-2237
Registrar’s Office	North Shepler 205	581-2238
Student Services	North Shepler 324	581-2244
Student Support Services	North Shepler 431	581-2352

# THE EDUCATION DEPARTMENT'S CONCEPTUAL FRAMEWORK AND ITS RELATIONSHIP TO THE PROGRAM



The Master of Science in Educational Leadership (MSEL) program at Cameron University supports the conceptual framework of the unit by providing a learning environment that combines innovative classroom teaching with experiential learning to produce *COMPETENT*, *CARING*, and *COMMITTED* educators who can work with diverse students and reflect the following dispositions:

An educator who is *COMPETENT* displays the following dispositions:

- ♦ values the subject matter s/he teaches,
- ♦ appreciates multiple teaching strategies, and
- ♦ uses fair and consistent practices.

An educator who is *CARING* displays the following dispositions:

- ♦ exhibits a belief that all students can learn,
- ♦ demonstrates strong interpersonal skills, and
- ♦ is sensitive to students' needs.

An educator who is *COMMITTED* displays the following dispositions:

- ♦ demonstrates professionalism,
- ♦ is a reflective decision-maker, and
- ♦ is dedicated to the profession.

In the MSEL program, candidates participate in a variety of experiences in authentic settings with diverse populations. Through these experiences, candidates learn about capitalizing on diversity as school leaders.

Candidates who successfully complete the Master of Science in Educational Leadership will use the knowledge and skills necessary to apply best practices to promote student learning and achievement. Competent candidates recognize passion and enthusiasm in teachers and facilitate on-going professional development at the building level. Competent candidates value multiple delivery methods and foster the use of technology. Competent candidates in the MSEL program use fair and consistent practices in working with others and believe in a shared, distributed leadership role for school improvement.

Additionally, successful candidates demonstrate *caring* through their work with staff, families, and the community. Compassion and positive attitudes help them create positive school cultures; whereas, strong interpersonal skills allow them to communicate effectively with all stakeholders. Caring candidates exhibit a belief that all students can learn and are sensitive to student needs. In these ways, Cameron candidates encourage respect and success for all involved in the education process.

Cameron's candidates are also *committed* to the profession as evidenced by their adherence to a strong code of ethics and their belief in life-long learning. Committed candidates demonstrate professionalism and are reflective decision-makers. Committed candidates exhibit critical thinking and problem-solving skills in dealing with parents, students, and staff. Committed candidates are dedicated to the profession and exhibit this by active involvement in professional and community organizations and by taking advantage of professional growth opportunities.

## **EDUCATIONAL LEADERSHIP PROGRAM OVERVIEW**

Cameron University's Master of Science in Educational Leadership is approved by the [Oklahoma Commission for Teacher Preparation](#) and is designed to provide persons currently certified to teach in the public schools an opportunity to obtain a master's degree and certification as an Oklahoma public school administrator. The program, requiring 33 graduate hours, is designed to be completed over a one- or two-year period. Candidate proficiency is measured against seven Educational Leadership Constituent Council (ELCC) standards. The class format for the eleven courses involves evening, weekend, summer, and online classes. The program requires a two-semester internship in the public schools and requires the creation of an electronic portfolio capturing course assignments completed throughout the program. Details relating to each of these elements are described in the following pages.

### MSEL Mission Statement

*The mission of the educational leadership program at Cameron University is to create a community of lifelong learners and inquiring scholars who are prepared school leaders serving the educational enterprise.*

### Program Objectives

All MSEL candidates will develop

- an understanding of and proficiency in resource management;
- an understanding of and proficiency in financial management;
- effective and industry standard techniques for the assessment and supervision of programs;

- effective and industry standard techniques for the assessment and supervision of personnel;
- leadership strategies for dealing with geographically, economically, and ethnically diverse populations;
- an understanding of, adherence to, and promotion of legal requirements, ethical standards, and professional obligations at the school, district, state, and federal levels;
- leadership skills in fostering a collegial relationship, problem solving, and effective communication with various constituents at the school, district, state, and federal levels.

### Admission to the Master of Science in Educational Leadership Program

**Admission Requirements**—In addition to the requirements specified for admission to graduate studies, candidates must meet the following criteria for admission to the Master of Science in Educational Leadership program:

1. possess a valid teaching certificate or license,
2. have an undergraduate GPA of 3.0 or above,
3. have an approved plan of study, and
4. receive two (2) satisfactory (minimum score of 3) recommendations from two school administrators and/or professional educators on the form shown in Appendix A.

**Retention Requirements**—Progress criteria required to allow a candidate to continue with program requirements are found in Appendix C. Remediation for not meeting a program requirement is found in Appendix D.

### Plan of Study and Course Rotation

A minimum of 33 graduate credit hours is required for completion of the master’s degree in educational leadership. The rotation of courses for the MSEL is designed to permit completion of the full 33-hour program in one academic year. The schedule is embedded in the sample plan of study found in Appendix E.

### Educational Leadership Constituent Council (ELCC) Standards

Each of the sixty-one (61) ELCC sub-elements is associated with one of the courses in the degree program. The candidate is required to demonstrate mastery of each of the sub-elements to complete the individual course and the program. The statement of each of the seven (7) major ELCC standards is listed in Appendix F. The full listing of this distribution of sub-elements by course is found in Appendix G.

## Dispositional Assessment Policy

Dispositional assessments must be submitted on behalf of each MSEL candidate at various times throughout the program. These assessments are completed by the MSEL program faculty.

If a candidate does not receive a passing dispositional assessment score (3 or better), a dispositional assessment committee will be formed. The dispositional assessment committee will include the candidate, the chair of the Graduate Faculty Committee, and the two faculty members who assessed the candidate. If there was only one faculty member who completed the assessment, a faculty member who previously conducted a dispositional assessment on the candidate will be appointed to the committee by the chair of the Graduate Faculty Committee.

The dispositional assessment committee will meet to outline the dispositional strengths of the candidate as well as a plan of improvement. A Plan of Improvement outlining specific steps the candidate should take to improve in the target area(s) will be developed.

The candidate will be permitted to continue enrollment in the program with an approved, signed Plan of Improvement on file providing the candidate is making efforts to execute the recommendations.

A follow-up date will be determined by the committee. At the follow-up meeting, the committee will determine if progress is being made. If progress is noted, revised dispositional forms can be submitted. If progress is not in evidence, the committee may reconvene prior to enrollment for the next semester. With no documented proof of progress, enrollment may be suspended for one semester. See Appendix B for a copy of the Dispositional Assessment Form.

# Dispositions with Indicators

(as aligned with the Department of Education's Conceptual Framework)

## **Caring**

### Exhibits a belief that all students can learn

- Verbalizes philosophy that all students can learn
- Provides equitable experiences for everyone involved
- Does not discriminate
- Can verbalize any of the following: multiple intelligences, learning styles, No Child Left Behind, etc.

### Demonstrates strong interpersonal skills

- Respects divergent views
- Easily communicates ideas to others
- Works cooperatively with others
- Willing to listen to others' ideas

### Is sensitive to student needs

- Shows willingness to help others
- Shows flexibility when appropriate
- Takes on extra duties to help others

## **Competent**

### Values subject matter

- Demonstrates passion and enthusiasm for content area
- Demonstrates continued learning in the content area

### Appreciates multiple teaching strategies

- Recognizes multiple delivery methods for content
- Willingness to use or familiarity with technology
- Willingness to involve others in the teaching process

### Uses fair and consistent practices

- Does not show bias when working with others
- Exhibits good sportsmanship
- Demonstrates good leadership skills

## **Committed**

### Demonstrates professionalism

- Speaks and writes standard English
- Is punctual
- Dresses professionally
- Manages time and resources appropriately
- Works collaboratively with parents, students, and other professionals or colleagues

### Is a reflective decision-maker

- Exhibits critical thinking/problem-solving skills
- Provides a rationale for decisions
- Reviews and revises decisions based on evidence

### Is dedicated to the profession

- Takes advantage of professional growth opportunities
- Maintains membership in a professional or community organization
- Volunteers in the school or community

## Electronic Portfolio Requirement

An essential element of program completion involves the development and assessment of electronic artifacts (completed course assignments) created and posted for each course taken in the MSEL program. Details are explained in the “ePortfolio” section of this handbook.

## Internship Program Guidelines

The program of studies for MSEL involves six credit hours of coursework in an extensive on-site field experience. Candidates enrolled in the internship course prepare an action proposal of practical administrative experiences in at least two different school settings. Details and guidance for completion of this requirement are outlined in the “Field Experience” section of this handbook.

## Oklahoma Administrator Certification Procedures

Following satisfactory completion of the certification tests (core and specialty) and the degree being posted, the Application for Adding Areas to License/Certificate by Testing must be brought to the office of the Teacher Certification Specialist in NB-1012. In addition to the application, the candidate must provide an official transcript with the degree posted and copies of the test scores. The Dean of the School of Education and Behavioral Sciences will then sign the application. The application, along with the original transcript, will be returned to the candidate for mailing to the Oklahoma State Department of Education.

## **FIELD EXPERIENCES**

The field experiences described herein will provide opportunities to work with and to learn from administrators and other practitioners in school settings. Through field-based experiences, the candidate has the opportunity to strengthen qualifications and gain experience. Through careful planning, the candidate should be able to accomplish the following:

- experience the realities of educational administration by applying classroom knowledge to actual administrative situations;
- gain practical experience in applying administrative skills, techniques, and theory by working with a professional administrator;
- refine a philosophy of education as a result of the internship experience;
- gain additional experience and confidence in professional abilities;
- provide authentic administrative assistance in the work setting; and
- increase one’s visibility as a potential administrator to those who could be helpful in advancing the candidate toward career objectives.

The educational leadership preparation program requires a two-semester, 150-hour logged field experience internship taken after completion of a minimum of six (6) hours of core courses and completion of, or concurrent enrollment in, EDUC 5203: Fundamentals of Public School Administration. The candidate will be paired with an experienced school administrator (principal or assistant principal) to complete the activities designed in concert with the university supervisor, site supervisor, and candidate. The purpose of the administrative internship component is to bridge the gap between academic theory and the candidate's academic and experiential learning. In the internship, the candidate will engage in self-assessment of strengths, weaknesses, and areas of particular interest.

## Field Experiences by Course

### **EDUC 5103 INTRODUCTION TO GRADUATE RESEARCH 5 HOURS**

**ACTIVITY:** Candidates will be expected to observe a classroom teacher's questioning patterns with respect to students' gender as well as characterize the interaction of boys and girls in the class. The objectives of this field component are to allow candidates to (1) practice techniques and experience phenomena specifically related to observation as a method of collecting research data and (2) expose candidates to gender diversity.

**GRADING:** The percentage of the overall grade will vary depending on the instructor of the class and how class points are assigned.

**DIVERSITY FOCUS:** Gender

### **EDUC 5203 FUNDAMENTALS OF PUBLIC SCHOOL ADMINISTRATION 10 HOURS**

**ACTIVITY:** Candidates will be expected to visit a school that is demographically different from the school in which they work. The expectation is for the candidate to compare and contrast exceptionality programs such as the gifted and talented and special education programs of two schools.

**GRADING:** The 10-hour field experience will be evaluated as 10% of the total class grade.

**DIVERSITY FOCUS:** Exceptionality

**EDUC 5213 SCHOOL CULTURE  
5 HOURS**

**ACTIVITY:** Candidates oversee the administration of a school culture survey in the home school and engage faculty members in an analysis of, and make recommendations based upon, the survey findings.

**GRADING:** A letter-grade assessment of the overall completed assignment incorporates the field experience performance.

**EDUC 5223 ASSESSMENT OF PERSONNEL AND PROGRAMS  
5 HOURS**

**ACTIVITY:** Candidates engage members of a school faculty to participate in an assessment of the professional development standards and status at the local school. Consultation with and presentation to faculty regarding survey results and recommendations is part of the course assignment structure. The second aspect of this field experience involves attendance at a district staff development committee meeting to observe the status and direction of professional development for the local district.

**GRADING:** The first element of this field experience is incorporated into the letter-grading fabric of the comprehensive assignment. The attendance at a staff development meeting is pass-fail.

**EDUC 5233 SUPERVISION OF CURRICULUM AND INSTRUCTION  
3 HOURS**

Students will complete a 3-hour field component in a school to interview a principal about supervision of curriculum and instruction and to gather demographic and test data to complete the required project for this course.

**EDUC 5243 COMMUNITY AND SCHOOL RELATIONS  
5 HOURS**

**ACTIVITY:** The hourly requirement must be completed in one school that has a high degree of racial diversity.

**GRADING:** The field placement will be graded in accordance with the project for this class. If the project is satisfactorily completed, the field placement will be also. The proposed field placement must be pre-approved by the instructor.

**DIVERSITY FOCUS:** Race/Ethnicity

**EDUC 5253 LEGAL AND EHTICAL ASPECTS OF SCHOOL ADMINISTRATION  
15 HOURS**

**ACTIVITY:** To complete the assignment to examine an area of current state legislation bearing on a school-related issue, the candidate must contact the authors of such legislation to annotate the purpose, need, and effect of the proposed legislation. The second field experience assignment is to contact local school or district officials regarding a needed policy revision and to prepare recommendations with school officials to resolve the policy matter at issue.

**GRADING:** The documentation of the legislation and policy examination field experiences will be incorporated into the overall course assignments' letter grade.

**EDUC 5263 PUBLIC SCHOOL FINANCE AND ACCOUNTING  
7 HOURS**

**ACTIVITY:** Candidates prepare exploratory letters for a minimum of five (5) local, state, and federal officials to advocate a position regarding a contemporary school-funding movement such as the Fordham research study, *Fund the Child*. Secondly, this assignment requires that the candidate attend a minimum of one district meeting of the board of education to describe and document the processes involved, particularly with respect to agenda items, discussion, and action taken on financial, curricular, and human resource topics.

**GRADING:** This field experience will be graded on pass-fail basis. Candidates will be successful by documenting completion of the two exercises assigned.

**EDUC 5293 RESOURCE MANAGEMENT  
8 HOURS**

**ACTIVITY:** Candidates are required to interview at least one school-level administrator to determine the nature and issues of fiscal, human, or material resources at the local school. The second aspect of the field experience is to consult with officials at one or more local community agencies as they develop recommendations for the enhancement of the relationship between the local school and the community entity. This exercise targets community agencies whose function is to provide assistance to all socioeconomic populations within the local community. These diverse socio-economic populations are likewise represented in the school.

**GRADING:** Assessment of these field experiences will be pass-fail with respect to the interview with a school official and letter-graded with respect to the assignment consulting members of community agency engaged in supportive relationship with the local school.

**DIVERSITY FOCUS:** Socioeconomic Status

## Internship Overview and Description

The internship is defined as the process and product that result from application of the strategic, instructional, organizational and contextual leadership program standards in the workplace environment. When coupled with related course work, the outcome will be a powerful synthesis of knowledge and skills useful to practicing school leaders. The internship runs concurrently with other MSEL courses so candidates can combine academic instruction and practical experience. In addition, the combination of coursework and practical experience encourages reflection and provides opportunities to apply information gained in an academic setting. The internship can begin after the candidate has completed six (6) hours of core course work and completed or concurrent enrollment in EDUC 5203. Candidates complete the internship under the collaborative supervision of the school district (site supervisor) and a Cameron University MSEL faculty member. Candidates complete their internship in two semesters (75 hours per semester), which is available fall, spring, and summer. A copy of the Site Supervisor Evaluation form is provided in Appendix I.

### **PROGRAM STANDARDS**

The internship is based on the program standards of the National Council for Accreditation of Teacher Education (NCATE), the Educational Leadership Constituent Council (ELCC), and the state of Oklahoma. First, the internship provides significant opportunities in the workplace to synthesize and apply the knowledge and to practice and develop skills identified in the educational leadership preparation program. Second, substantial in-school/district experiences increase in complexity and amount over the two-semester time period. The experience is expected to begin with a shadowing of the site supervisor and, with understanding and time, the level of experiences will increase to allow the intern to make decisions that impact the educational process. These experiences are planned cooperatively and supervised by university and school district personnel. Third, the interns establish relationships with school leaders and clinical professors who guide them through the internship experience. Finally, the intern experiences include direct interaction and involvement with candidates, staff, parents, and community organizations.

### **DEFINITION OF TERMS**

- The **intern** is a graduate candidate who observes, converses, and assumes appropriate leadership responsibility under the guidance of an assigned administrator (site supervisor) and the coordinator of the educational leadership program at Cameron University.
- The **site supervisor** is a building-level administrator (principal/assistant principal) who has responsibility to serve as a role model, teacher, guide, and evaluator for the intern.

- The **university supervisor/coordinator** is a professor in the School of Education and Behavioral Sciences at Cameron University who supervises, assists, guides, and evaluates the intern. S/he is in charge of the intern and is responsible for assuring the quality of the internship experience.

## **RESPONSIBILITIES AND REQUIREMENTS**

### **THE INTERN**

- submits the internship agreement and proposal forms,
- plans internship activities with the site supervisor,
- completes all assignments/activities as directed by the site supervisor,
- documents internship activities on an Internship Log form and submits written evidence of each activity outlined in the proposal,
- develops a plan of experiences in cooperation with the site supervisor and university supervisor,
- completes requirements as outlined in the course syllabus, and
- completes one written reflection for each of the six (6) ELCC standards in order to evaluate the internship experience.

### **THE SITE SUPERVISOR**

- has appropriate administrative certification and licensure;
- attends orientation session provided by the university coordinator;
- signs and returns Internship Agreement and Site Supervisor Data forms;
- makes faculty and staff aware of intern's role on campus;
- introduces intern to faculty and staff of the school at a faculty meeting or other appropriate occasion; this will facilitate the assistance and cooperation of faculty/staff with the candidate;
- assists in developing an appropriate individual plan of experience for the intern;

- observes and provides feedback to the intern concerning performance of internship activities; and
- provides regular written evaluation of the intern during the internship, and at the culmination of the internship experience completes an evaluation report and disposition checklist.

### **THE UNIVERSITY SUPERVISOR/COORDINATOR**

- approves the internship proposal jointly with candidate and site supervisor;
- visits the school sites;
- confers with site supervisor and intern on individual internship plan;
- provides orientation for site supervisors;
- communicates with site supervisor and candidate/intern at the assigned school during both semesters of the internship;
- assists in solving problems that may arise; and
- evaluates the intern's professional and academic performance and six reflections completed during the internship experience.

### **Educational Leadership Reflection Assignment**

While enrolled in the two internship courses, candidates are required to prepare six reflections related to the six standards examined throughout the program. Three reflections are required during the first Internship semester with the remaining three required during the second. The assignment is intended to demonstrate an association between the candidate's academic coursework completed and the practical application of the competencies, knowledge, and skills utilized in the school setting. The scoring rubric for this assignment is found in Appendix H.

# **ePORTFOLIO**

## *Chalk and Wire*

### Philosophy

Cameron University's Department of Education faculty defines a portfolio as a collection of documented, credible, and tangible artifacts that chronicle leadership candidates' accomplishments throughout their preparation. The Oklahoma General Competencies for Principal Certification and Licensure, the standards of the Educational Leadership Constituent Council (ELCC), and the Cameron University Department of Education philosophy state that educational leaders should be competent, caring, and committed reflective decision makers and problem solvers. This philosophy is embedded in and closely related to the department's conceptual framework. Therefore, the program portfolio should reflect the opportunities candidates have had throughout their programs to attain those competencies, standards, attitudes, and dispositions. The portfolio will showcase the knowledge, skills, talents, and experiences of each MSEL candidate, provide evidence of proficiency in the competencies required of a leadership professional, and demonstrate progress in becoming a competent, caring and committed reflective decision maker and problem solver.

The Department of Education faculty believes the preparation of a program portfolio helps leadership candidates understand the interrelationships among the Oklahoma General Competencies for Principal Certification and Licensure; the standards of the Educational Leadership Constituent Council (ELCC); the mission, purpose, and philosophy of Cameron University's Department of Education; and the Conceptual Framework for Cameron University. By focusing portfolio construction around these departmental and national standards, leadership candidates are expected to gain a better understanding of the roles and responsibilities of a school leader and to recognize their own growth and achieve competence as emerging professionals. Portfolio construction offers many opportunities for leadership candidates to become reflective decision makers and problem solvers. The process of creating a program portfolio enables candidates to recognize the relevance and value of coursework and field experiences and to reflect upon their significance. Assembling a program portfolio assists leadership candidates in making sense of the many experiences they have while learning to be educational leaders. It provides a method for integrating classroom, field, and life experiences and offers leadership candidates opportunities for self-reflection and personal growth that continue throughout the educational leadership development program.

The Department of Education faculty believes that, by requiring portfolio development to be an ongoing process throughout the educational leadership preparation program, the program portfolio becomes an influential instrument in enabling leadership candidates to understand themselves and their profession and encourages leadership candidates to take a more proactive role in their own professional development. While leadership candidates are expected to exhibit

professional growth throughout the program and through the process of constructing a program portfolio, the faculty believes that, as a showcase document of a candidate's achievements, artifacts selected for inclusion in the program portfolio should display the leadership candidate's best work at the time it was created. In accordance with this philosophy, portfolio artifacts should be evaluated for best work practices expected at the level in the program sequence during which they were developed.

## General Portfolio Policies

- MSEL candidates are required to develop and complete a portfolio.
- The portfolio will be built within the framework of *Chalk and Wire* ePortfolio software. Initial training for the use of the software will be provided by the department, but it is the candidate's responsibility to maintain the portfolio.
- An initial license must be purchased at the University Bookstore and must be renewed each year by purchasing a renewal card at the bookstore.
- The portfolio is built around the Oklahoma General Competencies for Principal Certification and Licensure, the standards of the Educational Leadership Constituent Council (ELCC), the philosophy of Cameron University's Department of Education, and the Conceptual Framework for Cameron.
- The portfolio will include the following:
  - artifacts documenting knowledge, skills, and experiences that meet the required competencies and
  - documentation of experiences related to internships.
- Instructors in the professional education sequence will provide the opportunity for leadership candidates to develop artifacts that demonstrate their progress in attaining the required competencies. Leadership candidates will have assigned artifacts from their coursework to include in their portfolios. (See the portfolio "Table of Contents" for the breakdown of competencies for guidance in meeting all parts of each competency.) Artifacts will be the original work of leadership candidates, not material copied from other sources. Artifacts should demonstrate the leadership candidate's best work at the time of selection.
- The courses in the professional education sequence require that specific portfolio artifacts, forms, or competencies be included in the portfolio and submitted to the instructor for assessment. Portfolio artifacts, forms, and competencies that may be required for a specific course must be submitted to instructors for scoring during the semester in which the course is taken. Failure to submit the artifact for assessment prior

to the end of the semester will result in an incomplete (I) grade for the course. Instructors may include specific dates for submitting portfolios, portfolio artifacts, forms, and competencies in their course syllabus.

- Once an artifact has been entered in the portfolio and assessed by an instructor, the artifact remains in the portfolio.

## **SCORING OF PORTFOLIOS**

Rubrics are used to score required portfolio artifacts, forms, and competencies. The rubrics are in *Chalk and Wire* for review before submitting material. A portfolio is considered passing if the overall average score of artifacts evaluated is a “3” or better.

## **SCHEDULE FOR EVALUATING PORTFOLIOS**

Formative evaluation of portfolio artifacts occurs throughout the MSEL program. Required artifacts for portfolios are evaluated in the education courses in which they were created. Summative evaluation of the entire program portfolio occurs at the 15-hour checkpoint and at program completion.



# APPENDIX B

**Cameron University  
Department of Education  
DISPOSITIONAL ASSESSMENT FORM**

- MSEL**
- Completion of 15 hours
  - Completion of 24 hours
  - Program Completion

- M.Ed.**
- Completion of 9 hours
  - Completion of 21 hours
  - Program Completion

*To the Candidate:* Please complete the top portion of this form. The person who completes it on your behalf should return it to the address given below. **This form will not be accepted directly from candidates.**

Name of Candidate \_\_\_\_\_  
Last
First
Middle

Candidate's I.D.# \_\_\_\_\_ Program: M.Ed./Reading \_\_\_\_\_ M.Ed. \_\_\_\_\_ or MSEL \_\_\_\_\_

*To the Respondent:* The Department of Education at Cameron University will appreciate a candid evaluation of the candidate named above. Please rate the candidate on each characteristic in comparison with a representative group of individuals who have had approximately the same amount of experience and training as the candidate.

5=Superior    4=Above Average    3=Average    2=Below Average    1=Poor    N/B=No basis for judgment

DISPOSITIONS	5	4	3	2	1	N/B
<b>Caring</b>						
Exhibits a belief that all students can learn						
Demonstrates strong interpersonal skills						
Is sensitive to student needs						
<b>Competent</b>						
Values the subject matter (s)he teaches						
Appreciates multiple teaching strategies						
Uses fair and consistent practices						
<b>Committed</b>						
Demonstrates professionalism						
Is a reflective decision-maker						
Is dedicated to the profession						

**Candidate must receive a minimum score of 3 on each item scored from each respondent.**

How long have you known the candidate? \_\_\_\_\_

In what capacity have you known the candidate? \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

Respondent's Printed Name \_\_\_\_\_ Signature \_\_\_\_\_

**Please return this form in a sealed envelope to:**

Graduate Coordinator  
 Department of Education  
 Cameron University  
 2800 W. Gore Blvd.  
 Lawton, OK 73505

- MSEL**
- Departmental Faculty (15 hours)
  - Departmental Faculty (24 hours)
  - Field Specialty Faculty (Program Completion)

- M.Ed.**
- Departmental Faculty (9 hours)
  - School-Based Faculty (21 hours)
  - Field Specialty Faculty (Program Completion)

## APPENDIX C

### Cameron University Department of Education MS in Educational Leadership – Transition Points Assessment

STUDENT INFORMATION	
Name:	Student ID:
<b>ENTRY/ADMISSION</b>	
<input type="checkbox"/> Valid teaching certificate	
<input type="checkbox"/> Minimum undergraduate GPA of 3.0	
<input type="checkbox"/> Completion of approved Plan of Study	
<input type="checkbox"/> 2 satisfactory recommendations with unit dispositions (each score must be a 3 or better)	
<b>COMPLETION OF 15 HOURS</b>	
<input type="checkbox"/> Minimum 10 hours of field experiences completed	
<input type="checkbox"/> Completed EDUC 5103 Introduction to Graduate Research with a grade of C or better	
<input type="checkbox"/> Minimum GPA of 3.00 in graduate courses	
<input type="checkbox"/> Satisfactory dispositional assessments from 2 departmental faculty (each score must be a 3 or better)	
<input type="checkbox"/> Passing score on the English proficiency exam	
<input type="checkbox"/> Satisfactory portfolio check (average score of 3 or better)	
<b>COMPLETION OF 24 HOURS</b>	
<input type="checkbox"/> Minimum GPA of 3.00 in graduate courses	
<input type="checkbox"/> Minimum 30 hours of field experiences completed with diversity documentation	
<input type="checkbox"/> Satisfactory dispositional assessments from 2 departmental faculty (each score must be a 3 or better)	
<b>PROGRAM COMPLETION</b>	
<input type="checkbox"/> Minimum GPA of 3.00 in graduate courses	
<input type="checkbox"/> Satisfactory completion of 150 hours of internship	
<input type="checkbox"/> Satisfactory dispositional assessment by 1 faculty member who specializes in Educational Leadership (each score must be a 3 or better)	
<input type="checkbox"/> Completed Exit Interview (cameron.edu/graduate)	
<input type="checkbox"/> Satisfactory internship evaluation	
<input type="checkbox"/> Satisfactory portfolio check (average score of 3 or better)	
<b>AFTER PROGRAM COMPLETION</b>	
<input type="checkbox"/> E-mail/Mail-out of follow-up survey to candidate	
<input type="checkbox"/> E-mail/Mail-out of follow-up survey to employer	

## APPENDIX D

### Master of Science in Educational Leadership - Actions at Transition Points

When TP Occurs		Major Assessments	Remediation
<b>GATE 1</b>	<b>Admission</b>		
		Possess valid teaching certificate/license	Required
		Undergraduate GPA of 3.00	Conditional admission
		*2 Satisfactory recommendation	Interview with educational leadership committee
		Completion of Plan of Study	Required
<b>GATE 2</b>	<b>Completion of 15 hours</b>		
		Completion of 10 hours of field experience	Delay Transition Assessment
		Grade of “C” or better in EDUC 5103, <i>Intro to Graduate Research</i>	Retake Course
		GPA of 3.00	Probationary candidacy
		*Satisfactory disposition assessment by 2 departmental faculty	Meet with MSEL committee to develop Plan of Improvement
		Passing score on English Proficiency Exam OR “C” in ENGL 5003	Retake Course
		*Satisfactory electronic portfolio check:	Complete 10 sub-elements; Interview with MASEL committee if deficient
<b>GATE 3</b>	<b>Completion of 24 hours</b>		
		GPA of 3.0	Interview with MSEL Committee
		Completion of 30 hours of field experience	Delay Transition Assessment
		*Satisfactory disposition assessment by 2 departmental faculty	Meet with MSEL Committee to develop Plan of Improvement
<b>GATE 4</b>	<b>Program completion</b>		
		GPA of 3.0	Appeal hearing with MSEL committee
		Completion of 150 hours of internship	Receive an “I” and retake
		*Satisfactory dispositional assessment by 1 faculty who specializes in candidate’s field	Meet with Ed Leadership committee to develop Plan of Improvement
		Completion of exit survey	Required to complete program
		Passing score on exit-program electronic portfolio	Appeal hearing with MSEL committee
		*Satisfactory Internship Evaluation by field administrators	Receive an “I” and retake internship course

\*All scores must be 3 or higher

## APPENDIX E

### Master of Science in Educational Leadership

#### PLAN OF GRADUATE STUDY

This plan of study must be approved by the MSEL graduate advisor and the Dean of the School of Education and Behavioral Sciences. All changes must be approved by the same officials. The form will be filed with the graduate advisor.

PREFIX	#	NAME OF COURSE	GRADE	HOURS	SEMESTER
EDUC	5100	<b>INTRODUCTORY SEMINAR</b>		Semester Attended _____	
ENGL	5003	English Usage & Composition for Graduate Students			
		or Pass the English Proficiency Exam		---	
<b>Leadership Courses</b>			<b>PROJECTED COURSE ROTATION</b>		
EDUC	5103	Introduction to Graduate Research <b>or</b> Research & Technology for School Administrators	SPRING / SUMMER / FALL		
EDUC	5873		SUMMER ONLY		
EDUC	5203	Fundamentals of Public School Administration	FALL (Weekends)		
EDUC	5213	School Culture	FALL		
EDUC	5223	Assessment of Personnel & Programs	SPRING (Weekends)		
EDUC	5233	Supervision of Curriculum & Instruction	SUMMER (JUNE)		
EDUC	5243	Community & School Relations	SPRING		
EDUC	5253	Legal & Ethical Aspects of School Administration	FALL (Online)		
EDUC	5263	Public School Finance & Accounting	SUMMER (Online)		
EDUC	5293	Resource Management	SPRING (Online)		
<b>Internships</b>					
EDUC	5283	Internship in School Administration	SPRING / SUMMER / FALL		
EDUC	5283	Internship in School Administration	SPRING / SUMMER / FALL		

\_\_\_\_\_ **VALID TEACHING LICENSE/CERTIFICATE ON FILE**

Approved by:	
Graduate Coordinator _____	Date _____
Dean, SOEBS _____	Date _____

Degree Check Information

- |  |                                    |
|--|------------------------------------|
| _____ All Required Dispositional Assessments   | _____ Passed Mid-Program Portfolio |
| _____ Passed Exit-Program Portfolio            | _____ Passed AOG Paper             |
| _____ Completed Exit Interview                 | _____ Minimum 3.0 GPA              |
| _____ All Requirements Met within Last 6 Years | _____ No More Than 2 C's           |

## APPENDIX F

### Listing of the Seven Major ELCC Standards

For a comprehensive explanation of the seven ELCC standards, elements, and sub-elements, go to [http://www.npbea.org/ELCC/ELCCStandards%20 5-02.pdf](http://www.npbea.org/ELCC/ELCCStandards%205-02.pdf)

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

# APPENDIX G

## Educational Leadership Constituent Council (ELCC) Standards by Course

### EDUC 5103 Introduction to Graduate Research

#### 6.1 Understand the Larger Context

a. Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context.

### EDUC 5203 Fundamentals of Public School Administration

#### 6.1 Understand the Larger Context

h. Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.

### EDUC 5213 School Culture

#### 1.1 Develop a Vision

a. Candidates develop a vision of learning for a school that promotes the success of all students.

b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.

#### 1.2 Articulate a Vision

a. Candidates demonstrate the ability to articulate the components of this vision for a district and the leadership processes necessary to implement and support the vision.

b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.

c. Candidates demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

#### 1.3 Implement a Vision

a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.

b. Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).

#### 1.4 Steward a Vision

a. Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision.

b. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.

c. Candidates assume stewardship of the vision through various methods.

#### 1.5 Promote Community Involvement in the Vision

a. Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts.

b. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.

<b>2.1 Promote Positive School Culture</b>
a. Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.
<b>3.1 Manage the Organization</b>
a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency.
<b>3.2 Manage Operations</b>
a. Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.
b. Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills.
<b>6.1 Understand the Larger Context</b>
c. Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning.
f. Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community.
g. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice.
<b>6.2 Respond to the Larger Context</b>
a. Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.

### **EDUC 5223 Assessment of Personnel and Programs**

<b>2.4 Design Comprehensive Professional Growth Plans</b>
a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.
b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.
c. Candidates develop and implement personal professional growth plans that reflect commitment to life-long learning.

### **EDUC 5233 Supervision of Curriculum and Instruction**

<b>2.2 Provide Effective Instructional Program</b>
a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials.
b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.
c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.

### 2.3 Apply Best Practice to Student Learning

- a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning.
- b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.
- c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.

## **EDUC 5243 Community and School Relations**

### 4.1 Collaborate with Families and Other Community Members

- a. Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.
- b. Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind.
- c. Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members.
- d. Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships.
- e. Candidates develop various methods of outreach aimed at business, religious, political, and service organizations.
- f. Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.
- g. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.
- h. Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.

### 4.2 Respond to Community Interests and Needs

- a. Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.
- b. Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.
- c. Candidates provide leadership to programs serving students with special and exceptional needs.
- d. Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.

### 4.3 Mobilize Community Resources

- a. Candidates demonstrate an understanding of and ability to use community resources, including youth services to support student achievement, to solve school problems, and to achieve school goals.
- b. Candidates demonstrate how to use school resources and social service agencies to serve the community.
- c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.

**6.1 Understand the Larger Context**

b. Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.

**EDUC 5253 Legal & Ethical Aspects of School Administration**

**3.2 Manage Operations**

c. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide safe, effective, and efficient facilities.

**5.3 Acts Ethically**

a. Candidates make and explain decisions based upon ethical and legal principles.

**6.1 Understand the Larger Context**

d. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities.

**6.3 Influence the Larger Context**

a. Candidates demonstrate the ability to engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws.

**EDUC 5263 Public School Finance and Accounting**

**3.1 Manage the Organization**

c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.

**6.1 Understand the Larger Context**

e. Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.

**EDUC 5293 Resource Management**

**3.1 Manage the Organization**

b. Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.

**3.3 Manage Resources**

a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.

b. Candidates creatively seek new resources to facilitate learning.

c. Candidates apply and assess current technologies for management, business procedures, and scheduling

**4.1 Collaborate with Families and Other Community Members**

g. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services.

## EDUC 5281-6 Internship I and II

### 7.1 Substantial

- a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders.
- b. Each candidate should have a minimum of six months (or equivalent, see note below) of full-time internship experience.

### 7.2 Sustained

- a. Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.

### 7.3 Standards- based

- a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders.
- b. Experiences are designed to accommodate candidates' individual needs.

### 7.4 Real Settings

- a. Candidates' experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills.
- b. Candidates' experiences include work with appropriate community organizations such as social service groups and local businesses.

### 7.5 Planned and Guided Cooperatively

- a. Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs.
- b. Mentors are provided training to guide the candidate during the intern experience.

### 7.6 Credit

- a. Candidates earn graduate credit for their intern experience.

## APPENDIX H

### Master of Science in Educational Leadership Program EDUC 5283: Internship in School Administration REFLECTION RUBRIC

Criteria	1	3	5	Score
Mastery of the conceptual framework	Reflection does not include any specific examples of how the artifact demonstrates mastery of the conceptual framework.	Reflection includes one specific example of how the artifact demonstrates mastery of the conceptual framework.	Reflection includes more than one specific example of how the artifact demonstrates mastery of the conceptual framework.	
Candidate's growth in the ELCC Standard	Reflection does not include any specific examples of how the artifact demonstrates competency in the ELCC Standard.	Reflection includes one specific example of how the artifact demonstrates competency in the ELCC Standard.	Reflection includes more than one specific example of how the artifact demonstrates competency in the ELCC Standard.	
Candidate's acquired knowledge and growth as a potential school administrator	Reflection does not include any specific examples of how the artifact demonstrates candidate's acquired knowledge and growth as a potential school administrator.	Reflection includes one specific example of how the artifact demonstrates candidate's acquired knowledge and growth as a potential school administrator.	Reflection includes more than one specific example of how the artifact demonstrates candidate's acquired knowledge and growth as a potential school administrator.	
How the artifact and/or acquired knowledge will be used in the future	Reflection does not include any specific examples of how the artifact and/or acquired knowledge will be used in the future.	Reflection includes one specific example of how the artifact and/or acquired knowledge will be used in the future.	Reflection includes more than one specific example of how the artifact and/or acquired knowledge will be used in the future.	
<b>TOTAL SCORE</b>				

Please rate the candidate's written English skills as represented in the reflection.

Written English Skills	1	3	5	Score
Grammar	The average number of grammatical errors per page is 3 or more.	The average number of grammatical errors per page is 1-2.	There are no grammatical errors.	
Spelling	The average number of spelling errors per page is 3 or more.	The average number of spelling errors per page is 1-2.	There are no spelling errors.	
Punctuation	The average number of punctuation errors per page is 3 or more.	The average number of punctuation errors per page is 1-2.	There are no punctuation errors.	
<b>TOTAL SCORE</b>				

# APPENDIX I

## CAMERON UNIVERSITY EDUCATIONAL LEADERSHIP SITE SUPERVISOR EVALUATION

Intern's Name: \_\_\_\_\_ Internship Site: \_\_\_\_\_

Site Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

<b>5</b>	<b>EXCEEDS EXPECTATIONS:</b>	The intern demonstrated extensive knowledge and/or skills related to this element as evidenced through completion of all or most of the associated behavioral indicators.
<b>3</b>	<b>MEETS EXPECTATIONS:</b>	The intern demonstrated some degree of knowledge and/or skills related to this element as evidenced through completion of some of the associated behavioral indicators.
<b>1</b>	<b>FAILS TO MEET EXPECTATIONS:</b>	The intern failed to demonstrate knowledge and/or skills related to this element as evidenced through completion of none / few of the associated behavioral indicators.
<b>NA</b>	<b>Not Observed/ Not Applicable:</b>	You did not have the opportunity to observe the intern's knowledge and/or skills related to this element or this element was not applicable to the intern's experience

*Directions: Listed below are the ELLC Standards and Elements for candidates seeking administrative certification. Below each Element is a set of statements that describe specific activities within that Element. Based on your observations, please use the following scale to rate the intern on each element and overall standard.*

Directions: Please review the criteria and rate the intern candidate on the Standard in general and the Element specifically by circling the assigned evaluation.

<b>Standard 1.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of district vision of learning supported by the school community.</b>				
<b>1.1 Develops a Vision</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Develops a vision of learning for a school that promotes the success of all students.</li> <li>• Bases the vision of learning on relevant knowledge and theories, including an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.</li> </ul>				
<b>1.2 Articulates a Vision</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Demonstrates the ability to articulate the components of the vision of learning for a school and the leadership processes necessary to implement and support the vision</li> <li>• Uses data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.</li> <li>• Demonstrates the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories and other activities.</li> </ul>				

<b>1.3 Implements a Vision</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Develops plans and processes for implementing the vision (e.g. articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).</li> <li>• Formulates the initiatives necessary to motivate staff, students, and families to achieve the school's mission.</li> </ul>				
<b>1.4 Stewards a Vision</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Demonstrates understandings of the role effective communication skills play in building a shared commitment to the vision.</li> <li>• Designs or adopts a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.</li> <li>• Assumes stewardship of the vision through various methods</li> </ul>				
<b>1.5 Promotes Community Involvement in the Vision</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Demonstrates the ability to involve community members in the realization of the vision and in related school improvement efforts.</li> <li>• Acquires and demonstrates the skills needed to communicate effectively with all stakeholders about implementation of the vision.</li> </ul>				
<b>Overall Rating for Standard 1.0</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>NA</b>
<b>Standard 2.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.</b>				
<b>2.1 Promotes Positive School Culture</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Assesses school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g. population, language, disability, gender, race, and socio-economic) of the school community to improve school programs and culture.</li> </ul>				
<b>2.2 Provides Effective Instructional Program</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Demonstrates the ability to facilitate activates that apply principles of effective instruction to improve instructional practices and curricular materials.</li> <li>• Demonstrates the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs.</li> <li>• Demonstrates the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.</li> </ul>				
<b>2.3 Applies Best Practice to Student Learning</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Demonstrates the ability to assist school personnel in understanding and applying best practices for student learning.</li> <li>• Apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process.</li> <li>• Demonstrates an understanding of how to use appropriate research strategies to promote and environment for improved student achievement.</li> </ul>				

<b>2.4 Designs Comprehensive Professional Growth Plans</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Designs and demonstrates an ability to implement well-planned, context appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals.</li> <li>• Demonstrates the ability to use strategies such as observation, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel.</li> <li>• Develops and implements personal professional growth plans that reflect a commitment to life-long learning.</li> </ul>				
<b>Overall Rating for Standard 2.0</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>NA</b>
<b>Standard 3.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.</b>				
<b>3.1 Manages the Organization</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Demonstrates the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management including research and data-driven decision making with attention to indicators of equity, effectiveness and efficiency.</li> <li>• Develops plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction.</li> <li>• Demonstrates an ability to manage time effectively, and deploy financial and human resources in ways that promote student achievement.</li> </ul>				
<b>3.2 Manages Operations</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Demonstrates the ability to involve staff in conducting operations and setting priorities using effective and appropriate needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision.</li> <li>• Demonstrates communication plans for staff that includes opportunities for staff to develop their family and community collaboration skills.</li> <li>• Demonstrates an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facility.</li> </ul>				
<b>3.3 Manages Resources</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Uses problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.</li> <li>• Creatively seeks new resources to facilitate learning</li> <li>• Applies and assesses current technologies for school management, business procedures and scheduling.</li> </ul>				
<b>Overall Rating for Standard 3.0</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>NA</b>
<b>Standard 4.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</b>				

<b>4.1 Collaborates with Families and Other Community Members</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Demonstrates an ability to bring together the resources of family members and the community to positively affect student learning.</li> <li>• Demonstrates an ability to involve families in the education of their children based on the belief that families have the best interest of their children in mind.</li> <li>• Demonstrates the ability to use public information and research-base knowledge of issues and trends to collaborate with families and community members.</li> <li>• Applies an understanding of community relations models, marketing strategies and processes, data-based decision making, and communication theory to create frameworks for school, family, business, community, government, and higher education partnerships.</li> <li>• Develops various methods of outreach aimed at business, religious, political, and service organizations.</li> <li>• Demonstrates the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community.</li> <li>• Demonstrates the ability to collaborate with community agencies to integrate health, social, and other services.</li> <li>• Develops a comprehensive program of community relations and demonstrate the ability to work with the media.</li> </ul>				
<b>4.2 Responds to Community Interests and Needs</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Demonstrates active involvement within the community, including interactions with individuals and groups with conflicting perspectives.</li> <li>• Demonstrates the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.</li> <li>• Provides leadership to programs serving students with special or exceptional needs.</li> <li>• Demonstrates the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.</li> </ul>				
<b>4.3 Mobilizes Community Resources</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of and ability to use community resources, including youth services to support student achievement, solve school problems, and achieve school goals.</li> <li>• Demonstrates how to use school resources and social service agencies to serve the community.</li> <li>• Demonstrates an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address student problems.</li> </ul>				
<b>Overall Rating for Standard 4.0</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>NA</b>
<b>Standard 5.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.</b>				
<b>5.1 Acts with Integrity</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Respects the rights of others with regard to confidentiality and dignity and engage in honest interactions.</li> </ul>				
<b>5.2 Acts Fairly</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Able to combine impartiality, sensitivity to student diversity, and ethical considerations to their interactions with others.</li> </ul>				

<b>5.3 Acts Ethically</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Makes and explains decisions based upon ethical and legal principles.</li> </ul>				
<b>Overall Rating for Standard 5.0</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>NA</b>
<b>Standard 6.0: Interns who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</b>				
<b>6.1 Understands the Larger Context</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the policies, laws and regulations enacted by local, state, and federal authorities affecting a specific district.</li> <li>• Demonstrates the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school.</li> <li>• Demonstrates the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children and learning.</li> <li>• Demonstrates an understanding of the policies, laws and regulations enacted by local state and federal authorities that affect schools, especially those that might improve educational and social opportunities.</li> <li>• Demonstrates the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools.</li> <li>• Demonstrates the ability to analyze and describe the cultural diversity in a school community.</li> <li>• Describes community norms and values and how they relate to the role of the school in promoting social justice.</li> <li>• Demonstrates the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.</li> </ul>				
<b>6.2 Responds to the Larger Context</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Demonstrates the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.</li> </ul>				
<b>6.3 Influences the Larger Context</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>NA</b>
<ul style="list-style-type: none"> <li>• Demonstrates the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws.</li> <li>• Applies their understanding of the larger political, social, economic, legal and cultural context to develop activities and policies that benefit students and their families.</li> <li>• Advocates for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.</li> </ul>				
<b>Overall Rating for Standard 6.0</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>NA</b>
<b>GENERAL COMMENTS:</b>				