College of Education and Psychology

East Central University

Library Media

Graduate Handbook

TABLE OF CONTENTS

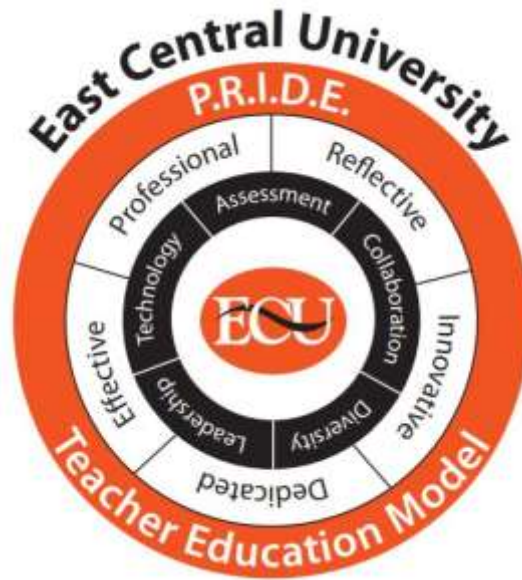**SECTION I: COLLEGE OF EDUCATION AND PSYCHOLOGY INFORMATION**

CONCEPTUAL FRAMEWORK

[Figure 1]

BACKGROUND

The conceptual framework model developed, adopted, and implemented by the East Central University's professional education unit is based on current research and sound professional practice (Figure 1). THE PRIDE Teacher Education Model reflects the unit's beliefs that professionals engage in reflective practices that lead to improved instruction (Robichaux & Guarino, 2012); that professionals are confident in their ability to use innovative pedagogy to create relevant lessons to engage ALL learners (Tenuto, P. 2016); that professionals inspire the belief in their students that they have value and potential; and that professionals never underestimate their contributions to a student's success (Jimerson & Gaddock, 2015). The PRIDE conceptual framework has been established to reflect the university's mission: "…to foster a learning environment in which students, faculty, staff, and community interact to educate students for life in a rapidly changing and culturally diverse society", as well as the philosophy of the Education Department: "The faculty believe that teacher education graduates must reflect the highest ideals of the teaching profession. They must possess knowledge in the traditional areas of scholarly endeavors, as well as knowledge of effective pedagogy." The unit adopted the unifying phrase "Professional, Reflective, Innovative, Dedicated, and Effective Teacher Education Model", or its acronym PRIDE, to represent the model.

The PRIDE Teacher Education Model also incorporates underlying themes of assessment, collaboration, diversity, leadership, and technology which are integrated throughout each program of study. These themes are identified by the Interstate Teacher Assessment and Support Consortium (InTASC), as well as the Council for the Accreditation of Educator Preparation (CAEP) as vital components of educator preparation programs. Graduates from our educator preparation program are therefore prepared to ensure that "all students are afforded the opportunity to engage in quality education as part of the

social contract" (OECD, 2016). The ECU model was reviewed by stakeholders in meetings and through electronic communication during 2017 and revised to more clearly align terminology and expectations utilized in contemporary K-12 public schools.

The unifying concept "Professional, Reflective, Innovative, Dedicated, and Effective Teacher Education Model", or its acronym PRIDE, evolved from best practices research, as well as relevant, effective, instructional practices used in the classroom (Bruner, Bloom, Gardner, Maslow, Rogers, InTASC and CAEP). ECU strives to develop proud educators who see themselves as *professional* change agents who have the knowledge and skills necessary to transform the lives of their students, their schools, and their communities. In order to develop this sense of teacher efficacy, ECU's professional education programs instill *reflection* as an ongoing part of the teaching cycle. As mentioned in multiple studies and articles, an *effective* educator engages in *reflection* over his or her instruction and interactions (Dewey, 1933; Council for the Accreditation of Educator Preparation, 2013; Council of Chief State School Officers, 2011; Ruth, 2012). According to the Gates Foundation, *reflecting* on the practice of teaching, whether through videos, test scores, surveys, observations, or in discussions with others, allows for educator improvement (Gates, 2011).

ECU's educator preparation program also encourages pre-service teachers to think divergently and to embrace *innovation*. According to Edwards (2014), "Our kids learn within a system of education devised for a world that increasingly does not exist". Therefore, to be relevant in the classroom, educators must use *innovative* tools, challenging content, and active instruction. ECU's teacher preparation program provides and models instructional tools that encourage creativity, problem solving, and active learning. ECU teacher graduates are prepared to teach students the hard and soft skills necessary to be competitive in today's job market.

With the changing dynamics of the classroom makeup, it is imperative that teachers be culturally responsive and *dedicated* toward meeting the needs of all students. According to Bui & Fagan (2013), "Culturally responsive teaching has been defined as 'using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them" as cited in Gay, 2000, p. 29. Teacher candidates at ECU participate in multiple field experiences to engage with diverse students in diverse school settings. Teacher candidates also prepare lessons, activities, and case studies to develop culturally responsive teaching skills. Whipp (2013) found that *effective*, socially just teacher education programs prepared educators who are able to engage with students in "culturally responsive ways and also act as critical change agents in schools and society" (p. 454). ECU's teacher candidates graduate as culturally responsive educators capable of collaborating with students, parents, guardians, administrators, and community members *dedicated* to meeting the needs of all students.

ECU's educator preparation programs are built around the tenants of the PRIDE conceptual framework. Program completers *are* professional, reflective, innovative, and dedicated educators who positively impact students, schools, and communities. They are able to make a positive impact by utilizing the embedded knowledge and skills related to assessment, collaboration, diversity, leadership, and technology. Program completers leave ECU's program as leaders in the education field. Teacher leaders have a tremendous influence on school-wide instruction or policy. They are increasingly recognized as tremendous levers for reform (Stein, Macaluso & Stanulis, 2016).

A cycle of continuous improvement is embedded in the Educator Preparation Program at East Central University to ensure all stakeholders that program completers have the knowledge, skills, and dispositions necessary to be *effective* teachers. Program completers who leave East Central University have demonstrated mastery of state and national standards, as well as program specific standards. The assessment plan built into the educator preparation program provides feedback to teacher candidates throughout the program. Prior to certification teacher candidates must complete rigorous coursework, a comprehensive performance assessment, and a program portfolio. Candidates must have positive evaluations on all field and clinical experiences. Candidates much also pass three state certification tests. At the end of their program teacher candidates have earned the right to be called teachers and leave East Central University with PRIDE in their accomplishments and with their chosen profession.

INTASC MODEL CORE TEACHING STANDARDS

Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self -motivation.

Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

DISPOSITIONS AND PROFESSIONAL PRACTICE

Candidates preparing for a career as a professional educator must develop and demonstrate the professional dispositions appropriate for this career. East Central University has identified dispositions related to the following five main areas, which will be addressed throughout the program: ***Professionalism, learning, respect, expectations and efficacy.*** The CEP Graduate Program Disposition Evaluation will be completed a minimum of three times during the program for every candidate: 1) upon entering the program as part of the application to the College of Education Psychology graduate program, the form will be submitted along with a letter of reference from two sources; 2) at midpoint during the program the candidate will complete a self-evaluation using the same instrument during a designated midpoint course and/or upon candidacy status (60% of program completed); 3) the clinical supervisor will complete the third disposition evaluation during practicum and/or internship. An instructor or clinical supervisor with concerns may also submit the disposition evaluation at any time during the program. Candidates receiving below average or not acceptable ratings on a single indicator or receiving an overall average in a single domain below 3.0 on the entry evaluation will be asked to interview with the program director and another faculty representative to address areas of concern and begin a mentoring program. See the College Appendices for disposition forms and the complete details of the disposition-mentoring program.

EAST CENTRAL UNIVERSITY SCHOOL OF GRADUATE STUDIES INFORMATION

The Graduate Committee, representing the Graduate Faculty, recommends the policies of the Graduate Program, and these policies are administered by the Dean of the School of Graduate Studies. The Dean of the School of Graduate Students or any other person designated by both the President of the University and the Dean of the School of Graduate Studies serves as chair of the Graduate Faculty. A graduate student who is currently enrolled in a degree program shall serve as a member of the Graduate Committee.

Graduate courses are taught by the graduate faculty appointed on the basis of their academic qualifications. The student's advisor is chosen from the graduate faculty.

Admission to the University

Persons desiring admission to the School of Graduate Studies must first be admitted to the University. The Office of Admissions and Records processes applications for admissions to the University. A student seeking admission to graduate study at East Central University must:

1. Complete and East Central University Application for Admission/Readmission; and
2. Submit one (1) official transcript from each undergraduate and graduate institution attended, other than East Central University.

Admission to the School of Graduate Studies

The School of Graduate Studies processes applications for admission to Graduate Studies. Students may be granted unconditional, conditional, provisional or concurrent admission status. A student seeking admission to a Graduate Degree Program must complete the following step:

1. Submit all other credentials required for admission to a specific Graduate Degree Program; and
2. Develop a program of study in consultation with an assigned advisor.

Standards for Admission

1. Hold a baccalaureate degree from an accredited college or university.
2. Meet the academic admission requirements for the Graduate Degree Program sought (see individual Graduate Degree requirements).

Admission to one graduate degree program/option does not imply admission to any other graduate degree program/option.

Admission Categories

Unconditional Admission

Unconditional admission to a Graduate Degree Program indicates that the applicant has submitted all relevant documents and met all requirement for admission to the University, the School of Graduate Studies, and the specific Graduate Degree Program.

Conditional Admission

Conditional admission to the School of Graduate Studies may be granted to and applicant who has met all academic requirements for unconditional admission, but has not submitted all documentation required by the Graduate Degree Program. Students with conditional admission may register for courses for one semester. Students must submit all program documentation and be admitted to the graduate degree program to enroll in subsequent semesters.

Provisional Admission

Provisional admission to the School of Graduate Studies may be granted to an applicant who does not meet all the requirements for unconditional admission to a Graduate Degree Program. Student must submit all required program documents and be approved by Graduate Degree Programs to be admitted. When a student admitted on a provisional basis successfully completes all program provisions, the student will be moved to unconditional admission status. Students failing to meet one or more program provisions will be suspended.

Concurrent Graduate Study

A senior student who lacks less than a full normal study load and who has completed a minimum of 100 credit hours may be permitted to enroll in courses applicable to a Graduate Degree Program, subject to the following study load provisions:

Fall and Spring Semesters:
1. A maximum of nine (9) undergraduate and six (6) graduate credit hours; or
2. A maximum of twelve (12) undergraduate and three (3) graduate credit hours.

Summer Semester:
1. A maximum of three (3) undergraduate and three (3) graduate credit hours; or
2. A maximum of six (6) graduate credit hours.

No more than six (6) hours in a semester may be applied to a Graduate Degree Program. Graduate credit hours earned may be applied toward either the baccalaureate or graduate degree, but no towards both. Enrollment in graduate courses does not imply admission to the School of Graduate Studies or a graduate degree program. No more than twelve (12) semester hours earned under this policy may be applied to a graduate degree program. Graduate enrollment will be changed to non-graduate if baccalaureate graduation requirements are not met. Students seeking financial aid should meet their Financial Aid Counselor before enrolling in both graduate and undergraduate courses.

Non-Degree Seeking Student Admission

A student holding a baccalaureate or higher degree from an accredited institution who wishes to enroll in a graduate course(s) for credit but who is not seeking current admission to the School of Graduate Studies, may enroll as a Non-Degree Seeking Student. Such enrollment does not constitute admission to a graduate degree program. (See item 3 in the Academic Requirements section below for restrictions on applicability of graduate credits earned in this status toward a graduate degree.)

Admission Deadlines

Student admitted to the School of Graduate Studies who have submitted all required Graduate Degree Program documentation by October 1 for spring enrollment, and March 1 for summer and fall enrollment, will be informed of their admission state not later than November 1 and April 1,

respectively. Students submitting documentation after the October 1 and March 1 deadline will have their application processed on a first-come, first-served basis.

Application for a Degree

A student must apply for award of a degree according to the deadline specified in the university for the semester in which the degree will be awarded. (Failure to graduate necessitates reapplication). Application for graduation may be found on MyECU. A graduation fee is to be paid in the Bursar's Office at the time of application.

Conferring Degrees

Students who have fulfilled all graduate degree program requirements for the master's degree are recommended by the Dean of the School of Graduate Studies to the President of the University for the conferring of their degrees. Attendance at commencement is expected.

Academic Requirements (Applicable to all degree programs)

1. **Total Hours:**
    Master of Education:
    32 credit hours – Educational Leadership, Educational Technology, Library Media, Special Education.
    33 credit hours – School Counseling, School Psychometry, Sports Administration
    36 credit hours – Secondary Education – Academic Discipline

2. **Conditional Admission**
    No more than one semester of credit may be applied to a Graduate Degree Program; time limits apply to these credits.

3. **Non-Degree Seeking Admission**
    No more than twelve (12) credit hours earned as a non-degree seeking student. Exceptions may be made for those students enrolled in the Non-Traditional Route to Mild/Moderate Teacher Certification.

4. **Retention**
    a. Overall GPA
    Graduate students must maintain an overall graduate grade point average (GPA) of 3.0 to remain academically **in good standing** with the School of Graduate Studies.
    b. Course Grades
    Graduate students can earn no more than two (2) C's in their graduate degree program to remain academically in good standing with the School of Graduate Studies. Furthermore, students earning a grade or D or F in a course may not count that course toward their graduate degree program requirements. Some programs have more stringent grade requirements.

c. Provisional Admission GPA

When a student admitted on provisional basis meets all the provisions, the student will be moved to Unconditional Admission. A student failing to meet one or more provisions will be suspended.

d. Academic Probation

1. Any graduate student whose ECU graduate retention GPA is less than 3.0 will be placed on Academic Probation. In this status, a minimum graduate retention GPA of 3.0 must be earned each semester or term. When the student's ECU graduate retention GPA reaches 3.0 or higher, the student will be removed from **Academic Probation**. Failure to earn a 3.0 or higher each semester or term will result in **Suspension** from the graduate degree program.

2. Any graduate student earning a third C or one or more D's or F's will be placed at a minimum on **Academic Probation** (In graduate degree programs with more stringent requirements, the student may be dismissed from the program). When the student completes the course with an acceptable grade, the student will be removed from **Academic Probation**.

e. Suspension

A graduate student who has been placed on Suspension due to unacceptable grades may petition the Graduate Committee for reinstatement after earning an ECU retention GPA of 3.0 or higher in a minimum of six (6) additional graduate credit hours approved by the student's advisor. Graduate credits taken under suspension may not be eligible for financial aid. Contact the Office of Financial Aid for specific information.

A graduate student whose ECU retention GPA is less than 3.0 at the completion of an approved program may be permitted to register for a maximum of six (6) additional credit hours at ECU in courses approved by the student's advisor and the Graduate Dean. If, after completion of the additional credits, the GPA is still less than 3.0, the student will not be allowed to take additional graduate level work leading toward a graduate degree and will be dismissed from the graduate degree program.

5. **Transfer Credit**

   The School of Graduate Studies may accept the transfer of credit earned at other colleges and universities accredited for master's or higher level study by the North Central Association of Colleges and Schools or a comparable regional accrediting association. No grade lower than "B" will be accepted. Any transfer credit must be approved by the Dean of the School of Graduate Studies. Depending upon the degree program, a maximum of nine (9) hours of graduate credit may be transferred, if appropriate. Because of external requirements, some programs may not accept *any* transfer credit.

   All transfer hours must be appropriate to the particular program in which the student is enrolled. The graduate degree program determines if a course is acceptable for transfer. The Dean of the School of Graduate Studies gives final approval for all transfer work. All Transfer work my adhere to the time limit for completion of a degree.

6. **Seminar and Pass/Fail Credit Limits**
   Credit earned in seminars must be germane to the student's Graduate Degree Program and approved by the program director in order to count toward a graduate degree. No more than three (3) hours of course work graded as pass/fail may count toward a graduate degree. Specific programs may have exceptions for practicums and internships.

7. **Correspondence Study**
   Correspondence study does not apply on the master's degree program.

8. **Time Limit for Completion of Degree**
   Graduate credit applied towards a Graduate degree must be completed within six (6) years prior to the completion of the degree, exclusive of any time spent in the Armed Forces of the United States of America. Work completed more than six (6) years prior to completion of the degree may not be counted toward the degree but may count toward professional certification.

9. **Maximum Study Load**
   Nine (9) graduate semester hours during a semester and four (4) graduate semester hours during summer term are considered full-time enrollment. Twelve (12) graduate semester hours during a semester and nine (9) graduate semester hours during a summer term are the recommended maximum study load for a graduate student. All exceptions require the approval of the Graduate Dean.

10. **Certification Courses**
    Teachers and other school personnel naming ECU as their parent institution for recertification purposes need to obtain the approval of the Dean of the College of Education and Psychology for the credits, they plan to submit for certificate renewal.

11. **Second Master's Degree Requirements**
    Students wishing to earn a second master's degree may include a maximum of ten (10) semester hours of credit from the first degree, if applicable to the second degree. Only courses with a minimum grade of B from the first master's degree may be counted. The second-degree program must fulfill all of the prescribed requirements for the second master's degree.

    This regulation supersedes all other regulations pertaining to the first master's degree regarding transfer work, age of work, and residence requirements. Work on the second master's degree must be completed within four years, exclusive of any time spent in the Armed Forces of the United States of America. All work other than the ten (10) hours allowed from the first master's degree must be from East Central University.

12. **Progress Toward Degree**
    Students who have not successfully completed coursework after one year must reapply to the

University and the School of Graduate Studies. Students who have not successfully completed coursework for two years must reapply to the graduate degree program.

13. **Language Proficiency**

International graduate students are required to meet equivalent academic performance standards as listed above. Additionally, first time graduate students for whom English is a second language shall be required to present evidence of proficiency in the English language prior to admission, either as first-time students to the system or by transfer from another non-system college or university. The State Regents adopted this policy to ensure that students will have a reasonable chance to succeed at a higher education institution based on their ability to comprehend, read, and write the English language.

Students must meet one of the standards described below to demonstrate their competency in English. Institutions may not waive this admission requirement as part of the alternative admissions category within the State Regents' general policy on admission.

First-Time International Graduate Students:

1. Standardized Testing. Students must meet the minimum score set by the State Regents on either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) Examination.

   Results of the TOEFL taken at international testing centers and special testing centers will be accepted at all State System colleges and universities. Results of the TOEFL administered at institutional testing centers shall not be accepted by colleges and universities other than the administering institution.

Graduate Students with Standardized Testing	
TOEFL Test	**Minimum Score**
Internet Based	79
Computer Based	213
Paper Based	550
IELTS Test	**6.5**

2. Intensive English Program (IEP). Students must meet a minimum score set by the State Regents on the TOEFL administered at a special testing center or an international testing center or on the IELTS Examination. In addition, after achieving the required score and immediately prior to admission, successfully complete a minimum of twelve (12) weeks of study at an IEP approved by the State Regents. At least two-thirds of the twelve (12) weeks must be instruction at an advanced level. A list of State Regents' approved IEPs can be found in the State Regents' Academic Affairs Procedures Handbook.

Graduate Students with IEP	
TOEFL TEST	**Minimum Score**
Internet Based	61
Computer Based	173
Paper Based	500
IELTS Test	**5.5**

3. Graduate students may satisfy the English language requirement by completing a baccalaureate or graduate degree from a college or university where English is the primary teaching language in a country where English is a primary language and that is recognized by professional organizations in the U.S. involved in admissions and international education.

4. Institutional Discretion. In extraordinary and deserving cases, the president or the president's designee may admit a student in lieu of the above requirements. In these situations, the applicant must have demonstrated proficiency in the English language by some other means prior to admission. Such exceptions must be appropriately documented and reported to the State Regents annually.

14. Student Appeal

The University believes students should be given the opportunity to resolve issues concerning assigned grades. Student grade appeals are not intended to interfere with the professor's right to determine the evaluation process and to perform that evaluation. They are intended for instances that deviate from the basic understanding of how grades are to be assigned.

Students wishing to appeal a grade should first discuss the grade with the professor. If the student still believes there are circumstances that merit an appeal of grade, the student should discuss the issue with the department chair.

A grade appeal must be initiated within one calendar year of the semester in which the grade was issued, (i.e., a fall semester grade must be initiated before the last day of the next fall semester, a spring semester grade must be initiated before the last day of the next spring semester, and a summer term grade must be initiated before the end of the next summer term).

Any graduate applicant or graduate student with conflict other than grade appeal, and not approved by the Graduate Dean, is entitled to submit in writing the particulars of the conflict to the Chair of the Graduate Committee. The Graduate Committee will consider and make a determination.

MASTER OF EDUCATION DEGREE INFORMATION

General Purpose
The Master of Education degree at East Central University offers educators and other professionals, in depth study in several specialization areas. Candidates can choose new program that prepares them for a job in an education related field such as Educational Leadership, Educational Technology, Secondary Education - Academic Discipline, Special Education, or Sports Administration. Candidates can choose a Post Masters Certification in School Superintendent. Each program offers courses based on best practices in the field and is designed to provide a research foundation from which candidates make informed decisions. Candidates graduate from these programs as professional, reflective, innovative leaders.

The Master of Education degree programs that lead to new certification areas are accredited by the State of Oklahoma and by the Specialty Program Associations affiliated with The Council for the Accreditation of Education Preparation (CAEP). Each specialty program is designed to teach specific program standards which are addressed throughout the program of study. In addition to the specific program standards, all advanced degrees leading to certification are aligned with the following CAEP standards:
1. ECU will ensure that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexible to advance the learning of all students toward attainment of college and career-readiness standards.
2. ECU will ensure that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.
3. ECU will demonstrate the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification.
4. ECU will demonstrate the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.
5. ECU maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

The Master of Education programs at ECU that are related to education but are not restricted to certified teachers are Educational Leadership, Education Technology, School Psychometry, Secondary Education - Academic Discipline, Sports Administration, and Special Education. The Educational Leadership program is aligned with the Educational Leadership Constituent Council (ELCC) Standards.

The Educational Technology Program is aligned with the Association for Education Communications and Technology standards (AECT), the Secondary Education-Academic Discipline Program is aligned with specifi c content standards. The Special Education program is aligned with The Council of Exceptional Children (CEC) standards. The Sports Administration Program is aligned with the National Association for Sport and Physical Education standards (NASPE) and the North American Society for Sport Management (NASSM) standards.

A common structure is shared generally within these degree options, all of which lead to the Master of Education degree. The curriculum for each program, however, is designed around specific standards.

General Regulations for the Program

I. Admission to the Master of Education Degree

Unconditional Admission
Unconditional admission may be granted to applicants who meet the following criteria:
1. Hold a baccalaureate degree from an accredited institution.
2. Meet one of the following conditions:
a. Have a minimum cumulative GPA of 2.5 on all undergraduate coursework to date or
b. Have a minimum GPA of 2.75 in the last sixty (60) hours of coursework or
c. Have a minimum cumulative GPA of 3.0 on at least nine (9) hours of graduate coursework or
d. Have a minimum percentile 40% on both verbal and quantitative reasoning score of the GRE.
e. Have a minimum score of four hundred (400) on the MAT
3. Hold one of the following:
a. A Standard Teaching Certificate
b. An Alternative Education acceptance letter (which must be on file)
c. Written affirmation that the candidate understands the master's degree alone may not, and in many instances will not, lead to state certification until additional state certification requirements have been met. Only specific programs are eligible for this option.
4. Have submitted acceptable program application documents (references, resume, essay questions, etc.)

Conditional Admission
Conditional admission may be granted to an applicant who has met the GPA requirement for unconditional admission, but has not submitted all other required documentation and/or completed the GRE (if required). The documentation and satisfactory completion of testing (if required) must be completed and processed before the student may enroll in a second semester.

Provisional Admission
Applicants meeting the GPA or testing requirements for unconditional admission may be considered for provisional admission by the program. Students must submit all program documents before admission to the university is granted. No more than nine (9) hours of graduate credit earned while on provisional

admission status will count toward a degree. To gain unconditional status, the student must complete a minimum of nine (9) hours approved graduate work with a minimum GPA of 3.0 in all courses taken, meet all other admission criteria, and meet all provisions set by the program.

Concurrent Admission

A senior student who lacks less than a full normal study load, has completed a minimum of one hundred (100) credit hours, and meets the GPA requirements, may be permitted to enroll in graduate courses, subject to the study load provisions and semester hour provisions of the School of Graduate Studies.

Admission Process

The applicant must:

1. Complete an East Central University Application for Admission/Readmission
2. Submit the Department of Education admissions forms
a. Provide transcripts of all work completed (baccalaureate and graduate);
b. Provide academic and professional information;
c. Provide name, mailing address, and e-mail of two (2) references;
d. Submit a teaching or alternative teaching certificate OR a non-teaching verification form; and
e. Provide responses to the writing exam.
3. Take the GRE, if applicable.

Online Application for Graduate Degree Programs Available at MyECU

II. Credit Requirements

The Master of Education degree program requires completion of thirty-two (32) to thirty-six (36) semester hours of applicable work above the baccalaureate degree. Courses which may apply to the MEd program are those 5000 level courses and appropriate graduate level courses transferred from accredited institutions.

III. Planning the Program

Each student will be assigned a faculty graduate advisor upon entering the program and will be expected to work closely with the advisor to design the plan of study throughout the student's program.

IV. Thesis/Portfolio/Capstone

A thesis, portfolio, or capstone project is required in the Master of Education program at East Central University.

All CAEP Unit Graduate Programs require the completion of a portfolio.

Students selecting a portfolio option should contact their graduate advisor. Students selecting a thesis option should fi le an application for thesis study, along with a statement of recommendation from the student's graduate advisor, with the Dean of the College of Education and Psychology.

V. Transfer Work

A maximum of nine (9) semester hours of graduate credit transferred from other colleges or universities may apply, if appropriate, to the program. The courses must be applicable to the student's Program of Study. Only grades of B or above may be considered for transfer.

VI. Grade Regulations

The grades of A, B, C, D, P, F, I, N, W, AW, and WF may be assigned to graduate students. The grade mark "P" indicates pass without exact grade; the grade mark "W" indicates withdrawn; the grade mark "AW" indicates administrative withdrawal; the temporary grade mark "N" indicates the semester grade was not submitted by the instructor by the appropriate deadline. Grade marks have the following grade point values per semester hour: A-4, B-3, C-2, D-1, F-0, and WF-0. Grade marks of "P" and "W" are disregarded with respect to grade points and hours attempted in computing grade average.

An incomplete grade may be used at the instructor's discretion to indicate that additional work is necessary to complete a course. It is not a substitute for an "F", and no student may be failing a course at the time an "I" grade is awarded. To receive an "I" grade, the student should have satisfactorily completed a substantial portion of the required course work for the semester. "I" grades must be changed by the instructor within one year from the end of the semester in which the "I" was assigned or they will remain as a permanent "I" and not contribute to the student's GPA.

No more than six (6) semester hours of "C" grade may be counted in the master's degree, and the grade average for all graduate courses taken on the degree program must be B (3.0) or above. A grade of B or better must be made in EDUC 5113 Techniques of Research. Credit with grades of D will not satisfy specific degree requirements. Only grades of "P" or F will be assigned to workshops.

A student may repeat a course if approved by the advisor. Only the last grade is counted with reference to graduation requirements. No additional credit is allowed for a repeated course.

Graduate Program Admission Application available at MyECU

CAEP AP GRADUATE DEGREE OPTIONS

Students pursuing the Master of Education degree must select one of the following degree options. Such selection shall be made at the time of admission to the graduate program since a change of option may result in the students having completed inapplicable work.

Educational Leadership 0980

The graduate program option for Educational Leadership is designed for the graduate student specializing in administration for grades K-12. Special attention is given to the knowledge, skills and dispositions necessary to become an effective school principal. In order to complete this option, a student must hold and maintain a valid teaching certificate and must have completed two years of successful public-school teaching.

Educational Leadership Curriculum

Library Media 0900

The Masters of Library Media is designed for graduate students planning to become a School Library Media Specialist in grades PreK-12th in public or private educational settings. The intent of the program is to prepare competent, certified School Library Media Specialists in accordance with state and national professional standards and guidelines. All areas of school librarianship, including technology, are emphasized. Special attention is given to the development of the student as a consumer of research along with a major emphasis on the knowledge, skills and attitudes that are necessary to become a School Library Media Specialist.

Library Media Curriculum

School Counseling 0843

The graduate program option for the school counselor is designed for the graduate student specializing in counseling at the elementary or secondary level and leads to the Master of Education Degree. Special attention is given to the development of the student as a consumer of research along with a major emphasis on the knowledge, skills, and attitudes that are necessary to become a school counselor.

School Counseling Curriculum

School Psychometry 1060

This degree focuses on the applied knowledge needed in the development and use of educational and testing skills for student assessment. The curriculum is designed to address the educational and psychological concerns associated with educational assessment of students with routine and special needs in the classroom.

School Psychometry Curriculum

School Psychometrist – 1010 Certificate

Applicant must hold a Master's Degree in one of the following areas: General Psychology, Special Education, Child Psychology, School Counseling, or a related educational area approved by the Program Coordinator. School Psychometrist Certificate candidates will be eligible to complete the OSAT certification exam for Psychometrist (034). There curriculum for both School Psychometry (1060) and School Psychometrist (1010) are comparable however for the Certificate you must have a Master's Degree in an approved area of Study.

School Psychometrist Curriculum

*Certificate Programs do not qualify for financial aid.

School Superintendent – 0875 Certification

Standard Certificate: Applicant must hold and maintain a valid Standard Teaching Certificate in Early Childhood, Elementary, Elementary/Secondary, Secondary, Vocational-Technical, Library Medial Specialist, or Speech Language Pathology. Applicant must hold a Master's Degree and certification as a school principal or meet alternative certification requirements for school principal certification. Applicant must have had two (2) years of successful teaching experience in public or private schools accredited the Oklahoma State Board of Education and two (2) years administrative experience in public or private schools accredited by the State Board of Education. Applicant shall pass the Oklahoma Certification Test for School Superintendent prior to being issued a certificate.

Alternative Certification: candidates must hold a standard master's degree, have two (2) years of relevant work experience in a supervisory or administrative capacity, receive a passing score on the subject area competency exam, and, submit a plan to the Director of Teacher Education at ECU for completing an alternative certification program within three (3) years. Candidates seeking certification through this route should contact the Director of Teacher Education for more information and specific program and course requirements. An alternative certificate for superintendent of schools shall not exceed three (3) years and shall not be renewable.
School Superintendent Curriculum

*Certificate Programs do not qualify for financial aid.

GRADUATION AND STATE CERTIFICATION INFORMATION

A. Application for Degree

Students who have been admitted to a Graduate Degree Program must submit an Application for Degree. Consult the link below for Application, Directions for Graduation, and for the semester dates that Application availability and deadlines.
   1. complete 60% of the program requirements;
   2. complete standardized test(s) required by the Academic Department;
   3. hold a GPA of 3.0 in all work attempted in a degree program

Graduation Forms and Instructions are available at the School of Graduate Studies Website
Application and Directions for Graduation

B. Graduation Pre-Checklist – Completed Documents include the Following

1. Complete the State Certification Exam (OSAT in Program of Study) with a score of 240 to 300
2. Complete Practicum/Thesis/Internship as required in Program of Study
   a. Approval to Begin Practicum/Thesis/Internship as required by the Program
   b. Proposal of Practicum/Thesis/Internship Form as required by the Program
   c. Agreement for Supervised Practicum/Internship Form as required by the Program
   d. Practicum/Internship Completion Form
   e. Copy of Weekly Time Logs for Practicum/Internship as required by the Program
   f. Candidate Evaluation by Site Supervisor for Practicum/Internship as required by the Program
   g. Candidate Evaluation of Internship Site and Supervision as required by the Program
   h. Completion of Alumni Survey Form as required by the Program

C. Oklahoma Subject Area Test Completion

The candidates may take the State Certification Exam (OSAT) at any time during the program, however it is strongly recommended that you do this at the end of your program of study. Only candidates with satisfactory scores on the exam and satisfactory scores on the program portfolio will be recommended for the Oklahoma State Department of Education School Psychologist Specialist Certification.

D. Obtaining Oklahoma State Department of Education Certification

Upon satisfactory completion of all required course work, practica, and the culminating internship, certification examination, and portfolio, the candidate contacts the Oklahoma State Department of Education for a certification application. The candidate will be given instructions on how to obtain a fingerprint registration and a criminal background clearance as required by the State of Oklahoma.

Upon completion of the application, the fingerprint registration and the criminal background clearance, the candidate will have the application notarized, attach the required fee (check or money order) to the application and candidate's official ECU transcript, and send the complete documentation packet to the ECU Education Certification Officer (Dean of the College of Education and Psychology). The Dean will verify with the Oklahoma Commission on Teacher Preparation that the candidate passed the appropriate subject area examination and complete the recommendation for certification section of the application. The Dean will forward the completed application to the State Department of Education, Division of Professional Standards, whereupon the certificate will be issued.

COLLEGE APPENDICES

A. CEP Advanced Program Disposition Plan

CEP GRADUATE APPLICATION RECOMMENDATION FORM

Applicant Information

Last Name	**First Name**	**Middle Initial**

You will need two copies of this form (one for each person writing a letter for you). Please complete the information above before giving the form to the individuals writing recommendation letters for you. Note: Evaluations should be completed by persons who are able to assess your performance in an academic or work setting. Read the statement below, and if you choose, sign where indicated.

The Family Educational Rights and Privacy Act of 1974 entitle student records to be open for students' inspection. The law also permits a student to sign a waiver relinquishing his/her right to inspect letters of evaluation. The applicant's signature below constitutes a waiver signifying that the evaluation will remain CONFIDENTIAL, meaning the student will not have access to the evaluation. No signature means that the applicant will have the right to read this evaluation.

I hereby waive my right of access to this recommendation under the Family Educational Rights and Privacy Act.

Applicant's Signature	**Date**

Evaluator Information

The ECU College of Education and Psychology attach considerable weight to an evaluator's assessment of an applicant. Therefore, please provide your candid assessment of the applicant's preparation, motivation, and capacity for graduate study and potential for becoming successful in his/her chosen field. Please enclose this signature page and the recommendation form with your letter of recommendation. Thank you for your assistance.

Evaluator's Name	**Position/Title**
Evaluator's Employer	**City/State**
Evaluator's Preferred Contact Information	**Preferred Contact Time**
Evaluator's Signature	**Date**

Knowledge of Applicant

How long have you known the applicant? (months, years)	
How well do you know the applicant? (very, moderately, slightly)	
How do you know the applicant (instructor, employer, supervisor)	

Please rate the applicant compared to his/her peers on the following abilities, traits, and dispositions by checking the rating, which corresponds with your knowledge and impressions of this individual.

	Outstanding /Excellent 5	Above Average 4	Average/ Good 3	Below Average 2	Not Acceptable 1	Not Observed
Character and Personality						
Maturity/Poise						
Dependability/Responsibility						
Ethical standards						
Leadership abilities						
Respect for individual diversity						
Mutual respect for peers						
Mutual respect for others						
Ability to work with others						
Persistence/Task completion						
Time management capabilities						
Realistic expectations of self						
Realistic expectations of others						
Initiative						
Self-Reliance						
Appropriate task efficacy						
Ability to work under pressure						
Intellectual Capacity						
Retention of information						
Analytical ability						
Application/Reasoning skills						
Ability to problem solve						
Aptitude for graduate work						
Written communication skills						
Oral communication skills						
Creativity						
Laboratory - Technical Abilities						
Competency in area of proficiency						
Computer technology skills						
Library media skills						
Research skills						
Assessment/Testing skills						
Overall evaluation of the applicant's ability for graduate work and potential success in chosen field						

This form is available electronically as part of the ECU School of Graduate Studies admission process for all College of Education and Psychology applications. The printed form is included here for ease of access.

Disposition Forms completed within the college are now available in electronic form.
Student Self Evaluation – Mid Program
Program or Practicum Supervisor – Final Dispositions
Disposition Concern Form

<p align="center">**CEP ADVANCED PROGRAMS DISPOSITION MENTORING PLAN**</p>

Candidates receiving below average or not acceptable ratings on a single indicator or receiving an overall average in a single domain below 3.0 on the entry evaluation will be asked to interview with the program director and another faculty representative by the completion of the first semester of coursework to address areas of concern.

1. If the graduate candidate is deficient in any of the following ways concerning dispositions, the mentoring plan will be initiated:
   A. The CEP Graduate Program Director, CEP Graduate Coordinator, CEP Dean or the ECU Graduate Dean receives a report about a candidate during the semester that violates ECU professional dispositions as indicated on the evaluation form.
   B. The candidate receives two or more negative indicators in one domain from different sources at the end of a single semester.
   C. The candidate is involved in a severe incident, which warrants immediate review.

2. The CEP Graduate Coordinator will review each candidate's evaluations at the end of the semester. The coordinator will pull the files of those students who have negative disposition indicators. The files pulled will go to the ***Graduate Candidate Mentoring Committee*** for review. (A committee will be established by the CEP Graduate Coordinator). If the disposition violation is reported *during* the semester the same process will be followed.

3. The Mentoring Committee will determine the course of action for the candidate. Actions may range from a letter stating that a disposition has been found to be problematic and that the candidate is responsible for taking action to improve the disposition to dismissal from the program. Regardless of the action taken, the candidate will be notified that if the disposition problem doesn't improve, a formal Plan of Improvement developed with a mentoring committee will be established.

   A Formal Plan of Improvement will be developed which will include the candidate problem, the steps to take to solve the problem, and the candidate and committee signatures. The candidate will be required to take the Improvement Plan to his/her advisor and the director of the program or CEP Graduate Coordinator if the advisor and program director are the same. Additionally, the CEP Coordinator will keep a copy for the candidate's file.

4. If additional assessment data indicates that the problem still exists and/or steps to improve have not been taken, the candidate automatically is referred to ***The Appeals Committee*** (made up of the Dean, student advisor, CEP Graduate Coordinator, and two outside professors familiar with the program). At this point the candidate will make a case for his/her failure to improve in the identified area. The committee will determine if the candidate is to be removed from the program or if the candidate can go through step 3 for a second and final time.

B. **CEP Generic Portfolio Template**

SECTION I: Professional & Program Information
  Mid Program Checkpoints
- Resume
- Program of Study
- Portfolio/Thesis Committee
- Teaching/Professional Certificates (if applicable)
- Mid Program Writing Sample
- Mid Program Self Evaluation

  End of Program Checkpoints
- Application to Candidacy Form
- Program of Study Final Check Sheet

SECTION II: Advanced Program Learned Society Standards, Competencies, & Artifacts
- Knowledge
- Skills
- Dispositions
- Current Research and Best Practices
  - Field Experiences
  - Practicum
  - Diversity
  - Student Impact
- Evidence of Feedback

SECTION III: Academic & Professional Activities
- Student Impact
- Experiences with Diversity
- Professional Engagement
- Community Engagement
- Final Unit Disposition Survey
- EXIT SURVEY

Portfolio/Thesis Standing Committee

A candidate's portfolio/thesis committee will be a standing committee comprised of three faculty members who are experts in the candidate's chosen field or have academic knowledge of the candidate's performance in courses, practicum, and/or internship. These three faculty members will serve as the members of the candidate's portfolio/thesis committee unless the candidate specifically requests the replacement of one committee member from the list of faculty members approved by the candidate's program director. See the College of Education and Psychology graduate faculty website for more information.

CEP Advanced Program Portfolio Scoring Rubric

EAST CENTRAL UNIVERSITY

ADVANCED PROGRAM PORTFOLIO SCORING RUBRIC

Name _____ ECU ID _____ Major_____ Date _____

Section I: Professional and Program Information

Portfolio Requirement	MET	NOT MET	COMMENTS
Mid Program Checkpoints			
• Resume			
• Program of Study			
• Portfolio/Thesis Committee			
• Teaching/Professional Certifications (all applicable)			
• Mid Program Writing Sample			
• Mid Program Self Evaluation			
End of Program Checkpoints			
• Application to Candidacy Form			
• Program of Study Final Check Sheet			

EAST CENTRAL UNIVERSITY

ADVANCED PROGRAM PORTFOLIO SCORING RUBRIC

Section II: Advanced Program Learned Society Competencies

CANDIDATE KNOWLEDGE OF CONTENT

Standard 1: Knowledge of Subject Matter (INTASC 1992, INTASC 2011 Standard 4)

*The Teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for students **(INTASC, 1992).***

NEW** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content **(INTASC, 2013).

Standard 6: Communication Skills (INTASC 1992, INTASC 2013 Standard 5)

*The teacher uses knowledge of effective verbal, nonverbal, media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom **(INTASC, 1992).***

NEW** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues **(INTASC, 2013).

*Denotes Items in the Unit Conceptual Framework

	UNACCEPTABLE 0	NEEDS IMPROVEMENT 1	ACCEPTABLE 2	PROFICIENT 3
Content Knowledge	Teacher candidates have inadequate knowledge of content that they plan to teach and are unable to give examples of important principles and concepts delineated in professional, state, and institutional standards. No more than two of the following elements can be found or only two are reflected upon. • Lesson tied to common core or state standards • 21st Century Skills utilized in the content lesson (Technology)* • Evidence of Research Based Practice represented in artifact or reflection (Research and reflection)* • Evidence of analysis of student readiness (Prescriptive)* • Evidence of analysis of student impact* • Evidence of deep knowledge base • Evidence of an ability to integrate content areas (Integrative)* • Evidence of an ability to differentiate instruction (Diversity)*	Teacher candidates show some knowledge of content that they plan to teach and can give some examples but lack in depth knowledge of content concepts or skills. Seven of the following elements can be found in candidate artifacts: • Lesson tied to common core or state standards • 21st Century Skills utilized in the content lesson (Technology)* • Evidence of Research Based Practice represented in artifact or reflection (Research and reflection)* • Evidence of analysis of student readiness (Prescriptive)* • Evidence of analysis of student impact* • Evidence of deep knowledge base • Evidence of an ability to integrate content areas (Integrative)* • Evidence of an ability to differentiate instruction (Diversity)* • Effective use of multiple representations and explanations that capture key ideas in the discipline	Teacher candidates know the content that they plan to teach and can explain important principles and concepts delineated in professional, state, and institutional standards. Ten of the following elements can be found in candidate artifacts: • Lesson tied to common core or state standards • 21st Century Skills utilized in the content lesson (Technology)* • Evidence of Research Based Practice represented in artifact or reflection (Research and reflection)* • Evidence of analysis of student readiness (Prescriptive)* • Evidence of analysis of student impact* • Evidence of deep knowledge base • Evidence of an ability to integrate content areas (Integrative)* • Evidence of an ability to differentiate instruction (Diversity)* • Effective use of multiple representations and	Teacher candidates have in-depth knowledge of the content that they plan to teach as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject. Candidates in advanced programs for teachers are recognized experts in the content that they teach. At least eleven (80%) of the following elements can be found in candidate artifacts. • Lessons tied to common core or state standards • 21st Century Skills utilized in teaching assignment or activity (Technology)* • Evidence of Research Based Practice represented in artifact or reflection (Research)* • Evidence of analysis of student readiness (Prescriptive)* • Evidence of analysis of student impact (Reflective)* • Evidence of deep knowledge base • Evidence of an ability to integrate content areas (Integrative)* • Evidence of an ability to differentiate instruction (Diversity)* • Effective use of multiple representations and explanations

		- Engages students in learning experiences in the discipline (s) that encourage learners to understand, question, and analyze ideas from diverse perspectives (Diversity)* - Engages learners in applying methods of inquiry and standards of evidence used in the discipline. (specialty studies)* - Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences (Integrative)* - Creates experiences to build accurate conceptual understanding - Uses supplementary resources and technologies effectively to ensure accessibility ad relevance for all learners (Technology)*	explanations that capture key ideas in the discipline - Engages students in learning experiences in the discipline (s) that encourage learners to understand, question, and analyze ideas from diverse perspectives (Diversity)* - Engages learners in applying methods of inquiry and standards of evidence used in the discipline. (specialty studies)* - Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences (Integrative)* - Creates experiences to build accurate conceptual understanding - Uses supplementary resources and technologies effectively to ensure accessibility ad relevance for all learners (Technology)*	that capture key ideas in the discipline - Engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives (Diversity)* - Engages learners in applying methods of inquiry and standards of evidence used in the discipline (specialty studies)* - Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences (Integrative)* - Creates experiences to build accurate conceptual understanding - Uses supplementary resources and technologies effectively to ensure accessibility ad relevance for all learners (Technology)*

PEDAGOGICAL CONTENT KNOWLEDGE AND SKILLS FOR TEACHER CANDIDATES

INTASC Standard 4 Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills **(INTASC, 1992).**

NEW INTASC Standard 8 Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways **(INTASC, 2013).**

INTASC Standard 7 Instructional Planning Skills: The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals **(INTASC, 1992).**

NEW INTASC Standard 7 Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross disciplinary skills, ad pedagogy, as well as knowledge of learners and the community context **(INTASC, 2013).**

INTASC Standard 8 Assessment of Student Learning: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner **(INTASC, 1992).**

NEW INTASC Standard 6 Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making **(INTASC, 2013).**

*Denotes Unit Conceptual Framework Elements

	UNACCEPTABLE 0	NEEDS IMPROVEMENT 1	ACCEPTABLE 2	PROFICIENT 3
Pedagogical Skills	Teacher candidates do not understand the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards in a way that helps them develop learning experiences that integrate technology and build on students' cultural backgrounds and knowledge of content so that students learn. Candidates in advanced programs for teachers have a limited understanding of the relationship between content and content-specific pedagogy; they are unable to explain the linkages between theory and practice. They are not able to select or use a broad range of instructional strategies that promote student learning.	Teacher candidates demonstrate limited understanding of the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards. They have a limited understanding of the content that they plan to teach. The candidate who needs improvement only provides evidence of four of the following elements in his/her artifacts and reflections. • are able to provide multiple explanations (Diversity)* • can use a variety of instructional strategies so that all students learn (Diversity)* • They present the content to students in challenging, clear, and compelling ways, using real-world contexts and technology integration. (Technology and integration)* • Candidates in advanced programs have expertise in pedagogical content knowledge and share their expertise through leadership and mentoring roles in their schools and communities. • They understand and address student preconceptions that hinder learning. (Prescriptive)*	Teacher candidates understand the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards. They have a broad understanding of the content that they plan to teach. The candidate who is acceptable is able to provide evidence of six of the following elements in his/her artifacts and reflections. • are able to provide multiple explanations. (Diversity)* • can use a variety of instructional strategies so that all students learn (Diversity)* • They present the content to students in challenging, clear, and compelling ways, using real-world contexts and technology integration. (Technology and integration)* • Candidates in advanced programs have expertise in pedagogical content knowledge and share their expertise through leadership and mentoring roles in their schools and communities. • They understand and address student preconceptions that hinder learning. (Prescriptive)*	Teacher candidates reflect a thorough understanding of the relationship of content and content-specific pedagogy delineated in professional, state, and institutional standards. They have in-depth understanding of the content that they plan to teach. The candidate who is proficient is able to provide evidence of eight of the following elements in his/her artifacts and reflections. • are able to provide multiple explanations (Diversity)* • can use a variety of instructional strategies so that all students learn (Diversity)* • They present the content to students in challenging, clear, and compelling ways, using real-world contexts and technology integration. (Technology and integration)* • Candidates in advanced programs have expertise in pedagogical content knowledge and share their expertise through leadership and mentoring roles in their schools and communities. • They understand and address student preconceptions that hinder learning. (Prescriptive)* • They are able to critique research and theories of related to pedagogy and learning. (Research)*

		• They are able to critique research and theories related to pedagogy and learning. (Research)* • They are able to select and develop instructional strategies and technologies, based on research and experience that help all students learn. *(Technology and research)	• They are able to critique research and theories related to pedagogy and learning. (Research)* • They are able to select and develop instructional strategies and technologies, based on research and experience that help all students learn. • They balance the use of formative and summative assessment to document learning. • They design assessments that match learning objectives with assessment methods and minimizes sources of bias. (Diversity)* • The teacher works independently and collaboratively to examine test and other performance data to understand progress and guide planning. (Reflective)*	• They are able to select and develop instructional strategies and technologies, based on research and experience that help all students learn. (Technology and research)* • They balance the use of formative and summative assessment to document learning. (Prescriptive)* • They design assessments that match learning objectives with assessment methods and minimizes sources of bias. (Diversity)* • The teacher works independently and collaboratively to examine test and other performance data to understand progress and guide planning. (Reflective)*

PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE AND SKILLS FOR TEACHER CANDIDATES

INTASC Standard 9 Professional Commitment and Responsibility: The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally (INTASC, 1992).

NEW INTASC Standard 9 Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner **(INTASC, 2013).**

INTASC Standard 10 Partnerships: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being (INTASC, 1992).

NEW INTASC Standard 10 Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession **(INTASC, 2013).**

*Denotes Unit Conceptual Framework Elements

	Unacceptable 0	Needs Improvement 1	Acceptable 2	Proficient 3
Professional Skills	Teacher candidates have not mastered professional and pedagogical knowledge and skills delineated in professional, state, and institutional	Teacher candidates can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. Candidates at the *Needs Improvement* level must provide evidence for five of the following elements.	Teacher candidates can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. Candidates at the Acceptable level must provide evidence for eight of the following elements.	Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. Candidates at the Proficient level must provide

standards. They lack knowledge of school, family, and community contexts, and they are unable to develop learning experiences that draw on students' prior experience. They do not reflect on their work, nor do they use current research to inform their practice. They are unable to demonstrate major schools of thought about schooling, teaching, and learning. Candidates in advanced programs for teachers do not reflect on their practice and cannot recognize their strengths and, areas of needed improvement. They do not engage in professional development. They do not keep abreast of current research and policies on schooling, teaching, learning, and best practices. They are not engaged	• They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences. (Diversity)* • They reflect on their practice. (Reflective)* • They know major schools of thought about schooling, teaching and learning. (Prescriptive)* • They are able to analyze educational research findings and incorporate new information into their practice as appropriate. (Research)* • Candidates in advanced programs for teachers reflect on their practice and are able to identify their strengths and areas of needed improvement. (Reflective)* • They engage in professional activities. • They have a thorough understanding of the school, family, and community contexts in which they work. • They collaborate with the professional community to create meaningful learning experiences for all students. (Service)* • They are aware of current research and policies related to schooling, teaching, learning, and best practices. (Research)* • They are able to analyze educational research and policies and can explain the implications for their own practice. (Research)* • Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and Institutional Standards. (Reflective)*	• They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences. (Diversity)* • They reflect on their practice. (Reflective)* • They know major schools of thought about schooling, teaching, and learning. (Prescriptive)* • They are able to analyze educational research findings and incorporate new information into their practice as appropriate. (Research)* • Candidates in advanced programs reflect on their standards and are able to identify their strengths sand areas needed improvement. (Reflective)* • They engage in professional activities. • They have a thorough understanding of the school, family, and community contexts in which they work. • They collaborate with the professional community to create meaningful learning experiences for all students. (Service)* • They are aware of current research and policies related to schooling, teaching, learning, and best practices. (Research)* • They are able to analyze educational research and policies and can explain the implications for their practice and for the profession. (Reflective)* • Teacher candidates reflect a thorough understanding of professional and pedagogical knowledge and skills	evidence for 10 of the following elements. • They develop meaningful learning experiences to facilitate learning for all students. (Diversity)* • They reflect on their practice and make necessary adjustments to enhance student learning. (Reflective)* • They know how students learn and how to make ideas accessible to them. (Prescriptive)* • They consider school, family, and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world issues. (Integrative and diversity)* • Candidates in advanced programs for teachers develop expertise in certain aspects of professional and pedagogical knowledge and contribute to the dialogue based on their research and experiences. (Service)* • They take on leadership roles in the professional community and collaborate with colleagues to contribute to school improvement and renewal. (Service)* • They know major schools of thought about schooling, teaching, and learning. (Prescriptive)* • They are able to analyze educational research findings and

with the professional community to develop meaningful learning experiences.	• They develop meaningful learning experiences to facilitate learning for all students. (Diversity)* • They reflect on their practice and make necessary adjustments to enhance student learning. (Reflective)* • They know how students learn and how to make ideas accessible to them. • They consider school, family, and community contexts in connecting concepts to students' prior experience and applying the ideas to real-world issues. (Diversity and integrative)* • Candidates in advanced programs for teachers develop expertise in certain aspects of professional and pedagogical knowledge and contribute to the dialogue based on their research and experiences. (Research)* • They take on leadership roles in the professional community and collaborate with colleagues to contribute to school improvement and renewal. (Service)*	delineated in professional, state, and institutional standards. • They develop meaningful learning experiences to facilitate learning for all students. (Diversity)* • They reflect on their practice and make necessary adjustments to enhance student learning. (Reflective)* • They know how students learn and how to make ideas accessible to them. They consider school, family, and community contexts in connecting concepts to students' prior experience (Diversity)* • and applying the ideas to real-world issues. Candidates in advanced programs for teachers develop expertise of certain aspects of professional and pedagogical knowledge and contribute to the dialogue based on their research and experiences. (Research)* • They take on leadership roles in the professional community and collaborate with colleagues to contribute to school improvement and renewal. (Service)*	incorporate new information into their practice as appropriate. (Research)* • Candidates in advanced programs reflect on their standards and are able to identify their strengths and areas needed improvement. (Reflective)* • They engage in professional activities. • They have a thorough understanding of the school, family, and community contexts in which they work. • They collaborate with the professional community to create meaningful learning experiences for all students. (Service)* • They are aware of current research and policies related to schooling, teaching, learning, and best practices. (Research)* • They are able to analyze educational research and policies and can explain the implications for their practice and for the profession. (Reflective)* • Candidates in advanced programs for teachers develop expertise of certain aspects of professional and pedagogical knowledge and contribute to the dialogue based on their research and experience. (Research)*

STUDENT LEARNING FOR TEACHER CANDIDATES

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*INTASC Standard 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development **(INTASC, 1992).***

NEW INTASC Standard 1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences **(INTASC, 2013).**

*INTASC Standard 3 Adapting Instruction for Individual Needs: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development **(INTASC, 1992).***

NEW INTASC Standard 2: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards **(INTASC, 2013).**

*INTASC Standard 5 Classroom Motivation and Management Skills: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation **(INTASC, 1992).***

NEW INTASC Standard 3 Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation **(INTASC, 2013).**

*Denotes Unit Conceptual Framework Elements

	Unacceptable 0	Needs Improvement 1	Acceptable 2	Proficient 3
Student Impact	Teacher candidates cannot accurately assess student learning or develop learning experiences based on students' developmental levels or prior experience. Candidates in advanced programs for teachers have a limited understanding of the major concepts and theories related to assessing student learning. They do not use classroom performance data to make decisions about teaching strategies. They do not use community resources to support student learning.	Teacher candidates do focus on student learning but are unable to make consistently appropriate adjustments to instruction or they are unable to utilize data from instruction to make decisions about student learning. • Teacher candidates cannot consistently assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress. (Prescriptive)* • Candidate may not be able to develop and implement meaningful learning experiences for students based on their developmental levels and prior experience. (Prescriptive)* • They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. However, they are not aware of and utilize school and community resources that support student learning. (Integrative) • The teacher regularly assesses individual and group performance but lacks so ability in designing and modifying instruction to meet learning' needs in each area of development. (Integrative)*	Teacher candidates focus on student learning. Candidates scoring at the acceptable level are able to demonstrate student impact in six ways through their portfolio artifacts and reflections. • Teacher candidates assess and analyze student learning, make appropriate adjustments to instruction, and monitor student progress. (Prescriptive)* • They are able to develop and implement meaningful learning experiences for students based on their developmental levels and prior experience. (Prescriptive)* • They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. They are aware of and utilize school and community resources that support student learning. (Integrative)* • The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learning' needs in each area of development. • The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that	Teacher candidates focus on student learning and study the effects of their work. Teacher candidates scoring at the Proficient level are able to demonstrate 7 elements through their artifacts and reflections. • They assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students. (Prescriptive)* • Candidates analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn. (Prescriptive)* • Candidates collaborate with other professionals to identify and design strategies and interventions that support student learning. (Integrative)* • The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learning' needs in each area of development. (Prescriptive)* • The teacher creates developmentally appropriate

		• The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning. (Integrative)* • The teacher shoes some ability to collaborate with families, communities, colleagues, and other professionals to promote learner growth and development. (Integrative)* • The teacher has shown some ability to designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. (Diversity)*	enables each learner to advance and accelerate his/her learning. (Prescriptive)* • The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. (Integrative)* • The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. (Integrative)* • The teacher makes appropriate and timely provisions for individual students with particular learning differences or needs. (Prescriptive)* • The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understanding. (Prescriptive)*	instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning. (Prescriptive)* • The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. (Integrative)* • The teacher designs, adapts, ad delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. (Integrative)* • The teacher makes appropriate and timely provisions for individual students with particular learning differences or needs. (Prescriptive)* • The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understanding. (Prescriptive)*

PROFESSIONAL DISPOSITIONS FOR ALL CANDIDATES

*Denotes Unit Conceptual Framework Elements

	Unacceptable 0	Needs Improvement 1	Acceptable 2	Proficient 3
Dispositions	Candidates are not familiar with professional dispositions delineated in professional, state, and institutional standards. Candidates do not demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. They do not model these professional dispositions in their work with students, families, colleagues, and communities.	Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards. Candidates address 5 of these in their artifacts and reflections. • Candidates are unable to CONSISTENTLY demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn. • There are indications that the candidate will be able to work effectively with students, families, colleagues and communities in an order to promote fairness and equality in learning. • Candidates demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students.* • Candidates recognize when their own professional dispositions may need to be adjusted and are able to develop plans to do so.*	Candidates are familiar with the professional dispositions delineated in professional, state, and institutional standards. Candidate addresses 6 of these elements in artifacts and reflections. • Candidates demonstrate classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn.* • Their work with students, families, colleagues and communities reflects these professional dispositions.* • Candidates demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students.* • Candidates recognize when their own professional dispositions may need to be adjusted and are able to develop plans to do so.* • The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential. • The teacher respects learners as individuals with differing personal	Candidates work with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidate addresses at least 7 of these elements in their reflections. • Candidates demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students.* • Candidates recognize when their own professional dispositions may need to be adjusted and are able to develop plans to do so.* • The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential. • The teacher respects learners as individuals with differing personal and family

		• The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential. • The teacher respects learners as individuals with differing personal and family backgrounds and various skills abilities, perspectives, talents, and interests. • The teacher makes learners feel valued and helps them learn to value each other. • The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning. • The teacher values the input and contributions of families, colleagues and other professionals in understanding and supporting each learner's development. • The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning. • The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.	and family backgrounds and various skills abilities, perspectives, talents, and interests. • The teacher makes learners feel valued and helps them learn to value each other. • The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning. • The teacher values the input and contributions of families, colleagues and other professionals in understanding and supporting each learner's development. • The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning. • The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.	backgrounds and various skills abilities, perspectives, talents, and interests. • The teacher makes learners feel valued and helps them learn to value each other. • The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning. • The teacher values the input and contributions of families, colleagues and other professionals in understanding and supporting each learner's development. • The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning. • The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

DEMONSTRATION OF DIVERSITY FOR ALL CANDIDATES

All Components are Unit Conceptual Framework Elements

	Unacceptable 0	Needs Improvement 1	Acceptable 2	Proficient 3
Diversity	Advanced Candidates demonstrate and apply proficiencies related to diversity through artifacts and reflections. Candidate does not have the required documents or the documents indicate no knowledge of diversity or the documents indicate unsupported stereotypes or lack of respect for individuals.	Advanced Candidates demonstrate and apply proficiencies related to diversity through artifacts and reflections. The reflections or assignments indicate that the candidate respects the differences of all students. However, there is limited awareness of how a different frame of reference impacts the teaching/learning cycle. • Field Experience or practicum logs from three different locations representing diverse populations (ethnicity, gender, socioeconomic, exceptionalities). • 3 Reflections on each experience that analyzes your experiences in relation to your knowledge about diverse populations. • Or two reflections and A graded classroom assignment with a focus on diversity or working with diverse populations. Or one reflection and two graded assignments with a focus on diversity or working with diverse populations.	Advanced Candidates demonstrate and apply proficiencies related to diversity through artifacts and reflections. The reflections or assignments indicate that the candidate respects the differences of all students. However, the candidate lacks some understanding of his/her own frames of reference or does not articulate in reflections the impact that their reference has on expectations of others. • Field Experience or practicum logs from three different locations representing diverse populations (ethnicity, gender, socioeconomic, exceptionalities). • 3 Reflections on each experience that analyzes your experiences in relation to your knowledge about diverse populations. • Or two reflections and A graded classroom assignment with a focus on diversity or working with diverse populations. Or one reflection and two graded assignments with a focus on diversity or working with diverse populations.	Advanced Candidates demonstrate and apply proficiencies related to diversity through artifacts and reflections. The reflections indicate that the candidate respects the differences of all students, is committed to deepening understanding of his/her own frames of reference and ways of knowing, the potential biases in these frames and their impact on expectation for and relationships with learners and their families. • Field Experience or practicum logs from three different locations representing diverse populations (ethnicity, gender, socioeconomic, exceptionalities). • 3 Reflections on each experience that analyzes your experiences in relation to your knowledge about diverse populations. • Or two reflections and A graded classroom assignment with a focus on diversity or working with diverse populations. Or one reflection and two graded assignments with a focus on diversity or working with diverse populations.

Section III: Academic and Professional Activities

Portfolio Requirement	MET	NOT MET	COMMENTS
Student Impact			
Experiences with Diversity			
Professional Engagement			
Community Engagement			
Final Unit Disposition Survey			
EXIT SURVEY			

Portfolio Committee Chair   **Date**

Portfolio Committee Member   **Date**

Portfolio Committee Member   **Date**

SECTION II. LIBRARY MEDIA PROGRAM INFORMATION

The mission of the library media program is to provide a quality competency-based program that prepares candidates to enter the field of library media and to provide leadership in educational settings.

A. Program Goals and Objectives

To offer a Master's degree in Library Media that will prepare candidates to be successful, highly qualified library media specialists in public schools who demonstrate the knowledge, skills and dispositions necessary to be highly effective in the library media profession.

B. Program Standards

There are five NCATE standards in the library media program. ALA/AASL Standards for Initial Preparation of School Librarians (2010)

Standard 1: Teaching for Learning

Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.

Elements

1.1 Knowledge of learners and learning

Candidates are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning. Candidates assess learner needs and design instruction that reflects educational best practice. Candidates support the learning of all students and other members of the learning community, including those with diverse learning styles, physical and intellectual abilities and needs. Candidates base twenty-first century skills instruction on student interests and learning needs and link it to the assessment of student achievement.

1.2 Effective and knowledgeable teacher

Candidates implement the principles of effective teaching and learning that contribute to an active, inquiry-based approach to learning. Candidates make use of a variety of instructional strategies and assessment tools to design and develop digital-age learning experiences and assessments in partnership with classroom teachers and other educators. Candidates can document and communicate the impact of collaborative instruction on student achievement.

1.3 Instructional partner

Candidates model, share, and promote effective principles of teaching and learning as collaborative partners with other educators. Candidates acknowledge the importance of participating in

curriculum development, of engaging in school improvement processes, and of offering professional development to other educators as it relates to library and information use.

<u>1.4 Integration of twenty-first century skills and learning standards</u>

Candidates advocate for twenty-first century literacy skills to support the learning needs of the school community. Candidates demonstrate how to collaborate with other teachers to plan and implement instruction of the AASL *Standards for the 21st-Century Learner* and state student curriculum standards. Candidates employ strategies to integrate multiple literacies with content curriculum. Candidates integrate the use of emerging technologies as a means for effective and creative teaching and to support P-12 students' conceptual understanding, critical thinking and creative processes.

Standard 2: Literacy and Reading

Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.

Elements

<u>2.1 Literature</u>

Candidates are familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, reading for pleasure, and reading for lifelong learning.

<u>2.2 Reading promotion</u>

Candidates use a variety of strategies to promote leisure reading and model personal enjoyment of reading in order to promote habits of creative expression and lifelong reading.

<u>2.3 Respect for diversity</u>

Candidates demonstrate the ability to develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of P-12 students and their communities.

<u>2.4 Literacy strategies</u>

Candidates collaborate with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure P-12 students are able to create meaning from text.

Standard 3: Information and Knowledge

Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.

Elements

3.1 Efficient and ethical information-seeking behavior

Candidates identify and provide support for diverse student information needs. Candidates model multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes. Candidates collaborate with students, other teachers, and administrators to efficiently access, interpret, and communicate information.

3.2 Access to information

Candidates support flexible, open access for library services. Candidates demonstrate their ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services. Candidates facilitate access to information in print, non-print, and digital formats. Candidates model and communicate the legal and ethical codes of the profession.

3.3 Information technology

Candidates demonstrate their ability to design and adapt relevant learning experiences that engage students in authentic learning through the use of digital tools and resources. Candidates model and facilitate the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research, learning, creating, and communicating in a digital society.

3.4 Research and knowledge creation

Candidates use evidence-based, action research to collect data. Candidates interpret and use data to create and share new knowledge to improve practice in school libraries.

Standard 4: Advocacy and Leadership

Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.

Elements

4.1 Networking with the library community

Candidates demonstrate the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information. Candidates participate and collaborate as members of a social and intellectual network of learners.

4.2 Professional development

Candidates model a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources. Candidates plan for ongoing professional growth.

4.3 Leadership

Candidates are able to articulate the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives. Utilizing evidence-based practice and information from education and library research, candidates communicate ways in which the library program can enhance school improvement efforts.

4.4 Advocacy

Candidates identify stakeholders within and outside the school community who impact the school library program. Candidates develop a plan to advocate for school library and information programs, resources, and services.

Standard 5: Program Management and Administration

Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration.

Elements

5.1 Collections

Candidates evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators. Candidates organize school library collections according to current library cataloging and classification principles and standards.

5.2 Professional Ethics

Candidates practice the ethical principles of their profession, advocate for intellectual freedom and privacy, and promote and model digital citizenship and responsibility. Candidates educate the school community on the ethical use of information and ideas.

5.3 Personnel, Funding, and Facilities

Candidates apply best practices related to planning, budgeting, and evaluating human, information, and physical resources. Candidates organize library facilities to enhance the use of information resources and services and to ensure equitable access to all resources for all users. Candidates develop, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

5.4 Strategic Planning and Assessment

Candidates communicate and collaborate with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission. Candidates make effective use of data and information to assess how the library program addresses the needs of their diverse communities.

C. **Program Check Points and Requirements**

Beginning Check Points

1. Contact Advisor: Once the School of Graduate Studies has notified the candidate of acceptance into the Library Media Program, candidates should contact their designated advisor, ssharber@ecok.edu or phone (580-559-5576) for permission to enroll in program classes and to schedule an appointment. At this time the candidate and advisor will establish a **Program of Study** for the candidate.
2. Program Requirements: The School Library Program includes a two-hour practicum-portfolio course designed to meet the internship requirements. This course should be taken in the candidate's final semester.
3. Complete EDUC 5113, Techniques of Research in the first 8 hours of the program.

Mid-Program Check Points **(14 to 18 hours completed)**

1. Complete the CEP mid-program self-evaluation instrument (LIBSC 5973 Curriculum and the Media Center).
2. Review Program of Study with academic advisor to monitor your progress in the program.
3. Compile electronic portfolio per assigned criteria.

End-of-Program Check Points

1. File for Graduation with the School of Graduate Studies.
2. Complete Program of Study for graduation with advisor.
3. Complete site approval forms to begin LIBSC 5952, Practicum and Portfolio in Library Media.
4. Complete Practicum Agreement and Cooperating Library Media Specialist Information form.
5. Schedule a site visit with university supervisor.

6. Complete and log 40 hours at approved site.
7. Complete assigned activities for LIBSC 5952, Practicum and Portfolio in Library Media.
8. Complete Portfolio Review and Defense.
9. Complete the School Library Exit Survey.
10. Have the Cooperating LMS complete the practicum evaluation.
11. Have the Cooperating LMS complete the CEP final disposition evaluation.
12. Complete OSAT Library Media exam.

D. Portfolio Information

Required Numbers and Types of Activities

For each of the standards candidates must submit two (2) artifacts and a reflection for each one indicating how the artifact meets the standard and how it has changed the candidate's knowledge, skills, or disposition. Some artifacts are prescribed based on program assessment information while others can be selected by the candidate. Candidates are encouraged to organize course assignments throughout the program and are given instructions on aligning coursework to program standards. Additional artifacts are required as general requirements of all graduate programs. Upon completion of the portfolio, candidates will present their final product either face-to-face or through online asynchronous communication. This presentation should be viewed as an opportunity to provide evidence of meeting the portfolio requirements and explanation for meeting and understanding program standards. Portfolios will be evaluated based on a standard graduate rubric for sections that apply to all programs and a separate rubric for specific library media program standards.

Rubric Standards for Artifacts and Reflections

Target: This is assigned when ALL of these conditions are met.

• Artifacts chosen and created by candidate are comprehensive in nature, clearly and strongly indicate an understanding of the competencies, models the skills or theories within the element and thoroughly addresses each of the 4 elements in the standard.
• Reflection form strongly ties the artifact to the competencies by conveying the terms and theories of the competencies in relation to the artifact; provides strong support of how the creation of the artifact has impacted the candidates' knowledge, skills, or disposition.
• Virtually free of spelling, typographical or usage errors.

Acceptable: This is assigned if any of these conditions exist.

• Artifacts chosen and created by the candidate indicate a foundational knowledge and understanding of the competencies and address each of the 4 elements in the standard.
• Reflection form mentions theory and/or terms of the competency and ties the artifact to the competencies covered and provides support of how the creation of the artifact has impacted the candidates' knowledge, skills, or disposition.
• Contains no more than five total spelling, typographical or usage errors.

Unacceptable: This is assigned if any of these conditions exist.

• Artifacts chosen and created by the candidate indicate some knowledge of the competencies OR weakly support an understanding of the competencies OR do not clearly align with the appropriate element or standard OR are not well developed in addressing all the elements in the standard.

• Reflection form is absent of the terms and theories associated with the elements and/or weakly ties the artifact to competencies; does not clearly indicate how the creation of the artifact has impacted the candidates' knowledge, skills, or disposition.

• More than 5 spelling, typographical or usage errors are present and interfere with the meaning of the text.

*Beginning items in the portfolios may be redone to meet the requirements as indicated on this rubric. **Note:** The portfolio is an iterative process that allows candidates to re-submit artifacts for higher evaluation and to improve candidate understanding of a standard or criteria until project deadline (set by course instructor).*

E. Practicum, Internship, or Field Experience Requirements

NCATE Standards

There are five NCATE standards for the school library program with a practicum component requirement for accreditation. The practicum requirement is met by completion of forty clock hours in an approved site during LIBSC 5952, Practicum and Portfolio in Library Media. Candidates engage in field-based, collaborative, and promotional activities to demonstrate that they meet program standards.

The practicum/internship is defined as the process and product that result from the application in a workplace environment of the strategic, instructional, organizational and contextual leadership guidelines. When coupled with integrating experiences through related clinics or cohort seminars, the outcome should be a powerful synthesis of knowledge and skills useful to practicing school leaders. The internship includes a variety of substantial concurrent or capstone experiences in diverse settings planned and guided cooperatively by university and school district personnel for credit hours and conducted in schools and school districts over an extended period of time. The experiences need to provide interns with substantial responsibilities which increase over time in amount and complexity, and which involved direct interaction and involvement with students, staff, parents, and community leaders. Ideally, an internship should include some work with social service organizations involved with inter-agency activities affecting schools.

As a component of the school library certification program students are expected to complete a number of field experience hours (40) related to activities normally associated with the role of the school library media specialist. These activities are outlined in LIBSC 5952, Practicum and Portfolio in Library Media. Also during the semester, students are expected to develop a professional portfolio designed to demonstrate competence in understanding program standards as well as reflect on how meeting them has changed the candidate's knowledge, skills, or disposition. It will be the student's

role, with assistance from the University Supervisor and the Cooperating Library Media Specialist, to complete activities to meet the requirements of a field experience and the development of a professional portfolio, which will demonstrate the accomplishment of the required competencies.

Required Hours

LIBSC 5952, Practicum and Portfolio in Library Media requires 40 direct contact and program hours. During LIBSC 5952, Practicum and Portfolio in Library Media, candidates will also complete numerous activities as assigned, as well as complete a professional portfolio. Assignment criteria is made available through the school's approved educational technology platform.

LIBRARY MEDIA PROGRAM APPENDICES

A. **Library Media Program Curriculum**

B. **Library Media Portfolio Contents**

The portfolio is an edited, integrated collection of a library media candidate's evidence that identified program competencies have been acquired. It is not merely a file of course projects nor is it a scrapbook of professional memorabilia. It is a collection of the candidate's best work over a period of time. It should showcase the candidate's best creative work as a library media candidate and demonstrate the candidate's expertise relative to specified competencies. While it is a collection of documents, the portfolio provides tangible evidence of the wide range of knowledge, dispositions, skills that candidate's possess as a professional to impact the learning environment. A satisfactory portfolio is a requirement for completion of the program.

The professional portfolio should be a work in progress and should be updated regularly throughout the Library Media Program and career. Instructions are given throughout the program to assist candidates in the alignment of coursework to program standards. The portfolio developed for the Library Media Program should reflect the candidate's best effort and should serve as a demonstration of competency to hold a library media specialist certificate.

Candidates will purchase, as part of the requirements of the course, LIBSC 5952 Practicum and Portfolio in Library Media, a Chalk and Wire License. Portfolios will be compiled in this electronic format and then assessed by three committee members at the end of the program. The Chalk and Wire Table of Contents and template will follow the format presented in this handbook and will be graded according to the rubric provided. The portfolio will be assessed but a "not met" on any artifact or reflection will result in the candidate resubmitting the work until it is satisfactorily met.

Criteria for Portfolio Reflection Statements
To meet Section II (the program standards) of the portfolio, candidates will select two artifacts and create two reflections for each of the individual competencies.

Students will provide the following information on each artifact in the appropriate text box in the electronic portfolio:

- Restate the competency
- Select and identify the artifact
- Analysis of the artifact in relation to the competency
- State the purpose of the competency

The candidate should address how the artifact demonstrates their understanding of the standard in one or more of the following areas:

- In what way has this artifact changed your knowledge?
- In what way has this artifact changed your skills?
- In what way has this artifact changed your dispositions?

Length of the reflection will vary. Candidates should concentrate on creating a thorough reflection that adequately depicts how the artifact meets the standard and the impact it had on their knowledge, skills, or disposition.

Chalk and Wire Portfolio Template – Library Media*

SECTION I: Professional & Program Information
  Mid Program Checkpoints
    Resume
    Program of Study
    Portfolio/Thesis Committee
    Teaching/Professional Certifications (all applicable)
    Mid Program Writing Sample
    Mid Program Self Evaluation
  End of Program Checkpoints
    Graduate Degree Application
    Program of Study Final Check Sheet

SECTION II: Advanced Program, Learned Society Competencies & Artifacts
    Standard 1- Use of Information and Ideas
      Element 1.1-Knowledge of Learners and Learning
      Element 1.2-Effective and Knowledgeable Teacher
      Element 1.3-Instructional Partner
      Element 1.4-Integration of Twenty-First Century Skills and Learning Standards
    Standard 2-Literacy and Reading
      Element 2.1-Literature
      Element 2.2-Reading Promotion
      Element 2.3-Respect for diversity
      Element 2.4-Literacy Strategies
    Standard 3-Information and Knowledge
      Element 3.1-Efficient and Ethical Information-Seeking Behavior
      Element 3.2-Access to Information
      Element 3.3-Information Technology
      Element 3.4-Research and Knowledge Creation
    Standard 4-Advocacy and Leadership
      Element 4.1 Networking with Library Community

* All ECU Portfolios are transitioning from Chalk & Wire to Blackboard E Portfolio Outcomes.

LIBSC 5952 Practicum and Portfolio

Student:		Date:	

Standard 1: Teaching for Learning Candidates are effective teachers who demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.			

	UNACCEPTABLE 0	NEEDS IMPROVEMENT 1	ACCEPTABLE 2	PROFICIENT 3
1.1 Knowledge of learners and learning **1.2 Effective and knowledgeable teacher** **1.3 Candidates model, share, and promote effective principles of teaching and learning as collaborative partners with other educators** **1.4 Integration of twenty-first century skills and learning standards**	Teacher candidates have inadequate understanding of learners and of instructional strategies and resources that support the AASL Standards for the 21st-Cenury Learner and are unable to give examples of important principles and concepts delineated in professional, state, and institutional standards.	Demonstrate an understanding of learners and learning or of instructional strategies and resources that support the AASL Standards for the 21st-Century Learner. Collaborate with other professionals in support of curriculum and/or professional development. The artifacts do not show understanding of the covered competencies. Reflection is not tied to theory or language of the covered competencies. More than 5 spelling, typographical or usage errors. One or more standards/items are not included.	Demonstrate a knowledge of learners and learning by collaborating with other educators to design instruction that supports the learning styles, needs, interests and abilities of all students; Deliver instruction and develop assessments that make use of a variety of instructional strategies and information resources to develop and enhance the multiple literacies of P-12 students; Gain an awareness of and participate in professional learning activities related to library and information use to ensure all members of the learning community become effective users of ideas and information; Integrate emerging technologies into instruction that reinforce the skills, dispositions, responsibilities, and self assessments in AASL Standards for the 21st-Century Learner and state standards that support student achievement. Reflection mentions theory or words of the competency, but does not demonstrate understanding of competencies covered. No more than five total spelling, typographical or usage errors.	Artifacts have been created by student and fully demonstrate competency understandings. Reflection is tied to understanding of the theory related to the competencies covered. Model and promote a knowledge of learners and learning by designing and delivering inquiry-based information literacy instruction that enhances the information, media, visual and technical literacies of P-12 students; Integrate emerging technologies into a variety of instructional strategies to support the diverse learning styles, interests, and ability of all students to inquire, think critically, and gain and create knowledge; Collaborate with educators and other stakeholders in professional development activities involving curriculum development and school improvement processes in support of student achievement. Reflection is tied to understanding of the theory related to the competencies covered. No spelling, typographical or usage errors.

1.1 Artifact #1		Course Name	
1.1 Artifact #2		Course Name	

1.2 Artifact #1	Collaborative Lesson Plan	Course Name	LIBSC 5952 Practicum & Portfolio
1.2Artifact #2		Course Name	

1.3 Artifact #1		Course Name	
1.3 Artifact #2		Course Name	

1.4 Artifact #1	Curriculum Unit	Course Name	LIBSC 5973 Curriculum
1.4 Artifact #2		Course Name	

Standard 1 Feedback/Comments:

	UNACCEPTABLE 0	NEEDS IMPROVEMENT 1	ACCEPTABLE 2	PROFICIENT 3
2.1 Literature 2.2 Reading promotion 2.3 Respect for diversity 2.4 Literacy strategies	Candidates do not promote or support reading through the use of literature; Candidates do not direct reading instruction or collection development that meets the needs of all readers.	Promote or support reading through the use of literature; Directs reading instruction or collection development that meets the needs of all readers. More than 5 spelling, typographical or usage errors. One or more standards/items are not included.	Promote reading through a wide range of reading materials in multiple formats for both children and young adults that encourage reading for information, pleasure and life-long learning; Collaborate with other educators to reinforce classroom reading instruction through the use of a variety of reading strategies that enhance P-12 students' ability to create meaning from text; Develop a collection of reading resources that promotes reading for enjoyment and meets the diverse information needs and interests of all readers. Reflection mentions theory or words of the competency, but does not demonstrate understanding of competencies covered. No more than five total spelling, typographical or usage errors.	Promote reading for children, young adults and other education professionals through the use of high-quality and high-interest literature in print and digital formats that reflect the diverse developmental, cultural, social and linguistic needs of their P-12 students and communities; Use authentic and engaging instructional strategies that reinforce classroom reading instruction in support of lifelong learning and to build an appreciation for literature in support of personal and creative pursuits of P-12 students and other members of the school community. Reflection is tied to understanding of the theory related to the competencies covered. No spelling, typographical or usage errors.
2.1 Artifact #1		Course Name		
2.1 Artifact #2		Course Name		
2.2 Artifact #1	Book Talk	Course Name	LIBSC 5923 Young Adult Literature	
2.2Artifact #2		Course Name		
2.3 Artifact #1		Course Name		
2.3 Artifact #2		Course Name		
2.4 Artifact #1		Course Name		
2.4 Artifact #2		Course Name		

Standard 2. Candidates promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.

Standard 2 Feedback/Comments:

Standard 3: Information and Knowledge - Candidates model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.				
	UNACCEPTABLE 0	**NEEDS IMPROVEMENT 1**	**ACCEPTABLE 2**	**PROFICIENT 3**
3.1 Efficient and ethical information-seeking behavior **3.2 Access to information** **3.3 Information technology** **3.4 Research and knowledge creation**	Teacher candidates do not design services or instruction that supports equitable access to information in an efficient and ethical manner by P-12 students and other members of their school and community.	Design services or instruction that supports equitable access to information in an efficient and ethical manner by P-12 students and other members of their school and community. More than 5 spelling, typographical or usage errors. One or more standards/items are not included.	Implement flexible and equitable access to print and digital information resources by diverse members of the school community by reducing barriers to resources and services; Collaborate with other educators to design and deliver instruction that enhances P-12 students' ability to ethically and efficiently access, evaluate and use information; Integrate current and emerging technologies into instruction in support of inquiry, learning, creating and communicating information in a digital society; Use evidence-based practice methods to collect, interpret and use data from research to improve practice in school libraries. Reflection mentions theory or words of the competency, but does not demonstrate understanding of competencies covered. No more than five total spelling, typographical or usage errors.	Ensure open and equitable access to information by collaborating with all members of the school community to develop solutions to physical, social and intellectual barriers to resources and services in school libraries; Model and promote efficient and ethical information seeking behaviors through the design and delivery of authentic and relevant learning experiences for P-12 students, teachers and administrators in professional learning communities; Enhance access to information for P-12 students and other members of their schools and communities through the use of current and emerging technologies that support the access, interpretation and communication of information; Use a variety of research strategies to create new knowledge and improve practice in school libraries. Reflection is tied to understanding of the theory related to the competencies covered. No spelling, typographical, or usage errors.
3.1 Artifact #1		**Course Name**		
3.1 Artifact #2		**Course Name**		
3.2 Artifact #1		**Course Name**		
3.2Artifact #2		**Course Name**		
3.3 Artifact #1	**Webquest**	**Course Name**	**LIBSC 5973 Curriculum**	
3.3 Artifact #2		**Course Name**		
3.4 Artifact #1	**Collaborative Lesson Plan**	**Course Name**	**LIBSC 5952 Practicum & Portfolio**	
3.4 Artifact #2		**Course Name**		
Standard 3 Feedback/Comments:				

Standard 4: Advocacy and Leadership. Candidates advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional growth and lead professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.

	UNACCEPTABLE 0	NEEDS IMPROVEMENT 1	ACCEPTABLE 2	PROFICIENT 3
4.1 Networking with the library community **4.2 Professional development** **4.3 Leadership** **4.4 Advocacy**	Candidates do not positively and productively direct or advocate for a school library program within their school and community.	Positively and productively direct or advocate for a school library program within their school and community. More than 5 spelling, typographical or usage errors. One or more standards/items are not included.	Advocate for dynamic school library programs and build positive learning environments by articulating the role of the school library program's impact on student achievement; Develop professional development activities that enhance the awareness of school library programs, resources and services for students, other educators and community stakeholders; Network with school librarians, other information professionals, and agencies to establish cooperative initiatives that encourage resource sharing and access to information; Articulate the value of professional organizations and develop plan for ongoing professional growth. Reflection mentions theory or words of the competency, but does not demonstrate understanding of competencies covered. No more than five total spelling, typographical or usage errors.	Advocate for strong school library programs by designing and leading professional development opportunities that clearly articulate the impact of a school library program's resources, services and programming on student academic achievement; Become active contributors in education and information professional organizations and use publications, conferences, and virtual professional development experiences and opportunities to engage in social and intellectual networks that address best practice in school libraries; Use research and other evidence-based data and information to contribute to and lead school improvement and professional development initiatives Reflection is tied to understanding of the theory related to the competencies covered. No spelling, typographical, or usage errors.
4.1 Artifact #1		Course Name		
4.1 Artifact #2		Course Name		
4.2 Artifact #1	Prof Pathfinder	Course Name	LIBSC 5113 School Library Administration	
4.2 Artifact #2		Course Name		
4.3 Artifact #1		Course Name		
4.3 Artifact #2		Course Name		
4.4 Artifact #1		Course Name		
4.4 Artifact #2		Course Name		
Standard 4 Feedback/Comments:				

Standard 5. Program Management and Administration. Candidates plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration.

	UNACCEPTABLE 0	NEEDS IMPROVEMENT 1	ACCEPTABLE 2	PROFICIENT 3
5.1 Collections 5.2 Professional Ethics 5.3 Personnel, Funding, and Facilities 5.4 Strategic Planning and Assessment	Candidates do not manage resources, services and programming in support of the diverse needs of P-12 students; Does not acknowledge and understand the ethical principles and standards of their profession.	Manage resources, services and programming in support of the diverse needs of P-12 students; Acknowledge and understand the ethical principles and standards of their profession More than 5 spelling, typographical or usage errors. One or more standards/items are not included.	Evaluate, manage and organize school library print, non-print and digital collections to support the school's mission of teaching and learning; Base professional and program decisions on current standards and the ethical codes and principles of education and information professions; Develop, manage and organize library collections, policies and procedures to ensure open access to school library resources and services; Use data and information to evaluate and communicate how the school library program meets the needs of diverse P-12 student communities Reflection mentions theory or words of the competency, but does not demonstrate understanding of competencies covered. No more than five total spelling, typographical or usage errors.	Design, direct, and promote strong school library programs with resources, services, policies, procedures, and programming that are clearly aligned with the school's mission and that supports the ethical principles and current standards of their profession; Articulate and model the responsibilities of digital citizenship regarding intellectual freedom, intellectual property, and the right to privacy; Provide access to print, non-print and digital collections that support and enhance instruction and reflect the needs and interests of their diverse P-12 students, school and community; Manage, organize and evaluate school library physical resources (facilities), fiscal resources (budgets), and human resources (personnel) to ensure the school library program recognizes, celebrates and advocates for the curricular, personal and professional needs of all stakeholders Reflection is tied to understanding of the theory related to the competencies covered. No spelling, typographical, or usage errors.
5.1 Artifact #1		Course Name		
5.1 Artifact #2		Course Name		
5.2 Artifact #1		Course Name		
5.2 Artifact #2		Course Name		
5.3 Artifact #1		Course Name		
5.3 Artifact #2		Course Name		
5.4 Artifact #1		Course Name		
5.4 Artifact #2		Course Name		
Standard 5 Feedback/Comments:				

C. **Library Media Practicum Forms**

East Central University
LIBSC 5952 Practicum and Portfolio
School Library Media Practicum Request Form

Candidate Name:	
ECU ID Number:	
Date:	
Do you currently teach in a public school?	
If yes, what school?	
School Address:	
Practicum Site, *Choice One*:	
Name of School:	
School Address:	
Grade levels served:	
Name of Library Media Specialist:	
Is the LMS Certified?	
Rationale for completing practicum at this site:	
Are there any special circumstances that will help us understand your request to complete practicum at this site?	

Practicum Site, *Choice Two*:
Name of School:
School Address:
Grade levels served:
Name of Library Media Specialist:
Is the LMS Certified?
Rationale for completing practicum at this site:
Are there any special circumstances that will help us understand your request to complete the practicum at this site?
Have you applied for graduation?
Have you filed for candidacy?
Below this line to be completed by program administrator
Choice One approved?
Choice Two approved?
Comments:

Library Media – Site Agreement form

SCHOOL LIBRARY MEDIA GRADUATE PROGRAM
FAX 580-436-4024 Attn: Dr. Shelli Sharber
Agreement for Supervised Practicum in Library Media

Students Name:	**ECU ID #**
Address:	**City:**
Preferred Phone:	
Work Phone:	**Email:**
Starting Date of Practicum:	**Tentative Ending Date:**
Practicum School Name:	**Grade Levels Served:**
School Address:	**City:**

Name and Title of School Administrative Contact:
Phone Number of School Administrative Contact:
Email for School Administrative Contact:
Is the student employed as the school LMS under a waiver from the Oklahoma State Department of Education?   Yes   No   (circle one)

Site:
- Responsible for policies and procedures under which practicum student works.
- Approves cooperating Library Media Specialist to supervise practicum student while completing assigned activities and the time to assist in completing them.

Cooperating LMS:
- Agrees to provide individual face-to-face supervision to practicum student.
- Agrees to evaluate the practicum student at the conclusion of the practicum utilizing the form provided.
- Agrees to assist the student as the practicum activities are completed.

Student:
- Agrees to complete a minimum of 40 clock hours of service under supervision.
- Agrees to complete a running log of hours and activities. Logs must be signed by the cooperating LMS and submitted at the conclusion of the practicum.
- Agrees to complete the assigned practicum activities and cooperative lesson plan as described in course syllabus.
- Agrees to schedule an onsite visit with the university supervisor at the practicum site during the semester.

University Supervisor
- Agrees to provide student with log sheets.
- Agrees to provide student with necessary practicum forms.
- Agrees to provide student with supervision during the semester enrolled in practicum.
- Agrees to make one on-site visit to meet with student during practicum.

We agree to enter into the practicum agree detailed above.

_____

Signature Practicum Student   **Date**

_____

Signature School Administrator   **Date**

_____

Signature Cooperating Library Media Specialist   **Date**

_____

Signature University Supervisor   **Date**

EAST CENTRAL UNIVERSITY
COLLEGE OF EDUCATION AND PSYCHOLOGY
PRACTICUM COOPERATING LIBRARY MEDIA SPECIALIST INFORMATION FORM

We ask your assistance in completing this information for the college data base. This information will be used by the program for certification reports and for candidate information for practicum placement. Thank you for your assistance.

The College of Education and Psychology
East Central University
1100 E. 14th Street, PMB J-6
Ada, OK 74820-6999
Fax: 580-436-4024 Attn: Dr. Shelli Sharber

Name:	Title:
School Name:	**School Address:**
School City:	**Email:**
Work Phone:	**Fax Number:**
Degree's Earned:	**University:**

Professional Experience:
State/National Credentials:
Scholarship/Leadership Activities **(last three years):**
Number of years as **Library Media Specialist**   Oklahoma Certified LMS?   Yes   No   (circle one)

Library Media Practicum form - LOG OF ACTIVITIES

School Library Media Practicum

Candidate's Name & ID: _____ **Semester:** _____

DATE	HOURS	DESCRIPTION OF ACTVITY	SUPERVISOR
Total hours			

Student signature   **date**

Supervisor signature   **date**

LIBRARY MEDIA FIELD SUPERVISORS EVALUATION SURVEY

Department of Education
School Library Media Practicum Rubric

Student Name				
Date:		Cooperating LMS/Principal:_____	School:	

A 5 (Target) on the rubric demonstrates *distinguished competence* in response to the standard observed during the practicum.
A 3 (Meets Standard) on the rubric demonstrates *accomplished competence* in response to the standard during the practicum.
A 1 (Little Evidence) on the rubric demonstrates *competence* in response to the standard during the practicum.
Please provide feedback regarding specific observations or concerns in the bottom section of this form.

	Little Evidence (1 point)	Meets Standard (3 points)	Target (5 points)	Points Earned
I. Teaching for Learning	· **Demonstrate an understanding of learners and learning** or of instructional strategies and resources that support the AASL Standards for the 21st-Century learner; **Collaborate with other professionals** in support of curriculum and/or professional development.	**Demonstrate a knowledge of learners and learning** by collaborating with other educators to design instruction that supports the learning styles, needs, interests and abilities of all students; · **Deliver instruction and develop assessments that make use of a variety of instructional strategies** and information resources to develop and enhance the multiple literacies of P-12 students; · **Gain an awareness of and participate in professional learning activities** related to library and information use to ensure all members of the learning community become effective users of ideas and information; · **Integrate emerging technologies into instruction** that reinforce the skills, dispositions, responsibilities, and self assessments in AASL Standards for the 21st-Century Learner and state standards that support student achievement.	**Model and promote a knowledge of learners and learning** by designing and delivering inquiry-based information literacy instruction that enhances the information, media, visual and technical literacies of P-12 students; · **Integrate emerging technologies** into a variety of instructional strategies to support the diverse learning styles, interests, and ability of all students to inquire, think critically, and gain and create knowledge; · **Collaborate with educators and other stakeholders** in professional development activities involving curriculum development and school improvement processes in support of student achievement.	
II. Literacy and Reading	· **Promote or support reading** through the use of literature; · **Direct reading instruction** or **collection development** that meets the needs of all readers	· **Promote reading** through a wide range of reading materials in multiple formats for both children and young adults that encourage reading for information, leasure and life-long learning; · **Collaborate with other educators** to reinforce classroom reading instruction through the use of a variety of reading strategies that enhance P-12 students' ability to create meaning from text; · **Develop a collection** of reading resources that promotes reading for enjoyment and meets the diverse information needs and interests of all readers.	· **Promote reading for children**, young adults and other education professionals through the use of high-quality and high-interest literature in print and digital formats that reflect the diverse developmental, cultural, social and linguistic needs of their P-12 students and communities; · **Use authentic and engaging instructional strategies** that reinforce classroom reading instruction in support of lifelong learning and to build an appreciation for literature in support of personal and creative pursuits of P-12 students and other members of the school community.	
III. Information and Knowledge	· **Design services or instruction that supports equitable access to information** in an efficient and ethical manner by P-12 students and other members of their school and community.	**Implement flexible and equitable access to** print and digital **information resources** by diverse members of the school community by reducing barriers to resources and services; · **Collaborate with other educators** to design and deliver instruction that enhances P-12 students' ability to ethically and efficiently access, evaluate and use information; · **Integrate current and emerging technologies** into instruction in support of inquiry, learning, creating and communicating information in a digital society; · **Use evidence-based practice methods** to collect, interpret and use data from research to improve practice in school libraries.	· **Ensure open and equitable access to information** by collaborating with all members of the school community to develop solutions to physical, social and intellectual barriers to resources and services in school libraries; · **Model and promote efficient and ethical information seeking behaviors** through the design and delivery of authentic and relevant learning experiences for P-12 students, teachers and administrators in professional learning communities; · **Enhance access to information for P-12 students** and other members of their schools and communities through the use of current and emerging technologies that support the access, interpretation and communication of information; Use a variety of research strategies to create new knowledge and improve practice in school libraries.	
IV. Advocacy and Leadership	· Positively and productively direct or **advocate for a school library program** within their school and community.	· **Advocate for dynamic school library programs** and build positive learning environments by articulating the role of the school library program's impact on student achievement; · **Develop professional development activities** that enhance the awareness of school library programs, resources and services for students, other educators and community stakeholders; · **Network with school librarians**, other information professionals, and agencies to establish cooperative initiatives that encourage resource sharing and access to information; · **Articulate the value of professional organizations** and develop plan for ongoing professional growth.	· **Advocate for strong school library programs** by designing and leading professional development opportunities that clearly articulate the impact of a school library program's resources, services and programming on student academic achievement; · **Become active contributors in education** and information professional organizations and use publications, conferences, and virtual professional development experiences and opportunities to engage in social and intellectual networks that address best practice in school libraries; · Use research and other evidence-based data and information to **contribute to and lead school improvement** and professional development initiatives.	
V. Program Management and Admin	· **Manage resources, services and programming in support of the diverse needs of P-12 students**; · **Acknowledge and understand the ethical principles and standards of their profession**.	· **Evaluate, manage and organize school library** print, non-print and digital **collections** to support the school's mission of teaching and learning; · **Base** professional and program **decisions on current standards** and the ethical codes and principles of education and information professions; · Develop, manage and organize library collections, policies and procedures to **ensure open access to school library resources and services**; · **Use data and information to evaluate and communicate how the school library program meets the needs of diverse P-12 student communities**.	· **Design, direct, and promote strong school library programs** with resources, services, policies, procedures, and programming that are clearly aligned with the school's mission and that supports the ethical principles and current standards of their profession; · **Articulate and model the responsibilities of digital citizenship regarding intellectual freedom, intellectual property, and the right to privacy**; · **Provide access to** print, non-print and digital **collections** that support and enhance instruction and reflect the needs and interests of their diverse P-12 students, school and community; · **Manage**, organize and evaluate school library physical resources (**facilities**), fiscal resources (**budgets**), and human resources (**personnel**) to ensure the school library program recognizes, celebrates and advocates for the curricular, personal and professional needs of all stakeholders.	
Upon completion, please email this form to Shelli Sharber, PhD, Library Media Program Coordinator, ssharber@ecok.edu			**Total Points Earned**	**0**
feedback/comments:				