

Cameron University



Educator Preparation GRADUATE HANDBOOK 2022-2023

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Content subject to change in order to reflect changes in the Educator Preparation Graduate programs.

Cameron University Educator Preparation Program

Cameron University offers an M.Ed. in Education with concentrations in Literacy (does not lead to certification as a reading specialist), Special Education (may be completed in conjunction with special education boot camp for certification), and Teaching & Learning (recommended for those seeking or holding alternative certification). Cameron also offers an M.Ed. in Reading and an M.S. in Educational Leadership.

All graduate degree programs are accredited by the Office of Educational Quality and Accountability (OEQA) and the Council for the Accreditation of Educator Preparation (CAEP).

Mission

We believe that competent, caring, and committed educators are successful in their careers. Educators who are *competent* use pedagogical and content knowledge to support learning for all, provide instruction based on standards and student needs, and use assessment and strategies for active engagement so that all can learn. Educators who are *caring* are responsive to individual needs and create learning environments that promote positive social interactions and motivation. Educators who are *committed* collaborate with others by using effective communication skills while being reflective decision makers and lifelong learners who are willing to change in order to continuously improve. We believe that all of these qualities are fostered through standards-based coursework with coordinated field experiences.

Conceptual Framework

Educator Preparation at Cameron University is dedicated to producing COMPETENT, CARING, and COMMITTED educators who can successfully work with diverse students.



An educator who is COMPETENT displays the following dispositions:

- Reflectiveness
- Willingness to learn

An educator who is CARING displays the following dispositions:

- Advocating for the learning of all children
- Empathy
- Open-mindedness

An educator who is COMMITTED displays the following dispositions:

- Positive attitude
- Integrity
- Dedication
- Confidence

Program Objectives

M.Ed. in Education

The program objectives for the Master of Education in Education program include the following:

- develop and deliver curriculum based on theoretical foundations of the discipline
- analyze, utilize, and conduct research critically
- identify developmental and individual differences and adjust practices accordingly
- monitor and assess pupil learning
- demonstrate the use of technology in support of teaching and learning
- reflect upon and evaluate his/her own practices

M.Ed. in Reading

The program objectives for the Master of Education in Reading program focus on the knowledge, skills, and dispositions for reading specialists as outlined in the 2010 standards of the International Literacy Association (ILA).

- Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
- Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
- Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
- Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
- Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
- Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

M.S. in Educational Leadership

The mission of the educational leadership program is to create a community of lifelong learners and inquiring scholars who are prepared school leaders serving the educational enterprise. All candidates should be able to

- collaboratively facilitate the development, articulation, implementation, and stewardship of a shared school vision of learning;
- sustain a school culture and instructional program conducive to student learning;
- ensure the management of the school organization, operation and resources;
- collaborate with faculty and community members, respond to diverse community interests and needs, and mobilize community resources on behalf of the school;
- act with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success; and
- understand, respond to, and influence the larger political, social, economic, legal, and cultural context.

Specialized Professional Association (SPA) Standards

Course content, assignments, and rubrics are aligned to the standards of the appropriate specialized professional association (SPA) as indicated below.

M.Ed. in Education – Core Courses

National Board for Professional Teaching Standards (NBPTS)
<http://www.nbpts.org/five-core-propositions>

M.Ed. in Education – Special Education

Council for Exceptional Children (CEC)
<http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards>

M.Ed. in Reading

International Literacy Association (ILA)
<https://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals>

M.S. in Educational Leadership

National Policy Board for Education Administration
<http://npbea.org/nelp/>

Graduate Council

The Graduate Council includes representatives from all Cameron graduate programs spanning several university departments and serves as the principal governing and appellate committee for all issues pertaining to graduate education at Cameron University. Council functions include but are not limited to:

- oversight of graduate curriculum
- graduate faculty selection and retention
- student matriculation and retention
- in cooperation with the academic disciplines, strategic planning for graduate education
- appeals of grades, suspension and dismissal

Certification

Cameron University will only recommend graduate candidates for Oklahoma state certification in reading specialist and school principal after candidates have completed all required coursework/degree requirements along with additional state certification requirements. For details about the state requirements, please consult the Oklahoma State Department of Education.

After completing certification and/or degree requirements in one of the aforementioned areas, complete an Oklahoma application for certification and bring it along with supporting documents—e.g. official transcript with degree or coursework posted and passing Oklahoma Subject Area Test (OSAT) scores—to the Teacher Certification Specialist. Only candidates who request they be recommended for certification will be processed.

Graduate candidates who complete the special education boot camp will become certified through the Oklahoma State Department of Education directly.

Oklahoma State Certification Tests

Candidates who wish to be recommended for certification in special education, reading specialist, or school principal must pass the appropriate Oklahoma Subject Area Test (OSAT). All certification tests are required to be taken on the computer. Computer-based testing (CBT) for these tests is available at Pearson Professional Centers in Lawton, Chickasha, and across the nation. Candidates who need to retake a test must wait 60 days before retaking the same test.

The tests will contain both multiple choice type items and constructed response items. Constructed response items are like essay questions.

Information about the tests is available in the Teacher Certification Specialist's office and posted on nearby bulletin boards.

Test Registration & Information: <http://www.ceoe.nesinc.com/>

Program Admission & Transition Points

Admission to a graduate program in the Department of Education is separate from admission to Cameron University's graduate school.

Cameron University's education graduate programs have gates, or transition points, through which candidates must pass before they may continue in the program. All program transition points include Program Admission, Midpoint, and Program Completion. The M.S. in Educational Leadership has an additional transition point at Entry to Internship.

All candidates must meet all criteria at each transition point to continue in the program. In the event that one or more criteria are not met, a plan of improvement outlining remediation will be developed in accordance with the Plan of Improvement policy.

The criteria for each gate are listed on the following page.

Cameron University Education Graduate Programs – Transition Points (rev. 8/21)

	M.Ed. in Education (Literacy)	M.Ed. in Education (Teaching & Learning)	M.Ed. in Education (Special Education)	M.Ed. in Reading	M.S. in Educational Leadership
Gate 1: Program Admission (not to be confused with admission to Cameron University)	<ul style="list-style-type: none"> • Minimum undergrad or grad GPA of 3.0 or master's or doctorate from regionally accredited university • Valid teaching certificate <u>or</u> Passing scores on OGET* & OSAT • Two (2) passing recommendations 	<ul style="list-style-type: none"> • Minimum undergrad or grad GPA of 3.0 or master's or doctorate from regionally accredited university • Valid teaching certificate (emergency, boot camp, or standard) • Two (2) passing recommendations 	<ul style="list-style-type: none"> • Minimum undergrad or grad GPA of 3.0 or masters or doctorate from regionally accredited university • Qualifying teaching certificate • Two (2) recommendations 	<ul style="list-style-type: none"> • Minimum undergrad or grad GPA of 3.0 or masters or doctorate from regionally accredited university • Qualifying teaching certificate • Proof of one year's teaching experience • Two (2) passing recommendations by school admin or certified faculty 	
Gate 2: Midpoint (completion of 18 hours)	<ul style="list-style-type: none"> • Minimum GPA of 3.0 • Passing score on midpoint portfolio check • Passing dispositional assessments from two departmental faculty members from whom candidate has taken graduate courses within first 18 hours • Completion of EDUC 5100 seminar 			<ul style="list-style-type: none"> • Minimum GPA of 3.0 • Passing score on midpoint portfolio check • Passing dispositional assessments from two departmental faculty members from whom candidate has taken graduate courses within first 18 hours • Completion of EDUC 5100 seminar 	<ul style="list-style-type: none"> • Minimum GPA of 3.0 • 10 hours of field experiences • Passing score on the midpoint portfolio check • Passing dispositional assessments from two program faculty • Completion of EDUC 5100 seminar
Gate 3: Program Completion	<ul style="list-style-type: none"> • Minimum GPA of 3.0 • 25 hours of field experience • Passing score on Analysis of Growth paper • Passing score on exit-program portfolio • Passing dispositional assessment from one faculty member specializing in the field • Completed Exit Survey 			<ul style="list-style-type: none"> • Minimum GPA of 3.0 • 25 hours of field experience • Passing score on Analysis of Growth paper • Passing score on exit-program portfolio • Passing dispositional assessment from one faculty member specializing in the field • Completed Exit Survey 	<ul style="list-style-type: none"> • Minimum GPA of 3.0 • 150 hours of field experiences • Passing score on internship evaluations • Passing score on exit-program portfolio • Passing dispositional assessment from one program faculty • Completed Exit Survey
Additional Gate: Admission to Internship	N/A				<ul style="list-style-type: none"> • Minimum GPA of 3.0 at time of application to Internship • Minimum 6 hours of MSEL coursework • Written Internship request

*Graduate candidates are expected to maintain a minimum 3.0 GPA for the duration of the program.

Cameron University
M.Ed. in Education / M.Ed. in Reading
Actions to Take During Your Program
(transition points)

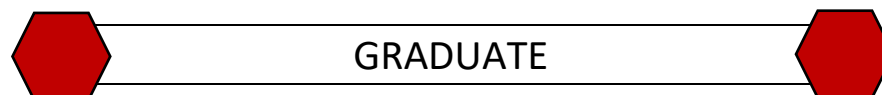
- Meet with Graduate Coordinator
- Submit program admissions documentation
 - GPA
 - Teaching Certificate (or test scores as applicable)
- Submit Recommender Contact Information form
 - Receive positive recommendations
- Enroll in up to 12 hours



- Submit Midpoint Disposition Form
 - Pass disposition check
- Initiate Midpoint Portfolio Check
 - Pass portfolio check
- Enroll in no more than 18 hours



- Complete coursework
- Submit Final Disposition Form
- Initiate Final Portfolio Check
- Complete Analysis of Growth paper by required deadline
- Complete Exit Survey



Cameron University
M.S. in Educational Leadership
Actions to Take During Your Program
(transition points)

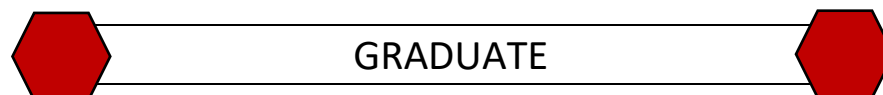
- Meet with Graduate Coordinator
- Submit program admissions documentation
 - GPA
 - Teaching Certificate
 - Proof of Teaching Experience
- Submit Recommender Contact Information form
 - Receive positive recommendations
- Enroll in up to 12 hours



- Submit Midpoint Disposition Form
 - Pass disposition check
- Initiate Midpoint Portfolio Check
 - Pass portfolio check
- Enroll in no more than 18 hours



- Complete coursework
- Submit Final Disposition Form
- Initiate Final Portfolio Check
- Complete Exit Survey



Policy/Procedure for Course Verification Letters for OKSDE

In the event that a student needs a letter from Cameron University verifying coursework to the Oklahoma State Department of Education, the following procedures should be followed. Cameron University will not send a letter directly to the state department – signed letters will be scanned and emailed to the requestor so that they may submit the letter to the state.

- All requests must be made by email to ckeller@cameron.edu.
- The request should include name, certification pathway, and Cameron University student id number. Each certification pathway requires different information to be included in the letter so identifying the pathway is vital.
- Courses cannot be verified until final grades have been verified by the registrar's office.
- Because an official transcript must be checked as part of the request, all holds affecting transcripts must be lifted prior to the request being processed.
- Please allow at least one week for processing a request.

Posting of Final Degrees

Cameron University degrees are only posted to student transcripts within two weeks of the last day of the semester. For this reason, all transition point requirements must be completed prior to the last day of the semester. December graduates must have everything completed in early December; May graduates in early May; and July graduates at the end of July.

Dispositions

Cameron University has identified nine dispositions that are vital for educators to demonstrate in any role they play. These dispositions are aligned with Cameron's conceptual framework of developing caring, competent, and committed educators.

Throughout the graduate education programs, Cameron University candidates are expected to demonstrate these dispositions both in the university classroom and out in the field. Candidate dispositions will be formally assessed at program transition points/gates and informally assessed during courses and field experiences.

In the event that a candidate receives an unsatisfactory dispositional assessment, a plan of improvement will be developed in accordance with the Plan of Improvement policy.

Dispositions with Indicators

Caring

1. Advocating for the learning of all children
(Social justice/Doing the right thing/ Servant leadership)
2. Empathy
(Kind/Compassionate/Nurturing/Positive view of others)
3. Open-mindedness
(Growth mindset re: others/Non-judgmental)

Competent

4. Reflectiveness
(Is a reflective decision-maker)
5. Willingness to learn
(Growth mindset re: self/Eagerness to learn/Open to feedback/Lifelong learning/Use of technology)

Committed

6. Positive attitude
(Optimism)
7. Integrity
(Honesty/Consistency of character)
8. Dedication
(Passion/Grit/Goal-orientation)
9. Confidence*
(Self-efficacy)

Disposition Passing Scores

For graduate admissions, passing means scores of 2 or better in at least seven categories, including Integrity & Willingness to Learn, with a score of 1 allowed in no more than two categories, not including those mentioned previously. Any score of 1 requires a Plan of Improvement and remediation upon entry to the program.

For all subsequent dispositional assessments at both the undergraduate and graduate level, passing means scores of 3 or better in at least six categories with a score of 2 allowed in no more than three categories. Scores of 1 will be considered not passing and will result in remediation documented in a Plan of Improvement.

Dispositions Rubric

	Needs Improvement	Developing	Satisfactory	Target
Advocating for the learning of all children (Social justice/Doing the right thing/ Servant leadership)	Does not understand that being a child advocate is a part of being an educator	Is aware that students need someone to stand up for their interests	Works in the best interest of own students	Makes a concerted effort to challenge negative attitudes or practices to serve all students
Empathy (Kind/Compassionate/ Nurturing/ Positive view of others)	Appears to be unaware of others' behavior	Appears to be aware of others' behavior	Acknowledges that actions may impact others; Treats others with kindness	Considers others' perspectives before taking action; Treats others with compassion
Open-mindedness (Growth mindset re: others/Non-judgmental)	Acts as though everyone should think and act the same	Acknowledges that others may think differently	Accepts beliefs and ideas that are different from own	Meets others where they are and works to help them improve
Reflectiveness (Is a reflective decision-maker)	Does not connect outcomes to own behavior	Reflects on experiences, new knowledge, and actions when prompted	Reflects on experiences, new knowledge, and actions in an independent way	Reflects on experiences, new knowledge, and actions in an independent way; Revises decisions based on reflections
Willingness to learn (Growth mindset re: self/ Eagerness to learn/Open to feedback/ Lifelong learning/Use of technology)	Resists feedback; Avoids activities that push boundaries or comfort levels	Accepts feedback with some reluctance; Accepts that some experiences will push boundaries or comfort levels	Sees value in receiving and eagerly welcomes feedback; Responds positively to experiences that push comfort level	Actively seeks out feedback and continued learning; Seeks out experiences that push comfort level
Positive attitude (Optimism)	Generally displays a pessimistic attitude	Displays a pessimistic attitude more than an optimistic attitude	Generally displays an optimistic attitude	Uses positive attitude in a way to influence others
Integrity (Honesty/ Consistency of character)	Displays dishonesty in interactions with others	Is honest in interactions with others	Displays high standards of honesty, integrity, and confidentiality with others	Can be counted on to hold the highest standards of honesty, integrity, and confidentiality; Takes a leadership role in this area with others
Dedication (Passion/Grit/ Goal-orientation)	Gets frustrated when progress toward goals is slow or goals need to change; Doesn't put effort into tasks and sometimes doesn't complete them	Actively tries to stay on path toward goals; Puts effort into most tasks	Stays on path toward goals and understands that progress is more important than perfection; Puts strong effort into all tasks	Anticipates obstacles on the path toward goals and works to maintain progress; Puts maximum effort into everything related to teaching
Confidence (Self-efficacy)	Lacks the confidence to complete basic tasks at the university and in the field	Takes the path of least resistance	Maintains beliefs and practices in the best interest of own students	Maintains beliefs and practices in the best interest of all students in face of adversity

Education Portfolio AKA Chalk & Wire

All graduate candidates must develop a portfolio to document accomplishments, learning, and strengths related to the standards and outcomes established by the Office of Educational Quality and Accountability, the Oklahoma State Regents for Higher Education, the Oklahoma State Department of Education, and the institution. For purposes related to institutional accreditation, the portfolio presents evidence that the institution is providing initial, on-going, and focused opportunities leading to student achievement of standards and outcomes determined by the aforementioned groups.

It is the policy of Cameron University that all graduate education candidates, including those transferring coursework from other institutions, shall submit required artifacts in Chalk & Wire for all courses which are assessed as meeting appropriate program standards on the schedule specified in the graduate transition point requirements.

Education Portfolio Philosophy

Faculty define a portfolio as a collection of documented, credible and tangible artifacts that chronicle the accomplishments of candidates throughout their graduate program. The portfolio illustrates the diverse range of experiences and learning opportunities provided to candidates throughout their programs. The portfolio documents candidates' growth toward meeting Specialized Professional Association (SPA) standards. The portfolio development process allows graduate candidates to produce evidence of their growth as they critically reflect on their own learning as well as that of the students and colleagues with whom they work.

Creation of the portfolio in web-based format gives candidates the flexibility to develop and include multi-dimensional artifacts. Transition points established for candidate portfolio review and assessment give candidates feedback on their progress in becoming competent, caring, and committed educators. The portfolio serves as documentation of authentic faculty assessment and a tool for program improvement.

Graduate portfolios are built around required and elective coursework with rubrics aligned with Cameron University's conceptual framework and SPA standards.

Portfolio Management Software – Anthology

The Department of Education has elected to use the services and resources of Anthology Portfolio to deliver an electronic portfolio management system to faculty and teacher candidates.

Portfolio Policies & Procedures

- All education graduate students at Cameron University are required to develop an electronic portfolio. Those who are non-degree seeking may apply for a waiver to submit their portfolio assignments outside of the Anthology/Chalk & Wire electronic portfolio.
- The portfolio will be built within the framework of the Anthology software. Initial training for the use of the software will be provided by the department, but it is the candidate's responsibility to maintain and manage the portfolio appropriately.

- A code to access the Anthology software that powers CU's Chalk & Wire portfolio must be purchased from the Cameron University Bookstore as a one-, two-, or three-year subscription. The portfolio must be active for each semester of education program coursework. Portfolio renewal codes are only available from the bookstore. **Because the bookstore is open limited hours, it is strongly recommended that you login and check your expiration date at the beginning of each semester to insure that your portfolio remains active for all assignment due dates.**

- Training in the use of the software will be provided by department faculty during classes, but it is the candidate's responsibility to maintain and manage the Chalk & Wire portfolio appropriately.
- The portfolio is comprised of required artifacts and reflections. Every artifact must be created by the candidate and be accompanied by a reflection unless the artifact itself is a reflection.
- Instructors will provide the opportunity for candidates to develop artifacts which demonstrate their progress in attaining the required standards. Candidates will have assigned artifacts from their coursework to include in their portfolios. Artifacts will be the original work of graduate candidates, not material copied from other sources. Artifacts should demonstrate the candidate's best work at the time of assignment.
- Portfolio artifacts, forms, and standards which may be required for a specific course must be submitted to instructors for scoring during the semester in which the course is taken. Instructors may include specific dates for submitting portfolios, portfolio artifacts, forms, and standards in their course syllabus.
- Graduate students must receive a passing score on each Chalk & Wire artifact and reflection in order to receive a passing score for the course for which it is required. Candidates who do not receive a passing score will be given an incomplete for the course until a passing score is achieved.
- To advance through the program, candidates must satisfactorily pass portfolio checks at required program transition points.
- Once an artifact has been entered in the portfolio and assessed by an instructor, the artifact must remain in the portfolio.

Portfolio Frequently Asked Questions

Q. How do I obtain a Chalk & Wire Account?

A. You may purchase an initial license or an annual subscription renewal for the Anthology software at the Cameron University Bookstore at any time. One-, two-, and three-year licenses are available.

Q. Where can I learn how to use Chalk & Wire?

A. Student tutorials and other support services are available on Blackboard and within the Anthology software. The login page is: <http://chalkandwire.com/cameron/> as of June 2021.

Q. Can I access my account and portfolio on any computer at any location?

A. Yes. The Anthology software is completely web-based and can be reached from any computer or device. As of June 2021, there is not a smartphone app.

Q. When are the artifacts I prepare for class assignments required to be uploaded to my portfolio for assessment by my instructors?

A. Your portfolio artifacts will be assessed by your instructors prior to the completion of any course which is part of your program plan of studies.

Q. Is the assessment of my portfolio directly related to the grades I receive in my courses?

A. Not directly. A course cannot be considered complete until the portfolio assessment is made by the instructor. Course grades, on the other hand, are determined by the assignment rubrics and grading protocol found in the course syllabus.

Q. Will I be able to resubmit documents for re-assessment in Chalk & Wire after they have been evaluated by my instructors?

A. Yes—in the case of a score that is not passing; No—in the case of simply wanting a higher score. If a candidate does not receive a passing score on the artifact rubric and/or the reflection rubric, the artifact/reflection must be resubmitted and rescored until it does receive a passing score on the appropriate rubric. This should be done during the semester the course is taken or as agreed upon by instructor and candidate. Artifacts or reflections that have already received a passing score will not be re-scored.

Q. Can I include additional artifacts in my portfolio besides those that are required?

A. Yes, artifacts may be added to the portfolio at any time.

Q. Will my instructors or other university staff members have access to, or modify the contents of my portfolio?

A. No. Candidates are the owners of their portfolios. No one—other than the system administrator, and then only for managing technical issues—will have access to, or modify, the files uploaded to the electronic portfolio.

Q. I'm a transfer candidate. Do I still have to meet portfolio requirements?

A. Yes, transfer candidates still must complete portfolio assignments. All assignments from courses transferred in will be scored by the curriculum committee.

Q. If I get stuck while working on Chalk & Wire, who can I contact?

A. Tiffany Hamilton serves as Cameron's Chalk & Wire help desk. She can help with using the portfolio, but you'll need to get all access codes through the bookstore. You can reach Tiffany by email at thamilton@cameron.edu or by calling the Department of Education office 581-2320. Please allow a reasonable amount of time for her to respond to any questions – and don't wait until the last minute and end up stuck!

Q. If I want to use student information or images in my class assignment documents, should I obtain parental permission before I include that information in my portfolio artifacts?

A. Yes. While only those officials and colleagues who have a need to know will have access to the artifacts in the portfolio, do not make written references to, or use images of, students without first obtaining a release from parents giving permission to include those names or images in your documents.

Artifact & Reflection Submission/Resubmission Policy

Students are required to submit a passing portfolio artifact(s) and reflection(s) for education courses in Chalk & Wire. Each artifact and reflection must be assessed by the course professor during the semester that the student is enrolled in the education course. If a student does not receive an overall passing score (typically a score of 3 unless specified otherwise on the course syllabus) on the artifact rubric and/or the reflection rubric, the artifact/reflection must be resubmitted and rescored until it DOES receive an overall passing score on the appropriate rubric. This should be done during the semester the course is taken or as agreed upon by instructor and student.

Courses Transferred from other Colleges/Universities

Candidates transferring courses from other colleges/universities should be able to meet required standards through the portfolio using work completed in the class that is being transferred. It is not the intent that transfer candidates will have to complete a new assignment identical to Cameron's, but rather that candidates will meet the expected level of competence through a previously completed assignment. Candidates with transfer work will be referred by the graduate advisor to the chair of the departmental curriculum committee who will assign an instructor to work with the candidate to identify or create an artifact that will fulfill the necessary standards for that course. The candidate will then submit the artifact and reflection in Chalk and Wire for that instructor to assess.

Failure to Submit Artifacts/Reflections in a Timely Fashion or Failure to Pass the Chalk & Wire Assessment

If a student has failed to submit or pass the required artifact/reflection during the course, he/she will receive the consequence listed in the course syllabus. Submission of required artifacts/reflections *after* course completion may result in delay of the student teaching semester OR delay of graduation. Late artifacts/reflections should be submitted to the Chair of the Curriculum Committee. Allow at least 4 weeks for assessment and notification. Should the late artifact or reflection not pass the Chalk & Wire assessment by the Curriculum Committee, it will need to be resubmitted until it does pass. Failure to receive a passing score may delay the student teaching semester or graduation.

Resubmission of passing artifacts/reflections

Resubmission of passing artifacts/reflections is permitted for inclusion in the student's Chalk & Wire portfolio but *passing* artifacts/reflections will not be scored again by any member of the education faculty for any reason.

Portfolio Assignments for M.Ed. in Education – Literacy

The number in parentheses refers to the Chalk & Wire rubric number.

Analysis of Growth Paper

Analysis of Growth Rubric M.Ed. (206)

EDUC 5103 Graduate Research

M.Ed Artifact Reflection Rubric (103)

EDUC 5103 (Graduate Research) Observation Rubric (212)

EDUC 5103 Field Hours Observation Rubric (335)

EDUC 5103 Research Literature Review (350)

EDUC 5143 Multiculturalism & American Education

M.Ed Artifact Reflection Rubric (103)

EDUC 5143 Observation Assignment Rubric (153)

EDUC 5143 Annotated Bibliography Grading Rubric (357)

EDUC 5143 Field Hours Observation Rubric (336)

EDUC 5273 Advanced Tests and Measurement

EDUC 5273 Adv Tests & Measurements Impact Assign 2014 (392)

EDUC 5273 Adv Tests & Measurement Artifact Reflection (243)

EDUC 5273 Field Hours Observation Rubric (337)

EDUC 5333 Curriculum Development & Practicum

EDUC 5333/5343 Rubric for Elem/Sec Curriculum Dev & Prac (92)

M.Ed Artifact Reflection Rubric (103)

EDUC 5333/5343 Final Research Paper Rubric (157)

EDUC 5333/5343 Field Hours Observation Rubric (338)

EDUC 5913 Multimedia in the Classroom

EDUC 5913 Multimedia in the Classroom Rubric (344)

EDUC 5913 Multimedia Reflection Rubric (275)

EDUC 5603 Methods of Teaching Struggling Readers

M.Ed Artifact Reflection Rubric (103)

EDUC 5603 (non-majors) Methods of Teaching Reading in Classroom 2016 (479)

EDUC 5663 Teaching Reading in the Content Area

EDUC 5663 M.Ed. Artifact Reflection Rubric (236)

EDUC 5663 (non-majors) Teaching Reading in Content Area (356)

EDUC 5693 Advanced Child and Adolescent Literature

EDUC 5693 M.Ed. Artifact Reflection Rubric (482)

EDUC 5693 Advanced Child & Adolescent Literature (481)

EDUC 5723 Language and Literacy Development

EDUC 5723 Language & Literacy Rubric (2014) (393)

EDUC 5723 MEd Artifact Reflection Rubric (237)

EDUC 5743 Practicum in Literacy

M.Ed Artifact Reflection Rubric (103)

EDUC 5703 Graduate – Weekly Reflections Rubric (450)

EDUC 5703 Graduate Technology & Multiculturalism Lesson Plans (451)

EDUC 5773 Phonics, Word Study & Linguistics

EDUC 5773 Phonics, Word Study & Linguistics (483)

Portfolio Assignments for M.Ed. in Education – Special Education

The number in parentheses refers to the Chalk & Wire rubric number.

Analysis of Growth Paper

Analysis of Growth Rubric M.Ed. (206)

EDUC 5103 Graduate Research

M.Ed Artifact Reflection Rubric (103)

EDUC 5103 Graduate Research Observation Rubric (212)

EDUC 5103 Field Hours Observation Rubric (335)

EDUC 5103 Research Literature Review (350)

EDUC 5143 Multiculturalism & American Education

M.Ed Artifact Reflection Rubric (103)

EDUC 5143 Observation Assignment Rubric (153)

EDUC 5143 Annotated Bibliography Grading Rubric (357)

EDUC 5143 Field Hours Observation Rubric (336)

EDUC 5273 Advanced Tests and Measurement

EDUC 5273 Adv Tests & Measurements Impact Assign 2014 (392)

EDUC 5273 Adv Tests & Measurement Artifact Reflection (243)

EDUC 5273 Field Hours Observation Rubric (337)

EDUC 5333 Curriculum Development & Practicum

EDUC 5333/5343 Rubric for Elem/Sec Curriculum Dev & Prac (92)

M.Ed Artifact Reflection Rubric (103)

EDUC 5333/5343 Final Research Paper Rubric (157)

EDUC 5333/5343 Field Hours Observation Rubric (338)

EDUC 5913 Multimedia in the Classroom

EDUC 5913 Multimedia in the Classroom Rubric (344)

EDUC 5913 Multimedia Reflection Rubric (275)

SPED 5223 Adv Assessment and Evaluation in Special Education

SPED 5223 Assessment Portfolio 2013 (363)

SPED 5223 M.Ed Artifact Reflection Rubric (268)

SPED 5223 Determination Eligibility/Indiv Ed Plan 2013 (362)

SPED 5623 Functional Behavior Assessment and Intervention Study 2013 (365)

SPED 5263 Historical and Modern Foundations of Special Education

SPED 5263 Historical & Modern Foundations of Spec Ed 2013 (381)

SPED 5263 M.Ed Artifact Reflection Rubric (269)

SPED 5413 Instructional Methods for Stu w/Mild/Mod Disabilities

SPED 5413 Instr Methods Stu w Mild/Mod Disabilities 2013 (369)

SPED 5413 M.Ed Artifact Reflection Rubric (270)

SPED 5623 Practicum Mild/Moderate Disabilities

SPED 5623 Functional Behavior Assess & Intervention Study (365)

SPED 5623 Practicum: Mild/Moderate Disabilities (2013) (371)

SPED 5621-4 M.Ed Artifact Reflection (271)

Portfolio Assignments for M.Ed. in Education – Teaching & Learning

The number in parentheses refers to the Chalk & Wire rubric number.

Analysis of Growth Paper

Analysis of Growth Rubric M.Ed. (206)

EDUC 5103 Graduate Research

M.Ed Artifact Reflection Rubric (103)

EDUC 5103 Graduate Research Observation Rubric (212)

EDUC 5103 Field Hours Observation Rubric (335)

EDUC 5103 Research Literature Review (350)

EDUC 5143 Multiculturalism & American Education

M.Ed Artifact Reflection Rubric (103)

EDUC 5143 Observation Assignment Rubric (153)

EDUC 5143 Annotated Bibliography Grading Rubric (357)

EDUC 5143 Field Hours Observation Rubric (336)

EDUC 5273 Advanced Tests and Measurement

EDUC 5273 Adv Tests & Measurements Impact Assign 2014 (392)

EDUC 5273 Adv Tests & Measurement Artifact Reflection (243)

EDUC 5273 Field Hours Observation Rubric (337)

EDUC 5333 Curriculum Development & Practicum

EDUC 5333/5343 Rubric for Elem/Sec Curriculum Dev & Prac (92)

M.Ed Artifact Reflection Rubric (103)

EDUC 5333/5343 Final Research Paper Rubric (157)

EDUC 5333/5343 Field Hours Observation Rubric (338)

EDUC 5913 Multimedia in the Classroom

EDUC 5913 Multimedia in the Classroom Rubric (344)

EDUC 5913 Multimedia Reflection Rubric (275)

EDUC 5073 Advanced Methods in Teaching

EDUC 5073 Advanced Methods Research Paper (97)

EDUC 5073 Integrated Unit Rubric (98)

M.Ed Artifact Reflection Rubric (103)

Graduate Lesson Plan Rubric (115)

EDUC 5713 Advanced Foundations of Teaching & Classroom Management

M.Ed Artifact Reflection Rubric (103)

EDUC 5713 Classroom Management Plan Rubric (224)

EDUC 5523 Learning Theories (ELECTIVE)

EDUC 5523 Behavior Learning Theories (93)

EDUC 5663 Teaching Reading in the Content Area (elective)

EDUC 5663 M.Ed. Artifact Reflection Rubric (236)

EDUC 5663 (non-majors) Teaching Reading in Content Area (356)

SPED 5413 Instructional Methods for Students w/Mild/Mod Disabilities (ELECTIVE)

SPED 5413 Instr Methods Stu w Mild/Mod Disabilities 2013 (369)

SPED 5413 M.Ed Artifact Reflection Rubric (270)

EDUC 5523 Learning Theories (ELECTIVE)

EDUC 5523 Rubric-Behavior Learning Theories (93)

M.Ed Artifact Reflection Rubric (103)

EDUC 5523-Cognitive Learning Theories (226)

EDUC 5663 Teaching Reading in the Content Area (ELECTIVE)

EDUC 5663 M.Ed. Artifact Reflection Rubric (236)

EDUC 5663(non-majors) Teaching Reading in Content Area (356)

SPED 5413 Instructional Methods for Students w/Mild/Mod Disabilities (ELECTIVE)

SPED 5413 M.Ed Artifact Reflection Rubric (103)

SPED 5413 Instr Methods for Students w/Mild/Mod Disabil (369)

EDUC 5746, 5756, 5766, 5776 Internships

M.Ed Artifact Reflection Rubric (103)

Graduate Internship Weekly Reflections Rubric (195)

Internship Technology & Multicultural Lesson Plans (333)

EDUC 5703 Practicum in Teaching and Learning I

M.Ed Artifact Reflection Rubric (103)

EDUC 5703 Graduate-Weekly Reflections Rubric (450)

EDUC 5703 Grad Technology & Multiculturalism Lesson Plans (451)

Portfolio Assignments for M.Ed. in Reading

The number in parentheses refers to the Chalk & Wire rubric number.

Analysis of Growth Paper

Analysis of Growth Rubric M.Ed. Reading (245)

EDUC 5103 Introduction to Graduate Research

M.Ed Artifact Reflection Rubric (103)

EDUC 5103 Research Literature Review (350)

EDUC 5103 (Graduate Research) Observation Rubric (212)

EDUC 5103 Field Hours Observation Rubric (335)

EDUC 5603 Methods of Teaching Struggling Readers

EDUC 5603 M Ed Artifact Reflection Rubric (231)

EDUC 5603 Methods of Teaching Struggling Readers (2016) (478)

EDUC 5623 Theoretical Foundations of Reading

EDUC 5623 M Ed Artifact Reflection Rubric (232)

EDUC 5623 Theoretical Foundations Reading (2012) (348)

EDUC 5623 Theoretical Foundations of Reading (2016) (480)

EDUC 5633 Organization & Individualization of School Reading Program

EDUC 5633 M Ed Artifact Reflection Rubric (235)

EDUC 5633 Organization & Individualization of School Reading Programs (486)

EDUC 5643 Advanced Diagnosis of Reading Difficulties

EDUC 5643 M Ed Artifact Reflection Rubric (228)

EDUC 5643 Adv Diagnosis of Reading Difficulties (2011) (327)

EDUC 5653 Practicum in Reading I

EDUC 5653 M Ed Artifact Reflection Rubric (234)

EDUC 5653 Practicum in Reading I Rubric (2014) (394)

EDUC 5663 Teaching Reading in the Content Area

EDUC 5663 M Ed Artifact Reflection Rubric (236)

EDUC 5663 Teaching Reading in Content Area (2011) (329)

EDUC 5683 Practicum in Reading II

EDUC 5683 M Ed Reading Artifact Reflection Rubric (239)

EDUC 5683 Practicum in Reading II 2014 (395)

EDUC 5693 Advanced Studies in Adolescent & Children's Literature

EDUC 5693 Advanced Studies in Adolescent & Children's Literature (481)

EDUC 5693 M.Ed. Artifact Reflection Rubric (482)

EDUC 5723 Language & Literacy Development

EDUC 5723 M Ed Artifact Reflection Rubric (237)

EDUC 5723 Language & Literacy Rubric (2014) (393)

EDUC 5773 Phonics, Word Study & Linguistics (if applicable)

EDUC 5773 Phonics, Word Study & Linguistics (483)

Portfolio Assignments for M.S. in Educational Leadership

The number in parentheses refers to the Chalk & Wire rubric number.
This portfolio is in the process of being revised . . . so expect some changes!

EDUC 5303 Research and Technology for Educational Leadership
Research & Technology Paper (499)

EDUC 5203 Fund. of Administration
EDUC 5203 Fundamentals of Public School Administration Content Knowledge (474)
EDUC 5203 Fundamentals of Public School Administration Leadership Skills (475)

EDUC 5213 School Culture
EDUC 5213 School Culture 2015 Content Knowledge (452)
EDUC 5213 School Culture 2015 Leadership Skills (453)

EDUC 5223 Assessment of Personnel and Programs
Part I Assignment Evidencing Content Knowledge 2014 (390)
Part II Assignment Evidencing Skills 2014 (391)

EDUC 5233 Supervision of Instruction
EDUC 5233 Supv Curriculum & Instr Content Knowledge 2014 (408)
EDUC 5233 Supv Curriculum & Instr Leadership Skills 2014 (407)

EDUC 5243 Community and School Relations
Community & School Relations Project (498)

EDUC 5253 Legal Aspects of School Administration
Law & Ethics Case Study (497)

EDUC 5263 Public School Finance and Accounting
EDUC 5263 Pub Sch Finance & Accting Content Knowledge 2014 (405)
EDUC 5263 Pub Sch Finance & Accting Leadership Skills 2014 (406)

EDUC 5293 Resource Management
EDUC 5293 Part I Content Knowledge 2014 (386)
EDUC 5293 Part II Professional Leadership Skills 2014 (387)

EDUC 5283 Internship
MSEL Internship Reflections (496)

Analysis of Growth Paper

(M.Ed. in Education & M.Ed. in Reading only)

The Analysis of Growth (AOG) paper is a summary of the candidate’s learning and growth while in the M.Ed. in Education and M.Ed. in Reading programs and is submitted during the final semester of the program. In preparing to write the Analysis of Growth paper, candidates are encouraged to examine and reflect upon their experiences, feelings, thoughts, and personal strengths and weaknesses with regard to the following:

- all courses taken as part of the graduate program
- field experiences completed as part of the graduate program
- portfolio artifacts
- portfolio reflections
- specialized professional association (SPA) standards for the respective program

Submission

The Analysis of Growth paper must be uploaded to Chalk & Wire and submitted to your advisor. In order to receive your degree during a given semester, you must submit your AOG by the deadline listed below. These deadlines have been established to allow time for scoring and, if necessary, revisions to be completed and rescored. Failure to meet a given deadline will result in your degree being posted during the following semester.

Fall Semester	Spring Semester	Summer Semester
Wednesday before Fall Break (mid-October)	Friday before Spring Break (mid March)	Friday after July 4 th

Please consult the Cameron University Academic Calendar for exact dates.

Instructions

The completed analysis must address each of the fifteen (15) prompts included on the Analysis of Growth rubric, which follows. The paper should be a minimum of five (5) double-spaced pages. Consider the growth and transformation experienced while in the graduate program. Specific attention should be paid to the candidate’s knowledge and skills at the end of the program with adequate evidence given to support all conclusions. To ensure that adequate evidence is included, it is recommended that candidates write at least one-third page on each of the 15 prompts. Also for clarity, labeling the prompts is recommended.

Scoring

The Analysis of Growth paper is scored using the rubric. Scores are given for each of the eighteen criteria with a passing score being an overall average score of 3 or better on each section — “analysis” and “written English skills.”

Analysis of Growth Paper Rubric

Criteria	Does Not Meet (1)	Meets (3)	Exceeds (5)
ANALYSIS			
Content Knowledge			
1. Subject Matter			
2. Ability to explain concepts in professional / state / institutional standards			
Pedagogical Knowledge			
3. Knowledge of varied instructional strategies			
4. Knowledge of how to present in clear and meaningful ways			
5. Knowledge of and ability to integrate technology			
6. Knowledge of and ability to differentiate instruction to the varied backgrounds, prior knowledge, and ability levels of students			
Professional and Pedagogical Knowledge			
7. Ability to apply professional and pedagogical knowledge			
8. Consideration of school, family, community, and the prior experiences of students			
Dispositions			
9. Familiarity with expected dispositions			
Student Learning			
10. Knowledge of and ability to use varied, effective assessments			
11. Knowledge of and ability to use assessment results to improve practice			
12. Ability to help all students learn			
Diversity			
13. Understanding of the role and importance of diversity			
14. Ability to incorporate diversity			
SPA Standards			
15. Holistic personal development of the knowledge, skills, and dispositions outlined in the SPA standards for his/her respective area			
WRITTEN ENGLISH SKILLS			
16. Grammar			
17. Spelling			
18. Punctuation			
	<p>A response that is deserving of a score of "1" possesses any one of the following characteristics:</p> <ul style="list-style-type: none"> • The Analysis of Growth is less than 5 double-spaced pages in length. • The candidate fails to address the criterion altogether. • The candidate's response to the criterion is mostly or totally inaccurate, incorrect, inappropriate or unconvincing. • The candidate's response shows <u>no</u> evidence of knowledge, understanding or ability of the criterion. 	<p>A response that is deserving of a score of "3" possesses the characteristics listed below <i>which are applicable to the criterion</i>.</p> <p>The response <i>contributes</i> to an overall comprehensive Analysis of Growth paper by:</p> <ul style="list-style-type: none"> • referencing a specific time period in the program (entry, mid, exit). • providing evidence of the candidate's transformation throughout the program. <p>The response provides 1 example of:</p> <ul style="list-style-type: none"> • the growth, progress, knowledge or skill experienced by the candidate. • personal strengths, weaknesses, experiences, feelings, <u>or</u> thoughts. • how the candidate meets the criterion. • evidence to support conclusions made. • application. <p>The response:</p> <ul style="list-style-type: none"> • is a minimum of 5 double-spaced pages. • addresses the prompt in an indirect and/or partial manner. • demonstrates minimal reflection and thought. • references 1 artifact, or reflection, or other document found in the portfolio as evidence of meeting the criterion. 	<p>A response that is deserving of a score of "5" possesses the characteristics listed below <i>which are applicable to the criterion</i>.</p> <p>The response <i>contributes</i> to an overall comprehensive Analysis of Growth Paper by:</p> <ul style="list-style-type: none"> • referencing a specific time period in the program (entry, mid, exiting). • providing evidence of the candidate's transformation throughout the program. <p>The response provides 2 or more examples of, OR citations to support:</p> <ul style="list-style-type: none"> • the growth, progress, knowledge or skill experienced by the candidate. • personal strengths, weaknesses, experiences, feelings, <u>or</u> thoughts. • how the candidate meets the criterion. • evidence to support conclusions made. • application. <p>The response:</p> <ul style="list-style-type: none"> • is a minimum of 5 double-spaced pages. • addresses the prompt in a direct and thorough manner. • demonstrates extensive, in-depth reflection and thought. • references 2 or more artifacts, reflections <u>or</u> other documents found in the portfolio as evidence of meeting the criterion. <p>The response relates cited examples and other evidence to:</p> <ul style="list-style-type: none"> • field experiences as appropriate. • specific strategies, techniques, terminology or other concepts learned in the program as appropriate.
	<p>The average number of errors per page is 3 or more.</p>	<p>The average number of errors per page is 1-2.</p>	<p>There are no errors.</p>

Internship Site Supervisor Assessment (M.S. in Educational Leadership only)

	Approaching Standard “have a limited understanding”	Meets Standard “understand”	Exceeds Standard “apply their understanding”
Collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities (NELP 1.1)	Has a limited understanding of the role and importance of a school’s vision and mission as well as processes for evaluating and collaboratively developing a mission and vision.	Understands the role and importance of a school’s vision and mission as well as processes for evaluating and collaboratively developing a mission and vision.	Applies understanding to: 1) evaluate an existing mission and vision statement, 2) collaboratively design a school mission and vision that reflects a core set of values and priorities, and 3) develop a comprehensive plan for communicating the mission and vision.
Lead improvement processes (NELP 1.2)	Has a limited understanding of the process of continuous improvement and are knowledgeable of research on school improvement and implementation theory and research.	Understands the process of continuous improvement and are knowledgeable of research on school improvement and implementation theory and research.	Applies understanding to: 1) evaluate existing improvement processes, 2) design a collaborative improvement process that includes key components (i.e., data use, design, implementation, and evaluation), and 3) develop an implementation process that supports the components and goals of the improvement process.
Reflect on, communicate about, cultivate, and model dispositions and professional norms that support the educational success and well-being of each student and adult. (NELP 2.1)	Has a limited understanding of the role and importance of reflective practice and professional dispositions and norms that support the educational success and well-being of each student.	Understands the role and importance of reflective practice and professional dispositions and norms that support the educational success and well-being of each student.	Demonstrates the capacity to engage in reflective practice and cultivate, model, and communicate professional norms that support the educational success and well-being of each student and adult.
Evaluate, communicate about, and advocate for ethical and legal decisions. (NELP 2.2)	Has a limited understanding of ethical and legal decision making.	Understands ethical and legal decision making.	Demonstrates the capacity to evaluate the ethical dimensions of issues, analyze decisions in terms of established ethical frameworks, or communicate about and advocate for ethical and legal decisions.
Model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others. (NELP 2.3)	Has a limited understanding of ethical behavior and the importance of: 1) modeling ethical behavior in their personal conduct and relationships, and 2) cultivating ethical behavior in others.	Understands ethical behavior and the importance of: 1) modeling ethical behavior in their personal conduct and relationships, and 2) cultivating ethical behavior in others.	Can demonstrate the capacity to: 1) model ethical behavior in their personal conduct and relationships, and 2) cultivate ethical behavior in others.

	Approaching Standard “have a limited understanding”	Meets Standard “understand”	Exceeds Standard “apply their understanding”
Use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture. (NELP 3.1)	Has a limited understanding of the knowledge and theory on how to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.	Understands the knowledge and theory on how to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.	Can demonstrate the capacity to evaluate school culture, design and cultivate a supportive and inclusive school culture, develop strategies for improving school culture, and advocate for a supportive and inclusive school culture.
Evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student. (NELP 3.2)	Has a limited understanding of the knowledge and theory about how to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.	Understands the knowledge and theory about how to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success and well-being of each student.	Can demonstrate the capacity to: 1) evaluate sources of inequality and bias in the allocation of educational resources and opportunities, 2) cultivate the equitable use of educational resources and opportunities through procedures, guidelines, norms, and values, and 3) advocate for equitable access to educational resources and opportunities that support the educational success and well-being of each student.
Evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff. (NELP 3.3)	Has a limited understanding of the knowledge and theory to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.	Understands the knowledge and theory to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.	Demonstrates the capacity to: 1) evaluate the root causes of inequity and bias, 2) cultivate equitable, inclusive, and culturally responsive practice among teachers and staff, and 3) advocate for equitable practices among teachers and staff.
Evaluate, develop, and implement high-quality, technology- rich curricula, programs, and other supports for academic and non-academic student programs. (NELP 4.1)	Has a limited understanding of the knowledge and theory concerning how to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.	Understands the knowledge and theory concerning how to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.	Demonstrates the capacity to: 1) evaluate curricula and use of technology and other supports in academic and nonacademic systems, and 2) develop and implement high-quality, technology-rich, and coherent curricula programs and other supports for academic and non-academic student programs.
Evaluate, develop, and implement high-quality and equitable academic and non- academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school’s academic and non-academic systems. (NELP 4.2)	Has a limited understanding of the knowledge and theory concerning how to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school’s academic and non-academic systems.	Understands the knowledge and theory concerning how to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school’s academic and non-academic systems.	Demonstrates the capacity to: 1) evaluate coordination and coherence among the practices, resources, technologies, and services that support equity, digital literacy, and the school’s academic and nonacademic systems, and 2) develop plans and implementation strategies for improving the impact of academic and non-academic practices, resources, technologies, and services that support student learning.

	Approaching Standard “have a limited understanding”	Meets Standard “understand”	Exceeds Standard “apply their understanding”
Evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being. (NELP 4.3)	Has a limited understanding of the requisite knowledge and theory to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.	Understands the requisite knowledge and theory to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.	Demonstrates the capacity to: 1) evaluate the quality of formative and summative assessments of learning, 2) implement formal and informal culturally responsive and accessible assessments of student learning, 3) interpret data from formative and summative assessments for use in educational planning, and 4) cultivate teachers’ capacity to improve instruction based on analysis of assessment data.
Collaboratively evaluate, develop, and implement the school’s curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner. (NELP 4.4)	Has a limited understanding of requisite knowledge and theory to collaboratively evaluate, develop, and implement the school’s curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.	Understands requisite knowledge and theory to collaboratively evaluate, develop, and implement the school’s curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.	Demonstrates the capacity to: 1) engage faculty in gathering, synthesizing, and using data to evaluate the quality, coordination, and coherence of the school’s curriculum, instruction, technology, data systems, and assessment practices, 2) propose designs and implementation strategies for improving coordination and coherence among the school’s curriculum, instruction, technology, data systems, and assessment practices, and 3) use technology and performance management systems to monitor, analyze, implement, and evaluate school curriculum, instruction, technology, data systems, and assessment practices and results.
Collaboratively engage diverse families in strengthening student learning in and out of school. (NELP 5.1)	Has a limited understanding of the importance of and how to collaboratively engage diverse families in strengthening student learning in and out of school.	Understands the importance of and how to collaboratively engage diverse families in strengthening student learning in and out of school.	Demonstrates the capacity to develop processes for gathering information about families and family funds of knowledge, cultivating partnerships between staff and families, and fostering two-way communication with families.
Collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development. (NELP 5.2)	Has a limited understanding of the importance of and how to understand, collaboratively engage, and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.	Understands the importance of and how to understand, collaboratively engage, and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.	Demonstrates the capacity to identify diverse community resources and devise plans for the following: 1) using such resources to benefit school programs and student learning, 2) engaging with community members, partners, and other constituencies around shared goals, and 3) cultivating regular, two-way communication with them.

	Approaching Standard “have a limited understanding”	Meets Standard “understand”	Exceeds Standard “apply their understanding”
Communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community. (NELP 5.3)	Has a limited understanding of the importance of and how to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community.	Understands the importance of and how to communicate through oral, written, and digital means with the larger organizational, community, and political contexts when advocating for the needs of their school and community.	Demonstrates the capacity to develop a plan that includes the following: 1) conducting a needs assessment of the school and community, 2) identifying and accessing resources, 3) gathering information about the district and policy context, 4) developing targeted communication for oral, written, and digital distribution, and 5) advocating for school and community needs.
Evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student’s learning needs and promote the mission and vision of the school. (NELP 6.1)	Has a limited understanding of the importance of and how to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems.	Understands the importance of and how to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems.	Demonstrates the capacity to develop a plan to: 1) audit the equity of school processes and operations and their impact on resource allocation, personnel decisions, and students’ experiences and outcomes, 2) analyze and identify strategic and tactical challenges for the school’s systems, 3) develop and implement management, communication, assessment, technology, school-level governance, and operation systems, and 4) develop a school’s master schedule.
Evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development. (NELP 6.2)	Has a limited understanding of the importance of and how to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.	Understands the importance of and how to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.	Demonstrates the capacity to develop a plan to: 1) evaluate resource needs, 2) use data ethically and equitably to develop a multi-year resourcing plan aligned to school goals and priorities, and 3) advocate for resources in support of needs.
Reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being. (NELP 6.3)	Has a limited understanding of the importance of and how to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.	Understands the importance of and how to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.	Reflectively evaluates situations and policies with regard to legal, ethical, and equity issues. Demonstrates the capacity to develop a plan to: 1) analyze how law and policy are applied consistently, fairly, equitably, and ethically within a school, 2) communicate policies, laws, regulations, and procedures to appropriate school stakeholders, and 3) monitor and ensure adherence to laws, rights, policies, and regulations.
Collaboratively develop the school’s professional capacity through engagement in recruiting, selecting, and hiring staff. (NELP 7.1)	Has a limited understanding of the importance of and how to develop the school’s professional capacity through engagement in recruiting, selecting, and hiring staff.	Understands the importance of and how to develop the school’s professional capacity through engagement in recruiting, selecting, and hiring staff.	Demonstrates the capacity to: 1) evaluate a school’s professional staff capacity needs, 2) collect and use data to plan candidate recruitment and selection that reflects the diversity of a school’s student body, and 3) develop a strategy for evaluating applicant materials.

	Approaching Standard “have a limited understanding”	Meets Standard “understand”	Exceeds Standard “apply their understanding”
Develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school. (NELP 7.2)	Has a limited understanding of the importance of and how to engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.	Understands the importance of and how to engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.	Demonstrates the capacity to: 1) develop a comprehensive plan for providing school community members with a healthy and positive school building environment, 2) design a collaborative professional culture, and 3) develop a process for modeling and fostering effective communication.
Personally engage in, as well as collaboratively engage staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success. (NELP 7.3)	Has a limited understanding of the importance of and how to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.	Understands the importance of and how to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.	Demonstrates the capacity to: 1) evaluate professional staff capacity needs and management practices, 2) identify leadership capabilities of staff, 3) plan opportunities for professional growth that promote reflection, cultural responsiveness, digital literacy, school improvement, and student success, 4) plan opportunities for engaging staff in leadership roles, and 5) develop a plan for utilizing digital technology in ethical and appropriate ways to foster professional learning for self and others.
Evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success. (NELP 7.4)	Has a limited understanding of the importance of and how to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.	Understands the importance of and how to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.	Demonstrates the capacity to: 1) observe teaching in a variety of classrooms, 2) gather and analyze district policies on instructional expectations, 3) provide teaching staff with actionable feedback to support improvement, and 4) develop a system for monitoring whether supervision and evaluation strategies promote improvement.

Field Experiences

Field experiences are a vital part of all graduate degree programs in the Department of Education at Cameron University. Candidates participate in a variety of experiences that allow them to apply new knowledge and skills in real world settings. These experiences also allow master's candidates to work with diverse populations and give them the opportunity to apply and demonstrate Cameron's dispositions. All field experiences are jointly determined between Cameron University and the public schools.

Cameron graduate candidates are responsible for adhering to the policies of both Cameron University and the public school systems while in the field. They are expected to exhibit an ethical approach to teaching. It is recommended that candidates who are not employed as teachers join the Student Oklahoma Education Association (SOEA) or Professional Oklahoma Educators (POE) prior to completing field experiences. These organizations provide candidates with the same liability insurance that teacher members receive.

In the event that a candidate does not successfully complete a field experience, a grade of "F" will be assigned for the course. Candidates retaking classes for this reason will be responsible for completing all course assignments, exams, and field experiences.

Diversity of Field Placements

Cameron University is dedicated to preparing candidates for working with diverse populations. To reach this goal, all candidates must experience a variety of field placements, including schools of high and low socio-economic status, schools of high minority population, and schools with students with exceptionalities.

Location for Field Experiences

Depending on program requirements and diversity needs, candidates who are currently teaching may be able to complete most or all of their field experiences at their own schools. Field placements for candidates who are not currently teaching will be assigned in coordination with the Field Experiences Specialist. Candidates who need a classroom will be required to complete a field experience request form on which they can share their preferences regarding location and grade level. Only in rare cases will candidates be placed in schools which their children attend or at which a relative is employed.

Field Experience Transfer Policy

For courses that are transferred in from another university in place of a Cameron course that includes a field experience, the candidate is responsible for either providing documentation of completed field experiences or complete an additional, equivalent field experience at Cameron. Transfer field experiences will be handled by the graduate advisor in conjunction with the Office of Field Experiences.

Background Checks

All graduate candidates must provide proof of a current background check prior to completing any field experience and/or completing any assignment involving preK-12 students. Graduate candidates must pass re-checks every calendar year, as needed to complete the field experiences for their programs. To reassure the Field Experiences Office that a background check is current, please do the following:

1. Provide proof of a background check in one of these ways:
 - a. Complete a School Employment Verification Form showing employment in an accredited school.
 - b. Provide documentation of a Cameron undergraduate check completed within one year.
 - c. Complete a check through CastleBranch.
 - i. Initial check: portal.castlebranch.com/CY36 (\$39.00 as of July 2019)
 - ii. Re-check: portal.castlebranch.com/CY36re (\$17.00 as of July 2019).
 - d. International candidates only should complete the Background Check Request for International Students.

2. Wait for approval from the Field Experiences Office prior to visiting any classroom or beginning any assignment in your own classroom.

Dealing with Field Experience Concerns

Should candidates have a concern about a field experience, the first thing they should do is communicate with the Cameron instructor. From there, the instructor will speak to the Field Experiences Specialist or ask the candidate to contact the specialist directly. If the concern involves the course instructor, then the candidate may approach the Field Experiences Specialist directly.

Required Field Experiences by Program

Program / Concentration	Course	Hours	Type	Diversity
M.Ed. in Education (core courses)	EDUC 5103 Introduction to Graduate Research	5	Observation	Gender
	EDUC 5143 Multiculturalism and American Education	5	Observation	Ethnic
	EDUC 5273 Advanced Tests and Measurement	10	Practicum	Exceptionalities
	EDUC 5333 Curriculum Development and Practicum	5	Observation	Socioeconomic status
M.Ed. in Education – Literacy	EDUC 5743 Practicum in Literacy	30	Clinical	
M.Ed. in Education – Special Education	SPED 5623 Mild/Moderate Disabilities	30	Clinical	Exceptionalities
	SPED 5413 Instructional Methods for Students with Mild/Moderate Disabilities	4	Observation	Exceptionalities
	EDUC 5723 Curriculum for Exceptional Individuals	4	Observation	Exceptionalities
M.Ed. in Education – Teaching & Learning	EDUC 5713 Foundations of Teaching & Classroom Management	10	Observation	
	EDUC 5073 Advanced Methods in Secondary Education	10	Observation	
	EDUC 5746 Internship in Middle School/Junior High	2@ 240	Clinical	
	EDUC 5756 Internship in Senior High		Clinical	
	EDUC 5766 Internship in Elementary School (K-12)		Clinical	
	EDUC 5776 Internship in Secondary School (K-12)		Clinical	
	EDUC 5703 Practicum in Teaching & Learning I	30	Clinical	
EDUC 5753 Practicum in Teaching & Learning II	30	Clinical		
M.Ed. in Reading	EDUC 5103 Introduction to Graduate Research	5	Observation	Gender
	EDUC 5623 Theoretical Foundations of Reading	15	Coaching	
	EDUC 5633 Organizing and Individualizing the Reading Program	10	Coaching	
	EDUC 5643 Advanced Diagnosis: Reading Difficulties	5	Tutoring	Exceptionalities
	EDUC 5723 Language and Literacy Development	5	Tutoring	ELL
	EDUC 5653 Practicum Reading I	15	Practicum	Socioeconomic Status
	EDUC 5683 Practicum Reading II	15	Practicum	Race/Ethnicity
M.S. in Educational Leadership	EDUC 5203 Fundamentals of Public School Administration	10	Observation	Exceptionalities
	EDUC 5213 School Culture	5	Research	
	EDUC 5223 Assessment of Personnel and Programs	5	Research	
	EDUC 5233 Supervision of Curriculum and Instruction	3	Research	
	EDUC 5243 Community and School Relations	5	Research	Race/Ethnicity
	EDUC 5253 Legal & Ethical Aspects of School Administration	15	Advocacy	
	EDUC 5263 Public School Finance and Accounting	7	Advocacy	
	EDUC 5293 Resource Management	8	Advocacy	Socioeconomic Status
	EDUC 5303 Research & Technology for Educational Leadership	5	Data collection	Gender
	EDUC 5283 Internship in School Administration	2 @ 75	Clinical	
EDUC 5283 Internship in School Administration (alternate site)	6	Clinical		

Cameron University Center for Writers

Graduate candidates can discuss rhetorical, grammatical, or mechanical issues during any stage of a writing project. Whether you are unsure about how to respond to an assignment, narrow a topic, develop a thesis, improve a draft, document sources, or polish your completed essay, the staff are available to provide a knowledgeable response to your writing and information about strategies you can use to continue to improve your skills.

Though the staff is eager to assist you along the way to becoming a confident, capable writer, it is ultimately up to you to develop the necessary skills. As such, they will not write, re-write, or otherwise edit your work for you. Instead, they will familiarize you with the tools you need to recognize and address problems on your own.

The Center for Writers is located in Nance-Boyer 2060 and is open Monday-Friday from 9:00-5:00. All of the services are free of charge. No appointment is required, but is recommended if you would like to be seen at a particular time.

Tutor.com

Tutor.com is an online tutoring service that provides one-to-one personalized access to expert tutors 24 hours a day, 7 days a week. Cameron students have access to 10 free hours of tutoring through Tutor.com each semester with the option of purchasing additional hours directly from Tutor.com. Help is available in writing and can be accessed directly from your Blackboard Course side menu or through tools.

Complaint Procedure

In the event that a dispute arises between a candidate and a faculty member in the Department of Education, the candidate is expected to follow the procedures detailed below.

1. The candidate speaks directly to the faculty member against whom he or she has a complaint. If not resolved:
2. The Department Chair is contacted in person or by email. The Department Chair will schedule a meeting and will request a written complaint. If not resolved:
3. A written statement is filed with the Dean of the School of Graduate and Professional Studies. The Dean will request a meeting. If not resolved:
4. The candidate may appeal to the Vice President of Academic Affairs or the Dean of Students as appropriate.

All written complaints will be kept on file for three years in the appropriate office.

Graduate Program Plan of Improvement

A plan of improvement detailing the area(s) of concern and the expectations for improvement may be put into place as the need arises. Plans of improvement may stem from transition point requirements, dispositional assessments, performance in the field, or class performance. Once a need for a plan of improvement has been identified, a meeting will occur with the candidate, department chair, and any related faculty or staff members. Failure to provide evidence of improvement in the areas included in the plan will result in action taken at the discretion of the plan of improvement committee. An appeal of the plan may be made in writing to the Director of Educator Preparation. In the event that the director and the course instructor are the same, for a plan resulting from class performance, a written appeal may be made to the Dean of the School of Graduate and Professional Studies.

Appeals or Special Requests

Graduate candidates who wish to appeal a decision, judgment, or make a special request with the Office of Educator Preparation must complete an Appeal/Special Request Form and provide detailed supporting documentation. Individual cases are reviewed by the Director of Educator Preparation; candidates will be provided with a written decision.

Kappa Delta Pi Honor Society

Chapter Counselors: Dr. Ramona Hall & Dr. Stacie Garrett

The mission of Kappa Delta Pi is to sustain an honored community of diverse educators by promoting excellence and advancing scholarship, leadership, and service. The vision of Kappa Delta Pi is to help committed educators be leaders in improving education for global citizenship. Individually and collectively, Society members recognize and honor achievement; strive to a high degree of professional fellowship, leadership, and growth in the field of education; and serve their students and educational community.

Cameron's Upsilon Xi chapter issues invitations for membership to graduate education candidates who have completed at least 6 hours of graduate coursework, have at least 12 hours of education coursework at any level, demonstrate a cumulative GPA of 3.25 or better, and demonstrate leadership abilities.

Education Scholarships & Financial Incentives

Cameron University now has a scholarship application portal through which you can apply for scholarships: http://www.cameron.edu/financial_aid/gen_scholarship_app.

The priority deadline is February 1. You must be fully admitted to the university to apply through the portal. The scholarships available to education graduate students include the following:

Sondra Bonnington Special Education Scholarship – Awarded for the fall during the preceding spring semester. Applicants must be classified as a junior, senior, or graduate, be seeking special education certification, and enrolled in special education courses. Applications are available on the Cameron financial assistance website.

Graduate Tuition Waiver – Must be an Oklahoma resident, enrolled in six graduate semester hours, and have a 3.0 or higher GPA. Tuition waivers are renewable. Applications are available on the Cameron financial assistance website.

Graduate Out-of-State Tuition Waiver – Graduate students whose permanent residence is outside the state of Oklahoma must have a 3.0 or higher undergraduate retention GPA from a regionally accredited university to qualify to receive the Nonresident Tuition Waiver Scholarship. Waiver is renewable.

B.H. & Flora Brewer Endowment – Must be a graduate candidate with a 3.0 or higher GPA, remain in good academic standing, and continue current program of study