Educational Leadership Program Handbook

Master’s Degree
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Introduction
Welcome to the Educational Leadership program! As faculty we look forward to meeting you and to your participation in our classes. We are committed to facilitating your growth in the knowledge and skills needed to become a competent school leader. Plus, we hope that as you pursue your Master’s degree, you will enjoy the experience shared with your colleagues, your fellow students.

This student handbook outlines master’s degree students’ educational program. However, the MSU catalog is the final authority regarding degree requirements. This handbook is not designed to replace the graduate catalog and it is the candidate’s responsibility to become familiar with the graduate catalog.

Program Objectives
The Master of Education Degree with a major in Educational Leadership is designed for the practicing teacher to build professional knowledge and practical skills. Completion of degree requirements will allow the candidate to become certified as a Principal. As a candidate of the program you will:

- Apply what you learn through meaningful practicum experiences.
- Be up to date with the literature of the field and evidence-based practices.
- Understand the issues, trends, and research that influence contemporary education.
- Examine your own leadership practices and develop plans for continued growth.

Mission Statement
Mission Statement: The mission of the Master of Education degree with a major in Educational Leadership is to prepare candidates to lead their schools and communities in creating spaces for all students to be successful.

The Master of Education degree with a major in Educational Leadership prepares candidates for school leadership roles. The program provides opportunities for candidates to learn and apply knowledge, skills, and dispositions set forth in both the National Educational Leadership Preparation (NELP) standards as well as the Texas Principal as Instructional Leader standards.

Candidates will work in informal cohorts to apply educational leadership knowledge and skills to current school issues, often in actual school settings. Candidates who complete the educational leadership program are eligible to apply for Texas Principal Certification upon satisfactory completion of the TExES examination, PASL portfolio and two years of teaching experience.

Texas Administrative Code Educators’ Code of Ethics
Faculty, candidates, and staff must adhere to the Educators’ Code of Ethics as found in 19 TAC §247.2 of the Texas Administrative Code. These standards cover 1) professional ethical conduct, practices, and performance, 2) ethical conduct toward professional colleagues, and 3) ethical conduct toward students. All faculty, candidates, and staff must understand, acknowledge, and adhere to the Code of Ethics and Standard Practices for Texas Educators.
Program Code of Ethics
The Educational Leadership Department, its faculty, and its students adhere to the University Code of Conduct and the State of Texas licensure laws and regulations. The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines. Students are strongly encouraged to review, understand, and consult websites for details related to these guidelines:

Code of Ethics and Standard Practices for Texas Educators

Notification of Criminal Conviction, Denial of Certification, and Criminal Background Checks

Condition of Certification
As required by Texas Occupations Code (TOC), Section 53.152, candidates should be aware that an individual who has been convicted of any offense, in any state, may be denied an initial or advanced certificate. By completing the admission process into an initial or advanced program, each individual is aware that even after completion of a degree, if at any point that individual was convicted of any crime, of any degree, he/she may still graduate from the program but may be denied a certificate by the State Board of Educator Certification.

Criminal Background Checks
Pursuant to the Texas Education Code (TEC), §22.083, candidates must undergo a criminal history background check prior to employment as an educator; and pursuant to the TEC, §22.0835, candidates must undergo a criminal history background check prior to clinical teaching.

Preliminary Checks
All candidates enrolled in an educator preparation program are eligible to request a Preliminary Criminal History Evaluation. A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. Information on Preliminary Criminal History Evaluations can be found on the TEA Texas Education Agency website.

Entrance to Public Schools
Candidates are required to complete a criminal background check for entrance into public schools. There is variation in the degree of background checks across school districts. These background checks may take as many as 3 weeks to complete before a candidate may enter a public-school classroom. It is at the discretion of the district, not the EPP, as to how, when, and where these background checks are conducted. In addition, a school district reserves the right to deny entry to any person, regardless of the result of the background check.

Reporting Suspicion or Incidence of Child Abuse
Texas law says anyone who thinks a child, or person 65 years or older, or an adult with disabilities is being abused, neglected, or exploited must report it to the Department of Family and Protective Services (DFPS). A person who reports abuse in good faith is immune from civil or criminal liability. DFPS keeps the name of the person making the report confidential. Anyone who does not report suspected abuse can be held liable for a misdemeanor or felony. Time
Fitness for the Education Profession and Counseling Out of Program

Admitted principal candidates are expected to meet specified non-academic standards that are necessary to be competent educators. The intent is to ensure that the students recommended for principal certification are able to effectively and independently carry out the duties for which they are being prepared. The fitness criteria include personality characteristics, responsibility characteristics, communication skills, social relationships, and commitment to the teaching profession. Students who have been identified with a demonstrable discrepancy by one or more professors or cooperating teachers will meet with the Fitness Alert Committee to discuss options and develop a growth plan. The Fitness Alert Committee consists of faculty members in the West College of Education appointed by a department chair. Failure to make satisfactory progress on the growth plan may result in denied admission to student teaching or removal from the program. In extreme cases, the student may be immediately removed.

Professional Fitness Alert Policy and Procedure Policy

If any WCOE degree candidate demonstrates inappropriate behavior leading a faculty member to question the student’s fitness for assuming a professional role, the professor will warn the student that said behavior is unacceptable and will document the warning/s. If the student’s behavior and/or response to warnings do not demonstrate a change, the faculty member will complete the Professional Fitness Alert Form and inform the student of the following steps that will occur.

If a candidate shows an egregious lack of judgment suggesting lack of professional fitness, a fitness form may be issued without a previous warning. The five-member fitness alert committee is appointed by the dean and includes at least one representative from outside the candidate’s department.

Procedure

Issuing the Professional Fitness Alert Form requires the following action.

1. Professor issuing professional fitness alert form will attach accompanying narrative to document the situation or incident and give both to his/her department chair.
2. Department chair will give the professional fitness alert to the fitness alert committee chair.
3. Fitness alert committee will meet to determine if professional fitness alert documentation meets minimum requirements.
4. The student’s program coordinator and the student will receive a copy.
5. Within ten days from the time the Professional Fitness Form was submitted, the committee will convene and meet with the student and the reporting faculty member.
6. The situation will be described and discussed. The committee can dismiss the complaint, issue the Intervention and Growth Plan, or dismiss the student from the academic program.
7. The student, the program coordinator, and the department chair will receive a copy of the decision of the committee.
8. During the intervention period, if credible information of continued inappropriate behavior is brought to the attention of the committee in writing, the professional fitness alert committee will reconvene to consider further action.

*During the intervention period if credible information of continued inappropriate behavior is brought to the attention of the committee in writing, the fitness alert committee will reconvene to consider further action.

Counseling – candidates who have repeated issues with Fitness Alerts or concerns forwarded to a department chair, certification officer or dean, may receive counseling regarding the appropriateness of the teaching/education profession. WCOE concerns may be based upon the knowledge; skills and/or disposition outlined in syllabi and the conceptual framework, but may also include engagement in the profession. WCOE is ultimately responsible for the performance of its completers and reserves the right to determine who is identified as a WCOE teacher/educator professional.

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### Procedure: Issuing the Professional Fitness Form requires the following actions:

1. **Faculty member provides Professional Fitness Form** with accompanying narrative/document to program chair.
2. **Department chair provides Professional Fitness Form** to the fitness alert committee chair.
3. **Fitness alert committee** meets to determine if fitness alert meets minimum requirements.
4. **Within 10 days**:
   - Faculty member provides Professional Fitness Form with accompanying narrative/document to program chair.
   - Department chair provides Professional Fitness Form to the fitness alert committee chair.
   - Fitness alert committee meets to determine if fitness alert meets minimum requirements.
   - Fitness alert committee meets with student and/or faculty to review and discuss the Professional Fitness Form.
   - Copies provided to program coordinator and student committee chair.
   - Copies of the committee’s decision provided to student, program coordinator, department chair.

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*Intervention and Growth Plan to be implemented*
WCOE Complaint Process Policy

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes:
Stakeholder complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with this complaint policy after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, gender, national origin, disability, or religion shall be submitted in accordance with policy.
2. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with policy.
3. Complaints concerning identification, evaluation, or educational placement of a student with a disability within the scope of Section 504 shall be submitted in accordance with policy and the procedural safeguards handbook.
4. Complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability within the scope of the Individuals with Disabilities Education Act shall be submitted in accordance with policy, and the procedural safeguards handbook.

Notice to Stakeholders:
The West College of Education (WCOE) shall inform stakeholders of this policy by information posted in the physical facility, on the website or, upon request, written information.

Guiding Principles: Informal Process:
WCOE encourages stakeholders to discuss their concerns with the appropriate employee who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible level. Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process:
A stakeholder may initiate the formal process described above by timely filing a written complaint form. Even after initiating the formal complaint process, stakeholders are encouraged to seek informal resolution of their concerns. A stakeholder whose concerns are resolved may withdraw a formal complaint at any time. The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or WCOE policy, nor to require a full evidentiary hearing or “mini-trial” at any level.

Freedom from Retaliation:
Neither the WCOE nor any WCOE employee shall unlawfully retaliate against any stakeholder for bringing a concern or complaint.

General Provisions Filing:
Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including e-mail and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate WCOE employee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date and time shown on the electronic communication. Mail filings shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate WCOE employee no more than three days after the deadline.

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Scheduling Conferences:
WCOE shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a stakeholder fails to appear at a scheduled conference, the WCOE may hold the conference and issue a decision in the stakeholder’s absence.

Response:
At Levels One and Two, “response” shall mean a written communication to the stakeholder from the appropriate employee. Responses may be hand-delivered, sent by electronic communication to the stakeholder’s e-mail address of record, or sent by U.S. Mail to the stakeholder’s mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days:
“Days” shall mean university business days. In calculating time lines under this policy, the day document is filed is “day zero.” The following business day is “day one.”

Representative:
“Representative” shall mean any person who or organization that is designated by the stakeholder to represent the stakeholder in the complaint process. The stakeholder may designate a representative through written notice to the WCOE at any level of this process. If the stakeholder designates a representative with fewer than three days’ notice to WCOE before a scheduled conference or hearing, the WCOE may reschedule the conference or hearing to a later date, if desired, in order to include the WCOE’s counsel. The WCOE may be represented by counsel at any level of the process.

Consolidating Complaints:
Complaints arising out of an event or a series of related events shall be addressed in one complaint. A stakeholder shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

Untimely Filings:
All time limits shall be strictly followed unless modified by mutual written consent. If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the stakeholder, at any point during the complaint process. The stakeholder may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred:
Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms:
Complaints and appeals under this policy shall be submitted in writing on a form provided by the WCOE. Copies of any documents that support the complaint should be attached to the complaint form. If the stakeholder does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the support unless the stakeholder did not know the documents existed before the Level One conference. A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be re-filed with all the required information if the re-filing is within the designated time for filing.

Level One:
Complaint forms must be filed:

a. Within 15 days of the date the stakeholder first knew, or with reasonable diligence should have
known, of the decision or action giving rise to the complaint or grievance; and

b. With the lowest level WCOE employee who has the authority to remedy the alleged problem. If the only WCOE employee who has authority to remedy the alleged problem is the WCOE legal authority or designee whom the complaint is about, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One. If the complaint is not filed with the appropriate employee, the receiving employee must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate employee.

The appropriate WCOE employee shall investigate as necessary and schedule a conference with the stakeholder within ten days after receipt of the written complaint. The WCOE employee may set reasonable time limits for the conference. Absent extenuating circumstances, the WCOE employee shall provide the stakeholder a written response within ten days following the conference. In reaching a decision, the WCOE employee may consider information provided at the Level One conference and any other relevant documents or information the WCOE employee believes will help resolve the complaint.

Level Two:
If the stakeholder did not receive the relief requested at Level One or if the time for a response has expired, the stakeholder may request a conference with the WCOE legal authority or designee to appeal the Level One decision. The appeal notice must be filed in writing, on a form provided by the WCOE, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline. After receiving notice of the appeal, the Level One WCOE employee shall prepare and forward a record of the Level One complaint to the Level Two Program legal authority or designee. The stakeholder may request a copy of the Level One record.

The Level One record shall include:
1. The original complaint form and any attachments.
2. All other documents submitted by the stakeholder at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One Program employee in reaching the Level One decision.

The Program legal authority or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the stakeholder may provide information concerning any documents or information relied upon by the Program employee for the Level One decision. The Program legal authority or designee may set reasonable time limits for the conference. The Program legal authority or designee shall provide the stakeholder a written response within ten days following the conference. In reaching a decision, the WCOE legal authority or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the WCOE legal authority or designee believes will help resolve the complaint. Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

If the complaint WCOE employee who has authority to remedy the alleged problem is the WCOE legal authority or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.
Complaints to the Texas Education Agency:
If the stakeholder is not satisfied with the complaint process or outcome, the stakeholder may file a complaint against the Program with the Texas Education Agency. The official Texas Education Agency complaint process can be found at: http://tea.texas.gov/About_TEA/Contact_Us/Complaints/Complaints/.

Department of Educational Leadership Statement of Expectations
Programs in the Department of Educational Leadership are charged with providing a high level of training and supervising the development of pre-service principals, assistant principals, and other school leaders. Faculty must evaluate students based on their academic, professional, and personal qualities. A student’s progress in the program may be interrupted for failure to comply with academic standards or if a student’s interpersonal or emotional status interferes with being able to meet the demands of a school leader. To ensure proper training, the leader-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, a professional attitude, and moral character.

For further information about Midwestern State University’s policies regarding student ethics and conduct, please consult https://msutexas.edu/student-life/conduct/.

Educational Leadership program is accredited by the Texas Education Agency (TEA) and the Southern Association of Colleges (SACS). In addition, MSU’s West College of Education is nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Affirmative Action Policy Statement
It is the policy of Midwestern State University that there shall be no discrimination against any individual because of personal characteristics such as, but not limited to, age, sex, gender identity, race, creed, disability, national origin, religion, or sexual orientation. This nondiscrimination policy applies to all students (and applicants), faculty, staff, and employees.

Any student who feels that he/she may need accommodations due to the impact of a disability should consult Disability Services at (940) 397-4140 or Disability Support Services.

Program Application Procedures
- Complete an application online by visiting How to Apply before the set deadlines. There is a $50 application fee for domestic and international students.

- Request official transcripts from each institution attended other than MSU. Transcripts should be sent directly to the MSU Graduate Admissions Office at 3410 Taft Blvd; Wichita Falls, TX 76308. Transcripts may also be sent electronically by the institution for expedited receipt.

- Meet with the graduate coordinator of your intended major for program specific requirements and application information. Some departments may require a separate departmental application.
• If you are applying for financial aid, FAFSA must be completed. For assistance filling out the form, visit the MSU Financial Aid Office webpage: Financial Aid.

• Upon receipt of your application, we will contact you with your Mustang ID and PIN to be used to check the status of your application online.

• Once your application file is complete with all required test scores and transcripts, a review will be sent to the graduate coordinator for consideration. The Graduate Dean reviews all admission decisions and sends formal notification to each applicant.

Admission and Screening Procedures
All students seeking admission to graduate programs in the West College of Education must meet 1) University requirements, 2) West College of Education requirements, 3) and specific program requirements. University requirements for admission to graduate study are in the University and Academic Information section of the graduate catalog (see the catalog).

Applicants should note that successful completion of all admission criteria above does not guarantee admission into the program. Enrollment is limited in order to ensure small class sizes, appropriate student-faculty ratios as dictated by accreditation guidelines, and availability of Practicum placement sites.

The Graduate School allows a maximum of 6 years to complete the master’s degree. This six-year time limit begins the semester a student first enrolls in classes. A proportionately longer period of time is granted for programs requiring more than 36 graduate hours. Courses completed more than six years prior to graduation date may be repeated or replaced unless the student evidences competency as determined by the graduate coordinator. Students affected by this policy should contact the coordinator of their respective program to initiate an extension to the time limit.

Graduate School Non-Degree Seeking Admissions
The Graduate School admits students for general graduate coursework on a non-degree basis under certain circumstances. Students under this classification are taking courses for professional improvement or certification and are not pursuing a master’s degree. Other than teacher certification students, non-degree seeking students are not eligible for financial aid.

Course Registration Information (Online)
NOTE: The web registration system will not permit you to register before your scheduled time.

At your scheduled time, go to: MSU Portal.

1. This takes you to the MSU Portal. Read the important information then login and click on Registration on the left side under Quick Launch Navigation.
2. Select the term for which you want to register, then click Submit. 
   **NOTE:** If message says you have holds on your record, click on the View Holds link to determine which office(s) to contact regarding the hold(s).

3. Enter the CRNs (Course Reference Numbers) of your courses in the blank boxes. Click Submit Changes when finished. **NOTE:** If selecting a course with a required lab, enter both lab and lecture CRNs before clicking submit.

4. The system will confirm your enrollment and give you any messages for courses that could not be added.

5. When you are satisfied with your enrollment, click on Registration Fee Assessment at the bottom of the screen, this takes you to a listing of your tuition and fee charges. You have the option of using MasterCard, Visa, American Express, or Discover to pay on your account at this website. A convenience fee, approved by the Board of Regents, will be assessed on all credit card payments for tuition and fees. You may avoid the convenience fee by using the Electronic Funds Transfer payment option.

6. Click on Student Detail Schedule to view and print a copy of your schedule. Please review it carefully to make sure your registration is correct. To make any changes, click on Add or Drop Classes at the bottom of the screen.

7. If you are changing your schedule, when you click Add or Drop Classes, you will see courses for which you are already registered, with a box labeled “Action” that has “None”. Click there, you have a choice of “Web Drop/Delete”. Change box to “Web Drop/Delete” for courses you no longer want. Scroll down to the blank boxes to enter CRNs for additional courses you want. When finished, click Submit Changes or these courses will not be dropped or added. Resume with number 6 above.

8. **Important Final Step:** Under the Personal Information tab, click on links for Addresses, Phone numbers, and E-mails. Check information to make sure it is up to date. It is the student’s responsibility to keep addresses, emails, and phone numbers current.

9. For security purposes, click on Exit at the top of the screen to logout of Web World when you are finished. Also, logout of the MSU Portal as well.

   **For registration assistance, please call (940) 397-4321.**
   **For billing assistance, please call (940) 397-4101.**
Student Fitness and Performance

Program Standards
Students enrolled in all programs in the West College Education must maintain high scholastic
standards (stipulated under “Grades for Graduate Study”) and develop skills necessary to work
effectively with people with diverse needs. Students are expected to demonstrate emotional and
mental fitness in their interactions with others, use skills and techniques that are generally
accepted by other professionals, and conform to the ethics of relevant professional associations
and the state of Texas. A student’s acceptance in any program does not guarantee student’s
fitness to remain in that program. The faculty is responsible for assuring that only those students
who continue to meet program standards are allowed to continue in any program.

Evaluating Student Fitness and Performance
Members of the faculty, using their professional judgments, evaluate student fitness and
performance continually. Students usually receive information and counseling related to their
fitness and performance from faculty members, their advisors, and their supervisors. The criteria
used by faculty to make such judgments include instructors’ observations of course performance,
evaluations of students’ performances in practice situations, and the disciplines’ codes of ethics.
Students who are not making satisfactory progress or who are not meeting program standards
should consider withdrawing from the program.

Required Withdrawal from a Program
A faculty member who believes that a student is not making satisfactory progress or meeting
program or university standards, should discuss the situation with the student. If the faculty
member believes the student’s performance cannot improve to acceptable standards, the faculty
member should refer the student to the Faculty Review Committee. The Faculty Review
Committee consists of three faculty members in the West College of Education appointed by the
Dean.

The committee will notify the student of the reasons contributing to unsatisfactory progress or
failure to meet program standards. The student will have an opportunity to meet with the
Committee to respond to and to present information and witnesses to the committee. The
Committee will also meet with the faculty member who referred the student. After considering
the matter, and within 10 working days of meeting with the student, the Committee will report to
the student and the Dean, recommending continuance or removal from the program. The
Committee may require conditions or restrictions on the student’s continuation in the program.
Within 10 working days of receipt of the Committee’s recommendations, the student will notify
the Dean of the acceptance or appeal of the recommendations.

If the student appeals, the Dean will consider the Committee’s recommendations, meet with the
student, and determine whether the student will be allowed to remain in the program. The Dean
need not meet with the student before making a decision if the student has had reasonable
opportunity to meet and has either failed or refused to meet. The student will be notified of the
Dean’s decision in writing within 10 working days of the Dean’s meeting with the student or
within 20 working days from the date of the appeal.
Program Curriculum Overview

An application for professional certification as a Principal requires two years of classroom teaching in an accredited school. An applicant for the Master of Education degree in educational leadership and Texas Principal as Instructional Leader Certificate must present the following minimum criteria for acceptance into the graduate program:

1. bachelor’s degree and standard Texas Teacher Certificate or equivalent;
2. a grade point average of 3.0 in previous education courses; and
3. additionally, successful committee screening on selected criteria.

Individual Program Curriculum Requirements can be found here: [Educational Leadership Master's Degree](#)

Core Program Faculty

The following are core faculty associated with the Educational Leadership Program:

**Dr. Kym Acuña (Program Coordinator/Clinical Coordinator)**
- Degree: Ed.D. from Pepperdine University
- Primary Courses Taught: Introduction to Leadership, Leadership and Communication Processes, Community Politics and Public Relations, Curriculum Supervision for School Leaders, Building School Communities for Diverse Learners, and Practicum
- Primary Research/Clinical Interests: Autism, Assessment, Using HLP in Teacher Preparation,
- Office Phone: (940) 397-6200
- Email: kym.acuna@msutexas.edu

**Dr. Matthew Capps (Dean)**
- Degree: Ph.D. from Texas A&M University
- Primary Courses Taught: Introduction to Education Research, Applied Educational Research
- Office Phone: (940) 397-4138
- Email: matthew.capps@msutexas.edu

**Dr. Jeff Blacklock**
- Degree: Ed.D. from University of North Texas
- Primary Courses Taught: School Law, Leadership in School Change, Instructional Improvement and Staff Development
- Primary Research/Clinical Interests: Assessment
- Office Phone: (940) 397-4063
- Email: phillip.blacklock@msutexas.edu

NOTE: The Program Coordinator’s defined duties include: (1) oversight of the program’s mission, (2) proposals for program curriculum (Program Course Distribution) changes, (3) revisions to the student handbook, (4) coordination or the student admission process, (5) oversight and modifications to the program’s organizational policies and procedures, (6)
management of the program website and marketing materials, (7) oversight of accreditation and licensure standards, and (8) representation of the program to non-program faculty, staff, administration and prospective students.

NOTE: The Clinical Coordinator’s/University Supervisor’s defined duties include: (1) oversight of the program’s practicum and internship student application and approval process, (2) revisions to the structure and requirements for completion of clinical courses, (3) modifications to supervisor qualifications and dissemination of relevant clinical course information (e.g., practicum and internship syllabi), and (4) representation of the program to community clinical placements/professionals.

Professional Organizations and Student Involvement

The Educational Leadership Program strongly encourages students to learn about and become involved in leadership-related professional organizations. Among many other important benefits, involvement in such organizations:

- Promotes professional skill development
- Increases knowledge from leaders in the school administration profession
- Provides non-university-related networking opportunities
- Offers additional professional endorsement possibilities
- Helps build one’s resume
- Provides continuing education units
- Increases excitement for and devotion to the school administration profession

In particular, the Program encourages student membership and involvement in the following three professional organizations:

1. **National Association of Elementary School Principals (NAESP), or National Association of Secondary School Principals (NASSP)**

NAESP is the professional organization that serves elementary and middle school principals. This organization supports school improvement efforts in various ways. It conducts an Annual Conference & Expo, runs a national mentor training and certification program, offers webinars and online learning programs, and publishes Principal, a bimonthly publication to keep elementary and middle school principals informed.

NASSP represents middle level and high school principals nationally and internationally. It supports research and provides professional learning experiences to strengthen school leadership practices. Among the many resources they offer is the magazine, Principal Leadership, which offers cutting edge ideas for improving schools. Another resource, School Leader’s Review is a podcast series where principals discuss important issues in school leadership. NASSP also administers the National Honor Society to recognize outstanding high school students. Parallel programs are the National Junior Honor Society and the National Elementary Honor Society.
2. Association for Supervision and Curriculum Development (ASCD)

ASCD is a world leader in developing and providing innovative resources to support the school community and classroom. They advocate a whole child approach to get away from the previous narrowly defined academic achievement and instead to focus on the full personal, social, health as well as the academic development of each child. They also provide resources for the learning and growth of educators. ASCD is active in recruiting and training advocates to have a voice in policy decisions at the state and national levels.

Advanced Program Advisory Council (APAC)

Each of the three advanced programs maintain advisory councils comprised of WCOE program faculty and professional practitioners/community members. The purpose of the APACs is to advise the West College of Education advanced programs on assessment, policies, and procedures related to enhancing graduate quality and capacity and to support sustained and evidence-based continuous improvement of all course and field-based learning experiences impacting P-12 student learning and development and/or professional placement.

Educational Leadership Advisory Council

The Educational Leadership Advisory Council chaired by the EDLE program coordinator assists in the design, delivery, evaluation, and major policy decisions of the Educational Leadership preparation program. Membership is comprised of administrators, both at P-12 school and district levels, the director of educator preparation (TEA), certification officer, accreditation specialist, department chair, and dean of the West College of Education. The council meets regularly at least two times per year.

EDLE Roles and Responsibilities

- Advise, review, evaluate, recommend and co-construct policies and procedures related to the evaluation and continuous improvement of the EDLE program including: program evaluation/satisfaction, key assessments, student recruitment, student quality, and program impact on student learning leading to initial or advanced certification.
- Review and vote on applicant admissions to EDLE certification programs (2 to 4 times per year).
- Advise, review, evaluate, recommend, co-construct, and implement policies and procedures related to the placement and evaluation of EDLE program graduate students in field and/or clinical experiences.
- Identify and address issues and concerns related to EDLE graduate and program quality and capacity, continuous improvement, and field-based/clinical experiences.
- Review qualifications for university supervisors and site supervisors/mentors who either host or supervise candidates seeking advanced certification along with data related to candidates’ evaluations of university supervisors and site supervisors/mentors to ensure highly qualified practitioners.
- In this capacity, EDLE may make recommendations in areas above for approval by WCOE College Council. University level changes must also be approved by MSU Graduate Council and/or MSU Academic Council, Board of Regents, Texas Higher Educational Coordinating Board (THECB), and SACS.
Where to Turn for Questions/Resources
The following persons/offices should be contacted as resources for the common questions/issues below:

- **Catalog**: The requirements listed in the catalog are the primary source of all rules and procedures and it is the responsibility of the student to read and familiarize themselves with its contents.

- Required coursework or planned program = Program required course work, your Academic Counselor, or the Program/Clinical Coordinator as a secondary resource

- Degree requirements = Academic Counselor, or the Program/Clinical Coordinator as a secondary resource

- Program-related issues/concerns = Academic Counselor, or the Program/Clinical Coordinator as a secondary resource

- Graduation procedures/forms/requirements = Graduate School Website

- Practicum = Student Handbook, or Program/Clinical Coordinator as a secondary resource

- Course registration problems = Dept Administrative Assistant, or the Office of the Registrar

Practicum Guidelines
The “Practicum” requirements of the program require considerable time management to acquire 160 hours required by TEA. Practicum is defined as “Structured, field-based training.” Practicum hours will occur during EDLE 5693: Graduate Practicum in Educational Leadership.

It is necessary for students to:

- Complete and log 160 hours of field-based experience tied to Texas Principal Certification Standards.
- Complete required key assessments within the practicum.
- Complete 3 observations and a written reflection with each.

The Practicum must be taken in the last long semester that a student is enrolled. It may be taken simultaneously with another course.

School-Based Educator Information
Approval of Mentors/Placements
The student must complete 160 clock hours of practicum in a TEA accredited school. The semester before practicum is taken, the university supervisor and the cooperating school will collaborate to assign the MSU Practicum Student mentor who will serve as the site supervisor.
This person must have a Principal Certification and have practiced for a minimum of three years. You will be assigned a University Supervisor who will conduct 3 observations during Practicum.

Training
Each mentor will be provided training covering the contents of the handbook as well as training for the performance evaluations completed during the semester. This web-based training will occur within three weeks of the beginning of placement. All mentors are required to verify the training; documentation of training will be placed in student’s file. Professional development will also be provided throughout the semester by the university supervisor as needed.

Mentor Expectations
Mentors are expected to provide a wide range of experiences directly related to the educational leadership standards and to provide frequent and systematic feedback. In addition, the mentor will help monitor progress by examining and approving the student’s practicum hours and discussing the standards. The mentor will indicate, virtually, that they can verify the candidates work and subsequent discussion.

- Guiding the field experience: the mentor will work closely with the candidate to provide experiences that build on the skills previously learned and will provide the appropriate supervision for the task (e.g., test administration, report writing).
- Giving feedback to the candidate: informal feedback will occur throughout the semester as well as formal feedback via the practicum evaluation.

Practicum Evaluation
Practicum experiences: Candidates will receive extensive field experiences which encompass each of the six Texas Principal Certification Standards. Candidates are required to document 160 hours of experience using the Texas Principal Standards as a guide for each experience. By the end of Practicum, candidates must have activities logged into Tk20 meeting each Texas Educational Standard. This is in addition to the hands-on experience you will gain from the other courses and will ensure your competency and confidence as an educational leader. Texas Principal Certification Standards include:

- Domain I: School Culture (School and Community Leadership)
- Domain II: Leading Learning (Instructional Leadership/Teaching and Learning)
- Domain III: Human Capital (Human Resource Management)
- Domain IV: Executive Leadership (Communication and Organizational Management)
- Domain V: Strategic Operations (Alignment and Resource Allocation)
- Domain VI: Ethics, Equity, and Diversity

All 160 hours must be submitted into Tk20 and approved by your mentor for you to receive credit for the Practicum course. **Since this is a TEA requirement, no exceptions will be made.**
Completion of Practicum

Faculty reserve the professional responsibility to guarantee that our graduates meet the minimum level of competency required to be an instructional leader/administrator. As such, a student may be required to take additional practicum hours to improve skills.

Documentation of Practicum Log, On-site Evaluation, and Summary will be placed in students’ permanent records for use in replying to requests for references and licensure/accreditation audits.

Key Assessments

<table>
<thead>
<tr>
<th>Pillar</th>
<th>Assessment Name</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation and Feedback</td>
<td>Walkthrough Observation and Feedback</td>
<td>EDLE 5683 Instructional Improvement and Staff Development</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Professional Development Map</td>
<td>EDLE 5683 Instructional Improvement and Staff Development</td>
</tr>
<tr>
<td>School Vision and Culture</td>
<td>School Visioning Assessment</td>
<td>EDLE 5693 Graduate Practicum in Educational Leadership</td>
</tr>
<tr>
<td>Strategic Problem Solving</td>
<td>Instructional Improvement Plan</td>
<td>EDLE 5683 Instructional Improvement and Staff Development</td>
</tr>
<tr>
<td>Communication with Stakeholders</td>
<td>Speech to Stakeholders</td>
<td>EDLE 5593 Leadership and Communication Processes</td>
</tr>
<tr>
<td>Curriculum Alignment</td>
<td>Curriculum Map</td>
<td>EDLE 5693 Graduate Practicum in Educational Leadership</td>
</tr>
<tr>
<td>Diversity and Equity</td>
<td>Equity Walk Campus Assessment</td>
<td>EDLE 5693 Graduate Practicum in Educational Leadership</td>
</tr>
<tr>
<td>Data Driven Instruction</td>
<td>PASL</td>
<td>State Testing Certification Requirement</td>
</tr>
<tr>
<td>Hiring, Selection, and Retention</td>
<td>Hiring Legal Plan</td>
<td>EDLE 5623 School Law</td>
</tr>
</tbody>
</table>

Additional Assessments

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards Based Candidate Assessment and Recommendation</td>
<td>EDLE 5693 Graduate Practicum in Educational Leadership</td>
</tr>
<tr>
<td>268 State Certification Exam</td>
<td>State Testing Certification Requirement</td>
</tr>
<tr>
<td>Professional Growth Plan</td>
<td>EDLE 5603 Introduction to Leadership</td>
</tr>
<tr>
<td>School Finance Project</td>
<td>EDLE 5643 School Business Management</td>
</tr>
<tr>
<td>Certify Teacher Practice Exam</td>
<td>EDLE 5693 Graduate Practicum in Educational Leadership</td>
</tr>
</tbody>
</table>

Certification

Students are required to complete and meet the requirements of Certify Teacher during their Practicum course. To gain access to Certify Teacher, students will complete the Certify Teach Request Form and email it to Sherrie Johnson. Once received and verified, the student will receive their login credentials from Certify Teacher.
Certification Exam Testing Policy:
1. Take initial practice exam – Certify Teacher
2. If the student scores less than 80% in each domain AND competency, complete study tracker program in Certify Teacher. Once study tracker program is completed, retake practice exam.
3. If the second practice exam is less than 80% in each domain and competency repeat the process until 80% is reached in each domain and competency
4. Students must have at least 10 hours of study time total at the end of the practice exam process. If 10 hours is not reached through the practice exams process, then additional study hours must be completed to reach the minimum requirement of 10 study hours in Certify Teacher.

Once the student has met the requirements above and would like to be released for testing, please email Kayla Meaders. Mrs. Meaders will verify the student’s practice exam scores in Certify Teacher and release the student for testing.

Transition Points for Principal (as Instructional Leader) Certification

<table>
<thead>
<tr>
<th>ADMISSION</th>
<th>Key Assessment or Activity</th>
<th>CAEP</th>
<th>TEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>an application on file (forms available in Graduate School Office)</td>
<td>Application, Service Record, Teaching Certificate</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Bachelor’s degree and standard Texas Teacher Certificate or equivalent;</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade point average of 3.0 in previous education courses; and</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Successful committee screening on selected criteria.</td>
<td>Graduate Essay</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Approval of Teacher Education Committee</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Criminal Records – Right to Preliminary Background Check</td>
<td>Signed policy acknowledgement submitted with admission acceptance to Tk20</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Code of Ethics and Standard Practices for Texas Educators</td>
<td>Signed acknowledgement and agreement to abide by the code submitted with admission acceptance to Tk20</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ORIENTATION</th>
<th>Key Assessment or Activity</th>
<th>CAEP</th>
<th>TEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCOE Educational Leadership Handbook</td>
<td>Signed Handbook Acknowledgement submitted to Tk20</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Dyslexia Training</td>
<td>Certificate of Completion submitted to Tk20</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Mental Health Texas Behavior Support Initiative Training</td>
<td>Certificate of Completion submitted to Tk20</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Substance Abuse Training</td>
<td>Certificate of Completion submitted to Tk20</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Youth Suicide Training</td>
<td>Certificate of Completion submitted to Tk20</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Criminal Records – Right to Preliminary Background Check</td>
<td>Reaffirmation of understanding submitted to D2L</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Privacy and Confidentiality Pledge</td>
<td>Privacy Pledge Quiz</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Educator Ethics</td>
<td>Ethics Quiz</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Child Abuse and Neglect Reporting</td>
<td>Child Abuse and Neglect Reporting Quiz</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Human Trafficking</td>
<td>Human Trafficking Quiz</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>COURSES (@ indicates Core Course)</td>
<td>Key Assessment or Activity</td>
<td>CAEP</td>
<td>TEA</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------</td>
<td>------</td>
<td>-----</td>
</tr>
<tr>
<td>@EDLE 5603 Introduction to Leadership</td>
<td>• Professional Growth Plan Assessment</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>@EDLE 5623 School Law and Personnel</td>
<td>• Human Resources Legal Plan and Case Studies Assessment</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>@EDLE 5593 Leadership and Communication Processes</td>
<td>• Speech to Stakeholders Assessment</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>@EDLE 5643 School Business Management</td>
<td>• School Finance Project Assessment</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td>@EDLE 5693 Graduate Practicum in Educational Leadership</td>
<td>• Curriculum Map Assessment</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td></td>
<td>• School Visioning Assessment</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td></td>
<td>• Equity Walk Assessment</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td>• Practicum Evaluation Assessment</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>@EDLE 5683 Instructional Improvement and Staff Development</td>
<td>• Walkthrough and Observation Feedback Assessment</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td></td>
<td>• Professional Development Innovation Configuration Map Assessment</td>
<td>#</td>
<td>#</td>
</tr>
<tr>
<td></td>
<td>• Instructional Improvement and Professional Development Plan Assessment</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

EDLE 5673 Leadership in School Change
EDUC 5053 Introduction to Educational Research
EDUC 6753 Applied Educational Research
EDLE 5583 Curricular Supervision for School Leaders
EDLE 5653 Building School Communities for Diverse Learners
EDLE 5663 Community Politics and Public Relations

<table>
<thead>
<tr>
<th>PRACTICUM</th>
<th>Key Assessment or Activity</th>
<th>CAEP</th>
<th>TEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Candidate Info and Site Supervisor Qualification Form (CISSQ) distributed.</td>
<td><strong>Accreditation Specialist</strong> distributes training to site supervisors and monitors completion of training within the three-week timeline.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2. Program Coordinator collaborates with district to assign qualified Site Supervisor (min 3 years exp and certified in field)</td>
<td><strong>Accreditation Specialist</strong> tracks receipt of CISSQ documentation, verifies site supervisor qualifications and uploads to assessment system.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3. 15-week practicum placement</td>
<td>• Candidate documents 160 practicum hours tied to Texas Principal Certification Standards</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>• 1 observation in each 3rd of practicum</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• First contact, pre-conference, observation, post-conference with substantive feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Signatures of candidate, site supervisor, and university supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Completed time logs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Site Supervisor completes summative evaluation of candidate</td>
<td>WCOE Practicum Evaluation</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>5. University Supervisor completes summative evaluation of candidate</td>
<td>WCOE Practicum Evaluation</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>6. Pass Practice Test with at least 80% in each competency and 10 hours of practice</td>
<td>Certify Teacher Principal as Instructional Leader Practice Test</td>
<td>#</td>
<td>#</td>
</tr>
</tbody>
</table>
### RECOMMENDATION FOR CERTIFICATION

<table>
<thead>
<tr>
<th>Key Assessment or Activity</th>
<th>CAEP</th>
<th>TEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Passing score on the Texas Principal as Instructional Leader Exam (268)</td>
<td>Assessment of Content and Professional Knowledge</td>
<td>#</td>
</tr>
<tr>
<td>2. Passing score on Performance Assessment for School Leaders (PASL) Portfolio</td>
<td>Performance Assessment</td>
<td>*</td>
</tr>
<tr>
<td>3. Satisfactory Practicum</td>
<td>Earn grade of at least a 'C'</td>
<td>*</td>
</tr>
<tr>
<td>4. Apply to State Board for Educator Certification</td>
<td>Application for certification is made by applying online at <a href="http://www.tea.state.tx.us">http://www.tea.state.tx.us</a>.</td>
<td>✓</td>
</tr>
<tr>
<td>5. State review</td>
<td>Upon receipt of the University recommendation, the State Board for Educator Certification screens all applicants for Texas certificates for a record of felony or misdemeanor conviction through the Texas Department of Public Safety.</td>
<td>✓</td>
</tr>
</tbody>
</table>

### POST GRADUATION

<table>
<thead>
<tr>
<th>Key Assessment or Activity</th>
<th>CAEP</th>
<th>TEA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Satisfaction of employer</td>
<td>Survey emailed for first 3 years of employment in field of certification</td>
<td>✓</td>
</tr>
<tr>
<td>2. Satisfaction of completer</td>
<td>Survey emailed for first 3 years of employment in field of certification</td>
<td>✓</td>
</tr>
</tbody>
</table>

*Performance/Skill Assessment
#Knowledge Assessment
✓Accreditation Requirement
@Core classes for certification: all concentrations and certification-only program contain these courses.

## Quality Assessment System

### Quality and Strategic Evaluation

The Educational Leadership program maintains a quality assurance system comprised of multiple measures (see transition point chart, p. 21) that require candidates to progress in a specific order. Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 students are enhanced, through:

- Applications of data literacy;
- Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;
- Employment of data analysis and evidence to develop supportive school environments;
- Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
- Supporting appropriate applications of technology for their field of specialization; and
- Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.
Advanced program completers have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards (TEA and NELP).

As noted above, candidates have opportunities to practice applications of content knowledge and skills learned in course work. The Educational Leadership APAC designs these experiences and assessments for the experience along with all other key assessments are verified through Lawshe’s validation.

### Assessment Cycle

WCOE blends with the same assessment cycle as the University Assessment Committee with some additional steps. The following dates are approximate given changes in the calendar but hold true from year to year.

<table>
<thead>
<tr>
<th>Event</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual Program Report Templates Available on Z drive</td>
<td>~Sept 18</td>
</tr>
<tr>
<td>Program-level data posted on the Z drive for review</td>
<td>~Sept 18</td>
</tr>
<tr>
<td>Faculty/Program Review of [Academic Year]&gt;Data</td>
<td>Sept 20-Oct 16</td>
</tr>
<tr>
<td>Completed Annual Reports Due – upload to Z drive</td>
<td>~Oct 16</td>
</tr>
<tr>
<td>College Wide Data Analysis Meeting</td>
<td>~Oct 23</td>
</tr>
<tr>
<td>University Assessment Plans due into WEAVE</td>
<td>~Nov 1</td>
</tr>
<tr>
<td>Dean’s Review Plans</td>
<td>Nov 1- Dec 1</td>
</tr>
<tr>
<td>Assessment Cycle Closes</td>
<td>Dec 1</td>
</tr>
<tr>
<td>Peer Review Process including APAC</td>
<td>Dec 1 – Feb 1</td>
</tr>
<tr>
<td>Peer Review forms are due to Office of Institutional Effectiveness</td>
<td>Feb 1</td>
</tr>
<tr>
<td>Final Catalog Changes for following academic year due to Provost Office</td>
<td>First Friday of Feb.</td>
</tr>
</tbody>
</table>

### Continuous Improvement Criteria

#### Employment Needs

Data regarding employment needs has been analyzed to develop a graduate recruiting plan. The goal of the graduate recruiting plan is to admit a pool of candidates that reflects the diversity of America’s teacher pool and, over time, should reflect the diversity of P-12 students. Data includes community, state, national, regional, or local needs for school and district staff prepared in advanced fields. Evidence of the recruiting plan is shared with the APAC and evaluated on a regular basis.

APAC admission review

The Educational Leadership program APAC regularly reviews admission criteria. Each cohort must achieve a college grade point average of 3.0.
Selectivity during preparation

The Educational Leadership program has set the following performance criteria for each of the key assessments. Candidates must achieve this minimum performance at each step to move forward in the program. Performance data is analyzed each fall during the college data analysis window and relayed to the APAC. Evidence can be found in the Continuous Improvement folder on the z drive.

Minimum Performance Criteria for Principal (as Instructional Leader) Certification

<table>
<thead>
<tr>
<th>ADMISSION</th>
<th>Key Assessment or Activity</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade point average</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>Successful committee screening on selected criteria</td>
<td>Graduate Essay</td>
<td>10</td>
</tr>
<tr>
<td>Criminal Records – Right to Preliminary Background Check</td>
<td>Signed policy acknowledgement submitted with admission acceptance to Tk20</td>
<td>P/F</td>
</tr>
<tr>
<td>Code of Ethics and Standard Practices for Texas Educators</td>
<td>Signed acknowledgement and agreement to abide by the code submitted with admission acceptance to Tk20</td>
<td>P/F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ORIENTATION</th>
<th>Key Assessment or Activity</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCOE Educational Leadership Handbook</td>
<td>Signed Handbook Acknowledgement submitted to Tk20</td>
<td>P/F</td>
</tr>
<tr>
<td>Dyslexia Training</td>
<td>Certificate of Completion submitted to Tk20</td>
<td>P/F</td>
</tr>
<tr>
<td>Mental Health Texas Behavior Support Initiative Training</td>
<td>Certificate of Completion submitted to Tk20</td>
<td>P/F</td>
</tr>
<tr>
<td>Substance Abuse Training</td>
<td>Certificate of Completion submitted to Tk20</td>
<td>P/F</td>
</tr>
<tr>
<td>Youth Suicide Training</td>
<td>Certificate of Completion submitted to Tk20</td>
<td>P/F</td>
</tr>
<tr>
<td>Criminal Records – Right to Preliminary Background Check</td>
<td>Reaffirmation of understanding submitted to D2L</td>
<td>P/F</td>
</tr>
<tr>
<td>Privacy and Confidentiality Pledge</td>
<td>Privacy Pledge Quiz</td>
<td>P/F</td>
</tr>
<tr>
<td>Educator Ethics</td>
<td>Ethics Quiz</td>
<td>P/F</td>
</tr>
<tr>
<td>Child Abuse and Neglect Reporting</td>
<td>Child Abuse and Neglect Reporting Quiz</td>
<td>P/F</td>
</tr>
<tr>
<td>Human Trafficking</td>
<td>Human Trafficking Quiz</td>
<td>P/F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSES (@ indicates Core Course)</th>
<th>Key Assessment or Activity</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>@EDLE 5603 Introduction to Leadership</td>
<td>• Professional Growth Plan Assessment</td>
<td>80% Proficient</td>
</tr>
<tr>
<td>@EDLE 5623 School Law and Personnel</td>
<td>• Hiring Plan Assessment</td>
<td>80% Proficient</td>
</tr>
<tr>
<td>@EDLE 5593 Leadership and Communication Processes</td>
<td>• Speech to Stakeholders Assessment</td>
<td>80% Proficient</td>
</tr>
<tr>
<td>@EDLE 5643 School Business Management</td>
<td>• School Finance Project Assessment</td>
<td>80% Proficient</td>
</tr>
<tr>
<td>@EDLE 5693 Graduate Practicum in Educational Leadership</td>
<td>• Curriculum Map Assessment • School Visioning Assessment • Equity Walk Assessment • Practicum Evaluation Assessment</td>
<td>80% Proficient</td>
</tr>
</tbody>
</table>
### COURSES (@ indicates Core Course)

<table>
<thead>
<tr>
<th>COURSES</th>
<th>Key Assessment or Activity</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| @EDLE 5683 Instructional Improvement Staff Development | • Walkthrough and Observation Feedback Assessment  
• Professional Development Map Assessment  
• Instructional Improvement Plan Assessment | 80% Proficient |

### PRACTICUM

<table>
<thead>
<tr>
<th>Key Assessment or Activity</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>15-week practicum placement</td>
<td>80% Proficient</td>
</tr>
</tbody>
</table>
| • Candidate documents 160 practicum hours tied to Texas Principal Certification Standards  
• 1 observation in each 3rd of practicum  
• First contact, pre-conference, observation, post-conference with substantive feedback  
• Signatures of candidate, site supervisor, and university supervisor  
• Completed time logs | 80% Proficient |

<table>
<thead>
<tr>
<th>Key Assessment or Activity</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass Practice Test with at least 80% in each competency and 10 hours of practice</td>
<td>80% Proficient</td>
</tr>
<tr>
<td>Certify Teacher Principal as Instructional Leader Practice Test</td>
<td>80% Proficient</td>
</tr>
</tbody>
</table>

### Selection at completion

Upon completion of the program, the certification officer verifies the candidate has reached a high standard for content knowledge in the field of specialization, data literacy and research-driven decision making, effective use of collaborative skills, applications of technology, and applications of dispositions, laws, codes of ethics and professional standards appropriate for the field of specialization.

### RECOMMENDATION FOR CERTIFICATION

<table>
<thead>
<tr>
<th>Key Assessment or Activity</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passing score on the Texas Principal as Instructional Leader Exam (268)</td>
<td>Assessment of Content and Professional Knowledge</td>
</tr>
<tr>
<td>Passing score on Performance Assessment for School Leaders (PASL) Portfolio</td>
<td>Performance Assessment</td>
</tr>
<tr>
<td>Satisfactory Practicum</td>
<td>Earn grade of at least a ‘C’</td>
</tr>
<tr>
<td>Apply to State Board for Educator Certification</td>
<td>Application for certification is made by applying online at <a href="http://www.tea.state.tx.us">http://www.tea.state.tx.us</a>.</td>
</tr>
<tr>
<td>State review</td>
<td>Upon receipt of the University recommendation, the State Board for Educator Certification screens all applicants for Texas certificates for a record of felony or misdemeanor conviction through the Texas Department of Public Safety.</td>
</tr>
</tbody>
</table>

### Satisfaction of Employers

The Educational Leadership program surveys employers of current/recent practitioners. Data from this survey is shared with the APAC. The survey measures employer satisfaction with completers’
preparation and that completers reach employment milestones such as promotion and retention. Evidence is shared with the APAC and evaluated on a regular basis as a part of the Assessment Cycle.

Satisfaction of Completers

The Educational Leadership program surveys completers that are currently serving in administrator roles. Data from this survey is shared with the APAC. The survey measures employed completers’ perceived preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective. Evidence is shared with the APAC and evaluated on a regular basis as a part of the Assessment Cycle.

MSU WCOE Policy for Returning Finishers

Graduate

Advanced Certification Returners

If an advanced certification candidate is seeking test approval for an advanced certification and the standards and/or test has changed since the candidate completed the advanced program at MSU, the candidate will be required to:

- Repeat the WCOE certification exam testing policy
- Be assigned to and work with MSU College of Education Faculty Member(s)
- Complete up to an additional 15 hours of coursework from MSU and/or MSU training modules before test approval

If an advanced certification candidate has returned to MSU after a period of five or more years following the academic year of completion and the candidate is seeking test or retest approval for advanced certification the candidate will be required to:

- Repeat the WCOE certification exam testing policy
- Be assigned to and work with MSU College of Education Faculty Member(s)
- Complete up to an additional 18 hours of coursework from MSU before test approval

Process

- Candidate should contact Certification Officer
  - Candidate must purchase Certify Teacher. Candidate must complete at least 10 hours of total study time and pass each domain and competency with at least 80%.
  - Certification Officer refers candidate to Faculty member for content area/testing preparation after the candidate completes the Certify Teacher training according to the WCOE certification exam testing policy.
    - See Faculty Test Tutoring Expectations document for tutoring/guided training process.
- Certification Officer, in conjunction with the program coordinator, will identify course(s) or training modules that must be taken. This will be done upon the student completing the Certify Teacher test preparation.
  - Candidate must be approved by Certification Officer based on recommendation from a faculty member in order to be released to test with supporting evidence.
Designated Faculty for Test Tutoring

Graduate
- Educational Diagnostician (Grades EC-12) – Rutherford, Cavitt, Schultz
- Principal as Instructional Leader (Grades EC-12) – Blacklock, Acuña
- School Counselor (Grades EC-12) – Fox, Stewart
- Superintendent (Grades EC-12) – Blacklock, Acuña

Faculty Test Tutoring/Guided Training Expectation

In order to help candidates prepare for a certification test that they have already failed (or that the test has changed since the candidate completed), a faculty member (tutor) will be assigned to work with that candidate on test preparation skills and content area. This will take the form of tutoring or guided training. Once a candidate is assigned, the candidate must contact the faculty member to set a time to meet with them. The tutoring is in addition to any courses or training modules that are indicated for the student.

The tutor should meet with the candidate in person or virtually (e.g., via Zoom) for the content and test preparation. The following are suggestions for tutoring that have been very successful:

- Look at the areas in which candidate received less than 70% at the competency level on the failed test (or on the practice test if it is a candidate that needs tutoring because the standards changed or five years have passed since completing the program).
- Work on each competency using an inquiry approach using test question examples.
- Unpack each question.
- Ask candidate to read the prompt and then ask them to highlight the key words.
- Make sure they know what the key words mean.
- Read through each answer choice and force the candidate to say yes, no, or maybe if they believe the choice could be the answer. Ask them why.
- Have the candidate eliminate all but two answers.
- As you work through the answers with the candidate, identify content knowledge that may be lacking.
- Study the identified needed content knowledge with the candidate.
- If test anxiety is identified by the candidate as one of the factors contributing to problems with the test, provide and discuss strategies to address test anxiety. There are resources for this in the Counseling Center. You can contact Pam Midget to obtain the resources.
- Consider spending about an hour on each identified competency. Tutoring will probably need to be divided into 45-minute to an hour sessions.
- Keep in mind that if there are not enough released test questions for a competency, you might need to find more questions or create some on your own.
- After you have completed tutoring with the candidate, have them retake the Certify Teacher practice test or a TExES content test. If they pass all competencies with at least an 80%, let the Certification Officer know that they candidate has completed tutoring. If the candidate does not pass all of the competencies with at least an 80%, continue working with them on those competencies.
- For Constructed Response questions:
  - Have candidates read through the question and highlight key words. Ensure they understand the key words.
  - Have candidate write a construct response.
  - Assess candidate’s response using the rubric.
o Discuss with the candidate why they received the rubric score for each criterion.
o Help candidate reshape the structured response so that it would receive a 4 on each criterion.

The Guided training modules are self-paced and specifically designed to assist the candidate to increase their conceptual understanding.

- The faculty member will assess the TExES results and design a study plan that addresses any competency that the candidate scores below 80%.
- The candidate will be provided a study plan that will focus on those deficits.
- The self-paced modules include graphic organizers, note-taking strategies, practice mini-quizzes, and open-ended responses to help them accommodate the content.
- The modules will unpack the content into small chunks and allow immediate feedback with the mini-quizzes.
- Each module open-ended assignments and graphic organizers will be shared through google drive with the faculty member for more in-depth feedback.
- After the candidate has completed the modules, they will take a TExES content test. If the candidate passes all competencies with at least an 80%, the faculty member will let the Certification Officer know that they candidate has completed the test preparation. If the candidate does not pass all of the competencies with at least an 80%, continue working with them on those competencies.

Additional Resources for Tutoring:
- Khan Academy
- Quizzizz
- STAAR Released Tests
  https://tea.texas.gov/student-assessment/testing/staar/staar-released-test-questions
  Contains test form, answer key and rationales.
- Quizlet