College of Education and Psychology

East Central University

School Psychometry

School Psychometrist

Graduate Handbook

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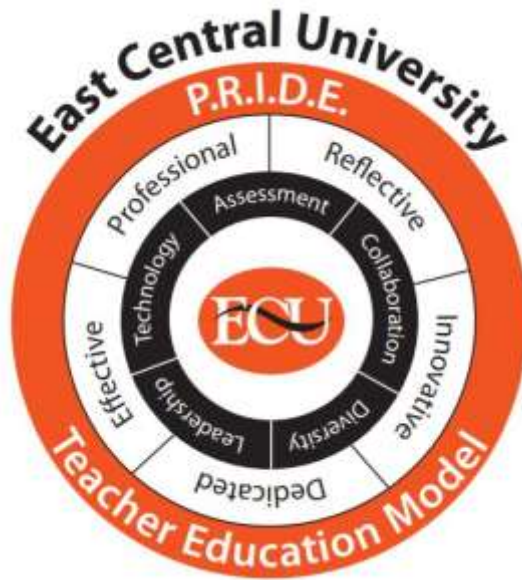**SECTION I: COLLEGE OF EDUCATION AND PSYCHOLOGY INFORMATION**

CONCEPTUAL FRAMEWORK

[Figure 1]

BACKGROUND

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

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

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

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

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

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

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

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

INTASC MODEL CORE TEACHING STANDARDS

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

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

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

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

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

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

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

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

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

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

DISPOSITIONS AND PROFESSIONAL PRACTICE

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

EAST CENTRAL UNIVERSITY SCHOOL OF GRADUATE STUDIES INFORMATION

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

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

Admission to the University

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

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

Admission to the School of Graduate Studies

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

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

Standards for Admission

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

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

Admission Categories

Unconditional Admission

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

Conditional Admission

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

Provisional Admission

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

Concurrent Graduate Study

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

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

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

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

Non-Degree Seeking Student Admission

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

Admission Deadlines

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

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

Application for a Degree

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

Conferring Degrees

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

Academic Requirements (Applicable to all degree programs)

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

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

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

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

c. Provisional Admission GPA

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

d. Academic Probation

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

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

e. Suspension

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

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

5. **Transfer Credit**

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

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

6. **Seminar and Pass/Fail Credit Limits**

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

7. **Correspondence Study**

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

8. **Time Limit for Completion of Degree**

   Graduate credit applied towards a Graduate degree must be completed within six (6) years prior to the completion of the degree, exclusive of any time spent in the Armed Forces of the United States of America. Work completed more than six (6) years prior to completion of the degree may <u>not</u> be counted toward the degree but may count toward professional certification.

9. **Maximum Study Load**

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

10. **Certification Courses**

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

11. **Second Master's Degree Requirements**

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

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

12. **Progress Toward Degree**

    Students who have not successfully completed coursework after one year must reapply to the

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

13. **Language Proficiency**

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

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

   First-Time International Graduate Students:

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

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

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

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

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

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

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

14. **Student Appeal**

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

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

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

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

MASTER OF EDUCATION DEGREE INFORMATION

General Purpose

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

The Master of Education degree programs that lead to new certification areas are accredited by the State of Oklahoma and by the Specialty Program Associations affiliated with The Council for the Accreditation of Education Preparation (CAEP). Each specialty program is designed to teach specific program standards which are addressed throughout the program of study. In addition to the specific program standards, all advanced degrees leading to certification are aligned with the following CAEP standards:

1. ECU will ensure that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexible to advance the learning of all students toward attainment of college and career-readiness standards.

2. ECU will ensure that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

3. ECU will demonstrate the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification.

4. ECU will demonstrate the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

5. ECU maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

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

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

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

General Regulations for the Program

I. Admission to the Master of Education Degree

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

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

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

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

Concurrent Admission

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

Admission Process

The applicant must:

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

[Online Application for Graduate Degree Programs Available at MyECU](#)

II. Credit Requirements

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

III. Planning the Program

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

IV. Thesis/Portfolio/Capstone

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

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

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

V. Transfer Work

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

VI. Grade Regulations

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

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

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

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

Graduate Program Admission Application available at MyECU

CAEP AP GRADUATE DEGREE OPTIONS

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

Educational Leadership 0980

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

Educational Leadership Curriculum

Library Media 0900

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

Library Media Curriculum

School Counseling 0843

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

School Counseling Curriculum

School Psychometry 1060

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

School Psychometry Curriculum

School Psychometrist – 1010 Certificate

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

School Psychometrist Curriculum

*Certificate Programs do not qualify for financial aid.

School Superintendent – 0875 Certification

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

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

*Certificate Programs do not qualify for financial aid.

GRADUATION AND STATE CERTIFICATION INFORMATION

A. Application for Degree

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

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

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

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

C. Oklahoma Subject Area Test Completion

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

D. Obtaining Oklahoma State Department of Education Certification

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

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

COLLEGE APPENDICES

A. CEP Advanced Program Disposition Plan

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CEP GRADUATE APPLICATION RECOMMENDATION FORM

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Applicant Information

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

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

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

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

Applicant's Signature	**Date**

Evaluator Information

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

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

Knowledge of Applicant

How long have you known the applicant? (months, years)

How well do you know the applicant? (very, moderately, slightly)

How do you know the applicant (instructor, employer, supervisor)

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

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

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

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

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CEP ADVANCED PROGRAMS DISPOSITION MENTORING PLAN

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

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

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

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

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

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

B. CEP Generic Portfolio Template

SECTION I: Professional & Program Information

    Mid Program Checkpoints

- Resume
- Program of Study
- Portfolio/Thesis Committee
- Teaching/Professional Certificates (if applicable)
- Mid Program Writing Sample
- Mid Program Self Evaluation

    End of Program Checkpoints

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

SECTION II: Advanced Program Learned Society Standards, Competencies, & Artifacts

- Knowledge
- Skills
- Dispositions
- Current Research and Best Practices
  - Field Experiences
  - Practicum
  - Diversity
  - Student Impact
- Evidence of Feedback

SECTION III: Academic & Professional Activities

- Student Impact
- Experiences with Diversity
- Professional Engagement
- Community Engagement
- Final Unit Disposition Survey
- EXIT SURVEY

Portfolio/Thesis Standing Committee

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

CEP Advanced Program Portfolio Scoring Rubric

EAST CENTRAL UNIVERSITY

ADVANCED PROGRAM PORTFOLIO SCORING RUBRIC

Name _____ ECU ID _____ Major_____ Date _____

Section I: Professional and Program Information

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

EAST CENTRAL UNIVERSITY

ADVANCED PROGRAM PORTFOLIO SCORING RUBRIC

Section II: Advanced Program Learned Society Competencies

CANDIDATE KNOWLEDGE OF CONTENT

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

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

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

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

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

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

*Denotes Items in the Unit Conceptual Framework

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

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

PEDAGOGICAL CONTENT KNOWLEDGE AND SKILLS FOR TEACHER CANDIDATES

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

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

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

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

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

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

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*Denotes Unit Conceptual Framework Elements

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

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

PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE AND SKILLS FOR TEACHER CANDIDATES

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

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

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

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

*Denotes Unit Conceptual Framework Elements

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

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

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

STUDENT LEARNING FOR TEACHER CANDIDATES

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

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

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

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

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

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

*Denotes Unit Conceptual Framework Elements

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

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

PROFESSIONAL DISPOSITIONS FOR ALL CANDIDATES

*Denotes Unit Conceptual Framework Elements

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

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

DEMONSTRATION OF DIVERSITY FOR ALL CANDIDATES

All Components are Unit Conceptual Framework Elements

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

Section III: Academic and Professional Activities

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

Portfolio Committee Chair   **Date**

Portfolio Committee Member   **Date**

Portfolio Committee Member   **Date**

SECTION II. SCHOOL PSYCHOMETRY PROGRAM INFORMATION

A. State Program Goals and Competencies

1. Demonstrates knowledge, understanding and integrates into practice the philosophical, historical, and legal foundations of special education as applicable to the role of the psychometrist/educational diagnostician in the following area:

   1.1 Regarding laws, regulations, and policies/procedures including those at the federal, state, and local levels related to special education assessment, placement, and due process.

2. Demonstrates knowledge, understanding, and application of ethical issues and competencies of professional setting in the following areas:

   2.1 Ethical conduct and legal issues of the profession

   2.2 Role and function of the psychometrist / educational diagnostician

   2.3 Confidentiality

   2.4 Professional issues/standards

   2.5 Training standards for particular instruments and procedures

   2.6 Continuing professional growth/development

3. Demonstrates knowledge and skills in assessment, diagnosis, evaluation, and eligibility determination within the multidisciplinary team process for children with disabilities who may require special education services or early childhood intervention services, as follows:

   3.1 Collection of assessment data for infants through school-age children, including the selection, administration, accurate scoring, and reporting of instruments and procedures appropriate to the areas of concern such as basic academic skills, cognitive/intellectual, developmental, perception, language, adaptive behavior, and classroom behavior.

   3.2 The adequacy of instruments as well as the limitations and appropriate use of each type of assessment procedure to be used by the psychometrist/educational purposes and recommendations.

   3.3 Nondiscriminatory assessment strategies for culturally and linguistically diverse groups.

4. Has knowledge and skills in effective communication and collaboration within the multidisciplinary team process

   4.1 Consultation for instructional interventions and problem-solving.

   4.2 Educational recommendations and decision-making.

5. Demonstrates an understanding of and integrates into practice basic psychological foundations, including:

   5.1 Cultural diversity

   5.2 Child and adolescent development

   5.3 Human exceptionalities

   5.4 Learning/educational psychology

6. Demonstrates an understanding and integrates into practice educational foundations, including:

   6.1 Education of the exceptional learner

6.2 Instructional and remedial techniques

6.3 The educational service delivery team

B. Oklahoma Subject Matter Competencies Aligned with CEOE Test Objectives for School Psychometrist Certification

1. Candidate demonstrates knowledge, understanding, and integrates into practice the philosophical, historical, and legal foundations of special education as applicable to the role of the psychometrist/educational diagnostician regarding laws, regulations, and policies/ procedures including those at the federal, state, and local levels related to special education assessment, placement, and due process.

- *Objective 4:* Apply knowledge of how to select appropriate assessments that provide accurate, useful information for determining appropriate interventions and making educational recommendations for students with diverse strengths and needs.
- *Objective 7:* Apply knowledge of how to assess all students and how to use assessment data to enhance knowledge about the instruction for all students
- *Objective 9:* Understand the roles and responsibilities of psychometrists in Oklahoma, and apply this knowledge to ensure educational excellence and equity for students with special needs.

2. Candidate demonstrates knowledge, understanding, and application of ethical issues and standards of professional practice within the educational setting including: a) ethical conduct and legal issues of the profession; b) role and function of the psychometrist/educational diagnostician; c) confidentiality; d) professional issues/standards; e) training standards for particular instruments and procedures; and f) continuing professional growth/development.

- **Objective 8:** Apply knowledge of effective communication, consultation, and collaboration processes for working with educators and other professionals and families to provide students with appropriate and effective educational plans.
- *Objective 9:* Understand the roles and responsibilities of psychometrists in Oklahoma, and apply this knowledge to ensure educational excellence and equity for students with special needs.

3. Candidate demonstrates knowledge and skills in assessment, diagnosis, evaluation, and eligibility determination within the multidisciplinary team process for children with disabilities who may require special education services or early childhood intervention services including: a) collection of assessment data for infants through school-age children, including administration, accurate scoring, and reporting of instruments and procedures appropriate to the areas of concern such as basic academic skills, cognitive/intellectual, developmental, perception, language, adaptive behavior, and classroom behavior; b) the adequacy of instruments as well as the limitation and appropriate use of each type of assessment procedure to be used by the psychometrist/educational diagnostician for educational purposes and recommendations; and c) nondiscriminatory assessment strategies for culturally and linguistically diverse groups.

- *Objective 4:* Apply knowledge of how to select appropriate assessments that provide accurate, useful information for determining appropriate interventions and making educational recommendations for students with diverse strengths and needs.

- *Objective 5:* Apply knowledge of how to conduct and interpret assessment results to increase knowledge about students' individual strengths and needs.
- **Objective 7:** Apply knowledge of how to assess all students and how to use assessment data to enhance knowledge about and instruction for all students.
- *Objective 8:* Apply knowledge of effective communication, consultation, and collaboration processes for working with educators and other professionals and families to provide students with appropriate and effective educational plans.

4. Candidate has knowledge and skills in effective communication and collaboration within the multidisciplinary team process including: a) consultation for instructional interventions and problem-solving; and b) educational recommendations and decision-making.

- *Objective 3:* Apply knowledge of curricula and instruction that promote student learning, achievement, and competence in students with diverse strengths and needs.
- *Objective 4:* Apply knowledge of how to select appropriate assessments that provide accurate, useful information for determining appropriate interventions and making educational recommendations for students with diverse strengths and needs.
- *Objective 5:* Apply knowledge of how to conduct and interpret assessment results to increase knowledge about students' individual strengths and needs
- *Objective 6:* Apply knowledge of how to use assessment information within the multidisciplinary team process to make recommendations and develop interventions that respond to students' identified educational needs and enhance students' educational functioning.
- *Objective 7:* Apply knowledge of how to assess all students and how to use assessment data to enhance knowledge about and instruction for all students..
- *Objective 9:* Apply knowledge of effective communication, consultation, and collaboration processes for working with educators and other professionals and families to provide students with appropriate and effective educational plans.

5. Candidate demonstrates an understanding of and integrates into practice basic psychological foundations, including: a) cultural diversity; b) child and adolescent development; c) human exceptionalities; and d) learning/educational psychology.

- *Objective 1:* Apply knowledge of human learning and development.
- *Objective 2:* Apply knowledge of processes of learning and learning environments that are responsive to students' strengths and needs.
- *Objective 3:* Apply knowledge of curricula and instruction that promote student learning, achievement, and competence in students with diverse strengths and needs.
- *Objective 8:* Apply knowledge of how to select appropriate assessments that provide accurate, useful information for determining appropriate interventions and making educational recommendations for students with diverse strengths and needs.

6. Candidate demonstrates an understanding and integrates into practice educational foundations, including: a) education of the exceptional learner; b) instructional and remedial techniques; and c) the educational service delivery team.

- *Objective 1:* Apply knowledge of human learning and development.
- *Objective 2:* Apply knowledge of processes of learning and learning environments that are responsive to students' strengths and needs.

- *Objective 3:* Apply knowledge of curricula and instruction that promote student learning, achievement, and competence in students with diverse strengths and needs.
- *Objective 6:* Apply knowledge of how to use assessment information within the multidisciplinary team process to make recommendations and develop interventions that respond to students' identified educational needs and enhance students' educational functioning.
- *Objective 8:* Apply knowledge of effective communication, consultation, and collaboration processes for working with educators and other professionals and families to provide students with appropriate and effective educational plans.

C. **Program Check Points and Requirements**

There are two options under which a student can receive their certification in school psychometry. Option 1 is obtaining an M.Ed in School Psychometry (1060). This option is a thirty-three hour program which includes a class designed to help introduce special education law to candidates who come from a non-educational background (EDUC 5023). Option 2 is obtaining a post-master's certificate in School Psychometry (1010) which is designed for students who already have a master's in an educational field and who would like to add the psychometry certification to their teaching certificate. For both options the following checkpoints and requirements apply:

Beginning Check Point

1) Once the School of Graduate Studies has notified the candidate of acceptance into the School Psychometrist program, candidates should contact their designated advisor, by email croring@ecok.edu or by phone (580-559-5676), for permission to enroll in program classes and to schedule an appointment. At this time the candidate and advisor will discuss a beginning Program of Study for the candidate. See the Program Appendices for the coursework included in the Program of Study.
2) Consult the program Required Course Sequence and your advisor before enrolling each semester (see Program Appendices for Program of Study Course Sequence).
3) Consult advisor about the electronic portfolio

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

1) Consult advisor about Portfolio Committee during your third semester of courses.
2) Complete the CEP mid-program self-evaluation instrument during PSYCH 5433.
3) Portfolio Review Completed before student begins EDPSY 5693.

End-of-Program Check Points

1) Complete Site Agreement Form before starting EDPSY 5693.
2) Obtain Supervisor Final Evaluations for EDPSY 5693, Practicum in School Psychometry.
3) Complete the OSAT School Psychometrist Exam (034) if so desired.
4) Complete EDPSY 5493, Practicum in School Psychology Approval Forms (if continuing on to the school psychology certification).
4) Complete Site Agreement Form before starting EDPSY 5493 (if continuing on to the school psychology certification).

CANDIDATE ASSESSMENT SYSTEM

The ECU School Psychometrist Certification Program promotes individual assessment. Each candidate's data file is regarded as a compilation of evidence that helps the candidate and advisor decide the suitability of the applicant for pursuit of certification as a school psychometrist service professional. Since applicants come to the program having successfully completed a graduate program, admission is based on a process that requires the specific program director and applicant to review the application data and then together decide if he/she is a suitable match for the program. If the specific program director and applicant do not agree regarding suitability for the program, the decision will be made during a conference involving the applicant, the program director, the department chair, the CEP graduate program coordinator, and the Dean of the College of Education and Psychology. If the applicant and coordinator agree that the probability of success is good and the applicant decides to pursue the certificate, he/she is admitted to the program.

Required Coursework. The candidate takes course work (including prerequisite deficiencies that may have been noted at the application level). Since each candidate comes into the program with a different course work profile, the candidate follows an individual program completion plan. Each semester, the candidate consults with the program director to monitor progress. Additionally, instructors notify the program director if a candidate is struggling in a course. At this level, candidates who are struggling with required course work are counseled out of the program or asked to repeat course work until competence can be demonstrated. Generally, candidates who are having difficulty are painfully aware that their combination of past training and present skills are not suited for pursuit of the certificate and exit the program voluntarily.

Practicum. When the candidate satisfactorily completes the academic course requirements for the psychometrist certification, he/she may be allowed to enroll in EDPSY 5693 Practicum in School Psychometry under the direct supervision of a site-based supervisor in a school setting and the university supervisor. A candidate may be asked to repeat the practicum until a satisfactory evaluation is earned. Satisfactory completion of psychometric course work and the school psychometry practicum provides evidence that the candidate is eligible to complete the program. If satisfactory practicum evaluations are earned, the candidate may also wish to arrange to take the state OSAT School Psychometrist exam.

SCHOOL PSYCHOMENTRY PROGRAM APPENDICES

A. **School Psychometry Curriculum**

   School Psychometrist Certificate

B. **School Psychometrist Portfolio Contents**

Program Philosophy

The school psychology program at ECU is an applied program where the emphasis is placed on school-based psychological services and encourages community and school collaboration. Our philosophy and mission is as follows:
"The school psychology program at East Central University is designed to produce certified school psychometrist professionals who perform their duties in a manner that is consistent with the ethical standards of their profession and represents best practice in school-based psychometry services. The core of the program draws from theory and practice in assessment, counseling, consultation, collaborative, and data-based decision-making and problem-solving models of school-based services that incorporates respect for human diversity and heritage. Content knowledge and applied competencies are developed through course work, practicum, seminars, formal and informal interactions with university and clinical faculty, supervisors, and diverse experiences with children and youth."

The East Central University School Psychometrist Program adheres to the State Standards for School Psychometrist Certification.

Competency 1

Candidate demonstrates knowledge, understanding, and integrates into practice the philosophical, historical, and legal foundations of special education as applicable to the role of the psychometrist/educational diagnostician regarding laws, regulations, and policies/ procedures including those at the federal, state, and local levels related to special education assessment, placement, and due process.

- *Objective 4:* Apply knowledge of how to select appropriate assessments that provide accurate, useful information for determining appropriate interventions and making educational recommendations for students with diverse strengths and needs.
- *Objective 7:* Apply knowledge of how to assess all students and how to use assessment data to enhance knowledge about the instruction for all students.
- *Objective 9:* Understand the roles and responsibilities of psychometrists in Oklahoma, and apply this knowledge to ensure educational excellence and equity for students with special needs.

Matrix Summary of Knowledge and Skills

Course Syllabi
PSYCH 5433: Diagnostic Assessment
EDPSY 5353: Standardized Group Test
EDPSY 5403: Nontraditional Assessment
EDPSY 5693: Practicum in School Psychometry

<u>**Artifacts**</u>

Knowledge
    Artifact K1: PSYCH 5433: Diagnostic Report
    Artifact K2: EDPSY 5353: Final Instrument Critique (Project 7) with Rubric
    Artifact K3: EDPSY 5403: Curriculum Based Assessment
    Artifact K4: EDPSY 5693: Case Presentation with rubric

Skills
    Artifact S1: Psycho-educational Evaluation Report
    Artifact S2: School Psychometry Final Evaluation Standard VIII, 8.1, Competency 1

Reflection

Competency 2

Candidate demonstrates knowledge, understanding, and application of ethical issues and standards of professional practice within the educational setting including: a) ethical conduct and legal issues of the profession; b) role and function of the psychometrist/educational diagnostician; c) confidentiality; d) professional issues/standards; e) training standards for particular instruments and procedures; and f) continuing professional growth/development.

- **Objective 8:** Apply knowledge of effective communication, consultation, and collaboration processes for working with educators and other professionals and families to provide students with appropriate and effective educational plans.
- ***Objective 9:*** Understand the roles and responsibilities of psychometrists in Oklahoma, and apply this knowledge to ensure educational excellence and equity for students with special needs.

<u>**Matrix Summary of Knowledge and Skills**</u>

Course Syllabi
    EDPSY 5143: Introduction to School Psychological Services
    EDPSY 5693: Practicum in School Psychometry

<u>**Artifacts**</u>

Knowledge
    Artifact K1: EDPSY 5143: Selected Essays from Comprehensive Essays Exams

Skills
    Artifact S1: Professional Membership in OSPA or NASP
    Artifact S2: School Psychometry Final Evaluation Standard VIII, 8.2, Competency 2
    Artifact S3: School Psychometry Final Evaluation Qualities Suitable to Profession**,** Competency 2

Reflection

Competency 3

Candidate demonstrates knowledge and skills in assessment, diagnosis, evaluation, and eligibility determination within the multidisciplinary team process for children with disabilities who may require special education services or early childhood intervention services including: a) collection of assessment data for infants through school-age children, including

administration, accurate scoring, and reporting of instruments and procedures appropriate to the areas of concern such as basic academic skills, cognitive/intellectual, developmental, perception, language, adaptive behavior, and classroom behavior; b) the adequacy of instruments as well as the limitation and appropriate use of each type of assessment procedure to be used by the psychometrist/educational diagnostician for educational purposes and recommendations; and c) nondiscriminatory assessment strategies for culturally and linguistically diverse groups.

- *Objective 4:* Apply knowledge of how to select appropriate assessments that provide accurate, useful information for determining appropriate interventions and making educational recommendations for students with diverse strengths and needs.
- *Objective 5:* Apply knowledge of how to conduct and interpret assessment results to increase knowledge about students' individual strengths and needs.
- **Objective 7:** Apply knowledge of how to assess all students and how to use assessment data to enhance knowledge about and instruction for all students.
- *Objective 8:* Apply knowledge of effective communication, consultation, and collaboration processes for working with educators and other professionals and families to provide students with appropriate and effective educational plans.

Matrix Summary of Knowledge and Skills

Course Syllabi
PSYCH 5403: Intellectual Assessment
PSYCH 5313: Advanced Educational Psychology
PSYCH 5113: Theories of Personality and Human Behavior

Artifacts

Knowledge
Artifact K1: PSYCH 5403: WISC IV Psychological Evaluation Report
Artifact K2: PSYCH 5313: Selected Quizzes
Artifact K3: PSYCH 5113: Selected Quizzes

Skills
Artifact S1: School Psychometry Final Evaluation Standard IV, 4.1, Competency 3
Artifact S2: School Psychometry Final Evaluation Standard IV, 4.2, Competency 3

Reflection

Competency 4

Candidate has knowledge and skills in effective communication and collaboration within the multidisciplinary team process including: a) consultation for instructional interventions and problem-solving; and b) educational recommendations and decision-making.

- *Objective 3:* Apply knowledge of curricula and instruction that promote student learning, achievement, and competence in students with diverse strengths and needs.
- *Objective 4:* Apply knowledge of how to select appropriate assessments that provide accurate, useful information for determining appropriate interventions and making educational recommendations for students with diverse strengths and needs.

- *Objective 5:* Apply knowledge of how to conduct and interpret assessment results to increase knowledge about students' individual strengths and needs
- *Objective 6:* Apply knowledge of how to use assessment information within the multidisciplinary team process to make recommendations and develop interventions that respond to students' identified educational needs and enhance students' educational functioning.
- *Objective 7:* Apply knowledge of how to assess all students and how to use assessment data to enhance knowledge about and instruction for all students..
- *Objective 9:* Apply knowledge of effective communication, consultation, and collaboration processes for working with educators and other professionals and families to provide students with appropriate and effective educational plans.

Matrix Summary of Knowledge and Skills

Course Syllabi
EDPSY 5403: Nontraditional Assessment
EDPSY 5693: Practicum in School Psychometry

Artifacts

Knowledge
Artifact K1: EDPSY 5403: Response to Intervention (RTI)
Artifact K2: EDPSY 5693: Case Presentation with Rubric

Skills
Artifact S1: Multidisciplinary Eligibility and Evaluation Group Summary (MEEGS)
Artifact S2: School Psychometry Final Evaluation Standard VI, Competency 4

Reflection

Competency 5

Candidate demonstrates and understanding of and integrates into practice basic psychological foundations, including: a) cultural diversity; b) child and adolescent development; c) human exceptionalities; and d) learning/educational psychology.

- *Objective 1:* Apply knowledge of human learning and development.
- *Objective 2:* Apply knowledge of processes of learning and learning environments that are responsive to students' strengths and needs.
- *Objective 3:* Apply knowledge of curricula and instruction that promote student learning, achievement, and competence in students with diverse strengths and needs.
- *Objective 8:* Apply knowledge of how to select appropriate assessments that provide accurate, useful information for determining appropriate interventions and making educational recommendations for students with diverse strengths and needs.

Matrix Summary of Knowledge and Skills

Course Syllabi
PSYCH 5473: Advanced Psych of Child and Adolescence
PSYCH 5183: Advanced Abnormal Psychology
PSYCH 5433: Diagnostic Assessment

Artifacts

Knowledge
Artifact K1: PSYCH 5473: Comprehensive Essay Exams
Artifact K2: PSYCH 5183: To be determined
Artifact K3: PSYCH 5433: Diversity Reaction Paper

Skills
Artifact S1: School Psychometry Final Evaluation Standard VII, Diversity Scale, Competency 5

Reflection

Competency 6

Candidate demonstrates an understanding and integrates into practice educational foundations, including: a) education of the exceptional learner; b) instructional and remedial techniques; and c) the educational service delivery team.

- *Objective 1:* Apply knowledge of human learning and development.
- *Objective 2:* Apply knowledge of processes of learning and learning environments that are responsive to students' strengths and needs.
- *Objective 3:* Apply knowledge of curricula and instruction that promote student learning, achievement, and competence in students with diverse strengths and needs.
- *Objective 6:* Apply knowledge of how to use assessment information within the multidisciplinary team process to make recommendations and develop interventions that respond to students' identified educational needs and enhance students' educational functioning.
- *Objective 8:* Apply knowledge of effective communication, consultation, and collaboration processes for working with educators and other professionals and families to provide students with appropriate and effective educational plans.

Matrix Summary of Knowledge and Skills

Course Syllabi
EDPSY 5143: Introduction to School Psychological Services
PSYCH 5313: Advanced Educational Psychology
EDPSY 5693: Practicum in School Psychometry

Artifacts

Knowledge
Artifact K1: EDPSY 5143: Comprehensive Essay Exams 1, 2, & 3
Artifact K2: PSYCH 5313: Selected Quizzes
Artifact K3: EDPSY 5693: Case Presentation with Rubric

Skills
Artifact S1: School Psychometry Final Evaluation Standard V, 5.1, Competency 6
Artifact S2: School Psychometry Final Evaluation Standard V, 5.2, Competency 6
Artifact S3: School Psychometry Final Evaluation Impact on Student Learning, Competency 6

Reflection

ALIGNMENT OF PROGRAM CURRICULUM AND OUTCOMES ASSESSESMENTS WITH OKLAHOMA PSYCHOMETRIST CERTIFICATION COMPETENCIES AND 2010 NASP STANDARDS

Please note: The School Psychometrist Certification is encompassed in the School Psychologist Program and governed by the NASP standards for School Psychologist as well as the Oklahoma State Psychometrist Competencies. See course syllabi for information on related course embedded assessments and specific course content. In addition to course grades, the following assessments are utilized to evaluate candidate proficiencies: OSAT School Psychometrist Exam, Practicum Supervisor Evaluations, and Candidate Portfolio.

STATE COMPETENCY	Courses	Culminating Evaluations
PSYCHOMETRIST COMPETENCY 1 **NASP Standard II: Practices That Permeate All Aspects of Service Delivery** Data-Based Decision-Making and Accountability	*PSYCH 5403*: Intellectual Assessment *PSYCH 5433*: Diagnostic Assessment *EDPSY 5403*: Nontraditional Assessment *EDPSY 5693:* Practicum in School Psychometrist	• Portfolio Section II – Competency 1 • Practicum Supervisor Evaluations • OSAT School Psychometrist Exam
PSYCHOMETRIST COMPETENCY 1 **NASP Standard VIII: Foundations of School Psychological Service Delivery** 8.1 Research and Program Evaluation	*EDPSY 5353*: Standardized Group Tests *EDPSY 5693:* Practicum in School Psychometrist	• Portfolio Section II – Competency 1 • Practicum Supervisor Evaluations • OSAT School Psychometrist Exam
PSYCHOMETRIST COMPETENCY 2 **NASP Standard VIII: Foundations of School Psychological Service Delivery** 8.2 Legal, Ethical, and Professional Practice	*EDPSY 5143*: Introduction to School Psychological Services *PSYCH 5403*: Intellectual Assessment *PSYCH 5433*: Diagnostic Assessment *EDPSY 5693:* Practicum in School Psychometrist	• Portfolio Section II – Competency 2 • Practicum Supervisor Evaluations • OSAT School Psychometrist Exam
PSYCHOMETRIST COMPETENCY 3 **NASP Standard IV: Direct and Indirect Services for Children, Families, and Schools - Student-Level Services** 4.1 Interventions and Instructional Support to Develop Academic Skills	*PSYCH 5433*: Diagnostic Assessment *PSYCH 5313*: Advanced Educational Psychology *EDPSY 5693:* Practicum in School Psychometrist	• Portfolio Section II – Competency 3 • Practicum Supervisor Evaluations • OSAT School Psychometrist Exam
PSYCHOMETRIST COMPETENCY 3 **NASP Standard IV: Direct and Indirect Services for Children, Families, and Schools - Student-Level Services** 4.2 Interventions and Mental Health Services to Develop Social and Life Skills	*EDPSY 5693:* Practicum in School Psychometrist	• Portfolio Section II – Competency 3 • Practicum Supervisor Evaluations • OSAT School Psychometrist Exam

STATE COMPETENCY	Courses	Culminating Evaluations
PSYCHOMETRIST COMPETENCY 4 **NASP Standard III: Practices That Permeate All Aspects of Service Delivery** Consultation and Collaboration	*PSYCH 5433*: Diagnostic Assessment *EDPSY 5403*: Nontraditional Assessment *EDPSY 5693:* Practicum in School Psychometrist	• Portfolio Section II – Competency 4 • Practicum Supervisor Evaluations • OSAT School Psychometrist Exam
PSYCHOMETRIST COMPETENCY 4 **NASP Standard VI: Direct and Indirect Services for Children, Families, and Schools – Systems Level Services** Family–School Collaboration Services	*PSYCH 5433*: Diagnostic Assessment *EDPSY 5403*: Nontraditional Assessment *EDPSY 5693:* Practicum in School Psychometrist	• Portfolio Section II – Competency 4 • Practicum Supervisor Evaluations • OSAT School Psychometrist Exam
PSYCHOMETRIST COMPETENCY 5 **NASP Standard VII: Foundations of School Psychological Service Delivery** Diversity in Development and Learning	*EDPSY 5313*: Advanced Educational Psychology *PSYCH 5113*: Theories of Personality and Human Behavior *PSYCH 5183*: Advanced Abnormal Psychology *PSYCH 5473*: Advanced Psych of Child and Adolescence *EDPSY 5693:* Practicum in School Psychometrist	• Portfolio Section II – Competency 5 • Practicum Supervisor Evaluations • OSAT School Psychometrist Exam
PSYCHOMETRIST COMPETENCY 6 **NASP Standard V: Direct and Indirect Services for Children, Families, and Schools - Systems Level Services-Schools** 5.1 School-Wide Practices to Promote Learning	*EDPSY 5143*: Introduction to School Psychological Services *PSYCH 5313*: Advanced Educational Psychology *EDPSY 5403*: Nontraditional Assessment *EDPSY 5693:* Practicum in School Psychometrist	• Portfolio Section II – Competency 6 • Practicum Supervisor Evaluations • OSAT School Psychometrist Exam
PSYCHOMETRIST COMPETENCY 6 **NASP Standard V: Direct and Indirect Services for Children, Families, and Schools – Systems Level Services-Schools** 5.2 Preventive and Responsive Services	*EDPSY 5693:* Practicum in School Psychometrist	• Portfolio Section II – Competency 6 • Practicum Supervisor Evaluations • OSAT School Psychometrist Exam

C. **EDPSY 5693 – Practicum in School Psychometry Forms**

APPROVAL TO BEGIN PRACTICUM
EDPSY 5693 – PRACTICUM IN SCHOOL PSYCHOMETRY

Candidate Name: _____

ECU ID Number: _____

COURSE PREREQUISITES COMPLETED

GRADE   **COURSE**

_____   EDPSY 5143 – Introduction to School Psychological Services

_____   EDPSY 5353 - Standardized Group Tests

_____   EDPSY 5403 - Non-Traditional Assessment

_____   PSYCH 5403 - Intellectual Assessment

_____   PSYCH 5433 - Diagnostic Assessment

Note: If candidate is currently enrolled in a prerequisite course list candidate's current grade. Final approval for practicum will be contingent on successful completion of all prerequisites.

DISPOSITIONAL STATEMENT

We believe that at this time based on our interactions with the candidate that he/she has demonstrated the professional skills and behavioral dispositions necessary to work effectively with children, families, teachers, administrators, and the community; including professionalism, knowledge-base, respect for others, appropriate expectations, and personal efficacy.

APPROVALS:

_____
Practicum Faculty Supervisor   Date

_____
Additional Faculty Member   Date

_____
Program Director   Date

EAST CENTRAL UNIVERSITY
COLLEGE OF EDUCATION AND PSYCHOLOGY
SCHOOL PSYCHOLOGICAL SERVICES PROGRAM
PROPOSAL FOR PRACTICUM IN SCHOOL PSYCHOMETRY
FAX 580-332-7114   Attn: Dr. Catherine Roring

Candidates' Name: _____

Semester: _____   **ID #** _____

Address: _____

Home Phone: _____   **Cell Phone:** _____

Work Phone: _____   **Email:** _____

Practicum Address: _____

On-site Supervisor: _____   **Email:** _____

Supervisor Address: _____

Site Phone: _____   **Supervisor's Phone:** _____

Supervisor's Practicing Credentials: _____

DESCRIPTION OF THE PROPOSED PRACTICUM EXPERIENCE: (hours, days, activities, responsibilities, supervision time, etc.)

Student is expected to complete 150 hours of supervised experience in school psychometry activites. These include but are not limited to 4 complete psychoeducational evaluations (cognitive and achievement assessments), intervention, consultation with teachers and families and attendance of MEEGS and/or IEP meetings. Approximately one hour a week of face-to-face supervision is expected.

We agree to enter into the Practicum arrangement detailed above.

_____   _____
Practicum Site Supervisor   **Date**

_____   _____
Practicum Student   **Date**

_____   _____
University Supervisor   **Date**

EAST CENTRAL UNIVERSITY
COLLEGE OF EDUCATION AND PSYCHOLOGY
SCHOOL PSYCHOLOGICAL SERVICES PROGRAM
FAX 580-332-7114 Attn: Dr. Catherine Roring

Agreement for Supervised Practicum in School Psychometry

Candidate's Name: _____   **ID #:** _____

Address: _____

Home Phone: _____   **Cell Phone:** _____

Work Phone: _____   **Email:** _____

Starting Date of Practicum: _____   **Tentative Ending Date:** _____

Agency/ School Name: _____

Agency/ School Address: _____

Name & Title of Agency/ School Administrative Contact

Phone of Agency/ School Administrative Contact

E-mail for Agency/ School Administrative Contact

If compensation/salary is to be provided please check here: _____

Site
• Agrees to provide the practicum student with supplies and materials to carry out the functions of the practicum (if a rural district, the designated supervisor will provide assessment materials and supplies and district is responsible only for space and administrative support).
• Site is responsible for policies and procedures under which the practicum student works.
• If an employed certified school psychometrist or certified school psychologist is provided for supervision, the district/agency agrees to provide that professional with release time for supervisory duties.

Site-Supervisor
• Agrees to provide individual face-to-face supervision to practicum student on a weekly basis.
• Agrees to evaluate the practicum student mid-term and at the conclusion of the practicum utilizing the evaluation form provided.
• Agrees to follow the objectives for training as listed on the practicum syllabus.

    Initial receipt _____

Student
• Agrees to complete a minimum of 150 clock hours of direct services under supervision.
• Agrees to keep a running daily log of time and activities. Logs must be signed by the on-site supervisor and submitted monthly to the university supervisor.
• Agrees to complete four (4) sets of psycho-educational evaluations, and to submit to the university supervisor four (4) interpretative reports based on these evaluations. Each evaluation is expected to include an intellectual and achievement battery.
• Agrees to follow the objectives for training as listed on the practicum syllabus.

    Initial receipt _____

University Supervisor
• Agrees to provide student with time and activity log sheets.
• Agrees to provide student with necessary practicum forms including evaluation form.
• Agrees to provide student with supervision during semester student is enrolled in practicum.
• Agrees to make an on-site visit to practicum site to meet with student.

    Initial receipt _____

We agree to enter into the practicum agreement detailed above.

_____

Signature Practicum Student   **Date**

_____

Agency/ School Administrator's Signature   **Date**

_____

Supervisor's Signature   **Date**

_____

University Supervisor's Signature   **Date**

EAST CENTRAL UNIVERSITY
COLLEGE OF EDUCATION AND PSYCHOLOGY
SCHOOL PSYCHOLOGICAL SERVICES PROGRAM
FAX 580-332-7114   Attn: Dr. Catherine Roring
LOG OF ACTIVITIES

Psychometry Practicum Time Log

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

DATE	HOURS	DESCRIPTION OF ACTVITY	DIRECT SUPERVISION

_____   _____
Student Signature   **Date**

_____   _____
Supervisor Signature   **Date**

EAST CENTRAL UNIVERSITY
COLLEGE OF EDUCATION AND PSYCHOLOGY
SCHOOL PSYCHOLOGY PROGRAM
FAX 580-559-5676 Attn: Dr. Catherine Roring

SCHOOL PSYCHOMETRY PRACTICUM
CANDIDATE EVALUATION FORM
To be completed by the Site Supervisor

Practicum Student's
Name: _____   **Evaluation Date:** _____

Site Supervisor: _____   **Supervisor Title:** _____

Site: _____   **Address:** _____

Site Phone: _____   **Site Email:** _____

Check one: **Mid-point in Practicum** _____   **Final Practicum Ratings** _____

Instructions: Please rate intern performance using the key below. The ratings of the practicum student should be based on your actual observation and/or reports received from school staff, parents, students, etc. regarding the stduent's performance. Please take the time to read each item and rate it independently by circling the number of the scale that best describes the intern's competencies *at this time*. Supervisors are to rate the student twice for each evaluation period, once at midpoint and once at the end. Supervisors are to discuss evaluation results with the intern prior to submitting the evaluation form to faculty. Please share a copy of the completed form with the intern and send a copy with signatures to Dr. Catherine Roring croring@ecok.edu

1   **Minimal Competence** – competence below the level expected of a practicum student, or minimal or no competence noted; individual can only function as an assistant to the supervising psychologist in regard to this area.

2   **Adequate Competence** – competence developed to the level that allows for adequate functioning without direct supervision (e.g., without being directly observed or without engaging in co-led activities; competence that would be expected of a beginning pre-service practicum student; requires on-going supervision.

3   **Emerging Competence** – competence beyond that expected for a beginning pre-service practicum student, but not yet at the entry-level; requires on-going supervision.

4   **Entry Level Competence** – competence at the level expected of a beginning certified school psychometrist; requires only occasional supervision.

5   **Professional Competence** – well-developed competence that reflects capability for independent functioning with little or no supervision required.

No Data – Insufficient data to make rating at this time.

Performance Area	Performance Rating
SUBAREA 1: Understanding students with Special Needs	
Competency 001- Apply knowledge of human learning and development	
Demonstrates knowledge of typical processes of learning and development	1 2 3 4 5 No Data
Is able to examine how disabilities may affect learning and development in the cognitive, social and language domains	1 2 3 4 5 No Data
Can apply knowledge of factors that affect learning and behavior in students with special needs (biological factors, cultural background, early development)	1 2 3 4 5 No Data
Can identify differences and similarities between learners with disabilities and their nondisabled peers	1 2 3 4 5 No Data
Is able to analyze how development in any one domain may affect performance in other domains	1 2 3 4 5 No Data
Comments:	
Competency 002- Apply knowledge of processes of learning and learning environments that are responsive to students' strengths and needs.	
Is able to examine different types of learning environments that may be beneficial or harmful to a student's educational experience	1 2 3 4 5 No Data
Can recognize strategies for modifying learning environments to meet the specific needs of a student with a disability	1 2 3 4 5 No Data
Can evaluate the effects of different environments, classroom management strategies and intervention techniques on students' achievement and behavior	1 2 3 4 5 No Data
Is able to brainstorm effectively with teachers and administration ways to help a student succeed with changes to their environment	1 2 3 4 5 No Data
Comments:	
Competency 003- Apply knowledge of curricula and instruction that promote student learning, achievement, and competence in students with diverse strengths and needs.	
Has basic familiarity with curriculum from Pre-K – 12th grade	1 2 3 4 5 No Data
Can recognize methods for teaching the curriculum and enhance the competence of a student with special needs.	1 2 3 4 5 No Data
Is able to evaluate the appropriateness of instructional resources and approaches to meet the individual needs of a student	1 2 3 4 5 No Data
Can generate appropriate recommendations for curriculum and instructional modifications in various situations (i.e. interventions)	1 2 3 4 5 No Data
Comments:	

SUBAREA 2: Assessing Students with Special Needs	
Competency 004- Apply knowledge of how to select appropriate assessments that provide accurate, useful information for determining appropriate interventions and making educational recommendations for students with diverse strengths and needs	
Can identify strengths and weaknesses of different formalized assessment measures (i.e. WISC, WJ, nonverbal measures)	1 2 3 4 5 No Data
Can identify strengths and weaknesses of informal assessment measures (classroom assessments of basic academic skills)	1 2 3 4 5 No Data
Knows how to use CBM (i.e. DIBELS, AIMSWEB) to screen for academic deficiencies	1 2 3 4 5 No Data
Can examine the psychometric properties of an assessment measure to evaluate its appropriateness for a given student	1 2 3 4 5 No Data
Demonstrates knowledge of legal and ethical guidelines in assessment regarding bias, generalizability, significance of home cultural factors etc.	1 2 3 4 5 No Data
Can recognize the limitations of any one assessment and the advantages of using multiple assessments and raters	1 2 3 4 5 No Data
Utilizes a consultative problem-solving process for planning, implementing, and/or evaluating all services.	1 2 3 4 5 No Data
Comments:	
Competency 005- Apply knowledge of how to conduct and interpret assessment results to increase knowledge about students' individual strengths and needs	
Demonstrates knowledge of typical procedures for administering various types of assessments (i.e. cognitive, achievement)	1 2 3 4 5 No Data
Recognizes how to apply and adapt assessment procedures for individuals in various contexts	1 2 3 4 5 No Data
Can analyze how procedural modifications for administering standardized assessments may affect the assessment results	1 2 3 4 5 No Data
Demonstrates knowledge of how to administer assessments in ways that provide information that is accurate and useful for planning instruction	1 2 3 4 5 No Data
Understands how to maintain integrity of the assessment instruments (how to administer in ways that do not jeopardize the standardization of the score)	1 2 3 4 5 No Data
Comments:	

Competency 006- Apply knowledge of how to use assessment information within the multidisciplinary team process to make recommendations and develop interventions that respond to students' identified educational needs and enhance students' educational functioning	
Can analyze assessment data to determine a students current level of performance	1 2 3 4 5 No Data
Uses assessment data to identify specific strengths and needs	1 2 3 4 5 No Data
Shows understanding of how strengths and weaknesses in formalized assessment measures can affect academic performance in the classroom	1 2 3 4 5 No Data
Demonstrates knowledge of concepts of test measurements and different types of scores (i.e. T Scores, Standard Scores, Grade-Equivalent vs Age Equivalent scores)	1 2 3 4 5 No Data
Understands the bell curve and what an individual score means relative to expected performance	1 2 3 4 5 No Data
Can recognize what conclusions can and cannot be drawn from given assessment data	1 2 3 4 5 No Data
Can analyze test assessment data to assist the multidisciplinary team in determining presence or absence of a disability	1 2 3 4 5 No Data
Understands how to apply rules of discrepancy between cognitive and achievement scores	1 2 3 4 5 No Data
Comments:	
Competency 007- Apply knowledge of how to assess all students and how to use assessment data to enhance knowledge about and instruction for all students.	
Demonstrates knowledge of various educational placement, service and programming options (i.e. Special Education, 504, ELL, alternative school etc.)	1 2 3 4 5 No Data
Recognizes the advantages and limitations of different types of placements and programming for students with special needs	1 2 3 4 5 No Data
Examines the considerations involved in IEP goals and recommendations	1 2 3 4 5 No Data
Contributes to discussion of appropriate IEP modifications and accommodations including intervention techniques and appropriate placement/labels	1 2 3 4 5 No Data
Appropriately uses assessment data to identify educational services needed	1 2 3 4 5 No Data
Comments:	
SUBAREA 3: Working in the Professional Environment	

Competency 008- Apply knowledge of effective communication, consultation, and collaboration processes for working with educators and other professionals and families to provide students with appropriate and effective educational plans.	
Can analyze the significance of language, cultural and socioeconomic diversity for student assessment	1 2 3 4 5 No Data
Examines the role that diversity factors play in choosing and modifying assessment instruments in specific contexts	1 2 3 4 5 No Data
Recognizes nondiscriminatory assessment strategies for culturally and linguistically diverse students	1 2 3 4 5 No Data
Can evaluate the appropriateness of different types of assessment for given students (i.e. speech/communication issues, home-language, cultural differences)	1 2 3 4 5 No Data
Uses assessment data to enhance knowledge about the educational functioning and progress of diverse students, and to determine their eligibility for special education	1 2 3 4 5 No Data
Comments:	
Competency 009- Apply knowledge of the roles and responsibilities of psychometrists in Oklahoma.	
Communicates effectively with families.	1 2 3 4 5 No Data
Communicates effectively with school personnel.	1 2 3 4 5 No Data
Communicates effectively with professionals in the community.	1 2 3 4 5 No Data
Facilitates home-school communication and collaboration.	1 2 3 4 5 No Data
Facilitates school-community communication and collaboration.	1 2 3 4 5 No Data
Appropriately mediates and resolves conflicts.	1 2 3 4 5 No Data
Can use information provided from outside sources (i.e. physicians, counselors) to help aid in the assessment and evaluation process	1 2 3 4 5 No Data
Effectively consults with teachers and collaborates to help meet the needs of students	1 2 3 4 5 No Data
Comments:	
Examines the roles and responsibilities of psychometrists in various contexts (i.e. processing referrals, conducting eligibility assessments and reevaluations, participating in multidisciplinary team meetings)	1 2 3 4 5 No Data
Demonstrates knowledge of philosophical and historical foundations for special education	1 2 3 4 5 No Data

Applies knowledge of legal and ethical issues involved with the profession	1 2 3 4 5 No Data
Applies knowledge of special education laws(i.e. IDEA, Section 504, ADA)	1 2 3 4 5 No Data
Applies knowledge of state rules (i.e. timelines, eligibility criteria, due process)	1 2 3 4 5 No Data
Practices ethical behavior in regards to student confidentiality, record keeping and protection of copyrighted material	1 2 3 4 5 No Data
Understands how to advocate for students with disabilities regarding placements in Least Restrictive Environments and ethical issues with special education labels	1 2 3 4 5 No Data
Comments:	
Professionalism and Disposition	
Practicum student is on time and dressed appropriately for a professional setting	1 2 3 4 5 No Data
Practicum student communicates effectively and respectfully with his/her supervisor and peers	1 2 3 4 5 No Data
Practicum student demonstrates discretion regarding sensitive information shared about students they evaluate	1 2 3 4 5 No Data
Practicum student comes to work prepared and ready to learn	1 2 3 4 5 No Data
Practicum student is open to feedback and constructive criticism	1 2 3 4 5 No Data
Comments:	

Overall Level of Performance:
Given the above ratings of the practicum student's current skills, how would you rate their overall level of performance?
          Key: 1 – Minimal; 2 – Adequate; 3 – Emerging; 4 – Entry Level; 5 – Professional

Training/Professional Goals:
Given the above ratings of their current skills, what goal(s) should be established for his/her professional training?

_____

_____

_____

_____   _____
Practicum Supervisor   Date

_____   _____
Practicum Student*   Date

_____   _____
University Supervisor   Date

* The student's signature indicates only that this evaluation has been discussed with him/her; it does not indicate the intern's agreement with the evaluations in part of in whole.