Advanced Candidates Demonstrate Proficiency Related to Expertise in Certain Aspects of Professional and Pedagogical Knowledge, How They Contribute to the Dialogue Based on Their Research and Experiences, and How They Demonstrate Competence in Their Leadership Roles in the Professional Community

Advanced Music

Program candidates demonstrate proficiency in understanding, ability to explain, research skills, and ability to utilize content information in an instructional setting by means of the Capstone Proposal. The proposal is the candidate’s formal presentation for completion of the degree Capstone. Following intensive self-directed research, the proposal is prepared as a formal research paper to include the following: title page; abstract; topic introduction; research problem and statement; thorough review of literature; capstone information and methodology; student information; assessment plan; completion timeline; and reference list.

Assessment is rubric-based. Assessment data for 2008-2011, N of 12 candidates, is reported as follows:
Possible Score = 100; Minimum Passing Score = 80
Mean Score = 96.33
Percent of Possible Scores = 96.33
Percent of Pass = 100

Building and District Leadership

Competence demonstrated through Praxis II test, practicum activities, and special projects and leadership courses

Curriculum & Instruction

Since academic leadership is at the heart of our graduate programs in curriculum and instruction, there are many topics related to contributing to the dialogue based on research and experiences, and also direct linkages to the practicum experiences themselves. For our graduate students to be proficient in the area of academic leadership, their professors set clear examples by the content of their course syllabi and activities in the area of research and development. Many of the graduate courses in curriculum and instruction are NOT the survey type used years ago, but are instead practical approaches---based on solid research and theories---of how to become change agents and collaborative leaders in their schools and districts. They learn "how-to-do-it" and well researched models, that give them the academic and vocational tools to assert leadership over time.

ESOL

Candidates are encouraged to engage in action research and publishing. Candidates who move to the master degree program in our MA TESOL course take TS 701 (Research Methods in TESOL) to even perfect these skills. Some of our candidates accompany TESOL faculty and
contribute in and/or attend professional meetings and conferences. Others pursue PhD programs, join study abroad groups, advocate for their ELL students in their district, and assume leadership roles such as ESOL District Coordinators. ESU TESOL Program Director and other faculty members conduct follow-up studies to document whether program completers continue to engage in leadership roles in the professional community.

**Gifted Special Education**

Practica Part I and II (SD855/857 and SD856/858) experiences require gifted advanced program candidates to demonstrate professional and pedagogical knowledge as measured through Standard 8 and Disposition III. These evaluations measures progress in these proficiencies throughout the program as candidates participate a varied professional development experiences in their schools, state and national professional organization, and mentoring by the ESU gifted program director. Candidates receive grants funding to provide appropriate learning experiences for gifted learners and share their expertise through leadership roles as National Board for Professional Standards certified.

**Master Teacher-Elementary Subject Matter**

The action research project addresses professional and pedagogical knowledge. We don't specifically ask for evidence of competence in leadership roles - it's more informal with candidates reporting on something they've done or been asked to do.

**Reading Specialist**

Professional Development Assessment - For the Professional Development Assessment, the candidate must create a needs assessment, identify needs, and review the research to support the recommendations.

**School Counseling**

Through efforts like the Reflection on Guidance Lesson (described above), candidates have the opportunity to share their results weekly within their small group supervision sessions (peer group of interns) considering those interventions that ‘worked’ and likewise what can be improved. Students learn from hearing both the ‘successes’ as well as the ‘failures’ and what can be done to improve their teaching and counseling skills. As part of the counselor education process, school counselors-in-training are encouraged to develop presentations, special projects, and resource materials for staff and parents on relevant topics that are infused into their school building and districts. Many candidates have also presented at regional and state school counselor workshops and conferences displaying competence and leadership abilities.

**School Psychology**

A required Ed.S. project/thesis requires a review of research and theory, as well as an active research design, related to a pedagogy/learning topic. The rubric for this product requires
critique of research and theory and discussion of the pedagogical and/or learning implications of the research and its results.

Supervised field experiences include a minimum of a 600 hour practicum field experience, and a minimum of a 1400 hour internship field experience, during which candidates are assessed by field supervisors. Leadership, consultation and collaboration skills are an integral part of the field supervisor rating tools/rubrics.

During internship, as part of a professional development standard, all candidates are required to provide professional development to other educators in the community. The rubric/tool for this professional development requires a demonstration of leadership, advocacy, and a measure of their efficacy as a trainer.