CONCEPTUAL FRAMEWORK
Other School Professional Preparation Program
Educator Preparation Unit
Muskingum University

This document serves as the conceptual framework for the Other School Professional Preparation Program of the Muskingum University Educator Preparation Unit. It serves as the foundation for the ongoing development of the Other School Professional Preparation Program, and as the driving force and the unifying thread across the various licensure areas of the program, courses, teaching, candidate performance, scholarship, service, and accountability. In brief, the framework provides the nucleus for distinguishing program completers of the Other School Professional Preparation Program of Muskingum University Educator Preparation Unit from program completers of like other school professional preparation programs of other institutions.

At Muskingum University, other school professional preparation occurs at the graduate level, preparing candidates for positions in educational leadership, including building principals, central office administrative specialists, and superintendents of schools.

This conceptual framework consists of the following structural elements:

- mission of the Institution and the vision and mission of the Other School Professional Preparation Program;
- philosophy, purpose, and goals of the Other School Professional Preparation Program;
- knowledge-bases, including theories, research, the wisdom of practice, and education policies that drive the work of the Other School Professional Preparation Program;
- candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity* and technology, that are aligned with the expectations in professional and state standards; and
- a description of the Other School Professional Preparation Program Assessment System.

MISSION OF THE INSTITUTION

“The mission of Muskingum University is to offer quality academic programs in the liberal arts and sciences in the setting of a residential, coeducational, church-related university and in the context of a caring community where individual fulfillment is encouraged and human dignity is respected. Its primary purpose is to develop – intellectually, spiritually, socially and physically – whole persons, by fostering critical thinking, positive action, ethical sensitivity and spiritual growth, so that they may lead vocationally productive, personally satisfying and socially responsible lives.”
VISION OF THE OTHER SCHOOL PROFESSIONAL PREPARATION PROGRAM

The **vision** of the Muskingum University Other School Professional Preparation Program is to offer quality educator preparation programs in the context of a caring professional community. Furthermore, and primarily, it is the Program’s **vision** to develop educators who will serve a diverse* and global society through leadership based on knowledge of human development, discipline-specific content, and pedagogy.

MISSION OF THE OTHER SCHOOL PROFESSIONAL PREPARATION PROGRAM

The **mission** of the Muskingum University Other School Professional Preparation Program is to develop educational leaders who encourage, equip, and empower all participants in educational communities to support student learning, achievement, and well-being.

PHILOSOPHY OF THE OTHER SCHOOL PROFESSIONAL PREPARATION PROGRAM

The **philosophy** of the Muskingum University Other School Professional Preparation Program is grounded in the commitment to help candidates develop intellectually, ethically, socially, and physically.

PURPOSE OF THE OTHER SCHOOL PROFESSIONAL PREPARATION PROGRAM

The **purpose** of the Muskingum University Other School Professional Preparation Program is to nurture candidates into becoming leaders who in turn nurture their students to their fullest potential by (1) encouraging their efforts, increasing motivation, and creating opportunities for developing self-motivation; (2) equipping them with the knowledge and skills they need in order to be successful, professionally and personally; and (3) empowering them to become active participants in their own professions, families, and communities.

GOALS OF THE OTHER SCHOOL PROFESSIONAL PREPARATION PROGRAM

Consistent with the philosophy and purpose described above, the following serve as the **goals** for the Muskingum University Other School Professional Preparation Program. These **goals** provide direction for developing and aligning the curriculum, instruction, field experiences, internships, and assessments of candidate performance and for the management and operations of the Program.

Candidates for other school professional preparation shall:

1. encourage the development of a shared vision and clear goals for their schools and/or districts and promote ethical standards and continuous progress toward achieving the goals.

2. equip members of the educational community to provide and support high quality standards-based instruction that results in higher levels of achievement for all students.
3. equip members of the educational community to provide and maintain productive learning environments through the allocation of resources and the management of school operations.

4. empower parents and community members to be actively involved in the educational process and create an environment where community resources support student learning, achievement, and well-being.

5. empower members of the larger political, social, economic, legal, and cultural communities to promote learning and achievement of all students through the establishment and support of collaborative learning and shared leadership opportunities.

6. model professional dispositions in their work with students, families, colleagues, and communities.

KNOWLEDGE-BASES OF THE OTHER SCHOOL PROFESSIONAL PREPARATION PROGRAM

The mission and goals of the Program that are identified above were derived from the literature supporting the Ohio Standards for Principals (OSP) [2005] and the Ohio Standards for Superintendents (OSS) [2008]. In turn, this literature, as articulated below, serves as the knowledge-base for the Other School Professional Preparation Program.

“Schools operate in a challenging and changing environment, requiring principals to be visionary leaders who have the ability and confidence to challenge existing structures, take action, influence situations, and produce results. Principals engage key stakeholders in the development and realization of a shared vision, based on challenging goals and high expectations, which guides and directs each member of the school community toward overall academic, social, and emotional success. To be successful in this context, principals must understand the complexities of change and use strategies to lead change effectively. They must initiate and monitor change using student data and other sources of information to target and support needed improvements. Principals utilize key stakeholders to identify, influence, and respond to issues, trends, and changes in the environment. Understanding the implications of changes for the school and the community, principals demonstrate flexibility and adaptability in their approach to leading and managing change” (OSP, 2005).

In like manner, “effective superintendents facilitate the establishment of a vision for their districts. They articulate this vision clearly, creating a description of what districts can become. This vision drives the district’s work. To achieve this vision, superintendents expect and support continuous improvement. Continuous improvement is a process that applies to the entire district system and minimally includes planning, implementation, monitoring, and feedback. This continuous improvement cycle should result in constant examination of what is working and why, what is not working and why and what actions individuals will take to assume responsibility for increased performance. As part of the continuous improvement cycle, superintendents model effective use of data to make informed decisions. Effective superintendents analyze data, identify areas of improvement and set clear, focused, measureable goals
for increasing student achievement. They monitor actions to ensure a sustained focus on achieving the
goals of the district” (OSS, 2008).

“Productive schools promote high levels of academic achievement for all students by providing a
rigorous curriculum that is aligned to...academic content standards and academic priorities of the
district. Principals emphasize that learning is the most important purpose of schooling. They are
continually aware of the impact of culture and school practices on student achievement. Principals have
extensive knowledge about curriculum, instruction, and assessment and regularly collaborate with staff
to improve the performance of all students. They promote the use of culturally-responsive instruction
practices. Principals initiate and engage in ongoing, high-quality professional learning that improves
instruction. They continuously monitor and evaluate instruction and provide feedback to teachers,
recognizing that instructional improvement is an ongoing process. Principals are adept at collecting,
analyzing, and interpreting data and support teachers’ effective use of data. They use data as the basis
for decision-making, developing concrete learning goals, and implementing the use of effective
instructional practices on a school-wide basis” (OSP, 2005).

Furthermore, “effective superintendents place a primary focus on improving instruction and enhancing
student learning. As instructional leaders, they create a district culture and expectations that support
effective, data-based decision making at all levels of the system. They work with district and building
administrators to identify, collect, analyze, and use relevant data to identify strengths to sustain and
improvements to address. Effective superintendents promote, support, and use research-based best
practice for curriculum design and instruction” (OSS, 2008).

“Schools that achieve high levels of student performance provide a safe, orderly learning environment.
Principals manage the daily operations and environment of a school through the use of technology and
other resources (i.e., financial, human, time, materials, technology, and facilities). Principals identify and
allocate resources equitably to address the unique physical and mental health needs of all students,
staff, and parents. They promote and maintain a professional work environment by managing legal
requirements and policies, supporting due process, and protecting civil and human rights of all
individuals. By modeling ethical behavior, principals create a climate of trust, stability, and integrity in
which all members of the school community are fully engaged” (OSP, 2005).

In addition, “effective superintendents intentionally focus financial, human, time, materials, technology,
and facility resources in support of district goals for instruction and achievement. Superintendents take
actions to achieve district goals. They support individuals at all levels in the district and assume that the
central office is a support and service organization for the schools. Effective superintendents organize
the district to provide leaders appropriate authority within their schools to make decisions and
implement initiatives. To allow for this to happen successfully, superintendents provide adequate and
equitable resources across the district” (OSS, 2008).

“High achieving schools continually improve teaching and learning through shared leadership. Principals
are instrumental in the establishment and ongoing development of a culture that engages staff,
students, and parents in improving student learning. This culture enhances the professionalism of staff members helping to attract and retain accomplished and distinguished teachers. Principals actively promote the development of leaders and leadership teams to fully utilize the skills of staff, students, parents, and community members. Principals provide opportunities for all members of the school community to participate in important school decisions. Principals promote shared leadership and responsibility for student learning through the use of collaborate practices. Principals understand that shared leadership results in shared accountability for student learning and a collaborative learning culture that is sustained over time” (OSP, 2005).

Likewise, “schools are highly effective when principals understand how the dynamics of their communities influence their schools and how schools influence the community in ways that improve student learning. Principals promote culturally responsive practices that value and acknowledge diversity. The opinions of all stakeholders are respected and there is a commitment to involving students, parents, and community members in making decisions. Principals involve family members in ways that are meaningful and directly related to student learning. Effective schools are the heart of the community and collaboration benefits both the school and the community. Partnerships and linkages with community agencies (e.g., social service, mental agencies, businesses, libraries, and civic organizations) are used in innovative ways to meet a variety of student and community needs” (OSP, 2005).

Effective superintendents have processes in place to facilitate communication and collaboration with the board of education and the district treasurer, establish and maintain effective relationships with school personnel, and engage the external community. Effective superintendents recognize the importance of involving multiple stakeholders to inform decision making, communication processes, and celebrate accomplishments. To gain and maintain support for these improvement efforts and to sustain the focus on the goals, effective superintendents must communicate effectively with staff and stakeholders” (OSS, 2008).

Additionally, “effective superintendents identify, prioritize, recommend, and follow policies and governance procedures that maintain a focus on the central goal – ensuring the success of all students. Effective superintendents recognize the moral imperative to ensure the success of every child and recommend and enforce policies and governance practices accordingly. Effective superintendents value the importance of an effective working relationship with the board and enlist the board’s support for district goals” (OSS, 2008).

PROFICIENCIES EXPECTED OF ALL CANDIDATES ACROSS THE OTHER SCHOOL PROFESSIONAL PREPARATION PROGRAM AND THE ALIGNMENT OF THOSE CANDIDATE PROFICIENCIES WITH PROFESSIONAL AND STATE STANDARDS

In keeping with the mission, philosophy, purpose, and goals described earlier, the following serve as the proficiencies expected of all candidates across the Other School Professional Preparation Program. These candidate proficiencies, along with the standards of the respective specialized professional associations (SPAs), provide direction for developing and aligning the curriculum, instruction, field experiences,
internship, and assessments of candidate performance and the management and operations of the Program. Furthermore, brackets are used to note alignments with Education Leadership Constituent Council (ELCC) Standard Elements [2011], National Council for Accreditation of Teacher Education (NCATE) Standard Elements [2008], the Ohio Standards for Principals (OSP) [2005], AND the Ohio Standards for Superintendents (OSS) [2008].

1. encourage the development of a shared vision and clear goals for their schools and/or districts and promote ethical standards and continuous progress toward achieving the goals [NCATE 1e and 1g; OSP 1, 3, and 5; OSS 1].

1.1 Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school/district [ELCC 1.1].

1.2 Candidates understand and can collect and use data to identify school/district goals, assess organizational effectiveness, and implement plans to achieve school/district goals [ELCC 1.2].

1.3 Candidates understand and can promote continual and sustainable school/district improvement [ELCC 1.3].

1.4 Candidates understand and can evaluate school/district progress and revise school/district plans supported by school/district stakeholders [ELCC 1.4].

1.5 Candidates understand and can act with integrity and fairness to ensure a school/district system of accountability for every student’s academic and social success [ELCC 5.1].

1.6 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school/district [ELCC 5.2].

1.7 Candidates understand and can safeguard the values of democracy, equity, and diversity* within the school/district [ELCC 5.3].

1.8 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school/district [ELCC 5.4].

1.9 Candidates understand and can promote social justice within the school/district to ensure that individual student needs inform all aspects of schooling [ELCC 5.5].

2. equip members of the educational community to provide and support high quality standards-based instruction that results in higher levels of achievement for all students [NCATE 1e and 1f; OSP 2, and OSS 4].

2.1 Candidates understand and can sustain a school/district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students [ELCC 2.1].
2.2 Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school/district program [ELCC 2.2].

2.3 Candidates understand and can develop and supervise the instructional and leadership capacity of school/district staff [ELCC 2.3].

2.4 Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning [ELCC 2.4].

3. Equip members of the educational community to provide and maintain productive learning environments through the allocation of resources and management of school operations [NCATE 1f; OSP 3 and 4; and OSS 5].

3.1 Candidates understand and can monitor and evaluate school/district management and operational systems [ELCC 3.1].

3.2 Candidates understand and can efficiently use human, fiscal, and technological resources to manage school/district operations [ELCC 3.2].

3.3 Candidates understand and can promote school/district-based policies and procedures that protect the welfare and safety of students and staff within the school/district [ELCC 3.3].

3.4 Candidates understand and can develop school/district capacity for distributed leadership [ELCC 3.4].

3.5 Candidates understand and can ensure staff time focuses on supporting high-quality school instruction and student learning [ELCC 3.5].

4. Empower parents and community members to be actively involved in the educational process and create an environment where community resources support student learning, achievement, and well-being [NCATE 1e and 1f; OSP 4 and 5].

4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s/district’s educational environment [ELCC 4.1].

4.2 Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community/district [ELCC 4.2].

4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive school/district relationships with families and caregivers [ELCC 4.3].

4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive school/district relationships with community partners [ELCC 4.4].
5. Empower members of the larger political, social, economic, legal, and cultural communities to promote learning and achievement of all students through the establishment and support of collaborative learning and shared leadership opportunities [OSP 1, 2, and 4 and OSS 3].

5.1 Candidates understand and can advocate for students, families, and caregivers [ELCC 6.1].

5.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school/district environment [ELCC 6.2].

5.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based/district-level leadership strategies [ELCC 6.3].

6. Model professional dispositions in their work with students, families, colleagues, and communities [NCATE 1g and OSP 3].

6.1 Candidates view students as unique persons.

6.2 Candidates view all students as having the ability to make decisions and to take action to promote their own development.

6.3 Candidates demonstrate an appreciation for human diversity.

6.4 Candidates view all students as being strong and capable.

6.5 Candidates are committed to providing significant learning experiences that are based on the developmental uniqueness of each student.

6.6 Candidates believe that every student can be successful and that it is the educator’s responsibility to provide differentiated learning opportunities that promote success.

6.7 Candidates are committed to creating learning environments that are healthy, respectful, supportive, and challenging for all students.

6.8 Candidates value the role that positive classroom and school-wide environments have on the development of students.

6.9 Candidates establish and maintain rapport with students.

6.10 Candidates value reflection as a strategy for improving student learning.

6.11 Candidates are committed to an on-going process of developing as a professional.

6.12 Candidates demonstrate a sense of efficacy.
6.13 Candidates project a professional attitude.

6.14 Candidates project a professional appearance.

6.15 Candidates project professional behavior.

6.16 Candidates view leadership as a way to serve others and in doing so promote equity and social justice.

6.17 Candidates value the uniqueness of each student and the families and communities from which a student comes.

6.18 Candidates appreciate the role of families and communities in student learning.

6.19 Candidates recognize the power of working cooperatively and collaboratively with teachers, staff, and other administrators.

6.20 Candidates respect learning and are willing to learn, including accepting suggestions from others.

**ASSESSMENT SYSTEM FOR THE OTHER SCHOOL PROFESSIONAL PREPARATION PROGRAM**

The **assessment system** for the Other School Professional Preparation Program is designed to collect, summarize, and analyze data regarding (1) candidate performance, (2) program completer performance, and (3) the management and operations of the Program. Results are then used to evaluate, make decisions concerning, and improve the performances of the Program’s candidates and the Program. The Data Collection, Compilation, Analysis, Dissemination, Unit and Stakeholder Review, and Use Policy (see Section 10), as approved by the education department faculty, drives the implementation of the assessment system.

- **Assessment of Candidate Performance**

The assessment system is designed to assess candidate performance on candidate proficiencies articulated in the conceptual framework across three gateways. The gateways are: (1) admission into licensure program, (2) transition into internship, and (3) exit from licensure program. Section 3 of this document identifies the requirements of each gateway for those seeking principal licensure while Sections 4 and 5 identify the requirements of each gateway for those seeking administrative specialist and superintendent licensure, respectively.

Assessments 1 – 6B for the Other School Professional Preparation Program identified below are titled key program/licensure assessments. This is because the candidate proficiencies, with the exception of the professional dispositions, articulated within this conceptual framework for the Other School Professional Preparation Program are the same as the elements of the ELCC
standards. Assessment #7 is a Key Program Assessment only since the professional dispositions have no alignment to the ELCC standard elements for licensure.

The chart below details the eight key assessments of the program for principal licensure. The chart includes the assessment numbers and titles of key assessments, conceptual framework candidate proficiencies assessed, ELCC standard elements assessed, course(s) in which each assessment is administered, and assessor.

<table>
<thead>
<tr>
<th>Key Assessments</th>
<th>Conceptual Framework Candidate Proficiencies Assessed</th>
<th>ELCC Standard Elements Assessed</th>
<th>Course(s) in which Assessment is Administered</th>
<th>Assessor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Program/Licensure Assessment #1: Praxis II Educational Leadership:</strong></td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, and 5.3</td>
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<td>Administration and Supervision (0411)</td>
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<tr>
<td><strong>Key Program/Licensure Assessment #2: Portfolio:</strong></td>
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<td>Assessment of Content Knowledge</td>
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<td><strong>Key Program/Licensure Assessment #3: Supervision and Change Intervention Plan</strong></td>
<td>1.1, 1.3, 1.6, 2.1, 2.2, 2.3, 2.4, 3.4, and 3.5</td>
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<td>Course Instructor</td>
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<td><strong>Key Program/Licensure Assessment #4: Assessment of Culminating Internship</strong></td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, and 5.3</td>
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<td><strong>Key Program/Licensure Assessment #5: Instructional Improvement Plan</strong></td>
<td>1.2, 1.7, and 1.8</td>
<td>1.2, 5.3, and 5.4</td>
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<td>Course Instructor</td>
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The chart below details the key assessments of the program for administrative specialist licensure. The chart includes the assessment numbers and titles of key assessments, conceptual framework candidate proficiencies assessed, ELCC standard elements assessed, course(s) in which each assessment is administered, and assessor.

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<tr>
<th>Key Program/Licensure Assessment #6A: Financial Appropriations Plan</th>
<th>Conceptual Framework Candidate Proficiencies Assessed</th>
<th>ELCC Standard Elements Assessed</th>
<th>Course(s) in which Assessment is Administered</th>
<th>Assessor</th>
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<tr>
<td>All Administrative Specialist Licensures</td>
<td>1.7, 3.1, 3.2, 3.3, and 5.2</td>
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<th>Key Program/Licensure Assessment #6B: Community Relations Project</th>
<th>Conceptual Framework Candidate Proficiencies Assessed</th>
<th>ELCC Standard Elements Assessed</th>
<th>Course(s) in which Assessment is Administered</th>
<th>Assessor</th>
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<td>All Administrative Specialist Licensures</td>
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<th>Key Program Assessment #7: Assessment of Professional Dispositions</th>
<th>Conceptual Framework Candidate Proficiencies Assessed</th>
<th>ELCC Standard Elements Assessed</th>
<th>Course(s) in which Assessment is Administered</th>
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<td>All Administrative Specialist Licensures</td>
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<td>EDUC 768 and 770</td>
<td>Internship Mentor</td>
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<tr>
<th>Key Program/Licensure Assessment #1: Praxis II Educational Leadership: Administration and Supervision (0411)</th>
<th>Conceptual Framework Candidate Proficiencies Assessed</th>
<th>ELCC Standard Elements Assessed</th>
<th>Course(s) in which Assessment is Administered</th>
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<td>All Administrative Specialist Licensures</td>
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<th>Course(s) in which Assessment is Administered</th>
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<td>Mentor</td>
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<tr>
<th>Key Program/Licensure</th>
<th>Assessment #3: Curriculum, Instruction, and Professional Development Project</th>
<th>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 2.4, 5.2, and 5.3</th>
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<td>Key Program/Licensure</td>
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<td>Key Program/Licensure</td>
<td>Assessment #5: Support of Student Learning and Development Project</td>
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<td>Course Instructor</td>
<td></td>
</tr>
<tr>
<td>Key Program/Licensure</td>
<td>Assessment #4: Assessment of Internship</td>
<td>1.2, 1.4, 1.5, 1.6, 1.8, 2.2, 3.1, 3.3, 4.1, and 5.2</td>
<td>1.2, 1.4, 2.2, 3.1, 3.3, 4.1, 5.1, 5.2, 5.4, and 6.2</td>
<td>EDUC 864</td>
<td>Course Instructor and University Supervisor</td>
</tr>
<tr>
<td>Key Program/Licensure</td>
<td>Assessment #6A: District-Level Policies and Practices for Effective District Management and Resource Systems Project</td>
<td>3.1, 3.2, 3.3, 3.4, and 3.5</td>
<td>3.1, 3.2, 3.3, 3.4, and 3.5</td>
<td>EDUC 859</td>
<td>Course Instructor</td>
</tr>
<tr>
<td>Key Program/Licensure</td>
<td>Assessment #4: Assessment of Internship</td>
<td>1.1, 1.3, 1.5, 1.6, 1.7, 1.8, 4.1, 4.2, 4.3, 4.4, 5.1, and 5.2</td>
<td>1.1, 1.3, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, and 6.2</td>
<td>EDUC 864</td>
<td>Course Instructor and University Supervisor</td>
</tr>
</tbody>
</table>
The chart below details the eight key assessments of the program for superintendent licensure. The chart includes the assessment numbers and titles of key assessments, conceptual framework candidate proficiencies assessed, ELCC standard elements assessed, course(s) in which each assessment is administered, and assessor.

<table>
<thead>
<tr>
<th>Key Program/Licensure Assessment #6B: District-Level Policies and Practices for Effective District-Community Partnerships Project</th>
<th>1.1, 1.7, 1.8, 3.2, 4.1, 4.2, 4.3, 4.4, 5.1, and 5.3</th>
<th>1.1, 3.2, 4.1, 4.2, 4.3, 4.4, 5.3, 5.4, 6.1, and 6.3</th>
<th>EDUC 855</th>
<th>Course Instructor</th>
</tr>
</thead>
</table>

**Superintendent Licensure**

<table>
<thead>
<tr>
<th>Key Assessments</th>
<th>Conceptual Framework Candidate Proficiencies Assessed</th>
<th>ELCC Standard Elements Assessed</th>
<th>Course(s) in which Assessment is Administered</th>
<th>Assessor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Program/Licensure Assessment #1:</strong> Praxis II Educational Leadership: Administration and Supervision (0411)</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, and 5.3</td>
<td>1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, and 6.3</td>
<td>N/A</td>
<td>Educational Testing Service (ETS)</td>
</tr>
<tr>
<td><strong>Key Program/Licensure Assessment #2:</strong> Summative Portfolio</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, and 5.3</td>
<td>1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, and 6.3</td>
<td>EDUC 865 and 866</td>
<td>Course Instructor</td>
</tr>
<tr>
<td><strong>Key Program/Licensure Assessment #3:</strong> Curriculum, Instruction, and Professional Development Project</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.9, 2.1, 2.2, 2.3, 2.4, 5.2, and 5.3</td>
<td>1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 5.1, 5.2, 5.3, 5.5, 6.2, and 6.3</td>
<td>EDUC 857</td>
<td>Course Instructor</td>
</tr>
</tbody>
</table>
Section 6 of this Other School Professional Preparation Program Conceptual Framework and Related Materials document provides a chart of the key program/licensure assessments of the other school professional preparation program, while Sections 7, 8, and 9 provide alignments of the candidate proficiencies articulated in the conceptual framework with the key program/licensure assessments for principal licensure, administrative specialist licensure, and superintendent licensure, respectively.

An overview of and the scoring guide for each key program/licensure assessment are available through the Educator Preparation Unit Accreditation web site on Blackboard (http://courses.muskingum.edu/) and in the office of the Educator Preparation Assessment Specialist.
• **Follow-up Studies of Program Completers and Employer Feedback**

Data are gathered from program completers immediately upon completion of their programs and again three years from the date of program completion. Data are also collected from 29 superintendents of school districts in which candidates complete field work and who employ a significant number of Muskingum University program completers.

The focus of the data gathered is the degree to which program completers were prepared to fulfill the six goals of the Other School Professional Preparation Program.

The questionnaires used to gather data from program completers and their respective employers are available through the Educator Preparation Unit Accreditation web site on Blackboard (http://courses.muskingum.edu/) and in the office of the Educator Preparation Assessment Specialist.

• **Evaluation of the Management and Operations of the Other School Professional Preparation Program**

Program completers and the 29 superintendents noted above are also asked to evaluate the management and operations of the Other School Professional Preparation Program. NCATE Standards 3 – 6 serve as the basis for these evaluations.

The questionnaires used to gather data regarding the management and operations of the Other School Professional Preparation Program are available through the Educator Preparation Unit Accreditation web site on Blackboard (http://courses.muskingum.edu/) and in the office of the Educator Preparation Assessment Specialist.

• **Use of Data**

Data collected regarding individual candidates are used to determine movement from one gateway to the next and to make decisions about the status of a candidate’s continuation in her/his respective program. Individual candidate data are also used to determine and provide individual candidate intervention. Furthermore, aggregated data are used to drive decisions about needed revisions to courses, assessments, and the management and operations of the Other School Professional Preparation Program.

**Note: Expanded NCATE Definition of Diversity/Diverse**

“Differences among groups of people and individuals based on ethnicity; race; socioeconomic status; gender; exceptionalities; language, *including ELL*; religion; sexual orientation; and geographical area, *including Appalachian*”.

**Note:** The term “All students” includes all individuals with respect to ethnicity; race; socioeconomic status; gender; exceptionalities; language, including English Language Learners; religion; sexual orientation; and geographic areas, including Appalachian.