Educational Specialist Programs Handbook

(Curriculum & Teacher Development,
Instructional Leadership & Instructional Technology)

UNIVERSITY *of* MONTEVALLO

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In addition to the procedures and guidelines in this handbook, candidates
should be familiar with all program and University policies.

Educational Specialist (Ed.S.) Program Overviews

Curriculum & Teacher Development

The Educational Specialist (Ed.S.) degree in Curriculum & Teacher Development (CTD) is the University of Montevallo's model program designed for experienced educators, and professionals in social serving institutions, who are interested in developing expertise in leading other educators and related professionals in curriculum and instructional improvement across subject areas and grade levels to advance their practice and to serve as faculty-based leaders contributing to sustainable improvement in their schools and organizations. *Core Coursework* — The CTD core courses are ONLINE in a structured two-year rotation. Core courses focus on reviewing and analyzing contemporary research in curriculum leadership, instruction, and social and cultural competency to assist students in acquiring knowledge, skills, and dispositions on research-based practices in these areas. Four of the core courses, EDL 606: Leadership and Mentor Training, EDL 612: Public Relations and Community Resources, EDL 645: Data Driven Models for Curriculum Development, and EDL 648: Leadership for Educational Equity and Social Justice, are standard courses for both Ed.S. Curriculum & Teacher Development and Ed.S. Instructional Leadership students at UM. Joint program offerings allow future educational leaders to work and learn together to develop and implement collaborative leadership in schools, a fundamental tenet for both programs.

Leadership Certificate Addition — Students with a teaching certificate in this program can simultaneously add coursework to obtain their K-12 Leadership credentials. Six hours of coursework overlap between these two programs, providing the quickest route to a leadership certification and an Ed.S. degree. Individuals choosing to do this will be mentored by a faculty member on the best path to achieve a Class A certificate in Instructional Leadership and an Ed.S. in Curriculum & Teacher Development. These programs complement each other well and can support candidates with short and long-term career goals. **See Appendix A.**

Practical Research — The program culminates with a two-semester, action research capstone sequence, EDL 691: Research and Planning for School Improvement and EDL 692: Implementation and Evaluation of School Improvement, where students identify a real-world problem or issue in their school, design an action research plan to study the problem empirically, implement their research plan, collect and analyze data, and prepare a research report that includes suggestions for continuous improvement.

Strengths of the Program — The Curriculum & Teacher Development program provides students with a comprehensive understanding of effective instructional and curricular practices, teacher leadership in promoting continuous educational improvement, advancing educational equity and cultural competency, and the research underlying these practices. The program also allows students flexibility to tailor it to their professional development and academic goals, such as simultaneously earning an Instructional Leadership certificate, while providing a solid foundation for students interested in pursuing a doctorate. Built on scientifically based research, this degree integrates the study of curriculum, instruction, sociocultural issues, and teacher leadership frameworks in a visionary model of collaborative leadership for quality student learning, curriculum design, and educational equity.

Instructional Leadership

The Educational Specialist (Ed.S.) degree in Instructional Leadership is based on the concept of the teacher/administrator as a developing professional. It is designed to prepare transformative leaders committed to educational quality, continuous improvement, and increased access and opportunities for all students.

Core Coursework — The IL core courses are ONLINE in a structured two-year rotation. Core courses encourage a comprehensive understanding of advanced leadership practices, inquiry orientations, and collaborative partnerships. Four of the core courses, EDL 606: Leadership and Mentor Training, EDL 612: Public Relations and Community Resources, EDL 645: Data Driven Models for Curriculum Development, and EDL 648: Leadership for Educational Equity and Social Justice, are standard courses for both Ed.S. Instructional Leadership and Ed.S. Curriculum & Teacher Development students at UM. Joint program offerings allow future educational leaders to work and learn together to develop and implement collaborative leadership in schools, a fundamental tenet for both programs.

Practical Research — The program culminates with a two-semester, action research capstone sequence, EDL 650: Systemic Planning & Design for School Improvement and EDL 651: Systemic Evaluation of School Improvement, where students identify a real-world problem or issue in their school, design an action research plan to study the problem empirically, implement their research study, collect and analyze data, and prepare a research report that includes recommendations for school improvement.

Strengths of the Program — The Instructional Leadership program is designed to equip students with the knowledge, skills, and dispositions to improve their professional practice and develop their capacity to lead. The program prepares students for school-based and systems-based leadership positions in public and private schools, as well as other educational organizations. Priorities are established to engage students in learning related to school operations; public policy; school law; finance; organizational management; staff development and mentoring; effective use of data; curriculum and instructional support; and fostering a positive school climate and culture. Students will also be able to facilitate effective leadership strategies to actively support research-based inquiry, analyze current trends in the field, embrace inclusive practices, and implement school improvement.

Instructional Technology

The Educational Specialist (Ed.S.) degree in Instructional Technology is the University of Montevallo's innovative online program designed to prepare educators, instructors, and technology professionals who are interested in developing a progressive approach to leading and learning, advancing their practice, and serving as instructional technology leaders contributing to modernization and innovation in their workplace.

Core Coursework — The IT core courses are offered ONLINE in a structured two-year rotation. Core courses focus on reviewing, analyzing, and applying contemporary research in instructional design, instructional coaching, distance education, and technology resource management to help students acquire knowledge, skills, and dispositions on research-based practices in these areas.

While offering a unique and challenging curriculum, the Instructional Technology program enables students to collaborate with professionals pursuing degrees in other leadership fields. This ability to learn from professionals in various educational fields is a rewarding experience for students. Joint Ed.S. program offerings enable Instructional Technology Leaders to collaborate and learn together, developing and implementing technology-rich leadership in their workplace environments.

Leadership Certificate Addition — Students with a teaching certificate in this program can simultaneously add coursework to obtain their K-12 Leadership credentials. Six hours of coursework overlap between these two programs, providing the quickest route to a leadership certification and an Ed.S. degree. Individuals choosing to do this will be mentored by a faculty member on the best path to achieve a Class A certificate in Instructional Leadership and an Ed.S. in Instructional Technology. These programs complement each other well and can support candidates with short and long-term career goals. See Appendix A

Practical Research — The program culminates with a two-semester, action research capstone sequence, EDL 691: Research and Planning for School Improvement and ED 693: Instructional Technology Research and Practicum, wherein students identify a real-world, technology-related problem or issue in their workplace, design an action research plan to study the problem empirically, implement their study, collect and analyze data, and prepare a research report that includes implications and suggestions for the use of emerging instructional technologies.

Strengths of the Program — The Instructional Technology program provides students with a comprehensive understanding of effective instructional technology and training practices, technology use for continuous improvement, and the research underlying these practices. The program also allows students flexibility to tailor it to their professional development and educational goals, such as the ability to simultaneously earn an Instructional Leadership certificate while providing a solid foundation for students interested in pursuing a doctorate. Built on research-based, traditional, and cutting-edge trends in instructional technology, this degree serves the needs of leaders in many different types of work environments. This program aims to tap into its candidates' leadership potential while focusing on the instructional technology needs of the educational environment. Instructional technology personnel in schools and businesses take on a leadership role focused on increasing learning engagement through integrating various technology-based systems.

Full-Time Faculty & Staff

Dr. Jennifer Alexiou-Ray, Professor
Executive Director of Graduate Studies and Instructional Technology Program Coordinator
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Admission Requirements

For specific information on graduate admissions, please visit the Graduate Studies webpage or contact the Office of Graduate Studies at grad@montevallo.edu or 205-665-6380.

The general criteria for admission to the Educational Specialist programs are as follows (please see the link above for more detailed requirements):

Educational Specialist in Curriculum & Teacher Development

- Apply to the University of Montevallo Graduate Programs
- Passing score on an Admissions Portfolio evaluated by University Faculty
- Minimum of three years of full-time acceptable education experience at the P-12 level, which must include at least one full year of full-time P-12 teaching experience

Educational Specialist in Instructional Leadership

- Apply to University of Montevallo Graduate Programs
- Valid Alabama Class A Instructional Leadership certificate
- Initial Certification in Instructional Leadership after September 8, 2005, **OR** meet the following criteria:
  - Passing score on an Admissions Portfolio evaluated jointly by LEA personnel and University Faculty
  - Passing score on an Admissions Interview conducted by P-12 Instructional Leaders and University Faculty
  - Minimum of three years of full-time acceptable instructional leadership experience

Educational Specialist in Instructional Technology

- Apply to University of Montevallo Graduate Programs
- Passing score on an Admissions Portfolio evaluated by University Faculty
- Minimum of one year of full-time acceptable educational and/or instructional technology experience

Advising & Mentoring

Upon notification of acceptance into one of the Ed.S. programs, the student will be assigned an academic advisor. The advisor is the key individual with whom the candidate will work and the departmental representative who will help monitor progress toward completing degree or certificate requirements. The primary advisors for each program are as follows:

- Instructional Leadership: Dr. Alvin Taylor
- Instructional Technology: Dr. Jennifer Alexiou-Ray
- Curriculum & Teacher Development: Dr. Larry Haynes

If the student prefers a different advisor, the Department Chair should be contacted promptly. Any requests for a change of advisor should be directed in writing to the Department Chair for consideration.

Dr. Cassie Raulston
Department Chair of Teaching, Leadership & Technology
Professor of Elementary Education/Instructional Technology
College of Education & Human Development
University of Montevallo
Station 6345 (216 Wills Hall)
Montevallo, AL 35115
205-665-6345

The student must be informed of all rules, regulations, and procedures required for Graduate Studies. Program requirements will not be waived or exceptions granted because candidates plead ignorance of the regulations or claim failure of the advisor to keep them informed.

An orientation/advising session with their academic advisor will be facilitated for newly admitted candidates.

Core Class Schedule

The class schedules for each of the 30-hour Educational Specialist degrees consist of courses that include core competencies for the program, as well as a six-hour capstone action research sequence. These rotational courses allow candidates to begin the program in any semester.

The following courses make up the core coursework for the CTD Ed.S. program:

EDL 606: Leading Learning through Mentoring and Professional Development (3 hours)

EDL 612: Strengthening Community Relations through Restorative Leadership (3 hours)

EDL 645: Data Driven Models for Curriculum Development and Assessment (3 hours)

EDL 648: Leadership for Equity and Social Justice (3 hours)

EDL 690: Teacher Leadership in Education (3 hours)

The following courses make up the core coursework for the IL Ed.S. program:

EDL 605: Advanced Fiscal and Organizational Management for Instructional Leadership (3 hours)

EDL 606: Leading Learning through Mentoring and Professional Development (3 hours)

EDL 612: Strengthening Community Relations through Restorative Leadership (3 hours)

EDL 640: Strategic Planning/Analysis for Current/Evolving Issues in Educational Contexts (3 hours)

EDL 644: Legal and Ethical Dimensions of Instructional Leadership (3 hours)

EDL 645: Data Driven Models for Curriculum Development and Assessment (3 hours)

EDL 648: Leadership for Equity and Social Justice (3 hours)

The following courses make up the core coursework for the IT Ed.S. program:

ED 629: Survey of Instructional Technology Leadership (3 hours)

ED 601: Instructional Design and Development (3 hours)

ED 602: Technology, Training, Coaching, and Mentoring (3 hours)

ED 610: Managing Distance Education and eLearning Systems (3 hours)

ED 621: Technology Leadership and Resource Management (3 hours)

EDL 677: Instructional Technology Leadership in Educational Contexts (3 hours)

In addition to the core hours, the degree programs may contain support courses or electives. In each Ed.S. program, students must complete a six-hour capstone research sequence. These six hours, plus any support/elective courses, make each Ed.S. program a total of 30 hours.

Completion Requirements

1. Complete the prescribed Program of Study within five years, including any applicable State Department and program requirements.
2. Have an overall 3.25 (IT) or 3.5 (IL and C&TD) GPA on all work applied to the degree program.
3. Satisfactorily complete the requisite Action Research sequence.
4. For the IT program, turn in the updated program portfolio.

Action Research

The programs culminate with a two-semester action research capstone sequence, where students identify a real-world problem, design an action research plan to study the issue empirically, implement their study, collect and analyze data, and compose a research report. This action research sequence prepares students to research and utilize data to examine a relevant situation in their professional work context while also preparing those who desire to continue their education at the doctoral level.

The six-hour capstone sequence for each degree program is as follows:

Curriculum & Teacher Development

EDL 691: Research and Planning for School Improvement (Action Research I)

EDL 692: Implementation and Eval. for School Improvement (Action Research II)

Instructional Leadership

EDL 650: Systemic Planning and Design for School Improvement (Action Research I)

EDL 651: Systemic Evaluation for School Improvement (Action Research II)

Instructional Technology

EDL 691: Research and Planning for School Improvement (Action Research I)

ED 693: IT Research and Practicum (Action Research II)

Plan of Study

Hours Required

Each degree program requires 30 hours of coursework, including core classes, support courses, electives, and capstone research courses. For the Instructional Leadership degree, candidates must complete SPED 507 if not completed previously.

Transfer Credit

Candidates may transfer a maximum of twelve semester hours from another accredited institution. For any transfer credit to be accepted, an official transcript must have been received by the University and approved by University faculty & staff. Transfer credit may only be accepted with a grade of A or B. The student will complete the **Graduate Transfer Credit** form during the admission process. *All transfer credits applied must have been taken within ten years of the start of the student's Ed.S. degree.*

Program Checksheets

Please see the following pages for the checksheets for Ed.S. CTD (p. 12), Ed.S. CTD w/ Leadership Certification crossover (p. 13), Ed.S. IL (p. 15), Ed.S. IT (p. 16), and Ed.S. IT w/ Leadership Certification crossover (p. 17). The IL checksheet is state department-approved. The CTD & IT checksheets are internal since these programs do not lead to educator certification. **However, all educators should know that ALL 3 Ed.S. programs are recognized and approved by the state board of education to move educators up the state-approved salary scale.**

University of Montevallo
Ed.S. in Curriculum & Teacher Development
Program Check Sheet
(minimum of 30 hours)

Candidate's Name _____   M#_____

Advisor_____

C&TD Core Courses (15 hours)	**Elective Courses** (6 hours to be selected in consultation with advisor, must be at the 600 level)
___ EDL 606: Leading Learning through Mentoring and Professional Development (3)	_____
___ EDL 612: Strengthening Community Relations through Restorative Leadership (3)	_____
___ EDL 645: Data Driven Models for Curriculum Development & Assessment (3)	**Action Research Courses** (6 hours)
___ EDL 648: Leadership for Equity and Social Justice (3)	___ EDL 691: Research and Planning for School Improvement (3)
___ EDL 690: Teacher Leadership in Education (3)	___ EDL 692: Implementation and Evaluation of School Improvement (3)
C&TD Support Courses (3 hours)	**Additional Courses, As Applicable**
___ ED 629: Survey of Instructional Technology Leadership (3)	___ SPED 507: Exceptional Learners in P-12 (3), required if not previously completed

All coursework must be completed with a minimum overall GPA of 3.5.

University of Montevallo
Ed.S. in Curriculum & Teacher Development
with Instructional Leadership Reduced Hour Option, Dual Enrollment Only
Program Check Sheet
(minimum of 43 hours)

Candidate's Name _____   M#_____

Advisor_____

Curriculum & Teacher Development Courses

C&TD Core Courses (15 hours)

___ EDL 606: Leading Learning through Mentoring and Professional Development (3)

___ EDL 612: Strengthening Community Relations through Restorative Leadership (3)

___ EDL 645: Data Driven Models for Curriculum Development & Assessment (3)

___ EDL 648: Leadership for Equity and Social Justice (3)

___ EDL 690: Teacher Leadership in Education (3)

C&TD Support Courses (3 hours)

___ ED 629: Survey of Instructional Technology Leadership (3)

Elective Courses (6 hours to be selected in consultation with advisor, can include 500-level EDL courses in the IL RHO program)

_____

_____

Action Research Courses (6 hours)

___ EDL 691: Research and Planning for School Improvement (3)

___ EDL 692: Implementation and Evaluation of School Improvement (3)

Additional Courses, As Applicable
___ SPED 507: Exceptional Learners in P-12 (3), required if not previously completed

All coursework must be completed with a minimum overall GPA of 3.5.

Instructional Leadership Reduced Hour Option (RHO) Courses

___ EDL 593: Building Capacity for Leadership, Mentoring, & Instructional Support (3)

___ EDL 594: Foundations of Curriculum and Instructional Design (3)

___ EDL 595: Public Relations, Community Resources, and Ethics (3)

___ EDL 596: Fiscal and Non-Fiscal Resources for Instruction (3)

___ EDL 597: School Law and Human Resource Development (3)

___ EDL 599: Residency and Capstone Seminar (3)

___ SPED 507: Exceptional Learners in the P-12 and Secondary Programs. Required if not previously completed.

___ If SPED 507 is previously completed, ED 584: Poverty in Rural and Urban Schools (1 hour)* or ALSDE-approved Class A diversity course required. *Meets diversity course requirement as specific in Rule 290-3-3-47(4)(b)

**Please note, candidates who are dually enrolled in IL-RHO and C&TD Ed.S. are only eligible for federal financial aid for courses that apply to the Ed.S. C&TD program. If candidates take both Ed.S. and RHO courses in the same semester, financial aid consequences could be relevant if they are enrolled less than half-time in their degree-seeking program (Ed.S. C&TD). Please contact the Student Aid Office, finaid@montevallo.edu, for in-depth questions regarding federal financial aid or alternative methods for financing your education.

All coursework must be completed with a minimum overall GPA of 3.25.

STATE OF ALABAMA DEPARTMENT OF EDUCATION
EDUCATOR PREPARATION

2021 Code

ALSBE

Approved EPR Approved: _____
Initials: _____ Expired: _____
             Revised: _____

Program Instructional Leadership

Total Hours: 30-33

CLASS AA PROGRAM CHECKLIST
FOR INSTRUCTIONAL LEADERSHIP

Institution: University of Montevallo

Date Approved: 04/11/2024
Date Expires: 04/30/2031
Revisions: _____

Instructional Support Area: 27

EDL 605 Adv Fiscal&Organizational Mgmt	3
EDL 606 Leading Mentoring & Prof Dev	3
EDL 612 Restorative Leadership	3
EDL 640 Strategic Planning & Analysis	3
EDL 644 Legal/Ethical Dimensions of IL	3
EDL 645 Data Driven Models	3
EDL 648 Equity and Social Justice	3
EDL 650 Systemic Plan/Design for Improve	3
EDL 651 Systemic Eval of School Improve	3

Mentor Training:

EDL 606   3: *included in Instructional Support Area*

Problem Analysis Project, Thesis, or Dissertation:

EDL 650 & EDL 651 *6 :included in Instructional Support Area*

Additional Courses: 3

ED 621 Instructional Tech Leadership/Mgmt 3

Completion of a Class AA program for an area of instructional support requires at least 30 semester hours of graduate credit not used for prior-level certification or degree in any teaching field or area of instructional support.

Survey of Special Education Course: (If course was taken for prior level certification, another approved diversity course is required.) 3

(FE) SPED 507 Intro to SPED _____

OR
EDL 648 Equity and Social Justice •

Students must complete both the SPED course as well as the diversity course; if a SPED course was completed in a previous program, only the diversity course is required.

Dean of Education: *Donna Phasof*

Date: 06/25/2024

Ed.S. Degree Program Checksheet
Instructional Technology
Total Hours: 30

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Candidate's Name: _____ **M#:** _____ **Advisor:** ____Dr. Alexiou-Ray____

Prefix & Course Number	Course Title	Credit Hours	Completed (Hours & Semester)	Grade
	MAJOR COURSES			
ED 629	Survey of Instructional Technology Leadership* *Required pre-requisite course*	3		
ED 601	Instructional Design and Development	3		
ED 602	Technology Training, Coaching & Mentoring	3		
ED 610	Managing Distance Education & eLearning Systems	3		
ED 621	Technology Leadership & Resource Management	3		
	REQUIRED SUPPORT COURSES			
EDL 691	Research & Planning for School Improvement	3		
EDL 677	Instructional Technology Leadership in Educational Contexts	3		
	CAPSTONE COURSE			
ED 693	IT Research & Practicum	3		
	ELECTIVES *(choose two)*	6		
	Choose Two Advisor Approved Electives, **these are any 600-level course you choose with an EDL, ED, or EDF prefix.**			
	TOTAL HOURS	30		

Beginning Semester: _____

Action Research Completed: _____

Final Portfolio Completed: _____

Updated August 22, 2025   Date Last Updated: 11/7/23 12:11 PM

Ed.S. Degree Program Checksheet
Instructional Technology w/ IL-RHO or IL Masters
Total Hours: 42 – 51

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Candidate's Name: _____ **M#:** _____ **Advisor:** _____ Dr. Alexiou-Ray _____

Prefix & Course Number	Course Title	Credit Hours	Completed (Hours & Semester)	Grade
	MAJOR COURSES			
ED 629	Survey of Instructional Technology Leadership* *Required pre-requisite course	3		
ED 601	Instructional Design and Development	3		
ED 602	Technology Training, Coaching & Mentoring	3		
ED 610	Managing Distance Education & eLearning Systems	3		
ED 621	Technology Leadership & Resource Management	3		
	REQUIRED SUPPORT COURSES			
EDL 691	Research & Planning for School Improvement	3		
EDL 677	Instructional Technology Leadership in Educational Contexts	3		
	CAPSTONE COURSE			
ED 693	IT Research & Practicum	3		
	ELECTIVES *(choose two)*	6		
	==You must be fully accepted in the RHO for any EDL 500-level courses you take to apply. These courses will apply as electives. Please see the second checksheet for a full list of the RHO coursework.==			
	TOTAL HOURS	30		

Beginning Semester: _____

Action Research Completed: _____

Final Portfolio Completed: _____

Updated August 22, 2025   Date Last Updated: 11/14/23 3:51 PM

Instructional Leadership Reduced Hour Option (RHO) or M.Ed. IL– Class A Checksheet

Name _____ UM ID # M _____

IL-RHO Courses & IL Master's Courses

EDL 593 Building Capacity for Leadership, Mentoring, & Instructional Support	3	_____
EDL 594 Foundations of Curriculum and Instructional Design	3	_____
EDL 595 Public Relations, Community Resources, and Ethics	3	_____
EDL 596 Fiscal and Non-Fiscal Resources for Instruction	3	_____
EDL 597 School Law and Human Resource Development	3	_____
EDL 599 Residency and Capstone Seminar	3	_____
SPED 507 Exceptional Learners in the P-12 and Secondary Programs	0-3	_____

Required if not previously completed. If previously completed, ED 584 Poverty in Rural and Urban Schools (1 hour)* or ALSDE-approved Class A diversity course, is required.
*meets diversity course requirement as specified in Rule 290-3-3-.47(4)(b)

Additional IL Master's Courses

EDF 526 Assessment & Data Analysis for Instructional Improvement	3	_____
EDF 540 Applied Educational Research	3	_____
EDL 577 Technology for School Leaders	3	_____
ED 506 Reaching Every Learner	2	_____

**Please note that students dually enrolled in IL-RHO and IT Ed.S. are only eligible for federal financial aid for courses that apply to the Ed.S. IT program. If you take both Ed.S. and RHO courses in the same semester, financial aid consequences could be relevant if you enroll less than half-time in your degree-seeking program (Ed.S. IT). Please contact the Student Aid Office, finaid@montevallo.edu, for in-depth questions regarding federal financial aid or alternative methods for financing your education.

Graduation/Certification Application

Candidates for graduation and/or certification should do the following:

- Meet with their advisor to ensure degree requirements are met;
- Complete the online Diploma Card and submit it according to the directions published by the Registrar's Office.
- If completing the Ed.S. CTD w/ RHO crossover, Ed.S. IL, or Ed.S. IT w/ RHO crossover, apply for certification through Teacher Education Services (Wills 207) according to the dates and deadlines outlined in the TES calendar;
- Must be registered in the term they are graduating;
- Clear all holds on their account before their graduation/certification paperwork can be processed; and
- Refer to the University Calendar for the application deadlines for graduation.

Appendix A: Dual Enrollment in an Ed.S. and the Instructional Leadership Program

If a student has a teaching certificate and is enrolled in our Curriculum & Teacher Development or Instructional Technology programs, students may choose to apply for both their Ed.S. degree and their Instructional Leadership (administrative) certificate.

The Instructional Leadership certificate, issued by the Alabama State Department of Education, enables a certified teacher to earn their initial certification in school administration. This certificate program is generally referred to as an "add-on" or RHO to an existing Class A certificate. The RHO program is a total of 19-21* hours. Students with a Class B certification and a non-certified master's degree may also be eligible to complete a version of this program utilizing transfer work. All transfer work must be evaluated before admission to the IL certificate program.

Students who pursue this option must meet the entrance criteria and be unconditionally admitted to both programs before enrolling in classes. The advisors for these programs mentor students to help them achieve successful completion of both the Ed.S. degree and IL certificate in a timely manner.

Ed.S. CTD and RHO — Dr. Larry Haynes (advisor)
Ed.S. IT and RHO — Dr. Jennifer Alexiou-Ray (advisor)

For more information about dually enrolling in these programs, please contact the Office of Graduate Studies at grad@montevallo.edu or 205-665-6380.

Students generally take 12-15 additional hours based on our innovative crossover option. (Please see the program overview for more information.)

Appendix B: Common Action Research Rubric for the Research Capstone Sequence

To earn a particular level on the Action Research Project rubric, the candidate must demonstrate a preponderance of evidence at the given level.

Level of Proficiency	Level 1 Basic	Level 2 Developing	Level 3 Satisfactory	Level 4 Exemplary
Introduction and Description/ Significance of the Problem/ Issue and Context	**At the basic level the research report would include the majority of the following criteria:** • Introductory paragraph that describes the topic • Hope for change /improvement in relation to the topic • Minimal details related to the context	**A developing research report would include the following:** • Introductory paragraph that motivates the reader to want to know more about the study • Basic context for the proposal/plan • Relevance to the candidate's professional practice • Description of the setting of the research, including ages, abilities, environment (resources, materials, limitations, etc.) • Discipline-specific terms are defined	**All the Level 2 Criteria AND** • Clear description/ understanding of the problem/context • Explanation of the importance of the topic • A clear direction for the action research • Description of the research setting, including relevant contextual information, such as political, social, cultural, or community influences	**All the Level 3 Criteria AND** • Clear contextual data for the desirability of improvement • Collaboration with multiple stakeholders for the development of the study • Exploration of a range of implications beyond the current context • Discipline-specific terms or phrases are defined based on research • A planned innovation or new method/ technique to help improve the situation, including goals and objectives
Research Question(s)	**At the basic level the research report would include the majority of the following criteria:** • A statement of the research question(s) • Question(s) that need additional refinement to reflect the candidate's context	**A developing research report would include the following:** • Researchable question(s) • Questions that are open-ended • Question(s) that are timely/relevant to the candidate's degree program and professional context	**All the Level 2 Criteria AND** • Clear, focused, and concise question(s) • Question(s) that are guided by a needs assessment in the context • Questions that are guided by research/theory from information in articles/books	**All the Level 3 Criteria AND** • Question(s) that are specific and measurable • Question(s) that demonstrate the uniqueness of the context and innovation • Evolution of the research question(s) that relate to social and collaborative dimensions of the research process

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Literature Review (Theoretical Perspective and Guiding Themes from the Literature)	At the basic level the research report would include the majority of the following criteria:	A developing research report would include the following:	All the Level 2 Criteria AND	All the Level 3 Criteria AND
	• Minimal Awareness of applicable literature • Lack of a theoretical perspective identified through the literature • Up to ten peer-reviewed articles/books cited in the literature review • Literature that may not reflect the specific context of the research	• Minimal explanation of the rationale of the context and the innovation • References to major theories and research in the field of study • Literature that is marginally linked to action and assessment plan • Thematic organization of the literature • Three guiding themes • Twelve peer-reviewed articles/books cited in the literature review	• Logical, clear, and concise presentation • Theoretical perspective that is identified and explained by guiding the research • Major and contemporary theories and research that are relevant to the contextual needs and the research question(s) • Fifteen peer-reviewed articles/books cited in the literature review published within the last ten years (technology articles must be within the last five) • Discussion of the link between state/national standards and the context of the research	• Comprehensive research and theoretical knowledge relevant to the contextual needs and the action research question(s) • Purposefully synthesized connections that substantiate research • Identification and explanation of gaps in the literature • Guiding themes that are purposefully organized
Methodology (Research Design — Participants & Context)	At the basic level the research report would include the majority of the following criteria:	A developing research report would include the following:	All the Level 2 Criteria AND	All the Level 3 Criteria AND
	• Description of participants and research context • Description of the effort to protect the confidentiality of the research subjects	• Explanation of the participants/context that tangentially relates to the research design • Description of the process for notification and permission to conduct research • Reference to an appropriate letter of consent that is included as an appendix	• Participants and context that purposefully guide the research design • A thorough description of the plan for protecting research subjects	• Participant sampling techniques that facilitate accurate findings • Context that is expressed in relation to the needs of stakeholders
Methodology (Research Design — Data Collection & Instrumentation)	At the basic level the research report would include the majority of the following criteria:	A developing research report would include the following:	All the Level 2 Criteria AND	All the Level 3 Criteria AND
	• A proposed process for examining the research question(s) • A brief description of data collection and research implementation • Reference to instruments and measures used in the study that may not be appropriately included as appendices	• Methodology that is tangentially aligned to research question(s) • Clear processes to collect the data and implement research • Explanation of the instruments/measures used to inform research question(s) that are included as appendices • A loose plan for data triangulation	• Methodology that is clearly aligned to research question(s) • A detailed description of the action/intervention • Systematic and thorough data collection processes • A description of the materials needed to implement the research design with all materials provided as appendices • A clear plan for data triangulation • A clearly guided data collection plan that is supported by relevant theories and research	• Responsiveness to emerging issues through data collection procedures • Literature that supports the research design • Description of the reliability and validity of the assessments • A Research design that takes into account and controls for the most apparent extraneous or intervening variables • Clearly defined variables that are involved in the implementation of the innovation/technique

Data Analysis & Findings	At the basic level the research report would include the majority of the following criteria: • Raw data that are roughly summarized without regard to specific analysis procedures • Limited reflective analysis in terms of the context • Conclusions that may reflect the researcher's preconceptions	A developing research report would include the following: • A summary of the findings from the raw data with a basic description of analysis procedures • Methods for data analysis for each instrument or measure used in the study that provides sufficient information to draw appropriate conclusions	All the Level 2 Criteria AND • Data analysis techniques that are appropriate and aligned with the research question(s) • Detailed description of analysis methods and intervention procedures • Data analysis that is organized by research question(s) • Relationships among data that are presented visually, where appropriate • Reflective analysis is in terms of the given context	All the Level 3 Criteria AND • Analysis relates to professional and personal development in the given context • Analysis that is supported by multiple and credible pieces of data • Analysis that is supported by reviewed literature and theoretical knowledge • Clearly identified patterns or themes that are supported by specific credible data
Reflection & Conclusion	At the basic level the research report would include the majority of the following criteria: • Reflection that is not clearly summarized • A basic conclusion of the paper but not the research	A developing research report would include the following: • Marginal reflection based on appropriate and accurate results/findings • Details from the data are tangentially used to reflect on the research • Basic conclusions are drawn from the results without a discussion of the resolution to the problem or issue • Areas of future research are described	All the Level 2 Criteria AND • Clear and systematic reflection from data analysis • Adequate conclusion of what the study has shown • Possible research limitations • Implications of the results in the context of the educational arena • Relationship between the study and previous research/current literature • Benefits from collaborating with other professionals in the field	All the Level 3 Criteria AND • Reflection includes possible new directions in the field • Critical reflection of the transformative experience at personal, social, and cultural levels • Analytical interpretation of findings to push the understanding of the subject • Suggestions for overcoming limitations • Impact of results on the professional context
Quality of Writing	At the basic level the research report would include the majority of the following criteria: • Academic language use not acceptable • Unorganized and unclear • Point of view shifts • More than fifteen misspellings and or typographical, sentence structure, and/or punctuation errors	A developing research report would include the following: • Marginally academic language usage • Writing is organized but lacks conceptual clarity • Ten - Fifteen misspellings or typographical, sentence structure, and/or punctuation errors	All the Level 2 Criteria AND • Acceptable academic language usage • Clear focus and conceptual clarity • Five - Nine misspellings or typographical, sentence structure, and/or punctuation errors	All the Level 3 Criteria AND • Clearly developed analysis and argument showing a relationship between all the components of the research • Up to five misspellings or typographical, sentence structure, and/or punctuation errors

References, Citations & Appendices	At the basic level the research report would include the majority of the following criteria: • Appropriate and timely references are not used to support the research • References, citations, and appendices do not adhere to APA style	A developing research report would include the following: • Few appropriate and timely references are used to support the research • APA style is not correct but has been attempted • All citations appearing in the text match the reference list (no extra citations are included)	All the Level 2 Criteria AND • Most references are appropriate and timely • Copies of all data collection instruments are included, in order, as appendices • Graphs and tables are utilized to display information	All the Level 3 Criteria AND • All references are appropriate and timely • Appendices are referenced appropriately • Graphs and tables have proper APA formatting
Abstract	At the basic level the research report would include the majority of the following criteria: • A description of the research study's purpose	A developing research report would include the following: • A description of the research study's subjects/participants, methods and procedures	All the Level 2 Criteria AND • A description of the research study's results/findings	All the Level 3 Criteria AND • A cohesive introduction to the paper is presented in no more than 85 words.

Appendix C: Standards

At the University of Montevallo, we believe it is essential to have a practical, yet standards-based curriculum for all of our advanced professional programs. There are many sets of standards that drive instruction in our Educational Specialist programs. Using electives and support courses, our Ed.S. students from all three programs experience a multitude of different standard sets and examine how those standards are applied in real-world situations. Additionally, opportunities exist through each program to collaborate with other educational leaders in other degree programs. The primary sets of standards adopted by each program are linked below.

Curriculum & Teacher Development

As an essential part of the school and educational institution leadership, the teacher leader wears many hats. The Montevallo program is based on the Alabama State Code for Alabama Core Teaching Standards (ACTS — 290-3-3-.03), which are based on the Model Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC). In addition, the C&TD program also supports competencies referenced by the Model Teacher Leader Standards and the Five Core Propositions for the National Board for Professional Teaching Standards.

Instructional Leadership

The Instructional Leadership program is based on a framework of standards from the Alabama State Department of Education and the Alabama State Code for Instructional Leadership, as well as the Professional Standards for Educational Leaders (PSEL) developed by the National Policy Board for Educational Administration.

Instructional Technology

The Instructional Technology program leverages standards and relationships with state and national organizations to create a well-rounded, applicable program. Statewide, professors in this program are active members of the Alabama Leaders in Educational Technology (ALET). Nationally, the program is based on sets of standards from the International Society for Technology in Education (ISTE) and the Consortium for School Networking (CoSN) Framework of Essential Skills.