

Principal's Qualification Program

2015

MASTER'S DIMENSION HANDBOOK

(to be read in conjunction with the OPC Practicum Handbook)

INTRODUCTION

The Ontario Principals' Council (OPC) and Charles Sturt University (CSU), Australia, have established an agreement to provide for Masters Accreditation of the PQP courses offered by the OPC. Effective September 1, 2007, candidates who choose the Masters Dimension will be awarded two Masters level credits by CSU in recognition of the completion of PQP 1 and 2, upon enrolment in their Masters program. Specifically, candidates will receive a CSU credit in both School Leadership 1 and School Leadership 2.

The purpose of the Master's Dimension Handbook is to provide all parties with an understanding of the requirements and processes. After an initial overview, the requirements for the proposal, the Summative Report, and the Personal Reflection Report are presented. In addition, issues associated with the application of APA standards are addressed.

OVERVIEW

The practicum requirements for PQP certification are set out in the Practicum Handbook and will be reviewed by the PQP Part I Instructor. For Masters Dimension candidates, modifications to the practicum report have been made to enhance the research base and elevate the academic level of the report. These candidates will have an OPC appointed Academic Advisor assigned to assist them in the development of the Practicum Proposal, with an emphasis on extending the literature and research base. The PQP Part I Instructor will remain the key lead in the establishment of the practicum; however, the Practicum Proposal must be approved by both the Academic Advisor and the Instructor.

Another key element is in terms of the Time Log, Personal Reflection Report and Summative Report (refer to the Practicum Handbook). Candidates who have selected the Masters Dimension will be required to achieve a level 4 in all areas of the report. Academic Advisors will work with participants and PQP Part I Instructors in the preparation of the report. Once the report has been finalized and it is determined by the Academic Advisor that the required level 4 has been achieved in all areas, the Academic Advisor will notify the candidate, the OPC Instructor and OPC using email. The OPC Instructor, once satisfied with the work, will sign off on the Practicum Confirmation Form and submit the document to OPC.

The OPC Academic Advisors are senior Ontario educators who possess a doctoral degree or other relevant qualifications and experience, and are familiar with the PQP qualification. Under agreement with OPC, they are also appointed as Adjunct Professors of the Faculty of Education, CSU Australia.

Remember that the practicum is a leadership project guided by primary and secondary research. It is not a Master's research thesis.

EXPECTATIONS OF THE CANDIDATE, ACADEMIC ADVISOR AND PQP INSTRUCTOR

1. Assigning Candidates to the Academic Advisor

Once a candidate has registered for the Masters Dimension, Andy Scott, as Coordinator of the Master's Dimension, will assign an Academic Advisor and will notify the candidate.

Responsibilities

1. Initiating Contact:

The candidate will initiate contact with the Academic Advisor.

2. Practicum Proposal Development:

The Academic Advisor will work with the candidate to support the development of the practicum proposal.

Candidates must address the Practicum Proposal Requirements set out in Appendix A.

Candidates need to remember that: (1) the proposal must be a scholarly piece, demonstrating effective writing skills and meeting APA formatting standards; (2) they must link theory, research and practice; and (3) as described in the Assessment for the *Practicum Proposal Rubric*, Level 4 must be achieved.

In guiding the candidates, Academic Advisors may provide some direction in terms of theorists, articles, and books; however, as is the case for Master's courses, students are ultimately responsible for setting out the bibliography to support their papers. PQP Part I Candidates have access to EBSCO through the OPC website. In addition, candidates should be directed to the literature presented during PQP Part I to obtain bibliographic listings.

The anticipated steps are:

1. Candidate makes initial contact with the Academic Advisor;
2. E-mail from Academic Advisor (AA) to candidate providing a personal introduction and contact information, review of expectations outlining expectations of practicum proposal;
3. Telephone calls (or e-mails) between AA and candidates to discuss the leadership activity and the potential literature to support the writing of the practicum proposal. Candidates should initiate the contact;
4. Candidate works with Mentor and PQP Part I Instructor to complete the necessary practicum proposal and sends the AA a draft copy;
5. AA reviews, comments on and offers suggestions for the practicum proposal, as well as citing some of the literature to support the report writing;
6. Final practicum proposal is sent to the AA and PQP Part I instructor for approval;
7. The AA approves with an email to the candidate;
8. The PQP Part I Instructor will review, assess and sign off on the practicum proposal.

Appendix A presents a summary flow chart of the Proposal Development Process.

3. Preparation of the Practicum Reports:

The Academic Advisor will work with the candidate to support the development of the Summative Report and the Personal Reflection Report.

The Academic Advisor will ensure that the candidate is aware that:

- ◆ the Practicum Summative Report and the Personal Reflection Report must be scholarly pieces, demonstrating effective writing skills and meeting APA standards;
- ◆ the Reflective Journal is a resource to support the writing of the Personal Reflections Report;
- ◆ they must link theory, research and practice in these reports;
- ◆ as described in The Assessment for the Practicum Summary Report, and the Assessment for the Personal Reflection Report Rubrics, the assignments must meet the demands of Level 4 to be eligible for the Masters credits;
- ◆ Normally, two separate papers will be prepared. The Summative Paper is expected to be 15 to 20 pages, double spaced with size 12 font, plus any appendices. The Personal Reflection Paper is expected to be 10 to 12 pages.

The anticipated steps are:

1. Candidates will develop draft copies of the Summative Report and the Personal Reflection Report and forward the documents to the Academic Advisor (AA);
2. The AA will review and provide suggestions/direction to ensure the reports are at a Level 4, within 10 days of receipt;
3. The candidate, having made suggested changes, will send the final copies of the two documents to both the AA and the PQP Part I Instructor.
4. The AA and PQP Part I Instructor will assess the final documents. Using e-mail, the AA will notify the candidate, the OPC instructor, and OPC of his/her approval. The OPC Instructor will sign off using the *Practicum Confirmation Form*.

Appendix C presents a summary flow chart setting out the writing process and a suggested structure for the reports.

Appendix D provides some examples of APA standards.

**Appendix A: MASTER'S DIMENSION - PQP PRACTICUM PROPOSAL
REQUIREMENTS**

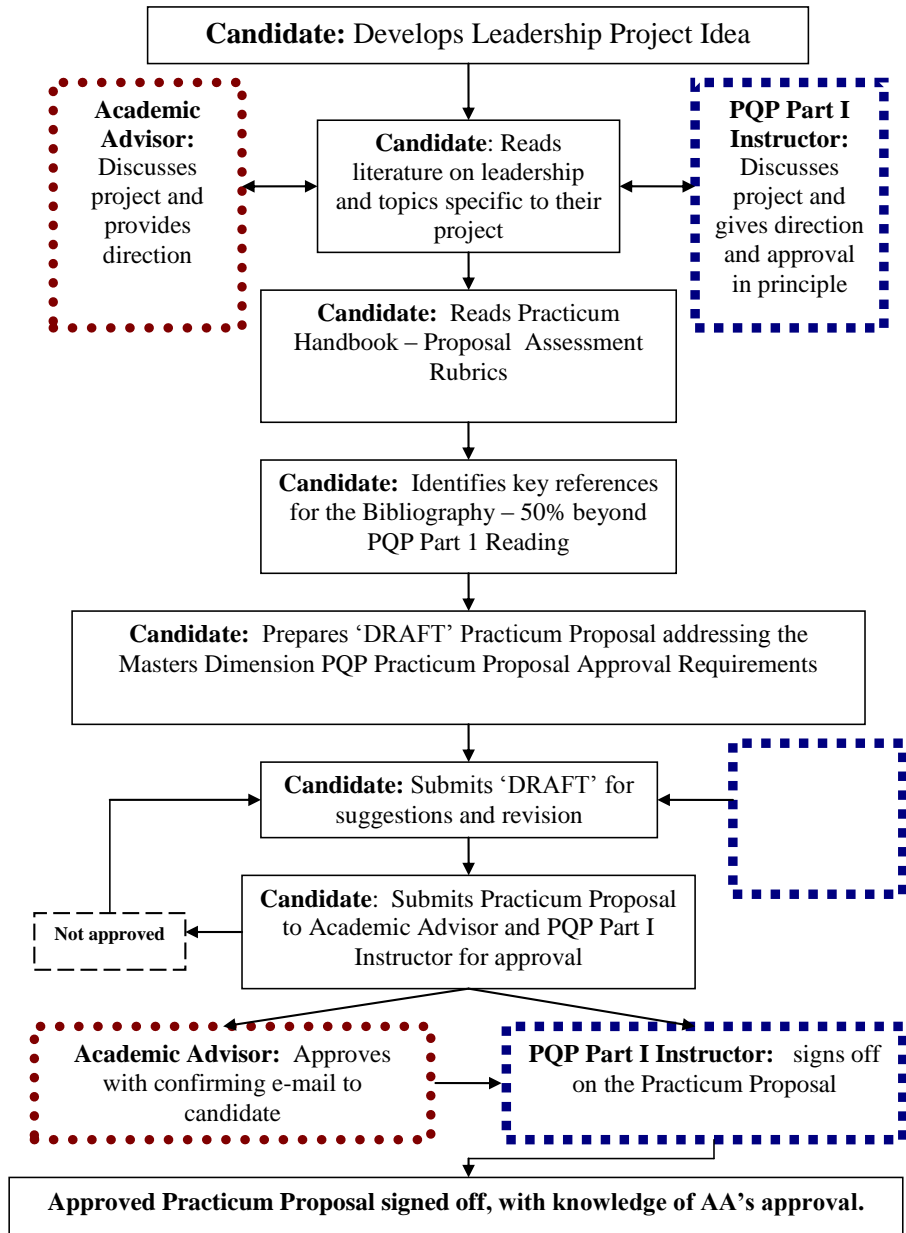
PQP CANDIDATE: _____ **DATE:** _____

PQP PART I INSTRUCTOR: _____

The proposal must address the following questions using proper sentence and paragraph structure. The proposal should be submitted in a WORD file, appropriately titled with your name.

1. What is the focus of the proposed practicum?
2. To what extent have you received the approval of your OPC Instructor and site principal?
3. What are the goals for the practicum? How does your practicum align with the school and board improvement plan?
4. What is the context of your practicum? (school, staff, community, length of tenure in current role, etc.)
5. How does the proposed practicum directly reflect the role of a school principal or vice-principal? Candidates must reference the Ontario Leadership Framework in making the case that the activity represents the work of a school principal and provides you with the opportunity to demonstrate your knowledge and skills, interpersonal skills, oral and written communication, planning, team building, problem solving, and conflict management.
6. The application of theory to practice is a critical element of the Master's Dimension.
 - a. What concepts, theories, and ideas presented in PQP Part 1 will influence your actions?
 - b. What legislation, board policies, and Ministry guidelines will influence your actions?
 - c. What additional readings have you identified to support your practicum? (Use proper APA standards.) Candidates should use EBSCO, the online library provided by OPC.
7. How will this practicum provide opportunities to work with students, teachers, parents, and members of the community?
8. What are your specific plans? (You may use the organizing chart with month, activity and hours.)
9. How will you assess the success of your project? Candidates need to collect and analyze data.
10. How will you assess your leadership skills in executing the project? Candidates need to collect and analyze data.

Appendix B: PQP Practicum Proposal Approval



Appendix C: PQP Masters Dimension Practicum Reports Writing Process

Approved Proposal

Candidate: Review the requirements for the Summative Report and Personal Reflections Report as set out in the Practicum Handbook

Prepare a substantive written summary report on the practicum learning experience. The report will include information on the following:

- A title page etc., from the Practicum Proposal
- Clearly articulated statement of the practicum
- Research conducted on the related legislation and school board policies, and related literature and information
- Statement on sources and collection of data
- Clearly articulated results/recommendations
- Relationship to the role of the principal
- Benefits to school staff, students and parents
- Connections to school plans and district initiatives
- Benefits to one's own professional learning
- Demonstration of the application of theory to practice
- Links to improving teaching and learning
- Use of effective practice
- Identification of the links to and the application of the standards of practice and the ethical standards
- Evidence of effective leadership

The Summative Report will be assessed using the following criteria:

- Clearly articulated statement of the practicum
- Research conducted on the related legislation & school board policies, and related literature & information
- Statement on sources & collection of data
- Clearly articulated results/recommendations
- Relationship to the role of the principal
- Benefits to school staff, students & parents
- Connections to school plans & district initiatives
- Benefits to one's own professional learning
- Demonstration of the application theory to practice
- Links to improving teaching & learning
- Use of effective practice
- Identification of the links to & the application of the standards of practice & the ethical standards
- Evidence of effective leadership

The Personal Reflections Report will be assessed using the following criteria:

- Writing conventions
- Clarity of thought
- Reflection on personal leadership style
- Understanding of the effects & needs of personal leadership style
- Reflection on strengths and areas for growth
- Reflection on difficulties experienced
- Appreciation & understanding of the role of a principal/vice-principal
- Reflections assisting in the evolution of a personal philosophy of education
- Reflections are linked to the *Standards of Practice for the Teaching Profession*

Simultaneous Activities

Leading the activity
Reading related literature
Collecting data & artifacts
Recording reflections
Conferring with your Site Mentor, PQP Part I Instructor & Academic Advisor
Writing – don't wait until activity is complete!

Preparation of the Draft Summative and Personal Reflection Reports

Candidate: Read the Practicum Handbook – Report descriptions & assessment rubrics

Candidate: Read A.P.A. Guidelines

Candidate: Establish an overall structure for the reports using suggestions below

Summative Report (15-20 pages)

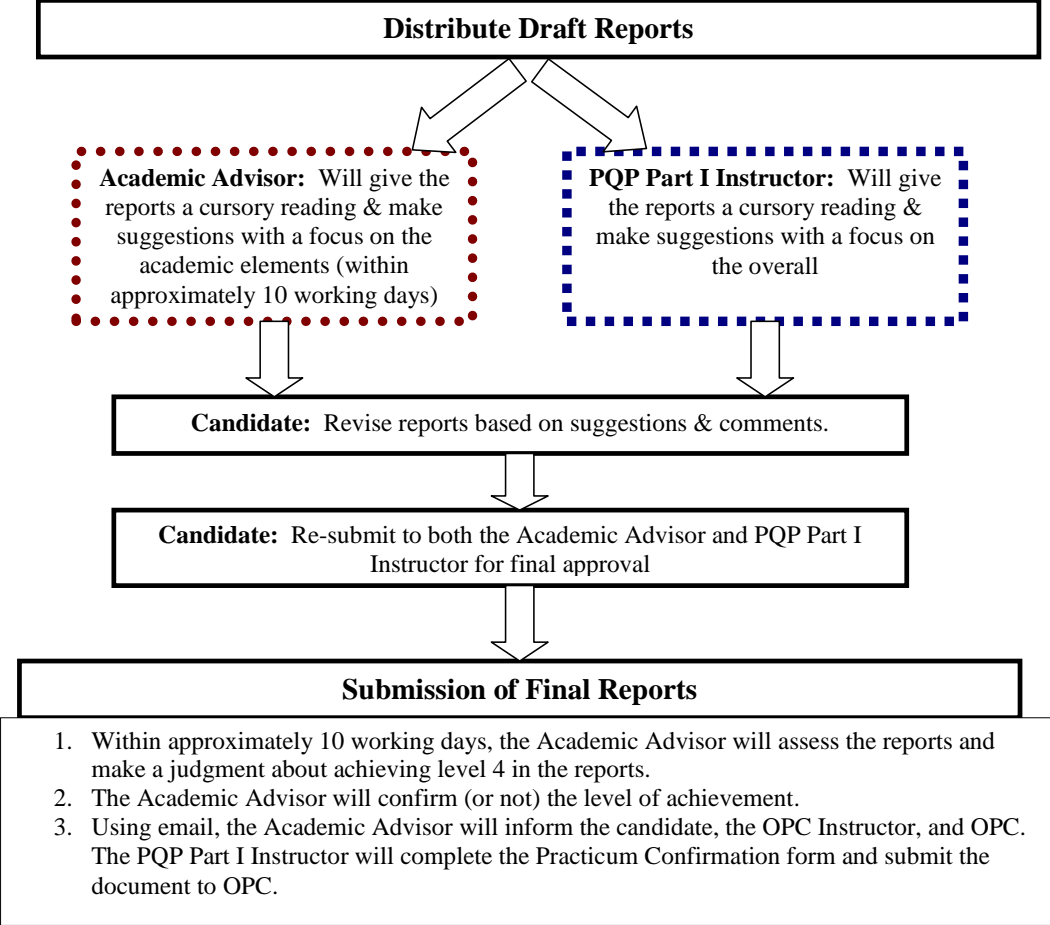
1. Introduction
2. Statement of Practicum
3. Review of research conducted on related legislation and policies, information & literature – cite
4. Statement of sources and collection of data – to support findings etc.
5. Results & recommendations
6. Relationship to the role of principal – reference to documents from PQP1 & outside resources/literature
7. Benefits to school community – cite data
8. Connection to school/board initiatives
9. Benefits to one’s professional learning – reference Ministry Leadership Profile
10. Demonstration of the application of theory to practice – emerges from the specific literature selected (literature says this, did this, had this result)
11. Links to improving teaching & learning – cite evidence
12. Use of effective practices – what seemed to work? How do you know?
13. Links to & application of the Standards of Practice & the Ethical Standards – an analysis from the perspective of the standards
14. Evidence of effective Leadership – Was I successful as a leader? How do I know?
15. Conclusion
16. Bibliography (6 to 8 substantive references, only 50% from PQP1)

Personal Reflections Report (10-12 pages)

1. Introduction
2. Reflection on personal leadership style – draw on literature to structure the analysis
3. Understanding of the effects & needs of personal leadership style – draw on the literature
4. Reflection on strengths & areas for growth – draw on literature, Ministry Leadership Profile, data collected & other evidence from the practicum
5. Reflection on difficulties – draw on leadership literature as well as literature on change, communication etc.
6. Appreciation & understanding of the role of Principal and/or Vice-Principal – What did I learn about the role? Draw on role definitions & other resources to probe.
7. Reflections assisting in the evolution of a personal philosophy of education: How has this experience affected my philosophy?
8. Reflections linked to the Ontario College of Teachers’ Standards.
9. Conclusion
10. Bibliography (6 to 8 substantive references, only 50% from PQP1)

Candidate: Draft Reports

Self-assess reports using the rubrics
Ensure A.P.A. standards are met
Ensure bibliography meets expectations
Edit work – for writing conventions and clarity of thought



Appendix D: Examples of APA Standards

Candidates are STRONGLY encouraged to purchase The Publication Manual of the American Psychological Association. The papers must comply with these standards. Please check out the following site:

<http://www.csu.edu.au/division/studserv/my-studies/learning/guides/referencing>

What follows is NOT a comprehensive listing. Rather, it sets out the base requirements. Papers MUST comply with these minimum requirements to be read. You may be asked to make additional changes. Candidates are responsible for editing their work. It is not the job of the Academic Advisor.

Please note the comments are in the right margin. Change your document view if these are not visible.

Item 1: Paragraph Structure, Indented Quotation, Reference

The National Council of Teachers of Mathematics (NCTM, 2005) states that problem solving is a skill that students need to master to become successful individuals in all areas of life.

Problem solving is an integral part of all mathematics learning. In everyday life and in the workplace, an ability to solve problems is a tremendous advantage. Teachers can introduce most mathematical concepts through problems based on familiar experiences in students' lives or arising from intriguing mathematical contexts. (National Council of Teachers of Mathematics, October 2005, p.177)

Similarly, the Ontario Education Excellence for All (2004) Expert Panel states that problem solving involves both processing and communicating information which in turn are essential job requirements.

Comment [a1]: The quotation is introduced. Quotations cannot just stand alone. The writer must tie them into the text. Note the date is included. Remember, you are guiding the reader in terms of finding the reference material.

Comment [a2]: More than 40 words, it must be blocked and indented. No quotation marks. Period at end of sentence, followed by reference notation.

Comment [a3]: The quotation is tied.

Item 2: Unacceptable Paragraph Structure – Insufficient Original Thought and Text

“Problem solving is an integral part of all mathematics learning. In everyday life and in the workplace, an ability to solve problems is a tremendous advantage. Teachers can introduce most mathematical concepts through problems based on familiar experiences in students' lives or arising from intriguing mathematical contexts (National Council of Teachers of Mathematics” October

2005, p.177). Hilbert et al. (1997) state: “When students encounter mathematical ideas that interest and challenge them in an open ended problem solving context, they are more likely to experience the kinds of internal rewards that keep them engaged” (p.6). Further, O’Donnell (2006) argues “that problem solving allows students to grasp Mathematical concepts rather than just procedures” (p.177).

Item 3: Connecting Paragraphs in a Section

Importance of Problem Solving

Why should problem solving be central to the teaching of the mathematics curriculum? The answer is multifaceted. First, problem solving skills will prepare youth for the future. The National Council of Teachers of Mathematics (NCTM, 2005) states that problem solving is a skill that students need to master to become successful individuals in all areas of life.

Problem solving is an integral part of all mathematics learning. In everyday life and in the workplace, an ability to solve problems is a tremendous advantage. Teachers can introduce most mathematical concepts through problems based on familiar experiences in students’ lives or arising from intriguing mathematical contexts. (National Council of Teachers of Mathematics, October 2005, p.177)

Similarly, the Ontario Education Excellence for All (2004) Expert Panel states that problem solving involves both processing and communicating information which in turn are essential job requirements.

Second, teaching problem solving skills will help students become more confident and gain a deeper understanding of Mathematical concepts. Hilbert et al. (1997) state: “When students encounter mathematical ideas that interest and challenge them in an open ended problem solving context, they are more likely to experience the kinds of internal rewards that keep them engaged” (p.6). Further, O’Donnell (2006) argues that problem solving allows students to grasp Mathematical concepts rather than just procedures. Similarly, teaching through problem solving allows for more

Comment [a4]: A question can be a great introduction.

Comment [a5]: This guides the reader and structures what follows.

Comment [a6]: Note that this supports the author’s view that “problem solving skills will prepare the youth for the future.”

Comment [a7]: Note how this ties the paragraph.

Comment [a8]:

than one strategy to be used, which complements the different thinking strategies of students (Ontario Education Excellence for All, 2005). All that said, how do we effectively teach problem solving?

Comment [a9]: Note how the author 's ideas are mixed with references.

Third, the teaching of mathematical problem solving skills assists students who have difficulty reading symbols and decoding the problems. Hence, Montague (2005) believes that students who are taught problematic skills develop strategies and skills which in turn help them not only with mathematical text book problems but also assists them in their daily lives. As well, in terms of reinforcing the importance of teaching these skills, Rubenstein and Thompson (2001) state that “many students have difficulty verbalizing, reading, understanding, and writing mathematics to express their mathematical thoughts, reflect on concepts or extend ideas” (p.265). Lastly, student’s perceptions of problem solving are forwarded as an important consideration. Tretter (2003) researched the application of a curriculum for Mathematics problem-solving in teaching gifted high school students. Tretter (2003) summarized the ...

Comment [a10]:

Item 3: Quotations in Text

Second, teaching problem solving skills will help students become more confident and gain a deeper understanding of Mathematical concepts. Hilbert et al. (1997) state: “When students encounter mathematical ideas that interest and challenge them in an open ended problem solving context, they are more likely to experience the kinds of internal rewards that keep them engaged” (p.6).

Comment [a11]: Note the period..et al.

Comment [a12]: Note the :

... Rubenstein and Thompson (2001) state that “many students have difficulty verbalizing, reading, understanding, and writing mathematics to express their mathematical thoughts, reflect on concepts or extend ideas” (p.265).

Comment [a13]: Note quotation and period placement.

Comment [a14]: There are rules around the use of ... and These allow you to skip over text in making a reference.

Comment [a15]: Note the ,

Comment [a16]: Upper or lower case...but must be consistent.

Item 4: Paragraph Structure, Reference Notations

Lastly, student's perceptions of problem solving are forwarded as an important consideration.

Tretter (2003) researched the application of a curriculum for Mathematics problem-solving in teaching gifted high school students. Tretter (2003) summarized the most common themes that emerged from the students in two key points. First, students discussed "the importance of understanding why, instead of merely how" (p.27). One particular student stated: "I learned that the thought process is very important, and that now more than ever I must become responsible for my learning" (p.27). Second, students believe they need to think creatively when developing strategies. Perceptions are important considerations.

Comment [a17]: Note date

Comment [a18]: Note date

Comment [a19]: Note quotation mark and period location.

Comment [a20]: Note how the final statement relates to the opening sentence. The PROOF is in the middle.

Note the balance of personal writing and references.

Item 5: Section Headings

CHAPTER TWO: REVIEW OF LITERATURE

This chapter presents selected literature from current research in the field of Mathematics education. Essential issues central to the topic of problem solving are examined in an effort to guide the preparation of a curriculum unit. The issues are discussed under the following subheadings: defining the term problem solving, the importance of problem solving and teaching problem solving.

Comment [a21]: There are rules about headings. Note the use of all upper case – and in the middle.

Defining the Term Problem Solving

In 1962, Polya established the following definition as the meaning of the term problem solving: "Searching for an appropriate course

Comment [a22]: Next level of section heading – upper and lower case

Teacher's Role

The teacher's role is central to the process of teaching problem solving. To begin, an important aspect of the role includes questioning techniques. Specifically, the Ontario Education Excellence for All (2004) Expert Panel states that teachers should ask...

Comment [a23]: Next layer

Item 6: Figures (Check the Manual for Tables and Appendices.)

Name:	Problem Solving Checklist	
	YES	NO
Shows problem solving strategy		
Uses picture in solution		
Uses correct process		
Has correct solution		
Checks work		

Figure 3. Problem solving checklist (Adapted from Mgombelo (2002))

Comment [a24]: Note italics. Note title. Note reference.

Item 7: Reference List

Reference List

Comment [a25]: You must make specific reference in the paper in order to include the item on the list.

Bottge, B. (2001). Reconceptualizing mathematics problem solving for low-achieving students. *Remedial and Special Education*, 22(2), 102-112.

Comment [a26]: Things to note: alpha order, use of periods, use of italics,etc.

Education Quality and Accountability Office (EQAO). (2006). *Key words*. Retrieved February 15, 2007 from <http://www.eqao.com>.

Education Quality and Accountability Office (EQAO). (2006). *Strategies for educators*. Retrieved February 15, 2007 from <http://www.eqao.com>.

Flowers, J., Krebs, A., & Rubenstein, R. (May, 2006). Problems to deepen teachers' mathematical understanding: Examples in multiplication. *Teaching Children Mathematics*. National Council of Teachers of Mathematics, 12, 478-484.

Forsyth, R., & Ansley, T. (1982). The importance of computational skill for answering items in a mathematics problem-solving test: Implications for construct validity. *Educational and Psychological Measurement*, 42, 257-263.

Fuson, K.C. (2003, February). Toward computational fluency in multidigit multiplication and division. *Teaching Children Mathematics*, 9(6), 300-305.

Goldman, S.. (1989). Strategy instruction in mathematics. *Learning Disability Quarterly*,

12, 43-55.

Hiebert, J., Carpenter, T. P., Fennema, E., Fuson, K., Human, P., Murray, H., Olivier, A., & Wearne, D. (1996). Problem solving as a basis for reform in curriculum and instruction: The case of mathematics. *Educational Researcher*, 25 (4), 12-21.

Hiebert, J., Carpenter, T. P., Fennema, E., Fuson, K., Human, P., Murray, H., Olivier, A., & Wearne, D. (1996). Problem solving as a basis for reform in curriculum and instruction: The case of mathematics. *Educational Researcher*, 25 (4), 12-21.