

PROGRAM REPORT
for the
DOCTOR OF EDUCATION (Ed.D) PROGRAM
in
SCHOOL IMPROVEMENT

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III. OVERVIEW OF THE PROGRAM

A. Goals and Objectives

The Doctor of Education (Ed.D) in School Improvement is a university-wide degree housed in the College of Education. During Summer 2003, the fourth cohort of doctoral students began their doctoral studies.

The goal of the program is to develop change agents and transformational leaders who, through collaboration with colleagues, schools, and communities, initiate sustainable systemic change in the schools they serve. The program is grounded in research knowledge and skills, technological competence, teaching and learning processes, and a commitment to leadership in diverse educational settings.

Candidates completing this doctoral program will be able to:

1. demonstrate competencies in understanding and applying school-based research, using instructional technology, and implementing strategies for changing school culture and curricula for the enhancement of doctoral student learning;
2. use national standards and authentic assessments to transform the practices of schools and other educators;
3. demonstrate competency in ways to apply leadership knowledge and abilities to revise school curricula and thus improve the learning opportunities of all doctoral students;
4. use research and collaborations with other educators, university faculty, and communities to transform the learning of doctoral students; and
5. develop and implement strategies for helping all teachers succeed in bringing their doctoral students to higher levels of achievement.

Thus, the School Improvement program focuses on preparing teachers, school administrators, and other instructional leaders who can initiate and model effective teaching and learning and who can effect and sustain a systemic cultural change in schools. In its Conceptual Framework (CF), the College of Education (COE) has articulated ten unique descriptors that personify effective educators. That is, effective educators – or for the doctoral program, effective change agents – are decision makers, leaders, and lifelong learners. They are adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective. These qualities are reflected in the four content areas of the Ed.D. program. Further, the CF descriptors are directly linked to the six strands of Core Competencies which are the foundation for the core coursework of the doctoral program.

The Core Competencies are drawn from the knowledge base of research and applied information on school improvement and change. The Core Competencies are organized into six integrated strands as follows:

1. *School Improvement and Reform* – moving schools and stakeholders in directions that enhance doctoral student learning and social development and ultimately benefit society;
2. *Leadership* – influencing others toward a shared commitment to a common purpose;

3. *Teaching and Learning* – understanding and using the knowledge base on effective teaching and learning to initiate teacher development and school improvement;
4. *Research and the Effective Use of Data* – planning, carrying out, and applying significant research in school improvement,
5. *Scholarly Persuasion* – engaging in rational discussion informed by and grounded in the knowledge base and research in education and school improvement; and
6. *Technology* – recognizing the potential of technology to shape classroom instruction and school-wide improvement and reform.

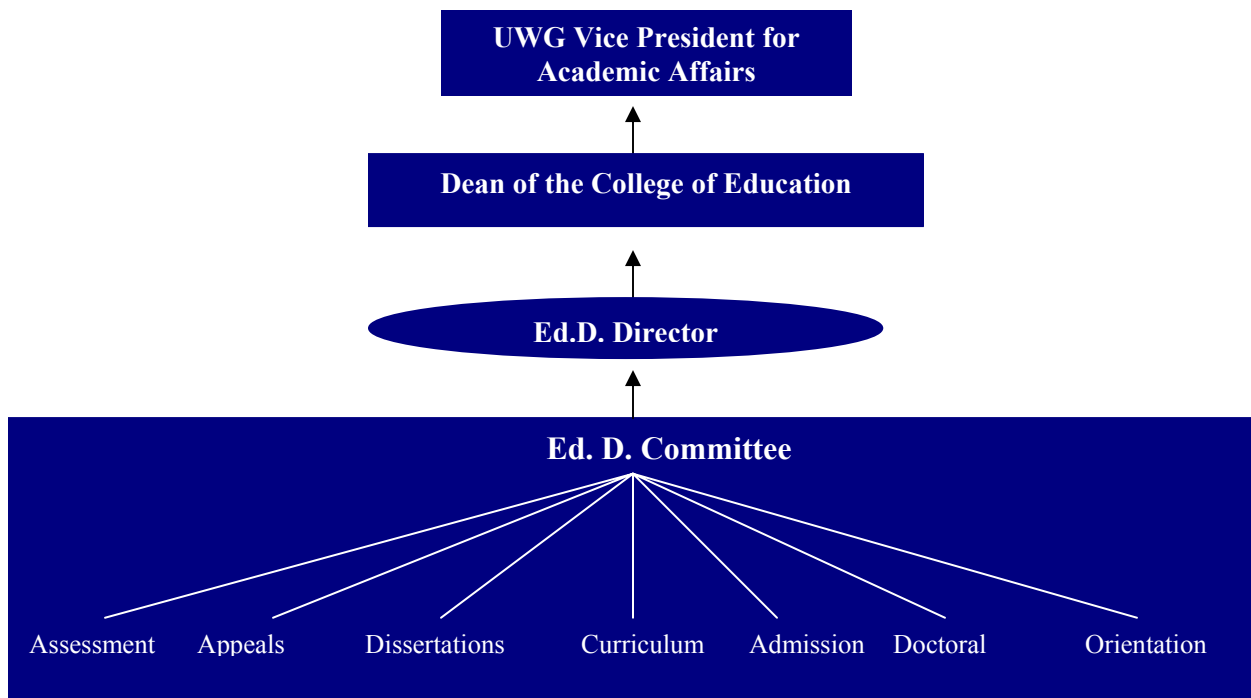
Within each strand, knowledge, skills, and dispositions which graduates of the program should be articulated.

B. Governance

College and Department Responsibility

The Dean of the College of Education, who reports to the Vice President for Academic Affairs, is responsible for the doctoral program. The Ed.D. Committee is comprised of 12 members including a representative from the College of Arts and Sciences and the College of Business, representatives from some departments from the College of Education, and a doctoral student in the program. The committee is responsible for the development and delivery of the program and reports to the Dean of the College of Education. Formed in June 1999, the committee has functioned via two-hour long meetings once or twice a month. Subcommittees, chaired by committee members, meet to develop and submit recommendations on policy, procedures, and curriculum to the larger committee. The current structure of the committee and subcommittees is as follows in Figure 1.

Figure 1: Structure of Doctoral Program



The work of the Ed.D. committee is characterized by openness, dialogue, critical discourse, debate, and consensus.

- Openness – Virtually all issues are placed before the committee from any committee member or from other sources. Issues have not been politicized or controlled by outside forces.
- Dialogue – Issues have been comprehensively explored. Time constraints generated by deadlines have limited some dialogue. Where time constraints have limited dialogue, those issues have arisen again and again, forcing continued dialogue, especially when lack of a clear consensus or additional experience have caused issues to present themselves.
- Critical Discourse – Committee members at times have been entrenched, in part from their academic experience, in part from representing their respective college or department, in part because of the challenges in transcending traditional barriers in the development and delivery of a university wide initiative. This entrenchment has caused tension and friction between committee members; however, this is a normal and healthy process in achieving consensus.
- Debate – The debate of issues has been straightforward and tough-minded; this debate has allowed the committee to resolve issues and move on to address other challenges.

Instructional Faculty

The teaching faculty for the required core courses in the program are selected for their expertise, academic qualifications, and commitment to school improvement. The process for identifying teaching faculty was informal during the first year of delivering the program. The Director of the program, in consultation with the Ed.D. committee and with department chairs, selected the teaching faculty. The instructional faculty is stabilized now, but also expanding and working collaboratively as instructional teams within each content area. The Ed.D. committee is moving toward a more formalized process for identifying faculty to teach in the program as demand so requires. Also, faculty from across the university are increasingly involved with the delivery of instruction, which strengthens and further integrates the curriculum.

Because core courses were recently revised, instructional faculty members have spent considerable time developing course activities and gathering reading materials. Collaboration has been extensive within the Teaching and Learning content area, within the Research area, and across content areas in Leadership. The instruction is characterized by collaboration and teaming in order to deliver an integrated program as opposed to courses taught in isolation from each other.

In order to accommodate doctoral students, all of whom work fulltime, courses are offered in the evening. In each course, depending on the technological skills of the instructor, alternative delivery systems are used for some class sessions. Doctoral students are grouped in geographic clusters based on where they work and live. Some course projects and assignments are organized around these clusters.

As courses were taught to the first two cohorts, faculty collaborated to target common themes and essential knowledge and skills in order to eliminate redundancy, to differentiate concepts more clearly, and to integrate courses and content areas. This faculty collaboration, along with doctoral student evaluations, led to a revision of the curriculum that was approved

by the Council of Graduate Studies (COGS) in July 2003. The revised curriculum reduces overlap, increases integration across courses by providing a Saturday seminar, focuses more strongly on leadership and communication skills, and is more student-friendly. The core coursework can be completed one semester earlier, and more options are provided for the content specialty. Also, more emphasis is placed on the doctoral dissertation. This revised curriculum is presented in the next section.

- ✓ See Appendix F for Ed.D. Committee meeting minutes related to the development and adoption of the revised curriculum.

Doctoral Student Advisement

Doctoral students in the program are advised by the Director until they enter candidacy. Advisement is done via cohort meetings as well as individually. Each semester, the Director meets with each cohort at least once for program updates and for information. In addition, the Saturday Seminars (EDUC 9984 and 9985), facilitated by the Director, serve as avenues for on-going group advisement. Individual advisement is conducted at any time at the request of any doctoral student, and at the following program points:

- When concerns are expressed by faculty during the doctoral student review process for academic or ethical/professional reasons, the Director meets with the individual doctoral students at least once to apprise the doctoral student of the concerns and, when necessary, to develop an improvement plan.
- When doctoral students approach the dissertation process, the Director meets with them individually at least once to develop the main topic or idea for the dissertation and to identify an appropriate dissertation chairperson. Usually, this process requires two to three individual meetings.

Once doctoral students are admitted to candidacy, advisement responsibilities are assumed by the chairperson of the dissertation committee.

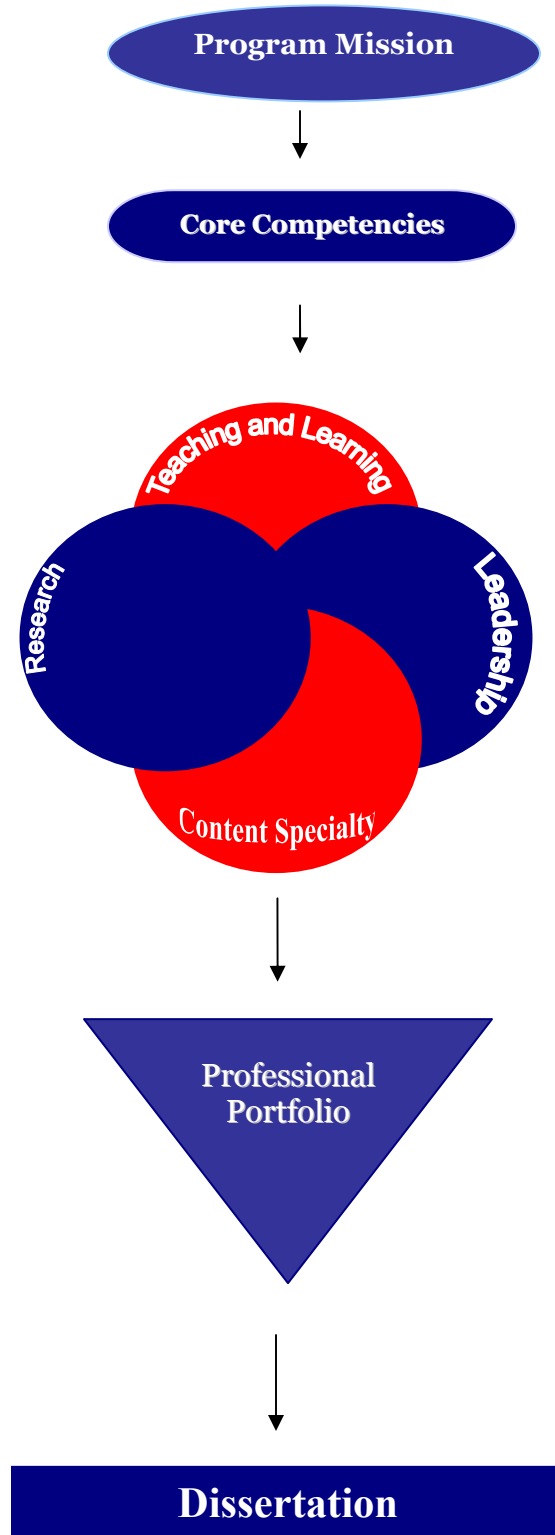
C. Course of Study

Required and Elective Courses

The following is a conceptual framework of the Ed.D. program's curriculum. The four curricular content arenas, as they are presented in the revised curriculum, are explained under their respective titles.

The four curricular content arenas are: 1) Teaching and Learning, 2) Leadership for School Improvement, 3) Research and the Effective Use of Data, and 4) the Content Specialty. The graph below displays the conceptual framework for the program's curriculum. The framework is based on the mission of the program and leads to coursework completion, the development of the Professional Portfolio, and the completion of a doctoral dissertation. It is important to note, as the Venn diagram suggests, that concepts are integrated across content areas (See Figure 2).

Figure 2: Program Curriculum



Teaching and Learning. There are four required courses in the Teaching and Learning arena. Courses are linearly sequenced to lead doctoral students from a broad, understanding of school improvement at the national level, to the state and local levels, then to examining the classroom as the unit for school improvement. Program integration occurs in the teaching and learning series through the central theme of effective teaching and learning. This design is based on the belief that high quality programs are more than isolated courses. For that reason, collaboration and teaming among and between instructors has occurred so that an integrated program, rather than isolated courses, is delivered to doctoral students. In addition, the revised curriculum provides a year-long Saturday seminar (EDUC 9984 Doctoral Seminar I: Examination of Change) which meets monthly to extend and further integrate the knowledge, skills, and dispositions addressed during the first year of core coursework.

- ✓ Teaching and Learning courses are summarized below. Complete syllabi can be found in Appendix B or online at <http://coe.westga.edu/edd/>.

- EDUC 9941 Models of School Improvement and Reform
This course overviews nationally recognized models for school improvement, the forces and factors that influence school improvement and reform, the barriers to change and reform, and how change can be instigated within educational settings. Doctoral students build and value a conceptual understanding of the knowledge base in school improvement. Doctoral students develop foundational skills in different styles of writing required throughout the doctoral program.
- EDUC 9942 State and Local Applications of School Improvement
This course overviews school improvement initiatives and efforts at the state and local levels. Doctoral students identify issues in these reports and policies and explore the knowledge base to determine the extent to which the initiatives are supported by research. Doctoral students develop foundational skills for communicating this information to professional and lay audiences.
- EDUC 9943 Instructional Leadership that Facilitates School Improvement
This course prepares doctoral students to be instructional leaders in their educational settings. The knowledge base in effective teaching, motivation and learning, and staff development are explored and analyzed as vehicles for teacher and school improvement. Doctoral students build foundational skills in developing personal positions from the knowledge base and communicating those positions effectively to target audiences.
- EDUC 9984 Doctoral Seminar I: Examination of Change
This seminar provides a vehicle for establishing thematic links among courses during the first year of the doctoral program. It builds connections between coursework and field experiences and provides a forum for addressing current educational issues, new and emerging technologies, and new educational initiatives. The seminar orients doctoral students to the processes of conducting scholarly research, developing a Professional Portfolio, and completing a doctoral dissertation.

Leadership for School Improvement. Four courses are required in the leadership arena. Each course addresses leadership for school improvement and change within the content

identified in the course title. These leadership courses are designed to guide doctoral students through the knowledge, skills, and dispositions they will need to become highly effective change agents in schools. In addition, the revised curriculum provides a year-long Saturday seminar (EDUC 9985 Doctoral Seminar II: Examination of Leadership) which meets monthly to extend and further integrate and build the skills and dispositions addressed during the second year of coursework.

✓ Leadership courses are summarized below. Complete syllabi can be found in Appendix B or online at <http://coe.westga.edu/edd/>.

- EDUC 9923 Leadership for Diversity in the 21st Century
This course will encourage a culturally pluralistic and global perspective on the equitable education of culturally and linguistically diverse doctoral student populations. Doctoral students in this course will investigate the philosophical, theoretical, and historical foundations of multicultural education; the values inherent in cross-cultural communication; and relationships between verbal and nonverbal communication systems. Interpersonal skills for encouraging harmony between the dominant culture and culturally and linguistically diverse populations will be topics for investigation. Doctoral students will design their own research initiatives to examine, evaluate, and/or develop curricular materials.
- EDUC 9925 Principles of Legal and Ethical Leadership
This course is an advanced study of the legal and ethical issues, including the federal mandate to educate doctoral students with disabilities, that impact school improvement. Doctoral students will create a school improvement project to educate doctoral students or colleagues about legal, ethical, or special education issues.
- EDUC 9933 Leadership for Change
This course addresses the theories and processes of change in societies, cultures, and organizations with particular emphasis on change within the educational system. As all leaders need skills for building trust, developing high involvement, and helping people maximize their performance in order to lead change, course content will include a study of human dynamics as related to effecting change. Completion of this course will enable doctoral students to effectively use theories and processes of social change in their role as change agents within their own educational environments.
- EDUC 9985 Doctoral Seminar II: Examination of Leadership
This seminar provides a vehicle for establishing thematic links among courses during the second year of the doctoral program. It builds connections between coursework and field experiences and provides a forum for addressing current educational issues, new and emerging technologies, and new educational initiatives. The seminar orients doctoral students to the processes of conducting scholarly research, developing a Professional Portfolio, and completing a doctoral dissertation.

Research and the Effective Use of Data. The three-course, required research sequence begins with basic research design and the critical review of published research, and progresses toward the development and completion of a field-based action research project related to school improvement. Collaborative planning, teaching, and assessment of doctoral students

characterize this unique sequence. The sequence focuses on preparing doctoral students to be wise consumers of research and to discriminate among legitimate and less trustworthy sources of information related to school improvement. Doctoral students develop knowledge and skills related to data-based decision making, rather than in traditional statistics.

- ✓ Research courses are summarized below. Complete syllabi can be found in Appendix B or online at <http://coe.westga.edu/edd/>.

- EDUC 9961 Research Processes for Change

This course is an advanced study of educational research traditions emphasizing the process of inquiry. Doctoral students examine the philosophical, historical, theoretical, and methodological foundations of positivist and phenomenological studies in education. Doctoral students critically analyze different forms of educational research designs including quantitative and qualitative research, action research, and program evaluation.

- EDUC 9962 Collecting and Analyzing Data for Change

This course focuses on the collection and analysis of data sources relevant in educational studies and emphasizes analyses of work samples, observations, inquiry data, artifacts, and standardized test scores. Doctoral students become skilled at using methods of authentic assessment to evaluate doctoral student learning. In addition, doctoral students examine strategies for thematic analysis of observational and inquiry data. Throughout the course doctoral students collect and analyze school improvement data.

- EDUC 9963 Applying the Research Cycle for Change

This course is a year-long, school-based research experience during which doctoral students conduct a school improvement project. Doctoral students reflect on practice to identify a research problem, conduct a review of literature to provide a theoretical base for their studies, develop research questions, implement a theoretically-based intervention or innovation related to their research problems, and collect and analyze data for the purpose of answering research questions. Emphasis is placed on the cyclical, continuous process of research for school improvement.

Content Specialty. The content specialty, or elective, coursework varies for each doctoral student. Content specialty courses are taken from across the university; appropriate courses have been identified in both Arts and Sciences and Business. Under the old curriculum, the content specialty area was defined by three courses. The revised curriculum requires five content specialty courses, two of which must be taken outside of the COE.

Courses in this area are not taken as a cohort, therefore the specific courses and the times they are taken will be determined by the doctoral student's expressed rationale and professional goals. The specific courses within the content specialty area are identified during the fifth semester of enrollment or thereafter. This allows doctoral students, having taken about 30 hours of core coursework, to have a reasonable base from which to select their courses.

- ✓ For a listing of university-wide courses which are recommended as part of the content specialty, please refer to Appendix B.

Certification

Completion of the Ed.D. in School Improvement provides Level 7 certification in Teaching (T-7), Service (S-7), or Leadership (L-7), determined by the area in which the graduate holds Level 5 certification. Doctoral students may receive Level 6 certification when they are admitted to candidacy; that is, when they have successfully completed all core coursework, when their entire Professional Portfolio has been evaluated as passing, and when they had a dissertation proposal has been approved and accepted.

Program Requirements

A minimum of 60 semester hours are required to complete the Ed.D. degree, and are organized into 5 components: 1) Leadership for School Improvement; 2) Teaching and Learning; 3) Research and the Effective Use of Data; 4) the Content Specialty; and 5) the Dissertation.

- ✓ See Appendix I for program requirements as presented in the Program Advisement Sheet and the Ed.D. in School Improvement Brochure, and visit the web site <http://www.westga.edu/edd/> for further information.

1. Leadership for School Improvement (All 12 hours are taken as a cohort)	12 hours
EDUC 9923 <i>Critical Diversity for the 21st Century</i>	3 hours
EDUC 9925 <i>Legal and Ethical Issues in School Improvement</i>	3 hours
EDUC 9931 <i>Leadership for Change</i> 3 hours	
EDUC 9985 <i>Doctoral Seminar II: Examination of Leadership</i>	3 hours

2. Teaching and Learning (All 12 hours are taken as a cohort)	12 hours
EDUC 9941 <i>Models of School Improvement and Reform</i> 3 hours	
EDUC 9942 <i>State and Local Applications of School Improvement</i>	3 hours
EDUC 9943 <i>Instructional Leadership that Facilitates School Improvement</i> 3 hours	
EDUC 9984 <i>Doctoral Seminar 1: Examination of Change</i>	3 hours

3. Research and the Effective Use of Data (All 9 hours are taken as a cohort) hours	9
EDUC 9961 <i>Research Processes for Change</i> 3 hours	

EDUC 9962	<i>Collecting and Analyzing Data for Change</i>	3
hours		
EDUC 9963	<i>Applying the Research Cycle for Change</i>	3 hours

4. Content Specialty

15 hours

The content specialty hours are electives and are flexibly designed for doctoral students so they can select courses from across the university that contribute to their areas of special interest. Nine of the fifteen hours may be transferred into the program, and at least two courses (six hours) must be taken from outside of the COE. One seminar or readings course (EDUC 9986), in which a small group of doctoral students investigates a topic in school improvement in great depth, is a possible elective for the content specialty area.

EDUC 9986 Selected Issues in School Improvement 1-3 hours

This course is designed to provide a means for addressing topics that may arise related to school improvement activities, research, and scholarly literature. Specific topics will be identified at the time the course is offered. The course may be repeated for variable credit from 1-3 hours for a maximum of 3 hours.

Determination of the transfer of credit hours beyond the Masters degree is made using the following factors:

1. The extent to which the course strengthens the doctoral student's program;
2. The extent to which the course contributes to the doctoral student's career objectives;
3. The doctoral student's previous academic preparation;
4. The doctoral student's professional experience; and
5. When and where the course was taken.

✓ See the Appendix for program requirements including the Doctoral Student Handbook *Transfer of Credit Request* and/or the Doctoral Student Handbook, page 4, for information on transferring credits. See Appendix B for a listing of recommended content specialty courses.

5. Dissertation

12 hours

The original curriculum required 6 hours of dissertation work. The revised curriculum requires a minimum of 12 hours toward the dissertation.

EDUC 9998 Research for Doctoral Dissertation
1-12 hours
A minimum of 12 hours of dissertation credit are required.

Requirements for Graduation

In addition to successfully completing all core coursework and the content specialty, two assessment experiences/projects are required in order for the doctoral student to graduate from the Ed.D. program. Students are enrolled for dissertation credit throughout the dissertation process to provide them with access to campus facilities and faculty time.

Professional Portfolio. In response to the results of a faculty survey and Ed.D. committee discussions exploring the nature of the assessment experience for doctoral students upon completion of the core curriculum, the assessment subcommittee investigated alternatives to the traditional comprehensive examination. Dialogues were conducted with evaluators from the National Board for Professional Teacher Standards (NBPTS) and NBPTS certified teachers. NBPTS materials were thoroughly examined, as was the literature on portfolio assessment.

The assessment subcommittee developed and proposed that a Professional Portfolio, rooted in the Core Competencies but reflecting the rigor and format of the NBPTS portfolio, be adopted as the assessment experience for admission to candidacy. Following considerable discussion, the Ed.D. committee approved the proposal.

Five portfolio entries were developed and approved, and subsequently refined. The entries integrate course content and are rooted in the Core Competencies. The subcommittee continues to refine the portfolio format and accompanying doctoral student manual, scoring rubrics and guides, and faculty/evaluator training materials. Doctoral students respond to all five portfolio entries. Three-member teams of faculty trained to score one entry independently and holistically score the portfolios, based on a four-level rubric. Portfolios may be submitted during the second and eleventh weeks of the semester, and doctoral students are notified of the results within three weeks. Doctoral students may “bank” acceptable portfolio entries and rework those that are evaluated as sub-standard (less than 2.75 on a 4.0 scale). Entries may be submitted no more than three times for this assessment process.

- ✓ See Appendix C for the Professional Portfolio Manual and entries.
- ✓ See Appendix E for Ed.D. Committee minutes on assessment subcommittee activity and the development of the portfolio.

Dissertation. The culminating project for the doctoral degree is developing and completing a dissertation related to some aspect of school improvement. The dissertation committee is responsible for ensuring that the dissertation contributes new knowledge of fundamental importance or significantly modifies, amplifies, or interprets knowledge regarding school improvement in a new and important manner. While any appropriate design and methodology may be used, the finished product must be of the quality that it is publishable in a major national journal.

This collaborative dissertation process is strategically designed to move beyond the traditional authority of a dissertation chair. The intent is to create shared responsibility of committee members. The composition of dissertation committees, three faculty and one school practitioner, is structured to affirm the partnership with P-12 schools. This partnership is driven by the goal of school improvement and the understanding that this improvement is the result of cooperation of stakeholders at multiple levels within the education community. The eligibility

requirements for dissertation chairs is determined by their 1) provision of evidence of an active research agenda, 2) previous experience in serving on dissertation committees, and 3) approval by the Ed. D. committee.

A collaborative dissertation process has been developed and is organized as follows:

Stage I

Doctoral student and dissertation chair select a dissertation topic and develop a rationale linking the topic to school improvement and mission of the doctoral program.



Doctoral student and dissertation chair select committee members, with the approval of the Director.



The committee, with the intent of collaboratively establishing a framework and a rough time line, reviews the first chapter.



Before data are collected, approval from the Institutional Review Board is required. Dissertations that involve pilot data are required to have approval from the Institutional Review Board prior to the collection of data.



Stage II

Doctoral student presents first three chapters in a preliminary defense. Chapters are reviewed by committee, and if approved, are signed off by the committee.



Stage III

Doctoral student collects and analyzes data. Chapter 4 is prepared.



Stage IV

Chapter 5 is completed. Committee reviews and provides feedback on entire dissertation to chair and doctoral student.



Stage V

Doctoral student publicly defends dissertation.



Doctoral student makes final revisions.



Final copies are submitted to Graduate School.

The Ed.D. committee is aware of the need to increase the number of qualified faculty who are eligible to serve as dissertation chairs. This increased awareness, coupled with the commitment to deliver a university-wide program, has caused the committee to reconsider its decision to restrict dissertation chairs to members of the College of Education. While faculty members from the other Colleges currently serve on dissertation committees, extending eligibility for College of Arts and Sciences and College of Business faculty to serve as dissertation chairs would provide greater program support. This issue was not resolved and will be deliberated in future committee meetings.

- ✓ See Appendix E for Ed.D. Committee minutes on assessment and the development of the dissertation process.

D. Field Experiences

Although doctoral students engage in educational activities rooted in school settings, there is no formal field experience component for the doctoral program.

E. Georgia Standards

The program does not vary from the published Georgia standards.

F. Faculty

Faculty members from across the university participate in the delivery of the doctoral program. Their participation may involve one or more function:

- Instructional delivery/teaching – planning, evaluating, and/or teaching courses; participating in courses or seminars;
- Dissertation chair – approved by the EdD committee to serve as a dissertation chairperson;
- Dissertation committee – serving as a member of one or more dissertation committees;
- Ed.D. governance – current member of the Ed.D. committee;
- Standing committees – serving on one or more subcommittees of the Ed.D committee.

A summary of their qualifications and current responsibilities is presented below in Table 1.

- ✓ Vitae for the 29 faculty members currently involved with the doctoral program are available in the Exhibit Room, or on the College website at <http://coe.westga.edu/>.

Table 1: Faculty Participating in the Doctoral Program

Name	Terminal Degree	College	Instructional/ Teaching	Dissertation Chair	Dissertation Committee	Ed.D. Governance	Standing Committees
Cao, Li	Ph.D. McGill University	COE	X		X		X

Carr, James	Ph.D. Univ. of GA	Business	X			X	
Charlesworth, John	Ph.D. Mississippi State Univ.	COE			X		
Clark, Charles	Ph.D. Univ. of Colorado	A&S			X		
Table 1, con't		COE	X				X
	Univ.						
Cornelius, Luke	Ph.D. Univ. of FL	COE	X				X
Crafton, Micheal	Ph.D. Univ. of TN	A&S			X		
Deck, Linton	Ed.D. Harvard University	COE	X	X			
Doheny, Cathleen	Ph.D. Univ. of TN	COE			X		
Douvanis, Gus	Ed.D. Auburn Univ. J.D. Dickinson	COE	X	X		X	X
Duplechain, Rosalind	Ph.D. Univ of IL, Chicago	COE					X
Gantner, Myrna	Ed.D. Univ. of Texas, El Paso	COE	X		X		X
Halsall, Anne	Ph.D. Univ. of Saskatchewan	COE	X				X
Hendricks, Cher	Ph.D. Univ of SC	COE	X	X		X	X
Holbein, Marie	Ed. D. Auburn Univ.	COE	X	X		X	X
Jenkins, Deborah Bainer	Ph.D. The Ohio State Univ.	COE	X	X		X	X
LaFountain, Marc	Ph.D. Univ. of TN	A&S	X		X	X	X
Mawson, Marlene	Ph.D. Univ. of Oregon	COE	X	X			X

McKenzie, Barbara	Ph.D. Michigan State Univ.	COE	X			X	X
Morgan, Harry	Ed.D. Univ. of MA	COE	X	X		X	X
Morris, Robert	Ph.D. Indiana State Univ.	COE	X	X			
Table 1, con't							
	Univ. of Akron	COE			X		
Packard, Abbott	Ph.D. Univ. of Pittsburgh	COE	X		X		
Phillips, Paul	Ed.D. Univ of N. CO	COE	X			X	X
Pollard, Nancy	Ed.D. Columbia Univ.	COE	X	X	X		
Reigner, Ronald	Ph.D. Univ. of IL, Chicago	COE	X		X		
Snow, Brent	Ph.D. Univ. of Idaho	COE		X			
Stone, Sandra	Ph.D. Emory Univ.	A&S			X		
vonEschenbach, John	Ed.D. Temple Univ.	COE	X	X			X

G. Number of Candidates

By strategic selection, each year we build a cohort of 18 applicants that represents by a wide range of professionals from a variety of positions within the educational community. This selection is made from the pool of applicants each Spring. Our intent is to develop a consortium of graduates/change agents in a variety of positions, representing a variety of contexts. Our overriding objective is to select individuals who will contribute to the mission of the program.

It is our position that successful educational change requires skilled change agents in diverse settings and should include administrators, teachers, curriculum directors, media specialists, counselors, and others in positions in school systems. Thus, membership if each of the cohorts reflects the entire spectrum of the educational community.

A total of 48 doctoral students in four cohorts are currently enrolled in the doctoral program, as shown on Table 2 below:

Table 2: Enrollment in Doctoral Program

Cohort	Current Enrollment	Phase of Study
Cohort 1	10	Dissertation phase
Cohort 2	18	Electives, Portfolio completion, Dissertation Proposal
Cohort 3	6	Second year of core coursework
Cohort 4	13	First year of core coursework
TOTAL	47	

H. Post-baccalaureate Programs

This section does not apply to the doctoral program.


EVIDENCE OF MEETING THE GEORGIA 2000 STANDARDS

Standard 1 – Candidate Knowledge, Skills, and Dispositions

The Doctoral Program in School Improvement targets persons who represent a variety of professions within the education community. The program requires them to acquire a thorough understanding of the central concepts, tools of inquiry, and structures of school improvement at the national, state, and local levels. Throughout the program, doctoral students use description, synthesis, critical analysis, and inquiry to grasp the knowledge, skills, and dispositions delineated in the Core Competencies, which serve as the standards for the program.

The Core Competencies are drawn from the knowledge base of research and applied information on school improvement and change. The Core Competencies are organized into six integrated strands as follows:

1. *School Improvement and Reform* – moving schools and stakeholders in directions that enhance doctoral student learning and social development and ultimately benefit society;
2. *Leadership* – influencing others toward a shared commitment to a common purpose;
3. *Teaching and Learning* – understanding and using the knowledge base on effective teaching and learning to initiate teacher development and school improvement;
4. *Research and the Effective Use of Data* – planning, carrying out, and applying significant research in school improvement,
5. *Scholarly Persuasion* – engaging in rational discussion informed by and grounded in the knowledge base and research in education and school improvement; and
6. *Technology* – recognizing the potential of technology to shape classroom instruction and school-wide improvement and reform.

listing of the Core Competencies.  See the Appendix H for a full

Content Knowledge for Other Professional School Personnel

The content knowledge for the doctoral program is drawn from the literature on school improvement as well as the knowledge base on effective leadership, group organizational behavior, change, and communication across disciplines.

Content in coursework. Graduates of the Ed.D. program are expected to know the field of school improvement and be able to explain principles and concepts of school change to the variety of stakeholders whom they serve. The content knowledge of school improvement, as articulated in each of the six strands of the Core Competencies, is integrated throughout each curricular arena as well as across these arenas.

- Content in the *Teaching and Learning* curricular arena is provided during the first year of the doctoral program. The three-course sequence is conceptualized as an inverted pyramid, beginning with broad programs and topics in school improvement, then focusing more narrowly and locally. The sequence begins by describing and critically analyzing school improvement and reform initiatives at the national level. The second course focuses on the impact of national initiatives on state and local schooling and on state and local efforts at improving education. The third course looks at the classroom and instruction as units of school improvement. The focus is on building instructional leaders by linking them with content about improvement initiatives in content areas as well as generic teaching. The year-long, first doctoral seminar provides content (guest speakers, simulations, laboratory experiences, etc.) that enriches, expands, and integrates content from the Teaching and Learning and Research courses.
- Content in the *Research and the Effective Use of Data* curricular arena is imbedded in three courses. The sequence begins by emphasizing the process of inquiry as expressed through both positivist and phenomenological persuasions in education, and critically analyzing different forms of educational research. In the next course, content focuses on collecting and analyzing data sources within all forms of educational research. The content climaxes in the third course, which, although it is more skill-based or application in nature, reinforces the previous content regarding the continuous process or cycle of research for school improvement.
- Content in the *Leadership for School Improvement* curricular arena builds on and extends foundational knowledge which students bring to the doctoral program. The content begins with knowledge of theories and processes of change in organizations and in society, focusing on the educational system. The content in this arena then moves to knowledge of perspectives in a pluralistic society, of cross-cultural communications, and of inclusive education. Relatedly, an advanced study of legal and ethical issues that impact school improvement, especially related to special student populations, is provided. The second year doctoral seminar provides content that enriches, extends, and illustrates the content in the Leadership and Research courses.
- Content in the *Content Specialty* curricular arena varies by doctoral student. Doctoral students develop a rationale for a particular expertise they would like to acquire in school improvement, and identify courses from across the university that will provide knowledge that enables that expertise. The rationale and

selected courses are preapproved by the Director to ensure the focus and rigor of the content.

- ✓ See Appendix B for course syllabi, or visit them online at <http://coe.westga.edu/edd/>.
- ✓ See Appendix B for a listing of approved Content Specialty courses.

Assessment of content. Content of knowledge, as it relates to the program's Core Competencies, is assessed throughout the coursework using various tools and at the end of the core coursework using the Professional Portfolio. Assessment is discussed in more detail under Standard 2.

- Content knowledge articulated in the Core Competencies is assessed in *individual courses*. Specific assessment strategies used to evaluate doctoral students' content knowledge are explained in the course syllabi. For example, in both the first and second Teaching and Learning courses (EDUC 9941 and 9942), an in-class written exam is used to assess knowledge gained from class readings and other content (content from Strand 1 & 3). Papers and written assignments also assess knowledge of, for example, the APA writing style (content from Strand 5).

In addition, content knowledge is evaluated using the evaluated using the *Core Competency Matrix (CCM)*, a matrix which rates each doctoral student's level of performance on the Core Competencies covered in each individual course using a three-level scale. Individual reports of this information are provided using the *Individual Competency Matrix (ICM)*.

- ✓ See Appendix J for copies of the course-related assessments mentioned and relates evaluation criteria.
- ✓ See Appendix A for the Core Competency Matrix and Individual Competency Matrix.
- Each Spring semester, content attainment by each doctoral student in the doctoral program is evaluated by the instructional faculty during the *Student Review Process*. Meeting as the Student Review Board, faculty members bring evidence to evaluate the content knowledge of each doctoral student in relation to the Core Competencies. Evidence includes, but is not limited to, course assignments, course grades, and the Individual and whole-class Competency Matrices.
 - ✓ See Appendix D for the Doctoral Student Handbook, p. 6, which describes the Student Review Process.
- Upon completion of the core coursework, content knowledge is assessed through the Professional Portfolio. Each of the five entries assesses knowledge integrated across coursework and Core Competencies. Each Entry lists links to knowledge in various Core Competency strands that is being assessed in that Entry. For example, Entry 1 (Gaining Support through Scholarly Persuasion) assesses knowledge from Strands 1 and 5, and Entry 3 (Communication as a Tool for School Improvement) assesses content knowledge from Strands 2, 3, and 5.
 - ✓ See Appendix C for a copy of the Professional Portfolio Manual. Entry 1 begins on page 34, and Entry 3 begins on page 54.
 - ✓ See the Appendix A for scoring rubrics used to evaluate portfolio entries.

Professional Knowledge and Skills for Other School Personnel

One uniqueness of the Doctoral Program in School Improvement is its applied nature. The program was developed with a strong focus on skill development, rather than theoretical orientation.

Professional knowledge and skills in coursework. Graduates of the Ed.D. program are expected to demonstrate in-depth knowledge of the professional literature in school improvement and practical skills to apply and implement that professional knowledge. They are able to collect and analyze data related to their work, reflect on their practice and the practice of those whom they supervise, and use research and technology to support and improve doctoral student learning and social development. They know and are able to work effectively with doctoral students, families, and community stakeholders in educational change. The professional knowledge and skills essential for program graduates to serve as agents of change for school improvement, as articulated in each of the six strands of the Core Competencies, is integrated throughout each curricular arena as well as across those arenas.

- Professional knowledge and skills targeted in the *Teaching and Learning* curricular arena are foundational for the other doctoral coursework. The three-course sequence builds skills in oral and written communication with all stakeholders in educational change. The first course stresses communicating with professional audiences, building skills in writing using APA style, differentiating among and building skills in descriptive, synthesis, analytical, and evaluative writing styles. The second and third courses and the Saturday seminar build skills in communicating with lay audiences such as families, community groups, and the media. Skills in instructional supervision and reflecting on practice are also built in the third course.
- Professional knowledge and skills addressed throughout the *Research and the Effective Use of Data* curricular arena emphasize collecting and analyzing data related to school improvement, and reflecting on data to effectively use it in educational decision-making. In addition, the first course builds analytical skills in differentiating between credible and less credible research and published reports. The second course develops professional knowledge of how to conduct research and to gather appropriate data, and skills at developing and validating those tools. The third, year-long course builds skills in designing and carrying out action research, and using the resulting data to impact schooling at the local level. Throughout the two, year-long doctoral seminars, doctoral students build skills at using technology to work with data.
- Professional knowledge and skills targeted in the *Leadership for School Improvement* curricular arena enable doctoral students to provide leadership in their educational context. The Leadership course builds skills in self-assessment and self-monitoring of leadership skills, and developing essential skills doctoral students need to be effective change agents. The Law course builds professional knowledge of recent legislation and practice that impacts schooling, and builds skills in accessing these. The Diversity course builds skills in communicating in diverse educational settings and in evaluating equity in the curriculum and other aspects of schools.

✓ See Appendix B for course syllabi, or visit them online at <http://coe.westga.edu/edd/>.

Assessment of professional skills. Professional knowledge and skills, as they relate to the program's Core Competencies, are assessed throughout the coursework, at the end of the core coursework using the Professional Portfolio, and at the end of the program through the doctoral dissertation.

- Professional knowledge and skills articulated in the Core Competencies are assessed in *individual courses*. Specific assessment strategies are identified and described in course syllabi. For example, for the Teaching and Learning sequence, doctoral students' skills in communicating with stakeholders are assessed in assignments requiring writing for a newspaper/newsletter (EDUC 9984) and for a community organization (EDUC 9942), skills from Strand 5 in the Core Competencies. Skills for designing and implementing action research are assessed through the action research paper in the research course, EDUC 9963, which are skills identified in Strand 4 of the Core Competencies. Leadership skills are assessed and build using an inventory in EDUC 9933, in line with Core Competency Strand 2.

In addition, professional knowledge and skills are evaluated using the *Core Competency Matrix (CCM)*, a matrix which rates each doctoral student's level of performance on the Core Competencies covered in each individual course using a three-level scale. Individual reports of this information are provided using the *Individual Competency Matrix (ICM)*.

- ✓ See Appendix J for copies of the course assessments mentioned and relates evaluation criteria.
 - ✓ See Appendix A for the Core Competency Matrix and Individual Competency Matrix.
- Upon completion of the core coursework, professional knowledge and skills are assessed through the *Professional Portfolio*. The portfolio is a powerful vehicle for assessing skill development and use. Each of the five entries assesses skills developed across coursework and demonstrated in authentic artifacts. Each Entry lists links to professional knowledge and skills in various Core Competency strands that is being assessed in that Entry. For example, Entry 1 (Gaining Support through Scholarly Persuasion) assesses skills at communicating with professional audiences (Strand 5), while Entry 3 (Communication as a Tool for School Improvement) assesses skills at communicating, both orally and in writing, with lay audiences (Strand 5) and leadership skills (Strand 2). Entry 2 (Fostering Group Interactions) assesses leadership skills (Strand 2) and Entry 4 (Engaging Educators in Investigation and Reflection about Teaching and Learning) assesses skills at leading others to improve their instruction and reflecting on one's own educational practice (Strands 1 and 3). Entry 5 assesses technology skills in developing a professional webpage (Strand 6).
 - ✓ See the Appendix C for Portfolio Manual and individual entries.
- Professional knowledge and skills are assessed at the end of the program through the *doctoral dissertation*. The dissertation is developed with the guidance of the dissertation committee to examine some aspect of school improvement. Doctoral students' professional knowledge and skills at identifying a target area in schooling that needs improvement, collecting and analyzing data related to that

area, using the research to make recommendations about school change, and communicating that information effectively to professional and lay audiences are assessed through the written dissertation and the oral defense of the dissertation. These skills are related mainly to Core Competency Strands 4, 5, and 6.

- ✓ See Appendix D or a copy of the Doctoral student Manual and description of the dissertation and defense, found on page 10-11.

Dispositions for Candidates

Change agents, as professional educators, are expected to demonstrate certain dispositions as they work with students, colleagues, families, and other stakeholders in education. Effective change agents are aware of their dispositions and are able to self-monitor, reflect on, and adjust their dispositions when necessary.

Dispositions in coursework. Graduates of the Ed.D. program are expected to reflect the dispositions articulated in the program's Core Competencies and, relatedly, the College of Education's Conceptual Framework.

- Dispositions emphasized in the *Teaching and Learning* curricular arena focus on valuing equitable and appropriate educational access to all students, and prioritizing student learning above political issues. Through accessing the knowledge base in school improvement, doctoral students are led to value research and the knowledge base about effective teaching and learning as useful in educational reform. Valuing the need for school improvement, the engagement of all stakeholders, and the power of group consensus are part of this curricular arena.
- Dispositions emphasized in the *Research and the Effective Use of Data* curricular arena emphasize valuing data-based decision making as an integral part of school improvement. Valuing dissemination of research findings to advocate for school improvement is also a thrust. Valuing scholarly and rational discourse over emotional arguments is a strong disposition in the Research curricular arena, but is well integrated throughout the program.
- Dispositions emphasized in the *Leadership* sequence are vital to instructional leaders. In the Leadership course (EDUC 9933), dispositions toward individual differences, integrity, risk-taking, and trust are emphasized. Consensus-building and professional relationships among all stakeholders are also a focus in the leadership course. Self-monitoring and personal change are also values dealt with in this course. In the Law/Ethics course (EDUC 9925), valuing optimum academic achievement and social development for all students is emphasized. In the Diversity course (EDUC 9923), equity and a vision for change are dispositions that receive priority.

Assessment of dispositions. Dispositions, as they relate to the program's Core Competencies, are assessed throughout the coursework and at the end of the core coursework using the Professional Portfolio. Assessment is discussed in more detail under Standard 2.

- Dispositions that are articulated in the Core Competencies are evaluated through *course assignments*. For example, dispositions in the Teaching and Learning curricular arena are assessed through writing assignments, such as a position paper on the need for school improvement in EDUC 9941. Also in that course, doctoral students identify a target for school reform in their district, analyze and value reform models that address that target, and justify their recommendations

for the adoption of some model, an assignment which requires doctoral students to examine and justify their dispositions based on research. Similarly in EDUC 9942, 9943, and the 9984 seminar, writing assignments require doctoral students to form and justify dispositions to a variety of audiences. In the Research curricular arena, class discussion, written analyses of journal articles, and action research projects are used to assess the doctoral student's perceived importance of credible data and the value of data-based decision making.

- ✓ See Appendix A for course syllabi and explanations of these assignments.
 - ✓ See Appendix J for detailed descriptions of these assignments and their assessments.
- Dispositions are evaluated using the *Core Competency Matrix (CCM)*, a matrix which rates each doctoral student's level of performance on the Core Competencies covered in each individual course using a three-level scale. Individual reports of this information are provided using the *Individual Competency Matrix (ICM)*.
 - ✓ See Appendix A for the Core Competency Matrix and Individual Competency Matrix.
 - Each Spring semester, content attainment by each doctoral student in the program is evaluated by the instructional faculty during the *Student Review Process*. Meeting as the Student Review Board, faculty members bring evidence to evaluate the content knowledge of each doctoral student in relation to the Core Competencies. Evidence includes, but is not limited to, course assignments, course grades, and the Individual and whole-class Competency Matrices.
 - ✓ See Appendix D for the Doctoral Student Handbook, p. 6, which describes the Student Review Process.
 - Upon completion of the core coursework, dispositions are assessed through the *Professional Portfolio*. In each of the five entries, dispositions are assessed, mainly in the "Reflection and Application" section of the written commentary. Although the specific prompts vary somewhat by entry, doctoral students are asked to reflect on the artifact they present and on dispositions related to the development and/or implementation of that artifact. In most entries, doctoral students are asked to value their participation in educational change and their role/responsibility to advocate for school improvement. For example, Entry 1 (Gaining Support through Scholarly Persuasion), assesses dispositions toward the knowledge base and making contributions to the knowledge base (Strands 1 and 5). Entry 4 (Engaging Educators in Investigation and Reflection about Teaching and Learning) assesses dispositions from Strands 2 and 3, related to educational change, reflecting on practice, and support/supervisory strategies.
 - ✓ See Appendix C for Portfolio Manual and individual entries. Entry 1 begins on page 34 and Entry 4 begins on page 64.

Change agents, as effective educators, are able to reflect on and evaluate their work as it impacts student learning and social development. As leaders, they are able to put into place an atmosphere that supports student learning.

Student learning in coursework. Graduates of the Ed.D. program understand and build on the diversity of students, their families, the community, and other stakeholders to bring about educational change. They understand and work effectively in the political context of today's schools. Within the schools, they establish educational environments that support student learning and social development. They collect and analyze data related to student learning, and apply strategies for improving student learning within their own jobs and schools.

- In the *Teaching and Learning* curricular arena, a strong focus on identifying and communicating with stakeholders in education is presented, with an emphasis on understanding their impact on school improvement. The politics of school improvement, including state, local, and national reform initiatives, are carefully studied to see how well they are supported by educational research. How to work within the standards-based, political arena as an instructional leader is the core understanding of the final course, EDUC 9943. In addition, the doctoral seminar includes readings and speakers that question, analyze, and respond to media, government, and research reports about doctoral student learning.
- Throughout the *Research and the Effective Use of Data* curricular arena, collecting, analyzing, and making decisions about doctoral student learning and social development are the focus of the course discussions, readings, and activities.
- The *Leadership* curricular arena focuses on how to work effectively in with the variety of stakeholders in today's politicized school systems. The emphasis is on creating positive, safe environments for doctoral students and teachers.

Assessment of student learning. Assessment of the doctoral student's ability to establish an atmosphere that supports learning, as it relates to the program's Core Competencies, is assessed throughout the coursework and at the end of the program through the doctoral dissertation. Assessment is discussed in more detail under Standard 2.

- The ability to establish an atmosphere that supports learning and social development is evaluated through *course assignments*. For example, in the Teaching and Learning curricular arena, doctoral students interact with a variety of people and resources in their educational unit to develop a District Profile Matrix, which summarizes the impact of various stakeholders on school improvement efforts in their district. They engage in and reflect on two powerful simulations: *Barnaga*, which effectively draws attention to communication barriers among stakeholders, and *The Change Game*, which reinforces research-proven networks to gain stakeholders support for educational initiatives. In the Research area, the year-long action research project requires doctoral students to collect and analyze data on student learning and to make decisions based on that data. In the Leadership arena, doctoral students take the *360-degree Leadership Inventory* to recognize and then enhance their ability to work with stakeholders in political contexts.

✓ See Appendix B for course syllabi.

✓ See Appendix J for detailed descriptions of these assignments and their assessment.

- The doctoral dissertation requires doctoral students to identify an issue in school improvement, design a study, collect and analyze data, and make recommendations based on that data. This study should contribute to the knowledge base in school improvement, and lead to enhanced student achievement and/or social development. By including a school-based professional on the doctoral committee, the practicality and impact of the dissertation is ensured.
 - ✓ See Appendix D for the Doctoral Student Manual, which discusses the doctoral dissertation on pages 10-11.

Standard 2 – Program Assessment and Unit Evaluation

Assessment System

Overview. The connection between the curriculum and the assessment of learning outcomes and Core Competencies is vitally important to the success of this doctoral program. A variety of assessment strategies throughout the program ensure that doctoral students have achieved the program objectives and can demonstrate the competencies expressed in the learning outcomes. In addition to assessments related to coursework, doctoral students develop a Professional Portfolio. The Professional Portfolio is the assessment thread that is woven throughout the doctoral program as a measure of doctoral students' knowledge and abilities to lead school improvement initiatives. Each portfolio must infuse the major strands of teaching and learning for a diverse student population, effective use of research data and student assessments, development of leadership abilities, and incorporation of instructional technologies. The portfolios, based on the National Board for Professional Teaching Standards (NBPTS) format, are evaluated against rigorous standards and rubrics to ensure that these strands have been operationalized through involvement in school improvement. Presentation of the Professional Portfolio, which must be completed using various technologies, replaces the comprehensive examination in traditional doctoral programs. Because a rigorous, Professional Portfolio is more comprehensive and skill-based, it was deemed by the Ed.D. committee as a more appropriate evaluation strategy for doctoral students in this applied doctoral program than would be a traditional comprehensive examination. The portfolios are evaluated by an assessment team comprised of instructional faculty and other faculty from the COE who have experience with holistic assessment and who have received additional training to effectively work on this assessment project.

In accordance with PSC guidelines, doctoral students must successfully complete all core coursework, all sections of the Professional Portfolio, and have a dissertation prospectus approved in order to be admitted to candidacy for the Ed.D. degree. The evaluations used throughout these processes provide written and oral assessment of the depth and breadth of knowledge of the doctoral student regarding school improvement, teaching and learning, leadership, instructional technology, assessment/evaluation, a content specialty, and research methodology.

Each doctoral student must present a prospectus for the dissertation project to a four-member dissertation committee, one of whom is a terminally-degreed school practitioner. The dissertation project must be a school-based research project on some significant aspect of school

improvement. Normally, this prospectus presentation will occur during Spring of the third year of enrollment. By agreement of the Ed.D. committee, doctoral students may not begin work on the dissertation until they have successfully completed core coursework and the Professional Portfolio.

To complete the degree program, each candidate must successfully complete and defend the dissertation project in a session attended by the dissertation committee and open to the public. The final dissertation project must be disseminated widely, such as in a professional publication or via the World Wide Web. Doctoral students have a maximum of seven years to complete all coursework and the dissertation project.

Another vitally important aspect of assessment is the accountability that this program must have in making a difference in student achievement and in systemic school improvement. The design of this program is based on doctoral students learning how to design and implement curricular changes in how schools operate to bring all the students to a higher level of achievement. Beginning within a local context of a school, these educators will mentor other teachers to examine how and why they teach as they do and facilitate significant methodological changes in helping all students learn. Especially during the second year evaluation course, school improvement projects will be designed, implemented, and evaluated to determine the impact of each. Indicators of success and of the quality of their work will be determined by scores on student achievement tests, curricular changes that incorporate instructional technology, up-to-date and research-based knowledge infused through myriad instructional strategies that match the learning style of diverse students, collaborative commitment of parents, teachers, and others to student learning, and a culture change in schools that values and exudes excitement for learning. If these educators can lead systemic school improvement, within a decade doctoral student learning will increase.

Assessment system plan. The assessment system for the doctoral program reflects the program's Core Competencies and, relatedly, the COE conceptual framework. It includes a comprehensive and integrated set of evaluation measures that are linked to the Core Competencies and that monitor doctoral students' performance. These evaluations are used extensively to improve courses, course sequences, and the overall operation of the program.

Decisions about doctoral student performance are based on multiple assessments at four common assessment points: admissions, midpoint, completion, and after graduation. At each of these transition points, multiple faculty members, not all of whom are involved with instruction in the Ed.D. program, are involved in making decisions. In this way, bias is eliminated from the evaluation process and fairness, accuracy, and consistency of assessment procedures is ensured. Further, the assessment system and evaluation procedures are refined based on feedback from evaluators at each of these assessment points.

1. Admissions Assessment Point

The unit assessment plan involves five measures as part of the admissions process. These are presented in more detail under Standard 7 – “Meets Requirements and Standards.”

- Grade Point Average (GPA) is assessed using a ten-category scale on the *Admissions Criteria Index*.
- Graduate Record Examination (GRE) scores are evaluated using a ten-category scale on the *Admissions Criteria Index*.

- Letters of Recommendation (3) are evaluated using a rubric called the *Reference Form Evaluation*. This rating is compiled on the *Admissions Criteria Index*.
 - An on-campus writing sample, which responds to a prompt related to school improvement, is evaluated using the five-category *Writing Rubric for Evaluating Ed.D. Applicants*. This rating is then compiled on the *Admissions Criteria Index*.
 - The 30-minute individual interview, conducted by a team of three COE faculty members, is based on six questions. Responses to these questions, the applicant's communication skills, and the applicant's match to the program are assessed using the *On-campus Interview Rubric*, which consists of a set of four-category Likert-type items. This rating is compiled on the *Admissions Criteria Index*.
- ✓ See Appendix A or G for admissions assessments.

2. *Midpoint Assessment Point*

The unit assessment plan includes three measures to monitor doctoral students' progress through the program, considered midpoint assessment.

- Course grades monitor doctoral student progress through the program using various assessment strategies determined by individual instructors and instructional teams. These assessments are based on established course criteria and are linked to the program's Core Competencies. Assessment of each doctoral student includes the following means:
 - Group and individual discussion and dialogue
 - Academic papers
 - Written assignments targeting non-academic audiences
 - Examinations
 - Presentations, including the use of technology
 - Electronic discussions.

The course grades are assigned according to each individual's performance on these assignments.

- The *Core Competency Matrices (CCM)* for individual courses identify the Core Competencies to be addressed in each course and area (Teaching & Learning, Research, Leadership for Change). Doctoral students' levels of accomplishment for each specific competency are rated at the end of the course using a three-level scale. This evaluation will be shared with other instructional faculty to ensure that all doctoral students progress through all competencies, and to enable professors to address specific areas of weakness in individual doctoral students. The information will also be shared with doctoral students in the form of *Individual Competency Matrices (ICM)* prepared for each doctoral student. In this way, doctoral students know specific areas which they need to target for improvement throughout the program. This performance-based assessment provides more specific feedback to doctoral students than do course grades or grades on assignments.

- At the end of Spring semester, the instructional faculty meets to review individual doctoral students' performance and progress through the program. Each doctoral student in the program enrolled in core coursework is reviewed for concerns regarding academic progress and ethical/professional behavior. Each doctoral student receives a letter stating either that they are making adequate progress or outlining significant concerns identified by the faculty. Significant concerns are met through development of a student development plan with the program Director and/or an appointed faculty advisor.
- The *Student Midpoint Survey of Services and Operations* is designed to obtain information on services and program operations from doctoral students during their fifth semester of enrollment.
✓ See Appendix A for assessment instruments.

3. *Completion Assessment Point*

The unit assessment plan involves assessing doctoral student progress at two terminal points in the program: at the completion of coursework and at the completion of the program.

- At the completion of coursework, doctoral students' accomplishment of the knowledge, skills, and dispositions which are articulated in the six strands of Core Competencies and woven through the core coursework are assessed using a *Professional Portfolio*.

Based on the National Board for Professional Teaching Standards (NBPTS) model, the Professional Portfolio consists of five entries that are rooted in the Core Competencies and which integrate course content. In addition to the five entries, the subcommittee developed and continues to modify an accompanying doctoral student manual, scoring rubrics and guides, and faculty/evaluator training materials. Portfolios may be submitted during the second or eleventh week of either fall or spring semester. Using a four-level rubric, each entry is independently and holistically scored by a team of two trained raters. A third rater is available to evaluate any portfolio entry to which the two raters assign disparate scores (more than 1.0 points). Doctoral students are informed of the results within three weeks, and may "bank" acceptable portfolio entries and rework those that are evaluated as substandard (composite score below 2.75 on a 4.0 scale).

See Appendix C for the Professional Portfolio Manual. ✓

See Appendix B for the rubrics used to assess portfolio entries. ✓

- At the completion of the program, doctoral students' knowledge and skills, especially those related to research and school improvement, are assessed using a *dissertation* and oral defense of the dissertation.

In this doctoral program, the doctoral student is guided through the dissertation process by a committee comprised of three faculty members from the Colleges of Education, Arts & Sciences, or Business and one school practitioner who holds a terminal degree from an accredited institution. Doctoral student progress toward the dissertation is evaluated by the entire

committee. The dissertation committee is responsible for ensuring that the dissertation contributes new knowledge of fundamental importance or significantly modifies, amplifies, or interprets knowledge in a new and important manner.

The completed dissertation is presented in an hour-long oral defense to the dissertation committee. While the oral defense is open to the public, only dissertation committee members may question the candidate. The dissertation and oral defense are evaluated as a pass or non-pass, with votes cast only by the faculty members on the dissertation committee. In accordance with Graduate School policy, the school practitioner is a non-voting member of the dissertation committee.

- ✓ See Appendix D, the Doctoral Student Handbook, for information on the dissertation process, p. 10-11.

4. After Graduation Assessment Point

The unit assessment plan includes two types of assessment for program graduates.

- The *Graduate Completer Survey* contains ten questions to determine the impact of the doctoral program on the graduate's ability to serve as a change agent in their educational setting. Respondents are asked to identify specific experiences within the doctoral program that have been most helpful and least meaningful. The impact of the doctoral program on their career opportunities and aspirations is also questioned. Graduates respond to this instrument twice: first upon graduation from the program, and a second time one year following graduation.
 - The *Ed.D. Graduate Survey* will seek information from the supervisors of program graduates about how the program impacted the graduates' ability to perform their job and to effect change in the school context. This instrument is currently being developed.
- ✓ See Appendix A for a copy of these assessment instruments.

Data Collection and Analysis for Program Improvement

In the years since its inception, the Ed.D. program has formalized a systematic evaluation plan to evaluate the effectiveness of the program in achieving its mission. The evaluation focuses on three areas: instruction, curriculum, and services and operations pertinent to the program. The Ed.D. Program Evaluation plan, which is currently being undertaken, is presented graphically in Appendix A.

Assessment of the delivery of instruction. The goals of instructional assessment are: (1) to measure doctoral student development in the Core Competencies; (2) to measure doctoral student perception of instructional effectiveness; (3) to analyze Core Competency and doctoral student evaluation data to modify instruction; and (4) to provide data for the assessment of the curricular arenas.

1. *Measuring Doctoral Student Development in the Core Competencies.* At the end of each course, instructors complete an *Individual Competency Matrix (ICM)* for each doctoral student, and a *Core Competency Matrix (CCM)* which is a composite matrix for the entire class. The ICM and CCM are developed before the course begins and is based on the goals and objectives for each course. They list all the Core Competencies linked to

that course, and show the doctoral students' levels of attainment toward those Core Competencies. Instructors use the CCM to determine the extent to which certain competencies are being developed. This enables instructors to alter and improve instruction during subsequent semesters. In addition, instructors are able to work together to follow up on doctoral students who have deficiencies in Core Competencies, to address these in subsequent courses.

✓ See the sample CCM and ICM in Appendix A for more detail.

2. *Measuring Doctoral Student Perceptions of Instructional Effectiveness.* At the end of each course, doctoral students complete the University's course evaluation, the *University Course Evaluation Form*. The Ed.D. Committee encourages individual faculty members to develop additional items specific to their courses. Instructors, working with their instructional teams, use doctoral student-provided information to strengthen the courses that they teach in each arena of the core curriculum.

✓ See the sample University Course Evaluation Form in Appendix A for more detail.

3. *Analyzing Core Competency and Doctoral Student Evaluation Data to Modify Instruction.* After evaluation of CCM data and course evaluations, instructors complete another assessment form, the *Course Instructional Assessment Form (CIAF)*. This assessment is used to modify instruction. A copy of the assessment is sent to the Program Director and is used by instructional teams during assessment of the curricular arenas (Teaching and Learning, Research, Leadership). The following table (Table 2) specifies the process for such assessment of instruction.

✓ See the sample Course Instructional Assessment Form in Appendix A for more detail.

Table 2
Assessment of the Delivery of Instruction

Action	Person Responsible for Action	Action Schedule	Documentation of Action	Results of Action
Analyze CCM data, doctoral student course evaluations, and instructor's observations and reflections	The instructor of each course	By beginning of the sixth week in the semester following that when the course was taught	Course Instructional Assessment Form (CIAF)	Modification of instruction as documented in the CIAF

Assessment of curriculum. The goals of curricular assessment are: (1) to determine the extent to which the curriculum leads to the development of Core Competencies; (2) to establish ways to improve the design and delivery of the curriculum; and (3) to evaluate doctoral student perceptions of the power of the program to produce change agents. The process includes an assessment of each curricular arena and an assessment of the overall curriculum.

1. *Assessing a Curricular Arena.* For each curricular arena (Research, Teaching and Learning, Leadership) faculty, comprising instructional teams, meet to discuss issues pertinent to doctoral student development in that arena. These meetings take place continually, usually bi-weekly or monthly, to ensure on-going development of courses for maximum effectiveness. CCMs, course evaluations, and CIAFs are also be used at this level.

Based on observations of the instructional faculty and on feedback from doctoral students in the first cohort, a curriculum committee was established in Fall 2001. The need to begin revising the curriculum was obvious for the following reasons: (1) the Core Competencies, which were developed after the original curriculum was designed, were not clearly articulated in course syllabi; (2) instructional faculty were identifying areas of overlap and content omissions as Core Competencies were integrated into the courses; (3) we learned from the SACS Self-Study Report that we needed a formal and systematic process for assessing the curriculum; and (4) a sense of urgency developed as we began delivery to the second cohort. The Ed.D. Committee Minutes document the formal process of assessment that was subsequently implemented.

- ✓ See Ed.D. Committee Minutes regarding assessment process in Appendix E.

The assessment of the three core curricular arenas and of the content specialty area were completed by Fall 2002, at which time the revised curriculum was submitted to and approved by the Ed.D. Committee. Following the established UWG review procedures, the revised curriculum was submitted to and approved by the Faculty Governance Council of the College of Education, and by the Council on Graduate Studies in July 2003. The revised curriculum was implemented effective Summer 2003, with the fourth cohort of doctoral students.

- ✓ See Ed.D. Committee Minutes regarding approval of revised curriculum in Appendix F.
- ✓ See comparison of original and revised curriculum overview sheet in Appendix F.

The following table summarizes the process for our assessment of curricular arenas.

Table 3
Assessment of a Curricular Arena

Action	Persons Responsible for Action	Action Schedule	Documentation of Action	Results of Action
Analyze CIAF data, instructors' observations and doctoral student feedback to modify a curricular arena	Faculty who have taught a course within a curricular arena	1. Teaching and Learning: Spring 2002 and each subsequent cycle 2. Research: Fall 2002 and each subsequent cycle 3. Leadership: Fall 2002 and each subsequent	1. Committee minutes from curricular-arena meetings 2. Committee minutes from Ed.D. Committee meetings 3. Outline of Original vs.	Evaluation, modification, and improvement of the design and delivery of the curriculum as documented in the assessment of a curricular arena

		cycle	Revised Curriculum	
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2. *Assessing the Overall Curriculum.* In an integrated curriculum involving instructional teams such as this doctoral program, curriculum “tweaking” is informal and on-going. However, at the end of the two-year instructional cycle for the revised curriculum (Spring 2005), instructional faculty from all arenas will meet to discuss curriculum issues including, but not limited to, course sequencing, course goals, program integration, program efficiency (overlap in content, assignments, etc.), and program goals. Minutes will be taken at these meetings to document the program’s evaluation. The faculty will then make final recommendations for curricular change to the Ed.D. Committee.

After doctoral students complete core course work, they submit a Professional Portfolio to assess their progress toward the Core Competencies. Portfolios are evaluated by an assessment team. Following the assessment, the team comes together as a focus group to reflect on what was learned about the overall curriculum, individual courses, and the portfolio process. The assessment team made several recommendations for the overall curriculum, as well as the portfolio process, after reviewing the portfolios from the first cohort (Fall 2002). Recommendations for the overall curriculum and the portfolio process are also expected after the review of the portfolios submitted by the second cohort (Fall 2003). While the process was initially informal, beginning in Fall 2003, a formal report will be delivered to the Ed.D. Committee regarding recommendations for curriculum that arise from portfolio assessment. These will be reflected in the minutes from that committee. Successful completion of a portfolio establishes a doctoral student’s candidacy in the program. Criteria and procedures for evaluating the Professional Portfolio have been clearly established and are provided in the manual, *The Professional Portfolio: Entry Instructions and Scoring Rubrics and Guides*.

- ✓ See portfolio manual for details in Appendix C.

Beginning Spring 2004 (the first program graduates are expected in Fall 2003), program graduates will be asked to complete an evaluation of the Ed.D. program using the *Graduate Completer Survey*. Graduates will complete this evaluation twice: once following graduation, and then again one year after graduation, providing information regarding ways they have facilitated change in the schools in which they work. They also will be asked to describe their perception of the Ed.D. program’s effectiveness in reaching its mission to create change agents in the schools.

- ✓ See Graduate Completer Survey for details in Appendix A.

Also beginning Spring 2004, the *Ed.D. Graduate Survey* will seek information from the supervisors of program graduates about how the program impacted graduate’s ability to perform their job and to effect change in the school context. This survey will also be sent to supervisors one year following graduation, parallel to the Graduate Completer Survey.

- ✓ See Ed.D. Graduate Survey for details in Appendix A.

Data collected for curricular assessment will include rubric evaluations of individual doctoral student portfolios, minutes of committee meetings from the end of each curricular arena cycle and the biannual instructional cycle, and doctoral student surveys completed by Ed.D. graduates. These data will be analyzed to evaluate overall effectiveness of the curriculum and instruction in creating change agents. Based on analysis thereof, actions will be taken by the Ed.D. Committee to modify the curriculum. An example was the recognized need to work closely with students as they develop the portfolio, which led to refocusing EDUC 9944 as a portfolio seminar rather than another content course in the original curriculum. These future actions will be documented in the minutes of committee meetings. The following table specifies the process for assessment of the curriculum.

Table 4
Assessment of Overall Curriculum

Action	Persons Responsible for Action	Action Schedule	Documentation of Action	Results of Action
Analyze data and consider recommendations from assessments of curricular arenas	Faculty who teach in the program	Fall 2002 and each subsequent fall thereafter	1. Curriculum Committee minutes 2. Ed.D. Committee minutes 3. Outline of Original vs. Revised Curriculum	1. Recommendations for changes approved by the University July 2003 2. Delivery of modified curriculum in Summer 2003
Collect and analyze data from doctoral students' Professional Portfolios	Faculty who teach in the program and Assessment Team	Fall 2002 and each subsequent fall thereafter	1. Doctoral students' Professional Portfolios 2. Ed.D. Committee Minutes 3. EDUC 9944 syllabus 4. Professional Portfolio Manual	Quality of portfolios improves. Pass rate on portfolios increases. Doctoral students advance to candidacy.

Assessment of services and operations. The goal of assessment here is to determine whether University services and operations meet the needs of doctoral students in the Ed.D. program. This is particularly relevant given that the doctoral students are adult learners with responsible jobs who commute up to three hours for on-campus coursework. This assessment will be accomplished through the use of a doctoral student survey and focus-group interview.

1. *Measuring Doctoral student Perceptions of Services.* The second cohort of doctoral students will be asked to complete a survey related to services and operations of the Ed.D. program when they have completed their core coursework (Spring 2004). Thereafter, this *Student Midpoint Survey of Services and Operations* will be administered during the fifth semester of enrollment (Fall 2003 for Cohort 3) and again upon completion of core coursework. The survey solicits feedback on admissions, advising, appeals processes, library resources and services, distance learning, and University resources.

✓ See Student Midpoint Survey of Services and Operations for details in Appendix A.

2. Selected doctoral students will then be asked to participate in a focus group with a team from the Ed.D. Committee. This focus group interview will occur after analysis of the services and operations survey, allowing for the collection of detailed information from doctoral students regarding difficulties with services and operations as well as suggestions for ways to improve in these areas. Transcripts of the focus group interviews will serve as documentation. Findings related to University services and operations, such as library or technology services, will be provided to appropriate departments. (Note: Irvine Sullivan Ingram Library has its own action plan regarding assessment of library services).

Standard 3 - Field Experiences and Clinical Practice

This section is not applicable to the doctoral program.

Standard 7 – Georgia-Specific Requirements for Units and Programs

Admission Requirements

Candidates are admitted to the doctoral program based on a variety of qualifications and on their commitment to and potential for effecting change in schools.

General admission requirements. Upon recommendation of the Program Director or chair of the department concerned and approval of the Dean of the Graduate School, a person holding a bachelor's degree from any accredited college or university or a qualified foreign student may be admitted to a graduate degree program. The applicant must submit transcripts of all previous work completed, satisfactory scores on the appropriate admissions test, and three letters of recommendation from previous colleges attended and/or employers and, when deemed necessary, take validating examinations or preparatory work. Applicants seeking certain non-degree status must submit appropriate documents specified by the Graduate School.

Applicants from other countries must meet all of the requirements listed above and also meet an English language requirement. Any applicant whose native language is not English must submit satisfactory scores of the Test of English as a Foreign Language (TOEFL). If the applicant has graduated from a college in the United States or completed an intensive English language program and can show proficiency in the language, the TOEFL may be waived.

Separate admission requirements for the Ed.D.

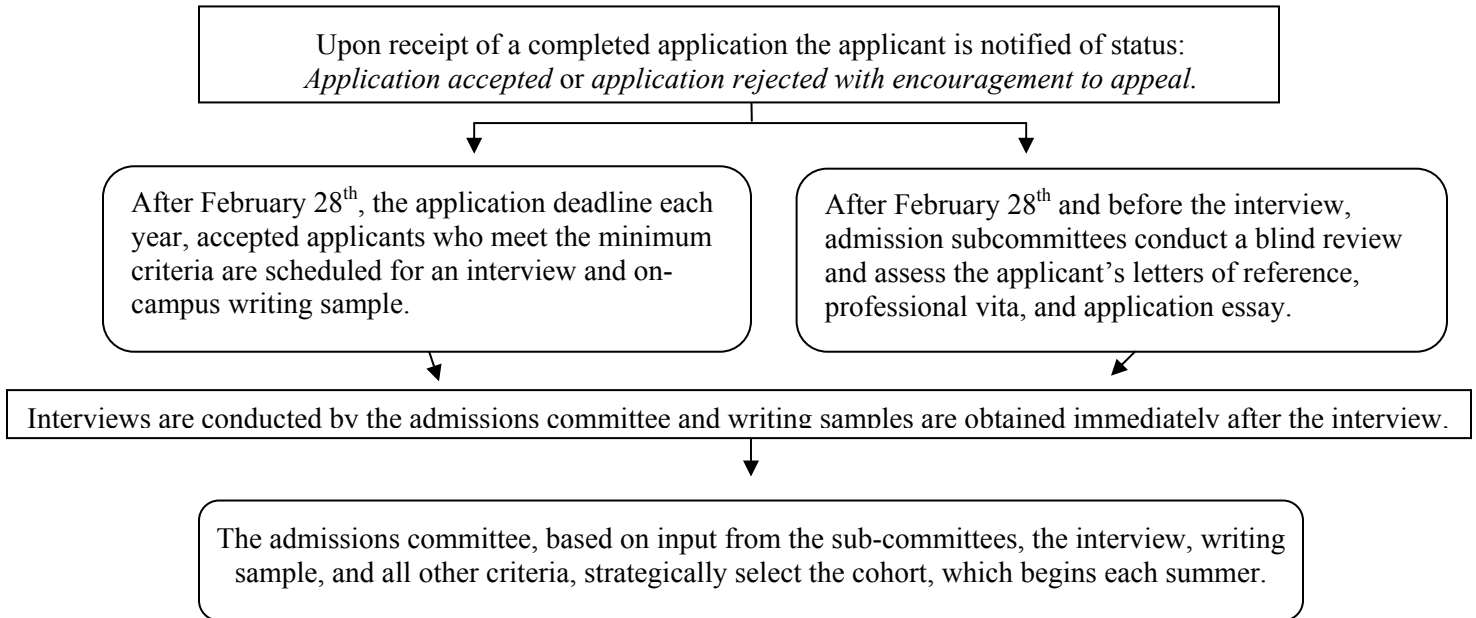
program. In addition to the general admissions requirements, admission to the doctoral program requires the following qualifications, which are considered holistically in determining which applicants will be selected into the program.

1. Applicants must have a graduate degree in Education from an accredited institution or a graduate degree from an accredited institution and Level 5 certification. Applicants with less than the minimum requirement will not be considered.
2. A cumulative graduate GPA minimum of 3.0 on a 4.0 scale is required. Applicants with less than the minimum requirement will not be considered.
3. GRE scores with a minimum of 1000 total on the two required sections, a minimum of 450 Verbal, and a minimum of 450 on either the Quantitative or Analytical section is required. Applicants with less than the minimum GRE requirements will not be considered for admission.
4. A 500 -750 word essay that indicates the candidate's suitability for the Ed.D. program and personal goals must accompany the application.
5. Three letters of recommendation supporting the candidate's admission must be received.
6. A complete vita with a description of professional contributions and activities that will support admission into the program is required.
7. A 30-minute, on-campus interview examining the candidate's potential is required of selected applicants.
8. An on-campus writing sample (750 word minimum) is required following the campus interview.
9. A signed acknowledgement of the Ed.D Mission Statement is required.
10. Documentation of a school's willingness to allow the applicant to complete school improvement projects within that school is required.

Admissions procedures. These ten criteria function in two phases of the admissions process: 1) Prior to campus, and 2) On-campus. Figure 3 graphically outlines the admission process.

- *Prior to campus.* During the first phase of admissions, applications are examined to determine if they meet the minimum qualifications. All applicants who meet the minimum admissions criteria have, to date, been invited to campus. Applications who do not meet the minimum admissions criteria are rejected, but invited to appeal based on the decision and to provide evidence that they would be successful in a rigorous doctoral program. To date, all appeals have been made for deficiencies in the GRE criterion. A successful appeal returns the application to the pool of applicants.
- *On-campus.* The admissions committee interviews each applicant who has met the 'Prior to Campus' criteria for approximately 30 minutes. The 3-member committee asks several questions, rotating each question so that each member asks at least two questions. Following the interview, the applicants complete a writing sample in which they respond to a prompt related to school improvement. On-campus writing samples are assessed and scored using the same rubric used to assess the application essay. Each candidate receives the same question and instructions and is given equal access to a computer or pencil and paper when providing a writing sample.

Figure 3: Admissions Flow Chart



The admissions committee, a sub-committee of the Ed.D. committee, oversees the entire admissions process and coordinates the input of admissions sub-committees. Sub-committees comprised of two faculty members each assess the applicant via blind review in the following areas:

- Application essay:

Application essays are assessed using a rubric.

✓ See Appendix G for *Writing Rubric for Evaluating Ed.D. Applicants*

- Letters of reference:

Letters of reference are assessed by reviewing and assigning a value depending on the strength of the recommendations.

✓ See Appendix G for *Reference Form Evaluation*

- Professional vita:

Professional vitas are reviewed with a focus on experiences in school improvement, leadership, and professional contributions, which support the mission of the program. A value is assigned to each candidate's vita.

✓ See Appendix G for *Admission Criteria Index*.

Admissions and enrollment data. Following are data (Table 5) regarding admissions and enrollment for the first four cohorts.

Table 5: Admissions and Enrollment Data

	Cohort 1	Cohort 2	Cohort 3	Cohort 4
Complete Applications	43	24	24	43
Total Number Interviewed	29	24	24	40
Number Interviewed by Appeal	2	5	4	19
Number Admitted	18	18	18	18
Number Currently Enrolled	10	18	7	13
Comments	One doctoral student delayed enrollment to Cohort 2; two doctoral students took leaves of absence and joined later cohorts; one doctoral student withdrew for medical reasons; one doctoral student withdrew for other reasons		Four doctoral students delayed enrollment; two doctoral students withdrew for academic reasons during the first year; 5 doctoral students withdrew during the first year for other reasons	Five doctoral students withdrew during the first semester

By strategic selection from the pool of applicants, each cohort is built to represent a wide range of professionals from a variety of educational contexts. Our intent is to develop a consortium of graduates who serve as change agents in a variety of positions throughout the educational community in this region. Our overriding objective is to select individuals who will contribute to the mission of the doctoral program: to effect school improvement throughout the region.

It is our position that successful educational change requires skilled change agents in diverse settings. Thus, membership of the cohorts includes teachers, media specialists, school counselors, school psychologists, assistant principals, principals, instructional support persons, administrative assistants, special educators and program administrators, assistant superintendents, directors of university programs.

The Ed.D. Committee expressed concern over the high attrition rate for doctoral students in most cohorts. During Fall 2003, the sub-committee on admissions will review the admissions procedure and policies and make recommendations to the Ed.D. committee on ways to modify the admissions system to identify applicants who are more likely to remain with the program. In addition, the practice of allowing doctoral students to delay enrollment will be reviewed, as will the advisability of keeping a list of alternates who can quickly be added to the program during orientation, if needed.

Knowledge of Reading Methods

This requirement does not directly apply to the doctoral program. However, in the third Teaching and Learning Course, Instructional Leadership that Facilitates School Improvement (EDUC 9943), trends in teaching of reading is a topic of study and discussion. Specifically, doctoral students study the impact of the *No Child Left Behind* report on reading instruction, study and discuss recent research on reading instruction and rebuttals to that research.

- ✓ See the EDUC 9943 syllabus in Appendix B for more information on content and assignments.

Knowledge of Special Needs

The doctoral program is committed to the notion of educational equity for all students, as verified in the dispositions identified on the Core Competencies. Doctoral students study children with special needs, focusing on legal rights and responsibilities and administration of special education programs, in the doctoral course EDUC 9925, Legal and Ethical Issues in School Improvement. This course builds on the existing foundation which doctoral students have from previous undergraduate and graduate work, and is enriched by the shared experiences of special educators within the cohort group. Note that in the original curriculum EDUC 9931, Special Education and School Improvement, was a required course. When the curriculum revision was undertaken, the content of 9931 was moved to EDUC 9925, which provides more logical and appropriate coverage of special needs students for the professionals enrolled in the doctoral program.

Verification that the doctoral student has successfully completed this and other required courses is provided through the advisement record and the projected program sheet, which is reviewed closely prior to graduation.

- ✓ See Core Competencies in Appendix H for dispositions related to educational equity.

- ✓ See the EDUC 9925 syllabus in Appendix B for more information on content and assignments.
- ✓ See the doctoral student advisement record sheet in Appendix I for tracking procedure. Advisement sheets for the original and revised curricula are provided.

Proficiency in Technology

For the first three cohorts of the doctoral program, a PSC-approved computer course was required during the first semester of study. This course was deleted when the curriculum was revised for the fourth cohort because it was recognized that many doctoral students came to the program with computer competence and, therefore, the course was not as effective as expected.

Beginning with the fourth cohort, doctoral students are required to demonstrate that they have attained basic technology skills by the end of the second semester. They may complete a PSC-approved university course or demonstrate that they have successfully completed other a PSC-approved training course or the equivalent. Doctoral students complete a form describing the nature of the experience and attach a copy of their verification/certificate. This information is retained in their advisement file.

- ✓ See Technology Completion Form in Appendix H.

Under the Technology Strand of the Core Competencies (Strand 6), technology knowledge, skills, and dispositions required of doctoral students by the completion of the doctoral program are listed. These build on the basic technology skills mastered in the PSC-approved training. Doctoral students are expected and required to use technology throughout the doctoral program, including WebCT, Power Point, document transmission, and electronic searches.

- ✓ See the Core Competencies Matrix, Strand 6, which provides the content matrix for the technology requirement. The core competencies are in Appendix H.

In Fall 2003, the Teaching Assessment Laboratory was established on campus. This innovative computer laboratory provides access to BEST software and equipment essential for a sophisticated, analytical monitoring of teaching behaviors. In addition, this technology can be used to analyze videotaped or digital data from focus groups, counseling sessions, or other group interactions. Currently, doctoral faculty are exploring ways to use this laboratory to better accomplish our Core Competencies. We see using the lab to help doctoral students build supervisory skills and to encourage self-monitoring of instructional behaviors (in EDUC 9943, Instructional Leadership). The lab may also be useful in building group leadership skills in EDUC 9933 (Leadership for School Improvement). We expect to incorporate the use of the lab into regular instruction by Spring 2004.

- ✓ See information regarding the equipment in the Teaching Assessment Lab in Appendix H.

Knowledge of QCCs

This requirement does not apply to the doctoral program.

Knowledge of Ethical Standards

The previously discussed course, EDUC 9925, Legal and Ethical Issues in School Improvement, builds on the foundational knowledge of the doctoral students regarding professional ethical standards, certification requirements, and employment. Because most doctoral students are in leadership or supervisory roles, the course builds on the basic knowledge in this area attained from undergraduate and graduate education and through life experience.

- ✓ See the syllabus for EDUC 9925 for details on course content, located in Appendix B.

Field Experiences

This section does not apply to the doctoral program.

Standard 8 – Content Requirements for Educator Preparation Programs

Program Content Matrix

This unique doctoral program is not directly linked to content standards from national specialty organizations or to PSC-approved standards. Instead, early in the development of the program, a set of Core Competencies was developed that serves to integrate and ground course content. The Core Competencies present the knowledge, skills, and dispositions that candidates completing the program will achieve. They are the foundation of course objectives, course content, course assignments, and portfolio assessment. They serve as the basis for formative and summative assessment in the Ed.D. program.

The Core Competencies are drawn from the knowledge base on research and applied information on school improvement and change. The Core Competencies are organized into six integrated strands as follows:

1. School Improvement and Reform – moving schools and stakeholders in directions that enhance doctoral student learning and social development and ultimately benefit society;
2. Leadership – influencing others toward a shared commitment to a common purpose;
3. Teaching and Learning – understanding and using the knowledge base on effective teaching and learning to initiate teacher development and school improvement;
4. Research and the Effective Use of Data – planning, carrying out, and applying significant research in school improvement,
5. Scholarly Persuasion – engaging in rational discussion informed by and grounded in the knowledge base and research in education and school improvement; and
6. Technology – recognizing the potential of technology to shape classroom instruction and school-wide improvement and reform.

Within each strand, knowledge, skills, and dispositions drawn from across the knowledge base are articulated.

The Ed.D. committee reviewed and approved the Core Competencies, as developed and presented by the assessment sub-committee. Courses developed at the program's inception and those changed as a result of the curriculum revision after the third cohort are being linked, and in some cases refocused, to reflect more closely the Core Competencies. The goal is for course objectives and assignments to be keyed to Core Competencies and ultimately to assessment experiences.

- ✓ See the Core Competencies and the Core Competency Matrix for the program in Appendix H.

Praxis II Content

This standard, related to Praxis II content, does not apply to the doctoral program.