

**PROGRAM REPORT FOR
THE PREPARATION OF EDUCATIONAL LEADERS
(School District Leadership Level)**

Educational Leadership Constituent Council (ELCC)

C O V E R S H E E T

Institution Howard University State District of Columbia

Date submitted February 2008

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Program documented in this report:

Name of institution's program (s) Educational Administration and Guided Leadership Experiences (EAGLE)

Grade levels for which candidates are being prepared P-12

Degree or award level Ed.D.

Is this program offered at more than one site? Yes No

If yes, list the sites at which the program is offered _____

Title of the state license for which candidates are prepared N/A

Program report status:

Initial Review

1 Response to a Not Recognized Decision

2 Response to National Recognition With Conditions

3 Response to a Deferred Decision

State licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

Yes **No** **Optional**

SECTION I – CONTEXTUAL NARRATIVE

Program Overview and Standards

The Educational Administration Guided Leadership Experiences (EAGLE) Program is a doctoral program leading to the Ed.D. degree. The program reflects the University's commitment to urban and diverse school systems through course content, faculty composition and clinical experiences. The EAGLE Program is specifically designed for practicing k-12 administrators who aspire to the position of superintendent of schools or some other senior-level position. Candidates are admitted to EAGLE by cohort and courses are scheduled in the evenings and Saturdays to accommodate working professionals. Exceptions to this target population may be made up to 10% of the group's enrollment. Graduates of the program earn the necessary coursework and clinical experience for certification as building and district level administrators in the District of Columbia and licensure in other states. The program is aligned with the School of Education conceptual framework and the Educational Leadership Constituent Council (ELCC) Standards for Advanced Programs in Educational Leadership.

The program model for EAGLE is based on an inter-professional strategy that utilized research content from the field of educational administration and five other academic professions: Business, Communication, Social Work, Political Science and Sociology. Candidates enrolled in the program receive instruction from experienced faculty, three of whom have had successful experience as superintendents in large urban school districts.

Successful completion required a minimum of 66 semester hours which includes 39 hours of credit in educational administration and other education-related courses, 6 hours of internship, 12 hours of inter-professional (cognate) courses, and 9 hours of dissertation research. Other requirements include successful completion of Expository Writing, Preliminary Examination, Comprehensive Examination, Dissertation Proposal Defense, IRB clearance and a Final Oral Dissertation Defense.

Field/Clinical Experiences

Field experiences are integrated into program and course requirements throughout the candidates' program of study. Each course syllabus contains specific field experiences that provide opportunities to candidates to gain insights into theory and acquire first-hand experience. The internship is the culminating full semester clinical experience that provides the candidates with practical leadership experiences as a school administrator while under the mentorship of a current practitioner. The major components of the internship experience include (a) candidate demonstration of content, pedagogical and professional knowledge aligned with the standards set forth by the ELCC and District of Columbia, (b) candidate application of skills, knowledge, and dispositions defined by the unit, (c) candidate knowledge and appropriate application of technology, and (d) candidate demonstration of skill in working with diverse students, colleagues, parents and families, and communities.

The candidate is required to maintain a daily journal documenting observations and experiences and attend periodic on-campus seminars during the internship. He/she is also required to write a

reflective paper and complete a self-evaluation at the completion of the internship. The candidate evaluates self on (a) Administrative Leadership, (b) Problem Analysis, Judgment and Decision-Making and (c) Instructional Leadership. Similarly, field supervisors evaluate candidates on (a) Problem Analysis, (2) Judgment, (c) Organization, (d) Sensitivity, (d) Stress Tolerance, (e) Oral Communication, (f) Written Communication, (g) Range of Interests, (h) Personal Motivation and (i) Educational Values.

Internship sites have included the district offices and public, private and charter schools in the District of Columbia and the states of Maryland and Virginia, the U.S. Department of Education, the American Association of School Administrators and the Association of Elementary School Principals.

The department coordinator (a) maintains regular contact with the candidate and the field supervisor to discuss assignments, expectations, and the candidate's performance, (b) ensures that the candidate is assigned realistic and substantive responsibilities, (c) conducts on-campus seminars for candidates and field supervisors, (d) evaluates, in collaboration with the field supervisor the candidate's performance on the basis of predetermined standards and expectations and (e) obtains feedback from field supervisors and candidates on the internship process and experience.

Admission, Retention and Exit Criteria

Admissions Criteria: Applications for admission to the Howard University and specially the EAGLE Program may be obtained from the Office of the Howard University Enrollment Management, the Department of Educational Administration and Policy or on line at www.howard.edu. A departmental application must also be completed. The application is reviewed by the Department Admissions Committee (at least 3 faculty) and having met admission criteria, the candidate is invited to a team interview, at which time a writing sample is also required. A rubric is used to determine the minimum acceptable average score of 3 for admission to the program. Admitted candidates are assigned a faculty advisor. A doctoral candidate must maintain a GPA of 3.0 and not earn more than three "C" grades to remain in the program. The program scheme and academic standards are in **Attachment 1**.

Retention Criteria: Once enrolled in the Department of Educational Administration and Policy candidates are closely monitored by their assigned faculty advisors. Candidates must attend a mandatory orientation session upon admission. Candidates must also meet with their advisors at least once a semester for academic planning and retention. Prior to taking the Preliminary and Comprehensive Examinations, candidates must attend a mandatory preparation session. In the event that a candidate is not successful on their first attempt of the exam, candidates must meet with a designated member of the faculty to discuss intervention strategies before the candidate is permitted to re-take the exam.

Exit Criteria: Completion of the EAGLE Program requires successful completion of (a) all course

requirements (b) Expository Writing Examination, (c) Preliminary Examination, (d) Comprehensive Examination, (e) Final Oral Dissertation Defense (f) and fulfillment of all other academic and financial requirements. The admissions and exit criteria are in **Attachment 2**

Conceptual Framework

The EAGLE Program is designed and conducted in a manner consistent with the School of Education Conceptual Framework. Candidates are expected to demonstrate dispositions that knowledge, skills and dispositions that give expression to the conceptual framework. The full text of the School of Education Conceptual Framework is in **Attachment 3**.

The Educational Administration Guided Leadership Experiences (EAGLE) Program is a doctoral program that utilizes assessments that are a part of the SOE’s Assessment plan as well as tools that are specific to the program. Assessments for the doctoral candidates include the EAP Preliminary Examination, the Comprehensive Exam, Educational Planning Project, and the Practicum Evaluation by the field supervisor. Numerous other assessments (case studies, work products and projects) are used to assess candidates’ performance throughout the program courses.

SECTION II— LIST OF ASSESSMENTS

In this section, list the 7-8 assessments that are being submitted as evidence for meeting the ELCC standards. All programs must provide a minimum of seven assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

	Name of Assessment	Type or Form of Assessment	When the Assessment Is Administered
1	[Licensure assessment, or other content-based assessment] EAP Comprehensive Examination	Examination	After all coursework is completed
2	[Assessment of content knowledge in educational leadership] EAP Preliminary Examination	Examination	After 24 credits of coursework
3	[Assessment of ability to design, align, and evaluate curriculum, guide	Project	During the Fall semester of the candidates 2 nd

	Name of Assessment	Type or Form of Assessment	When the Assessment Is Administered
	professional learning] Educational Planning Project		academic year (EDAP 520 – Financial Management in School Administration)
4	[Assessment of internship/clinical practice] Field Supervisor’s Evaluation of Candidate’s Leadership/Administrative Skills	Evaluation/Rating	After completion of all core courses, cognate courses, qualifying examinations and EDAP 584: Internship in Educational Administration
5	[Assessment of ability to support student learning and development] Field Experiences/Clinical Practice Questionnaire	Survey	After completion of all core courses, cognate courses, qualifying examinations and internship.
6	[Content-based assessment – application of content] Dissertation	Research	Culminating activity performed after the completion of courses, Preliminary, Comprehensive exams and the Internship during EDAP 600: Dissertation
7	[Assessment of abilities in organizational management and community relations] Case Study Evaluations	Case Study	Fall semester of the first academic year during EDAP 514: Organizational Change in Education
8	Additional assessment that addresses ELCC standards (optional)]		

SECTION III—RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each ELCC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple ELCC standards.

ELCC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community.	
1.1 Develop a District Vision of Learning.	X1 X2 X3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 X7 <input type="checkbox"/> #8
1.2 Articulate a District Vision of Learning.	X1 X2 X3 X4 X5 <input type="checkbox"/> #6 X7 <input type="checkbox"/> #8
1.3 Implement a District Vision of Learning.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 X3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 X7 <input type="checkbox"/> #8
1.4 Steward a District Vision of Learning.	X1 X2 X3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 X7 <input type="checkbox"/> #8
1.5 Promote Community Involvement in District Vision.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 X3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 X7 <input type="checkbox"/> #8
Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive district culture, providing effective instructional programs, applying best practice to student learning, and designing comprehensive professional growth plans for staff.	
2.1 Promote a Positive District Culture.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 X3 X4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 X7 <input type="checkbox"/> #8
2.2 Provide Effective Instructional Programs within District.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 X3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 X7 <input type="checkbox"/> #8
2.3 Apply Best Practice to Student Learning.	X1 X2 X3 <input type="checkbox"/> #4 X5 <input type="checkbox"/> #6 X7 <input type="checkbox"/> #8
2.4 Design Comprehensive Professional Growth Plans.	X1 <input type="checkbox"/> #2 X3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 X7 <input type="checkbox"/> #8
Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources of a district in a way that promotes a safe, efficient, and effective learning environment.	

ELCC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
3.1 Manage the District Organization.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 X3 X4 X5 <input type="checkbox"/> #6 X7 <input type="checkbox"/> #8
3.2 Manage District Operations.	<input type="checkbox"/> #1 X2 X3 X4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 X7 <input type="checkbox"/> #8
3.3 Manage District Resources.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 X3 X4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 X7 <input type="checkbox"/> #8
Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	
4.1 Collaborate with Families and Other Community Members.	<input type="checkbox"/> #1 X2 <input type="checkbox"/> #3 <input type="checkbox"/> #4 X5 <input type="checkbox"/> #6 X7 <input type="checkbox"/> #8
4.2 Respond to Community Interests and Needs.	X1 X2 X3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 X7 <input type="checkbox"/> #8
4.3 Mobilize Community Resources.	<input type="checkbox"/> #1 X2 X3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 X7 <input type="checkbox"/> #8
Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner	
5.1 Acts with Integrity.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 X3 X4 X5 X6 X7 <input type="checkbox"/> #8
5.2 Acts Fairly.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 X3 X4 X5 X6 X7 <input type="checkbox"/> #8
5.3 Acts Ethically.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 X3 X4 X5 X6 X7 <input type="checkbox"/> #8
Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	
6.1 Understand the Larger Educational Context.	X1 X2 X3 <input type="checkbox"/> #4 5 X6 X7 <input type="checkbox"/> #8

ELCC STANDARD	APPLICABLE ASSESSMENTS FROM SECTION II
6.2 Respond to the Larger Educational Context.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 X3 <input type="checkbox"/> #4 X#5 X6 X7 <input type="checkbox"/> #8
6.3 Influence the Larger Educational Context.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 X3 <input type="checkbox"/> #4 <input type="checkbox"/> #5 X6 X7 <input type="checkbox"/> #8
Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.	
7.3 Candidates apply skills and knowledge articulated in the first six ELCC standards as well as state and local standards for educational leaders. Experiences are designed to accommodate candidates' individual needs.	<input type="checkbox"/> #1 <input type="checkbox"/> #2 <input type="checkbox"/> #3 X4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

SECTION IV—EVIDENCE FOR MEETING STANDARDS

ASSESSMENT#1

CONTENT BASED ASSESSMENT IN EDUCATIONAL LEADERSHIP COMPREHENSIVE EXAMINATION

ELCC STANDARDS THAT APPLY: 1.1, 1.2, 1.4, 2.3, 2.4, 4.2, 6.1

Description of Comprehensive Examination

The School of Education offers Comprehensive Examinations in all the fields of study in September and February every year. Dates for this exam are established and published by the school.

A. Objective/Criteria

The comprehensive examination has as its overall objectives the assessment of the candidate's understandings, knowledge, and skills as they relate to the mission and purpose of this program. The comprehensive examination is not, however, restricted to specific or standard course content. Although course work, independent study and professional experiences are essential in providing the candidate with a command of the substance of supervision, administration, and leadership as a field of study, the comprehensive examination is designed to test the candidate's ability to integrate and apply knowledge in problem solving and policy analysis contexts; therefore, depth of knowledge, the ability to synthesize, and clear evidence that the student has mastered the general tools of logic, analysis, expression and conceptual thought are important criteria.

B. Examination Format

EAGLE doctoral candidates must sit for a six-hour comprehensive examination consisting of two equal parts. Part one (entitled: Administration) requires students to integrate and apply coursework related to leadership and practice as well as to the policy context of education. Part two (entitled: Foundation) relates to the organizational and governance contexts of schools and school systems. The EAGLE doctoral comprehensive examination also has a take-home component. Candidates are provided questions from two sections, namely Cognate and Research; they are provided two weeks time to prepare a response in each of the two sections and submit them for evaluation. The objectives of this take-home portion of the examination are (a) to ascertain that the candidate has sound knowledge in the specialty (cognate) courses he/she took and they exhibit their ability to integrate content from the cognate area to leadership theories and practice and (b) to examine the depth of candidates knowledge and skills in research relative to educational administration/policy/leadership. Successful completion of the comprehensive examinations normally is an indication that the candidate is ready to proceed to dissertation research; however, if special weaknesses are revealed, the student's doctoral committee may at the time recommend additional courses or other experiences to strengthen the student's program and preparation before considering a proposal for dissertation research. A student is required to complete comprehensive examinations successfully before defending a dissertation proposal.

C. Examination Procedures

1. A student who has been admitted to doctoral study may take the comprehensive examinations when he/she: (a) has completed all course requirements (with the exception of internship) and; (b) is ready for the examination in the judgment of the major advisor. Candidates complete an application for comprehensive examination a semester before they intend to take the examination. The department organizes a preparatory session for candidates and provides an orientation to the format, subject areas and the rubric for the evaluation of the examination.
2. As per policies of the School of Education, a candidate is allowed two attempts to successfully complete the comprehensive examination. For those who do not complete any of the examination sections satisfactorily, before they are allowed to retake the examination, the faculty advisor directs any additional course work and/or reading and writing assignments with respective faculty.

D. Results

The data included in this report are from the comprehensive examinations administered in the 2006-07 academic year. The comprehensive examination for Fall 2006 and Spring 2007 can be found in **Attachment 4**. As the scoring rubric indicates, the scores range from 1-5, with 1 being the lowest possible score and 5 being the highest. The minimum passing score is 3.0. The scoring rubric for these exams can be found in **Attachment 5**.

Table 1.1 Fall 2006 & Spring 2007: Comprehensive Examination Results

Content	Fall 2006		Spring 2007	
	N	Mean	N	Mean
Administration	1		1	
Foundations	5		1	
Cognate	5		2	
Research	4		1	
Overall	5	3.46	2	3.1

In Fall 2006, one candidate took the comprehensive exam for the first time. The remaining four were re-taking the examination for the sections they were not successful previously – Three were taking both Cognate and Research sections and one retook Cognate only. All the four candidates who retook comps passed and the one candidate who appeared for the first time, did not satisfactory complete the cognate section. As illustrated in Table 1.1 above, the candidates had an overall mean score of 3.46.

In Spring 2007, two candidates took the comprehensive examination. While one was retaking just the Cognate, the other candidate was taking all portions of the examination for the first time. The average overall score they had was 3.1.

Table 1.2. Fall 2006 and Spring 2007: Assessment Matrix by Standard (Comprehensive Examination)

Questions	1.1	1.2	1.4	2.3	2.4	4.2	4.3	6.1
Foundation	X	X	X					
Administration				X	X	X	X	X
Cognate						X	X	X
Research						X	X	X

ASSESSMENT #2

CONTENT KNOWLEDGE IN EDUCATIONAL LEADERSHIP

PRELIMINARY EXAMINATION

ELCC STANDARDS THAT APPLY: 1.1, 1.2, 1.4, 2.3, 3.2, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1

Description of Preliminary Examination

The School of Education has adopted a policy to administer a preliminary examination to doctoral

students. These examinations are offered once in the Fall (September) and once in the Spring (February). Dates of Preliminary Examination are finalized and posted by the School of Education. The purpose of the preliminary examination is to ascertain candidates' ability to grasp the core subjects and exhibit an overall knowledge and understanding of the principles of educational administration, policies and leadership. A candidate is required to take this examination when he/she completes 24 credits of their course work. Results from this examination assist the faculty to assess candidates and advise them according to their individual needs. These results also assist candidates to self-examine and determine their standing in the program. The department faculty members who teach the major courses formulate the design and the type of questions for this examination.

Candidates typically take the preliminary examination after completing the following courses:

EDAP 514 Organizational Change in Education;

EDAP 517 Workshop on Leadership Development

EDAP 518 Politics of Education

EDAP 519 Information Technology in School Management

EDAP 522 Seminar in Urban Education

EDAP 523 Research in Educational Administration, Policy and Leadership

EDAP 435 Human Resources management

EDAP 455 Ethics in Education

HUDE 400 Intermediate Statistics (a prerequisite course for EDAP 523).

The five-hour preliminary examination has two sections: a multiple-choice section comprising questions from all the subject areas cited above (Foundation, Administration and Research) and an essay section on quantitative and qualitative research methods. Each question assesses multiple ELCC standards. The rubric for the exam is developed collaboratively by the faculty and is used consistently to score the exams. During the prep session, students also receive a copy of the rubric to be aware of what constitutes a successful exam response. Results from this examination are indicative of candidates' knowledge in the general principles and current practice of educational leadership. They also indicate, at the very early stage, candidates' knowledge in educational administration/leadership as a discipline, theories that drive research in this discipline and local, regional and national politics that shape educational policies and governance.

The data included in this report are from the examinations administered in the 2006-07 academic year. As the scoring rubric indicates, the scores range from 1-5, with 1 being the lowest possible score and 5 being the highest. The minimum passing score is 3.0. The Fall 2006 and Spring 2007 examinations (**Attachment 6**) and scoring rubric (**Attachment 5**) are included in the attachment section.

Table 2.1. Fall 2006 and Spring 2007: Preliminary Examination Results

Content	2006 N=9	Passed	2007 N=4	Passed
Multiple Choice	8	8	0	N/A
Administration	8	5	3	3
Foundation	8	8	0	N/A
Research	9	5	4	4

In Fall 2006, nine candidates appeared for the preliminary examination among whom one was re-taking portions of the exam for the second time (Research). The candidate was successful on her second attempt. Among the seven first-time takers, only two passed all three areas.

In Spring 2007, four candidates returned to retake the portions of the preliminary exam. While all the four retook the Research portion, three were repeating the Administration section as well. All four candidates completed the preliminary examination requirement successfully.

Table 2.2 Fall 2006 and Spring 2007: Assessment Matrix by Standard (Preliminary Examination)

Questions	1.1	1.2	1.4	2.3	3.2	4.1	4.2	4.3	5.1	5.2	5.3	6.1
Multiple Choice	X	X	X	X	X	X	X	X	X	X	X	X
Administration	X	X	X	X	X	X	X	X				X
Foundation	X	X							X	X	X	X
Research		X					X		X	X	X	X

ASSESSMENT # 3

PROFESSIONAL KNOWLEDGE, SKILLS AND DISPOSITIONS

EDUCATIONAL PLANNING PROJECT

ELCC STANDARDS THAT APPLY: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2 2.4, 3.1, 3.2, 3.3, 4.2, 4.3, 5.1, 5.2, 5.3, 6.1, 6.2, and 6.3.

Description of Educational Planning Project

Candidates are assessed on their abilities to develop an educational planning model that will ultimately provide the basis for curriculum development. They are rated on each stage of the Project. The stages of development are (1) *demographic analysis*, (2) *population (student) projections*, (3) *analysis of student achievement data*, (4) *collection of demand data influencing educational development*, (5) *design of community participation process*, and ultimately (6) *a*

curriculum design. Table 3.1 below displays the disaggregated results of the Educational Planning Project.

Table 3.1. Results of the Educational Planning Project (Fall 2006)

CANDIDATE	STAGES					
	1	2	3	4	5	6
1	5	4	4	5	4	4
2	5	5	5	4	5	5
3	5	4	5	4	5	3
4	3	4	4	4	4	5
5	3	4	3	4	4	3
6	5	4	5	5	5	4
7	4	3	4	2	4	4
8	2	3	3	3	3	4
9	4	3	4	4	4	4
10	3	3	4	3	5	4
11	2	2	3	3	2	3
12	4	3	3	4	5	4

Table 3.2. Summary of Results by Planning Stage

Fall 2006	STAGES					
	1	2	3	4	5	6
N=12						
	Demographic Analysis	Population Projection	Student Achievement	Demand Data	Community Plan	Curriculum Design
	3.75	3.5	3.9	3.75	4.08	3.9

Analysis of results by planning stage allows the data to show what areas candidates are strongest and weakest in the educational planning process.

RUBRIC FOR EDUCATIONAL PLANNING PROJECT

Candidates are assessed on their ability to:

- develop a demographic analysis of the District.
- analyze assessments of student achievement within the District.
- develop comprehensive curriculum designs.
- develop and implement a plan for a District curriculum design.
- design a plan for community participation in District educational planning.
- develop a plan that incorporates all elements of the community in educational planning and development.
- develop an educational plan based on the results of the demographic analysis.
- survey literature for adoption of best practices in educational instruction.
- develop a staff development plan based on recommended curriculum adoption.

Candidates may score points ranging in 1-5 for each stage of the Educational Planning Project Assessment earning a total possible score of 30 points.

- A score of 1 indicates unsatisfactory performance. The candidate has inadequately addressed the requirements for the stage under review. Additionally, inaccuracies in the product and process exist.
- A score of 2 indicates unsatisfactory performance. The candidate has inadequately addressed the requirements for the stage under review.
- A score of 3 indicates proficient performance. The minimum expectations of the assignment were reached.
- A score of 4 indicates a performance that met and exceeded all minimum expectations of the assignment.
- A score of 5 indicates a performance that far exceeds the assignment's minimum expectations.

ASSESSMENT #4

PROFESSIONAL KNOWLEDGE, SKILLS AND DISPOSITIONS

Intern Administrative Skills Assessment

ELCC standards 1.2, 2.1, 3, 5, 7.3

Description of Internship

The Internship in Educational Administration is an integral part of the preparation for educational leadership roles. The internship is designed to provide candidates with practical leadership experiences as a school of district administrator. Candidates are provided opportunities to engage in real-life situations perform administrative tasks and give evidence of the knowledge, skills and dispositions needed to become effective educational leaders. The major components of the internship include (a) the application of both entry and exit requirements for candidates, (b) candidate demonstration of content, pedagogical and professional knowledge aligned with the standards set forth by the Educational Leadership Constituent Council (ELCC) and District of Columbia Public Schools, (c) candidate application of skills, knowledge and dispositions defined by the unit, (d) candidate knowledge and appropriate application of technology, and (e) candidate demonstration of skill in working with diverse colleagues, parents, families and communities. The internship is a full fall or spring semester or portions of two summer sessions of full-time on-site experience under the mentorship of a current practitioner.

Interns must have successfully completed the following EDAP prerequisite courses:

- 419 Information Technology in Education
- 435 Human Resources Management,
- 455 Ethics in Educational Decision-Making
- 514 Organizational Change in Education
- 517 Workshop on Leadership Development
- 518 Politics of Education
- 520 Financial Management in School Administration

521 Educational Administration and Governance
523 Research in Educational Administration
524 Advanced Qualitative Research **or** HUDE 501 Design and Analysis I
525 Case Law in Public Administration

Additional requirements include four electives in the candidate's cognate area, an internship consisting of participation in on-campus seminars, maintenance of a journal/log documenting observations and experiences, a self-evaluation, a reflective paper and an oral presentation to classmates and/or department internship coordinator upon completion of the internship.

The content and experiences inherent in the internship are aligned with ELCC standards and the requirements of the District of Columbia. Experiences include but are not limited to A. Instructional Leadership (Curriculum, Instruction, Supervision of Personnel, Educational Research, Evaluation and Planning), B. Communication (Information, Leadership), C. Management of School Climate (Assessing demographic and social characteristics), Active participation in providing feedback to teachers after class observation, involving faculty and students in program development, recognizing staff, students and parents, D. Management of Resources (Human, Financial, Physical, Material, Program), E. Policy Awareness and F. Community Engagement.

Candidates' placements are based largely upon their ultimate career goals. Interns have been placed in the administrative offices in the District of Columbia; Prince George's County, MD, Alexandria, VA, Montgomery County Fairfax County, Frederick County, MD, and Arlington County, VA Public Schools; the DC Public Charter Schools. the U.S. Department of Education; the American Association of Elementary School Principals, the American Association of School Administrators and DC Public Charter Schools. Intern sites during the 2006-2007 academic year were in Prince George's County and the District of Columbia Public Schools. Field supervisors are selected based on their (A) effectiveness as educational leaders and (B) willingness to (1) participate in the program as the field supervisor, (2) identify and supervise specific assignments, (3) monitor the activities of the candidate, (4) collaborate with the department internship coordinator on matters related to the internship and the candidate's performance, (5) complete the Observations and Comments Form and (6) collaborate with the department internship coordinator on the candidate's grade. The internship coordinator is a member of the department faculty whose responsibility it is to (A) facilitate the internship and ensure that the placement (site and field supervisor) meet program expectations, (B) make periodic site visits, (C) maintain regular contact with the candidate to discuss administrative assignments, expectations, and performance, (D) ensure that the candidate is assigned realistic and substantive administrative tasks, (E) evaluate in collaboration with the field supervisor the candidate's performance on the basis of predetermined standards and expectations and (F) obtain feedback from field supervisors and candidates on the internship process and experience.

Internship Administrative Skills Assessment

The Field Supervisor's Observations and Evaluation is designed to allow the field supervisor to evaluate a candidate's administrative skill at the end of the semester (13-14 weeks) site internship.

The skills to be assessed are (1) problem analysis, (2) judgment, (3) organization, (4) sensitivity, (5) stress tolerance, (6) oral communication, (7) written communication, (8) range of interests, (9) personal motivation and (10) educational values. The field supervisor is first required to indicate the extent to which there was opportunity to see evidence of the skill as "adequate" or "limited". The field supervisor was then to evaluate the skill as "commendable", "satisfactory" or "needs work". The instrument, a copy of which appears in **Attachment 7** also allows the field supervisor to make comments on the administrative and other skills, knowledge and dispositions required of the intern; i.e. instructional leadership, policy awareness and community engagement. The rubric used is as follows:

Commendable (3) - Signifies praiseworthy work or unusual competence. The candidate demonstrated ability to perform the skill effectively with little or no assistance.

Satisfactory (2) - Signifies that the candidate showed progress in developing or demonstrating the skill. This level is expected of most candidates in most skills.

Needs Work (1) - Signifies that the candidate had opportunity to demonstrate the skill, but failed to do so in a manner reasonably associated with beginning administrators.

Table 4.1 Intern Administrative Skills Performance by Standard

Intern A - H N=8	Skill #1	Skill#10	Skill# 5	Skill #6	Skills # 1-10
	ELCC 1.2 Rating	ELCC 2.1 Rating	ELCC 3 Rating	ELCC 5 Rating	ELCC 7.3 Rating
A. summer	3	3	3	3	3
B. fall	3	3	3	3	3
C. spring	3	3	3	3	3
D. summer	3	3	2	3	2.8
E. summer	3	3	3	3	3
F. summer	3	3	3	3	3
G. summer	2	3	3	3	2.2
H. summer	3	3	3	3	3

Table 4.2 Summary of Intern Administrative Skills Performance

Rating	ELCC 1.2	ELCC 2.1	ELCC 3	ELCC 5	ELCC 7.3
N=8					

Commendable (3)	7 (88%)	8 (100%)	7 (88%)	8 (100%)	6 (75%)
Satisfactory (2)	1 (12%)	0	1 (12%)	0	2 (25%)
Needs Work (1)	0	0	0	0	0

Analysis of evaluations by standard for 2006-2007 academic year revealed a majority of the candidates were rated as “satisfactory” to “commendable” for each ELCC standard assessed. None received a rating of “needs work” on any of the ELCC standards assessed.

ASSESSMENT # 5

Effects on Student Learning

Field Experiences/Clinical Practice Questionnaire

ELCC Standards that apply: 1.2, 2.3, 3.1, 4.1, 5.1, 5.2, 5.3, 6.2

Description of the Post Field Experiences/Clinical Practice Questionnaire

The Field Experiences/Clinical Practice Questionnaire is a survey instrument (**Attachment 8**) that individuals with whom the candidate has had and is having the opportunity to interact with, is asked to complete. The 3-part survey is designed to give educational practitioners and employers an opportunity to provide feedback to the unit regarding the (A) quality of the candidate’s preparation, (B) adequacy of the placement procedures and (C) the candidate’s overall performance in terms of application of content, knowledge, skills and dispositions. Participation is optional.

Part C (Candidate Performance) will be used for the purpose of this assessment. The applicable performance indicators are:

1. Ability to identify, articulate and interpret fact relevant to problems that confront educators in urban schools
2. Ability to develop and implement solutions to problems/challenges that confront educators in urban schools
3. Knowledge and ability to act in accordance with ethical principles of the profession
4. Knowledge and sensitivity to the special needs of diverse populations
5. Knowledge of the characteristics and challenges of the local urban community and the implications of these for effective schooling
6. Ability to link theory with practice

The results of the survey are used to make informed decisions about program improvements in terms of candidate preparation, placement, and collaboration with external institutions and communities. It is a way of involving stakeholders in a manner that will assist the unit in how best to prepare candidates for effective educational leadership, particularly in diverse urban communities. In essence, the survey serves as an indicator of the extent to which candidates are able to translate theory, content knowledge, skills and dispositions into everyday practice to ensure optimal performance of self, students, faculty and staff.

Field Experiences/Clinical Practice Questionnaire Assessment

The respondent is asked to rate the candidate on the selected performance indicators as (3) Commendable, (2) Satisfactory, (1) Needed improvement or (NA/0) Not applicable using the following rubric:

Commendable (3) – The candidate has a good grasp of key concepts, understandings, knowledge, skills and dispositions and is able to make appropriate application of the same.

Satisfactory (2) – The candidate has basic content knowledge, skills and dispositions but possesses no great depth or insight.

Needed Improvement (1) – The candidate has a limited knowledge base and lacks ability to make application.

Table 5.1 Candidate Performance by Indicator

Performance Indicator/ ELCC Standard	Candidate A Rating	Candidate B Rating	Candidate C Rating	Candidate D Rating	Candidate E Rating
1. Ability to identify, articulate and interpret fact relevant to problems that confront educators in urban schools/ ELCC Standard 1.2	3	3	3	2	2
2. Ability to develop and implement solutions to problems/challenges that educators in urban schools/ ELCC Standard 6.2	2	2	2	3	2
3. Knowledge and ability to act in accordance with ethical principles of the profession/ ELCC Standards 5.1, 5.2, 5.3	3	3	3	3	3

4. Knowledge and sensitivity to the special needs of diverse populations/ ELCC Standard 2.3	3	2	3	3	2
5. Knowledge of the characteristics and challenges facing the local urban community for effective schools/ ELCC Standard 4.1	N/A	3	3	3	2
6. Ability to link theory with practice/ ELCC Standard 3.1	3	2	3	3	2

Table 5.2 Summary of Candidate Performance Indicators by ELCC Standards

Rating	ELCC Standard 1.2	ELCC Standard 2.3	ELCC Standard 3.1	ELCC Standard 4.1	ELCC Standard 5.1	ELCC Standard 5.2	ELCC Standard 5.3	ELCC Standard 6.2
N = 5								
Commendable (3)	3 (60%)	3 (60%)	3 (60%)	3 (60%)	5 (100%)	5 (100%)	5 (100%)	1 (20%)
Satisfactory (2)	2 (40%)	2 (40%)	2 (40%)	1 (20%)	0	0	0	4 (80%)
Needed Improvement (1)	0	0	0	0	0	0	0	0
Not Applicable (0)	0	0	0	1 (20%)	0	0	0	0

Analysis of candidate performance data by key indicators revealed that a majority of the candidates were rated satisfactory to commendable on all eight performance indicators. One hundred percent of the candidates were rated as commendable on ELCC standard 5.1, 5.2, 5.3: *Candidates who completed the program are educational leaders who have the knowledge and ability to promote success of all students by acting with integrity, fairly, and in an ethical manner.*

Candidates were rated lowest on ELCC standard 6.2: *Candidates who completed the program are educational leaders who have the knowledge to respond to the larger educational context.* Only 20% of the candidates were rated as commendable on standard 6.2.

ASSESSMENT #6
Content Knowledge
Dissertation

ELCC Standards that apply: ELCC Standards 5 and 6

Description of Dissertation Proposal, Committee, Document, and Defense

The Ed.D. program in Educational Administration and Policy require the submission of a dissertation in partial fulfillment of requirements for the degree. A member of the Faculty who shall act as the student's advisor must supervise students preparing the dissertation document. Said advisor must be a member of the department in which the degree will be granted.

The Dissertation Seminar, EDAP 599, plays an essential role in helping the candidate design, write, and defend the dissertation topic. Successful completion of this course is a requirement in order to move into the dissertation research course. Dissertation Research, EDAP 600, is the final academic requirement that each candidate must successfully complete. The candidate, during the program, selects a dissertation advisor and four committee members including a member from outside the university. The dissertation topic will reflect the candidate's interests and future research possibilities.

A. Dissertation Proposal

The subject of the dissertation shall be determined as early in the program as possible. The Dissertation Seminar, EDAP 599 plays an essential role in helping the candidate design, write, and defend the dissertation topic. Successful completion of this course is a requirement in order to move into the dissertation research course.

As a condition for admission to candidacy, the student must present an approved proposal for his/her doctoral dissertation research as authorized by his/her advisor and members of the dissertation committee. The proposal should include an outline of the proposed research including the nature, scope, and significance of the problem, the theory, methodology, and a tentative title. A copy of the approved dissertation proposal must accompany the admission to candidacy form submitted to the School of Education. The proposal and candidacy application must be approved by at least four members of the dissertation committee.

B. Dissertation Committee

The dissertation committee must consist of the dissertation advisor, at least three other faculty members, and an external member of comparable stature as determined by the School of Education. Each member of the committee is responsible for fully reviewing and approving both the process and the final dissertation document. Final approval of the dissertation, in all aspects, is the responsibility of the full dissertation committee.

C. Dissertation Document

The candidate for the Doctor of Education degree is required to present a dissertation, which is the result of significant and sustained research in his/her discipline. The student must demonstrate ability to organize and present effectively the findings and results of his/her research. When completed, it is expected that such research will make a meritorious contribution to the field of knowledge.

D. Final Oral Examination and Defense of the Dissertation

The candidate shall be required to pass a final oral examination in defense of the dissertation. The examination shall be based primarily on his/her research, the field of his/her research, and related areas of study. The oral examination committee shall consist of a minimum of five members, four of whom must be members of the Faculty at Howard University, and at least one of whom shall be from outside the University and be of comparable stature.

The process for the conduct of the final oral examination is as follows:

The Department of Educational Administration and Policy shall request permission from the School of Education through the Graduate Coordinator to conduct an oral examination, adhering to the published deadlines. A copy of the approved candidacy form must accompany the request. The final oral examination shall be open to members of the faculty of the University, and to other persons whom the candidate's major department or the candidate may invite. Final approval of the dissertation in all aspects is the responsibility of the dissertation committee acting on behalf of the School of Education.

Dissertation Results (Spring 2007)

Candidates can either pass or fail the oral examination as well as the final defense. There were four candidates to take their final oral examination and defense of their dissertation document in Spring 2007. There were no candidates to do so in Fall 2006. All candidates were successful on their first attempt. Below is a list of these students with their accompanying dissertation titles.

Dr. Sandra DuPree

"Transformational Leadership in Urban Chartered Schools: Teacher and Principal Perceptions of Leadership Styles and Effectiveness"

Dr. Donna Gross McDaniel

"A case Study of an Alternative Approach to Career and Technical Development and Preparation of High School Students: A unique Collaboration-Union Labor Leadership, Elected Public Officials and Educational Leadership"

Dr. Regena Michele Williams

"A Study of the Impact of Inclusion of Students with Disabilities in Grades 9-12 on the Ability of the Comprehensive Public High Schools in the District of Columbia and Prince George's County, Maryland to Achieve Adequate Yearly Progress on Statewide Assessments"

Dr. Jamie I. Wyche

"The Effect of School Violence, Terrorism, and Natural Disasters: A Closed Look at Violence in Middle Schools of the Mid-Atlantic Region of the United States"

ASSESSMENT #7: Assessment of abilities in organizational management and community relations

Case Study Evaluations

ELCC Standards that apply: ELCC Standards 1-6

Description of Case Study Project

The course Organizational Change in Education is an advanced level course in the study of bureaucracies and the dynamics of planned change in education. The purpose of this course is to provide candidates with an opportunity through the use of simulations, vicarious experiences with the challenges, problems, and problem-solving opportunities in school administration and supervision, for the infusion of reality into their graduate coursework. It exposes candidates to approximations of the real world of the practitioner through the use of research on change and the use of “vignettes” in the review of the application of theory essential to literary sketches of simulated educational situations. The final exam in this course is an evaluation of the application of theories and practice through the lens of the operating standard. The group assignment worth a total of 40 points is provided below.

EDAP 514- Organizational Change in Education Case Studies

Purpose:

To be able to develop a leadership plan as an educational administrator to effectively move a learning organization through a change process deemed for the educational benefits of students.

Requirements:

1. Review the ISLLC/ELCC standards under review (*Knowledge, Dispositions, and Performances*) as your framework for working through your case study. The information provided under *Performances* should be addressed in your plan. You may also draw upon any class or other readings to support your plan.
2. This is a cooperative learning exercise. Collaboration in a school community is critical to educational leadership. Each member of your group should be heard and play a contributing role towards the development of your proposed plan. Such role can be through research, presentation, and/or the final written plan, which will be submitted for a group grade. ALL members of the group should be able to articulately respond to any questions posed by the instructor or the class. Each member’s contributing role should be documented when your final plan is submitted.
3. Be sure to incorporate the appropriate frames as a lens as presented by Bolman and Deal as well as change strategies as articulated by Hall and Hord.
4. You will have 30 minutes to submit your case study/plan as a group and then 10 minutes to field questions from the class.
5. Be prepared to start presentations promptly. Please be on time. Groups will be called to present randomly. The meeting location will be announced shortly.

Group #1: VISION

This is a tale of two superintendents. Superintendent #1 is angry about the adoption of NCLB and federal intrusion. Superintendent #2 supports NCLB objectives but is concerned about the administrators implementing it. Superintendent #1 has candidly shared his views with the principals. And after a lengthy discussion the superintendent delegated authority to the assistant superintendents of elementary and secondary education and said that he was going to stay out of this one. His comments to the school board and local media were a bit softer than those he made to his administrative staff. Yet the general message was the same. He criticized the federal government for ignoring local control, and criticized NCLB as being unrealistic.

Superintendent #2 treated NCLB quite differently. This superintendent focused on the law's objectives and carefully avoided making negative statements. Superintendent #2's thoughts about NCLB were quite critical, but you could not tell. Publicly through the media as well as on the District's website, were the law's basic requirements and the school district plans to meet those requirements.

Superintendent #1 and #2 are former college classmates. Bring to life their discussion of the recent set of events and bring this discussion to a conclusion.

Group # 2: CURRICULUM & INSTRUCTION

Your school district is a conservative community whose residents value academic achievement and strong moral guidelines for their children. Parents are generally not opposed to change if they are convinced that it would improve student success, but they certainly would not support unproven alterations to a school curriculum they felt was working.

As principal, you decided to introduce the concept of performance-based assessments. You feel confident about gaining approval and discussing your plans with the superintendent before beginning any discussions with parents or staff. All teachers seem to be on board and the new assessments become aligned with the curriculum and state tests. However, there is one 5th grade teacher (very traditional) in your school that is opposed to this change and becomes very vocal about her opposition. Word has now spread throughout the close knit community. The Parent Advisory Council, that acts as a watchdog over the District, have begun publicly questioning performance based assessments. What would you do in this role?

Group # 3: MANAGEMENT

One of the 16 elementary schools that you supervise as Assistant Superintendent of a primarily rural and poor district was giving you a cause for concern. Your school has suffered a high turnover in faculty over the last three years, ever since the arrival of the new principal. You hired this new principal. Whenever you visited the school, it appeared warm and inviting. Teachers also seemed to be happy. An additional concern was the slight and continuous decline of student test scores. After an initial investigation, you have learned that teachers that have left the school did not leave the county district but had requested transfers to other district elementary schools. Neighboring schools were demographically similar. How would you go about this investigation and what changes might you put in place?

Group # 4: COMMUNITY

It is your fourth year of your superintendency in Midville, a rural school district of approximately 2,000 students located in a small southern town. Like many other schools throughout the U.S., Midville's facilities were old and in desperate need of repair or replacement. Two years ago, the Midville Board of Education had proposed a bond issue to build a new high school and renovate three elementary schools. However, the bond issue was soundly defeated by a 2 to 1 margin. The primary forces against the bond issue were lifelong residents of Midville, many of whom were retired or nearing retirement. Their opposition of the tax levy had centered around the proposed destruction of the district's oldest building, which has served as the town's first high school. Built in 1915, the building had housed Midville Junior High School students until three years ago. At that time, a state inspection of the building revealed unsafe conditions related to asbestos exposure and outdated electrical wiring and heating systems. The junior high students were moved "temporarily" to one of the elementary schools, and the elementary students in that school were split between the other two elementary schools. The proposed facilities plan, after construction of a new high school, had been to relocate the junior high to the present high school building and recover the elementary building to ease overcrowding in the other K-6 schools.

You have investigated the feasibility of renovating the 1915 high school, but costs of the asbestos removal, electrical and heating/air conditioning updates, along with other necessary improvements would have been more costly than building a new school. Thus, you have recommended to the Board that the old school be torn down and the land be used as a site for a new high school building. Now, two years after the defeat of the last bond issue, the Board was prepared to put the issue before the people again. You know that this change will be hard. Somehow you must provide the leadership to gain the support of this group and convince them that razing the old high school and building a new one would benefit Midville's children and future.

Group # 5: ETHICS

Your school district, in response to a complaint filed by minority parents in the school community, has agreed to initiate reforms to address inequities, some real—perhaps some perceived—in areas such as student discipline, under-representation in gifted/talented programs, and overrepresentation in special education. As a principal, you will be going before a community review committee to discuss how you, as the instructional leader of your school, are ensuring that all children, especially minority children, are being treated fairly and equitably, specific to the areas of student discipline and student achievement. You'll have to carefully plan the type of information that will be most critical to present in each area. What they don't want to hear are excuses.

Group # 6: EXTERNAL INFLUENCES

You are one of three middle school principals in the school district, and your school has become very overcrowded (average class size of 32 in 6th grade; 29-30 in 7th and 8th). This has primarily resulted because the proposed plan to move to middle schools of choice (which would have set seating capacities at each of the three middle schools) has been put on the backburner. Yet, all of the new housing development is within your current boundaries, which is forcing more and more students into your school. Your superintendent has asked you to

develop a one-year plan (hoping to implement ‘choice’ the following year) that could move about 50 incoming 6th graders over to one of the other middle schools, which would be renovated to provide for the increase. Your school has become very popular with parents who live within your boundaries: strong leadership, excellent teachers, tow national school awards.....By current board policy, they are entitled to have their children come to your school.

Table 7.1 Assessment Matrix by Standard

Project #	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3	6.1	6.2	6.3
1		x		x	x	x		x		x				x		x	x	x	x	x	
2	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
3									x	x	x	x		x		x	x	x	x	x	
4	x	x			x	x			x	x	x	x	x	x	x	x	x	x	x	x	x
5	x	x	x	x	x	x	x	x	x				x	x	x	x	x	x	x	x	x
6	x	x	x	x	x								x	x	x	x	x	x	x	x	x

The following results are from the Fall 2006 semester.

Table 7.2 Results

Group # (N=12 candidates)	Knowledge	Admin Plan	Technology use	Question Responses	Total Points
1-Vision	10	10	10	10	40
2-Curriculum and Instruction	8	6	10	6	30
3-Management	9	9	10	8	36
4-Community	10	9	10	9	38
5-Ethics	8	7	8	9	32
6-External Influences	10	10	10	10	40

Analysis of results reveals that candidates were strong in areas that involved some sort of external community participation or consideration as well as their overall knowledge base for the topic at hand. However there were mixed results on the administrative plan devised to address the problem or issue.

Rubric: Candidates were assessed along the following areas:

Knowledge of the content and applicable operating theories- 10

Administrative Plan to address the issue and move the learning organization through a change process- 10

Technology use to disseminate the Administrative plan- 10

Ability to respond to questions from the instructor and colleagues regarding plan- 10

- A score in the range of 1-3 represents that a group/candidate has not met the minimum requirements of the assessment.
- A score in the range of 4-6 represents that a group/candidate has met the requirements of the assessment at a proficient level.
- A score in the range of 7-10 represents that a group/candidate has exceeded the requirements of the assessment.

SECTION V—USE OF ASSESSMENT RESULTS TO IMPROVE CANDIDATE AND PROGRAM PERFORMANCE

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. **This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.**

(Response limited to 3 pages)

Useful assessment processes help faculty and staff make appropriate decisions about improving programs and services, developing goals and plans, and making resource allocations. The assessment process can be viewed as a cycle. It begins with (1) articulating clear departmental and programmatic goals; (2) designing and articulating objectives to achieve those goals; (3) assessing the achievement of those goals in multiple ways; and (4) using the results of those assessments to improve programs, courses and services for greater student achievement.

This section of the report will focus on the latter giving attention to (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning. Because learning organizations, students and their environments are continually evolving, assessments cannot be static. They must be reviewed and modified periodically to remain useful. Departmental meetings have served as a venue to review such matters.

CONTENT KNOWLEDGE

By far, the largest assessment that measure content knowledge and student learning in the Doctoral Program of the Department of Educational Administration and Policy is the Preliminary and Comprehensive Examinations. These assessments take place in the middle and towards the completion of the program respectively, thus giving an opportunity to evaluate student progress at various times and in diverse ways.

Over a five year period, three changes have occurred in the Department in order to make an effort to increase the initial pass rate on both the Preliminary and Comprehensive Examinations. It was observed by the Department faculty that the initial pass rate (for first time takers) of the exams was lower than what was expected. Therefore, the department faculty implemented mandatory attendance at our prep sessions for the Graduate Exams. We notice that students that were not successful on the first administration of the exams were more likely to have not attended the prep session organized by the Department. Secondly, in the event that candidates fail a section of the exam or the entire exam, they are to meet with a designated member of the faculty to assist in the preparation of the retake. This sometimes may mean that the candidate take an additional course in the subject matter, audit a course, or be given a focus of study. Candidates are not allowed to retake the exam without first going through this intervention. Lastly, faculty have begun matching the assessment format of the exam similar to the assessment formats of course exams.

PROFESSIONAL AND PEDAGOGICAL KNOWLEDGE, SKILL AND DISPOSITION

The largest assessment that measures professional and pedagogical knowledge as well as student learning is the Internship experience for the candidates. The Internship experience is an integral part of the preparation for future positions in educational administration and supervision. It is designed to provide the candidate with practical experiences as an educational administrator assuming senior level responsibilities. The candidate is expected to engage in real-life situations, carry out responsibilities, and have the opportunity to apply the knowledge and theory learned during graduate coursework. In this process, the candidate will also learn to think critically; analyze and solve problems; make ethical decisions; understand and use technology; know and understand self, history and community; demonstrate knowledge, sensitivity and skill in working with special needs and diverse populations; and gain the confidence necessary to provide effective educational leadership. There are several ways that these areas are assessed during the Internship. Candidates complete a self evaluation in the form of a questionnaire and journal log. They are also evaluated by their field supervisor and the department's Internship Coordinator. We have learned that the Internship experience for candidates is one of the strongest aspects of the program. Candidates have been delighted by the variety of placements and field supervisors have been equally impressed by the leadership and professionalism of the candidates. One way that we were able to strengthen the Internship experience for all involved was to increase the amount of time that candidates met with the Internship Coordinator and their student colleagues during the semester. This increased interaction allowed for a stronger support system to ensue, greater guidance, and a more efficient manner for the exchange of ideas. Additionally, in order to strengthen the Internship component of the program, we made its application more formal. Instead of merely requiring pre-requisite courses, an Internship handbook was formalized. This handbook includes an overview, application, pre-requisite requirements, responsibilities for all parties, suggested activities, all evaluation instruments, syllabus, etc. This handbook assists in the standardization of knowledge for the candidate, site supervisor, Internship coordinator and candidate's academic advisor. All parties are clear about expectations.

STUDENT LEARNING

As more students began to enter the dissertation research process, the faculty learned that two major preliminary weaknesses of candidates were in the area of scholarly writing and quantitative research skills. As a result, the department faculty began to strongly encourage students to attend special writing workshops designed by the Center for Academic Reinforcement. Faculty also

began to advise students to take additional statistics and quantitative methodology courses if they identified statistics to be an area of weakness. This area was also seen in the initial failures of the Preliminary Examination in the area of research. We are just beginning to see the results of our efforts as new cohorts of students begin to enter the dissertation research process.

Recently there has been discussion around instituting a mandatory national administrative licensure exam for candidates to pass before graduation. While this discussion is very new, it is being researched by the department faculty. Lastly, the Department recognized that the students could benefit from the academic fellowship of a student organization in their discipline. Therefore, the Graduate Student Advisory Council (GSAC) was created. GSAC has been an important and welcomed addition to our Department. Their membership increases each academic year. They provide guidance to new and existing students. They present workshops for networking and academic enrichment outside of course work. As members, they have also been able to assume student leadership positions in preparation for professional leadership positions.

Multiple and ongoing assessments have assisted the School of Education and Department faculty in reviewing and revising program requirements and academic procedures that would benefit the learning experience of our graduate candidates so that they may be best prepared to address the significant issues that impact education for students in primarily urban environments.

Attached to this report are the following documents:

Attachment A Chart with the number of candidates and completers

Attachment B Chart on program faculty expertise and experience

Attachment 1 Program Scheme and Academic Standards

Attachment 2 Admissions and Exit Criteria

Attachment 3 SOE Conceptual Framework

Attachment 4 Comprehensive Examinations (Fall 2006 and Spring 2007)

Attachment 5 Comprehensive and Preliminary Examinations Scoring Rubric

Attachment 6 Preliminary Examinations (Fall 2006 and Spring 2007)

Attachment 7 Field Supervisor's Evaluation of Leadership/Administrative Skills

Attachment 8 Field Experience/Clinical Practice Questionnaire

ATTACHMENT A
Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-

baccalaureate, alternate routes, master’s, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

Program:		
Ed. D.		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers¹
06-07	34	4
05-06	25	5
04-05	26	5

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers

Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers

¹ NCATE uses the Title II definition for *program completers*. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements.

**ATTACHMENT B
Faculty Information**

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

Faculty Member Name	Highest Degree, Field, & University ²	Assignment: Indicate the role of the faculty member ³	Faculty Rank ⁴	Tenure Track (Yes/No)	Scholarship, ⁵ Leadership in Professional Associations, and Service: ⁶ List up to 3 major contributions in the past 3 years ⁷	Teaching or other professional experience in P-12 schools ⁸
Lois Harrison-Jones	Ed.D, Educational Administration, VA Tech	Interim dept. chair and faculty member	Associate professor	Yes	JNE manuscript submission, 3 JNE manuscript evaluations, 1 JNE book review, 1 funded grant, 1 unfunded grant, 2 non-refereed journal articles; 7 presentations on various educational issues; 6 dissertation advisees; SOE Executive, Nominating & Sabbatical Leave Committees; SOE Dean's Search Committee; Walter & Theodora Daniel Grant Proposal Review Committee; JNE, Thompson Lecture Series &	Elementary and middle school teacher certification; Superintendent licensure/certification in Virginia, Texas and Massachusetts; Supervision of clinical practice for M.Ed. & Ed.D. students.

² e.g., PhD in Curriculum & Instruction, University of Nebraska

³ e.g., faculty, clinical supervisor, department chair, administrator

⁴ e.g., professor, associate professor, assistant professor, adjunct professor, instructor, administrator

⁵ *Scholarship* is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

⁶ *Service* includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

⁷ e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program

⁸ Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

					Foundations, Inc. Advisory Boards; NCATE Unit Accreditation Board; ASCD Critical Issues Task Force; Past president, NABSE; Graduate Student Advisory Council Faculty Advisor; MA State Dept. of Education Cambridge College Program Evaluation and O’Leary Endowed Chair, University of Illinois.	
Russell Jackson	Ed D Temple University, Public School Administration, Human Resources and Supervision of Instruction	Clinical Faculty	Clinical/Assistant Professor	No	04-05: Presenter: "Living and Sharing the Legacy for Children of African Descent"; National Alliance of Black School Educators; Wyndham Hotel, Dallas, TX; November 16 - 21, 2004 Service: Educational Consultant—Standards and Evaluation of Principals; DC Public Schools	30 years
RC Saravanabhavan	Ed D, North Arizona University Educational Leadership	Faculty	Assistant Professor		04-05: USDOE—OSEP; \$200,000 The “Journal of Negro Education: 75-year Legacy” The Theme of the Conference is Ed. Research in the Public Interest, Presidential Session during the American Ed. Research Association’s Annual Conference, S.F., CA; 21 st Century Ed. in Science, Math. and Tech.; National Science Board Hearing; L.A., CA	2 Years

Peter Sola	PhD University of Illinois – Urbana-Champaign	Faculty	Professor		04-05: 2005 Distinguished Alumni Award from the University of Illinois at Urbana-Champaign	2 Years
Dawn Williams	PhD University of Illinois Urbana-Champaign	Faculty	Assistant Professor		<p>The Promise of School Choice: Local School Control Efforts to Close the Achievement Gap in the Federal Context of Accountability; National Alliance of Black School Educators Annual Conference; Dallas, TX; Nov 19, 2004</p> <p>Article: The Promise of School Choice: Local School Control Efforts to Close the Achievement Gap in the Federal Context of Accountability; Journal of School Choice</p> <p>Article: The Burden of Teaching Teachers: Memoirs of Race Discourse in Teacher Education The Urban Review</p> <p>06-07: Howard University New Faculty Grant: <i>From Congress to the Classroom: The DCPS Voucher Program</i> \$62,000, Howard University New Faculty Award, A cultural policy analysis of the adoption of the DCPS choice initiative in the US Congress</p> <p>National Science</p>	3 years

					Foundation HBCU-UP Education Research Grant: Examining the Post Baccalaureate Decisions of High Achieving Black STEM Students, \$1,018,000.00	
Eric Williams	PhD, Iowa State University, Curriculum and Instruction Media	Faculty	Associate Professor		04-05: Serves as member on ATP, Appellate Appointment, Promotion, and Tenure, Technology committees	2 Years
Jerome Jones	Ph.D. Urban Planning and Policy Analysis, Rutgers University	Coordinator, Doctoral Program and Faculty member	Professor	No	Coordinator of doctoral program in department of Educational Administration and Policy; SIR evaluations of effective teaching performance; dissertation advisor; conference presentations.	N. J. Director of Title I: ESEA and Assistant Commissioner of Ed,; Superintendent licensure/certification in Rhode Island and Missouri.

Attachment 1

Program Scheme

<u>Fall First Year</u>	<u>Credit hours</u>	<u>Spring First Year</u>	<u>Credit hours</u>
517: Workshop on Ldg. Dev.	3	519: Info. Tech. in Sch. Mgmt..	3
522: Seminar in Urban Ed.	3	518: Politics of Education	3
*400: Intermediate Statistics	3	455: Ethics in Education	3
435: Human Resources Mgmt.	3	523: Research in Ed. Admin.	3
514: Org. Change in Ed.	3		

**Prerequisite to Research in Educational Administration*

<u>Fall Second Year</u>	<u>Credit hours</u>	<u>Spring Second Year</u>	<u>Credit hours</u>
521: Ed. Adm. & Governance	3	525: Case law in PS. Adm.	3
520: Fin. Mgmt. in School Adm.	3	xxx Elective	3
524: Qualitative Research <i>or</i>	3	xxx Elective	3
501: Design & Analysis I (HUDE)	3	xxx Elective	3
xxx Elective	3		
	584: Internship	6	
	599: Dissertation Seminar	3	
	400: Dissertation Research	3	

Summer courses as needed.

TOTAL CREDIT HOURS: 66

Academic Standards

1. A student must maintain academic good standing, which is a minimum cumulative grade point average of 3.0 (on a 4.0 scale).
2. A student incurs academic probation when the cumulative grade point average falls below 3.0.

3. A student who is on academic probation and does not achieve good academic standing by the end of the next semester in residence shall be suspended from the graduate program.
4. A student who accumulates nine (9) or more semester hours of grades below B shall also be suspended from the graduate program.
5. A student who has been suspended from a graduate program may not be readmitted until one full semester (excluding summer sessions) has passed.

Attachment 2

EAP Doctoral Admission Criteria

Bachelor's degree from an accredited institution	x
Master's degree from an accredited institution	x
Minimum overall GPA	3.0
Minimum overall GPA in major program	3.4
Official transcripts	x
Autobiographical sketch	x
Statement of Interest	x
Three (3) letters of recommendation	x
GRE scores	0
Teaching experience	x
Certification	P
Current employment in field	x
Current curriculum vitae	x
Interview with Program Coordinator	x
On-site interview with faculty team	x
On-site written composition	x

EAP Doctoral Exit Criteria

Successfully complete all coursework with a minimum of a 3.0 GPA .	x
Not accumulate more than 9 semester hours of grades below B.	x
Demonstrate competency in the English language as evidenced by a passing score on the Graduate Expository Examination.	X
Pass a written preliminary and comprehensive examination as prescribed by the faculty. Students desiring to take the examination must give notice of intent by the announced deadline the semester preceding the examination. A student is given only two opportunities to successfully complete all sections of the exams.	x
Develop and defend a doctoral dissertation proposal in the major field that demonstrates an	x

ability to organize and present effectively findings and results of research study.	
Complete an approved internship for a minimum of one semester, full time	x
Pass a final oral examination in defense of the dissertation.	x

X – Required
P – Preferred
O - Optional

Attachment 3

Conceptual Framework

The School of Education Conceptual Framework reflects the aims, beliefs, mission, and candidate outcomes of Unit programs. The specific **aims** or ultimate goals with respect to the preparation of educators are to prepare candidates to function as (a) reflective educators/practitioners, (b) competent researchers, (c) educational leaders and (d) change agents, particularly in urban schools and human development arenas.

Candidates are expected to demonstrate dispositions that reflect (a) **belief** in the talent and ability of all students to learn, (b) **belief** in the value of the diversity that students/clients bring to educational and service delivery settings, (c) **belief** in and commitment to educational reform, and (d) **belief** in and commitment to service and ongoing professional development.

The **mission** of the School of Education (SOE) is (a) to prepare teachers, administrators, researchers, and human service development professionals for leadership in urban and diverse educational settings, (b) to significantly influence the national agenda for African American and other culturally diverse children, (c) to conduct and disseminate research that supports the belief that all students can learn, and (d) to provide a research-based blueprint for developing professionals capable of creating environments that evoke the abilities and talents of all students.

Unit courses, field work, and other educational experiences are designed to develop and enhance the following **outcomes** that all candidates can demonstrate that they are able to: (a) think critically, (b) analyze and solve problems, (c) work with diverse populations, (d) link theory with practice, (e) make ethical decisions, (f) know, self, history, and community, and (g) know and use technology to help all students learn and to enhance service delivery.

Department of Educational Administration and Policy
Doctoral **Comprehensive** Examination

Foundations

The reality of what educational leadership entails is often overshadowed by the glitter of what is believed to be the marvels of a high position. As a graduate level student, you have had experiences that provide glimpses of the work of educational practitioners that are designed to assist you in developing a realistic pragmatic perception of the knowledge, skills, dispositions and ethical behaviors that are needed to become an effective educational leader. Only you can develop a theory of practice that will guide your practice of leadership.

1. Describe the process that you would use or advocate to ensure that administrative decisions reflect your pursuit of the *ideal* in providing leadership to a school or school division while at the same time giving attention to what is *reality*.
2. Identify at least five critical or controversial educational issues that tend to be more prevalent in urban than in non-urban schools and school districts. Give the reasons why.
3. Educational leaders are expected to reflect a particular professional image and presence. Elaborate upon this expectation.
4. What advice would you give an individual who is contemplating enrolling in an educational leadership program for aspiring leaders?

Department of Educational Administration and Policy
Doctoral Comprehensive Essay Examination

Administration,

Strategic Planning is a process that involves the continuous monitoring of progress made toward organizational goals and objectives, adjusting implementation strategies to correct for unsatisfactory organizational performance, and adjusting directions and purposes to accommodate changes in the socio/political environment. Strategic planning is a guide or course of action into the future that provides an organization with direction. Strategic planning is explicit, becoming inconsistent over time.

Planning is a convergence, a logical process that attempts to formalize decision making, strategy making, and management through decomposition, articulation, and rationalization. It is a social/political process for coordinating and integrating the goals of the organization with those of the individual.

Strategy Formation – A spontaneous, creative, and divergent process that cannot happen in isolation or on schedule and cannot be programmed (A synthesizing process – first step to effective implementation.) - Visioning, mission setting, goal development.

Discuss the issues and concerns involved in strategic planning, giving consideration to the hindrances to effective strategic planning and the threats to the implementation of a plan?

Department of Educational Administration and Policy
Doctoral (*Take home*) Comprehensive Examination

COGNATE

This is a case study that requires the application of knowledge gained in cognate specialization courses taken by the candidate. For this case you will assume the role of a principal in an urban K-12 school district.

The superintendent has reduced the budget to your school this year by 20 percent. In order to “live within the budget,” you have proposed the following changes:

- (a) an increase in class size,
- (b) a 5 percent reduction in teaching staff,
- (c) a 2 percent reduction in support staff,
- (d) more efficient control of heating and air conditioning, and
- (e) a delay in the purchase of new instructional technology.

Apply the experience and information gained your particular Cognate for development of decision-making techniques and strategies to arrive at a workable solution that will be within school policy and has potential for community acceptance.

Department of Educational Administration and Policy

PRELIMINARY/COMPREHENSIVE EXAMINATION SCORING RUBRIC

NAME OF READER: SEMESTER/YR _

STUDENT # QUESTION –

(Check All Appropriate Examination Level & Examination Questions)

MASTERS COMPREHENSIVE EXAMINATION PROGRAM:

Foundations (Select One)

Question #1

Question #2

Supervision of Instruction

Question #3

Question #4

Public School Administration (Select One)

Question #5

Question #6

DOCTORAL PRELIMINARY EXAMINATION PROGRAM:

Administration Question

Foundations Question

Research Question

Objective Question

COMPREHENSIVE QUESTION PROGRAM: _

Administration Question

Research Question

Cognate Question

Foundations Question

The following rubric delineates how responses to examination questions will be scored. Note that associated with each score are qualities that relate to student knowledge level, response development and organization, support evidence, and clarity of expression.

Item responses that possess all or most of the qualities associated with each score receive that score. The highest possible passing score is 5; the lowest passing score is 3.

(Check the Box & Circle the Number that Best Matches Your Evaluation.)

□ *5 – BROAD WEALTH OF KNOWLEDGE, EXCELLENTLY PRESENTED*

- *Response is clear, focused, and entirely relevant to the question.*
- *Response reveals insightful and relevant information beyond what is asked for (e.g., extensions, generalizations).*
- *Response presents ideas in coherent, logical order with clear transitions between ideas and gives multiple examples that provide convincing support for these ideas/arguments.*
- *Response includes an adequate number of current research or educational literature references to fully respond to the question.*
- *Response meticulously observes rules of grammar, organization, and writing mechanics.*

□ *4 – ACCURATE, GENERAL KNOWLEDGE, WELL PRESENTED*

- *Response is clear and relevant to the question.*
- *Response indicates good grasp of key concepts, theories, and information.*
- *Response effectively develops ideas, contains no major gaps, and included enough detail to provide adequate support for ideas.*
- *Response includes an adequate number of current research or educational literature references to fully respond to the question.*
- *Response is basically well written; however, an occasional error of grammar and writing mechanics may be present.*

□ 3 – MODERATE KNOWLEDGE, ADEQUATELY EXPRESSED

- Response is comprehensible and sufficiently pertinent to the question to reveal basic knowledge of key concepts, theories, and information.
- Response, although adequate, displays no great depth or insight.
- Response contains limited detail or few examples that provide convincing support for ideas/arguments made.
- Response includes an adequate number of current research or educational literature references to fully respond to the question.
- Response meets minimal standards with regard to writing, organization, clarity, grammar, and mechanics.

□ 2 - LIMITED CONCEPTUAL UNDERSTANDING, INADEQUATELY EXPRESSED

- Response demonstrates questionable understanding of key concepts, terms and theories.
- Response includes irrelevant or inaccurate information or misapplies important facts, concepts, or principles.
- Response is weak in logic, coherence, and provision of supporting examples.
- Response contains does not include an adequate number of current research or educational literature references to fully respond to the question.
- Response contains poor, unorganized writing.

□ 1 – LACK OF CONCEPTUAL UNDERSTANDING; POOR PRESENTATION

- Response indicates limited knowledge base or misunderstanding of the question.
- Response includes ramblings, inaccurate facts or information, and poor, if any, examples.

- *Response contains does not include* an adequate number of current research or educational literature references to fully respond to the question.
- *Response is so problematic with regard to writing, organization, grammar, and mechanics that it is virtually incomprehensible.*

FINAL SCORE: _____ (You may assign a score that falls between the categories (e.g., 4.5))

Reader's Signature

Date

Page 2 of 3

September 10, 2004

Attachment 6

**Department of Educational Administration and Policy
Doctoral Preliminary Objective Examination**

Foundations

A distinguishing difference between leadership and management is:

- a. The location of the organization.***
- b. The focus of attention upon of improvement of the organization.***
- c. Both of the above.***
- d. Neither of the above.***

Empowerment is a relatively new phenomenon in educational circles. What accounts for the popularity of this concept?

- a. It is a mandate of the No Child Left Behind Act.***
- b. Empowerment assures increased income.***
- c. Studies suggest that empowered individuals are more supportive of the organization and productivity increases.***
- d. Empowerment is easy to implement.***

From among the possible choices below, what is considered the most important in providing quality educational leadership in urban America?

- a. Appropriate and realistic preparation for the position***
- b. High intellect***
- c. Tenure***
- d. Social status***

The following has not been among the most controversial issues involving public

education in recent times:

- a. Qualified teachers*
- b. Vouchers for students to attend private schools*
- c. Parent teacher associations*
- d. The No Child Left Behind Act*

These students are overrepresented in special education programs:

- a. Secondary students*
- b. Teenage girls*
- c. African American males*
- d. Immigrants*

The composition of urban school boards is often:

- a. Different than the student population.*
- b. Retirees.*
- c. Black and female.*
- d. Former educators.*

An essential feature of an educational leader's wardrobe is:

- a. The latest designs and styles.*
- b. Casual wear.*
- c. Comfortable clothing.*
- d. Conservative attire that can be easily adapted to various occasions.*

An educational leader must have the ability to speak convincingly and with authority.

Oral presentations are enhanced by:

- a. Thorough knowledge of the content presented.*
- b. Use of technology.*
- c. Grammatically correct English.*
- d. All of the above.*

What method is commonly used to judge the quality of educational leadership?

- a. School/student performance indicators*
- b. Community surveys*
- c. Peer evaluations*
- d. None of the above*

How would you rank community relations in terms of importance to the success of an educational leader?

- a. Low importance except as a novice administrator*
- b. Important when a decision has to be made*
- c. High importance as an integral part of the educator's method of operation*
- d. Little relationship to how the leader is viewed*

The political process is often fraught with actions and activities that are termed "dirty". Given this fact, why should educational leaders concern themselves with developing political astuteness?

- a. Knowledge of politics ensures success*
- b. In order to receive a promotion or a coveted position*
- c. To convey the mission of the school or district to the community to the extent that needed support is obtained for essential programs and services*
- d. In order to raise test scores*

The chief executive officer of a school system is:

- a. The school board president.*
- b. The legal counsel.*
- c. The superintendent of schools.*
- d. The school site council chair.*

Primary responsibility for public education rests:

- a. At the state level.*
- b. At the federal level.*
- c. With Congress.*
- d. Upon the Supreme Court.*

Political decisions about public education are often driven by:

- a. Public opinion induced by media coverage.*
- b. Formal documents; i.e. reports, newsletters, etc.*
- c. How students are performing.*
- d. All of the above.*

High levels of pressure characterize the school superintendent's role. Prevalent indirect evidence of such pressure is often:

- a. High turnover of superintendents.*
- b. Frequent vacations.*
- c. Higher salaries.*
- d. Policy development*

The Elementary and Secondary Education Act and the "No Child Left Behind Act" are examples of which form of involvement in education?

- a. *State*
- b. *Grass roots*
- c. *Local*
- d. *Federal*

Diversity and conflict characterize public schools in America. The Census Bureau estimates that by 2010 two groups now generally referred to as minorities will be equal in numbers to whites. The two ethnic groups are;

- a. *Africans and Hispanics*
- b. *Asians and Haitians*
- c. *Blacks and Hispanics*
- d. *Africans and African Americans*

Schein (1992) described school culture as:

- a. *Artifacts, espoused values, and basic underlying assumptions.*
- b. *Written documentation*
- c. *Historical perspectives*
- d. *National origin*

Methods used in accountability systems can be classified as:

- a. *Formal (normative and summative evaluations)*
- b. *Informal (opinions, perceptions, etc.)*
- c. *Both of the above*
- d. *Neither of the above*

Political activity occurs as a result of the inevitable clash between groups with different values about many aspects of life. The most visible characteristics of these

clashes are:

- a. The diversity of the groups and the conflict they generate.*
- b. The homogeneity of the groups.*
- c. The dirtiness of the politics.*
- d. None of the above.*

Department of Educational Administration and Policy
Doctoral Preliminary Objective Examination

Seminar in the Administration of Urban Education

Community participation designs for educational master plan development should devote greatest attention the following priority:

- a. The vision of the superintendent,
- b. Encompass teacher and administrative concerns,
- c. Commitment to balanced representation of the community,
- d. Rely upon recommendations of the mayor other politicians,

The value of demographic analysis in educational planning is best expressed in the following statement:

- a. Provides familiarity with census data,
- b. Provides for communications with other city governmental agencies,
- c. Provides critical data for defining and understanding profiles and characteristics of residents of the inquiry,
- d. Justifies staff allocations for the research department,

Population forecasting models for educational planning serve the primary purpose of:

- a. Tracking mobility rates,
- b. Verifying census data,
- c. Identifying non-school age populations,
- d. Projecting current and future school age populations.

Capture rates activities best reflect efforts by school systems to determine:

- a. Future fiscal appropriations,
- b. Identify accurately the number of students to be served,
- c. Provide data for school board discussions,
- d. Defining the ratio of bused to non bused students,

What is the primary purpose of identifying “demand factor” that invariably effect decision regarding educational decision-making?

- a. Developing educational programs that are responsive to short and long term needs of the community,
- b. Provide dialog among various factions in the community,
- c. Demonstrate sophistication as an organization that acknowledges all aspects of community development,
- d. Develop a data base that may be exchanged among teachers,

What are the planning implications for data derived from psychometric assessments?

- a. Curriculum alignment,
- b. Fulfillment of state testing requirements,
- c. Familiarizes students with test taking strategies,
- d. Obtaining information with respect to student performances that may prove for program adjustment and enhancement.

What is the most accurate statement regarding personnel implications resulting from educational master plan development?

- a. Definition of equipment requirements,
- b. Generation of future budget issues,
- c. Determination of staffing requirements with regards to specialization, numbers and staff development requirements,
- d. Basis for developing detailed interview formats,

Facility management benefits most directly from educational planning process in that:

- a. Detailed information is provided regarding enrollment and curriculum space requirements,
- b. Architects may be identified and hired at the earliest time possible,
- c. Fuel management strategies can be adopted less frequently,
- d. Facilitates relationships with custodian, teachers and administrators,

Fiscal components of educational plans must comprehensively reflect:

- a. Teachers salaries,
- b. Budget schedules,
- c. Discussions with political officials,
- d. An analysis of all operational and capital costs and an examination of proposed expenditures and anticipated revenues.

Collaborative delivery of social services is best reflected by the following statement:

- a. Detailed discussion between the school board and superintendent,
- b. Collaboration models developed by the city planning department,
- c. Coordinated delivery of social services by all agencies responsible for youth development.
- d. Leadership roundtables on early child education.

Department of Educational Administration and Policy
Doctoral Preliminary Objective Examination

Information Technology in Public School Administration

The term “digital divide” most accurately refers to:

- a. Failure of public schools to address technology,
- b. Differences in income between black and white populations,
- c. Failure of black populations to gain access to technology compared to other ethnic and racial groups,
- d. The lack of minority owned software companies,

Educational application in software development failed to develop as rapidly and extensively as other applications because:

- a. Cost,
- b. Professional opposition,
- c. Uncertainty regarding value,
- d. All of the above.

Administrative application of software are directed to all but one of the following:

- a. Inventory control,
- b. Drill and practice,
- c. Budgeting,
- d. Student files,

Planning for technology should include all of the following with one exception?

- a. Consultation with software vendors
- b. Development of district-wide goals and objectives,
- c. Development of a written plan,
- d. Development of an evaluation design

Education software applications emphasize?

- a. Drill and practice,
- b. Simulations,
- c. Problem solving,
- d. All of the above.

A database consists of all but one of the following?

- a. Data element,
- b. Spread sheets,
- c. Data fields,
- d. Data Records,

Hardware evaluation criteria should address the following?

- a. Performance,
- b. Software availability,
- c. Cost,
- d. All of the above.

Selection of software vendors should include all of the following considerations except for:

- a. Vendor reputation,
- b. Industry position of vendor,
- c. Modularity and expandability,
- d. Commitment to train school personnel.

Factors that most effect introduction of technology into urban school facilities are a result of which of the following:

- a. Teacher attitudes,
- b. Access to cable lines,
- c. Age of school buildings and the resulting cost required to make them technology ready,
- d. Difficulty in networking the many computer necessary for classroom instruction,

Staff development for teachers in technology, generally, have not succeeded because of the following reason:

- a. Failure of boards of education to provide compensation.
- b. Absence of tuition reimbursements,
- c. Unavailability of authorized sabbaticals,
- d. Training programs are deemed too threatening,

Department of Educational Administration and Policy
Doctoral Preliminary Objective Examination

Human Resource Management

The amount of pay generally reflected on a salary schedule for a position, excluding any forms of supplemental pay.

- a. Base pay
- b. Pay rate
- c. Cafeteria benefits plan
- d. Compensatory model

A form of compensation in addition to base pay that can be either direct or indirect, such as vacation and insurance.

- a. Fiduciaries
- b. Benefits
- c. Comparable worth
- d. Cohort

Prohibits all forms of discrimination on the basis of race, color, religion, sex, or national origin.

- a. Civil Rights Act of 1991
- b. Family and Medical Leave Act of 1993
- c. Pregnancy Disability Act of 1978
- d. Civil Rights Act of 1964

The collective bargaining process in the human resource function embodies

- a. Pre-negotiations
- b. Negotiations
- c. Post-negotiations
- d. All of the above

Refers to discrimination against women through pay practices, embracing the position that women should receive the same compensation as men for holding work assignments not equal in content but providing equal value to the system.

- a. Compensation index
- b. Comparable worth
- c. Contingency plan
- d. A motivation theory

Contingent personnel are temporary part-time, and substitute professional or support personnel, defined in general terms by the U.S. government as those who

- a. Work at least 40 hours per week
- b. Work fewer than 35 hours per week
- c. Work fewer than 20 hours per week
- d. Have no restrictions in the number of hours they may work per week

A Compensation structure includes the interrelated provisions governing

- a. Salaries, wages, benefits, and incentives to school personnel only.
- b. Salaries, benefits, incentives, and non-economic rewards to school personnel.
- c. Salaries, wages, benefits, incentives, and non-economic rewards for school personnel only.
- d. Wages, benefits, incentives, and non-economic rewards for school personnel only.

A prescribed series of steps or a line of appeals designed to resolve a disagreement, dissatisfaction, dispute, or conflict concerning conditions of employment.

- a. Grievance procedure
- b. Formative evaluation
- c. Summative evaluation
- d. Dismissal procedure

Programs established by a school system to enable outstanding experienced teachers to serve as coaches, guides, and/or role models, especially for beginning teachers, teachers changing from one grade position to another or to another school, and to enhance the performance of other experienced teachers.

- a. In-service training
- b. Development appraisal
- c. Performance appraisal system
- d. Mentor program

A set or collection off management mechanisms or planning tools that belongs to or is used together.

- a. Mission, strategy, policies, procedures, rules, and regulations
- b. Aims, goals, objectives, programs, projects, and controls
- c. Budgets, audits, standards, inventories, and research studies
- d. All of the above

Department of Educational Administration and Policy
Doctoral Preliminary Objective Examination

Organizational Change

It is often stated that change is not an event, but an:

- a. Idea
- b. Process
- c. Stage
- d. Intervention

This concept refers to “word-picture descriptions of what the use of an innovation can look like.” They are blueprints which facilitate “common understanding of the change by everyone involved.”

- a. Levels of use of the innovation
- b. Innovation Configurations
- c. Status of Change
- d. Stages of Concerns

This concept originates from one of the two research traditions. The focus in this approach is on observable behaviors. This approach emphasizes the removal of biases and perspectives of the observer:

- a. The Concerns-Based Adoption Model
- b. The Interpretive Perspective of Change
- c. Intervention Mushrooms
- d. The Objectivist Perspective of Change

This term refers to “deliberate, novel, specific change which is thought to be more efficacious in accomplishing the goals of a system.” It refers to a product such as an idea, technology, a new instructional methodology, etc.:

- a. Innovation
- b. Leadership
- c. Intervention
- d. Invention

Which indicator is NOT measured in ISSLC standards?

- a. Dispositions

- b. Accountability
- c. Knowledge
- d. Performances

How many ISLLC Standards are in operation?

- a. 4
- b. 8
- c. 6
- d. 7

Which theorist is LEAST likely associated with Modern Organizational Theory as it relates to the structure of power within school districts?

- a. John Dewey
- b. Frederick Taylor
- c. Max Weber
- d. Henri Fayol

Scientific management is often associated with which theorist?

- a. John Dewey
- b. Frederick Taylor
- c. Max Weber
- d. Henri Fayol

As an evolution from scientific management, Classical Organizational Theory was developed. Which theorist is often associated with Classical Organizational Theory?

- a. John Dewey
- b. Frederick Taylor
- c. Max Weber
- d. Henri Fayol

Which theory embraces the idea that people will exercise initiative, self-direction, and self-control on the job if they are committed to the objectives of the organization?

- a. Theory A
- b. Theory X

- c. Theory Z
- d. Theory Y

Department of Educational Administration and Policy
Doctoral **Preliminary** Examination

Research

Epistemology is the philosophical study of:

- a. How we speak
- b. Language
- c. How we know
- d. Causal relations

The idea that science can uncover the truth about reality is most consonant with:

- e. Relativism
- f. Positivism
- g. Post-positivism
- h. Interpretivism

Case study findings:

- i. have no generalizability.
- j. can be generalized to the defined population that they represent
- k. can be generalized to a population defined by the researcher, but not to a population defined by readers of the research report
- l. can be generalized to other similar cases.

To ensure confidentiality of research data collected from research participants, it is appropriate for the researcher to:

- m. make certain that no unauthorized individuals have access to the data
- n. inform the participants about who will have access to the data.
- o. remove the names of the research participants from data collection instruments and replace them with a code
- p. all of the above

The main purpose of the Institutional Review Board for the protection of Human

Subjects is to:

- q. protect research participants from unnecessary physical or psychological risk.
- r. inform individuals that they have the right to participate in research projects.
- s. protect individuals from invasion of privacy by the federal government
- t. regulate the types of measures that can be used in collecting research data.

A researcher is interested in the relationship between students' academic achievement and class size. The appropriate unit of analysis is:

- u. the individual student
- v. the classroom
- w. the school
- x. all of the above

In designing questionnaires, it is recommended that threatening or difficult items:

- y. appear near the beginning of the questionnaire
- z. appear near the end of the questionnaire
- aa. be eliminated from the questionnaire
- bb. be randomly spaced throughout the questionnaire

A common type of statistic used in descriptive research is a:

- cc. measure of central tendency
- dd. nonparametric test
- ee. test for the difference between variances
- ff. one-tailed test of statistical significance

A perfect negative correlation is represented by a correlation coefficient of:

- gg. 0.00
- hh. 1.00
- ii. -1.00
- jj. -.50

For their action research projects to be considered successful, practitioners need to:

- kk. receive extensive preparation to develop research knowledge and skills
- ll. focus on professional purposes for doing the project
- mm. describe the generalizability of their results
- nn. apply the findings to their own practice

Department of Educational Administration and Policy
Doctoral Preliminary Essay Examination

Foundations

- Educational leadership for today's schools and school districts is said to be quite different from that of the past. How is it different and what are leaders of today expected to know and be able to do?
- Many would express concern about public education. What are some of the concerns and the causations?
- Briefly discuss the historical development of public education in the United States.
- An opportunity was announced in a local report that funds could be made available to schools that submitted grants. What must be the essential components of an impressive grant application?

Department of Educational Administration and Policy
Doctoral Preliminary Essay Examination

Administration.

Strategic Planning is a process that involves the continuous monitoring of progress made toward organizational goals and objectives, adjusting implementation strategies to correct for unsatisfactory organizational performance, and adjusting directions and purposes to accommodate changes in the socio/political environment. Strategic planning is a guide or course of action into the future that provides an organization with direction. Strategic planning is explicit, becoming inconsistent over time.

Planning is a convergence, a logical process that attempts to formalize decision making, strategy making, and management through decomposition, articulation, and rationalization. It is a social/political process for coordinating and integrating the goals of the organization with those of the individual.

Strategy Formation – A spontaneous, creative, and divergent process that cannot happen in isolation or on schedule and cannot be programmed (A synthesizing process – first step to effective implementation.) - Visioning, mission setting, goal development.

Discuss the issues and concerns involved in strategic planning, giving consideration to the hindrances to effective strategic planning and the threats to the implementation of a plan?

Department of Educational Administration and Policy
Doctoral Preliminary Examination

Research

A mixed methods study involves the collection or analysis of both quantitative and qualitative data in a single study in which the data are collected *concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the research process*. Sometimes, one method serves another in validating and explicating findings that emerge from a dominant approach.

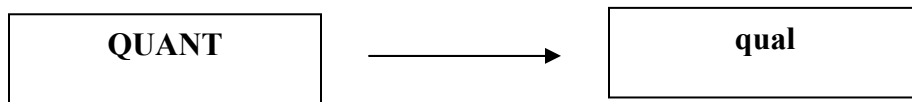


Figure 1: Explanatory Design

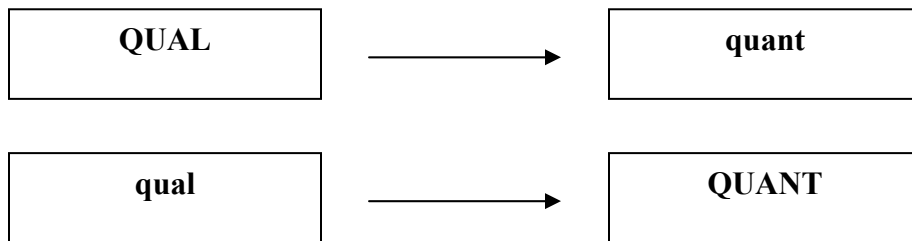


Figure 2: Exploratory Designs



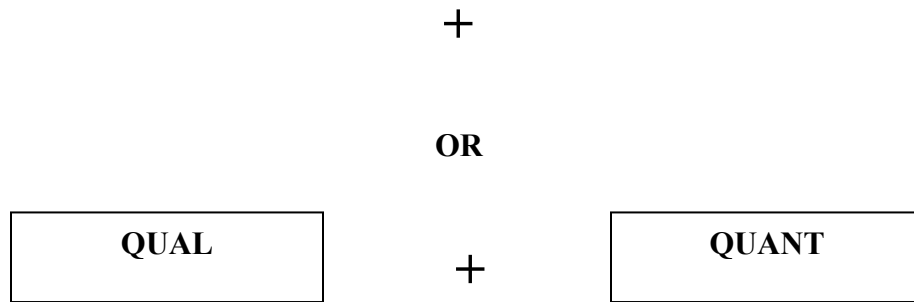


Figure 3: Triangulation Design

We are quickly approaching an era where mixed method designs in educational research are increasingly becoming the standard. Mixed method designs can differ to a great extent, depending on the purpose of the research design as well as the sequence in which quantitative and qualitative methods are used and the emphasis given to each method. The charts above display the various models used in mixing methods.

Use the charts to help inform you on the utilization of the mixed methods research process by describing a proposed research design in studying the effectiveness of a voucher program to help a school district meet AYP. Your task is to begin to think critically about the formation of your proposed research methodology utilizing mixed methods. Describe three ways (one for each design illustrated above) in which you may approach studying the research problem, taking into consideration the priority, sequence and integration of the methods.

Howard University
School of Education

FIELD SUPERVISOR'S OBSERVATIONS AND COMMENTS

Evaluation of EFFECTIVE LEADERSHIP SKILLS – 12 Administrative Areas

Evaluation of Candidate by Field Supervisor

(This form may also be used for conferences with the candidate)

Name of Candidate _____ Semester _____ Year _____

Instructions:

- **Chance for Observation:** CIRCLE “Adequate” or “Limited” to denote the extent to which there was the opportunity for the evaluator to see evidence of this skill.

- **Evaluation:** If there was adequate chance for observation of the particular administrative skill. CIRCLE ONE of the following rubrics. *(More detailed descriptions of the specific administrative skills are provided in the section of this handbook titled, “Effective Educational Leadership”.)*
 - **“Commendable”:** *Signifies praiseworthy work or unusual competence. A candidate is not expected to be commendable in all skills.*
 - **“Satisfactory”:** *Signifies that the candidate showed progress in developing or demonstrating the skill. This level is expected of most candidates in most skills.*
 - **“Needs Work”:** *Signifies that the candidate had opportunity to demonstrate the skill, but failed to do so in a manner reasonably associated with beginning administrators.*

Administrative Skill

Chance of Observation

Evaluation

1. Problem Analysis

Adequate

Limited

Commendable

Satisfactory

Needs Work

Comments: _____

2. Judgement

Adequate

Limited

Commendable

Satisfactory

Needs Work

Comments: _____

3. Organization

Adequate

Limited

Commendable

Satisfactory

Needs Work

Comments: _____

4. Decisiveness

Adequate

Limited

Commendable

Satisfactory

Needs Work

Comments: _____

5. Leadership

Adequate

Limited

Commendable

Satisfactory

Needs Work

Comments: _____

Howard University

School of Education

FIELD SUPERVISOR'S OBSERVATIONS AND COMMENTS

Administrative Skill

Chance of Observation

Evaluation

6. Sensitivity

Adequate

Limited

Commendable

Satisfactory

Needs Work

Comments: _____

7. Stress Tolerance

Adequate

Limited

Commendable

Satisfactory

Needs Work

Comments: _____

8. Oral Communication

Adequate

Limited

Commendable

Satisfactory

Needs Work

Comments: _____

9. Written Communication

Adequate

Limited

Commendable

Satisfactory

Needs Work

Comments: _____

10. Range of Interests

Adequate

Limited

Commendable

Satisfactory

Needs Work

Comments: _____

11. Personal Motivation

Adequate

Limited

Commendable

Satisfactory

Needs Work

Comments: _____

12. Educational Values Adequate Limited Commendable Satisfactory Needs Work

Comments: _____

Other General Comments:

Signature _____ *Date* _____

(Field Supervisor)

Thank you for your contribution to the development of effective educational leaders!

Attachment 8

**Howard University
School of Education
Department of Educational Administration & Policy
2441 4th Street, NW
Washington, DC 20059**

To: Field Supervisors

From: Lois Harrison-Jones, Ed.D.
Department Internship Coordinator

Re: **Field Experiences/Clinical Practice Questionnaire**

We are continually assessing the quality of our field experiences and clinical practice. Maximum input from the field is crucial to the assessment procedure and the success of the program. I respectfully solicit your participation in this process. Please complete the attached questionnaire and give your candid **response by the end of the semester**. You may respond electronically (Lharrison-jones@howard.edu), fax it (202) 806-5310 or send a hard copy to the address above.

Thank you!

Howard University
School of Education
Department of Educational Administration & Policy
2441 4th Street, NW
Washington, DC 20059

Field Experiences/Clinical Practice Questionnaire

We are extremely appreciative of the service that you have provided toward the development of prospective leaders by serving as a field supervisor for one or more of our candidates. We are continually reviewing and updating practices and procedures for the preparation and implementation of the field experiences/clinical practices for our candidates. Please respond to the questions posed in this questionnaire by the end of the semester. You may respond electronically (Lharrison-jones@howard.edu), fax it (202) 806-5310, or send a hard copy to Dr. Lois Harrison-Jones at the address above. Thank you very much!

The questionnaire is divided into five parts: (A) Preparation of Candidates, (B) Placement Procedures, (C) Candidate Performance, (D) Evaluation Process and (E) Field/Institution Communication and Coordination.

Part A – Preparation of Candidates

1. Rate the overall level of preparation of your most recent candidate from Howard University: (1) well prepared (2) prepared or (3) needed improvement. Record 1, 2 or 3 in the blank space or comment.
 - a. _____ Knowledge and content skills
 - b. _____ Dispositions/attitudes

c. _____ Knowledge of practicum/internship expectations

2. Additional comments about preparation of candidates:

Part B – Placement Procedures

1. Describe the level of your knowledge of the procedures for placing candidates.

a. _____ Thorough

b. _____ Adequate

c. _____ Insufficient/limited

Current procedures for placing candidates are appropriate and should be continued: ___ Yes ___ No ___ Don't know.

3. Give suggestions for improving placement procedures.

4. The duration of the internship experience (a semester) is ___ adequate ___ inadequate.
If inadequate, please offer a suggested change.

5. Additional comments about placement procedures:

Part C – Candidate Performance

1. Rate the overall performance of the last Howard University, School of Education candidate whom you supervised: (3) commendable, (2) satisfactory, (1) needed improvement or (0) not applicable.

- a. _____ Ability to identify, articulate, and interpret facts relevant to problems that confront educators in urban schools
- b. _____ Ability to develop and implement solutions to problems/challenges that confront educators in urban schools
- c. _____ Knowledge and ability to act in accordance with ethical principles of the profession
- d. _____ Knowledge and sensitivity to the special needs of diverse populations
- e. _____ Knowledge of the characteristics and challenges of the local urban community and the implications of these for effective schooling
- f. _____ Ability to make decisions that meet the needs of an urban setting
- g. _____ Ability to link theory with practice in an urban setting
- h. _____ Knowledge and use of technology
- i. _____ Ability to facilitate meaningful change
- j. _____ Judgment
- k. _____ Written communication
- l. _____ Oral communication
- m. _____ Personal motivation
- n. _____ Dependability and follow-through
- o. _____ Stress tolerance
- p. _____ Maturity
- q. _____ Effectiveness in matters of diversity

- r. _____ Technology capabilities
- s. _____ Personal qualities
- t. _____ Professionalism
- u. _____ Potential for meeting effectively the challenges of leadership of an urban school district
- v. _____ **Overall leadership potential**

2. This candidate was ___ typical or ___ atypical of others whom you have supervised from Howard University. The candidate was ___ typical, ___ atypical of candidates from other institutions or ___ don't know.

3. Additional comments about candidate's performance:

Part D – Evaluation Process

1. The current evaluation process for candidates is ____adequate/appropriate ____not adequate/appropriate.

2. Please make suggestions for improvement.

3. Would you like to be involved differently in the candidate's overall evaluation? If so, explain how?

4. Additional comments about the evaluation process:

Part E – Field Supervisor/Institution Communication and Coordination

1. My responsibilities and expectations as a field supervisor were clearly delineated in documents provided by the University. ____
yes ____ no

If no, please elaborate:

2. Please suggest ways for enhancing communication and coordination between the field supervisor and the institution.

3. How often and when should the institution representative(s) make site visits?

4. Please suggest ways for increasing the number of cooperating sites and supervisors?

ADDITIONAL COMMENTS:

Date _____

The information below is optional

Signed _____ Position _____

School/Site _____ School District _____