

Doctoral Program in Educational Leadership at Fresno State (DPELFS)  
Program and Student Outcomes Assessment Plan

### ***Introduction***

The Doctoral Program in Educational Leadership at Fresno State (DPELFS) was created based on the successful model of the Joint Doctoral Program in Educational Leadership, which was a collaborative effort between California State University, Fresno and the University of California, Davis. The new doctoral program is unique in that it has a governance structure that includes partners from the Pre-K-12 and Community College/Higher Education sectors. Other changes include a focus on leadership that aims to improve student learning, leadership that focuses on how evaluation and assessment informs practice, and a focus on collaborative efforts among the members of the educational community.

The mission and goals for the new doctoral program have been revised to more closely reflect the nature of a professional doctorate grounded in practice and applied research. As an indication of the focus on professional practice, the DPELFS faculty have adopted as their signature pedagogy for DPELFS the following statement:

*DPELFS' courses will contain curriculum-based embedded fieldwork that provides engagement with and service to the local community.*

### **Mission Statement**

The Doctoral Program in Educational Leadership is designed to train proven educational leaders, educational administrators, teachers and other school personnel with high leadership potential, to examine critically current educational practices and policies from a broad theoretical perspective, to formulate administrative, and instructionally effective approaches that can improve the quality of instruction and the learning environment in schools and in the homes of students.

### ***Program Outcomes***

The general program goals are to increase the theoretical and methodological knowledge base of DPELFS students, to enhance their ability to understand and analyze complete educational problems (such as the student achievement gap), and to be capable of developing and implementing solutions for these problems. Therefore, the program will produce graduates and educational leaders who are able to:

1. Understand and use the literature related to educational leadership and reform, the social and cultural context of education, the role of the home languages and culture in the academic development of students, and the research methodologies required to investigate and understand educational effectiveness.
2. Be competent to play a key role in leading educational reform related to instructional practices and policies, educator professional development and support, curriculum, and community relations, and home, school and college learning environments.

3. Be able to create adequate information bases, evaluate educational programs, analyze complex educational problems, identify solutions, advise teachers and other educators, monitor the impact of solutions adopted, develop collaborative teams of practitioners and applied researchers in schools and colleges, and develop research and inquiry capabilities necessary for the implementation of educational policy and practices that provides equitable education opportunities for all students.
4. Design and execute applied studies related to effective educational institutions, best-practices, leadership and student success.

### ***Student Outcomes***

Upon graduation from DPELFS, students are visionary leaders who are able to:

1. Provide leadership in educational reform efforts,
2. Provide leadership for effective and high-performing schools and colleges,
3. Provide leadership in designing and implementing instructional strategies for student learning,
4. Provide leadership in the design of assessments and evaluations,
5. Provide leadership in implementing research-based practices,
6. Skillfully access and understand literature about educational issues and problems,
7. Skillfully research and write about educational issues and problems,
8. Use a variety of inquiry and research methods in investigating issues and problems related to educational effectiveness and student success,
9. Demonstrate an understanding of how theory informs practice related to educational effectiveness and student success,
10. Undertake and complete an applied research study related to educational issues, problems, and practice.

### **Measuring Program Outcomes**

Assessment of program outcomes for the purpose of ongoing program improvement takes place annually. Program assessment questions that drive the annual review process, the measurement process and the frequency of the data collection are outlined in Table 1 below. A description of all measurement instruments used for both program and student outcomes is on page six of this document.

Table 1  
Program Outcomes Assessment Questions, Measures and Collection Frequency

Research Questions	Measurement	Collection Frequency
1. Is the program providing a practice-based curriculum that ties theory to practice?  _____	Embedded Fieldwork Assessment	Semester
	Portfolio Review of Course Assignments	Annual
	QE Rubric	Annual
	Town Hall Meetings	Annual
	Graduate Survey	After Graduation
2. Are courses aligned and coupled in a way that facilitates student learning and achievement?  _____	Employer Survey	After Graduation
	Portfolio Review of Course Assignments	Annual
3. Has the program provided students with the ability to interpret the current literature on best practices and the ability to implement best practices in educational settings?  _____	Town Hall Meetings	Annual
	Course Evaluations	Semester
	Embedded Fieldwork Assessments	Annual
	Portfolio Review of Course Assignments	Annual
4. Has the program produced professionals who are able to lead educational reform so that education sites provide best practices?  _____	QE Rubric	Annual
	Dissertation Rubric	End of Program for each Cohort
	Employer Survey	After Graduation
	Graduate Survey	After Graduation
	Portfolio Review of Course Assignments	Annual
	Dissertation Rubric	Annual
	360 Degree Disposition Survey	End of Program for each cohort Beginning and end of Program for each cohort

### **Measuring Student Outcomes**

Student outcomes are a major component of the program review process and are included in assessing the success of the program. Activities and assignments in courses are used to emphasize the student outcomes and specific measures of these outcomes take place on an annual basis. Table 2 below specifies the Student Outcomes the Measures and the Collection Frequency.

Table 2  
 Student Outcomes Assessment Questions, Measures and Collection Frequency

Research Questions	Measurement	Collection Frequency
1. Are students able to provide visionary leadership in educational reform, for building effective schools and colleges, and for implementing instructional strategies so that all students can learn?	Qualifying Exam Embedded Fieldwork Evaluations 360 Degree Dispositions Survey  Annual Student Assessment	End of 2 <sup>nd</sup> year Semester Beginning and End of Program for each cohort Annual
2. Are students able to design, interpret and implement assessments and evaluations?	Embedded Fieldwork Evaluations	Semester
3. Do students know research-based best practices and how to implement them?	Embedded Fieldwork Evaluations QE	Semester End of 2 <sup>nd</sup> Year
4. Are students able to access recent literature and correctly interpret the findings?	Embedded Fieldwork Evaluations Dissertation	Semester End of Program
5. Are students able to clearly communicate through researching and writing about educational issues?	Embedded Fieldwork Evaluations QE Dissertation	Semester End of 2 <sup>nd</sup> Year End of Program
6. Can students translate research on best practice into practice?	Qualifying Exam Embedded Fieldwork Evaluations	End of 2 <sup>nd</sup> year Semester
7. Are students able to undertake and carry out an applied study on educational practice?	Dissertation	End of 2nd year

The following table (Table 4) is a matrix that outlines student outcomes by course.

Table 4  
Student Outcomes by Course

<b>Student Outcomes/Courses</b>	<b>EDL 201</b>	<b>EDL 209</b>	<b>EDL 202</b>	<b>EDL 204</b>	<b>EDL 206</b>	<b>EDL 208</b>	<b>EDL 207</b>	<b>EDL 211</b>	<b>EDL 203</b>	<b>Specialization Course</b>
1. Leadership in Educational Reform	**		**		**	**	**		**	
2. Leadership for Effective Schools and Colleges	**		**		**	**		**		**
3. Leadership in Instructional Strategies					**	**				**
4. Leadership in Design of Assessments and Evaluations		**		**			**	**		**
5. Leadership in Implementing Research-based Practices	**				**					**
6. Skill in Accessing Literature about Education Issues and Problems	**	**					**		**	
7. Skill in Researching and Writing about Education Issues and Problems	**			**					**	
8. Use a Variety of Inquiry and Research Methods in Investigating Educational Issues and Problems		**		**			**	**	**	
9. Demonstrate an Understanding of how Theory Informs Practice Related to Effective Schools and Colleges and Student Success	**		**			**		**		
10. Undertake and Complete Applied Research Project related to educational issues, problems and practice (Embedded Fieldwork and Dissertation)			**		**		**	**	**	**

Note: Courses are presented in the order they are offered during the sequence of courses. Course Titles are indicated below.

EDL 201 Organizational Theory in Complex Organizations  
EDL 209 Advanced Applied Research and Measurement in Education  
EDL 202 Educational Reform  
EDL 204 Advanced Applied Quantitative Methods  
EDL 206 Conceptual Curriculum Perspectives for Educational Leadership

EDL 208 Theories of Cross-cultural Education  
EDL 207 Applied Qualitative Research methods  
EDL 211 Educational Evaluation, Assessment, and Planning  
EDL 203 Educational Policy Environments

Note: Only outcomes are identified for CORE courses (those noted above). Specialization courses vary from semester to semester and those outcomes are determined when the course is prepared for that semester

## Measurement Instruments

The following is a description of each of the measures used to measure student outcomes and program outcomes in order of use along with information about how each is used.

1. **360 Pre and Post Disposition Survey** (see Appendix A) – this assessment is distributed to students at the beginning of the program and again at the end of the program. Students complete it as a “self-assessment”, and it is also distributed to seven other individuals with whom the individual works (one must be their supervisor). The data is summarized and the combined means of the other assessors are given to the student with their own assessments so they can compare to see if their views are consistent (or inconsistent) with others who have assessed them. The assessment is also taken at the end of the program and the data from the pre and post surveys for self and others is compared to see what growth has been realized during the program. The assessment is used to measure individual’s leadership dispositions related to students, community and the Kremen School of Education and Human Development adopted dispositions.

2. **Annual Student Evaluation** (see Appendix B) – Each year each student is assessed by the faculty members from their courses the prior year using the instrument in Appendix B. After the instrument has been completed by the teaching faculty, they meet to discuss each student’s progress and work in each course. Based on the assessments and comments by the teaching faculty, each student is written a personal letter outlining their strengths and any recommendations for growth. These letters are called Green Light, Yellow, Light and Red Light Letters and samples of each are included in Appendix C.

3. **Embedded Fieldwork Assessment** ( see Appendix D) – In many of the courses there is a component of embedded fieldwork or “laboratories of practice” where collaborative groups of doctoral students work with school site and college-based leaders to complete a project for that client directly related to the course curriculum. Clients are given the Embedded Fieldwork Assessment to complete at the end of the course and when the project has been completed. This instrument provides feedback about how well the students were able to undertake and complete work directly related to the course (student outcomes assessment). These assessments are collected at the end of a cohort’s program of study and reviewed by the Assessment subcommittee of the doctoral faculty Graduate Group to assess the degree to which program outcomes are being met.

4. **Qualifying Examination and Rubric** – The Qualifying Examination is a problem-based scenario that is administered after students complete the Core sequence of courses. The exam is administered in a four hour block and is meant to see how well students are able to apply the course content to real issues and problems in their educational arenas. A question is submitted by each Core course faculty member along with a rubric that is designed to identify what is and is not an appropriate response to each question. Core course faculty are provided with a sample rubric to follow as they design their individual question rubric.

5. **Dissertation Criteria and Oral and Written Rubric** (see Appendix E) – The dissertation is normally a study exploring the application of practice to an educational issue or problem. It is through the dissertation that a variety of student outcomes are measured. The instrument used to

assess student outcomes is the Dissertation Criteria for Evaluating Dissertations. Each student is provided with a copy of the Criteria when they begin work on their dissertation. The instrument is used by the faculty during the oral defense to evaluate the work included in the dissertation. This instrument is used both to complete the dissertation rubric, which is aligned with the Criteria document, and to give to the student as feedback on the quality of their work. At the end of each cohort program, these dissertation rubrics are collected for all students who completed their dissertations and reviewed by the Outcomes Assessment subcommittee of the doctoral faculty Graduate Group.

6. **Graduate Survey** (see Appendix F) - The graduate survey is sent to students who have graduated from the program immediately after graduation ceremonies. The instrument is designed to get important student feedback about both student and program outcomes. The questions on the survey are designed around program outcomes.

7. **Employer Survey** (see Appendix G) – Similar to the graduate survey, this instrument is sent to the program graduate’s immediate supervisor immediately after the student has graduated. This instrument is designed to be feedback about the skill sets and abilities of graduates related to the stated program outcomes.

Two other important assessments are also used as follows:

1. A portfolio review of a sampling of work by students from each course (e.g., embedded fieldwork projects, written assignments and other artifacts selected by each course faculty) is gathered during the three year program for each cohort. These assignments are reviewed by the doctoral faculty Graduate Group Outcomes Assessment subcommittee. The review is to determine if the program is meeting its stated outcomes.

2. Town Hall meetings designed around Inquiry questions are held annually for current students. The inquiry questions contain at minimum those below, but may also include inquiry questions submitted by the students. Students are provided with the questions well before the Town Hall meeting and invited to add other questions. Town Hall meetings are designed to obtain feedback from students about how well they believe the doctoral program is meeting stated program outcomes.

1. How has the program enhanced/changed your abilities and skills as an educational leader?
2. How has the program changed the way you think about your role as an educational leader?
3. How could the program be changed/enhanced to meet your goals in being educational leaders?
4. Is the curriculum you have experienced in the program relevant to the practice of educational leadership in your setting?



5. Are the courses aligned to facilitate your learning leadership skills and practices?
6. What program changes would you recommend to strengthen the program and to align the program with your goals of being an educational leader?

### **Program Changes/Enhancements**

Data collected from these instruments are analyzed by the Graduate Group faculty at special meetings called specifically to review these data. That meeting is normally held in the fall of the year so that the information from the graduates and employers can be included in the review. Changes and enhancements to the program are made through the doctoral faculty of the Graduate Group. Where there are policy implications, the Academic Policy and Planning subcommittee designs new or revises policies and/or procedures to be approved by the full Graduate Group faculty. While it is important to have a variety of data to review before making program changes, information that emerges from Town Hall meetings and other data collection points may be used in a formative manner and acted upon immediately once the data are deemed reliable and valid.

Appendix A  
Administrator Disposition Survey - Self

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Instructions: You will be completing a survey of administrator dispositions during the same time period that seven members within your organization will rate their perception of you relative to these same items. This questionnaire is designed to help assess how others perceive you in the work environment right now and to what extent others' perception of you match your own self assessment. This information will be an important and useful data set regarding your rated administrator disposition. The code at the top confidentially identifies you as rated participants.

Using the scale below, indicate your perception of yourself by circling or marking a number from 1 to 10 next to the item. Circle or mark only one response for each item on the form. Please respond to all items. Once you have completed the Feedback Questionnaire, seal it in the self-addressed stamped envelope and place it in the mail. Please mail the completed questionnaire no later than Friday, September 12, 2008. Thank you for your timely response.

<b>SCALE</b>	
<b>10-Definitely like me</b>	<b>5-Somewhat unlike me</b>
<b>9</b>	<b>4</b>
<b>8-Like me</b>	<b>3-Unlike me</b>
<b>7</b>	<b>2</b>
<b>6-Somewhat like me</b>	<b>1-Definitely unlike me</b>

<b>Part I</b>											
1	Expresses verbal and/or non-verbal recognition of feelings, needs, and concerns of others.	1	2	3	4	5	6	7	8	9	10
2	Committed to collaboration and communication with families.	1	2	3	4	5	6	7	8	9	10
3	Communicates necessary information to the appropriate persons in a timely manner.	1	2	3	4	5	6	7	8	9	10
4	Deals appropriately and tactfully with people from different backgrounds.	1	2	3	4	5	6	7	8	9	10
5	Generates enthusiasm and works to influence others to accomplish common goals.	1	2	3	4	5	6	7	8	9	10
6	Believes stakeholders should be involved in management processes.	1	2	3	4	5	6	7	8	9	10
7	Motivates others to change behaviors that inhibit professional and organizational growth.	1	2	3	4	5	6	7	8	9	10
8	Acknowledges achievements and accomplishments of others.	1	2	3	4	5	6	7	8	9	10

SCALE											
10-Definitely like me 9 8-Like me 7 6-Somewhat like me		5-Somewhat unlike me 4 3-Unlike me 2 1-Definitely unlike me									
9	Does the work required for high levels of organizational performance.	1	2	3	4	5	6	7	8	9	10
10	Responds in a timely manner to others who initiate contact.	1	2	3	4	5	6	7	8	9	10
11	Believes administrators should develop alliances and use outside resources that improve the teaching and learning.	1	2	3	4	5	6	7	8	9	10
12	Committed to the inclusion of all members of the school community.	1	2	3	4	5	6	7	8	9	10
13	Believes it is important to dialogue with other decision-makers who impact education.	1	2	3	4	5	6	7	8	9	10
14	Believes all students are entitled to access the knowledge, skills, and values needed to be successful adults.	1	2	3	4	5	6	7	8	9	10
15	Committed to an informed public.	1	2	3	4	5	6	7	8	9	10
16	Anticipates responses of others and acts to reduce negative impact.	1	2	3	4	5	6	7	8	9	10
17	Believes families are partners in the education of their children.	1	2	3	4	5	6	7	8	9	10
18	Believes diversity brings benefits to the school community.	1	2	3	4	5	6	7	8	9	10
19	Mobilizes community resources to benefit children.	1	2	3	4	5	6	7	8	9	10
20	Believes administrators must take risks to improve school.	1	2	3	4	5	6	7	8	9	10
<b>Part 2</b>											
21	Believes in life-long learning for self and others.	1	2	3	4	5	6	7	8	9	10
22	Demonstrates the belief that all students are entitled to access the knowledge, skills, and values needed to become successful adults.	1	2	3	4	5	6	7	8	9	10
23	Collaborates and communicates with families.	1	2	3	4	5	6	7	8	9	10
24	Involves stakeholders in management processes.	1	2	3	4	5	6	7	8	9	10
25	Uses varied approaches to positively impact student learning.	1	2	3	4	5	6	7	8	9	10
26	Communicates with other decision-makers who impact education.	1	2	3	4	5	6	7	8	9	10
27	Communicates that a safe and supportive learning environment is essential.	1	2	3	4	5	6	7	8	9	10
28	Believes schools should prepare students to be contributing members of society.	1	2	3	4	5	6	7	8	9	10
29	Believes administrators should work with faculty, staff, and students to develop a caring school community.	1	2	3	4	5	6	7	8	9	10

SCALE											
<b>10-Definitely like me</b> 9 8-Like me 7 6-Somewhat like me						<b>5-Somewhat unlike me</b> 4 3-Unlike me 2 1-Definitely unlike me					
30	Committed to providing every child a quality education.	1	2	3	4	5	6	7	8	9	10
31	Takes risks to provide a safe learning environment and to increase the efficiency and effectiveness of school operations.	1	2	3	4	5	6	7	8	9	10
32	Expects high standards of learning.	1	2	3	4	5	6	7	8	9	10
33	Believes schools are an integral part of the larger community.	1	2	3	4	5	6	7	8	9	10
34	Encourages others to use a variety of approaches in teaching and learning.	1	2	3	4	5	6	7	8	9	10
35	Committed to high expectations, high-quality instruction and individual and collective accountability.	1	2	3	4	5	6	7	8	9	10
36	Demonstrates ethical principles in the decision-making process.	1	2	3	4	5	6	7	8	9	10
37	Committed to the principles stated in the Bill of Rights.	1	2	3	4	5	6	7	8	9	10
38	Believes student learning is the fundamental purpose of schooling.	1	2	3	4	5	6	7	8	9	10
39	Believes one should accept the consequences for upholding one's principles and actions.	1	2	3	4	5	6	7	8	9	10
40	Demonstrates the belief that all people can learn.	1	2	3	4	5	6	7	8	9	10
41	Believes education is the key to opportunity and social mobility.	1	2	3	4	5	6	7	8	9	10

EDUCATOR ADMINISTRATOR DISPOSITION INDEX for CSUF

<b>Part 3 (KSOEHD Dispositions)</b>											
42	Reflects on learning and professional practice.	1	2	3	4	5	6	7	8	9	10
43	Analyzes situational (intra/inter personal and contextual) contexts that result in more informed decision-making.	1	2	3	4	5	6	7	8	9	10
44	Makes well-reasoned ethical judgments that rely on reflection and result in professional action.	1	2	3	4	5	6	7	8	9	10
45	Works effectively with diverse populations.	1	2	3	4	5	6	7	8	9	10
46	Values diversity.	1	2	3	4	5	6	7	8	9	10
47	Collaborates professionally with others in the field.	1	2	3	4	5	6	7	8	9	10
48	Committed to continuous learning about the profession.	1	2	3	4	5	6	7	8	9	10

**Instructions for Administering the  
Educator Administrator Disposition Questionnaires**

During the semester you will collect data from others in your own organization about your Administrator Dispositions. You will be issued a code that you will share with each respondent and will be identified at the top of each respondent's questionnaire. You will receive a questionnaire and self-addressed stamped envelope to give to each respondent who has knowledge of and has observed or worked with you in an educational setting. Request each respondent to confidentially and independently complete the questionnaire and place it in the mail in the self-addressed stamped envelope no later than September 12, 2008.

Please note that you will arrange for seven (7) respondents. Respondents should include your direct supervisor and six others (colleagues/subordinates/peers). You will also complete a questionnaire for yourself, for a total of eight completed questionnaires.

## Administrator Dispositions Survey - Others

Name of Doctoral Student: \_\_\_\_\_

Date: \_\_\_\_\_

Instructions: The person that gave you this questionnaire is participating in a survey of administrator dispositions. This questionnaire is designed to help assess how others perceive this person in the work environment right now. The information will be useful to the person rated in evaluating his or her administrator disposition. Sometimes people within an organization tend to protect each other by trying to go easy or be nice. You can be most helpful by giving your candid assessment of this person. Your data will be anonymously collated with others and presented to the person in a confidential report. Do not put your name on this form. The code at the top identifies the person you are rating. Please do not discuss this questionnaire with others, for what is needed is your independent perception of this person.

Using the scale below, indicate your perception of this person by circling or marking a number from 1 to 10 next to the item. Circle or mark only one response for each item on the form. Please respond to all items. Once you have completed the Feedback Questionnaire, seal it in the self-addressed stamped envelope and place it in the mail. Please mail the completed questionnaire no later than Friday, September 12, 2008. Thank you for your participation and valuable feedback.

**SCALE**  
**10-Definitely like this person**  
**9**  
**8-Like this person**  
**7**  
**6-Somewhat like this person**  
**5-Somewhat unlike this person**  
**4**  
**3-Unlike this person**  
**2**  
**1-Definitely unlike this person**

Part I											
1	Expresses verbal and/or non-verbal recognition of feelings, needs, and concerns of others.	1	2	3	4	5	6	7	8	9	10
2	Committed to collaboration and communication with families.	1	2	3	4	5	6	7	8	9	10
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8	Acknowledges achievements and accomplishments of others.	1	2	3	4	5	6	7	8	9	10
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<b>Part 2</b>											
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28	Believes schools should prepare students to be contributing members of society.	1	2	3	4	5	6	7	8	9	10
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**EDUCATOR ADMINISTRATOR DISPOSITION INDEX for CSUF**

SCALE											
<b>10-Definitely like this person</b> <b>9</b> <b>8-Like this person</b> <b>7</b> <b>6-Somewhat like this person</b>						<b>5-Somewhat unlike this person</b> <b>4</b> <b>3-Unlike this person</b> <b>2</b> <b>1-Definitely unlike this person</b>					
30	Committed to providing every child a quality education.	1	2	3	4	5	6	7	8	9	10
31	Takes risks to provide a safe learning environment and to increase the efficiency and effectiveness of school operations.	1	2	3	4	5	6	7	8	9	10
32	Expects high standards of learning.	1	2	3	4	5	6	7	8	9	10
33	Believes schools are an integral part of the larger community.	1	2	3	4	5	6	7	8	9	10
34	Encourages others to use a variety of approaches in teaching and learning.	1	2	3	4	5	6	7	8	9	10
35	Committed to high expectations, high-quality instruction and individual and collective accountability.	1	2	3	4	5	6	7	8	9	10
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39	Believes one should accept the consequences for upholding one's principles and actions.	1	2	3	4	5	6	7	8	9	10
40	Demonstrates the belief that all people can learn.	1	2	3	4	5	6	7	8	9	10
41	Believes education is the key to opportunity and social mobility.	1	2	3	4	5	6	7	8	9	10

<b>Part 3 (KSOEHD Dispositions)</b>											
42	Reflects on learning and professional practice.	1	2	3	4	5	6	7	8	9	10
43	Analyzes situational (intra/interpersonal and contextual) contexts that result in more informed decision-making.	1	2	3	4	5	6	7	8	9	10
44	Makes well-reasoned ethical judgments that rely on reflection and result in professional action.	1	2	3	4	5	6	7	8	9	10
45	Works effectively with diverse populations.	1	2	3	4	5	6	7	8	9	10
46	Values diversity.	1	2	3	4	5	6	7	8	9	10
47	Collaborates professionally with others in the field.	1	2	3	4	5	6	7	8	9	10
48	Committed to continuous learning about the profession.	1	2	3	4	5	6	7	8	9	10

**THANK YOU FOR COMPLETING THIS  
 CONFIDENTIAL SURVEY.  
 PLEASE MAIL IN THE SELF-ADDRESSED STAMPED  
 ENVELOPE  
 NO LATER THAN **SEPTEMBER 12, 2008.****

**Instructions for Administering the  
 Educator Administrator Disposition Questionnaires**

During the semester you will collect data from others in your own organization about your Administrator Disposition. You will be issued a code that you will share with each respondent and will be identified at the top of each respondent’s questionnaire. You will receive a questionnaire and self-addressed stamped envelope to give to each respondent who has knowledge of and has observed or worked with you in an educational setting. Request each respondent to confidentially and independently complete the questionnaire and place it in the mail in the self-addressed stamped envelope no later than September 12, 2008.

Please note that you will arrange for seven (7) respondents. Respondents should include your direct supervisor and six others (colleagues/subordinates/peers). You will also complete a questionnaire for yourself, for a total of eight completed questionnaires.

Appendix B  
Student Annual Assessment

Course: \_\_\_\_\_

Professor(s): \_\_\_\_\_

**Directions: Circle the number in each disposition cell that reflects your judgment of the performance of the student in that area.**

*Scoring: 1= Never, 2= Sometimes, 3 = Most of the time*

<b>Student</b>	<b>Disposition 1 Reflection:</b> Student demonstrates reflection on learning and on professional practice.	<b>Disposition 2: Critical Thinking.</b> Student demonstrates ability to analyze situational (intrapersonal, interpersonal, contextual) contexts resulting in more informed decision-making.	<b>Disposition 3: Professional Ethics.</b> Student demonstrates ability to make well-reasoned ethical judgments that rely on reflection and results in professional action.	<b>Disposition 4: Valuing Diversity.</b> Student demonstrates ability to work effectively with diverse populations and recognizes the importance of valuing diversity.	<b>Disposition 5: Collaboration.</b> Student demonstrates ability to collaborate in classes and fieldwork.	<b>Disposition 6: Life-long learning.</b> Student demonstrates a commitment to life-long learning about his/her profession and beyond.	Student comes prepared for class	Student participates in class	Student is a skilled writer	Student submits work in timely manner	Student is ready for specialization	Recommend Corrective Action
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1...2...3	1...2...3	1...2...3	1...2...3	Y N	Y N
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1...2...3	1...2...3	1...2...3	1...2...3	Y N	Y N
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1...2...3	1...2...3	1...2...3	1...2...3	Y N	Y N
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1...2...3	1...2...3	1...2...3	1...2...3	Y N	Y N
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1...2...3	1...2...3	1...2...3	1...2...3	Y N	Y N
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1...2...3	1...2...3	1...2...3	1...2...3	Y N	Y N
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1...2...3	1...2...3	1...2...3	1...2...3	Y N	Y N
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1...2...3	1...2...3	1...2...3	1...2...3	Y N	Y N
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1...2...3	1...2...3	1...2...3	1...2...3	Y N	Y N
	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1...2...3	1...2...3	1...2...3	1...2...3	Y N	Y N

Please include specific comments regarding the strengths and/or weaknesses of specific students. These comments are essential to our review, and your responses be held confidential and shared only with other members of the annual review committee.

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Appendix C  
Sample Green Light Letter

October 20, 2003

Student  
(address)

Dear Student:

On October 1, 2003 the core faculty of the JDPEL Graduate Group met to review the progress of your entire doctoral cohort group. We discussed the performance of each student in coursework, with a particular focus on writing and conceptualization skills, and examined the progress of each student in meeting program milestones. We are please to report that the core faculty believes that overall you are making good progress in your studies, and anticipate that you will continue to advance in your educational career.

The core faculty noted in particular that you are thoughtful about the material presented, and that you have completed all of your coursework to date in an outstanding fashion. The faculty particularly noted that you have been taking advantage of working with faculty outside of the coursework and encourage you to continue that practice. Overall, the faculty felt you were make good progress in the program.

We congratulate you on your success to date. If you have any further questions about your review, please feel free to meet with either of us.

Sincerely,

CSU Director

## Sample Yellow Light Letter

October 21, 2003

Student  
(address)

Dear Student:

On October 1, 2003 the core faculty of the JDPEL Graduate Group met to review the progress of your entire doctoral cohort group. We discussed the performance of each student in coursework, with a particular focus on writing and conceptualization skills, and examined the progress of each student in meeting program milestones.

The core faculty were concerned about your academic progress to date. The faculty encourages you to complete the one core course that is needed for you to move to the specialization phase. It was noted that they believe you will be an outstanding representative of the program when you are finished and pursuing your career options.

If you need assistance in completing the remaining core course, we hope that you will contact any of the faculty for assistance and guidance. If you have any further questions about your review, please feel free to meet with either of us.

Sincerely,

CSU Director

## Sample Red Light Letter

October 21, 2003

Student  
(address)

Dear Student :

On October 1, 2003 the core faculty of the JDPEL Graduate Group met to review the progress of your entire doctoral cohort group. We discussed the performance of each student in coursework, with a particular focus on writing and conceptualization skills, and examined the progress of each student in meeting program milestones.

The core faculty are particular concerned about your academic performance. The faculty noted a weakness in your writing skills and with your understanding of quantitative methods. We urge you to consider pursuing a writing course, and supplementing the research courses you have had with additional studies. It was the feeling of the committee that you will have a difficult time passing your qualifying examination without further effort on your part in those two areas. In addition, the faculty noted that you have not completed one of your Core courses and a grade of "I" remains on your transcript.

Because of the issues noted above, it is imperative that you make an appointment with your advisor in the very near future to develop an academic plan that will get you back on target for completing your degree. We hope that if you need assistance in completing the remaining courses, that you will contact any of the faculty for assistance and guidance. If you have any further questions about your review, please feel free to meet with either of us.

Sincerely,

CSU Director

Appendix D  
Embedded Fieldwork Client Evaluation

Semester \_\_\_\_\_ Name of Your Organization \_\_\_\_\_  
Name(s) of Individual(s) Completing this Evaluation \_\_\_\_\_  
Name of Students \_\_\_\_\_

*You have participated in an embedded fieldwork project by DPELFS students this semester. Embedded fieldwork is curriculum-based practical experiences done in the field that provides engagement with and service to the local community. Thank you for participating in this important component of our doctoral program. We are interested in gathering information that would assist us in making these experiences more beneficial for both clients and students and are asking that you complete and return this short evaluation related to your experience with our students this semester. Again, thank you for your participation in DPELFS.*

1. Please briefly describe the nature of the embedded fieldwork project that was completed for your organization. Please include what your general expectations were for this particular embedded fieldwork experience.

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2. Please rate your satisfaction with the degree to which the DPELFS students completed the project (circle the appropriate number).

1	2	3	4
Completely Dissatisfied	Somewhat Dissatisfied	Satisfied	Completely Satisfied

3. How would you rate the quality of the work completed by the students?

1	2	3	4
Poor	Fair	Good	Excellent



4. In two or three sentences please indicate the impact the embedded fieldwork had on your organization.

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5. Were all the components of the embedded fieldwork project that you expected to receive actually delivered?      \_\_\_\_\_ Yes      \_\_\_\_\_ No

6. If you responded “No” above, what would you have liked to receive that was not delivered?

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7. Do you have any suggestions about how the embedded fieldwork in our program might be enhanced or improved (if yes, please describe)?      \_\_\_\_\_ Yes      \_\_\_\_\_ No

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7. What was the most important benefit to you in participating in this embedded fieldwork project?

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8. Would you consider participating in another embedded fieldwork project with students in DPELFS? \_\_\_\_\_ Yes \_\_\_\_\_ No

9. If no, why not?

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10. If yes, please describe a possible project for the future that you would be interested in having considered for DPELFS embedded fieldwork.

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11. Other comments:

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Thank you!

Return to: DPELFS, 5005 N. Maple Ave., MS ED 117,  
Fresno, CA 93740-8025

Appendix E  
Doctoral Program in Educational Leadership at Fresno State (DPELFS)  
Criteria for Evaluating Dissertations

Directions: This form is designed to be used both as a student “self-assessment” tool and as the summative evaluation of the student’s final dissertation product. The student can use the tool to determine the degree to which their dissertation meets the criteria as outlined below. This form will also be used as the student’s summative evaluation of their dissertation product and will be completed by each committee member and given to the student at the end of their final defense.

Each criterion is cross referenced with both of the rubrics designed for the oral defense and the written dissertation.

***I. Dissertation Format Quality Assessment***

**A. Selecting a Topic of Study**

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Is the topic researchable given time, resources, and availability of data? (Oral: Organization; Written: Methods/Approach)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Is there personal interest in the topic in order to sustain attention? (Oral: Organization; Written: Introduction)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Will the results of the study be of interest to others? (Oral: Originality, Significance / Authenticity, Discussion /Summary/Conclusions; Written: Introduction, Methods/Approach, Results/Outcomes, Discussion/Summary/Conclusions)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Is the topic likely to be publishable in a scholarly journal? (Oral: Originality, Significance/Authenticity, Discussion/ Summary/ Conclusions; Written: Introduction, Methods/Approach, Results/Outcomes, Discussion/Summary/Conclusions)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the study a) fill a void, b) replicate, c) extend, or d) develop new ideas in the scholarly literature? (Oral: Originality, Significance/Authenticity; Written: Introduction, Methods/Approach,

Results/Outcome, Discussion Summary/Conclusion, Writing Quality)

**B. Title of the Study**

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Are unnecessary words eliminated? (Oral: Organization; Written: Writing Quality)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

If a double title, is the colon in the correct place? (Oral: Organization; Written: Writing Quality)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Is the title no longer than 12 words? (Oral: Organization; Written: Writing Quality)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Are articles and prepositions eliminated? (Oral: Organization; Written: Writing Quality)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the title include the focus or topic of the study? (Oral: Organization; Written: Writing Quality)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Is the title brief? (Oral: Discussion & summary; Written: Discussion and Summary, Writing Quality)

**C. For Quantitative Studies**

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the study identify a theory, model, or conceptual framework to be tested in the study? (Oral: Organization; Written: Introduction)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the study state whether the independent and dependent variables will be related or whether two or more groups will be compared in terms of the dependent variable(s)? (Oral: Organization; Written: Methods /Approach)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the study illustrate an effect or relationship? (Oral: Organization; Written: Introduction, Discussion & Summary)

**D. For Qualitative Studies**

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the study add to the further understanding of the topic? (Oral: Originality; Written: Methods/Approach, Discussion and Summary)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the study use words that convey an emerging design because of the inductive mode of the

qualitative research process? (Written: Introduction, Methods / Approach)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the study eliminate words that suggest a directional approach to the study if a qualitative methodology? (Oral: Organization; Written: Methods /Approach, Discussion and Summary)

## ***II. Dissertation Content Quality Assessment***

### **CHAPTER 1 - INTRODUCTION**

#### **A. Introduction**

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the introduction set the stage for the entire study? (Oral: Organization; Written: Introduction)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the introduction create reader interest in the topic? (Oral: Originality, Significance/Authenticity; Written: Introduction)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the introduction establish the problem that leads to the study (see Problem Statement)? (Oral: Organization; Written: Introduction)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the introduction place the study within the larger context of the scholarly research? (Oral: Organization; Written: Introduction)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the introduction reach out to a specific audience? (Oral: Originality, Significance/Authenticity; Written: Introduction)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the introduction conclude with a statement of purpose? (Oral: Discussion & Summary)

#### **B. Purpose of the Study**

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Is the purpose concise and to the point? (Oral: Organization, Discussion & Summary; Written: Introduction, Methods/Approach, Results/Outcome)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the purpose use such words as “purpose, intent, and objective” to call attention to this statement as a central controlling idea in a study?

(Oral: Organization; Written: Introduction, Methods/Approach, Results/Outcomes)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the purpose clearly mention the central concept or idea being expressed? (Oral: Organization; Written: Introduction, Methods / Approach, Results/Outcomes)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the purpose provide a general definition of the central concept or idea? (Oral: Organization; Written: Introduction)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the purpose include words denoting the method of inquiry to be used in data collection, analysis, and the process of research? (Oral: Organization; Written: Introduction)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the purpose mention the unit of analysis or research site? (Oral: Organization; Written: Introduction)

### **C. Statement of the Problem**

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does problem statement stimulate interest in your study? (Oral: Originality, Significance/Authenticity; Written: Introduction)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does problem statement convey an issue to which a broad readership can relate? (Oral: Originality; Written: Introduction)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does problem statement specify the problem leading to the study? (Oral: Originality; Written: Introduction)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does problem statement indicate why the problem is important by giving a historical/theoretical background? (Oral: Organization; Written: Introduction)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does problem statement avoid using idiomatic expressions or trite phrases? (Oral: Organization; Written: Writing Quality)

### **D. Significance of the Study**

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the significance of the study set the stage for the entire study? (Oral: Significance/Authenticity; Written: Introduction)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the significance of the study create reader interest in the topic? (Oral: Significance/Authenticity; Written: Introduction)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the significance of the study establish the same problem that leads to the study and was identified in the Purpose of the Study (Oral: Significance/Authenticity; Written: Introduction)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the significance of the study place the study within the larger context of the scholarly research? (Oral: Significance/Authenticity; Written: Introduction)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the significance of the study reach out to a specific audience? (Oral: Significance/Authenticity; Written: Introduction)

### **E. Definition of Terms**

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Are all terms that individuals outside the field of study may not understand defined? (Oral: Organization; Written: Introduction)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Are all terms defined when they first appear? (Oral: Organization; Written: Introduction)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Are all terms that need defining included in this section? (Oral: Organization; Written: Introduction)

## **CHAPTER 2 –LITERATURE REVIEW**

### **F. Literature Review**

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Is the literature review organized around and related directly to the thesis or research question developed in the Introduction? (Oral: Organization; Written: Review of Literature)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the literature review contain ample research studies to highlight ways in which the problem has been or might be studied? (Written: Review of Literature. Methodology)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the literature review synthesize results into a summary of what is and is not known? (Written: Review of Literature, Discussion and Summary)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the literature review identify areas of controversy in the literature? (Written: Review of Literature)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the literature review formulate questions that need further research? (Written: Review of Literature, Discussion and Summary)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the literature review place each work in the context of its contribution to the understanding of the subject under review? (Written: Review of Literature)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the literature review describe the relationship of each work to the others under consideration? (Written: Review of Literature)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the literature review identify areas of prior scholarship to prevent duplication of effort? (Written: Review of Literature)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the literature review point the way forward for further research? (Written: Review of Literature)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the literature review place one's original work (in the case of theses or dissertations) in the context of existing literature? (Written: Review of Literature)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Is the literature review organized into categories or themes? (Written: Review of Literature)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the literature review have its own introduction, body, and concluding sections? (Written: Review of Literature, Writing Quality)



## CHAPTER 3 - METHODOLOGY

### G. Purpose of the Study

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the Methodology include a description of the purpose of the study that is consistent with the purpose as outlined in Chapter 1?

### H. Research Design

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the methodology identify the specific type of research design selected (e.g., case studies, grounded theory, quasi-experimental design, etc.)? (Oral: Organization; Written: Methods/Approach)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the methodology section include a discussion of the type of methodology used (e.g., quantitative or qualitative)? (Oral: Organization; Written: Methods/Approach)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the methodology explain the purpose of the method using citations? (Oral: Organization; Written: Methods/Approach)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the methodology explain why that method was selected? (Oral: Organization; Written: Methods/Approach)

### I. Research Questions

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Is (are) the research question (questions) clearly stated? (Oral: Organization; Written: Methods/Approach)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Is (are) the research question (questions) specific in its (their) focus? (Oral: Organization; Written: Methods/Approach)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does (do) the research question (questions) match with the intended methodology? (Oral: Organization; Written: Methods/Approach)

## J. Participants/Sample

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the methodology describe the population of the study? (Oral: Organization; Written: Methods/Approach)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the methodology identify and explain the sampling design using citations? (Oral: Organization; Written: Methods/Approach)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the methodology explain why that sampling design was selected? (Oral: Organization; Written: Methods/Approach)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Is the sampling design appropriate to the methodology selected? (Oral: Organization; Written: Methods/Approach)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Is the sample described in enough detail to understand who is included in this study but in a manner that still maintains confidentiality? (Oral: Organization; Written: Methods/Approach)

## K. Data Collection/Procedures

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the methodology detail the steps of how, when, and who will collect and analyze the data? (Oral: Organization; Written: Methods/Approach)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the methodology describe how data will be triangulated, if applicable? (Oral: Organization; Written: Methods/Approach)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the methodology describe, in detail, how confidentiality of subjects will be maintained throughout every aspect of the study? (Oral: Organization; Written: Methods/Approach)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the methodology describe how findings will be validated or audited, if applicable? (Oral: Organization; Written: Methods/Approach, Discussion & Summary)

**L. Instrumentation**

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the methodology describe the instruments or data extraction and manner in which the data will be collected using citations? (Oral: Organization; Written: Methods/Approach)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the methodology describe how the instruments or variable selected were selected and/or designed using citations? (Oral: Organization; Written: Methods/Approach)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the methodology explain, using data, how valid and reliable the instruments are (if applicable)? (Oral: Organization; Written: Methods/Approach)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Are the instruments contained in the appendix? (Oral: Organization; Written: Methods/Approach)

**M. Pilot Test**

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the methodology explain how the instruments were piloted/tested (if applicable)? (Oral: Organization; Written: Methods/Approach)

**N. Data Analysis**

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the methodology identify and describe how data will be analyzed using citations? (Oral: Organization; Written: Methods/Approach)

**O. Limitations**

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Are all the potential weaknesses of the study described? (Oral: Organization; Written: Methodology)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Are the limitations appropriate to the methodology? (Oral: Organization; Written: Methodology)

## CHAPTER 4 – RESULTS/OUTCOMES

### P. Results and Outcomes

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the Results and Outcomes section begin with a review of the methodology? (Oral: Discussion and Summary; Written: Results and Outcomes)

### Q. Summary of the Findings

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the Results and Outcomes report key findings of the study? (Oral: Discussion and Summary; Written: Results and Outcomes)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Are key findings supported by references to the data? (Oral: Discussion and Summary; Written: Results and Outcomes)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Do key findings address the research questions or hypothesis? (Oral: Organization, Discussion and Summary; Written: Methodology, Results and Outcomes)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Are key findings reported in an organized manner (such as by research question or hypotheses)? (Oral: Organization; Written: Results and Outcomes)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

If found, are key findings that contradict each other reported? (Oral: Organization; Written: Results and Outcomes)

## CHAPTER 5 – SUMMARY/ CONCLUSIONS/DISCUSSION

### R. Summary of Findings

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does this section begin with a summary of the primary interpretation of the findings and the conclusion? (Oral: Discussion/Summary/Conclusions; Written: Discussion /Summary/Conclusions)

### S. Conclusions

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Is literature used to contradict or affirm the interpretation of findings and conclusion? (Oral: Discussion /Summary /Conclusions; Written: Discussion/Summary/Conclusions)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Is the conclusion affirmed by the findings? (Oral: Discussion/Summary/Conclusions; Written: Discussion /Summary/Conclusions)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Are conclusions presented in an organized manner (such as by research question or hypotheses)? (Oral: Discussion / Summary/ Conclusions, Delivery; Written; Discussion/ Summary/Conclusions)

## **T. Discussion**

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the discussion proceed in an organized manner (such as by research question or hypotheses)? (Oral: Discussion / Summary/ Conclusions, Delivery; Written; Discussion/ Summary/Conclusions)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Is the theory or hypothesis that was tested affirmed or denied? (Oral: Discussion/Summary/Conclusions; Written: Discussion/ Summary/Conclusions)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Do the findings and their interpretation support the conclusion regarding the theory or hypothesis? (Oral: Discussion/ Summary/ Conclusions; Written: Discussion / Summary/Conclusions)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Do you address what your data do not tell you about your research questions? (Oral: Discussion/Summary/Conclusions; Written: Discussion/ Summary/Conclusions)

## **U. Recommendations**

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Are the recommendations based on the findings? (Oral: Discussion/Summary/Conclusions; Written: Discussion/ Summary/Conclusions)

## **V. Implications for Practice**

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

What are the key recommendations for practice? (Oral: Discussion/Summary/Conclusions; Written: Discussion/ Summary/Conclusions)

## W. Implications for Future Research

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

What are the key recommendations for future research on this topic? (Oral: Discussion/Summary/Conclusions; Written: Discussion/ Summary/Conclusions)

## X. Abstract

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the Abstract contain the purpose of the study? (Written: Writing Quality)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the Abstract contain the study population? (Written: Writing Quality)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the Abstract summarize the methodology? (Written: Writing Quality)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the Abstract summarize the primary finding? (Written: Writing Quality)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Does the Abstract summarize the significance of the study? (Written: Writing Quality)

\_\_\_ Yes \_\_\_ No \_\_\_ N/A

Is the Abstract less than 120 words (APA)? (Written: Writing Quality)

**Adapted from Creswell, J.W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage Publications**

## DPELFS Written Dissertation Rubric

	1	2	3	4	5	Score
<b>1 Introduction</b>	Failed to convey project in context of literature. No rationale. Purpose was unfocused and unclear.	Vaguely conveyed project in context of literature. Weak rationale. Purpose was poorly focused and not sufficiently clear.	Project moderately conveyed in context of literature. Moderately clear rationale. Purpose was somewhat focused and clear.	Conveyed project within context of literature. Moderately-strong rationale. Purpose was clear and focused.	Clearly conveyed project within context of literature. Strong rationale. Purpose was clear and focused.	
<b>2 Review of Literature</b>	Failed to review literature relevant to the study. No synthesis, critique or rationale. Lacks description of research samples, methodologies, & findings.	Inadequate review of literature relevant to the study. Poorly organized. Weak rationale for choice of theoretical perspectives/ empirical studies. Insufficient description of research samples, methodologies, & findings.	Comprehensive review of literature relevant to the study. Moderately well organized. Some mention of the relatedness of scholarship. Moderately clear rationale for choice of theoretical perspectives/ empirical studies. Somewhat focused description of research samples, methodologies, & findings.	Review of the literature is fairly well organized, acknowledging the relatedness of the research and scholarship. The rationale for including/excluding various theoretical perspectives/empirical studies are apparent. Includes description of research samples and methodologies.	Comprehensive review of literature relevant to the study. Well organized, with nuanced critique regarding the relatedness of the research and scholarship reviewed. Includes specific criteria for inclusion/ exclusion of various theoretical perspectives/ empirical studies. Clearly describes research samples, methodologies, & findings.	
<b>3 Methods / Approach</b>	Little or no description of (if applicable): subjects, design/approach, methods/procedures, and statistical analyses.	Inadequate description of (if applicable): subjects, design/approach, methods/procedures, and statistical analyses.	Moderate or excessive description of (if applicable): subjects, design/approach, methods/procedures, and statistical analyses.	Most detail included/slightly excessive detail in description of (if applicable): subjects, design/ approach, methods/procedures, and statistical analyses.	Appropriate detail in description of (if applicable): subjects, design/approach, methods/procedures, and statistical analyses.	
<b>4 Results / Outcomes</b>	Absence of pertinent results. Table/figures are absent or inappropriate, not labeled, and no legend.	Few pertinent results. Table/figures are inappropriate or incomplete, poorly labeled, and inadequate legend.	Some pertinent results not reported; results presented in clear and concise manner. Table/figures generally labeled appropriately and included legend.	Most pertinent results reported and in fairly clear and concise manner. Table/figures labeled appropriately and included legend.	All pertinent results reported and in clear and concise manner. Table/figures are labeled appropriately and included legend.	
<b>5 Discussion/ Summary/ Conclusions</b>	Little or no discussion of project findings/outcomes. Displayed poor grasp of understanding. Conclusion/summary not supported by findings/outcomes.	Major topics or concepts inaccurately described. Considerable relevant discussion missing. Conclusions/summary not entirely supported by findings/outcomes.	Discussion is too brief/excessive, needs to be more concise of major findings/outcomes. Several inaccuracies and omissions. Conclusions/summary generally based on findings/outcomes.	Discussion sufficient and with few errors, though not particularly engaging or thought-provoking. Greater foundation needed from past work in area. Conclusions/summary based on outcomes and appropriate, but included no recommendations.	Brief and concise discussion of major findings/outcomes. Was superior, accurate, engaging, and thought-provoking. Conclusions/summaries and recommendations appropriate and clearly based on outcomes.	
<b>6 Writing Quality</b>	The dissertation lacks clarity and precision. Sentences are poorly constructed and confusing. Word choice, grammar, punctuation, and spelling reflects poor grasp of basic writing conventions. Narrative absent. Incorrect use of 5th edition APA.	The dissertation is unclear throughout. Frequent errors in word choice, grammar, punctuation, and spelling. The narrative discussion lacks focus and coherence. Frequent errors in use of 5th edition APA conventions.	The dissertation is moderately clear. Several errors in word choice, grammar, punctuation, and spelling. The narrative lacks focus. Uneven application of 5th edition APA conventions.	The dissertation is written with clarity and precision. Writing is understandable. Word choice, grammar, punctuation, and spelling are adequate. The narrative is logical and coherent. Mostly correct use of 5th edition APA.	The dissertation is written with great clarity and precision. Each sentence is understandable. Word choice, grammar, punctuation, and spelling are excellent. The narrative is logical and coherent. Correct use of 5th edition APA.	

**Comment:**

Students Name: \_\_\_\_\_ Reviewer's Name \_\_\_\_\_ Date: \_\_\_\_\_

## DPELFS Oral Dissertation Rubric

	1	2	3	4	5	Score
<b>1 Organization</b>	Lacked sequence in presentation or missing information. Presented too little/much material for allotted time.	Poor sequence or illogical presentation of information. Some relevant information not presented. Presentation not well timed.	Some information presented out of sequence. Had some pacing and timing problems.	Information presented nearly complete and relevant and presented in logical sequence. Pace and timing appropriate.	Information presented was complete and in logical order. Easy to follow. Very well-timed and well-paced.	
<b>2 Originality</b>	Problem/purpose lacked creativity or not new. Duplication of previous work. Design/approach inappropriate and/or ignored previous well-established work in area.	Problem/purpose limited in originality and creativity. Design/approach only marginally appropriate or innovative.	Problem/purpose moderately original or creative. Design/approach moderately appropriate or innovative.	Problem/purpose fairly original or creative. Design/approach appropriate or innovative.	Problem/purpose very creative or original with new and innovative ideas. Explored original topic and discovered new outcomes. Design/approach introduced new or expanded on established ideas.	
<b>3 Significance/ Authenticity</b>	Project has no significance/authenticity to field and will make no contribution.	Project has little relevance or significance/authenticity to field and will make little contribution.	Project only moderate relevance or significance/authenticity to field and will make a nominal contribution.	Project has fair relevance or significance/authenticity to field and will make good contribution.	Project extremely relevant or has significant importance/authenticity to field and will make an important contribution.	
<b>4 Discussion/ Summary/ Conclusions</b>	Little or no discussion of project findings/outcomes. Displayed poor grasp of material. Conclusion/summary not supported by findings/outcomes.	Major topics or concepts inaccurately described. Considerable relevant discussion missing. Conclusions/summary not entirely supported by findings/outcomes.	Few inaccuracies and omissions. Conclusions/summary generally supported by findings/outcomes.	Discussion sufficient and with few errors. Greater foundation needed from past work in area. Conclusions/summary based on outcomes and appropriate, included no recommendations.	Discussion was superior, accurate, engaging, and thought-provoking. Conclusions/summaries and recommendations appropriate and clearly based on outcomes.	
<b>5 Delivery</b>	Presenter unsettled, uninterested, and unenthused. Presentation was read. Inappropriate voice mannerisms, body language, and poor communication skills. Poor quality of slides/presentation materials; did not enhance presentation/performance.	Presenter unenthused, monotonous and relied extensively on notes. Voice mannerisms, body language, and communication skills sometimes inappropriate. Poor quality of slides/presentation material; poor enhancement of presentation/performance.	Displayed interest and enthusiasm. Read small parts of material. Occasionally struggled to find words. Generally appropriate voice mannerisms, body language, and communication skills. Moderate quality of slides/presentation materials.	Relied little on notes. Displayed interest and enthusiasm. Good voice mannerisms, body language, and communication skills. Good quality of slides/presentation materials; enhanced presentation/performance.	Relied little on notes. Expressed ideas fluently in own words. Genuinely interested and enthusiastic. Exceptional voice mannerisms, body language, and communication skills. Exceptional slides/presentation quality materials; greatly enhanced presentation/performance.	

**Comments :**

Student's Name: _____	Reviewer's Name: _____	Date: _____
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**Appendix F  
Graduate Survey**

**Exit Questionnaire for DPELFS Graduate**

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_

- 1. As a result of receiving your Ed.D. from DPELFS, please rate the current competency level of your knowledge, skills, and abilities related to the areas listed below:**

	Very High	High	Low	Very Low	N/A
<b>Access current literature, using available technology, relative to educational leadership</b>					
<b>Write literature reviews for problems related to school administration and reform, social and cultural contexts of schools, primary language and customs related to academic development, and issues related to school effectiveness</b>					
<b>Use a variety of research methodologies in investigating issues related to school effectiveness</b>					
<b>Ability to demonstrate understanding of how theory informs practice with respect to school effectiveness and in the academic development of children</b>					
<b>Provide leadership in educational reform with respect to instructional practices and policies, teacher education, curriculum, school-community relations and home and school learning environments</b>					
<b>Awareness of educational issues, competing interests, and the ultimate effects of policy decisions</b>					

	Very High	High	Low	Very Low	N/A
<b>Undertaking educational program evaluations and assessments in educational settings</b>					
<b>Provide educational leadership through policy development, team building, conducting research, devising solutions, and taking appropriate actions to implement proposed solutions</b>					
<b>Understanding of educational issues and problems, and relating such within the framework of the four major areas of study (organization and leadership; evaluation and assessment; sociocultural aspects of education; and curriculum)</b>					
<b>Ability and commitment to regularly reflect on my learning and practice</b>					
<b>Understand and analyze the implications of intrapersonal, interpersonal, and contextual issues in educational settings.</b>					
<b>Reflect on ethical considerations when making decisions.</b>					
<b>Recognize and consider the value of cultural, linguistic, cognitive, and physiological diversity when working with diverse populations.</b>					
<b>Work collaboratively with colleagues, parents, and other individuals in the educational community.</b>					
<b>Engage in continuous professional growth and life-long learning.</b>					

Please circle the choice that reflects your feelings related to the following statements.

**2. The DPELFS Program significantly improved my ability to provide leadership in educational reform:**

a) with respect to instructional practices and policies:

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
----------------	-------	----------	-------------------	------------

b) with respect to teacher education:

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
----------------	-------	----------	-------------------	------------

c) with respect to curriculum:

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
----------------	-------	----------	-------------------	------------

d) with respect to home and school learning environments:

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
----------------	-------	----------	-------------------	------------

**3. Please indicate the degree to which the DPELFS staff members were attentive to your individual needs as a doctoral student.**

Highly Attentive	Attentive	No Opinion	Not Very Attentive	Not Attentive at all
------------------	-----------	------------	--------------------	----------------------

Comments:

**4. Please indicate the degree to which the DPELFS Director was attentive to your individual needs as a doctoral student.**

Highly Attentive	Attentive	No Opinion	Not Very Attentive	Not Attentive at all
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Comments:

**5. Has earning a doctorate affected your career?**

Greatly affected	Somewhat affected	No Opinion	Not affected much	Not affected at all
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Comments:

**6. Please describe any examples of the following educational leadership activities in which you have participated:**

A) Policy Development

B) Team Building

C) Conducting Research

D) Devising and Implementing Solutions

**7. When you began the doctoral program, what was your job title?**

**8. What is your current job title?**

**9. Are there program improvements DPELFS should make?**      \_\_\_Yes

\_\_\_No

**If yes, please explain:**

Thank you!

(Please return your completed survey to DPELFS in the enclosed envelope)

## Appendix G

### Questionnaire for Employer of DPELFS Graduate

Name of Graduate: \_\_\_\_\_

Date: \_\_\_\_\_

1. Please rate the abilities of the above named DPELFS graduate to demonstrate competency in the areas listed below:

	Very High	High	Low	Very Low	N/A
<b>Access current literature, using available technology, relative to educational leadership</b>					
<b>Write literature reviews for problems related to school administration and reform, social and cultural contexts of schools, primary language and customs as they relate to academic development, and issues related to school effectiveness</b>					
<b>Use a variety of research methodologies in investigating issues related to school effectiveness</b>					
<b>Ability to demonstrate understanding of how theory informs practice with respect to school effectiveness and in the academic development of children</b>					
<b>Provide leadership in educational reform with respect to instructional practices and policies, teacher education, curriculum, school-community relations and home and school learning environments</b>					
<b>Awareness of educational issues, competing interests, and the ultimate effects of policy decisions</b>					
<b>Undertaking educational program evaluations and assessments in educational settings</b>					
<b>Provide educational leadership through policy</b>					

<b>development, team building, conducting research, devising solutions, and taking appropriate actions to implement proposed solutions</b>					
<b>Understanding of educational issues and problems, and relating such within the framework of the four major areas of study (organization and leadership; evaluation and assessment; sociocultural aspects of education; and curriculum)</b>					

<b>Ability and commitment to regularly reflect on my learning and practice</b>					
<b>Understand and analyze the implications of intrapersonal, interpersonal, and contextual issues in educational settings.</b>					
<b>Reflect on ethical considerations when making decisions.</b>					
<b>Recognize and consider the value of cultural, linguistic, cognitive, and physiological diversity when working with diverse populations.</b>					
<b>Work collaboratively with colleagues, parents, and other individuals in the educational community.</b>					
<b>Engage in continuous professional growth and life-long learning.</b>					

2. Please rate the graduate on the following areas, by circling the appropriate response:

A) *Understanding of how theory informs practice with respect to school effectiveness:*

Excellent	Good	Fair	Poor	Not Applicable
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*B) Understanding of how theory informs practice with respect to the academic development of children:*

Excellent	Good	Fair	Poor	Not Applicable
-----------	------	------	------	----------------

3. The DPELFS graduate employed here knows how to provide leadership in educational reform:

*a) with respect to instructional practices and policies:*

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
----------------	-------	----------	-------------------	------------

*b) with respect to teacher education:*

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
----------------	-------	----------	-------------------	------------

*c) with respect to curriculum:*

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
----------------	-------	----------	-------------------	------------

*d) with respect to home and school learning environments:*

Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
----------------	-------	----------	-------------------	------------

**4. What changes in job performance can you attribute to his/her having earned a doctorate?**

**5. How has his/her doctoral education affected your organization?**

**6. Is the above named DPELFS graduate able to assess student needs? (Please describe)**



**7. Please describe any examples of the following educational leadership activities in which the DPELFS graduate participates:**

*A) Policy Development*

*B) Team Building*

*C) Conducting Research*

*D) Devising and Implementing Solutions*

Thank you!

(Please return to DPELFS In the enclosed envelope.)