

Ed.D. in Leadership

Proposal

School of Education

Virginia Commonwealth University

Task Force on the Ed.D. in Leadership

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Ed.D. Task Force

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Ed.D. in Leadership

Justification

The purpose of the proposed Ed.D. in Leadership is to provide leaders with authentic experiences, appropriate knowledge and skills and opportunities for reflection that will enable them to succeed in organizational leadership positions. Three analytic lenses -- equity, accountability and learning environments -- will guide learning activities and enable students from varying backgrounds to consider learning through common perspectives.

The program is built upon the recognition that although a leader's work is contextual, it requires the ability to make decisions based upon available information of many types, sometimes with limited time for reflection. Thus, leaders need to be able to bring a number of analytic frames to the table, frames that reflect economic, legal, political, human relations, emotional, ethical, learning, and systems thinking. At the core of the conceptual framework of this proposed program is that leaders need to be able to use a variety of data and, therefore, need to know where to find those data, how to evaluate the evidence, and how to link it to policy and practice – all within fragmented and contested spaces and contexts. This, then, is a degree in thinking in multiple frames for the purposes of leading learning organizations toward ethical, equitable, and accountable outcomes.

This degree is aimed at building the leadership skills that facilitate and maintain learning organizations, by which we mean organizations that continually reflect and develop. Ackoff maintains that what we learn consists of "data, information, knowledge, understanding, or wisdom." For the purposes of this program, we define wisdom as "the ability to evaluate the long run consequences of behavior" or, as Drucker notes, wisdom is "the difference between doing things right and doing the right thing". Traditionally administrator and leader preparation programs have focused on the acquisition, processing and transmission of data and information and not on the acquisition, processing, and transmission of knowledge, understanding, and wisdom. This proposed Ed.D. in Leadership will begin where existing programs end, with an emphasis on the leadership process involved in the transmission of knowledge, understanding, and wisdom.

Organizations are rich in data and information. But data are only the numbers or observations, and represent a stand alone form. Data that become useful are processed into information, which answers who, what, where, when, how and how many questions. Complex organizations require moving from single loop to double loop thinking and from quick fix, isolated approaches to reflective, systematic understanding. The leadership challenges facing education are not easy, but tough and require adaptive, transformational leadership and tolerance for disequilibrium.

Leaders need a safe space to learn the “why”, “what if” and “why not”. They need to be able to experiment and to fail. While it's useful for a leader to be able to identify what she or he already knows, to develop, leaders need opportunities to experiment, to reflect, to do it wrong and then to understand what happened and why. Action leads to understanding and understanding leads to knowledge.

This proposed doctorate will prepare people for leadership capabilities in many types of organizations. In education alone, there is intense need for leaders, not just administrators. For instance, there are 132 school divisions in Virginia serving nearly 1.2 million students; 1400 elementary and 500 secondary principals head these schools with approximately 1/3 expected to retire within the next 5 years. Of the 132 school divisions, nearly 50% of superintendents and district office staff are slated for retirement or change in organizations by 2012. While 92% of the schools in Virginia are currently accredited, there is still much work to be done. The increase in student populations for whom English is a second language, the rising numbers of students who require special services, and the paucity of mathematics and science teachers are just a few of the challenges that schools will face in creating a literate and involved population.

At VCU, four programs in Educational Leadership are currently available for students, each with a different purpose. As we examined the existing programs, members of the department, as well as others in the School of Education, identified a gap in our offerings.

For professionals interested in administration but who do not wish to become administrators in Virginia's public schools, the School of Education's Department of Educational Leadership offers an M.Ed. in Leadership Studies. For teachers or other certified professionals who wish to become school administrators, there are two programs that lead to Virginia administrative endorsement: The M.Ed. in Educational Leadership – Administration and Supervision -- for those who enter without a master's degree) and the Certificate in Educational Leadership – Administration and Supervision for those who have already earned a master's degree in some field. These programs, particularly the M.Ed. and the Certificate programs -- target development of the entry level administrator and contribute to Virginia's goal of establishing statewide a Cohesive Learning-Centered Leadership System. These programs are built upon the Virginia Uniform Performance Standards which were, in turn, based upon the Interstate School Leaders Licensure Consortium (ISLLC), a creation of the National Policy Board for Educational Administration (NPBEA). The ISLLC standards were written by representatives from states, universities, and professional organizations in 1994 and 1995 and have been the core of reform in administrator preparation nationwide.

VCU also offers a Ph.D. in Education with an Educational Leadership track. Although the “primary purpose of the Ph.D. in Education program at Virginia Commonwealth University is to prepare individuals for leadership in a variety of educational arenas, including school administration, curriculum and instruction, research and evaluation, special education and disabilities, as well as private and public

organizations and agencies”, the program structure is that of a traditional research doctorate in the arts and sciences.

Missing in VCU offerings is a professional practices program that targets those already in positions of leadership who wish to deepen their understanding and improve their practice. The Commonwealth of Virginia Department of Education has also identified the need for increased leadership development. In 2007, following General Assembly initiatives to insure strong educational leadership, the Board of Education adopted regulations which revised the Licensure Regulations for School Personnel to include a two-tiered endorsement system to add Level II endorsements for “experienced school administrators who have demonstrated excellence in school leadership and who have contributed significantly to student achievement.” (Pitts, 2007) Although the standards for moving to Level II endorsement are still being determined, one proposal is to require the candidate to have completed two or more of criteria (Section F of 8VAC-22-590 of the Licensure Regulations for School Personnel):

- Evidence of improved student achievement
- Evidence of effective instructional leadership
- Evidence of positive effect on school climate or culture
- Earned doctorate in education leadership or evidence of formal professional development in the areas of school law, school finance, supervision, human resource management, and instructional leadership
- Evidence of completion of a high quality professional development project designed by the division superintendent.

Both nationally and at the state level, those who provide leadership preparation programs have been given a message: Develop and deliver programs that improve the leadership capabilities of students. This message can also be found indirectly in the University Strategic Plan VCU 2020. The goal of national recognition as a learning-centered research university calls for strengthening graduate programs, the addition of doctoral programs, and the increase in the number of doctoral students. The Strategic Plan also supports continued community engagement and service to the region.

We know that the current repertoire of training methods is inadequate. In a study published in the Phi Delta Kappan, Haller and Brent asked, "Does graduate training in education administration improve America's schools?" They found no evidence that it does. And, "Few colleges and universities have shown a willingness to reallocate resources and rethink faculty performance incentives..." to revise their programs. [Mazzeo, 2003, p 2] As one result, the Broad Foundation and the Ford Institute observe, "Well-meaning educators often find themselves hired as school or school system CEOs with the required credentials but without the appropriate training or experience to successfully lead these complex organizations". And yet, nationwide, approximately 2100 doctoral students in Educational Administration graduate from the 200 universities that offer either Ed.D. or Ph.D. programs. An even larger number of specialists and master's degrees in educational leadership are turning out "credentialed" people. The issue isn't the quantity of graduates in educational leadership, it is in the quality of those degree holders.

The question is not whether or not leadership matters. It does. For instance, in education the studies of principals and superintendents indicate that where there is good leadership, learning is more likely to take place. The challenge for higher education is how do we best help people develop their leadership abilities? How do we make a difference?

Development of Ed.D. Program

History and Background

Over the past decade there has been extensive discussion nationally on the nature and purpose of doctoral education. Leading this discussion, and the reform efforts that accompany the discussion, has been the Carnegie Foundation for the Advancement of Teaching. From 2001-2006, the Carnegie Initiative on the Doctorate (CID) engaged 84 departments at 44 universities across six fields of study (chemistry, education, English, history, mathematics, and neuroscience) in a systematic investigation of the Ph.D.

The Ph.D. is, at its heart, a research degree. Demonstrating one's ability to conduct research and scholarship that make a unique contribution and meets the standards of credibility and verifiability is the culminating experience of the Ph.D. degree. The intent of a Ph.D. is the development of "scholars of practice" who serve as "stewards of the discipline." The report on the CID proposed that

the use of the term "steward" is deliberately intended to convey a role that transcends a collection of accomplishments and skills. A steward of the discipline is a person entrusted with care of the discipline by those in the discipline on behalf of those in and beyond the discipline. There are conservative aspects to the term, implying the preservation of the past. A Ph.D. holder thinks about the continuing health of the discipline, and how to preserve the best of the past, the heart and essence of the field, for those who will follow. But there are also important forward looking meanings; stewardship does not imply stasis. Stewards are caretakers who direct a critical eye toward the future. They must be willing to take risks and move the discipline forward. Ultimately, stewards consider how to prepare and initiate the next generations of leaders. And in all their work, they act with responsibility and according to the highest ethical standards. (CID Report, www.Carnegiefoundation.org/programs/index)

Leading the examination of the doctorate, The School of Education at Virginia Commonwealth University reviewed the Ph.D. in Education beginning in September 2006, when Dean Warren named a committee to study the Ph.D. in Education program and to make recommendations for change. Among the initial value statements adopted by the Ph.D. Task Force was a commitment to both preparation of "scholars of practice" and "scholarly practitioners." The work of this committee resulted in changes to the Ph.D. in Education program, sharpening the scholarly focus and strengthening the

research aspect of the Ph.D., a move appropriate for a research degree in a research institution.

Nationwide, clarification and agreement of the goals of Ph.D. programs in education have forced attention to the purposes and effectiveness of other doctoral approaches in education. Thus, attention turned from the focus on the preparation of “scholars of practice” in the Ph.D. to the nature of professional preparation of “scholarly practitioners” (Ed.D.). Professional doctorates occur in many disciplines including medicine (M.D.), Physical Therapy (D.P.T.), Pharmacy (Pharm.D.) and Psychology (Psych.D.). In education, the Ed.D. has often been considered the “professional” degree, however less clarity has existed distinguishing this from the Ph.D. In 2006, the Carnegie Foundation for the Advancement of Teaching initiated a project designed to explore and redefine professional preparation in education.

The Carnegie Project on the Education Doctorate (CPED) is a three-year effort sponsored by the Carnegie Foundation and the Council of Academic Deans in Research Education Institutions to strengthen the education doctorate. The participating colleges and universities have committed themselves to working together to undertake a critical examination of the doctorate in education with a particular focus on the highest degree that leads to careers in professional practice. The intent of the project is to redesign and transform doctoral education for the advanced preparation of school practitioners and clinical faculty, academic leaders and professional staff for the nation's schools and colleges and the organizations that support them. VCU is among the 21 participating institutions in the Carnegie Project on the Education Doctorate¹.

The doctoral degree in education differs from the Arts and Sciences model for a number of reasons. Nationwide, Educational Administration doctoral students are different than traditional doctoral students because they:

- Have often worked as teachers and advanced work in administration is a mid-career educational endeavor
- Are older than the traditional doctoral students with an average age of 44
- Are self financed; few doctoral students in educational administration receive research or teaching fellowships
- Attend school part time and work full time
- Take longer to finish the degree, an average 8.3 years
- Only about a third have an undergraduate degree in the field of education and therefore may not come with the same foundation and background as doctoral students in other doctoral degree programs.

¹ University of Connecticut , Duquesne University, University of Florida , University of Houston, University of Kansas, University of Kentucky, University of Louisville, University of Maryland, University of Missouri-Columbia, University of Nebraska-Lincoln, Northern Illinois University, University of Oklahoma, Pennsylvania State University, Rutgers University, University of Southern California, University of South Florida, University of Vermont, Vanderbilt University, Virginia Commonwealth University, Virginia Polytechnic Institute & State University, Washington State University

A 2006 comparison of Ed.D. programs and Ph.D. programs in Educational Leadership by the University Council for Education Administration provides the following contrasts.

	Ed.D.	Ph.D.
Primary Career Intention	Administrative leadership in educational institutions or related organizations	Scholarly practice, research, and/or teaching at university, college, institute or educational agency
Degree Objective	Preparation of professional leaders competent in identifying and solving complex problems in education. Emphasis is on developing thoughtful and reflective practitioners	Preparation of professional researchers, scholars, or scholar practitioners. Develops competencies in educational scholarship and research that focuses on acquiring new knowledge.
Knowledge Base	Develops and applies knowledge for practice. Research-based content themes and theory are integrated with practice with emphasis on application of knowledge base.	Fosters theoretical and conceptual knowledge. Content is investigative in nature with an emphasis on understanding the relationships to leadership practice and policy.
Research Methods	Develops an overview and understanding of research including data collection skills for action research, program measurement, and program evaluation.	Courses develop an understanding of inquiry, and qualitative and quantitative research. Developing competencies in research design, analysis, synthesis, and writing
Comprehensive Knowledge Assessment	Knowledge and practice portfolios provide evidence of ability to improve practice.	Written and oral assessments are used to understand theoretical and conceptual knowledge in the field.
Capstone	Well-designed applied research of value for informing educational practice.	Original research illustrating a mastery of competing theories with the clear goal of informing disciplinary knowledge.
Capstone Committee	Committee includes at least one practicing professional in an area of relevance to the candidate's program	Composed primarily of active researchers in areas relevant to students' areas of interests.

Source: M.D. Young, *UCEA Review*, XLV (2), Summer 2006.

VCU School of Education Examination of Professional Practice Doctorate

The nationwide move to examine professional practice doctorates also occurred at VCU. In November of 2006, a Ph.D. Task Force sub-committee chaired by Martin Reardon volunteered to begin discussions on the development of a Doctor of Education degree. Concurrently, Dean Warren attended a meeting of the Council of Academic Deans of Research Education Institutions (CADREI) where she participated in discussions on the Carnegie Initiative on The Professional Education Doctorate

(CPED). In November of 2006, the SOE submitted a proposal to Carnegie to be accepted as one of the institutions planning a new doctorate in Education. We were accepted as a participant in December 2006 and developed a steering committee for this work². In late spring 2007 Dean Warren named a Task Force to explore creating a professional practice doctorate. The Ed.D. Task Force involves wide membership in the SOE including representation from all of the SOE academic departments, Doctoral Studies, practitioners from local school divisions, and a current Ph.D. student³. That committee received its charge and began work in September 2007. Although the formal committee work began in September, several members of the Task Force began in discussions in Spring and Summer 2008 through participation in Carnegie workshops and programs. The committee met weekly, either as a whole or in work groups, from September to the present to discuss, issues, values and beliefs and subsequently to design the program⁴.

The Ed.D. Task Force consulted a variety of resources to guide its discussions and program development. These resources included:

1. Consultation with experts in the field of doctoral professional preparation in general, and educational leadership in specific. These experts included:
Dr. David Imig, University of Maryland
Dr. David Marsh, University of Southern California
Dr. Lee Shulman, President, Carnegie Foundation for the Advancement of Teaching
Dr. Chris Golde, Fellow Carnegie Foundation for the Advancement of Teaching
Dr. Joe Murphy, Vanderbilt University
2. Review of key literature on professional preparation and educational leadership including:

² Dr. Beverly Warren, Dr. Henry Clark, Dr. Michael Davis, Dr. JoLynne DeMary, Dr. Cheri Magill, Dr. Charol Shakeshaft

³ Dr. Charol Shakeshaft, Chairperson and Professor Educational Leadership and Dr. Martin Reardon, Assistant Professor Educational Leadership, Co-Chairs; Dr. Cheri Magill, Collateral Assistant Professor, Educational Leadership and Carnegie Steering Committee Member; Dr. Jo Lynne DeMary, Affiliate Professor Educational Leadership, Director Center for School Improvement, and Carnegie Steering Committee Member; Dr. Michael Davis, Carnegie Steering committee Member and Chairperson Teaching and Learning Department; Dr. Mary Herman, Counselor Education; Dr. Maureen Conroy, Special Education and Disability Policy; Dr. Lisa Abrams, Foundations; Dr. Richard Sander, SportsCenter; Dr. Nathan Tomasini, SportsCenter; Ms Valerie Harris, Ph.D. in Education Student and assistant principal in the Richmond City Schools; Dr. Marcus Newsome, Superintendent, Chesterfield County Schools; Dr. Harold Fitrer, Associate Superintendent, Richmond City Schools; Dr. Colleen Thoma, Director of Doctoral Studies, Ex-Officio; Dr. Henry Clark, Associate Dean for Academic Affairs and Carnegie Steering Committee Member, Ex-Officio

⁴ Meetings continue to be held.

- Golde, C. (2006). Preparing stewards of the discipline. In C. Golde and G. Walker, (Eds.), *Envisioning the future of doctoral education: Preparing stewards of the discipline – Carnegie essays on the doctorate: Preparing stewards of the discipline – Carnegie essays on the doctorate*. San Francisco: Jossey-Bass.
- Berliner, D. (2006). Toward a future as bright as our past. In C. Golde and G. Walker, (Eds.), *Envisioning the future of doctoral education: Preparing stewards of the discipline – Carnegie essays on the doctorate*. San Francisco: Jossey-Bass.
- Richardson, V. (2006). Stewards of a field, stewards of an enterprise. In C. Golde and G. Walker, (Eds.), *Envisioning the future of doctoral education: Preparing stewards of the discipline – Carnegie essays on the doctorate*. San Francisco: Jossey-Bass.
- Shulman, L. S., Golde, C.M., Bueschel, A. C., and Gorabedian, K. J., (2006). *Reclaiming education's doctorate: A critique and a proposal*. *Educational Researcher*, 35, No. 2

3. Review of program descriptions from exemplary programs nationally including:
 - University of Southern California
 - Vanderbilt University
 - University of Northern Colorado
 - University of North Carolina
4. Consultation with peer institutions through the CPED initiative.

In addition to the formal Task Force meetings and the workshops through CPED, the development of the doctoral program has occurred in departments, in two school-wide meetings, and in small work groups that include Task Force members and other SOE faculty. All departments have provided review and discussion. Involvement ranges from 2 meetings on the Ed.D. in one department to discussion of the proposal every week since September in another⁵.

Various work groups have met to develop components of the program. These work groups were begun in the larger Task Force but in stage two development, will include members throughout the SOE, VCU, and partners in the field.

Work Group on the Capstone Project: This workgroup is exploring the ways in which other universities have developed capstone projects for practitioners and made the both rigorous and relevant to professional practice.

Work Group on Inquiry: Focusing on the inquiry and analytic skills necessary for leadership, this work group is developing the inquiry strands to be included throughout the program.

⁵ Educational Leadership has included discussion and development in weekly meetings beginning in September.

Work Group on Admission Criteria: Because this program is aimed at developing leadership, the work group is developing admission and selection criteria that reliably predict leadership ability. Additionally, members are formulating a process that includes the assessments of organizational partners.

Work Group on Reflective Practice: Because the program assesses the continued development of leadership skills of students, this work group is creating the experiences for the first cluster of experiences for new learning communities as well as recommending how reflective practice and self appraisal can be woven throughout all three years of learning.

Work Group on Case and Simulation Development and Analysis: Because this is a program in which students use cases and simulation to develop critical thinking and analytic skills, a work group is creating possible case scenarios around critical questions of the field of leadership.

Work Group on Authentic Evaluation: This work group is creating a two simulations. The first will occur in summer of year two. Students will work in teams on a case that requires strategic and systematic thinking. The case will include print materials as well as computer simulations. New information will be provided throughout the simulation in an effort to re-create the ways in which a dynamic organization really works.

Work Group on Resources: This subgroup is exploring the resources that creation of and continuance of an exemplary and model professional practices degree will require. They are exploring the faculty resources necessary, the requirement for technology, the professional development necessary for program faculty to be ready to teach in a simulation environment, and the resources necessary to be able to provide students with cognitive learning assessments, 360 assessment exercises, and a simulation examination experience.

Work Group on Program Evaluation: This team is designing a three year study to document program development, implementation, and outcomes. The work of members of this team will be submitted for publication in scholarly journals.

Task Force on the Ed.D. Recommendation

Based upon an examination of the need, the trends in the field, and the development of the mission of the School of Education, the Task Force has recommended the addition of an Ed.D. in Leadership, to be housed in the Department of Educational Leadership, but to include faculty and students throughout the School of Education as well as outside the School. The proposal for this program reflects the outcome of the work of the Task Force.

The Proposed Ed.D. in Leadership

Foundational Assumptions about Learning

John Dewey observed, “We practically never teach anything by direct instruction but rather by the creation of settings.” (1932) No where is Dewey’s counsel violated more consistently than in graduate and other preparation programs for school administrators. The majority of programs deploy the same paper-based teacher-talk plus sometimes internships and mentoring programs (McCarthy, 2007).

The proposed Ed.D. in Educational Leadership is based upon some core assumptions about the nature of leadership and the ways in which people learn. The world of schools and other educational organizations is complex. For example, real school buildings are buffeted by budget cuts, external mandates, conflicts among administrative layers, personalities, parent reactions, etc., etc. Those barriers are most vivid in the neediest schools. How often is it sufficient for a principal to exhort the various stakeholders to 'cooperate' or to 'support teachers'?

To be effective, leadership programs must provide the opportunity to grow the skill set of the next generation of leaders in experiences that immerse the learner in the worlds they will face daily without putting students at risk. We need to build a program that can offer participants the practice of reflection and the habits of mind to analyze knowledge, understand it, and have the wisdom of practice and experience to respond. A learning environment built around a series of problems and questions of practice and simulations will help develop leadership for complex organizations. Problem based learning and simulations:

- Require first-person involvement that forces participation and that increases understanding and facilitates behavior change.
- Can be made learner-specific and context-specific. And, critically,
- Couple consequences to decisions and make learning practical.

There is evidence of the effectiveness and the efficiency of problem based simulations in other venues. The efficacy of branched video simulations is well established in research literature as having a statistically significant impact on student performance in classroom settings at all levels as well as in adult education settings (Bosco, 1985; DeBloois, 1988; Glenn, Kozen & Pollak, 1984; Melendez, 1984). Findings included greater achievement and problem-solving, and higher levels of learner enthusiasm and retention when compared to traditional (non-simulation) methods. Meyers and Jones observe, “Because simulations require the personal involvement of participants, students are forced to think on their feet, question their own values and responses to situations, and consider new ways of thinking” (Meyers & Jones, 1993).

"*Virtual Enterprise*" is an experiential workplace simulation in which graduate students in business administration are responsible for multiple functions in managing a virtual business in a closed worldwide network of similar firms. Graduate students who used this simulation, compared to others taught with conventional methods, credited it with greater learning, meaning and especially contextual relevance and rated it higher than the traditional program. (Graziano, 2003)

Bridges and Hallinger (1997) found that administrators who had received a traditional preparation program versus those who had received a problem-based learning approach thought and behaved differently. Administrators who had participated in a problem-based experiential program were more likely to retain knowledge and to know how to apply it appropriately, to demonstrate mastery of leadership skills, to view their professional preparation as meaningful, and to make better decisions as educational leaders.

In Simulations and the Future of Learning (2004), Aldrich summarizes the empirical and practical case for simulations and remarks, "Organizations that care the most about training are those involved in situations where there is no margin of error, and these organizations routinely do their training and development through computer simulations. For example, the United States military in its training of soldiers and commercial airlines in the training of pilots have successfully used computer simulations as the preferred learning method." The American military makes extensive use of simulations to train its leaders in the complexity of decision-making. The University of Southern California has a \$3 million contract from the Army to produce a (seven minute!) computer simulation to help commissioned and non-commissioned officers deal with potential crowd violence in peacekeeping situations. The simulation incorporates both crowd and leader emotions in its scenarios and is only one of scores of applications for which there are no public school counterparts. (Hafner, 2001).

Richard Brincefield (2003) summarizes recent research and observes, "The continued success of e.Learning research with artificial intelligence, simulated environments and questions and answers (both ways) promises a two sigma improvement within the next 10 to 20 years."

Ed. D in Leadership Purpose

The program is built upon the recognition that although a leader's work is contextual, it requires the ability to make decisions based upon available information of many types, sometimes with limited time for reflection. Thus, leaders need to be able to bring a number of analytic frames to the table, frames that reflect economic, legal, political, human relations, emotional, ethical, learning, and systems thinking. At the core of the conceptual framework of this proposed program is that leaders need to be able to use a variety of data and therefore need to know where to find those data, how to evaluate the evidence, and how to link it to policy and practice – all within fragmented and contested spaces and contexts. This, then, is a degree in thinking in multiple

frames for the purposes of leading learning organizations toward ethical, equitable, and accountable outcomes.

The experiences in the program will provide a laboratory in which students can examine questions, identify data, analyze from a number of perspectives, and practice making decisions that are ethical, equitable, and further the goals of the organization.

Program Features

The proposed Ed.D. in Educational Leadership is a 36 month program, beginning each summer. Figure 1 provides a visual of the scope and sequence of the proposed Ed.D. This program, based upon principles of adult learning, has the following features:

- Practitioner oriented
- Competitive admissions
- Mid Career entry
- Prescribed curriculum
- Learning community based
- Problem oriented pedagogy and curriculum
- Advisory board
- VCU Full time faculty and area practitioner collaboration
- Applied research capstone project
- Varied formats: Weekends, monthly weekday blocks of time, summer full day institutes, fact-to-face, and online
- Costs are tuition, travel to delivery sites, costs of capstone projects

Students will examine cases built around enduring questions in the field and examine these questions through three lenses: learning, equity, and accountability. Questions will be explored through contrasting evidence from economic, systems, legal, human relations, and political data and perspectives. The program content and assessments will correlate to common curriculum elements across perspectives.

Program Content and Sequence

This is a three year professional practices doctorate that begins in the summer and ends in May of the third year.⁶ The first summer experience will constitute 3 credit hours of coursework, followed by 7 semesters (to include 2 summers) of 6 credit hours of coursework. The final semester in the program (Spring) is a 3 credit hour load.

Learning communities will meet in a variety of settings during the three year program, including on the VCU campus as well as in regional school and professional

⁶ The first Learning Community for the Professional Practices Doctorate in Education Leadership at Virginia Commonwealth University is tentatively scheduled to begin study July 14 . Sessions will be held daily on the VCU campus or onsite in the host district from 9 to 4 through July 25.

settings. Both face-to-face and online formats will be incorporated. Learning experiences will happen in a range of time blocks: Summer intensive institutes; weekend sessions; afternoon weekday blocks; online learning. Figure 1 displays the three year sequence.

Program Sequence by Course Credit				
	<i>Summer</i>	<i>Fall</i>	<i>Spring</i>	<i>Total</i>
<i>Year One</i>	3	6	6	15
<i>Year Two</i>	6	6	6	18
<i>Year Three</i>	6	6	3	15
Total				48

The courses and activities will be developed by the entire instructional leadership team over the three year period. Initially, all courses will be listed in the 651 category to allow time for development and agreement across stakeholders. However the experiences are constructed, the course credit for this program will be 48 credit hours to include the capstone experience.

Year One

Summer: EDLP/CLED 6XX: Effective Learning Networks (3 credits):

Each learning community will begin the program in the summer with a 2 week intensive institute during which members will begin socialization into program methods and expectations; identify and examine meta-cognitive processes of self and group members; explore case methods frameworks and procedures; discover non-cognitive aspects of leadership; and begin preparation of a leadership platform through examination and interrogation of espoused and theories in practice.

Fall and Spring Semester: EDLP 6XX: Methods and Resources in case Study Analysis (2 credits); EDLP 6XX: Integrated Case Study Analysis I (4 credits); EDLP 6XX: Integrated Case Study Analysis II (6 credits)

The fall and spring semesters in the first year of the program will involve examining a case/situation from a variety of perspectives: Systems, political, interpersonal, economic, symbolic/ethical, and economic. For each of these frames, case materials will be examined to understand and improve leadership for learning, leadership for equity, and leadership for accountability. During these two semesters, students will engage in a number of projects and activities focused on two case to increase competencies in communication, intentional and critical analysis, information fluency and literacy; and knowledge management. An example of a possible case structure is included in the Appendix.

Year Two

Summer: EDLP 7XX: Case Methods (3 credits); EDLP 7XX: Leadership Parcticum (3 credits)

Year Two of the program will begin during the summer session with an intensive simulation in which student learning can be assessed. This simulation serves the purpose of a qualifying exam. At the of the qualifying simulation, students will either be permitted to move forward or counseled out of the program. This simulation will last over a week-long period and include documents, computer simulation, role playing, and other authentic experiences for evaluation.

Once students have moved through their qualifying exam, they will begin intensive work on understanding the development of their own case methodology as well as focusing on data collection procedures necessary for the development of the case.

Fall and Spring Semesters: EDLP 7XX: Case Study Problem Selection and Question Development (2 credits); Case Study Research I (4 credits); EDLP 7XX: Case Study Research II (6 credits)

During fall and spring during the second year of the program, learning community members will continue with case analysis. In this second year, students will create the analytic and case documents as a team. During this year, the learning community will dig deeper into data, analysis, and perspectives.

Year Three

Summer: EDLP 7XX: Capstone Seminar (6 credits)

Students will present portfolios to faculty and field representatives to determine growth and mastery of materials. This portfolio assessment of learning will serve as a comprehensive exam. Student portfolio work must be judged robust in order for the student to move forward into the capstone experience.

Once students are approved for capstone work, they will participate in an introduction to consultancy possibilities for the Applied Research Capstone. Clients will present students with an RFP of possible projects, to include detailed expectations and time-frames.

Students will form teams and accept a consultancy. During the summer, students will develop the project plan, timeframe, and expectations with the understanding that the final report occurs in March or April of the third year.

Fall and Spring: EDLP 798: Capstone Research (9 credits)

During the final two semesters of the program, student consultant teams will work with individual faculty members on their project. Projects will be presented to clients and faculty in April of the final semester. Successful teams will graduate in May of year three.

Program Components

Inquiry Components

The Ed.D. program emphasizes the development of data-driven school leaders, but we might also say that graduates of this program will be inquiry-driven school leaders. That is to say, ranging from self-reflection to systematic collection, analysis and reporting of new data, leaders need to be able to bring multiple inquiry skills to bear on their learning organization.

Leaders need to be able to create and interpret data, but in ways that are different from traditional researchers in the academic, public and private sectors. This program stresses research literacy, a set of skills and knowledge that leaders need in order to understand and use research for policy and practice decisions. By and large, leaders read research in an attempt to improve practice, looking for evidence that a new program, a process, or a series of interventions might add value to their organizations. There is ample evidence that program changes are often made devoid of evidence of effectiveness, that interventions are rarely evaluated, and that administrators lack the skills to make use of research findings.

Therefore, the inquiry strands of this Ed.D. will focus on issues of research literacy, methods of systematic inquiry and how leaders can identify and analyze data effectively -- with the primary goal of building the requisite skills leaders need to use data for decision-making. In order to be able to base action upon research, leaders must be able to judge the quality and applicability of the research. Students in this program will learn to evaluate the evidence from research and explore the implications of this evidence for policy and practice implementation.

People in leadership positions rely upon policy analyses or synthesis documents to present what is known on an issue or problem. Leaders need to understand how to find such documents, understand these documents, judge the quality of the documents, and – in a very few cases – create these documents. Leaders need quantitative, logical, qualitative, legal, and economic reasoning skills. They also need to be able to merge these skills around the core elements of their organizations.

Leaders need to evaluate learning and educational programs at the local level. Administrators need to understand educational accountability and student assessment. In other words, they must be able to develop and/or support systems for student assessment and program evaluation. Administrators must understand how learning is

accessed, what data are needed to make judgments about program effectiveness, and what the data that are collected mean for practice. Using achievement and other data from their own organizations, students will learn where to find learning data, what these data mean, and how to draw inferences from the data. Leaders need to be able to look at learning from different frames. For instance, How much does it cost? Who gets the most resources? Who needs the most resources? What works for which students? What programs are most effective and for whom?

The leadership program will offer students practical experiences related to concepts of measurement, instrument design and implementation. Students will gather quantitative and qualitative data within an applied context, analyze the information, and present results in verbal and written forms

A research literate leader is able to:

- Read the research of others and judge the value of this research for practice.
- Organize data to describe what the data say
- Use data spreadsheets such as Excel to sort, compare, and display data.
- Understand a variety of types of data including economic, interview, survey, and test data.
- Engage public communication and public opinion by gathering information through face-to-face interviews, observations, focus groups, paper and pencil and web surveys.
- Understand the principles behind testing, different types of tests and the limitations of information provided by tests.
- Identify purposes and evaluate the effectiveness of programs.
- Research literate leaders can examine the cost effectiveness of decisions

Frames

This is a reflective practice approach to learning which is built around the use of data or evidence to understand problems of practice and to make decisions that improve the core purpose of the institution being represented. In the case of schools, this would be student learning, growth, and development.

Activities in the program will require students to examine three program goals – learning, equity, and accountability – from a number of frames to include: systems, economic, legal, and human relations. Problems of practice and issues of the field will be the vehicle around which students use frames to consider issues of equity, learning, and accountability. Each frame uses a different type of evidence or data and asks different questions.

Throughout frames, students will be expected to become competent in a number of skill areas important to leadership.

Managing dynamic organizations

- Articulate a vision
- Implement change
- Understand the implications of culture
- Understand the culture of the organization

Working with People

- Incorporate principles of adult development and learning
- Build a professional learning community
- Work effectively with people in different types of groups
- Collaborate with others
- Supervise effectively, utilizing effective communication skills
- Facilitate diversity of ideas
- Build consensus
- Mediate and negotiate

Understanding self as leaders

- Assess personal strengths and attributes
- Develop an ethical core
- Identify cognitive processing approach and relationship to leadership

Communicating and persuading

- Communicate in many forms including oral, written, and technological
- Communicate to inform, motivate, and persuade

*Capstone*⁷

Historically in the Arts and Sciences, the capstone experience of a doctoral program is the dissertation – an individual research endeavor that begins with a search of the literature, the development of research questions and ending with the filing of a document that is rarely related to practice and even more rarely read by anyone other than the committee and family of the student. This format has not been the rule in practitioner doctorates. This program envisions a product that reflects the realities of the profession.

Problems of practice articulated by field organizations will be topics for study. Students will work in groups on these problems of practice in a collaborative endeavor that requires them to understand the problem as posed, analyze the issue from a number of perspectives, and respond with policy and practice. There are several models of practice based applied research experiences that might be used in the program. One is to provide thematic topics developed by faculty members and another is to provide topics from field organizations. Both approaches will be available in this program. In either case, the model being proposed is a consultancy project where:

⁷ Capstone is the term used by the Carnegie Foundation to name -- in doctorates of professional practice -- what has traditionally been called the dissertation.

- Clients⁸ will prepare a request for assistance description of a project. This request will include: (1) A context statements (2) the problem to be addressed; (3) the expectation of the client; (4) the data sources that will be made available and/or the agreements for data to be collected; (5) the expectations regarding communication and reports; and (6) the expectations for the final report.
- Students will “bid” on the project on which they wish to work. Once a student team has selected a project, the team will present a scope of work memo to the client and the Leadership faculty that defines the scope of the project, including key questions; specifies the analytical focus and data collection strategies; develops a timeline and task completion schedule; and assigns team members.
- The final project will be a report of the analysis undertaken, including a description of the literature which informed the topic, a description of the data used, and the policy and practice recommendations.
- The final product will be reported to both faculty reviewers and client reviewers.
- Using procedures outlined by current Carnegie institutions using this type of capstone, mechanisms will be in place to ensure individual accountability for work products.

Program Curriculum

The curriculum will be organized into the following course containers:

EDLP/CLED 6XX: Effective Learning Networks (Summer 1) (3 credits)

Interpersonal and group dynamics involved in team problem solving. Effective communication skills for leadership. Intensive institute during which members will begin socialization into program methods and expectations; identify and examine meta-cognitive processes of self and group members; *explore case methods frameworks and procedures*; discover non-cognitive aspects of leadership; and begin preparation of a leadership platform through examination and interrogation of espoused and theories in practice.

EDLP 6XX: Methods and Resources for Case Study Analysis (Fall I) (2 credits)

Discussion of case study methodology – introduction to social, political, ethical, methodological and analytic methods in case study analysis. Introduction to VCU resources for case study analysis.

⁸ Clients might be a local school district, community agency, not for profit, state education authority, foundation or any other educational/social justice entity. Presentation of completed projects might occur through activities sponsored by of The Metropolitan Educational Research Consortium (MERC), CEPI, or CSI. An additional proposal is for VCU to host an annual national meeting for students across the country to present projects.

EDLP 6XX: Integrated Case Study Analysis I (Fall I) (4 credits)

Examination of a case/situation from a variety of perspectives: Systems, political, interpersonal, economic, symbolic/ethical, and economic. For each of these frames, case materials will be examined to understand and improve leadership for learning, leadership for equity, and leadership for accountability. Students will engage in a number of projects and activities focused on the first case study/problem to increase competencies in communication, intentional and critical analysis, information fluency and literacy; and knowledge management.

EDLP 6XX: Integrated Case Study Analysis II (Spring I) (6 credits)

Examination of a case/situation from a variety of perspectives: Systems, political, interpersonal, economic, symbolic/ethical, and economic. For each of these frames, case materials will be examined to understand and improve leadership for learning, leadership for equity, and leadership for accountability. Students will engage in a number of projects and activities focused on the second case study/problem to refine competencies in communication, intentional and critical analysis, information fluency and literacy; and knowledge management.

EDLP 7XX: Case Methods (Summer II) (3 credits)

Methods used for developing and executing case studies. Intensive work on understanding the development of their own case methodology as well as focusing on data collection procedures necessary for the development of the case.

EDLP 7XX: Leadership Practicum (Summer II) (3 credits)

Intensive simulation in which student learning can be assessed. This simulation will include documents, computer simulation, role playing, and other authentic experiences for evaluation.

EDLP 7XX: Case Study Problem Selection and Question Development (Fall II) (2 credits)

Review and selection of case study for class. Development of case study questions. Ethics of research. Research and the IRB.

EDLP 7XX: Case Study Research I (Fall II) (4 credits)

Supervised research. Learning community members will create the analytic and case documents as a team. Development of case study methodology and data

sources; questionnaire and interview development, identification of relevant data sources and procedures for conducting case study. Initiation of contacts.

EDKP 7XX: Case Study Research II (Spring II) (6 credits)

Supervised research. Students will conduct case study; analyze and present findings

EDLP 7XX (Summer III): Capstone Seminar (6 credits)

Development of a capstone project proposal. Problem selection, work plan development. Once students are approved for capstone work, they will participate in an introduction to consultancy possibilities for the Applied Research Capstone. Clients will present students with an RFP of possible projects, to include detailed expectations and time-frames.

Students will form teams and accept a consultancy. During the summer, students will develop the project plan, timeframe, and expectations with the understanding that the final report occurs in March or April of the third year.

EDLP 798 Capstone Research (Fall/Spring III) (9 credits)

Capstone Project Research. Student consultant teams will work with individual faculty members on their project. Projects will be presented to clients and faculty in April of the final semester. Successful teams will graduate in May of year three.

Student Assessment

Faculty members will assess student progress and provide formative and summative feedback throughout the program. In addition to evaluating assignments related to specific curricular activities, at the end of each term faculty members will assess each student's progress using a rubric. An example of what might be developed can be found in the Appendix. Faculty determination of unsatisfactory progress will result in the student's dismissal from the program.

Students will provide feedback to each other formally and informally. After the first summer term, the first year, the second year, and at the completion of the program, students will evaluate each other using rubrics. Faculty members will consider students' peer evaluations when completing their Evaluation Rubric.

As reflective practitioners, students will assess their progress in the program based on their experiences and feedback received. Students will set leadership goals for themselves considering this information. Students will also have the opportunity to gain additional insight into their leadership ability and style through several activities in the program. For example, at the end of the first year, students will complete a self-

evaluation/peer-evaluation instrument such as the Leadership Circle Profile 360-degree survey. The results of this instrument will provide students with the opportunity to set additional leadership goals. Faculty members will mentor students as they set goals and strive to achieve them.

A framework for the benchmarks to assess student performance is summarized in the table below.

Time	Benchmark	Benchmark Consequence
First Year Summer	360 analysis Cognitive processing assessments Faculty rubrics	Gate to be able to continue in program
First Year End of Fall	Faculty rubrics Project and portfolio review	
First year End of Spring Semester	Faculty rubrics Project and portfolio review	
Second Year End of Summer Semester	Simulation review Portfolio Review	Gate to be able to continue program
Second Year End of Fall Semester	Portfolio Review	
Second Year End of Spring Semester	Final Portfolio Review	Gate to be able to move to Capstone
Third Year End of Spring Semester	Capstone Review	Gate to completing Ed.D.

Students

Students in this program will be full time professionals working in complex organizations who come with formal leadership experience. The pool of students for the program will be recruited, initially, from the regional population of educators and professional settings. The students will work in learning communities of about 15 to 20 and will be full time professionals throughout this program. Students will be selected from a variety of organizations and agencies reflecting diversity in experience, age, race, interests, cultures and geography. Students are expected to have already earned the appropriate credential or endorsement necessary to qualify for a leadership position in their area of interest.

Admission to the Program⁹

Application to the professional practices Ed.D. in Educational Leadership requires submission of evidence of leadership success, a master's degree with an

⁹ These timelines and procedures are based upon approval of the program and are guidelines.

expectation of a 3.5 GPA for full admission, endorsement or certification in the field of pursuit, at least three years of leadership experience, and organizational endorsement.

Application materials must be received by VCU by March 15 for admission into the learning community to begin in the summer session. Applicants must have earned a master's degree, practitioner certification or endorsement, if appropriate, and 3 years of relevant work experience. The application packet should also include:

- Scores on the Miller Analogies Test¹⁰. Scores should be at the 50th percentile or higher for full admission.
- Evidence of leadership accomplishments and a description of leadership goals. Evidence of leadership achievement should be submitted for each of three areas: (1) Leadership for learning; (2) Leadership for equity; and (3) Leadership for accountability.

The successful application will provide evidence of the candidate's leadership achievements. This evidence might be a combination of artifacts, testimonials, reports, newspaper documentation, or other evidence that provides a description of the applicant's ability to lead for learning, equity, and accountability. We are seeking people who have successfully addressed the issues of: Student and/or organizational learning; equitable treatment and outcomes; accountability to students, families, and the public interest.

- Description of applicant's leadership and career goals. This is separate from evidence of leadership accomplishments.
- Three letters of endorsement from supervisors who can speak to the applicant's leadership abilities. These letters should address both the applicant's accomplishments and the applicant's capacity for leadership to (1) promote learning and build learning organizations; (2) identify and rectify inequity; (3) and be accountable to students, parents, and/or the public.

Faculty

The faculty for this program will be drawn from a pool of full time, affiliate, and collateral faculty in the Department of Educational Leadership, other departments in the School of Education, and faculty members in the larger VCU academic community. An important component of the faculty team will be the inclusion of practitioners from the field. The instructional team will be distributed not only across university departments but across university and field representatives.

¹⁰ The Department will accept GRE scores. In both cases, scores should be at the 50th percentile or higher for the application to be considered.

Governance

Governance of the program will be provided by the Department of Educational Leadership, with support from an advisory committee comprised of faculty and field stakeholders. These faculty members and field partners will serve as a steering committee for the program as well as a decision making body. Program development, changes, admission and process will be the responsibility of program faculty with advisory board input. The Ed.D. will have its own governing and advisory structure and will be housed in the Department of Educational Leadership; the director of the program will be a faculty member in educational leadership.

Program Evaluation

Evaluation of the program has begun. Detailed notes on process and decisions have been taken and participants have been and will continue to be interviewed. Once the program has reached a School of Education approval stage, outside evaluators will be engaged to track the process and the outcomes of the program. These evaluators will be selected from among those who are working with the Carnegie initiative and have experience with Ed.D. programs and with the evaluation of those programs. Three possible choices include Dr. Joseph Murphy, Vanderbilt University, Dr. Terry Orr, Bank Street College, and Dr. Robert Kottkamp, formerly Hofstra University. All three of these professionals have been involved in developing national assessments of programs in educational leadership.

Resources Necessary to Program

Development and delivery of this program will require some new resources as well as the redirection of current resources.

Faculty Resources

Currently Educational Leadership includes 11 tenured, tenure stream, collateral and affiliate faculty members – all of whom are likely to teach in this program. However, of these faculty members, only 1 is tenured and only 6 are on fulltime tenure stream appointments. Nearly half of the department has primary responsibility for programs or centers outside of the department. For teaching purposes, the available faculty can cover approximately 18 courses a semester and represents 7 full time equivalent faculty members.

At the present time, there are 80 students in the Ph.D. program in educational leadership who still need dissertation chairs. Additionally, the needs of the educational leadership masters and certificate programs currently serve 598 students in 35 courses each semester (including summer) with an average class size of 17. These numbers do not include internship students or dissertation students.

Using a 3:2 teaching framework, this is the equivalent of full load for 14 faculty members in addition to the faculty that will be necessary to deliver the Ed.D. and does not include the faculty who will be needed to advise Ph.D. dissertations or supervise internships.

Faculty from several departments will be invited to join the teaching team; team membership requires a 3 year commitment to curriculum development as a team, but not necessarily to teaching each semester. During the first three years of development of the Ed. D. (one cycle of students from admission to graduation), program faculty will teach the equivalent of two courses a semester and be involved in program development. Individuals serving as advisors or capstone/dissertation chairs will need at least affiliate status with the Department of Educational Leadership.

However, even with teaching faculty teams formed across departments, the proposed Ed.D. program will require a minimum of 2 additional faculty lines, one in educational leadership and one in foundations (research). We need to be able to put together a resource and support package that, at least in the first three years of the development of this program, allows a team of 4 faculty members to work together throughout the year with the Ed.D. as their full time focus and load. There are a number of ways that this might be done, and this proposal doesn't seek to prescribe the how, but rather the resource focus that is necessary to build a strong and successful program of the sort proposed in this document

Faculty Professional Development

This is not only a new program, but a new way of teaching. Teaching using cases and teaching as a team is new to the VCU faculty (and to most faculties). There will need to be extensive resources devoted to working with faculty members to prepare the teams to deliver the curriculum. Resources will also be needed for faculty development in their own cognitive teaching processes and how these relate to teaching and student learning.

One model of professional development that we suggest is an intensive development period with follow-up. We recommend that at the minimum, faculty in the program be involved in learning and development activities throughout the first three years that focus on cognitive processing, case analysis, use of simulations, and technology approaches to learning.

Faculty team members will need to become familiar with case and simulation teaching as well as have the time to develop cases for the program. Faculty will also need development in cognitive processing identification and reflective practice related to cognitive approaches. Faculty development will begin in Spring 2008 and continue into the summer and focus on curriculum development, team-teaching, preparation and delivery of case methodology, and reflective practice. Faculty development will occur throughout the first three years of the program.

The resources necessary for faculty professional development will include released time for curriculum and program development as well as the costs of “experts” to guide faculty in shifting their teaching paradigm.

Curriculum, Case and Simulation Development

No current courses will be part of this program. Courses may be taught initially as 651's. Following the initial year, courses will be submitted to the Graduate Council for approval.

Program Materials

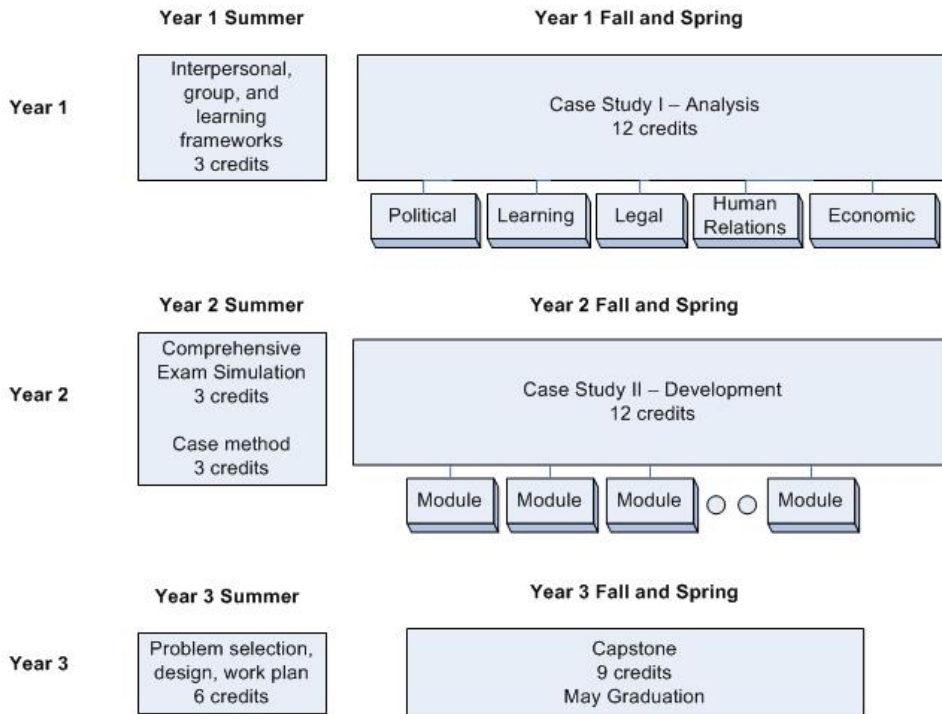
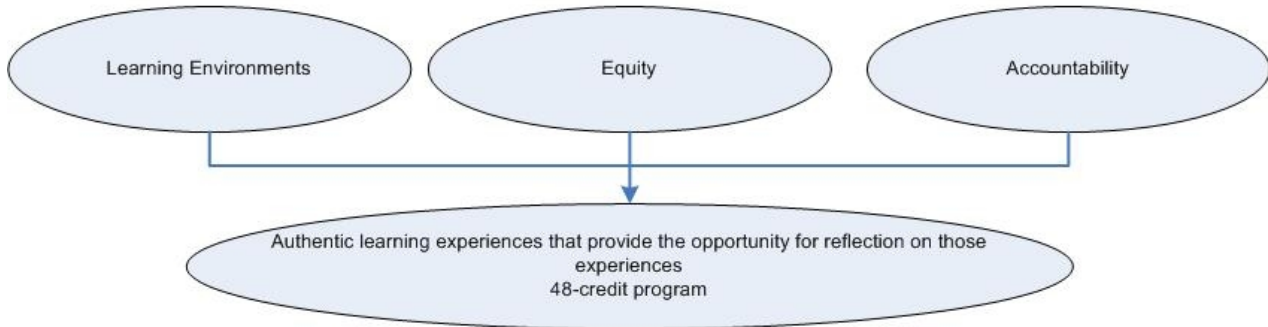
Costs for LCI analysis and the purchase or lease of existing simulations will need to be built into the cost of the program. These may be handled as student fees.

Student Interest

The SOE has been conducting Ph.D. cohorts for school leaders for several years, with an average of 18-20 students enrolled in each cohort. With the development of the Ed.D., we plan to offer the Ph.D. only on-campus, and to focus cohorts on the development of practicing leaders through the Ed.D. An initial interest meeting held at the offices of the Chesterfield County Public Schools drew 75 individuals from that school division. Close to 20 have already indicated intent to apply to the new program when it is approved.

Ed.D. in Leadership

Analytic Lenses



APPENDIX I Discussion Draft of Summer I Experiences

YEAR ONE

Summer

Purpose: The purpose of the summer experience is to launch students successfully into the Ed.D. program in Leadership at VCU. This is the first course in the program and serves as an orientation to the pedagogy of the program, beginning with reflective practice. Experiences to help students know themselves better as learners and to be able to employ skills of learning with intention.

Curriculum/Content/Activities: This summer session will focus on interpersonal, group, and learning frameworks, provide opportunities for student evaluation of learning approaches and leadership capabilities, introduce the case method framework that is the structure of the program, and begin to critique methods of policy synthesis and analysis.

Students will collect data on their learning patterns through use of the Learning C Inventory and a Leadership Jackdaw. Students will then use personal and group data to analyze interpersonal and group patterns, as well as to examine the relationship of espoused theories and theories in use.

Learning through case analysis will be introduced and the frameworks that guide the program will be introduced. The methods of policy synthesis will be reviewed and critiqued.

The agenda for interpersonal activities will revolve around three questions: Who am I? Who are you? Who are we together?

Who am I?

- Meta-cognition preparation: LCI
- Perry's theory of cognitive development
- Values clarification exercises
- Students reflect on these activities.

Who are you?

- Getting acquainted activities
- Identify characteristics of leaders students admire
- Share stories of positive and negative group experiences
- Importance of member participation
- Attention to diversity
- Identify strengths each member brings to the group

Who are we together?

- Qualities of Effective Task Groups
- Interpersonal Framework
- Communication (verbal and nonverbal)
- Active listening
- Gathering information (closed vs. open questions)
- Managing conflict
- Exchanging feedback

Evaluation: The following will be used in the evaluation of the students. Faculty in the program will evaluate the ability of students to use data in personal and group analysis through an examination of the interpersonal portfolio which will include:

- The student's leadership platform

- The student's reflective journal

- The student's review of policy documentation methods on an assigned topic.

- The student's reflections on their meta-cognition patterns

- Abbreviated 360 evaluation

APPENDIX II

Discussion Draft of Possible Year Fall and Spring Case Experience

Purpose: These semesters will be devoted to the development of intentional, analytic, and critical thinking habits necessary to decision making.

Curriculum/Content/Activities: A single policy topic will structure the discourse. Students will explore this policy topic from five frames: Human relations, economic, political, legal, and systems frames. Readings, discussion, and simulations for each frame will provide students with opportunities to fully explore the same topic from different perspectives. Across all perspectives, students will be asked to consider the topic in terms of equity, accountability, and organizational learning. It is our intention students will grow their intentional thinking literacy by contrasting and comparing problem identification, evidence selection, evidence quality, and evidence meaning from these different perspectives.

Policy topics for focus might come from regional education organizations, faculty, or policy documents. The faculty of the program will select the policy question for each semester. An example of a policy document from which questions might be drawn include *Putting the Picture Together*, by Dr. James Crupi, which is the report of strategic recommendations for the Richmond regional area. This document might be used to as a case book of the Richmond area to guide analysis of the educational and social issues that must be addressed.

Student Evaluation: Student progress will be evaluated by program faculty through examination of the “Frames” portfolio prepared by the student to include five written policy briefs (no longer than two pages each) on the topic being examined. Students will provide a persuasive synthesis of the findings of their policy briefs through a 10 minute oral presentation, to be assessed by class members and program staff.

Appendix III: Example of Possible Case Focus

For purposes of discussion and illustration, members of the Task Force have developed the format of a case analysis using a policy question posed in the Crupi report, “What is the best student/teacher ratio for achieving maximum learning and achievement?”

This question will be approached from four different perspectives, corresponding to the four usual foci of the public education enterprise: pre-kindergarten, elementary school, middle school, and high school.

Pre-kindergarten Focus

The stimulus document for the initial focus on the pre-kindergarten level will be: Gilliam, W. S. (2008). Implementing policies to reduce the likelihood of preschool expulsion. *Foundation for Child Development Policy Brief: Advancing PK-3, Number 7*. Retrieved January 22, 2008, from http://www.fcd-us.org/usr_doc/ExpulsionBriefImplementingPolicies.pdf

Gilliam (2008) directly raises the issue of class size as a factor influencing the rate of expulsions from pre-school, along with a number of other issues. Thus, Gilliam’s policy brief is directly germane to the larger policy question guiding this extended inquiry.

This initial inquiry will play a key role in introducing the participants to the approach that serves as the signature pedagogy for this course. In brief, this involves using an over-arching “big picture” issue to motivate academic engagement at both the global and local levels. Much ancillary learning will be required to facilitate effective academic engagement by the participants, and the design of this course hinges on systematically providing resources and information to participants in a dynamic and timely fashion.

The dynamic nature of the learning environment this pedagogical approach engenders necessitates open-ended planning, which remains flexible enough to adapt to changing circumstances and participant characteristics. The following curriculum network (Figure 1) indicates the proposed scope of this initial pre-kindergarten focus. There is no sequencing implication in the organization of the topics, and Figure 1 represents a work-in-progress at this stage.

The adoption of a “lesson study” approach by the faculty engaged with the participants in this pedagogical approach is viewed as crucial to its successful implementation. It is impossible to predict ahead of time how a particular group of participants will interact with a particular group of faculty, and bring their personal approaches to bear on either Gilliam (2008) or the larger issue. It is expected that there will be the need for the participants and faculty to take an intensely reflective approach to the learning environment, and for faculty to be sensitive to the needs of the participants on an on-going basis. Debriefing sessions for course faculty following each

class session are envisaged as being one key to making this an effective learning experience for both participants and faculty.

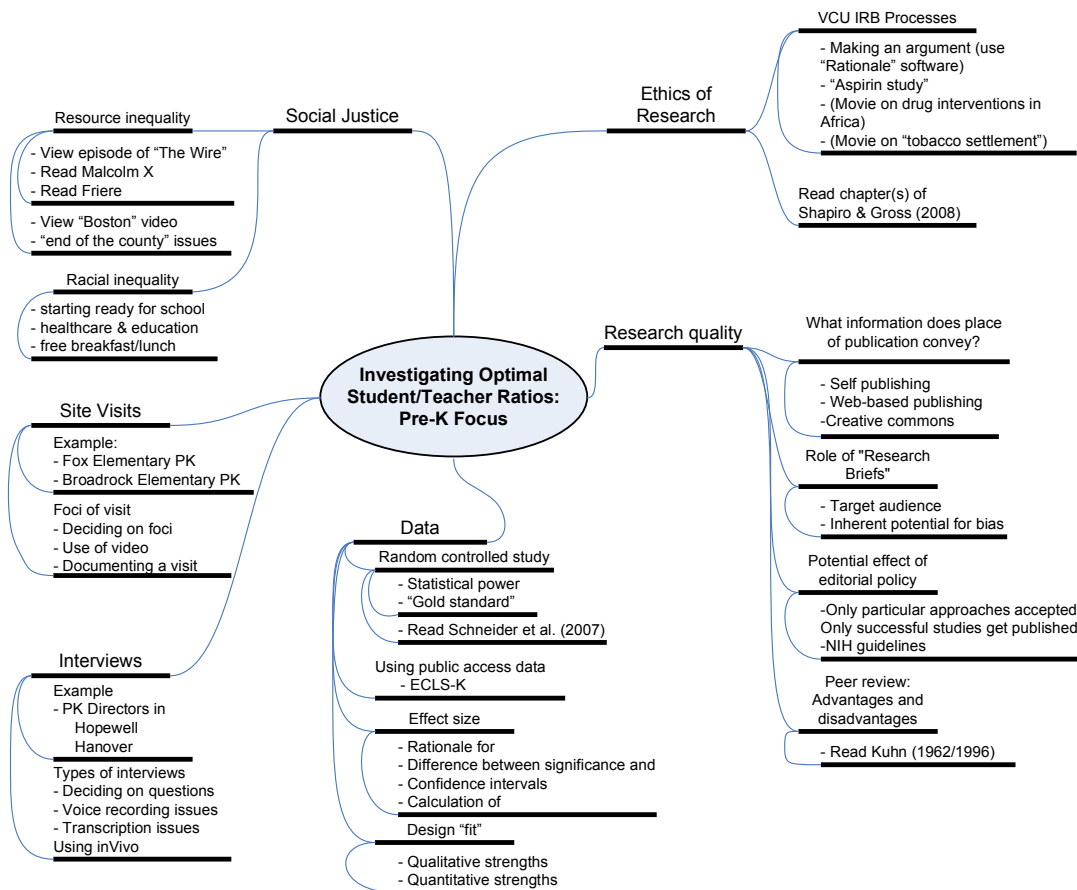


Figure 1: Curriculum network for the initial Pre-kindergarten focus.

Products/Assessment

Participants will be assessed systematically and regularly on their knowledge, skills and dispositions, with an emphasis on the categories of analysis, synthesis and evaluation (Bloom, 1956).

A potential culminating exercise for this focus. Analyze and discuss Gilliam's rationale for recommending early childhood mental health consultation (ECMHC) as an alternative to preschool expulsion. Evaluate the literature supporting Gilliam's argument and weigh it against the literature supporting the benefits of a reduction of class size. What policy would you institute if you had just taken over as Superintendent of the Riverside School District—a district which has an affluent area and a number of housing projects.

Elementary School Focus

The stimulus document for the focus on the elementary school level will be:
 Finn, J. D., & Achilles, C. M. (1990). Answers and questions about class size: A statewide experiment. *American Educational Research Journal*, 27(3), 557-577.

This second focus study will develop on the working knowledge accumulated throughout the course of the initial focus. An example of the progression which this course designs into its pedagogical approach is clearly discernible by comparing the increased complexity of the Finn and Achilles (1990) article with Gilliam (2008). Participants would be expected to continue their earlier discussions of the way that the audience and the peer review process may have influenced the shaping of the article and the approach taken by Finn and Achilles.

A potential curriculum network for the elementary school focus follows:

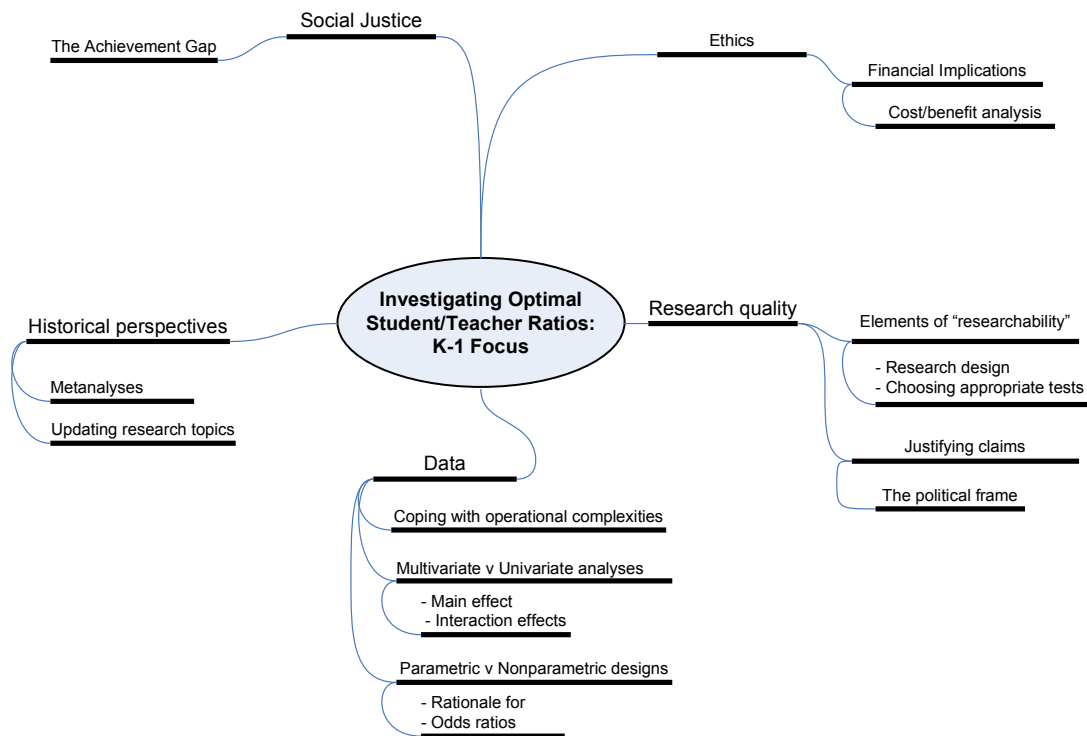


Figure 2: Potential curriculum network for an elementary focus

Products/Assessment

Participants will again be assessed systematically and regularly on their knowledge, skills and dispositions, with an emphasis on the categories of analysis, synthesis and evaluation (Bloom, 1956).

A potential culminating exercise for this focus. How do the “needs and practices of organizations shape our descriptions and analyses (call them representations) of social reality?” (Becker, 2007, p. 3).

High School Focus

The stimulus document for the focus on the elementary school level will be:

Finn, J. D., & Achilles, C. M. (1990). Answers and questions about class size: A statewide experiment. *American Educational Research Journal*, 27(3), 557-577.

The third and final focus of this study of the effect of class size will be grounded in a study of the effects of class size in high school as it potentially contributes to the college performance of high school graduates. This recent study provides a “book end” to the initial focus study.

Possible Case References

Becker, H. S. (2007). *Telling about society*. Chicago: University of Chicago Press.

Bloom, B. S. (1956). *Taxonomy of educational objectives: The classification of educational goals*. New York: D. McKay.

Finn, J. D., & Achilles, C. M. (1990). Answers and questions about class size: A statewide experiment. *American Educational Research Journal*, 27(3), 557-577.

APPENDIX IV

Draft Example of Summer Year Two

Summer in Year Two will be devoted to a simulation experience, modeled on several available case programs. One, for instance, is a design from the National Institute for School Leadership, an organization that has spent over \$11 million developing an executive training program with substantial foundation and government support. The curriculum includes the principal as strategic thinking, leadership for excellence in literacy and mathematics, the principal as team builder, and the principal as ethical leader. The purpose is to “develop school leaders with a sharp focus on improving instruction and raising student achievement through a combination of case studies from business, education, and the military; face-to-face instruction; professional readings’ video commentaries by leading experts; computer –assisted instruction, and action research projects.”

One experience that the students share is a simulation, “Johnson Elementary School” and later “Greenwood Middle School”. These simulations require students to work through a series of decisions. The case directions are:

Imagine that you have just been named the principal at Johnson Elementary, a K-5 school whose former principal retired this year after 25 years in the school system, 15 of them at Johnson. This school’s scores on state-mandated tests have been low and declining in the past four years. And the superintendent, on the job just more than a year, has told you that your evaluation will be based on increasing the percentage of students who meet the state standards in reading and mathematics by 10 percent this school year. What do you do first to get you closest to that goal?

In addition to the written case study and discussion groups, a computer simulated set of situations and questions provide students with opportunities to respond to a series of situations and then discuss the strategic response. The responses are grouped so that leaders can direct discussion toward strategic thinking sessions in which there often is no “right” answer. The Greenwood Middle School simulation includes thousands of pathways and includes video clips from experts who discuss their own thinking about the case.

The summer program at VCU will include student participation in a simulation with feedback from school leaders who are partners in the program. The simulation will occur over a two week period and will simulate real time experiences and data.

APPENDIX V

Examples of Capstone Projects from Other Institutions

Redesigning middle schools for the 21st century (Montgomery Co, MD).

Project involved a descriptive case study and detailed appraisal of the district's new school-wide magnet programs designed to attract students to high-poverty schools.

An analysis of the TN education finance system (State of TN)

The overarching objective for this capstone project is to provide decision makers with a set of fresh ideas and a pool of empirical and research information from which they can draw to construct a 21st century education finance system for the State of Tennessee, one that can also serve as a model for the nation. A historical description (perhaps over the past quarter century) of Tennessee education finance, an explanation of current Tennessee operating funding formula and its components and comparison to selected states, and an analysis of school district spending and taxing equity across Tennessee will be included.

Large-Scale Education Reform: Assessing the Evidence.

This group focused on “large scale educational reform in the era of accountability.” The movement toward large-scale reform marks a shift away from the notion that school improvement should proceed organically, one school at a time. The students in this dissertation group conducted qualitative studies on various aspects of large scale education reform in K–12 urban settings. The dissertations clustered into various subgroups within large-scale reform, including leadership, data-driven decision making, and curriculum implementation. For example, one student’s dissertation explored how Reading First programs are implemented differently across schools and why. A second student explored how standards-based instruction (SBI) is implemented in mild/moderate special education classrooms. A third student compared the philosophies and ideas of traditional and non-traditional superintendents in urban school districts.

Effective Practices in High-Performing Charter Schools

In another thematic group students conducted case studies of promising practices in California charter schools to document strategies that effectively support student achievement. Promising practices were identified through a statewide nomination process, and 20 of the practices were ultimately selected for the compendium. Each student was responsible for investigating two promising practices (at two different schools) in his or her content area

Rethinking the Causes of Underachievement: A Focus on Learning and Motivation.

In a thematic dissertation the overarching theme was persistent achievement problems in low socio-economic status (SES) urban schools. The impetus for this choice was that few if any school-reform initiatives target student motivation, and past work has tended to treat low achievement as an issue related to lack of student knowledge rather than as an issue of motivation. The dissertations completed in this

group therefore targeted key motivational issues in these settings, and the studies completed involved students, teachers, and parents.

One study, focused on motivational factors in Latina/o students' reading engagement that were specifically related to parental variables. A second study found that third- and fourth-grade teachers in an urban school district favored a motivational goal orientation that did not emphasize social comparison and competitive practices in their classrooms, factors which have been shown to be related to lower achievement. And a third study examined generational differences within a group of English learners.

APPENDIX VI
Discussion Draft of Student Feedback and Evaluation Rubrics

Evaluation Rubric for the Educational Doctorate in Leadership

School of Education Virginia Commonwealth University

Student's Name:

Faculty Evaluator:

Year: _____
_____ Summer

Semester: _____ Fall _____ Spring

Date Completed: _____

Recommendation upon Evaluation:
Unsatisfactory

_____ Satisfactory

Evaluation Rubric for the Educational Doctorate in Leadership

Purpose and Instructions

The purpose of the Evaluation Rubric is to provide a system for faculty and students to assess growth over time. The Rubric consists of a series of key elements which evaluate student progress in knowledge and skill acquisition as well as interpersonal dynamics necessary for effective leadership.

Please rate the degree to which the student has provided evidence of the behaviors listed. The numbers and corresponding ratings and descriptors are provided below:

Number	Rating	Descriptor
1	Unacceptable	The student has provided little evidence of this behavior or little evidence of growth in this behavior.
2	Developing	The student is beginning to provide evidence of this behavior or has shown some evidence of growth in this behavior.
3	Acceptable	The student has made progress in providing evidence of this behavior.
4	Target	The student consistently provides evidence of exhibiting this behavior.
N/A	Not Applicable	The student did not have opportunities to provide evidence of this behavior.

Interpersonal Skills

1=Unacceptable 2=Developing 3=Acceptable 4=Target N/A=Not Applicable

The student demonstrates self-awareness, sensitivity to others, and skillfulness in relating to individuals and groups.	
The student demonstrates appropriate nonverbal communication (e.g., eye contact, body posture)	
The student demonstrates active listening.	
The student expresses verbal and/or non-verbal recognition of feelings, needs, and concerns of others.	
The student provides feedback in an appropriate, respectful manner.	
The student is open to other students' feedback.	
The student actively seeks out and appreciates varied perspectives.	
The student is willing to adjust perspective upon reflection.	
The student voices disagreement without creating unnecessary conflict.	
The student responds tactfully to others in emotionally stressful situations or in conflict.	
The student responds in a timely manner to others who initiate contact.	

Group Work

1=Unacceptable 2=Developing 3=Acceptable 4=Target N/A=Not Applicable

The student contributes ideas and opinions to the group.	
The student encourages others to share their ideas and opinions.	
The student takes an active role in consensus building.	
The student assists in the operational tasks of the team.	
The student assists the team in maintaining the direction needed to complete tasks.	
The student generates enthusiasm and persuades others to work together to accomplish common goals.	
The student addresses conflict effectively.	
The student diverts unnecessary conflicts.	
The student supports the ideas and views offered by group members to resolve problems.	

Communication Skills

1=Unacceptable 2=Developing 3=Acceptable 4=Target N/A=Not Applicable

The student's communication is understandable and appropriate to the audience.	
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The student clearly presents thoughts and ideas in one-on-one conversations.	
The student clearly presents thoughts and ideas in small groups.	
The student clearly presents thoughts and ideas in formal, large-group presentations.	
The student uses correct grammar.	
Student is able to articulate his or her position on a topic.	
Student's communication is persuasive.	
The student demonstrates effective presentations skills (e.g., opening and closing comments, eye contact, enthusiasm, confidence, rapport, use of visual aids).	
The student writes concisely.	
The student demonstrates technical proficiency in writing.	

Respect for Diversity

1=Unacceptable 2=Developing 3=Acceptable 4=Target N/A=Not Applicable

The student exhibits respect for dignity and worth of all individuals.	
The student interacts appropriately with people from different backgrounds.	
The student demonstrates effective, culturally sensitive strategies, techniques, and interventions.	
The student models and promotes social justice.	

Information Fluency/Critical Thinking

1=Unacceptable 2=Developing 3=Acceptable 4=Target N/A=Not Applicable

The student is able to identify problems.	
The student seeks to identify causes of problems.	
The student seeks additional information about issues.	
The student uses relevant sources for data and information to confirm or refute assumptions.	
The student can judge the quality of the information from multiple perspectives.	
The student is able to formulate arguments based upon evidence.	
The student is able to propose solutions based on evidence.	

Decision-Making

1=Unacceptable 2=Developing 3=Acceptable 4=Target N/A=Not Applicable

The student makes fair and ethical decisions.	
The student makes decisions based on relevant information and best practice.	
The student considers implications, consequences, and views of others in	

making decisions.	
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Professional Growth

1=Unacceptable 2=Developing 3=Acceptable 4=Target N/A=Not Applicable

The student recognizes and communicates his or her strengths.	
The student recognizes his or her developmental needs.	
The student exhibits appropriate organizational skills.	
The student turns in assignments in a timely manner.	
The student seeks constructive criticism and acts on suggestions for improvement.	
The student understands and analyzes issues from a number of perspectives and responds with policy and practice.	
The student is able to develop, articulate, and apply a leadership platform based on theories of practice.	
The student is able to develop a vision and establishes clear goals.	
The student provides direction in achieving goals and encourages others to contribute to goal achievement.	
The student takes responsibility for implementing initiatives.	