Doctoral Program In Educational Leadership

This paper will evaluate the history of higher education administration doctoral programs and the viability a doctorate of educational leadership with an emphasis on higher education administration at Texas Christian University. We held a focus group of administrators with earned doctorate degrees and inquired what they believe higher education doctoral programs should teach and we held a focus group of potential students asking what they would like in a doctoral program. The project followed the College of Education and Graduate Council protocol to establish new courses and change an existing graduate program. A detailed curriculum was created for the Doctoral of Educational Leadership Higher Education Administration program. A financial model was created for the graduate students in the College of Education that will increase enrollment and institutional revenue.

This book shares the thoughts of mostly North American scholars on many interrelated topics that have not previously been linked in academic research. The focus of the book is the belief that the Ed.D. can prepare highly competent justice-oriented scholars who will be engaged with communities. Among these future leaders, the contributors envision educators who not only lead public schools, but also private foundations, not-for-profit organizations, and community centers. An outstanding feature of this volume is that each chapter highlights existing and emerging issues such as, but not limited to, candidate recruitment and admission policies; program funding, fees, and student expenses; academic support services; faculty recruitment, compensation, evaluation, and promotion policies; on-site/on-line instruction, internship policy, opportunities for graduate student employment, publishing, and conference engagement; student supervision protocols; and dissertation and capstone project parameters. In addition, the book explores cultural and socio-political contexts, public/private sector relationships, and the kinds of legislation that frame Ed.D. theory, policy, and practice from a social justice perspective. “At its best, higher education is an indispensable space for spotlighting, challenging, and addressing injustice. This important volume offers us the conceptual, methodological, empirical, and pedagogical tools necessary for understanding the relationship between doctoral education and social justice work. Antonio Ellis has assembled an impressive array of scholars who help us understand the promise and possibility of Ed.D. programs.” – Marc Lamont Hill, Host for the Black Entertainment Network, Contributor for CNN, and Distinguished Professor of African American Studies at Morehouse College “This volume helps to clarify what is meant by social justice in school leadership settings and provides both philosophical and theoretical perspectives as well as strategies and curricular content that can assist in developing a common sense understanding of social justice. The development of a mental frame of reference is critical to being able to transfer that understanding and curricular content into beliefs and practices. As a professor of educational leadership and a college administrator I am most pleased to find a volume that provides perspectives and strategies which can be employed by academicians teaching in leadership programs and practitioners as they lead and prepare others to become leaders.” – Zollie Stevenson, Jr., Associate Vice President for Academic Affairs and Associate Professor, Philander Smith College

Uncovering the best methods for conducting and writing about research is vital to members of the academic community, especially to those just beginning their careers. In this regard, graduate and post-graduate degree programs are crucial in ensuring that future academic and professional progress will continue. Contemporary Approaches to Dissertation Development and Research Methods is a pivotal reference source that focuses on current models used for doctoral dissertations and how these techniques impact future research and knowledge in various scholarly fields. Featuring innovative perspectives on the design and function of doctoral programs, this book is ideally designed for practitioners, researchers, and academicians. Deepen your success with a new, reality-driven model for leadership that tailors corporate management know-how for the classroom and beyond.

This volume demonstrates that Critical Friendship Theory can help distinguish education doctorate (EdD) programs from research doctorates (education PhDs). Drawing on multiple, detailed case studies of CFT implementation at universities, it covers curriculum and implementation, online and in-person education, challenges, and strategies for success. Written by leadership expert Elaine L. Wilmore, this ideal resource helps aspiring and practicing superintendents attain proficiency in the Educational Leadership Constituent Council (ELCC) standards.

Presents a design for doctoral programs that recognizes the unique needs of the full-time leader/part-time learner with multiple priorities of a demanding leadership position and the equally demanding expectations of a doctoral program. Higher Education is a vibrant, changing field of study. With roots in multiple disciplines, these degree programs prepare the administrators, faculty, and policy makers who direct the current and future higher education enterprise. At a time when higher education is changing rapidly, these programs are poised to frame the future of an educated society. This book examines all aspects of how Higher Education programs operate - from their marketing, focus on student affairs and community colleges, the emergence of online programs and core curricula. Authors from a broad and diverse spectrum of institutions map the current setting of Higher Education programs with an eye on future directions for their livelihood and survival. Create campuses inclusive and supportive of disabled students, staff, and faculty Disability in Higher Education: A Social Justice Approach examines how disability is conceptualized in higher education and ways in which students, faculty, and staff with disabilities are viewed and served on college campuses. Drawing on multiple theoretical frameworks, research, and experience creating inclusive campuses, this text offers a new framework for understanding disability using a social justice lens. Many institutions focus solely on legal access and accommodation, enabling a system of exclusion and oppression. However, using principles of universal design, social justice, and other inclusive practices, campus environments can be transformed into more inclusive and equitable settings for all constituents. The authors consider the experiences of students, faculty, and staff with disabilities and offer strategies for addressing ableism within a variety of settings, including classrooms, residence halls, admissions and orientation, student organizations, career development, and counseling. They also expand traditional student affairs understandings of disability issues by including chapters on technology, law, theory, and disability services. Using social justice principles, the discussion spans the entire college experience of individuals with disabilities, and avoids any single-issue focus such as physical accessibility or classroom accommodations. The book will help readers: Consider issues in addition to access and accommodation Use principles of universal design to benefit students and employees in academic, cocurricular, and employment settings Learn how disability intersects with multiple aspects of identity and experience. Despite their best intentions, college personnel frequently approach disability from the singular perspective of access to the exclusion of other important issues. This book provides strategies for addressing ableism in the assumptions, policies and practices, organizational structures, attitudes, and physical structures of higher education.

Doctoral Student Perspectives on Motivation and Persistence is written by the graduate students in the Education Doctorate program at Winona State University. The student cohort began its work in the summer of 2019. Abstract: In the United States, out of 100 Latina/o elementary students, only 0.3 will complete a doctorate degree. Latinas/os as a fast-growing minority population in the United States continue to be invisible in higher education. The underrepresentation and limited empirical research of Latinas in advanced degrees calls for immediate attention to the inequities existent within the Latina/o educational pipeline. Drawing from a Latina/o Critical Theory analysis, this qualitative study explores the experiences of 12 Latinas from an Educational Leadership Doctoral program. In addition, a microaggressions analytical tool was employed to understand the types, context, effects and responses of
and to microaggressions in the doctoral experience of the women. The interviews, revealed that although the Ed. D. was supportive contrary to traditional doctoral programs, Latinas continue to face systemic and institutional oppression at the doctorate level. Despite the negative experiences, the women utilized various support systems and resiliency to successfully navigate their doctoral program.

At the heart of the effort to enact and scale up successful school reforms is the need for more robust links between research and practice.

One promising approach is design development, a methodology widely used in other fields and only recently adapted to education, which offers a disciplined process for identifying practical problems, assessing evidence of outcomes, accounting for variability in implementation and results, and establishing a foundation for broader understanding of the problem and proposed solutions. This exciting new book provides a practical guide for education leaders who are seeking to address issues of equity in their schools and want to pursue this approach. The book provides a step-by-step description of the process, augmented by case studies of four education leaders: Christine, a middle school principal who is concerned with the volume of disciplinary referrals in her school; Michelle, an elementary school principal who wants to address achievement gaps; Eric, an assistant superintendent who wants to improve the quality of principals’ instructional feedback to teachers; and Nora, a high school principal who is concerned about the use of racial and homophobic slurs in the hallways. The book follows each of these leaders as they formulate and refine interventions to address these problems. Design-Based School Improvement also includes a series of “excursions into theory” that discuss the research basis for design-based improvement. The author—a leading thinker about policy implementation and school reform—showed a profound appreciation for the complexity of work in schools and the deep and sustained thinking entailed in undertaking productive change. By bringing theory to life and putting it in the hands of skilled practitioners, this book promises to become an invaluable resource for education leaders seeking to solve problems of equity and social justice in schools.

This practical guide equips school leaders to shape a culture conducive to high academic achievement for English language learners.

Includes case studies and quick reference charts.

The HOPE Teacher Rating Scale is designed to help guide teachers in identifying gifted students for programming. It is unique in several ways. First, it is short, with only 11 items that measure academic and social/affectional components of giftedness, making it easy to use. Second, it is invariant when used to identify students from low-income and culturally diverse families. Third, it can be used across grade levels, K-12. Finally, local norms ensure that the data are relevant to the specific school populations. With multiple measures and multiple pathways crucial for reversing the inequities in identifying culturally, economically, and linguistically diverse students, a teacher-nomination instrument like the HOPE Teacher Rating Scale is an important component of identification systems. The HOPE Teacher Rating Scale items have been well-developed and subjected to research using more than 12,000 diverse students in five validity studies to date. This manual is useful in understanding and interpreting the electronic scores generated from teachers’ ratings of their students. This instrument is a must-have for any administrator or gifted-program coordinator involved in student identification. Grades K-12

Scripting the MovesCulture and Control in a “No-Excuses” Charter SchoolPrinceton University Press Indocti discant, ament meminisse periti. Let the unlearned learn, let the experts love to remember. One thought that has repeatedly created a maelstrom within me is how much difficulty many doctoral students might have been if someone would have handed me a book and said “read this” it’s from a former doc student. But, alas, no one did because there was nothing out there but word of mouth. Now, and not magically, this is a book with hard earned lessons, reflected on from an educational leadership doctoral program. While I had to learn everything the hard way, new graduate students might benefit from my experiences and what I learned. That is the purpose of I Survived the Educational Leadership Doctoral Program.

Improve instructional leadership practice with proven, easy-to-understand strategies for data-based decision making! This reader-friendly second edition of Schools and Data provides real-world examples and step-by-step procedures for collecting and organizing data, providing every school leader with the means to facilitate more appropriate and effective decision making. With a highly practical method for statistical analysis, this highly accessible resource places special emphasis on: • on collecting and analyzing data for improving education programs, focusing on the unique needs of educators • on teacher-nomination technology • on strengthening educators’ data interpretation skills • on increasing the focus on correlation and regression Building strong skills in problem analysis, program evaluation, data-driven decision making, and report preparation

This groundbreaking volume encourages today’s educational leaders to reposition the way they think about leadership and its challenges. Experienced school and district leaders reveal how they conceptualize their roles, how they learn by posing and solving problems of practice, and how they cope with increasing expectations and complexity in their work. This compilation of compelling narratives demonstrates the power and efficacy of what can happen when school, district, and other educational leaders position themselves as inquirers, bringing forth broader social justice and equity implications. Readers see how leadership can illuminate and improve many aspects of institutional life and create intellectually demanding and rich learning environments for both adults and children. At its heart, Repositioning Educational Leadership is an invitation to practitioners and scholars to make space for new critical questions and perspectives. This book nurtures an expanded discourse about leadership, generated by leaders themselves, and arising from some of the most vexing and often invisible aspects of their important work. “This book unpacks a smorgasbord of real-life work situations that will allow the reader to reflect on these experiences and extract the best practices of leadership.” —Daniel A. Domenech, executive director, AASA “Provides invaluable insights into what the complex work of leading from an inquiry stance looks like in different contexts.” —Irma Zardoya, NYC Leadership Academy “This book is a key contribution to the reinvention of the field of educational leadership, and it is crucial for preparing future leaders.” —Michael A. Copland, deputy superintendent, Bellingham (WA) Public Schools

This invaluable resource highlights specific best practices from 13 exemplary schools that yield high achievement for ethnically diverse students.

This comprehensive resource examines lessons from the private sector, provides case studies of “star” principals, and offers reflection questions for more effective application of leadership principles.

Study abroad programs have proven beneficial for both the international student as well as the domestic community and school population interacting with the student. In an effort to promote cultural awareness, intercultural communications as well as opportunities for future study abroad program success, universities must take care to provide international students with the resources necessary to succeed while studying abroad. Campus Support Services, Programs, and Policies for International Students explores the role of university administration in successful implementation, regulation, and support of study abroad experiences. Highlighting essential topics relating to legal issues, safety concerns, curriculum development, and intercultural communication, this research-based publication is an ideal reference source for university administrators, school counselors, policymakers, and researchers interested in study abroad program implementation, regulation, and success factors at the administrative level.

This book focuses on using faculty mentoring to empower doctoral students to successfully complete their doctoral studies. The book is a collection of mentoring chapters showcasing professors and dissertation advisors from the most prestigious universities in the United States. They provide an extraordinary range of mentoring advice that speaks directly to the doctoral student. Each chapter addresses a professional or personal component of the doctoral process that represents these exceptional faculty best mentor their doctoral students.

An inside look at a “no-excuses” charter school that reveals this educational model’s strengths and weaknesses, and how its approach shapes students Silent, single-file lines. Detention for putting a head on a desk. Rules for how to dress, how to applaud, how to complete homework. Walk into some of the most acclaimed urban schools today and you will find similar recipes of behavior, designed to support
student achievement. But what do these “scripts” accomplish? Immersing readers inside a “no-excuses” charter school, Scripting the Moves offers a telling window into an expanding model of urban education reform. Through interviews with students, teachers, administrators, and parents, and analysis of documents and data, Joanne Golann reveals that such schools actually dictate too rigid a level of social control for both teachers and their predominantly low-income Black and Latino students. Despite good intentions, scripts constrain the development of important interactional skills and reproduce some of the very inequities they mean to disrupt. Golann presents a fascinating, sometimes painful, account of how no-excuses schools use scripts to regulate students and teachers. She shows why scripts were adopted, what purposes they serve, and where they fall short. What emerges is a complicated story of the benefits of scripts, but also their limitations, in cultivating the tools students need to navigate college and other complex social institutions—tools such as flexibility, initiative, and ease with adults. Contrasting scripts with tools, Golann raises essential questions about what constitutes cultural capital—and how this capital might be effectively taught. Illuminating and accessible, Scripting the Moves delves into the troubling realities behind current education reform and reenvisions what it takes to prepare students for long-term success.

Twenty years after the dissolution of the Soviet Union, Kazakhstan, Uzbekistan, Kyrgyzstan, Tajikistan and Turkmenistan are still undergoing numerous transitions. This book examines various language issues in relation to current discussions about national identity, education, and changing notions of socio-cultural capital in Central Asia.

Considering the social, professional and academic issues currently challenging the field of education, not to mention an aging workforce in the area of school leadership/administration, many graduate level school leadership programs are taking steps to redesign the theoretical context and traditional delivery systems that have long been a trademark of these programs. As the need for qualified, capable school leaders continues to grow, student attrition rates in doctoral programs in education remain high. A primary reason for this increasing gap between supply and demand is a failure by many institutions to properly consider and assess student satisfaction within their programs. The Mission of Baker University's Ed. D. in Educational Leadership program is to develop leaders who have a strong knowledge base and a sense of beliefs and values supported by educational research and best practices; and who have the passion, commitment, and skills to transfer knowledge, beliefs and values into policy and practice. The two fold purpose of this study was to determine the level of overall satisfaction by students participating in the first two cohorts in Baker University's Doctorate of Education in Educational Leadership program, and the influence of various demographic factors on program satisfaction. A convenience sample of two cohorts of students (n=46) enrolled in Baker Ed. D. program (from 2006 and 2006), who agreed to participate in the study, were administered a questionnaire aimed at assessing their satisfaction in the areas of Collegiality, Program Schedule, Curriculum Content, Advising and Instruction. The findings of the study showed that participants in the study expressed general satisfaction across all of the design components of the Baker Ed. D. program and also identified some areas that may require further examination/consideration. The researcher recommended that these findings may be used to guide the university's efforts in continuous program improvement. The results of this study may also serve as an initial indication of program quality.

This book explores the efficacy of innovative and interdisciplinary approaches to educational leadership preparation implemented at universities across the United States that serve K-12 populations in urban, rural, and suburban contexts. This book shares advice, how-to's, validations, and cautionary tales based on minoritized students’ recent experiences in doctoral studies. Providing a change of view from inspirational works framed at the “traditional” graduate student towards the affirmation of marginalized voices, readers are given a look at the multiplicitous experiences of underrepresented identities in the predominantly, and historically, White academy. With the changing landscape of America’s institutions of higher education, this book shares tools for navigating spaces intended for the elite. From the personal to professional, these words of wisdom and encouragement are useful anecdotes that speak to the practitioner and academic.

The School Journal of Public Relations is a quarterly publication providing research, analysis, case studies and descriptions of best practices in six critical areas of school administration: public relations, school and community relations, community education, communication, conflict management/resolution, and human resources management. Practitioners, policymakers, consultants and professors rely on the Journal for cutting-edge ideas and current knowledge. Articles are a blend of research and practice addressing contemporary issues ranging from passing bond referenda to building support for school programs to integrating modern information.

The mission of the International Journal of Educational Reform (IJER) is to keep readers up-to-date with worldwide developments in education reform by providing scholarly information and practical analysis from recognized international authorities. As the only peer-reviewed scholarly publication that combines authors’ voices without regard for the political affiliations perspectives, or research methodologies, IJER provides readers with a balanced view of all sides of the political and educational mainstream. To this end, IJER includes, but is not limited to, inquiry based and opinion pieces on developments in such areas as policy, administration, curriculum, instruction, law, and research. IJER should thus be of interest to professional educators with decision-making roles and policymakers at all levels turn since it provides a broad-based conversation between and among policymakers, practitioners, and academicians about reform goals, objectives, and methods for success throughout the world. Readers can call on IJER to learn from an international group of reform implementers by discovering what they can do that has actually worked. IJER can also help readers to understand the pitfalls of current reforms in order to avoid making similar mistakes. Finally, it is the mission of IJER to help readers to learn about key issues in school reform from movers and shakers who help to study and shape the power base directing educational reform in the U.S. and the world.

Attrition among doctoral students has become a perennial issue in higher education (Gardner, 2009; Golde, 2000) as 40 to 60 percent of doctoral students do not complete their program of study (Bair & Haworth, 2005). Such outcomes are inconsistent with the rigorous evaluation that occurs prior to being accepted into a doctoral program (Bair & Haworth, 2005). Despite deemed levels of student excellence, promise and efforts made by programs to counter student departure (Offerman, 2011), attrition rates remain alarmingly high (Bair & Haworth, 2005; Gardner, 2009). The purpose of this book is to provide a view into doctoral student work-lives and their efforts to find a balance between often seemingly conflicting responsibilities. In addition to contributing to the ongoing dialogue on work-life balance in doctoral studies (Brus, 2008; Golde, 1998; Moyer, Salovey, & Case-Cannon, 1999), the intention of this book is to provide other doctoral students with potential coping mechanisms, guidance, and assurance that they are not alone in this process. Lastly, we anticipate that these doctoral student narratives will help illuminate potential strategies that doctoral programs, departments, and institutions can incorporate in their efforts to help students successfully complete their program of study. As such the intended audience is doctoral students, higher education professionals, faculty members, and educational leaders.

Build your capacity to lead your school to greatness! Great leaders are made, not born. Written by the authors of From Good Schools to Great Schools, this sequel shows how great school leaders can be developed and how leaders can acquire the powerful personal leadership characteristics that the best administrators use to lead their schools to greatness. Chapters include: Self-assessments that reveal your inherent leadership dispositions Tips from exceptional principals in the field Strategies and case studies for developing specific leadership qualities Application exercises that put the strategies into action Reflection activities that encourage professional growth The Journal of School Public Relations is a quarterly publication providing research, analysis, case studies and descriptions of best practices in six critical areas of school administration: public relations, school and community relations, community education, communication, conflict management/resolution, and human resources management. Practitioners, policymakers, consultants and professors rely on the Journal for cutting-edge ideas and current knowledge. Articles are a blend of research and practice addressing contemporary issues ranging from passing bond referenda to building support for school programs to integrating modern information.

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that is relevant to practitioners around the world. Growing numbers of educators and professors look to the six bimonthly issues to: deal with problems directly related to contemporary school leadership practice teach courses on school leadership and policy use as a quality reference in writing articles about school leadership and improvement.

The Carnegie Project on the Education Doctorate (CPED)—an inter-institutional action project of the Carnegie Foundation—is a consortium of universities pursuing the goals of instituting a clear distinction between the professional doctorate in education and the research doctorate; and improving reliably and across contexts the efficacy of programs leading the professional doctorate in education. To this end, the aim is to advance the Education Doctorate (EdD) as the highest quality degree for the professional preparation of educational practitioners. With this book, the editors offer multiple perspectives of graduates from several CPED-influenced programs and allow these graduates to describe how they have experienced innovative professional practice preparation. The chapters in this book tell the reader a story of transformation providing several narratives that describe each graduate’s progression through their doctoral studies. Authors specifically chronicle how individual EdD programs prepared them to be scholarly practitioners, and how their doctoral studies changed who they have become as people and practitioners. The primary market for this project would be scholars, professors, and students interested in higher education and doctoral education. In particular, those that are interested in understanding the purpose of the Education Doctorate (EdD) and its role in preparing Stewards of the Practice.

Make the leap from ordinary to stellar school leadership! "What can I do to make a difference and lift my school to excellence?" Principals will find answers to this question and other critical leadership issues in this comprehensive resource, which examines how to apply lessons from the private sector to public education. The authors provide templates, implementation tips, and additional resources, and help school leaders discover nine essential characteristics of high-performing "Level 5" leaders through: In-depth discussions and case studies of "star" principals A comparison of principals and corporate leaders, including qualities exclusive to school leadership Reflection questions for more effective application of leadership principles

Changing Mindsets of Educational Leaders to Improve Schools: Voices of Doctoral Students responds to the dual question that all graduate and post-graduate programs should ask: As students learn about leadership, does their practice change? If so, does this changing practice result in school improvement? In 16 powerful essays, students enrolled in a doctoral program describe what they believed about school leadership prior to their continuing education, what their practice looked like then, what they believe now, and how this changing mindset is reflected in their practice.

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