

Assessment: Assessment Plan

Degree Program - COE - Educational Leadership - Professional Practice (EDD)

CIP Code: 13.0401.00

Disciplinary Accrediting Body: Council for the Accreditation of Educator Preparation (CAEP)

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Program Purpose Statement: The purpose of the Doctor of Education (Ed.D.) in Educational Leadership Program at Texas Tech University is to enhance the learning of executive school leaders who can identify and implement research-based solutions to high-leverage problems of practice within a PreK-12 school district context.

Assessment Coordinator: Kara Page

Modality: Face-to-Face, Hybrid/Blended, Electronic-to-Group, Off Campus Face-to-Face

Student Learning Outcome: Identify Problem of Practice (P1)

Each Educational Leadership (EDLD) EdD Cohort school leader will identify and research one or more problem(s) of practice within their district context through conducting a comprehensive Exploratory Needs Analysis (ENA) investigation with multiple school/district data.

Outcome Status: Active

Outcome Type: Student Learning

Assessment Methods

Course Level Assessment - Multiple A&Es will be completed where cohort school leaders analyze their current school district initiatives, strategic planning process, and summative data that demonstrate the level of student achievement and district success (TAPR). (Active)

Criterion: These Assessment and Evaluations will have a five-level rubric. Cohort school leaders are expected to score 3.5 or higher on the research report of the problem of practice within the district or school.

Related Documents:

[EDLD EdD SLO1 Problem of Practice Identification RUBRIC.docx](#)

Class Discussions - The final Apply and Evaluate (A&E) assessment for Phase 1 will be the identification of a problem (s) of practice after an extensive review of the school or district's multiple forms of data. This level of the project will include a preliminary literature review of the problem(s) of practice and identification of stakeholders involved in the determination of the problem/dilemma. (Active)

Criterion: The A&E Assessment and Evaluation will have a five-level rubric. Cohort school leaders are expected to score 3.5 or higher on the research report of the problem of practice within the district or school.

Student Learning Outcome: Design a research intervention (P2)

Each EDLD EdD Cohort school leader will design a specific research intervention to address an identified problem of practice within their district context.

Degree Program - COE - Educational Leadership - Professional Practice (EDD)

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Assessment Methods

Course Level Assessment - This phase will involve researching an appropriate intervention (solution) with input from district stakeholders. The research intervention will consist of a complete, fully articulated problem based inquiry (PBL) intervention design project (i.e., “PBI Research-based Intervention Design Prospectus” Project) consisting of: research intervention design; implementation details [personnel involved / data teaming procedures / timeline]; progress monitoring / adjustment strategies; and impact analysis / evaluation plan — on the identified school- or district-level problem of practice

Each cohort school leader will present their research intervention design to a panel of practicing regional K-12 school/district leaders [consisting of: 1) school district superintendent / assistant superintendent and relevant central office district program directors; 2) executive leaders / representatives of state- wide school administrator organizations; and 3) other school district community stakeholders (e.g., school board members, teachers, business community members) who will evaluate the intervention designs on multiple school improvement-based design parameters, including practicality of implementation and perceived impact effectiveness. (Active)

Criterion: The Assessment and Evaluation will have a five-level rubric. Cohort school leaders are expected to score 3.5 or higher on the problem of practice research intervention design targeting improvement needs in their specific district or school context.

The review panel will develop an appropriate 5-point scale rubric.

Criterion - A score of 3.5 or higher on the 5-point scale.

Student Learning Outcome: Implement research intervention (P3)

Each cohort school leader will adjust and fully implement the identified action research intervention study from the previous Phase 1 and 2, including engaging in progress monitoring and adjusting procedures during the intervention implementation and evaluating the interventions’ overall impact. In each of the three phases noted, the cohort leader will have included multiple stakeholders within the district context along with support from the Superintendent of Schools (or designee) for collaboration and input.

Outcome Status: Active

Outcome Type: Student Learning

Assessment Methods

Field Placement/Internship - Assuming one year of implementation of a research-based intervention in a school or district, the student cohort leader will progress monitor the results in a detailed report to the Superintendent and/or Board of Trustees. A minimum of one student, teacher, parent and other administrator will be interviewed for the progress/outcome of the research-based intervention. (Active)

Criterion: Educational Leadership (EDLD) faculty serving on EDLD EdD Cohort students’ individual “Dissertation in Practice” review committees will review/evaluate and score cohort students’ individual Phase 3 assessment products (i.e., research intervention study / progress-monitoring efforts/results and Dissertation in Practice). EDLD EdD Dissertation in Practice” review committees will develop an appropriate 5-point scale rubric.

A score of 3.5 or higher on the 5-point scale will be required to demonstrate competency.

Field Placement/Internship - Dissertation in Practice Proposal: Cohort student leader will present dissertation in practice proposal to a committee of faculty members that includes a synthesis of Chapters 1, 2, 3, and preliminary results for Chapter 4.

Degree Program - COE - Educational Leadership - Professional Practice (EDD)

(Active)

Criterion: Focus Groups - Review and assessment of Phase 3 End-of-Phase assessments (Dissertation in Practice proposal and complete study) by an “external review panel” of K-12 school district organization leaders comprised of: 1) school district superintendent / assistant superintendent and relevant central office district program directors; 2) executive leaders / representatives of state-wide school administrator organizations; and 3) other school district community stakeholders (e.g., school board members, parents, teachers, business community members). The review panel will develop an appropriate 5-point scale rubric.