NCATE Aligned Program Assessment Plan

Doctor of Education in Educational Leadership
With a Concentration in
Curriculum, Technology, and Higher Education

The University of Delaware's School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE). As part of that accreditation process, this document presents the program assessment plan for the School's Doctor of Education in Educational Leadershi with a concentration in Curriculum, Technology, and Higher Education (CTHE) program.

The CTHE program is based on the assumption that degree candidates can improve outcomes by learning how to define educational problems, discover best practices documented in the scholarly literature, and create local improvement plans informed by data driven analysis of local needs. To accomplish this, the CTHE program provides doctoral candidates with both a theoretical and a practical grounding in curriculum theory, educational technology, and qualitative and quantative methodology used to inform the design of organizational improvement plans. To demonstrate mastery of the program's goals, all candidates complete a series of performances that are aligned with the School of Education's conceptual framework and NCATE's Unit Standards. The performances are integrated together in an educational improvement project in which the candidate demonstrates leadership abilities in the formulation, planning, implementation, and evaluation of the project. These performances include (1) a problem statement, (2) a curriculum conspectus, (3) a standards-based educational technology framework, (4) an action research project, (5) an executive position paper (EPP) proposal and its defense, and (6) the completed EPP and its defense. Candidates assemble these performances into an educational leadership portfolio to which evaluators have access for assessment purposes.

This document presents rubrics that align the CTHE performances with NCATE unit standards and the University of Delaware's conceptual framework outcomes.

CTHE Performance #1: Problem Statement

Analytical Essay   Completed by 6 credits

At the beginning of the CTHE program, all candidates complete the course EDUC 824: Effective Communication for Educational Leaders. In conjunction with this course, each candidate identifies an "organizational improvement problem," develops evidence for the candidate's perspective, and formulates a problem statement and an analytical plan aimed at improvement. This assignment

emphasizes the analytical tasks of developing a concise, relevant, and coherent problem statement. Its purpose is to help candidates begin thinking about their projects and lines of inquiry candidates may pursue in subsequent courses related to their chosen problem. Later in the program, candidates can build upon this when they write their more formal EPP proposals.

NCATE Rubric for Assessment #1: Problem Statement (analytical essay)

Candidate's Name:		Date:	
INDICATORS	**Unacceptable**	**Acceptable**	**Target**
Problem Solver The candidate constructs practical, effective approaches to professional challenges using a sound base of theory and research and helps others construct their own ways of addressing challenges.	The problem statement is based largely on opinions and assertions, without evidence. There is no benchmarking of claims about inadequate conditions or performance. There is little apparent logic to the key questions and tasks. The questions and tasks are broad and vague or it is not clear how they relate to or advance the purposes of the inquiry and how they yield information to aid organizational improvement decisions.	The problem statement is substantiated with some evidence, although there may also be unsubstantiated claims. Claims about inadequate conditions or performance employ comparisons, although some may not be clear and persuasive. The gap between the current state and the goal state is fairly clear. The questions, tasks, and logic of the plan of inquiry are for the most part clear and specific although there may be some weak spots and gaps. Most key questions and tasks have a clear rationale connecting them to the larger purposes of the inquiry and to decision making.	The problem statement is well-substantiated with persuasive empirical evidence and deductive logic. Claims about inadequate conditions or performance are made on the basis of clear and compelling comparisons that identify gaps between the current state and the goal state. The questions, tasks, and logic of the plan of inquiry plan are clear and specific. Key questions and tasks have a clear rationale that connects them to the larger purposes of the inquiry. It is clear how information gathered will guide decisions and plans. The questions are answerable and tasks are feasible to accomplish.
(circle rating)	**0**	**1**	**2**
Scholar The candidate is grounded in the knowledge of the discipline, in pedagogical content knowledge, in knowledge of best practices informed by state and national standards, and in theory and research concerning individuals, families, and communities.	The formulation of the problem statement and the analytical plan evidences little or no connection with relevant theory and research. It is difficult to follow the organizing logic of the narrative. Paragraph coherence is weak; many sentences are unclear; too many sections are difficult to follow. There are no tables or figures to support the	The formulation of the problem statement and the analytical plan evidences some connection with relevant theory and research. The organizing logic of the narrative is generally apparent, but there may be weaknesses and gaps in places. The paper is generally well organized and clearly presented, though some sections have weaknesses in clarity, concisions,	Relevant theory and research are used consistently and effective in formulating the problem statement and developing the analytical plan. The paper is consistently well organized and clearly presented. The narrative is organized around a readily understandable and compelling logical structure. The prose is clear, concise, and well organized. Tables and figures are

	presentation; or, tables and figures are poorly organized and presented.	and/or coherence. Tables and figures are used and are generally effective.	clear, easy to understand, and informative.
(circle rating)	**0**	**1**	**2**
Partner The candidate uses a flexible array of well-developed skills to support the positive development of all learners within families and communities, giving balanced attention to the emotional, social, physical and cognitive dimensions of students' lives.	There is little or no evidence of collaborative input from appropriate colleagues or stakeholders in the formulation of the problem statement and the development of the problem solving plan, or there is little discernible relationship of the proposed problem statement or plan to student learning.	There is evidence of collaborative input from appropriate colleagues or stakeholders in the formulation of the problem statement and the development of the problem solving plan. Connections of the problem statement and plan to student learning are discernable, though sometimes by inference.	The problem definition and problem solving plan are developed from substantial input from appropriate colleagues and stakeholders. Connections of the problem statement and plan to student learning are explicitly described.
(circle rating)	**0**	**1**	**2**

CTHE Performance #2: Curriculum Conspectus

Curriculum Blog or Wiki   Version 1 completion target: by 12 credits

Performance 2 involves EDUC 860 and the candidate's specialization courses. In EDUC 860 (Curriculum Theory), all CTHE candidates are introduced to essential dimensions of curriculum, as the course of formative experience, including issues of identity, social discourses, meaning and authority, and the motivational significance of problematic situations for learning. In EDUC 860, candidates will develop a curriculum conspectus analyzing the essential dimensions for designing the curriculum of an Organizational Improvement Project (OIP) addressing a specific problematic situation. The conspectus developed in EDUC 860 is evaluated for how well the curriculum theory concepts are employed. The curriculum analysis included in the Educational Leadership Portfolio may be either a final revision of the conspectus initially developed in EDUC 860, or a conspectus for a different OIP reflected in the EPP. This curriculum analysis will be evaluated by the candidate's advisor and/or specialization faculty for responsiveness to aspects of the problematic situation that are specific to the subject or specialization area.

NCATE Rubric for Assessment #2: Curriculum Conspectus (Blog or Wiki)

Candidate's Name:		Date (version 1):	Date (final ELP version):
INDICATORS	**Unacceptable**	**Acceptable**	**Target**

Problem Solver The candidate constructs practical, effective approaches to professional challenges using a sound base of theory and research and helps others construct their own ways of addressing challenges.	The conspectus lacks focus on improved practices, or the relation of changed practices to improvement on the problematic situation is unclear. There is little or no attention to interrelationships among elements and levels of change. The analysis fails to anticipate serious and foreseeable difficulties, impediments, and obstacles. There is little or no evidence of how the changes analyzed will produce intended positive results for the organization's ultimate beneficiaries.	The conspectus analyzes and evaluates some changes in practices for improvement on the problematic situation, although consideration of possible changes could be more comprehensive, or the connection between changes analyzed and the goal state could be more clear. The analysis takes into account changes at different organizational levels, but interrelationships among elements and levels of change are not fully explored. The analysis anticipates some foreseeable difficulties, impediments, and obstacles, but others remain to be considered. Commitment to results for the ultimate intended beneficiaries is expressed, but is not consistently sustained in the analysis.	The conspectus analyzes and evaluates changes in practices that can be realized through an OIP for improvement on the problematic situation identified in the Problem Statement. This analysis appropriately takes into account the interrelated changes in practices, communities of practice, and participant identities involved at different organizational levels (e.g., district, building, classroom). The analysis anticipates foreseeable difficulties, impediments, and obstacles to realization of the changes being planned. Analysis and planning sustains a commitment to results for the ultimate intended beneficiaries of OIP (e.g., classroom students).
(circle rating)	**0**	**1**	**2**
Scholar The candidate is grounded in the knowledge of the discipline, in pedagogical content knowledge, in knowledge of best practices informed by state and national standards, and in theory and research concerning individuals, families, and communities.	The curriculum analysis evidences little or no connection with relevant theory and research. The organizing logic of the analysis is generally apparent, but there may be weaknesses and gaps in places. The paper is generally well organized and clearly presented, although some sections have weaknesses in clarity, concisions, and/or coherence. Planning for the OIP evidences little or no consideration of data to guide and assess progress toward accomplishing the project goals.	The curriculum analysis evidences some connection with relevant theory and research, although some elements of the analysis are not adequately informed by relevant scholarship. The organizing logic of the analysis is generally apparent, but there may be weaknesses and gaps in places. The paper is generally well organized and clearly presented, although some sections have weaknesses in clarity, concisions, and/or coherence. Planning for the OIP evidences some consideration of data to guide and assess progress toward accomplishing the project goals, although this aspect of the planning could be more fully	Theory and research on professional development, leadership and organizational change, relevant academic disciplines and school subjects, and other relevant spheres of practice and discourse are identified and used appropriately in planning the OIP. Theory and research inform the analysis of the qualifications (knowledge, understanding, abilities, dispositions, etc.) required by competent participants in the practices planned for organizational improvement. Design of the OIP includes planning for collection and use of data to guide and assess progress toward accomplishing the project

(circle rating)	0	1	2
		developed.	goals.
Partner The candidate uses a flexible array of well-developed skills to support the positive development of all participants within the relevant communities, including families and communities served by the organization as well as participants in the organization(s) in which improved practices are being planned, giving balanced attention to the emotional, social, physical and cognitive dimensions of the lives of students and other participants.	There is little or no evidence of collaborative input from appropriate colleagues or stakeholders in the curriculum analysis, or there is little discernible relationship between the curriculum analysis and the requirements for collaborative partnership to bring about intended improvement in institutionalized practices.	There is evidence of some collaborative input in the analysis of colleagues' and stakeholders' participation in the change process and in the improved practices. Some awareness of the motivating situations of those involved in and affected by the change process is discernable, although sometimes by inference. Some awareness of the needs of participants in the change process and in the improved practices is discernable, but without sufficiently responsive planning to address those needs.	Analysis and planning reflect substantial input from appropriate colleagues and stakeholders. The analysis recognizes how those involved in and affected by the change process (e.g., students and parents, as well as teachers, administrators, and other professionals) may be motivated by what they encounter as problematic in the situation for them. Analysis demonstrates awareness, sensitivity, and tact in planning for the knowledge, understanding, abilities, and dispositions that diverse partners at all organizational levels will need as participants in the change process and in the improved practices.
(circle rating)	0	1	2

CTHE Performance #3: Standards-Based Educational Technology Framework

Reflective ePortfolio   Completed by 24 credits

In the required course EDUC 818 (Educational Technology Foundations), all CTHE candidates learn to mine the educational technology knowledge base appropriate to their specialization, discover their discipline's foundations, create or adopt an appropriate set of standards, and create a Web site based on this framework. In the process, candidates determine the proper role of educational technology in their specialization, and the candidates determine how they may use technology in their doctoral thesis as described in performances 5 and 6 below. The resulting Web site based on this framework may function as one of the appendices in the EPP.

Moreover, this Web site may contain the EPP and its appendices, thereby serving to present the EPP as an electronic portfolio accessible over the Web.

NCATE Rubric for Assessment #3: Techno Framework (reflective ePortfolio)

Candidate's Name:		Date:	
INDICATORS	**Unacceptable**	**Acceptable**	**Target**
Problem Solver The candidate constructs practical, effective approaches to professional challenges using a sound base of theory and research and helps others construct their own ways of addressing challenges.	The portfolio lacks evidence that the candidate has mastered the knowledge that undergirds the candidate's field. The candidate's portfolio does not contain examples of important principles and concepts delineated in professional, state, and institutional standards.	The portfolio contains evidence that the candidate has an adequate understanding of the knowledge expected in the candidate's field and delineated in professional, state, and institutional standards.	The portfolio demonstrates that the candidate has in-depth knowledge of the candidate's field as described in professional, state, and institutional standards. The candidate demonstrates this knowledge through inquiry, critical analysis, and synthesis of the subject.
(circle rating)	**0**	**1**	**2**
Scholar The candidate is grounded in the knowledge of the discipline, in pedagogical content knowledge, in knowledge of best practices informed by state and national standards, and in theory and research concerning individuals, families, and communities.	The portfolio lacks evidence that the candidate has mastered professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. The portfolio does not demonstrate the candidate's knowledge of institutional, family, and community contexts. Neither does the portfolio contain reflections about the candidate's work, nor does the portfolio use current research to inform the candidate's practice.	The portfolio contains evidence that the candidate can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to support learning. The portfolio demonstrates that the candidate considers institutional, family, and community contexts. The portfolio contains reflections about the candidate's practice and demonstrates the candidate's ability to analyze educational research findings and incorporate new information into practice as appropriate.	The portfolio demonstrates that the candidate has a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. The portfolio contains evidence that the candidate makes necessary adjustments based on findings reported in the scholarly literature as well as reflections about the candidate's practice. The portfolio indicates that the candidate considers institutional, family, and community contexts in applying ideas to real-world issues.
(circle rating)	**0**	**1**	**2**
Partner The candidate uses a flexible	The portfolio lacks evidence that the candidate is familiar with professional dispositions	The portfolio contains evidence of the candidate's familiarity with the professional dispositions	The portfolio demonstrates that the candidate works with students, families, colleagues, and

array of well-developed skills to support the positive development of all learners within families and communities, giving balanced attention to the emotional, social, physical and cognitive dimensions of students' lives.	delineated in professional, state, and institutional standards. The portfolio does not demonstrate professional behaviors that are consistent with the ideal of fairness and the belief that all students can learn. The portfolio lacks evidence that the candidate models these professional dispositions in work with students, families, colleagues, and communities.	delineated in professional, state, and institutional standards. The portfolio demonstrates professional behaviors that are consistent with the ideal of fairness and the belief that all students can learn. The portfolio indicates that the candidate's work with students, families, colleagues and communities reflects these professional dispositions.	communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards. The portfolio demonstrates professional behaviors that support caring and supportive learning environments and encourage self-directed learning by all students. The portfolio contains reflections recognizing when the candidate's own professional dispositions may need to be adjusted and making plans to do so.
(circle rating)	**0**	**1**	**2**

CTHE Performance #4: Action Research Project

Data Analysis   Completed by 39 credits

This is a case study comprising EDUC 665 (Statistics), EDUC 850 (Qualitative Research), and EDUC 863 (Program Evaluation). The study is an authentic project in which the candidates collect and analyze data intended to inform the design of their local organizational improvement plan. The EDUC 850 course instructor coordinates with the other instructors of this course cluster to ensure that all CTHE candidates receive guided help completing this action research project and submitting it as the authentic major assignment in EDUC 850 and/or EDUC 863.

NCATE Rubric for Assessment #4: Action Research Project (data analysis)

Candidate's Name:		Date:	
INDICATORS	**Unacceptable**	**Acceptable**	**Target**
Problem Solver The candidate constructs practical, effective approaches to	The project lacks evidence that the candidate addresses a significant problem facing the	The project contains evidence that the candidate addresses a significant problem facing the	The project contains evidence that the candidate addresses a significant problem facing the

professional challenges using a sound base of theory and research and helps others construct their own ways of addressing challenges.	organization. The candidate does not consider professional, state, or institutional standards, and the project is not aligned with best practices documented in the scholarly literature. The project's result does not produce strategies or recommendations likely to help others improve their practice.	organization. The candidate considers professional, state, or institutional standards, and the project aligns somewhat with best practices documented in the scholarly literature. The project's result identifies some strategies or recommendations likely to help others improve their practice.	organization. The candidate considers professional, state, or institutional standards, and the project aligns well with best practices documented in the scholarly literature. The project's result produces strategies and recommendations that make a positive impact on the practice of others.
(circle rating)	**0**	**1**	**2**
Scholar The candidate is grounded in the knowledge of the discipline, in pedagogical content knowledge, in knowledge of best practices informed by state and national standards, and in theory and research concerning individuals, families, and communities.	The project lacks evidence that the candidate builds on content, professional, and pedagogical knowledge and skills. The candidate's arguments do not build on inquiry, critical analysis, or synthesis relevant to the project's problem. The candidate does not collect and analyze data relevant to solving the problem.	The project contains evidence that the candidate builds on content, professional, and pedagogical knowledge and skills. The candidate's arguments include inquiry, critical analysis, or synthesis, but they are vaguely connected to the project's problem. The candidate collects and analyzes a minimal amount of data loosely tied to the problem at hand.	The project contains evidence that the candidate builds on content, professional, and pedagogical knowledge and skills. The candidate's arguments include inquiry, critical analysis, and synthesis closely tied to the project's problem. The candidate collects and analyzes an appropriate amount of data to deepen understanding of the problem.
(circle rating)	**0**	**1**	**2**
Partner The candidate uses a flexible array of well-developed skills to support the positive development of all learners within families and communities, giving balanced attention to the emotional, social, physical and cognitive dimensions of students' lives.	The project lacks evidence of the candidate's collaboration and sharing of content, professional, and pedagogical expertise to address the project's problem. The candidate has made no significant attempt to include the diverse perspectives of students, families, colleagues, or communities in addressing the problem. The candidate does not use school, institutional, or community resources in attempting to solve the problem.	The project contains evidence of the candidate's collaboration and sharing of content, professional, and pedagogical expertise to address the project's problem. The candidate has made attempts to include the diverse perspectives of students, families, colleagues, or communities in addressing the problem. The candidate has made some use of school, institutional, or community resources in attempting to solve the problem.	The project contains evidence of the candidate's study of the scholarly literature and collaboration and sharing of content, professional, and pedagogical expertise to address the project's problem. Solutions explicitly incorporate the diverse perspectives of students, families, colleagues, or communities. The candidate has made judicious use of school, institutional, or community resources in attempting to solve the problem.
(circle rating)	**0**	**1**	**2**

CTHE Performance #5: EPP Proposal

Project Plan	Completed by 42 credits

As the doctoral thesis, the Executive Position Paper (EPP) is the capstone project in the Doctor of Education program. Candidates work on their EPP proposal while taking EDUC 891 (Organizational Problem Analysis/Planning). Candidates form an EPP committee and write an EPP proposal for their EPP. It is intended that the action research project in performance 4 will inform the definition of the problem addressed in the EPP. More on the process of forming the doctoral committee and proceeding to candidacy is online at www.udel.edu/education/edd/cthe/completion.html.

NCATE Rubric for Assessment #5: EPP Proposal (project plan)

Candidate's Name:		Date:	
INDICATORS	**Unacceptable**	**Acceptable**	**Target**
Problem Solver The candidate constructs practical, effective approaches to professional challenges using a sound base of theory and research and helps others construct their own ways of addressing challenges.	The proposal lacks evidence that the candidate has mastered professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. The candidate does not use current research to inform the definition of the problem defined in the proposal.	The proposal contains evidence that the candidate can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. The candidate analyzes educational research findings and appropriately cites references from the scholarly literature to inform the proposed project.	The proposal demonstrates that the candidate has a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. The candidate analyzes educational research findings, discriminates between strong and weak evidence, and appropriately cites references from the scholarly literature to inform the proposed project.
(circle rating)	0	1	2
Scholar The candidate is grounded in the knowledge of the discipline, in pedagogical content knowledge, in knowledge of best practices informed by state and national standards, and in theory and research concerning individuals, families, and communities.	The proposal lacks evidence of the candidate's familiarity with professional dispositions delineated in professional, state, and institutional standards. The proposal demonstrates that the candidate has limited understanding of the concepts and methods related to assessment and program evaluation. The candidate's proposal does not	The proposal contains evidence that the candidate is familiar with the professional dispositions delineated in professional, state, and institutional standards. The proposal demonstrates the candidate's ability to analyze student, classroom, and school or institutional performance data and make data-driven decisions about strategies for teaching and	The proposal contains evidence that the candidate works with students, families, colleagues, and communities in ways that reflect the professional dispositions expected of professional educators as delineated in professional, state, and institutional standards. The proposal demonstrates the candidate's ability to study the

	facilitate the use of data to make decisions about educational strategies.	learning so that all students learn.	scholarly literature and collaborate with other professionals to identify and design strategies and interventions that support student learning.
(circle rating)	**0**	**1**	**2**
Partner The candidate uses a flexible array of well-developed skills to support the positive development of all learners within families and communities, giving balanced attention to the emotional, social, physical and cognitive dimensions of students' lives.	The proposal is lacking an explanation and understanding of the diversity and policy contexts within which the candidate works. The candidate does not use community resources to support the project's goals. The proposal is not consistent with the ideal of fairness and the belief that all students can learn.	The proposal demonstrates the candidate's understanding of the diversity and policy contexts within which the candidate works. The candidate is aware of and utilizes school or institutional and community resources that support the project's goals. The proposal demonstrates professional dispositions that are consistent with the ideal of fairness and the belief that all students can learn.	The proposal demonstrates the candidate's ability to address problems in the diversity and policy contexts within which the candidate works. The candidate identifies ways to improve school or institutional and community resources that support the project's goals. There is evidence of the candidate's recognizing when professional dispositions may need to be adjusted and making plans to do so.
(circle rating)	**0**	**1**	**2**

CTHE Performance #6: Executive Position Paper

Doctoral Thesis   Completed by 54 credits

Candidates earn 12 credits of EDUC 969 (thesis) while completing their executive position paper. In addition to writing the executive position paper, candidates must present it in an oral defense attended by the members of their EPP committee and fellow doctoral candidates, all of whom are invited to attend each EPP defense. The guidelines are at www.udel.edu/education/edd/cthe/epp.html.

NCATE Rubric for Assessment #6: Executive Position Paper (doctoral thesis)

Candidate's Name:		Date:	
INDICATORS	**Unacceptable**	**Acceptable**	**Target**
Problem Solver The candidate constructs practical, effective approaches to professional challenges using a	The candidate has limited understanding of the major concepts and theories related to the thesis. The thesis does not	The candidate understands and builds upon the major concepts and theories related to the thesis. The thesis analyzes data to inform	The candidate reflects on the major concepts and theories related to the thesis and provides a rationale for which ones are

sound base of theory and research and helps others construct their own ways of addressing challenges.	facilitate the use of data to make decisions about educational strategies.	decisions about educational strategies.	most applicable to the problem at hand. The thesis analyzes data to inform decisions about educational strategies and addresses discrepancies between local findings and results documented in the research literature.
(circle rating)	**0**	**1**	**2**
Scholar The candidate is grounded in the knowledge of the discipline, in pedagogical content knowledge, in knowledge of best practices informed by state and national standards, and in theory and research concerning individuals, families, and communities.	The thesis lacks evidence that the candidate has mastered professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. The candidate fails to use current research to inform the thesis.	The thesis contains evidence that the candidate can apply the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards. The candidate analyzes educational research findings and incorporates new information into the thesis as appropriate.	The thesis demonstrates that the candidate has in-depth knowledge of the field as described in professional, state, and institutional standards. The candidate demonstrates this knowledge through inquiry, critical analysis, and synthesis of educational research findings.
(circle rating)	**0**	**1**	**2**
Partner The candidate uses a flexible array of well-developed skills to support the positive development of all learners within families and communities, giving balanced attention to the emotional, social, physical and cognitive dimensions of students' lives.	The thesis fails to demonstrate that the candidate understands the project's diversity and policy contexts. The candidate does not take advantage of community resources that could help accomplish the project's goals.	The thesis demonstrates the candidate's consideration of the project's institutional, family, and community contexts. The candidate discovers and utilizes institutional and community resources that help accomplish the project's goals.	The thesis demonstrates that the candidate considers, analyzes, and makes recommendations for improving the project's institutional, family, and community contexts. The thesis contains evidence that the candidate studies the scholarly literature and collaborates with other professionals to identify and design strategies and interventions that support student learning.
(circle rating)	**0**	**1**	**2**