

**Western Connecticut State University
 Doctor of Education in Instructional Leadership
 Department of Education and Educational Psychology
 ED885 Dissertation Seminar 5
 Spring 2012**



COURSE NUMBER: ED 885

COURSE NAME: Dissertation Seminar 5

SEMESTER HRS.: 3

PROFESSOR: Dr. Marcia Delcourt

PHONE: 203-837-91211 (office)
 203-837-8510 (Education and Educational Psychology office)

OFFICE: Room WS305

OFFICE HOURS: M, W, Th- 3:00-6:30 and by appointment. Scheduling of an appointment during office hours is available at <http://eddofficehours.pbworks.com/>. To schedule an appointment outside of office hours, call or email me.

E-MAIL: delcourtn@wcsu.edu or marcydelcourt@optonline.net

COURSE ROOM: WS305

COURSE TIME: Office hours; weekends; evenings by appointment

SKYPE: Home: [marcy.delcourt](https://www.skype.com/user/marcy.delcourt)

WESTCONN INFORMATION AND SCHOOL CANCELLATIONS: Check WCSU's homepage (www.wcsu.edu); see especially the weather alert section: <http://www.wcsu.edu/weatheralert.asp>. Sign up for emergency notification system: <http://www.wcsu.edu/ens/>. WCSU's official weather phone number: 203-837-9377.

I. COURSE DESCRIPTION:

Students will complete their research and writing. They will also prepare to defend their investigations. Students will work with their dissertation advisors both individually and in small groups. Candidates will also prepare future presentations and publications.

II. COURSE OBJECTIVES:

1. Revise the dissertation.
2. Prepare a presentation for the dissertation defense.
3. Formally disseminate dissertation findings to at least one appropriate audience (i.e., a presentation for a school audience, a manuscript for publication).

4. Prepare the dissertation for archiving within the university.

III. CONCEPTUAL FRAMEWORK

Expertise in content knowledge
Diversity
Unity
Classroom and school leadership
Attitudes
Technology
Organize knowledge/ facilitate learning
Reflective Practitioner

The Conceptual Framework *A Shared Vision*

The Conceptual Framework is closely aligned with state and national standards, and reflects the philosophy, mission, and objectives of WestConn, the School of Professional Studies, and the E & EP Department. The vision of WestConn's Education Unit is reflected in the term **EDUCATOR** (Expertise in content knowledge, Diversity, Unity, Classroom and school leadership, Attitudes, Technology,

Organization of knowledge to facilitate

learning, and Reflective practitioner) and the theme *Preparing educators to facilitate student growth and achievement in the 21st Century*.

The components of our Conceptual Framework underscore our belief that teachers, administrators, and counselors in the new millennium must understand how to use information technologies and how to work effectively with the diversity of students found in public schools in order to prepare all students for success in a technological, multicultural, global society.

Educators must know how to work collaboratively with their colleagues and communicate with a variety of constituencies in order to be classroom and school leaders capable of effecting change and ensuring quality educational programs for all students. They must be reflective practitioners who continually evaluate and modify their practice, not only to meet the learning and developmental needs of students, but also to keep pace with a rapidly changing society and world. The term **EDUCATOR** embodies the components of our Conceptual Framework and serves to remind us that we, the faculty, are first and foremost responsible for preparing the educators of the future. Each component of the conceptual framework

EDUCATOR

Expertise in content knowledge - Candidates and graduate students will demonstrate expertise in content knowledge

Diversity - Candidates and graduate students will demonstrate the ability to plan, develop, and adjust services that meet the needs of diverse learners.

Unity - Candidates and graduate students will demonstrate the ability to work jointly, cooperatively and collaboratively with learners, peers, educational professionals, parents and other community members.

Classroom and school leadership - Candidates and graduate students will demonstrate the ability to provide organization, leadership, direction, and management in their provision of professional services to learners and clients.

Attitudes - Candidates and graduate students will demonstrate professional dispositions that are consistent with this Conceptual Framework and in accord with professional, state, and institutional standards.

Technology - Candidates and graduate students will demonstrate the ability to integrate a variety of relevant technologies into their professional practice.

Organize knowledge and facilitate learning (Pedagogy) - Candidates and graduate students will demonstrate the ability to use relevant pedagogic skills, educational psychology, and knowledge in the planning, development, delivery, and assessment of professional services in support of relevant educational and professional goals.

Reflective Practitioner - Candidates and graduate students will demonstrate the ability and motivation to develop and incorporate improvements into their professional practice based upon their interpretation and use of relevant data and insights.

IV. CONNECTICUT COMMON CORE OF TEACHING: Foundational Skills (and Connecticut Code of Professional Responsibility for Teachers)

http://www.sde.ct.gov/sde/lib/sde/pdf/educatorstandards/Board_Approved_CCT_2-3-2010.pdf

V. PREREQUISITE: Acceptance into the Instructional Leadership Doctoral Program
Acceptance into the Doctor of Education in Instructional Leadership Program; ED804: Learning, Cognition, and Teaching; ED860: Quantitative Methods Applied to Educational Research; ED861: Qualitative Methods Applied to Educational Research; ED865: Introduction to Educational Research Designs; ED805: Program Administration and Assessment; ED884: Dissertation Seminar 4; Satisfactory completion of Comprehensive Exams

VI. REQUIRED BOOKS

Please see this link for more information on purchasing texts at WCSU:

<http://wcsu.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&storeId=47055&langId=-1>

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 1-4338-0561-8.[\$25]

VII. STANDARD GRADING OPTION

Pass/Incomplete.

VIII. ED885 Dissertation Seminar 5--STANDARDS ALIGNMENT

Course Competencies: The course objectives integrate standards from:

1. NCATE (National Council of Accreditation for Teacher Education)
<http://www.ncate.org/Portals/0/documents/Standards/NCATE%20Standards%202008.pdf>

2. Common Core of Leading: Connecticut School Leadership Standards
<http://www.sde.ct.gov/sde/lib/sde/pdf/educatorstandards/ccl-csls.pdf>
3. The Code of Professional Responsibilities for Administrators
http://www.state.ct.us/sde/DTL/t-a/ct_standards_tll.htm
4. The standards for the National Policy Board for Educational Administration (NPBEA) by the Educational Leadership Constituents Council (ELCC)
<http://www.ncate.org/LinkClick.aspx?fileticket=zRZI73R0nOQ%3D&tabid=676>

Copies of these standards are available online from each organization, from the course professor, or from the Department of Education and Educational Psychology. Additional professional standards include those developed by the NBPTS (National Board for Professional Teaching Standards) for individual content areas.

Course Objective	Course Project/ Activity	Course Outcome	Prog. Obj.	Conceptual Framework	CT School Leadership Standards	ELCC
1-4	Write and defend a dissertation, including a power point presentation	The Candidate is presents his or her dissertation research	2	Classroom and school leadership, Reflective practitioner	1- Vision, Mission, and Goals; 2- Teaching and Learning; 3- Organizational Systems and Safety; 4- Families and Stakeholders; 5- Ethics and Integrity; 6- The Education System	5.4, 6.2, 6.3

IX. CLASS SCHEDULE AND COURSE TOPICAL ALIGNMENT:

Criteria

1. Dissertation revision
2. Dissertation defense
3. Disseminate dissertation findings (i.e., presentation and/or manuscript for publication)
4. Archiving of the dissertation

Assess the aspect of the dissertation applicable to the completed research.

Course Component	ELCC Element	Sub-component	Unacceptable	Acceptable	Target
4a.1. Chapter 1	6.2 Influencing local, district, state, and national decisions affecting student learning in a school environment (Content Knowledge).	♦ the larger political, social, economic, legal, and cultural context	Candidate does not state <i>either</i> of the following: the larger context (e.g., political, social, economic, legal, and cultural) of the research study, or ways in which political considerations have influenced outcomes for students.	Candidate states <i>one</i> of the following: the larger context (e.g., political, social, economic, legal, and cultural) of the research study, or ways in which political considerations have influenced outcomes for students.	Candidate states <i>both</i> of the following: the larger context (e.g., political, social, economic, legal, and cultural) of the field study, and ways in which political considerations have influenced outcomes for students.
4a.2. Chapter 2	6.3 Anticipation and assessment of emerging trends and initiatives in order to adapt school-based leadership strategies (Professional Skills).	♦ identify and anticipate emerging trends and issues likely to affect the school;	Candidate <i>does not include</i> identified and anticipated emerging trends and issues likely to affect the school.	Candidate <i>does include</i> identified and anticipated emerging trends and issues likely to affect the school.	Candidate does include identified and anticipated emerging trends and issues likely to affect the school. In addition, Candidate includes critiques, conclusions, and/or supporting materials that address these emerging issues.
4a.3 Chapter 3	5.4 Evaluation of the potential moral and legal consequences of decision making in the school (Content Knowledge).	♦ moral and legal consequences of decision making in schools;	Candidate <i>does not evaluate</i> moral and legal consequences of decision making in the research study.	Candidate <i>evaluates</i> moral and legal consequences of decision making in the research study and describes the limitations and/or truth value related to the research design.	Candidate <i>evaluates</i> moral and legal consequences of decision making in the research study and describes the limitations and/or truth value related to the research design. Candidate also discusses strategies to prevent difficulties related to these issues.
4a.4. Chapter 4	6.3 Implementation of leadership strategies and inquiry practices to address emerging school issues (Professional Skills).	♦ adapt leadership strategies and practice to address emerging school issues.	Candidate <i>does not include</i> analysis of data related to inquiry practices used to address emerging school issues.	Candidate <i>does include</i> analysis of data related to inquiry practices used to address emerging school issues.	Candidate <i>does include</i> analysis of data related to inquiry practices used to address emerging school issues and provides a variety of supporting materials (i.e., tables, figures, charts) to explain the results.
4a.5. Chapter 5	6.3 Anticipation and assessment of emerging trends and initiatives in order to adapt school-based leadership strategies (Content Knowledge).	♦ future issues and trends that can affect schools	Candidate <i>does not</i> interpret the results of the study, relate the results to the literature or state the impact of future issues and trends that can affect schools (e.g., implications for educators, implications for researchers).	Candidate <i>does</i> interpret the results of the study, relate the results to the literature, and states the impact of future issues and trends that can affect schools (e.g., implications for educators, implications for researchers).	Candidate <i>does</i> interpret the results of the study, relate the results to the literature, and states the impact of future issues and trends that can affect schools (e.g., implications for educators, implications for researchers). In addition, the theoretical foundation for the study is interpreted with respect to the research results.

X. ACADEMIC HONESTY POLICY

Please read: <http://www.wcsu.edu/facultystaff/handbook/forms/honesty-policy.pdf>

A student has an obligation to demonstrate honesty in carrying out his/her academic assignments. Students may be found guilty of violating this obligation if they plagiarize or cheat.

Plagiarism. Plagiarism is presenting the work of others as your own. The “work of others” includes any work bought or borrowed from another student as well as work copied from a book, magazine, newspaper or other medium. Participation in another’s act of plagiarism is itself an act of plagiarism. We will discuss the difference between plagiarism and paraphrasing.

By enrolling in this course, I affirm and agree that any of my work that is submitted for credit may be checked with Turnitin.com for detection of plagiarism.

XI. DISABILITY ACCOMMODATION STATEMENT

Americans With Disabilities Act: The Education and Educational Psychology Department does not discriminate on the basis of disability as regards any program or activity covered by federal or state laws and regulations. It is each candidate’s responsibility to inform the Affirmative Action Officer at (203) 837-8277, and the course instructor of any disabling condition that requires modification. If you have a disability and would like to request accommodations, please visit AccessAbility Services, located in Higgins Annex 017. They will give you an accommodation letter which you should bring to me as soon as possible. If you have a letter from Accessibility Services for accommodations, please let me know immediately, so we can put those accommodations in place.

Accessability website <http://www.wcsu.edu/accessability/>

XII. OTHER INFORMATION

Information on the dissertation process and guidelines, and Cohort 1 and 2 completed dissertations, may be found at:

<http://dissertationmad.pbworks.com/w/page/29887758/FrontPage>

Information on qualitative data analysis may be found at:

<http://ed884fall2011.pbworks.com/w/page/45259360/FrontPage>

Information on qualitative research may be found at:

<http://ed861spring2011.pbworks.com/w/page/35266764/FrontPage>

Edd Instructional Leadership Program Policy (adapted 1/16/2012): All papers must be double-spaced in Times New Roman font, 12-point size, and double-spaced.

XIII. ASSIGNMENTS

Dissertation revision, completion, and archiving.