



College of Education and Psychology
School of Education
Ed.D. in School Improvement

EDSI 6160 – Dissertation

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Term: Spring 2021 (Online includes occasional scheduled Synchronous sessions TBD)

Course Description

The course is intended to guide Ed.D. students through the dissertation process, including the identification of a problem related to school improvement, the preparation of a proposal for approval by dissertation committee, a protocol for review and approval by Institutional Review Board and writing of the dissertation.

Students must enroll in this course starting in their second semester of the program and continue to register in a dissertation course until completion of the dissertation.

Program Goals

- a. Produce the next generation of educational leaders who understand the philosophical and historical perspectives of school reform, diversity, learning opportunities for all, and can address educational issues using a variety of strategies.
- b. Develop critical reasoning and a deep understanding of change theory to address challenges in school improvement contexts. This will include the skills to provide transformative leadership to schools that are failing to meet academic, social, and emotional standards.
- c. Provide opportunities to develop doctoral students' ability to approach challenges in innovative data-driven ways, including the use of interdisciplinary teams, as well as expand their problem solving, creative design, communication, and collaboration skills.
- d. Challenge the norms within educational systems using data and the engagement of other educators and stakeholders in professional learning to lead disruptive change through interdisciplinary work with experts in other educational fields.
- e. Conduct research of practice and responsiveness to improve teaching and learning experiences, counseling and support services, school leadership, educational organizations and structures, and all other educational disciplines.
- f. Prepare the next generation of educators with the knowledge, skills and tools to utilize data to guide school improvement and policy and to improve learning outcomes leading to college and career readiness.

- g. Prepare educators with a deep understanding of assessment and accountability systems.
- h. Produce scholar practitioners that have a P-20 perspective of the education system to address school improvement in the broader perspective including educator preparation, teaching and learning.

Student Learning Outcomes

Upon completion of this course, the students should be able to:

1. Document ongoing research related to the dissertation.
2. Provide weekly updates for ongoing research project.
3. Complete an Expanded Literature Review and Annotated Bibliography
4. Present the status of the research project to colleagues.
5. Complete the IRB Process.

Required (Free):

1. U.S. Department of Education, Office of Elementary and Secondary Education, School Support and Rural Programs, Evaluation Matters: Getting the Information You Need from Your Evaluation, Washington, D.C., 2014.

<https://www2.ed.gov/about/offices/list/oese/sst/evaluationmatters.pdf>

Recommended:

Publication Manual of the American Psychological Association 7th Edition

Additional Readings

Additional readings can be found in Canvas.

Course Content

Module 1: IRB

Module 2: Implementing the Evaluation

Module 3: Refine Literature Review

Module 4: Interpret and Present the Results (Snapshot)

Course Expectations

Course Evaluation

Assignment	%	Description
IRB Approval	1%	Final Approval of IRB.
Weekly Updates	29%	Students are to provide weekly updates on their Evaluation Research in Canvas.
Expanded Lit Review	20%	Students will submit a an expanded Literature Review for their POP.
Expanded Bibliography	20%	
Research Presentation	10%	PowerPoint Presentation

Grading Criteria: (IP of F).

- IP reflects that you met the course expectations
- F is Failing

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

[University Guidelines, Links and Policies](#)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).

Relevant Websites:

TEA Websites

Comparison Groups

<https://rptsvr1.tea.texas.gov/perfreport/account/2019/group.srch.html>

Texas Academic Performance Reports

<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>

Accountability

<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2019-accountability-rating-system>

Other Useful Sites

www.eval.org

The website for the American Evaluation Association, the leading professional association for evaluators. See also, www.eval.org/hstlinks.htm, which is AEA's chronicle of state-based activities on high-stakes student testing.

www.wmich.edu/evalctr

Western Michigan University's Center for Evaluation, which is one of the premier sites for thought and practice in evaluation.

<http://ericcae.net>

The ERIC Clearinghouse for Assessment and Evaluation. Also chronicles education news from media outlets around the country.

<http://oerl.sri.com>

The Online Evaluation Resource Library catalogues plans, data collection instruments and evaluation reports.

<https://ies.ed.gov/ncee/wwc/>

The What Works Clearinghouse (WWC) reviews the existing research on different *programs, products, practices*, and *policies* in education. *Our goal* is to provide educators with the information they need to make evidence-based decisions.

Video Resources:

IES Evaluation Overview

<https://ies.ed.gov/ncee/projects/evaluation/>

Types of Program Evaluations

<https://youtu.be/XNR3KZzDoGQ>

Program Evaluation 101

<https://www.youtube.com/watch?v=ZGsNJ1jJDD0>

Logic Models

https://youtu.be/2HrG5ButP_g

IES Logic Models in Education

<https://www.youtube.com/watch?v=3DAAjgc4YYo>

IES From Logic Model to Program Evaluation

<https://www.youtube.com/watch?v=qhbPd2dyXOQ>

Impact Evaluation

<https://www.youtube.com/watch?v=HEJIT8t5ezU>

Program Evaluation Standards

<https://evaluationstandards.org/program/>

Bibliography

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