



---

WILLIAM WOODS  
UNIVERSITY

---

---

**EDD Edu Leadership Annual Assessment 2022-2023**

**EDD EDU LEADERSHIP ANNUAL ASSESSMENT 2022-2023** **1**

---

**GRADUATE ANNUAL ASSESSMENT 2022-2023** **3**

---

<b>EDUCATION DOCTORATE: EDUCATIONAL LEADERSHIP</b>	<b>3</b>
PROGRAM PROFILE	3
PROGRAM OBJECTIVES	7
CURRICULUM MAP	8
ASSESSMENT FINDINGS	9
PROGRAM ACTIVITIES	13
ASSESSMENT RUBRIC	15
APPENDIX: SUPPLEMENTAL DOCUMENTATION	17

# Graduate Annual Assessment 2022-2023

## Education Doctorate: Educational Leadership

### Program Profile

#### Program Mission

The purpose of the program is to prepare students to be an educational leader. Students generate and apply research and theory in organizational and leadership development, and communicate ideas through writing and speaking with other professionals in the field. As a result of this program of study, students may assume a position in the state department of education; or as a teacher educator, curriculum director, principal or superintendent. Students may choose to remain in the classroom, serving as a leader and mentor for your colleagues. Through the connections students form in this program, and increased degree status, students join many graduates as they consistently rise to higher level leadership positions within school districts and at the collegiate level.

Students are presented the following information:

The field of education is facing increasingly complex challenges. It has never been more critical that these challenges be met by new research and new ideas, developed by a new generation of leaders. The William Woods University Doctorate in Educational Leadership is designed to provide you with the tools you need to become one of these people.

The Doctorate in Educational Leadership will provide you with advanced professional training and develop your abilities in the scholarly study of the issues that challenge education. You will study curricular and instructional issues and develop leadership and organizational skills that you can apply within your own educational setting. The doctorate program will also reinforce the research skills you need to reach a leadership position in the field.

One of things that makes this program a William Woods signature course is that training is only part of the program. It is also designed to challenge and motivate you to go out and find the solutions that education needs.

At William Woods, you'll be participating in an Education graduate program known for its excellence and for providing a significant number of the leaders in Missouri's state school system. As one of our students, you will have the opportunity to learn from active practitioners in the field and make the connections you need for leadership and career growth.

This Education doctorate degree is designed to fit the schedules of working pk-12 and collegiate teachers, staff and administrators, and can be completed in two years or less through evening courses taught in convenient locations around the state. You can expect rigorous coursework with real-world relevance, designed and taught by professionals who have proven their expertise. We structure the schedule so as to keep students together, allowing you to develop lasting relationships with peers focused on similar career goals. And, to make this an investment you can count on, your tuition will not go up as long as you stay continuously enrolled.

The program's mission is: To develop educational leaders for tomorrow.

#### Program Objectives

**Objective 1:** The systematic acquisition and interpretation of a wide range of scholarly and professional literature pertinent to the advanced study of educational leadership and professional practice.

**Objective 2:** In-depth investigations of up-to-date research, state of the art practices, and grounded theory to forge knowledge with action.

**Objective 3:** Sharing and questioning personal practical knowledge.

**Objective 4:** Integrating accumulated professional knowledge and scholarly inquiry.

**Objective 5:** Developing a deep understanding of applicable research methods and advanced academic inquiry.

**Objective 6:** Conceptualizing, designing and implementing a research program for the generation of new knowledge that will satisfy the highest standards of academic and professional review.

### The Mission of the School of Education

Our mission is to provide aspiring educators a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. We strive as an Educator Preparation Program to immerse students in a learning environment focused on theory, knowledge, experience, and reflection. We believe that student-centered coursework, application of learning in educational settings, group-based activity, and the ability to reflect on one's practice are the essential activities for developing students into the kind of high-quality teachers and administrators needed to boost student achievement in our state and elsewhere.

### Description

William Woods University is located in Fulton, Missouri and has been educating future educators in Callaway County and Mid-Missouri since 1914. The School of Education offers bachelors of science degrees in physical education, special education, secondary education, elementary education, art education, and middle school education. The School of Education offers the required coursework for 13 initial teacher licensure programs as well as two add-on certifications in early childhood education (undergraduate level) and special reading (graduate level). The undergraduate programs offered in Fulton provides students the necessary coursework to become CPI and Google certified. Additionally, the undergraduate degree programs have a close partnership with Fulton Public Schools, as evidenced by the Grow Your Own program. Graduate degree programs in educational leadership leads students to one of three advanced certifications including K12 school leader, superintendent, and special education director. Undergraduate coursework is offered on the main campus, and all graduate coursework is offered online. Graduate degrees are offered in the areas of teaching and technology, STEM education, athletic administration, educational leadership, curriculum and instruction, curriculum leadership, adult learning, and reading instruction.

### Conceptual Framework

William Woods University officially became a college in 1914. Our focus for the next fifty years was on training teachers, a profession built on compassion and the personal commitment to help others grow — values that we have held onto since the beginning. One can still see these values, stronger than ever, at work among our faculty and students today. Our Education graduates continue to be outstanding teachers and leaders in the Missouri school system and beyond.

The William Woods University Professional Education Unit has refined its Conceptual Framework since 1999. Members of the Professional Education Unit who participated at that time were Education faculty and Secondary Area Academic Faculty. The School of Education refined the 1999 Conceptual Framework during Fall 2004 by expanding explanations of the unit's guiding principles. The precursor document was developed during the 2000-2001 academic year. During both processes, the Unit's faculty (that included general education faculty, program methods faculty, and graduate faculty) provided guidance and input for its content and approval of the final forms.

University Mission Statement: William Woods University promotes a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Focused on professions-oriented education, we prepare learners for success.

School of Education Mission Statement and Conceptual Framework: The foundations for the William Woods University teacher, school leader, and district leader mission and conceptual framework are that all educators must promote a student-centered learning environment valuing inclusion, creativity, and intellectual inquiry. Our daily mission as an Educator Preparation Program is to immerse students in a learning environment focused on theory, knowledge, experience, and reflection. We believe that student-centered coursework, application of learning in educational settings, group-based activity, and the ability to reflect on one's practice are the essential activities for developing students into the kind of high-quality teacher needed to boost student achievement in our state and elsewhere. We believe that all K12 students, aspiring teachers, and aspiring educational leaders deserve effective and caring educators who are knowledgeable in content, management, interpersonal skills, and the teaching/learning process. The conceptual framework for teacher and educational leader preparation is articulated and defined by appropriate state and national preparation standards given that both the William Woods University and subsequently the Educator Preparation Program missions center upon professions-oriented preparation.

The mission of William Woods University and the Education Unit's Conceptual Framework are articulated and shared regularly among the professional education community and its stakeholders. Professional Standards for Educational Leaders, Missouri Leader Development Standards, and Missouri Teaching Standards are articulated and aligned in the

syllabi with student learning objectives throughout graduate and undergraduate courses. Students demonstrate their competencies of these standards through field experience evaluations, creating appropriate artifacts, reflection activities, and self-guided inquiry

### **Program Demographics**

#### **Total Enrollment 2021-2022**

254

#### **Total Enrollment 2022-2023**

219

#### **Graduating Students**

##### **Total Graduated 2021-22**

61

##### **Total Graduated 2022-2023**

67

### **Program Assessment Data Sheet**

*Upload the Assessment Data sheet from Institutional Research*

Program\_Assessment\_Data\_Graduate\_19\_20.xlsx

Program\_Assessment\_Data\_Graduate18\_19\_6\_.xlsx

Copy\_of\_Final\_\_Program\_Assessment\_Data\_Graduate\_\_4\_.xlsx

### **Reflection on Demographic Data**

*Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?*

The enrollment for the EdD had declined this past school year. We are continuing to see some students "time out" of their dissertation. This will likely continue for the upcoming year and then diminish as students who were in 781 from fall semester forward had access to a revamped 781 class. Students are given the opportunity to appeal their timeline by contacting Dr. Tom Frankman. Students that have completed their dissertation proposal have a fairly good chance of obtaining a sixth year to complete their dissertation. This past year the five year completion rate for the dissertation was 64.8%. This was below expectations. The students who did not have 781 as an actual class with the option of attendance have taken this average down. We hope with increased efforts by providing dissertation support during EDU 781, the five-year completion rate will increase. The EDU 781 course was redesigned from a basic shell course to provide more support for students. In this vein, students are provided opportunities for face-to-face instruction or hybrid instruction using recorded webinars.

### **Program Delivery**

Cohort

Online (selected)

Hybrid

Cohort and Online

### **External Accreditation**

*Does the program hold external accreditation?*

Yes

No (selected)

### **If yes, state the name of the organization.**

*Along with the name of the organization, please note the date of approval, and the date of review.*

No, the EdD is not approved by an external accrediting agency other than the Higher Learning Commission.

### **Marketing Materials**

*Reflect on the current marketing materials used for the program. Please attach screenshots of the website or any material you are referencing in this section. What changes, if any, should be made to the material? Are there recommendations on how to modify the current material?*

[https://www.williamwoods.edu/academics/graduate/education\\_graduate/doctorate\\_in\\_educational\\_leadership.html](https://www.williamwoods.edu/academics/graduate/education_graduate/doctorate_in_educational_leadership.html)

[https://www.williamwoods.edu/academics/online/graduate/doctorate\\_in\\_educational\\_leadership.html](https://www.williamwoods.edu/academics/online/graduate/doctorate_in_educational_leadership.html)

The decision was recently made to move the program completely online with an optional for students two hour class meeting. The online option would seem like a great avenue to increase enrollment, but at the same time managing the program becomes a bit more cumbersome. The marketing materials will need to be revamped along with the internal websites. Realizing that many resources have been invested in the online version of the EdD, one would expect a heavy marketing and admissions campaign. Limited marketing materials have been provided to the academic unit. The websites that are provided on the internal website appear accurate.

### **Marketing Attachments**

#### **Faculty Teaching**

*Please either fill in the box or upload a document outlining the faculty loads for those who are actively teaching in the program. "Active" includes individuals who have taught within the past year for the program. Include if the faculty are full time or part time as well and how many classes they are teaching.*

#### Full-time faculty

Dr. Kristee Lorenz - 5 courses a year; 7 dissertations per year

Dr. Tom Frankman - 3 courses a year; administrative duties as chair of dissertations

Dr. John Long - 3 courses a year; 5 dissertations per year, administrative duties as chair of the doctoral program

Dr. Frank Giuseffi- 3 courses a year; 7 dissertations a year, administrative duties as program director of online doctoral program

#### Part-time Faculty

Dr. Lisa Nieuwenhuizen - 2 courses a year, 7 dissertations a year. Has not taught in the EdD program this year.

#### Adjuncts:

A list of education adjuncts has been uploaded and their respective credentials are provided.

#### **Faculty Load Attachment**

*If you want to attach the load document you can do that here.*

Adjunct\_faculty\_\_2\_.csv

## Program Objectives

### Standard/Outcome

Identifier	Description
WWU2021.1	Knowledge and Scholarship: Demonstrate current knowledge and educational expertise in an academic or professional discipline engaging students in the process of academic discovery.

### Additional Standards/Outcomes

Identifier	Description
EDD.1	Student will examine and interpret of a wide range of scholarly and professional literature pertinent to the advanced study of educational leadership and professional practice.
EDD.2	Student will complete In-depth investigations of up-to-date research, state of the art practices, and grounded theory to forge knowledge with action.
EDD.3	Student will share and question personal practical knowledge.
EDD.4	Student will integrate accumulated professional knowledge and scholarly inquiry.
EDD.5	Student will develop a deep understanding of applicable research methods and advanced academic inquiry.
EDD.6	Student will conceptualize, design and implement a research program for the generation of new knowledge that will satisfy the highest standards of academic and professional review.

### Alignment with Institutional Objectives

*Please discuss the program alignment to the University Objectives. We do not need an artifact for each objective, but a discussion on how the program uses the Institutional Objectives as an anchor for their program curriculum.*

University Objective #1 Major Field Competence is carried out in the EdD program in program objectives 1, 2, & 5. This is carried out through the constructions of papers in each of the individual classes, but especially in the construction and defense of the dissertation. These papers demonstrate student command of the information presented in the doctoral coursework. In addition to these papers, all students must successfully complete a comprehensive exam (COMPS). The COMPS test, in essay format, evaluates student's understanding of the major concepts from the four nonresearch classes.

University Objective #2 Ethics is carried out in the EdD program in program objectives 4, 5, & 6. The construction of a research project that results in a dissertation contains multiple ethical checkpoints. This begins with required CITI training. Completing this training ensures that all students in the program have completed federally required training that is verified through a mandatory series of tests that students must pass. Then in addition to the acceptance of the dissertation committee of the student's proposed plan, the plan is also reviewed by the Institutional Review Board (IRB). The primary function of the IRB is to ensure participant safety and ethical conduct by the researcher before, during, and after the study.

University Objective #3 Self Liberation is carried out in the EdD program in program objectives 1 & 3. Throughout the coursework the students are continually asked to gather, assess, and apply new information. This research based information can be applied to the current work situation as well as be the springboard for personal growth. This process culminates in the dissertation. As a result of this major research project students become an expert in a topic that will typically become embedded in the remainder of their professional career. Sometimes the results of this research are not expected by the student and cause them to change their perceptions and beliefs. In ther cases the results confirm and strengthen the views that the student brought to the research, but are now based in concrete evidence.

University Objective #4 Lifelong Education is carried out in the EdD program in program objectives 1, 4, & 6. The research projects that students complete during the EdD program, especially the completion of the dissertation, lead to lifelong learning. Students conduct data collection and analysis through several possible formats. The process of selectig the appropriate format for data colelction and analysis requires the student to examine, discard, and ultimately select from a range of options. These options, even the ones not selected, provide the student with knowledge of available tools they can choose to use for future data gatering and analysis in the their career. In addition, this knowledge can influence how they consider data, discussions of data, evaluations of data, as well as a larger appreciation for how information is presented and accepted. This is possibly the most important lesson they will learn in the program.

## Curriculum Map

A - Assessed  
 R - Reinforced  
 I - Introduced  
 M - Master

### Educational Leadership EdD

	EDU 710	EDU 720	EDU 730	EDU 740	EDU 750	EDU 760	EDU 780	EDU 781	EDU 790	EDU 792/793	Comp Exam
<b>EDD.1</b> Student will examine and interpret of a wide range of scholarly and professional literature pertinent to the advanced study of educational leadership and professional practice.	A, M		R	R	R		R			A	A, M
<b>EDD.2</b> Student will complete In-depth investigations of up-to-date research, state of the art practices, and grounded theory to forge knowledge with action.			R	R	R	R	A, M	R	A, M		
<b>EDD.3</b> Student will share and question personal practical knowledge.	R		A, M		R	A, M					
<b>EDD.4</b> Student will integrate accumulated professional knowledge and scholarly inquiry.						A, M	R				A, M
<b>EDD.5</b> Student will develop a deep understanding of applicable research methods and advanced academic inquiry.		A, M		A, M			R	R			
<b>EDD.6</b> Student will conceptualize, design and implement a research program for the generation of new knowledge that will satisfy the highest standards of academic and professional review.		R		R			I	R	A, M		

### Changes to Curriculum

*Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the changes should' have on student learning?*

In addition to the current cohort based EdD program (The cohort model will be ending in the near future), the University has added an online version in the spring of 2019. There were recent curricular changes for transitioning all the EdD coursework into an 8-week online format. Additionally, curricular changes in that EDU 781 is offered as a hybrid modality course, instead of a shell, to support students progress in their EdD program. There were no specific changes to the curriculum map for this prior academic year.

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Educational Leadership EdD

Standard/Outcome				
EDD.1 Student will examine and interpret of a wide range of scholarly and professional literature pertinent to the advanced study of educational leadership and professional practice.				
Assessment Measures				
<b>EDU 710</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion School Leadership paper and Presentation: 90% of students will obtain a 80% or above on the paper and presentation. been met yet?			
<b>Comp Exam</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion Leadership Component on the Comprehensive Exams: apply leadership style. 90% of students will score an 80% or above on the component. been met yet?			

Standard/Outcome				
EDD.2 Student will complete In-depth investigations of up-to-date research, state of the art practices, and grounded theory to forge knowledge with action.				
Assessment Measures				
<b>EDU 780</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Draft Proposal Presentation: 90% of students will receive a minimum of 80% or above on the paper been met yet?			
<b>EDU 790</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Research Paper	Has the criterion Dissertation: 80% of the students will successfully complete their dissertation within the five year allotted timeframe. been met yet?			
-------------------------	--	--	--	--

Standard/Outcome EDD.3 Student will share and question personal practical knowledge.				
Assessment Measures				
EDU 730				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Effective Schools Project: 90% of the students will receive a minimum of 80 % on the paper and presentation. been met yet?			
EDU 760				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Strategic Planning Project: 90% of the students will receive a minimum of 80% on the paper and presentation. been met yet?			

Standard/Outcome EDD.4 Student will integrate accumulated professional knowledge and scholarly inquiry.				
Assessment Measures				
EDU 760				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Program Evaluation Project: 90% of the students will receive a minimum of 80% on the paper and presentation. been met yet?			
Comp Exam				

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Final Exam	Has the criterion Integrating the Four Organizational Frames: 90% of the students will receive a minimum of 80% on this section of the comprehensive exams. been met yet?			

Standard/Outcome				
EDD.5 Student will develop a deep understanding of applicable research methods and advanced academic inquiry.				
Assessment Measures				
EDU 720				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Final Data Set Analysis: 90% of students will receive a minimum of 80% on the weekly sets. been met yet?			
EDU 740				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Qualitative Research Project: 90% of students will receive a minimum of 80 % on the paper. been met yet?			

Standard/Outcome				
EDD.6 Student will conceptualize, design and implement a research program for the generation of new knowledge that will satisfy the highest standards of academic and professional review.				
Assessment Measures				
EDU 790				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Research Paper	Has the criterion Dissertation: 80% of the students will successfully complete their dissertation within the five year allotted timeframe. been met yet?			

EDU 792/793				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Dissertation: Depending on program entrance date and speed of dissertation completion, 80% of the students will successfully complete their dissertation within the five year allotted to. been met yet?			

**Improvement Narrative List**

**Assessment Findings for the Assessment Measure level**  
 No improvement narratives have been added.

**Assessment List**

**Analysis of the Assessment Process**

*Describe your assessment process; clearly articulate how the program is using coursework and or assessment day activities for program wide assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.*

## Program Activities

### Student Accomplishments

*Highlight special examples of student successes in the field (research, conference presentation, award in the profession). This is for any accomplishment that a student achieved outside of coursework or the normal expectations of student success.*

Dr. Dan Miller:

EdD Alum 2023; Chair: Dr. Frank Giuseffi. Presented his dissertation findings at WWU's annual Research Symposium on April 13, 2023.

Dr. Sarah Wisdom:

Co-Presentation with Dr. Kristee Lorenz on *Breaking the Glass Ceiling: Where are school districts losing our female leaders and how can school districts foster their continued climb to the Superintendency* delivered at Missouri Association of School Administrators Spring Conference 2023, Women in Leadership Roundtable, Lake Ozark, Missouri, March 23, 2023.

### Faculty Accomplishments

*Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature*

Dr. Frank Giuseffi:

Presentation at the Missouri Association of Colleges for Teacher Education MACTE on Leonard Nelson's approach to Socratic Dialogue, October 2022.

Presentation on *Setting the World Right: Exploring Hannah Arendt's Educational Teaching* delivered at the Academy of Educational Studies, Charleston, South Carolina, February 22, 2022.

Published chapter (in press) entitled, Teacher Resilience and the Lessons of Great Expectations in *Literary Imagination and Professionalism: Using Literature in Teacher Education*. Myers Education Press.

Published journal article (in press) entitled, Natality, the Past, and the Pearl Diver: Exploring Hannah Arendt's Educational Teaching in *Critical Questions in Education Journal*.

Dr. Kristee Lorenz:

Co-Presentation with doctoral student, Sarah Wisdom on *Breaking the Glass Ceiling: Where are school districts losing our female leaders and how can school districts foster their continued climb to the Superintendency* delivered at Missouri Association of School Administrators Spring Conference 2023, Women in Leadership Roundtable, Lake Ozark, Missouri, March 23, 2023.

### Alumni Accomplishments

*Highlight special examples of any successes of any alumni (acceptance to or graduation from a graduate/professional program, new job in the field) including your most recent graduates*

Dr. Holly Broadway-Yates:

Hired as the new Director of Student Services in the Francis Howell School District, effective July 1, 2023.

Dr. Ashley Pauley:

Named the Milan School District Superintendent of Schools beginning July 1, 2023. Currently, Dr. Pauley is serving as the Milan Elementary School Principal. Dr. Pauley graduated from WWU in Fall 2022.

**Professional Development Opportunities**

*Highlight professional development opportunities over the course of the academic year that were beneficial to program faculty and or instrumental to student learning. This could be local or external professional development.*

Dr. Frank Giuseffi:

Presentation at the Missouri Association of Colleges for Teacher Education MACTE on Leonard Nelson's approach to Socratic Dialogue, October 2022.

Presentation on *Setting the World Right: Exploring Hannah Arendt's Educational Teaching* delivered at the Academy of Educational Studies, Charleston, South Carolina, February 22, 2022.

Attended *Quality Matters* Virtual Conference, Spring semester 2023.

Presented on Nelson's Socratic Approach to Student-Teachers' Challenges in the Classroom at WWU's annual research symposium in Spring of 2023.

Dr. Kristee Lorenz:

Attended the Fall 2022 MPEA (Missouri Professors of Educational Administration) Conference.

Dr. Tom Frankman:

Continues to serve on the university's HLC Committee.

**Professional Development**

*Upload any documentation supporting the professional development offered.*

Research\_Study\_EDU\_492\_Presentation\_\_SPR\_23.pptx

# Assessment Rubric

	3.00 <b>Exceeds</b>	2.00 <b>Meets</b>	1.00 <b>Falls Below Expectations</b>	<b>N/A</b>
Mission Statement Clearly Articulated weight: 1.000	✓ The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	✓ The mission statement for the program clearly articulated and aligned with the University mission.	✓ The mission statement is minimal at best.	✓ N/A
Comment:	This section only needs the mission statement, not the objectives			
Reflection on Student Demographics, Retention, and Degree Completion Data weight: 1.000	✓ The program provides a detailed description on the enrollment, retention, persistence and degree completion numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	✓ The program provides a basic reflection on enrollment, retention, persistence, and degree completion data provided.	✓ The program does not reflect on enrollment, retention, persistence, and degree completion data in a detailed way.	✓ N/A
Comment:				
Marketing Materials weight: 1.000	✓ The program outlines the successes and needs in regards to marketing. Detailed suggestions on how to market the program and what niche areas that are program specific would benefit the marketing strategy.	✓ The program discussed the general marketing strategy for the program.	✓ The program provided little to no discussion on the marketing materials or approach to how to market the program.	✓ N/A
Comment:				
Faculty Teaching Loads weight: 1.000	✓ The program provides a detailed explanation of teaching loads outlining courses for adjunct and full time faculty. Data is provided that shows percentages and responsibilities in the program.	✓ The program provides a basic explanation who is teaching in the program with no data to provide a complete picture.	✓ The program provides a minimal explanation to no explanation of who teaches in the program.	✓ N/A
Comment:				
Alignment to University Objectives weight: 1.000	✓ The program provides a detailed explanation of how program courses align to the Institutional Objectives. This explanation details specific courses, or activities that coordinate with the intent of the Institutional Objectives.	✓ The program provides a basic explanation of how program courses align to the Institutional Objectives. This explanation provides a minimal understanding of how the program is aligned to the Institutional Objectives.	✓ The program provides little to no explanation of how program courses align to the Institutional Objectives.	✓ N/A
Comment:	the objectives are to the old mission and not the new mission of the university.			
Curriculum Map alignment and changes weight: 1.000	✓ The curriculum map is detailed and complete. All Changes made to the curriculum map are detailed with supporting rationale for decisions.	✓ The curriculum map is complete. Changes made to the curriculum map are explained with some explanation as to why the changes were implemented.	✓ The curriculum map is not complete and little to no explanation on curricular changes was provided.	✓ N/A
Comment:				
Assessment Map weight: 1.000	✓ Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	✓ Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	✓ The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	✓ N/A
Comment:				
Data Driven Decision-making is explained weight: 1.000	✓ An overview of program assessment is provided with details on the specific successes and challenges from the year. A detailed review of how assessment was administered over the academic year is clearly outlined.	✓ A basic overview of program assessment is provided with some details on the successes and challenges from the year. A basic review of how assessment was administered over the academic year is outlined.	✓ A basic overview of program assessment is not provided with little to no discussion on the administration of assessment over the academic year.	✓ N/A
Comment:				

Documentation provided on assessment findings weight: 1.000	✓ The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	✓ The program uploads all rubric and support information to support the claims in assessment findings.	✓ The program did not upload the data to support assessment claims in the assessment findings.	✓ N/A
Comment:	<input type="text"/>			
Assessment Findings weight: 1.000	✓ The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	✓ The program completed the assessment findings for each component and provided a summary for each assessment measure.	✓ The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	✓ N/A
Comment:	<input type="text" value="The assessment findings of the report have not been completed."/>			
Improvement narratives are selected with intentionality weight: 1.000	✓ The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	✓ The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	✓ The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	✓ N/A
Comment:	<input type="text"/>			
Faculty, alumni, and Student accomplishments weight: 1.000	✓ The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	✓ The program provided a listing of information on Students, Alumni, and faculty accomplishments.	✓ The program provided little to no data on students, alumni, faculty accomplishments.	✓ N/A
Comment:	<input type="text"/>			
Professional Development Opportunities weight: 1.000	✓ The program detailed the opportunities for PD as well as any additional PD completed by faculty in the program.	✓ The program provided a basic listing of PD options available and how many faculty participated.	✓ The program provided little to no description of the PD available or participation of faculty.	✓ N/A
Comment:	<input type="text"/>			

**Appendix: Supplemental Documentation**







# Research Study

WWU RESEARCH SYMPOSIUM 4/12/23



## Research Study

- **The Investigation of a Nelsonian Approach to Socratic Dialogue with Student-Teachers at a Midwestern Private University.**



Thank you!

- **Thank you to Dr. Jim Concannon.**
- **Thank you to the IRB committee.**
- **Thank you to the university.**



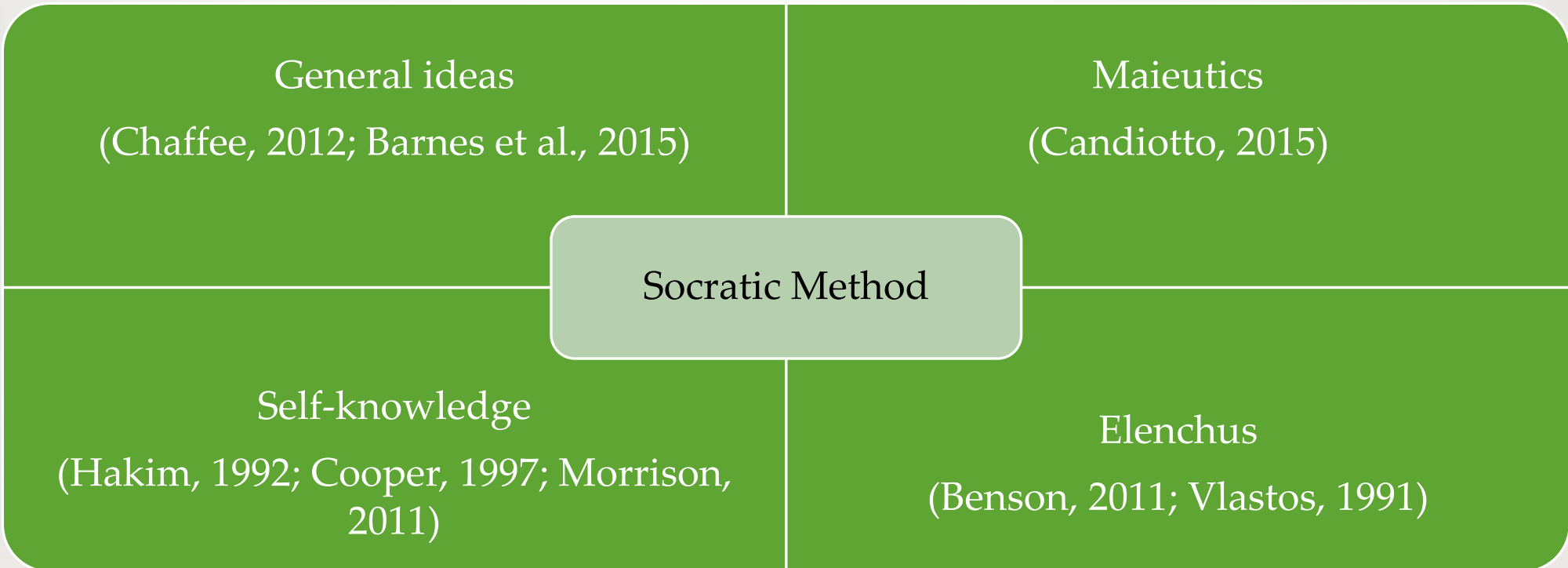
## Why this topic?

- Emerged while researching for my dissertation on the Socratic Method and leadership.
- Intrigued by a philosopher (Leonard Nelson) who delivered an address on the Socratic approach in the early 1920s.
- Interested in the “real-world” quality of Nelson’s Socratic approach.

## Purpose of the Study

- The purpose of this qualitative action research study was to explore participants' (student-teachers) perceptions and the discussion leader's perceptions of Leonard Nelson's Socratic Method approach to finding solutions to pedagogical challenges.

# Literature Review



## Literature Review - Defining the Socratic Method - *General ideas*

- “A method of inquiry that uses a dynamic approach to questioning and intellectual analysis in order to explore the essential nature of concepts” (Chaffee, 2012, p. 52).
- “The teacher and student reflect upon the evidence and reasons for a claim while creatively seeking reasons to test the veracity of the belief” (Barnes et al., 2015, p. 11).

## Defining the Socratic Method - *Maieutics*

- Maieutic questioning - when the questioning gives birth to truth on the part of interlocutors (Candiotta, 2015).
- Socrates compares his art to that of a midwife and states:

“I watch over the labor of their souls, not of their bodies. And the most important thing about my art is the ability to apply all possible tests to the offspring, to determine if the young mind is being delivered of a phantom, or a fertile truth...they discover within themselves a multitude of beautiful things, which they bring forth into the light” (Plato, ca. 369 B.C.E./1997, 150c-e).

## Defining the Socratic Method - *Elenchus*

- Elenchus (to refute; to critically examine)
- When someone's initial thesis (claim) is repudiated by their own subsequent claims during the dialogue (Benson, 2011; Vlastos, 1991).



## Defining the Socratic Method – *Self-knowledge*

- In the *Apology*, Socrates encourages his interlocutors to follow the Delphic Oracle to “Know Thyself.”
- Socrates believed greatest goal was the health of the individual’s soul (2011).
- As the interlocutors explore and learn about the topic they also explore and learn about themselves (Hakim, 1992).

## Leonard Nelson (1882-1927)

- Delivers lecture on the Socratic Method in 1922 at the Pedagogic Society in Gottingen, Germany.
- Socratic method is the “art of teaching philosophizing” and to philosophize is “simply to isolate these rational truths with our intellect and to express them in general judgments” (Nelson, 1922/1949, pp. 10-11).





## Leonard Nelson's Definition of the Socratic Method

- Socratic method is not about considering hypotheticals.
- Real world issues/truth can be discovered through regressive abstraction.

# Leonard Nelson's Definition of the Socratic Method

- Regressive abstraction is when the dialogue begins with a real-world example and proceeds to a principle or general statement (Van Hooft, 2011).



# Nelson's Socratic Approach – The Preparation.

1. Discussion leader asks student-teachers to explore a topic that interests them.

2. Based on that topic, the Discussion Leader will give the student-teachers a list of overarching questions they are to choose from.



## Nelson's Socratic Approach – The Preparation.

### ➤ Example: *Classroom Management.*

- How can I align my classroom management with the school's or cooperating teacher's ideas on classroom management?
- What can I know about classroom management?
- What does one do when the school's classroom management approach does not work?



## Nelson's Socratic Approach – The Preparation.

3. Student-teachers offer examples from their classroom experiences based on the agreed upon overarching question.
4. Discussion leader will choose one of the examples for discussion.
5. Discussion leader facilitates the dialogue.\*

\*There can be various interpretations about the length of the dialogue; proponents of Nelson's approach recommend several sessions that could last 20 to 30 hours in total because consensus is trying to be reached.

# Nelson's Socratic Approach – The Discussion/Role of the Discussion Leader.

- The Discussion begins by the Discussion Leader asking the discussant whose example the group chose, to describe the example in more detail.
- The Discussion Leader must ensure the discussion focuses on the real-world example, not the overarching question.
- Discussants are not to hypothesize, speculate, or consider imaginary scenarios.
- The Discussion Leader does not offer content or expertise about the example under discussion.

# Nelson's Socratic Approach – The Discussion/Role of the Discussion Leader.

- Discussion Leader is an “external analyst” or “critical thinking umpire”
- Discussion Leader investigates the presuppositions for the discussants' views.
- During certain times during the dialogue, the Discussion Leader observes if the discussants have reached consensus based on the example. (Writes down key moments of insight).
- The consensus must be authentic, otherwise the group is not reaching philosophical understanding which is available to everyone.

## Nelson's Socratic Approach – The Discussion/Role of the Discussion Leader.

- *The Discussion Leader keeps a record of the discussion, preferably on big sheets [flipcharts/whiteboard] which can be seen and read by every participant. This record contains the main steps in the discussion, e.g. the points on which agreement has been reached, or the sub-questions which are esteemed to be of cardinal importance for further progress. If possible, the Discussion Leader makes a more complete record between the sessions, which can then be consulted by participants.\**



*\*From the notes of Karel van der Leeuw, SOPHIA Network Meeting, 2007.*

## Nelson's Socratic Approach – Discussion Leader's Record (Agreed Upon Points)

- *“Classroom Management approaches are not always useful in difficult situations.”*
- *“There is no ‘one size fits all approach’ to classroom management”*
- *“Karen might have tried to force the approach when addressing student misbehavior.”*

## Nelson's Socratic Approach – Discussion Leader's Record. (Sub-questions)

- *How many times should one use the classroom management approach before trying something different?”*
- *“Was Tom using the classroom management approach correctly?”*
- *“Is it even possible to follow a classroom management approach ‘correctly’?”*

# Nelson's Socratic Approach – The Meta-Dialogue.


- At any point in the dialogue, any discussant can ask for a 'meta-dialogue.'
- The meta-dialogue is a discussion about the dialogue.
- Should not be facilitated by the Discussion Leader since the issue may include their facilitation of the dialogue.

# Steps in the Research Study and Nelson's Process

- Prior to the Nelson Socratic dialogue, all participants will receive instruction (one hour) on the nature and practice of the Socratic method and Nelson's version of the Socratic method.
- The Researcher will query the student-teachers on a day separate from the Nelsonian dialogue to find out a topic that interests them.
- Based on that topic, the Researcher will, on another day, give the student-teachers a list of overarching questions they are to choose from.
- Once that overarching question has been chosen, the student-teachers generate examples from their experiences with student-teaching that they believe answers the agreed on overarching question. The Researcher (discussion leader) will choose one of the examples for discussion.



# Steps in the Research Study and Nelson's Process

- A one 1- hour Nelsonian dialogue will then be held in the Spring of 2023 in EDU 492.
  - After the Nelsonian dialogue, participants will write journal entries based on the Researcher's prompts.
  - As the discussion leader, the Researcher will also write journal entries based on their prompts. Each journal entry will require at least a half-written page.
  - After the Nelsonian dialogue, a professor (not the Researcher) will interview the participants about their perceptions of Nelson's Socratic dialogue.
  - The Researcher will collect the data and identify emerging themes through descriptive, categorical, and analytical coding.
- 

# Methodology – Research Questions

## ➤ *Research Question One:*

- How does the discussion leader's role in Nelson's Socratic Method approach help student-teachers reach a solution to the topic being discussed?

## ➤ *Research Question Two:*

- What are student-teachers' perceptions of Nelson's Socratic Method approach to dialogue?

## ➤ *Research Question Three:*

- To what extent does Nelson's Socratic Method approach resolve a real-world student-teacher topic that deals with a pedagogical or classroom-management issue?

# Methodology – Interview Guide for Focus Group

- **Research Question One:** How does the discussion leader's role in Nelson's Socratic Method approach help student-teachers reach a solution to the topic being discussed?
- To what extent did the discussion leaders' role help enhance your participation in the dialogue?
- To what extent did the discussion leader's notes of the discussion help enhance your understanding of the dialogue's progression?
- Did you find the discussion leader's facilitative role beneficial? Why or why not?

# Methodology – Interview Guide for Focus Group

- **Research Question Two:** What are student-teachers' perceptions of Nelson's Socratic Method approach to dialogue?
- What were your perceptions about the method in deciding on the topic and overarching question for the dialogue?
- To what extent did you feel your comments and questions during the dialogue were appreciated?
- To what extent did you think focusing on the example instead of the overarching question during the dialogue was helpful to finding a solution?
- To what extent did you think the discussants' questions, comments, and ideas were respected during the dialogue?

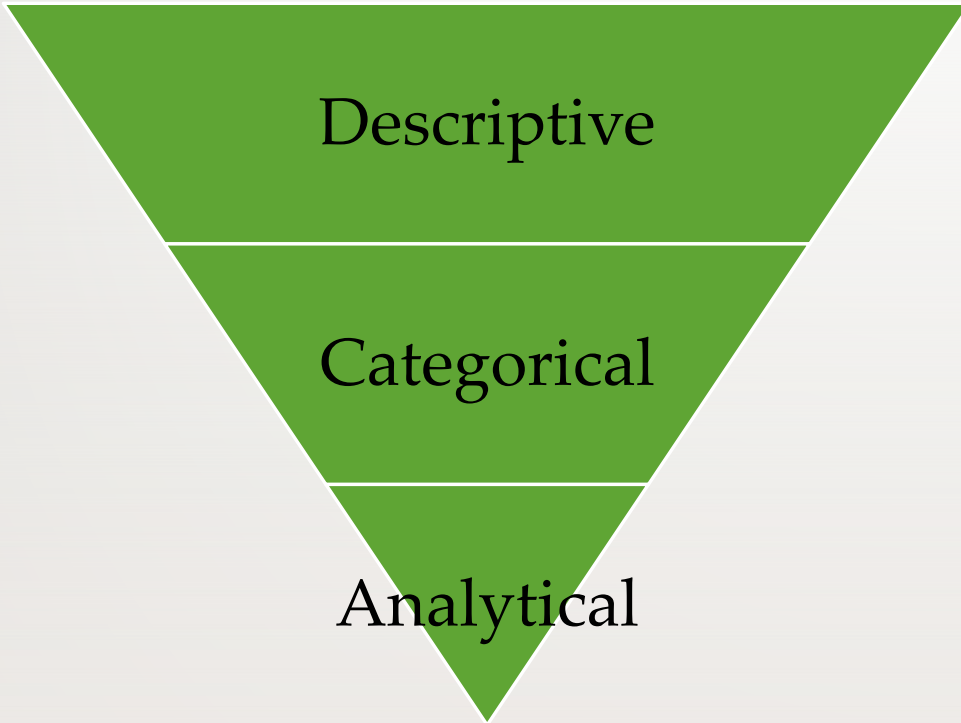
# Methodology – Interview Guide for Focus Group

- **Research Question Three:**

To what extent does Nelson's Socratic Method approach resolve a real-world student-teacher topic that deals with a pedagogical or classroom-management issue?

- Did you think Nelson's Socratic Method approach effectively lead to a solution to the problem? Why or why not?
- Do you think focusing on a real-world topic is more productive than a hypothetical situation when dealing with a student-teaching issue? Why or why not?
- To what extent do you think finding consensus in the solution was important? Why or why not?

# Data Analysis



- Descriptive – Assign a label or tag to words.
- Categorical – Group descriptive words in broad categories.
- Analytical – Capture a broad range of meaning (Hesse-Biber, 2017, p. 315).

Coding – RQ 1 How does the discussion leader’s role in Nelson’s Socratic Method approach help student-teachers reach a solution to the topic being discussed?

Descriptive	Categorical	Analytical	Themes
Togetherhness	<b>Feeling of togetherness</b>	“We were together;” “Let us take the reins”	Togetherhness and empowerment during discussion.
Process	<b>Understanding the process of the discussion</b>	“Better understood the process”	Comprehending the process of the discussion
Outlines and examples	<b>Examples &amp; outlines helped learn about discussion</b>	“Gave us examples; “gave us an outline.”	Appreciating outlines and examples for the discussion.
Preparation	<b>Better prepared to discuss</b>	“Better prepared and better understood the process” “Helpful when he worded different questions”	Prepared to know the process of the discussion.
Anxiety	<b>No anxiety with the process of the discussion</b>	“Far less anxiety”	Anxiety about the discussion was not an issue.

Coding – RQ 1 How does the discussion leader’s role in Nelson’s Socratic Method approach help student-teachers reach a solution to the topic being discussed?

Descriptive	Categorical	Analytical
Focused	<b>Focused in the right direction</b>	R1: “Reduced wandering from topic or idea too far”
Different questions	<b>Using different questions</b>	R3: “Helpful when he worded different questions”
Writing and visualization	<b>Comprehending by seeing everything</b>	R2: “Helped me visualize” R4: “We could go back and trace our path”

Coding – RQ 1 How does the discussion leader’s role in Nelson’s Socratic Method approach help student-teachers reach a solution to the topic being discussed?

Descriptive	Categorical	Analytical
Re-directing	<b>Appreciating direction</b>	R1: “He was good at re-directing us”
Clear expectations	<b>Setting expectations for participants</b>	R3: “...set clear expectations”
Balance	<b>Balance between being hands off and redirecting.</b>	R4: “...an appropriate balance between letting us do our own thing and redirecting the conversation”
Confidence	<b>Building confidence</b>	R3: (clear expectations)“helps me build confidence”

Coding – RQ 2 What are student-teachers' perceptions of Nelson's Socratic Method approach to dialogue?

Descriptive	Categorical	Analytical
Voice/opinion	<b>Voicing my opinion</b>	R2: "We were all given a voice, that we were all given a vote to choose"
Questions	<b>Broad and relevant questions</b>	R3: "Felt that the questions were applicable"
Inclusion	<b>Questions that relate to everyone</b>	R3: "questions were applicable...everyone was included and ...could respond"

Coding – RQ 2 What are student-teachers' perceptions of Nelson's Socratic Method approach to dialogue?

Descriptive	Categorical	Analytical
Common themes	<b>Themes related to everyone</b>	R1: "all the examples had an overarching theme, that we could all relate to in our own way"
Shared experiences	<b>Process allowed to share experiences</b>	R3: "point out common themes which exist throughout all of our common/shared experiences"
Contribution	<b>Being able to contribute</b>	R4: "It (Information) also helped that everyone was going to have the opportunity to contribute..."

Coding – RQ 3 To what extent does Nelson’s Socratic Method resolve a real-world student-teacher topic that deals with a pedagogical or classroom-management issues.

Descriptive	Categorical	Analytical
Examples and ideas	<b>Many examples and ideas to solve the issue</b>	R1: “Got a lot of examples and ideas to use in my classroom.”
Differences and perspectives	<b>Allowing all ideas</b>	R4: “Everyone had something different to bring to the table and it allowed for all of those differences.”
Common goal	<b>Working together for a common goal</b>	R2: “...try and reach the common goal in the end”
Working together	<b>Experiencing togetherness</b>	R3: “...helpful working together”

Coding – RQ 3 To what extent does Nelson’s Socratic Method resolve a real-world student-teacher topic that deals with a pedagogical or classroom-management issues.

Descriptive	Categorical	Analytical
Struggle	<b>Struggle because of differing opinions</b>	<b>R1: “I felt that it was difficult because of differing opinions.”</b>
Positive and illuminating	<b>Trying to reach consensus was positive</b>	R5: “I found the experience illuminating.”
Barrier	<b>Barrier to consensus</b>	R1: “Different experiences, in particular, created a barrier to consensus.”
Consensus	<b>Trying to reach consensus</b>	R3: “we could propose lots of ideas, but were unable to see what would work for them.”

Coding – RQ 3 To what extent does Nelson’s Socratic Method resolve a real-world student-teacher topic that deals with a pedagogical or classroom-management issues.

<b>Descriptive</b>	<b>Categorical</b>	<b>Analytical</b>
Unity	<b>Unity when sharing thoughts and ideas</b>	R1: “a sense of unity overall.”
Equal	<b>Treated equally</b>	R2: “Everyone felt equal in the situation.”
Space	<b>Space for coming together</b>	R2: “Provided everyone the space to feel comfortable.” R1: “A nice time to come together, talk about our experiences.”

## Coding – Journal Entries (Participants)

Descriptive	Categorical	Analytical
Freedom	Freedom to think and discuss	R2: “autonomy to choose,” R4: “Determine their thoughts on their own.”
Strategies	Discovering strategies	R2: “generate several strategies,” R4: “opportunity to self-reflect.” R1: “gave me new strategies.”
Solutions	Offering solutions	R1: “very helpful in finding solutions.” R3: “came up with the solution.”

## Coding – Journal Entries (Researcher)

Descriptive	Categorical	Analytical
Solutions	Offer solutions	R9: "Several students would offer solutions."
Respectful	Everyone respectful	R9: "all were respectful and supportive."
Direction	Staying on course	R9: "discussion staying on course."
Dynamics	Healthy group dynamics	R9: "Group dynamics were solid."
Insights/sub questions	Helpful to DL	R9: "not overtly apparent [sic] discussants took advantage of reading those insights."

# Discussion of Findings

- The dynamism, autonomy, and freedom afforded students in a Socratic dialogue as described by the research participants, is reflected in the literature (Chaffee, 2012; Paul et al., 2008).
- The multiple perspectives, shared experiences, and mutual respect and egalitarian nature also aligns with the literature (Gose, 2009; Paul & Blinker, 1990).
- Role of the facilitator in Nelsonian Socratic dialogue, supports some of the literature on the teacher being more of a facilitator than a lecturer or authority figure (Griffiths & Remenyi, 2009; Williams & Zimmerman, 2022).
- Yet, the Researcher feels the type of facilitation implemented by a Nelsonian Socratic dialogue is unique and strongly highlights the freedom and control the participants have during the dialogue.

# Discussion of Findings

- Role of the facilitator in Nelsonian Socratic dialogue, supports literature on the teacher being more of a facilitator than a lecturer or authority figure (Griffiths & Remenyi, 2009; Williams & Zimmerman, 2022).
- The Researcher, however, believes the type of facilitation implemented by a Nelsonian Socratic dialogue is unique and highlights the broad freedom and control the participants have during the dialogue.

# Discussion of Findings

- The importance of questioning during Nelsonian Socratic dialogues reflects the literature on common notions of Socratic dialogue (Adler, 1982; Copeland, 2005; Graybill, 2013; Paul & Elder, 2007; Giuseffi, 2021).
- The focus, however, on a real-world issue as an example of the overarching question diverts from the more typical understanding of the overarching question as being abstract or conceptual in nature.



## Recommendations for Future Research

- A larger sample and time frame for conducting research on Nelson's approach to the Socratic method could be implemented.
- Further research focusing on discussants' perceptions concerning the insights and sub-questions detailed by the discussion leader can also be conducted.
- Further research focusing on the Discussion Leader's perceptions concerning the insights and sub-questions detailed by the Discussion Leader can also be conducted.



# References

Barnes, J.J., Tallent, R.J., Stoll, K.S. (2015). The art of critical thinking through a pedagogical approach.

*International Journal of Humanities and the Social Sciences*. 8(1), 10-14.

Benson, H.H. (2011). Socratic method. In D.R. Morrison (Ed), *The Cambridge Companion to Socrates* (pp. 179-200). Cambridge University Press.

Candiotto, L. (2015) Socratic dialogue: A comparison between ancient and contemporary method. *Encyclopedia of Educational Philosophy and Theory*. 1-12.



# References

Cooper, J.M. (1997). *Plato: Complete dialogues*. Hackett Publishing Company.

Gose, M. (2008). When Socratic dialogue is flagging: Questions and strategies for engaging students. *College Teaching*, 57(1), 45-49.

Griffith, P. & Remenyi, D. (2009). The Socratic dialogue in the workplace: Theory and practice. *Electronic Journal of Knowledge Management*, 7(1). 155-164.

Hakim, A. (1992). *Historical introduction to philosophy*. Macmillan Publishing Company.



# References

McCall, C.C. (2009). *Transforming thinking: Philosophical inquiry in the primary and secondary classroom*. Routledge.

Morrison, D.R. (2011). Editor's preface. IN D. R. Morrison (Ed.), *The Cambridge Companion to Socrates* (pp. xiii-xv). Cambridge University Press.

Nelson, L. (1949). *Socratic method and critical philosophy* (T.K. Brown, Trans.). Kessinger Legacy Reprints. (Original work published 1922)

Paul, R. & Binker, A.J. (1990). *Critical thinking: What every person needs in a rapidly changing world*. Sonoma State University.



## References

Van Hooft, S. (1998, December 2-5). *Socratic dialogue as collegial reasoning*. [Paper presentation].

National Conference on Reasoning and Decision-making, Charles Stuart University.

Vlastos, G. (1991). *Socrates: Ironist and moral philosopher*. Cornell University Press.

Williams, T.R. & Zimmerman, M.G. (2022). Using the Socratic method to change your lens. In F. Giuseffi (Ed.). *Enhancing Teaching and Learning with Socratic Educational Strategies*. (pp. 22-48). IGI Global

# Analytical Codes – Focus Group

Research Question 1	Research Question 2	Research Question 3
“We were together”	Voicing my opinion	Allowing all ideas in
“Relieved anxiety”	Feeling included	Experiencing togetherness
“Far less anxiety”	Reflecting and deliberating	Understanding for consensus
“Felt more guided”	Realizing common themes	Listener of differing opinions
“Helpful when he worded different questions”	Being able to contribute	Treated equally
“Go back and trace our path”		Referring to previous knowledge
“Let us take the reins”		Feeling respected