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WILLIAM WOODS  
UNIVERSITY

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**EDD Educational Leadership Annual Assessment 2023-2024**

**EDD EDUCATIONAL LEADERSHIP ANNUAL ASSESSMENT 2023-2024** **1**

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# Graduate Annual Assessment 2023-2024

## 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

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### **Program Demographics**

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

250

#### **Total Enrollment 2023-2024**

153

### **Graduating Students**

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

67

#### **Total Graduated 2023-24**

54

### **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

Education\_Department\_Report\_Full.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 EdD Program has put in place specific policies for students timing out or wishing to return to the program. Students who successfully defend their proposal as they are on the verge of "timing out" will automatically receive another year to complete their dissertation.

By and large, persistence numbers in the EdD Program is strong. From 2017 to 2024, 74 students left the program. Data indicates one student had a problem with the program, although the student did not specify what the problem was. The rest of the issues consisted of family obligations or timing out of the program.

Student retention program goals: 1) Offer an informative orientation; 2) Make sure dissertation chairs are regularly communicating with students; and 3) Review and in some cases revise or rewrite EdD courses (this will be done during Summer 2024 and the 2024-2025 academic year).

### **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 in Educational Leadership 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?*

The EdD Website needs to be updated.

Newsletters for both EdD Programs have been reviewed by the Dean of the School of Education and the Chair of Doctoral Studies.

Anecdotal evidence suggests that the weekly optional synchronous sessions is a positive experience for both instructors and doctoral students.

**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 - 5 courses a year; 7 dissertations a year

Dr. Lisa Nieuwenhuizen - 3 courses a year; Manage the journal; teach EDU 792/793

Dr. Frank Giuseffi- Chair of Doctoral Studies; 9 credit hour release per semester; chair five new dissertations a year.

Adjuncts/Chairs:

A list of education adjuncts has been uploaded and their respective credentials are provided. Also, three dissertation chairs have been dropped and two new chairs have been added.

**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
<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	
<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
<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	
<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

	EDU 790	Comprehensive Exam	EDU 792/793
<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	A
<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.	A, M		
<b>EDD.3</b> Student will share and question personal practical knowledge.			
<b>EDD.4</b> Student will integrate accumulated professional knowledge and scholarly inquiry.		A, M	
<b>EDD.5</b> Student will develop a deep understanding of applicable research methods and advanced academic inquiry.			
<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.	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?

## 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				
EDU 710				
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? Met	Well over 90% of students attained 80% or above in the School Leadership Paper.		
Comp Exam				
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? Met	Over 90% of students scored an 80% or above on the Leadership Component.		

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				
EDU 780				
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? Met	More than 90% of students received a minimum of 80% on the draft proposal presentation.		
<b>EDU 790</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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? Met	Over 80% (85%) of students successfully completed their dissertation within the five-year allotted time.		

Standard/Outcome EDD.3 Student will share and question personal practical knowledge.				
Assessment Measures				
<b>EDU730</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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? Met	Well over 90% of students received a minimum of 80% on the paper and presentation.		
<b>EDU 760</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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? Met	More than 90% of students received a minimum of 80% on the paper and presentation.		

Standard/Outcome
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EDD.4 Student will integrate accumulated professional knowledge and scholarly inquiry.

Assessment Measures

<b>EDU 760</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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? Met	More than 90% of students received a minimum of 80% on the program evaluation project.		

<b>Comp Exam</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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? Met	Over 90% of students received a minimum of 80% integrating the four organizational frames.		

Standard/Outcome

EDD.5 Student will develop a deep understanding of applicable research methods and advanced academic inquiry.

Assessment Measures

<b>EDU 720</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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? Not met	8 out of 10 (80%) ten students received a minimum of 80% on the final data set analysis.		

<b>EDU 740</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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**

<b>EDU 790</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
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? Met	Over 80% (85%) of students successfully completed their dissertation within the five-year allotted timeframe.		

<b>EDU 792/793</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	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? Met	Over 80% (85%) of students completed their dissertations within the 5-year allotted time.		

**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.*

The comprehensive exam assesses what the students learn summatively in each course. However, starting in the 2024-2025 academic year, we will intentionally connect specific coursework assessments to the dissertation, in particular assessments in RSH 780 and EDU 781.

EdD faculty meet regularly to assess doctoral students' writing and research skills based on coursework assessments.

## 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.*

2022-2023

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.

Dr. Joe Lauchstaedt, 2022-23 EdD graduate, recently presented his dissertation research on secondary mathematics teachers' perceptions to Response to Intervention (RtI) at the Annual Critical Questions in Education Conference in Chicago, IL. Additionally, two William Woods University EdD graduates will present at the highly respected American Education Research Association conference in the spring. Dr. Nicholson and Dr. Nieuwenhuizen's (Dissertation Chair) paper, "The Impact of Political Silencing on Instruction and Curriculum," was selected to be featured in a Roundtable Session titled, "The Politics of Language and Literacy Curricula: Amplifying Obscured Perspectives within Cultural Contexts." Dr. Eckard and Dr. Nieuwenhuizen's (Dissertation Chair) paper, "Time for Transformation Preparing White Teachers to Teach Students of Color," was selected to be featured in a Roundtable Session titled, "Supporting White Educators to Become Antiracist and Transformative Educators."

2023-2024

Dr. Alexis Stark, EdD alum, presented her dissertation study at WWU's annual research symposium in April of 2024. Dr. Kristee Lorenz was her chair.

### 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*

2022-2023

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, *Nativity, 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.

2023-2024

The EdD faculty, along with an EdD Adjunct (Dr. Michael Pragman), former student (Dr. Sarah Wisdom), and current student (Liz Talamantez) came together to craft the following Mission and Vision Statements for the EdD Program(s).

### **Mission**

William Woods University's Doctor of Education Programs produce impactful leaders dedicated to equity and intellectual inquiry. Focused on fostering collaboration and research-informed knowledge, we prepare scholar-practitioners to flourish in the rich diversity of today's educational environments.

### **Vision**

The vision of William Woods University's Doctor of Education Programs is to offer relevant courses of study that inform real-world professional practice, develops transformative leaders, and models rigorous educational studies that shape policies, challenge existing practices, and gives hope for the future of education.

Dr. Frank Giuseffi presented his ideas on Aristotle's understanding of practical wisdom to teaching at the annual Society of Philosophy and History of Education Conference in October of 2023 and WWU's Research Symposium in April 2024.

Dr. Nicholson and Dr. Nieuwenhuizen's (Dissertation Chair) paper, "The Impact of Political Silencing on Instruction and Curriculum," was selected to be featured in a Roundtable Session titled, "The Politics of Language and Literacy Curricula: Amplifying Obscured Perspectives within Cultural Contexts."

Dr. Eckard and Dr. Nieuwenhuizen's (Dissertation Chair) paper, "Time for Transformation Preparing White Teachers to Teach Students of Color," was selected to be featured in a Roundtable Session titled, "Supporting White Educators to Become Antiracist."

### **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*

2022-2023

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.

2023-2024

Dr. Shannon Cunningham was promoted to Assistant Principal in the North Kansas City School District.

Dr. Nicholson and Dr. Nieuwenhuizen's (Dissertation Chair) paper, "The Impact of Political Silencing on Instruction and Curriculum," was selected to be featured in a Roundtable Session titled, "The Politics of Language and Literacy Curricula: Amplifying Obscured Perspectives within Cultural Contexts."

Dr. Eckard and Dr. Nieuwenhuizen's (Dissertation Chair) paper, "Time for Transformation Preparing White Teachers to Teach Students of Color," was selected to be featured in a Roundtable Session titled, "Supporting White Educators to Become Antiracist

### **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.*

2022-2023

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.

2023-2024

Dr. Lisa Nieuwenhuizen presented and attended the AERA Conference with two students April 10-14, 2024; Dr. Lorenz presented and attended the Critical Questions in Education March 4-6, 2024; and Dr. Frankman attended a Department of Elementary and Secondary Education conferences in 2024. Dr. Nieuwenhuizen and Dr Lorenz attended and presented the MACTE Conference on February 29th, 2024. Dr. Nieuwenhuizen and Dr. Lorenz attended the MPEA Conference on October 20th, 2024.

### **Professional Development**

*Upload any documentation supporting the professional development offered.*

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

Partnering\_with\_Student\_Researchers\_for\_Publishing.pdf

Critical\_Issues\_in\_Education\_Conference\_Presentation\_2024.pdf

Nieuwenhuizen\_Professional\_Development\_Attended\_2023\_2024.docx

# Assessment Rubric

	3.000 <b>Exceeds</b>	2.000 <b>Meets</b>	1.000 <b>Falls Below Expectations</b>	<b>N/A</b>
<b>Mission Statement Clearly Articulated</b> 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:				
<b>Reflection on Student Demographics, Retention, and Degree Completion Data</b> 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:				
<b>Marketing Materials</b> 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:				
<b>Faculty Teaching Loads</b> 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:				
<b>Alignment to University Objectives</b> 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:	Program used the old mission for alignment			
<b>Curriculum Map alignment and changes</b> 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:	no notation on any changes made to the curriculum, the assumption is that no changes were made.			

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:	No notation on any changes made to the assessment, the assumption is that no changes were made.			
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:	the reviewer did not find any uploaded data in the assessment findings.			
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:				
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:				
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:				
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:				

## Appendix: Supplemental Data





# ADDRESSING THE TEACHER SHORTAGE... MOVING BEYOND MOTIVATION FACTORS AND ADDRESSING HYGIENE FACTORS IN THE EDUCATIONAL PROFESSION

Dr. Kristee Lorenz

Assistant Professor

William Woods University

Critical Issues in Education Conference

March 4, 2024

New Orleans, LA



# Assessing the Status of the Teacher Shortage Crisis

## 01

Average teacher turnover rate in the US is 16% (The National Center for Educational Statistics, 2020).

## 02

According to a NEA study 55% of practicing educators are considering leaving the field of education entirely (as cited in Walker, 2022).

## 03

In the US, 45% of public schools reported feeling understaffed and 86% of public schools in the US struggled to hire teachers (The National Center for Educational Statistics, 2023).

# Herzberg's Two Factor Theory Motivation and Hygiene



Herzberg (1966, 2003) posited that two types of factors exist which impact job satisfaction and job dissatisfaction.



Both workplace **motivation** (intrinsic) and **hygiene** (extrinsic) factors can lead to job satisfaction as employees strive to realize themselves, their goals, and their dreams (Herzberg (1966) as cited in Nickerson, 2023).



However, both factors can lead to job dissatisfaction if employees' needs are not met.

# Motivation Factors



Teacher workplace motivation factors may include: the impact of teacher/student relationships, meaningful yet challenging work, opportunities for professional growth, quality supervisor feedback, and teacher recognition (Herzberg et al., 2017).



Historically school districts have relied on motivation factors to keep teacher satisfaction elevated and ultimately to encourage the retention of teachers.



Motivation factors held the hearts of teachers to remain in the educational profession to make a positive difference for students.

# Hygiene Factors



Teacher workplace hygiene factors included teacher pay, school district culture/climate, working conditions, level of administrative support, professional development opportunities, and work/life balance (Herzberg et al., 2017).



Unfortunately, workplace hygiene factors often decrease job satisfaction.



School districts and educational stakeholders must prioritize and address workplace hygiene factors to address the problem of the teacher shortage.

# Workplace Hygiene Factors...Examined through a Contextual Lens



According to Alshmemri et al. (2017) hygiene factors can be categorized into contextual factors that include interpersonal relations, salary, company policies, administration/supervisor, and working conditions.



Examples included: healthy or toxic workplace relationships, met or unmet salary expectations, clear or unclear company policies/expectations, degree of administrative support and perception of supervisor fairness, and workplace physical environment working conditions perceived by employees as good or poor.



Considerations of working conditions included: workload, space, tools, temperature, safety, and ventilation in the workplace (Alshmemri et al. 2017).

# Workplace Hygiene Factors



Teachers in the US earned **80%** of what other college educated professionals earn in their respective employment fields (Patrick & Carver-Thomas, 2022).




Research highlighted that numerous teachers under the age of **40** chose to leave the teaching profession due to salary and compensation issues (Patrick & Thomas, 2022).




Multiple research studies found that new teachers left education within the **first five years** often due to workplace hygiene factors such as low salary, high stress levels, inadequate levels of administrative support in addressing challenging student behavior, and lack of proper preparation to both teach and manage a classroom (Hylton & Vu, 2019; McCarthy, 2019).

# Workplace Hygiene Factors

In the United States , 60% of teachers reported making less than \$45,000 annually and as a result are considering leaving the educational profession due to low salary (McCarthy, 2019).



Due to growing teacher frustrations regarding poor salaries, inadequately school programming, services, and resources, 50% of public school teachers in the United States have considered leaving the teaching profession (McCarthy, 2019).



Hygiene factors such as lack of administrative support, negative work environments, and increasing rates of student discipline are resulting in high teacher attrition rates (Asgari et al., 2020; Fox et al., 2020).

# Missouri Teacher Recruitment and Retention Blue Ribbon Commission Identifies Hygiene Factors



Two hygiene factors identified were teacher salary and school culture and climate.



Both hygiene factors impact teacher recruitment and retention (Missouri Department Elementary and Secondary Education, 2022).



Herzberg's Two Factor Theory supports the need for Missouri to develop an intentional and initiative-taking plan to respond to the teacher shortage as Missouri faced a teacher shortage of more than 3,500 full-time teacher vacancies (Missouri Department of Secondary Education, 2022).

# Hygiene Factor of Teacher Salary



The commission recommended raising the minimum starting teacher salary to \$38,000 through Missouri statute (The Hunt Institute, 2023).



Teacher Baseline Salary Grant Program was continued to assist school districts with additional funding to support a \$38,000 base teacher salary (Missouri Department of Elementary and Secondary Education, 2022).



Research cited the critical need to address the hygiene issue of teacher salary as “Missouri ranks 50<sup>th</sup> in the nation in average starting teacher salary at \$33,234 and 46<sup>th</sup> in average teacher salary at \$51, 577” (Katnik, 2022, p. 37).

# Hygiene Factor of School Culture and Climate

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The commission asserted that teachers need immediate support for classroom management and school district leaders need training on how to proactively support school culture and climate (Missouri Department of Elementary and Secondary Education, 2023).

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Missouri held a priority focus and commitment to improve school culture and climate through administrator and teacher professional development.

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Research affirmed that teaching conditions including professional development for teachers and administrators were strong predictors of teacher recruitment and retention (Podolsky et al., 2019).

# Hygiene Factor of School Culture and Climate



Teacher cooperation, collaboration, and administrative support are essential components for a positive school culture and climate (Olsen & Huang, 2019).



New teachers often left school districts due to poor administrative leadership, inadequate professional development focused upon student behavior management, time management, and approaches to build relationships with educational stakeholders, and communicate effectively with parents (Toropova, 2021).



Research emphasized the need to develop professional learning communities in which teachers hold expectations for school administrators to show respect toward teachers and affirm their value as teaching professionals (Torgerson, 2023).

# Hygiene Factor of School Culture and Climate



Educational partnerships are essential to collectively work together as a team to promote a positive and productive culture in the learning community (de Royston et al., 2020).



A healthy school climate must maintain a system of collegial support and require collective accountability to address challenges to meet the needs of educational stakeholders (Aspen Institute, 2021).



Improving teacher working conditions included focusing on improving culture, teacher preparation, securing necessary classroom resources, maintaining adequate class sizes, and reducing unnecessary paperwork (Edwards, 2023).

# Federal, State, and Local Collaborative Efforts to Respond to the Teacher Shortage

- Increased sense of urgency across the United States emerged to develop intentional plans, strategies, and initiatives to help recruit and retain teachers in public schools.
- Secretary of Education, Cardona, directed state educational leaders to collaborate with state legislators to focus federal relief and recovery funds to respond to the United States teacher shortage (US Department of Education, 2022).
- In tandem, school districts, colleges of education, and states were charged to create and implement initiatives to increase the numbers in the teacher workforce (US Department of Education, 2022).

# Federal, State, and Local Collaborative Efforts to Respond to the Teacher Shortage



Teacher recruitment initiative included: TeachMO.org, teacher recruitment and retention grants, Grow Your Own Program, reinstatement of the Career Ladder Program, teacher baseline salary grants, Pathways to Teaching, and teacher loan forgiveness program.



To prioritize and address the teacher shortage, the Missouri General Assembly requires that the Missouri Department of Elementary and Secondary Education provide an annual report regarding the condition of Missouri public schools teacher workforce under the mandates of 161.098 RSMO.

# Concluding Thoughts



Teacher workplace hygiene factors must be addressed to work toward resolving the teacher shortage issue in the US.



A Phi Delta Kappan survey revealed that 10% of teachers reported they did not feel respected or valued in the workplace which increased feelings of teacher burnout and consideration of leaving the teaching profession (McCarthy, 2019).



Teacher well-being can be impacted by job related stress, depression, workload, and work life balance (Teacher Mental Health Check-In Survey, 2020).



The US teacher workforce is losing experienced teachers. Research highlighted that between 1995-2020, the US average teacher years of experience declined from 15 years to five years (Hanks, 2020).

# Concluding Thoughts



Research posited most teachers are not leaving the profession due to a lack of love for the teaching profession or the students, families, and communities they serve (all motivation factors). Instead, many teachers are leaving because of hygiene issues that include a lack of support, a shortage of structural resources, and stressful working conditions (Lee, 2022).



Educational stakeholders need to assess the current reality and status of the teacher workforce.



Concurring with Herzberg's Two Factor Theory, financial resources must be allocated to improve teacher salaries, secure adequate personnel, and address culture and climate issues. All of which are paramount to work toward resolving hygiene issues in the education profession.

A sense of urgency...the time to act is now.

“The impending teacher shortage is the most critical education issue we will face in the next decade.”

~David Price, 2024

Questions

Thoughts

Key Takeaways

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# Program Activity Report

Program		School				
Doctorate in Educational Leadership		Education				
Undergraduate and Graduate Enrollment		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
<b>Total Enrollment</b>	Total	198	250	285	364	345
	Fulton Campus	135	185	243	333	345
	Online	63	65	42	31	0
Undergraduate Enrollment		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
<b>Total Enrollment</b>	Total	-	-	-	-	-
	Fulton Campus	-	-	-	-	-
	Online	-	-	-	-	-
<b>Full-Time Total</b>	Total	-	-	-	-	-
	Fulton Campus	-	-	-	-	-
	Online	-	-	-	-	-
<b>Part-Time Total</b>	Total	-	-	-	-	-
	Fulton Campus	-	-	-	-	-
	Online	-	-	-	-	-
Graduate Enrollment		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
<b>Total Enrollment</b>	Total	198	250	285	364	345
	Fulton Campus	135	185	243	333	345
	Online	63	65	42	31	0
<b>Full-Time Total</b>	Total	13	13	32	9	58
	Fulton Campus	2	1	21	9	58
	Online	11	12	11	0	0
<b>Part-Time Total</b>	Total	185	237	253	355	287
	Fulton Campus	133	184	222	324	287
	Online	52	53	31	31	0
Enrollment By Gender		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
	Male	77	100	115	132	133
	Female	121	150	170	232	212
	Other	0	0	0	0	0
	Male %	38.89%	40.00%	40.35%	36.26%	38.55%
	Female %	61.11%	60.00%	59.65%	63.74%	61.45%
	Other %	0.00%	0.00%	0.00%	0.00%	0.00%
Enrollment By Status		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
	Full-Time	13	13	32	9	58
	Part-Time	185	237	253	355	287
	Full-Time %	6.57%	5.20%	11.23%	2.47%	16.81%
	Part-Time %	93.43%	94.80%	88.77%	97.53%	83.19%
Enrollment By Race/Ethnicity		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
	U.S. Nonresident	0	0	0	0	0
	Hispanic/Latino	9	6	6	4	3
	American Indian or Alaska Native	0	1	1	4	5
	Asian	0	0	0	0	0
	Black or African American	13	13	12	23	25
	Native Hawaiian or Pacific Islander	0	0	0	0	0
	White	173	224	256	313	290
	Two or More Races	1	2	2	3	2
	Race and Ethnicity Unknown	2	4	8	17	20
	U.S. Nonresident %	0.00%	0.00%	0.00%	0.00%	0.00%
	Hispanic/Latino %	4.55%	2.40%	2.11%	1.10%	0.87%
	American Indian or Alaska Native %	0.00%	0.40%	0.35%	1.10%	1.45%
	Asian %	0.00%	0.00%	0.00%	0.00%	0.00%
	Black or African American %	6.57%	5.20%	4.21%	6.32%	7.25%
	Native Hawaiian or Pacific Islander %	0.00%	0.00%	0.00%	0.00%	0.00%
	White %	87.37%	89.60%	89.82%	85.99%	84.06%
	Two or More Races %	0.51%	0.80%	0.70%	0.82%	0.58%
	Race and Ethnicity Unknown %	1.01%	1.60%	2.81%	4.67%	5.80%
Graduate Enrollment By Type		Fall 2023	Fall 2022	Fall 2021	Fall 2020	Fall 2019
<b>Degree Seeking</b>	First-Time	14	21	17	14	16
	Continuing / Returning	184	229	268	350	329

Nieuwenhuizen Professional Development Attended 2023-2024

Professional Development Attended 2023-2024

Online Webinars	In-Person Professional Development
<p><b>Critical Quantitative Methods and Practices: Promoting Equity in Quantitative Research 10/3/23</b></p>	<p>WWU Professional Development &amp; Discussion Day 8/15/2023</p>
<p>Combatting Teacher Shortages: Strategies for Classroom Balance and Learning Success 10/11/23</p>	<p>WWU Teams Training 8/17/2023</p>
<p>AERA Brown Lecture Livestream: Otherwise Qualified: The Untold Story of <i>Brown</i> and Black Educators’ Professional Superiority. Dr. Leslie T. Fenwick 10/19/2023</p>	<p>American Educational Research Association 4/11-4/14/2024</p>
<p>Let’s Get Critical—Critical Race Theory Bans in K-12 Schools 11/9/23</p>	<p>Assessment Training – 5/1/2024</p>
<p>Leading Justly in Polarizing Times-1 5/6/24</p>	<p>“Having the Know-How to Use Technology Well: Curriculum Alignment with Research-Based Learning Strategies” 5/2/24</p>
<p>Fight Against Teacher Burnout and Stress: 7 Empowering Strategies to Transform Teacher and Student Success 5/7/24</p>	<p>School of Ed Annual Adjunct Professional Development Day, presenter for “Publishing with Student Researcher” and “Tools for Scholarly Writing” - May 14, 2024</p>
<p>Leading Justly in Polarizing Times-2 5/13/24</p>	

AERA National Meeting Sessions Attended



Thursday, April 11 (attended six sessions)

**AERA Welcoming Orientation for New Members and First-Time Attendees**

New members and first-time meeting attendees are invited to an orientation session that offers an opportunity to learn more about the association and the benefits of being a member, as well as navigating the Annual Meeting.

Thursday, April 11, 7:10 am to 8:40 am

Pennsylvania Convention Center, Room 204 AB

***Carcerality and Education: A Qualitative Focus of Alternative Learning Environments and Racial/Ethnic Minoritized Students.*** Division G - Social Context of Education; Symposium Pennsylvania Thursday, April 11, 9:00-10:30am Pennsylvania Convention Center, Level 100, Room 111A;

***Interrupting the Status Quo in Teacher Education: Critical Conversations About Race and Racism.*** Division K - Teaching and Teacher Education; Symposium Pennsylvania Convention Center, Level 100, Room 105A; 10:50am to 12:20pm

***Celebrating Five Decades of Curriculum Theorizing and Praxis: The Enduring Impact of Michael Apple's Contributions.*** Division B - Curriculum Studies; Symposium Pennsylvania Convention Center, Level 100, Room 102AB; 12:40-2:10pm

***Community-Based Teaching and Teacher Education as Transformative Praxis for Educational Equity.*** Division K - Teaching and Teacher Education; Symposium Pennsylvania Convention Center, Level 100, Room 105A; 2:30-4:00pm

**Opening Plenary—Fighting Back to Move Forward: Defending the Freedom to Learn in the War Against Woke**

In her keynote lecture, "Fighting Back to Move Forward: Defending the Freedom to Learn In the War Against Woke," Professor Kimberlé Crenshaw will outline how extremists have weaponized critical race theory (CRT) in their "war on woke," a dog whistle campaign that has functioned to impair public education, erase history, circumscribe freedom of expression, and roll back the modest gains of the Civil Rights Movement.

*Thursday, April 11, 6:10 pm to 7:40 pm*

*Pennsylvania Convention Center, Ballroom AB*

***Friday, April 13 (attended four sessions)***

***Borderlands: Constructing Educational Possibilities Across P–20 Systems: A Structured Conversation Between Educational Leadership and Teacher Education.*** Division A - Administration; Symposium Pennsylvania Convention Center, Level 100, Room 115A; 7:45-9:15am

**The Politics of Language and Literacy Curricula: Amplifying Obscured Perspectives Within Cultural Contexts** (Table 27). Division B - Curriculum Studies; Roundtable Session "The Impact of Political Silencing on Instruction and Curriculum." **Kelli Nicholson, Southeast Missouri State University; Lisa Nieuwenhuizen, William Woods University** Pennsylvania Convention Center, Level 200, Exhibit Hall B; 9:35-11:05am

2024 AERA Distinguished Lecture – "Not Yet at Plessy": 70 Years Post-Brown

*Speaker:* Gloria J. Ladson-Billings (University of Wisconsin – Madison)

*Friday, April 12, 11:25 am to 12:55 pm*

*Pennsylvania Convention Center, Level 100 - Michael A. Nutter Theater*

**2023 Distinguished Contributions to Research in Education Award Lecture**

*Friday, April 12, 3:05 pm to 4:35 pm*

*Pennsylvania Convention Center, Level 100 - Michael A. Nutter Theater*

*Chair:* Gloria J. Ladson-Billings (University of Wisconsin - Madison)

*Speaker:* James A. Banks (University of Washington)

*Title:* My Epistemological Journey: The Quest for Educational Equity in a National and Global Context

***Saturday, April 14 (attended six sessions)***

**Leaders' Enactment of Equitable Practices.** Division A - Administration; Paper Session Philadelphia Marriott Downtown, Level 5, Salon A; 7:45- 9:15am

**Closing Educational Opportunity Gaps: Exploring a Federal Right to Education.** *Panel:* Linda Darling-Hammond, Learning Policy Institute, Gloria J. Ladson-Billings, University of Wisconsin – Madison, Prudence L. Carter, Brown University, Kristine Bowman, Michigan State University, Kimberly Jenkins Robinson, University of Virginia School of Law. Division L - Educational Policies and Politics Cosponsored with Division C - Learning and Instruction; Symposium Pennsylvania Convention Center, Level 100, Room 115C; 9:35-11:05am

**Supporting White Educators to Become Antiracist and Transformative Educators** (Table 31). Division K - Teaching and Teacher Education; Roundtable Session: Time for Transformation: Preparing White Teachers to Teach Students of Color.” **Adam Eckard, Jonesboro Public Schools; Lisa Nieuwenhuizen, William Woods University** Pennsylvania Convention Center, Level 200, Exhibit Hall B; 11:25am to 12:55pm

**2023 Distinguished Public Service Award Lecture.** *Chair:* Kara S. Finnigan (University of Michigan)  
*Speaker:* Linda Darling-Hammond (Learning Policy Institute) *Saturday, April 13, 1:15 pm to 2:45 pm*  
*Pennsylvania Convention Center, Level 100 - Michael A. Nutter Theater*

**Evaluating and Improving Teacher Preparation Programs: A Consensus Report from the National Academy of Education.** *AERA Research and Science Policy Sessions; Linda Darling-Hammond, Learning Policy Institute; Kenneth M Zeichner, University of Washington* Pennsylvania Convention Center, Level 200, Room 201C; 3:05-4:35pm

**Presidential Address: *Speaker:* Tyrone C. Howard** (University of California, Los Angeles)  
Learn from the wisdom and knowledge of AERA President Tyrone Howard. The Presidential Address is an annual “can’t miss” event, where the state and future of the field are examined, and attendees are inspired.  
*Saturday, April 13, 4:55 pm to 6:25 pm* Pennsylvania Convention Center, Ballroom AB



# **PARTNERING WITH STUDENT RESEARCHERS FOR PUBLISHING**

**Lisa Nieuwenhuizen, Ph.D.**

**Kristee Lorenz, Ed.D.**



**WILLIAM WOODS  
UNIVERSITY**



- Learn how to find the best journal for your work
- Understand the characteristics of journal articles
- Understand how to streamline the dissertation into the journal format
- Understand how to present research at conferences

# INTRODUCTION

Transforming a thesis or dissertation into a journal article can seem like a daunting task. However, selecting the journal with the best fit that matches your research is a good place to start.

- Be cognizant of the journal's aim and scope
- Review the journal's preferred structure and reference style
- Not all journals will be a good fit...it's like Goldilocks...find the one that is *just* right.
- Look for *open-access* peer reviewed journals with clear specifications for manuscripts
- Beware of journals that charge submission or publication fees



## References:

American Psychological Association. (2024, February). *Adapting a dissertation or thesis Into a journal article*. <https://apastyle.apa.org/style-grammar-guidelines/research-publication/dissertation-thesis>

Elsevier Author Services. (2024, February). *How to write a journal article from a thesis*. <https://scientific-publishing.webshop.elsevier.com/publication-process/how-to-write-a-journal-article-from-a-thesis/>

**January  
2024**

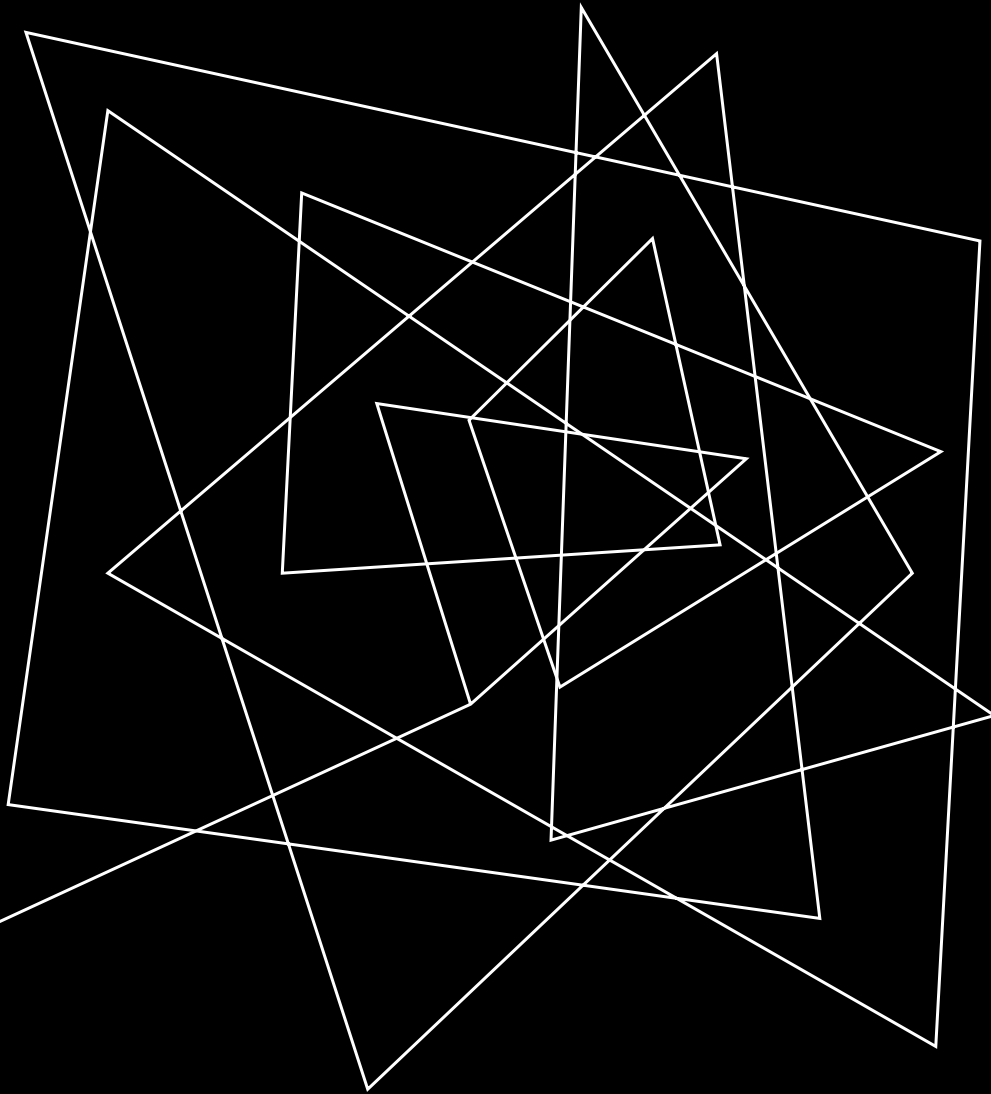
## **Midwest Journal of Education: Call for Manuscripts**

The *Midwest Journal of Education (MJE)*, a peer-reviewed journal in education, invites submissions for its Inaugural 2024 edition. The inaugural issue will feature the work of scholars and practitioners who address the nexus of theory and practice in education on a broad range of topics pertinent to education. We invite submissions from educators with various backgrounds, research interests, and educational expertise.

*MJE*, an open-access, peer-reviewed journal, publishes empirical and descriptive articles, including submissions that address the following:

- **Connecting Theory to Practice papers:** Submissions that connect theory to practice may originate from researchers or practitioners, but the thrust of the submission is to create dialogue about the application of theory to practice. Submissions in this category should be written in a conversational manner for practitioners and give guidance on how to improve educational practices. The recommended length is between 2000-3000 words.
- **Empirical Research papers:** Empirical studies published in *MJE* use qualitative or quantitative data from a study to add to the body of research literature on educational issues. Submissions should include traditional headings for empirical articles (introduction, literature review, theoretical framework, methods, findings, discussion, conclusion). The recommended length is between 5000-6000 words.
- **Conceptual papers:** A conceptual paper in *MJE* addresses a position, concept, theory, or conceptual framework as it relates to education. The recommended length is between 5000-6000 words.

# SHORTEN THE LENGTH OF YOUR DISSERTATION



- Review the calls for manuscripts to ensure you are writing towards the aims of the journal.
- Treat your dissertation as a separate work
- Paraphrase but do not distort meaning
- Select and repurpose parts of your dissertation
- Work with students to think about the most important findings from their research and use that as the springboard for the article

## References:

American Psychological Association. (2024, February). *Adapting a dissertation or thesis into a journal article*. <https://apastyle.apa.org/style-grammar-guidelines/research-publication/dissertation-thesis>

Elsevier Author Services. (2024, February). *How to write a journal article from a thesis*. <https://scientific-publishing.webshop.elsevier.com/publication-process/how-to-write-a-journal-article-from-a-thesis/>

# Tips to Write an Abstract

- 01 Write the abstract of your paper last
- 02 Identify the problem and the solutions
- 03 Stick to the word count
- 04 Include the methods and results from the information
- 05 Remember to be explicit in your research
- 06 Keep reviewing and updating your abstract
- 07 Make your abstract broad

## REFORMAT INTRODUCTION INTO AN ABSTRACT

Shorten the introduction to 150-250 words, maintaining key topics to hold the reader's attention.

Use the introduction and discussion as basis for the abstract.

### References:

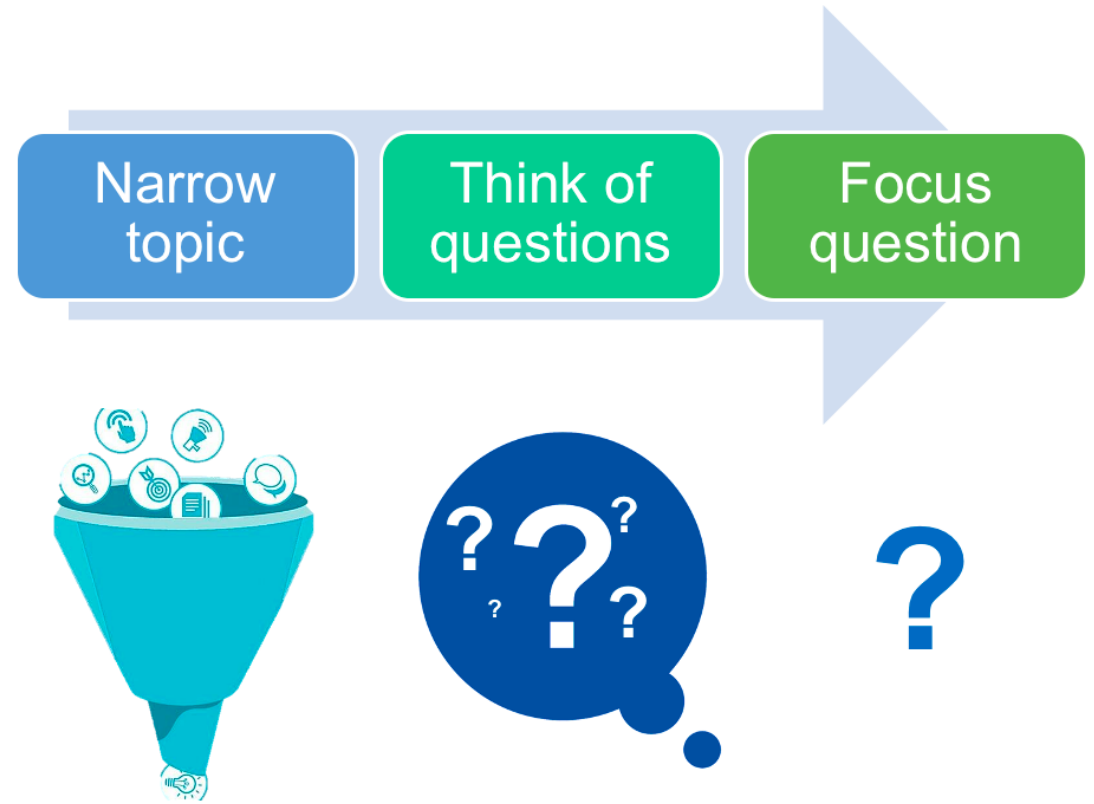
American Psychological Association. (2024, February). *Adapting a dissertation or thesis into a journal article*. <https://apastyle.apa.org/style-grammar-guidelines/research-publication/dissertation-thesis>

Elsevier Author Services. (2024, February). *How to write a journal article from a thesis*. <https://scientific-publishing.webshop.elsevier.com/publication-process/how-to-write-a-journal-article-from-a-thesis/>

Peachy Essay. (2024, February). *Tips to write an abstract*. <https://peachyessay.com/blogs/write-a-abstract/>

# MODIFY THE INTRODUCTION

- If your thesis has more than one research question or hypothesis, which are not all relevant for your paper, consider combining your research questions or focusing on just one for the article
- Use previously published papers (at least three) from the target journal as examples



## References:

American Psychological Association. (2024, February). *Adapting a dissertation or thesis Into a journal article*. <https://apastyle.apa.org/style-grammar-guidelines/research-publication/dissertation-thesis>

Elsevier Author Services. (2024, February). *How to write a journal article from a thesis*. <https://scientific-publishing.webshop.elsevier.com/publication-process/how-to-write-a-journal-article-from-a-thesis/>

# TIGHTEN THE METHODS SECTION

Keep the discussion about your research approach short

Use previously published papers (at least three) from the target journal as examples

# REPORT MAIN FINDINGS IN THE RESULTS

Expose your main findings in the results section in concise statements



## References:

American Psychological Association. (2024, February). *Adapting a dissertation or thesis Into a journal article*. <https://apastyle.apa.org/style-grammar-guidelines/research-publication/dissertation-thesis>

Elsevier Author Services. (2024, February). *How to write a journal article from a thesis*. <https://scientific-publishing.webshop.elsevier.com/publication-process/how-to-write-a-journal-article-from-a-thesis/>

# CLEAR & CONCISE DISCUSSION

Begin by providing an interpretation of your results: “What is it that we have learned from your research?”

Do not repeat your results in the discussion section:

- Situate the findings to the literature
- Discuss how your findings expand known or previous perspectives
- Briefly present ways in which future studies can build upon your work and address limitations in your study

## References:

American Psychological Association. (2024, February). *Adapting a dissertation or thesis into a journal article*. <https://apastyle.apa.org/style-grammar-guidelines/research-publication/dissertation-thesis>

Elsevier Author Services. (2024, February). *How to write a journal article from a thesis*. <https://scientific-publishing.webshop.elsevier.com/publication-process/how-to-write-a-journal-article-from-a-thesis/>

## First paragraph

- Provide the essential interpretation based on key findings
- Include a main piece of supporting evidence

## Second paragraph

- Compare and contrast to previous studies
- Highlight the strengths and limitations of the study
- Discuss any unexpected findings

## Last paragraph

- Summarize the hypothesis and purpose of the study
- Highlight the significance of the study
- Discuss unanswered questions and potential future research

# LIMIT THE NUMBER OF REFERENCES

Journals limit the number of citations, so make sure:

- To choose the most relevant and recent
- To format them correctly

Consider using a reference manager system



## References:

American Psychological Association. (2024, February). *Adapting a dissertation or thesis Into a journal article*. <https://apastyle.apa.org/style-grammar-guidelines/research-publication/dissertation-thesis>

Elsevier Author Services. (2024, February). *How to write a journal article from a thesis*. <https://scientific-publishing.webshop.elsevier.com/publication-process/how-to-write-a-journal-article-from-a-thesis/>

# REVIEW SUBMISSION GUIDELINES

## Submission Guidelines:

- All manuscripts must be fully blinded to ensure a reliable review process.
- All manuscripts must meet publishing guidelines established by the American Psychological Association (APA) Publication Manual (7th edition; 2019).
- Do not include page numbers, headers, or footers. These will be added by the editors.
- Submit your manuscript, including tables, figures, appendices, etc., as a single file (Word)
- All margins (left, right, top, and bottom) should be 1.5 inches, including your tables and figures.
- Single space your text.
- In general, manuscripts should include standard scholarly manuscript sections (e.g., introduction, literature review, methodology, findings, and discussion), but alternative manuscript formats and sections will be considered.
- Use a single-column layout with both left and right margins justified.
- Font: Main Body—12 pt. Times New Roman; Footnotes—10 pt. Times New Roman
- If figures are included, use high-resolution figures, preferably encoded as encapsulated PostScript
- A separate document should be submitted containing the title of the manuscript, date of submission, lead author's name, titles/roles, mailing address, business and mobile/home telephone numbers, institutional affiliation and address, email address, and fax number, additional authors' names, titles/roles, institutional affiliations, and email addresses.
- A statement that this manuscript is not under consideration, nor has it been published elsewhere.

## Review Process:

Authors will be notified via email upon receipt of their manuscripts. After a preliminary editorial review, manuscripts that meet *MJE* specifications will be sent to reviewers. **Manuscripts must be received by March 15, 2024 to the [electronic submission form here.](#)**



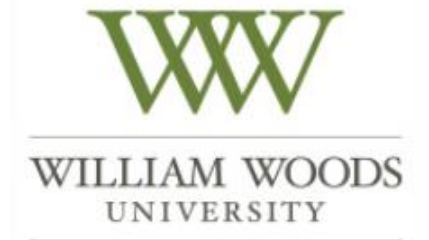
- Encourage your students to begin their dissertation journey with the mindset of expanding the body of knowledge
- Normalize the expectation that their research is important and needs to be shared
- Collaborate with students to help them get their work published
- Follow potential places for publication, such as open-access, peer-reviewed journals and share with students.
- Consider submitting to local open-access journals like the *Midwest Journal of Education*



# **PARTNERING WITH STUDENT RESEARCHERS FOR CONFERENCE PRESENTATIONS**

**Kristee Lorenz, Ed.D.**

**Lisa Nieuwenhuizen, Ph.D.**



# CALL FOR PRESENTATION FORMATS

## Individual Paper/ Presentation

- Formal reading of research journal article
- Creating a PowerPoint presentation highlighting research findings
- Participant discussions and discourse

## Poster Presentations

- Poster presentations highlight research findings
- Carousel learning walks facilitated at poster stations
- Great way to encourage graduate students to begin sharing research

# CALL FOR PRESENTATION FORMATS

## Panel Discussion

- Consists of three presenters
- Thematic discourse on a focused research topic
- Discuss alternative solutions to resolve research problems
- Share interpretations of theory and practice
- Explore contrasting points of view in the research literature

Reference: The Academy for Educational Studies. (2024). *Conference Proposal Format Options*. <http://academyforeducationalstudies.org>

## BOOK RESPONSE

- Formal reading of research journal article reviewing a selected book centered on conference theme
- Creating a PowerPoint presentation highlighting book research findings
- Panel discussion on book highlights and research findings centered on the conference theme

Reference: The Academy for Educational Studies. (2024). *Conference Proposal Format Options*. <http://academyforeducationalstudies.org>

# PRACTICAL TIPS FOR PRESENTING

- Highlight goals of research and purpose of study
- Conceptualize your research through displaying the theoretical framework(s) used as the blueprint to support your research study
- Clearly share methods and findings
- End presentation with a profound appeal and urgency to address the central research problem
- Welcome intellectual discourse



QUESTIONS?

THANK YOU

[Lisa.Nieuwenhuizen@WilliamWoods.edu](mailto:Lisa.Nieuwenhuizen@WilliamWoods.edu)

[Kristee.Lorenz@WilliamWoods.edu](mailto:Kristee.Lorenz@WilliamWoods.edu)



# 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.**



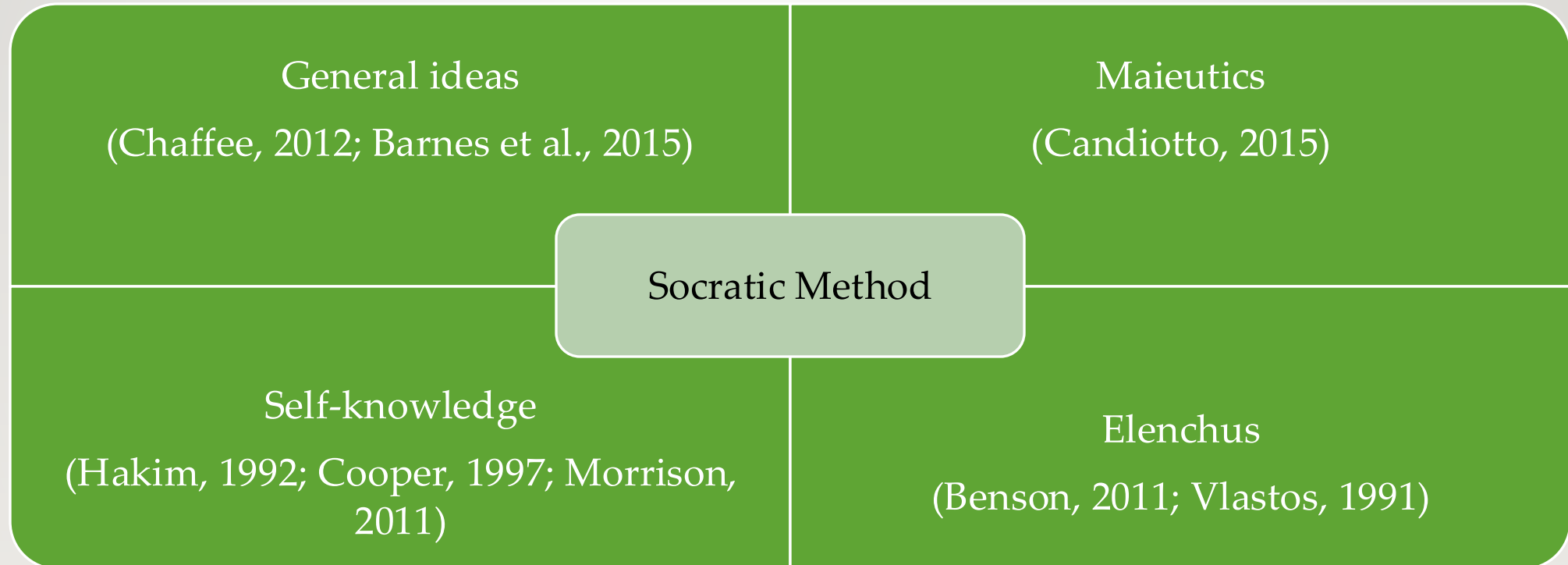
## Why this topic?

- 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).

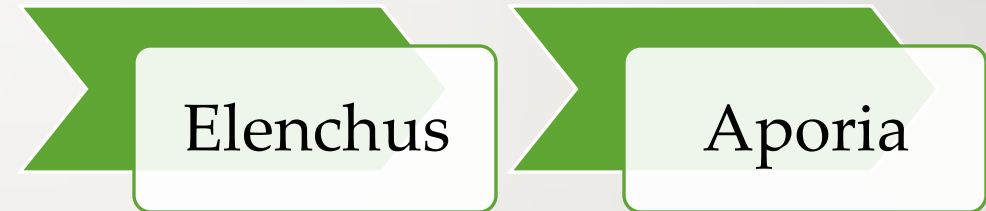
## Defining the Socratic Method - *Maieutics*

- 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.

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## 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?

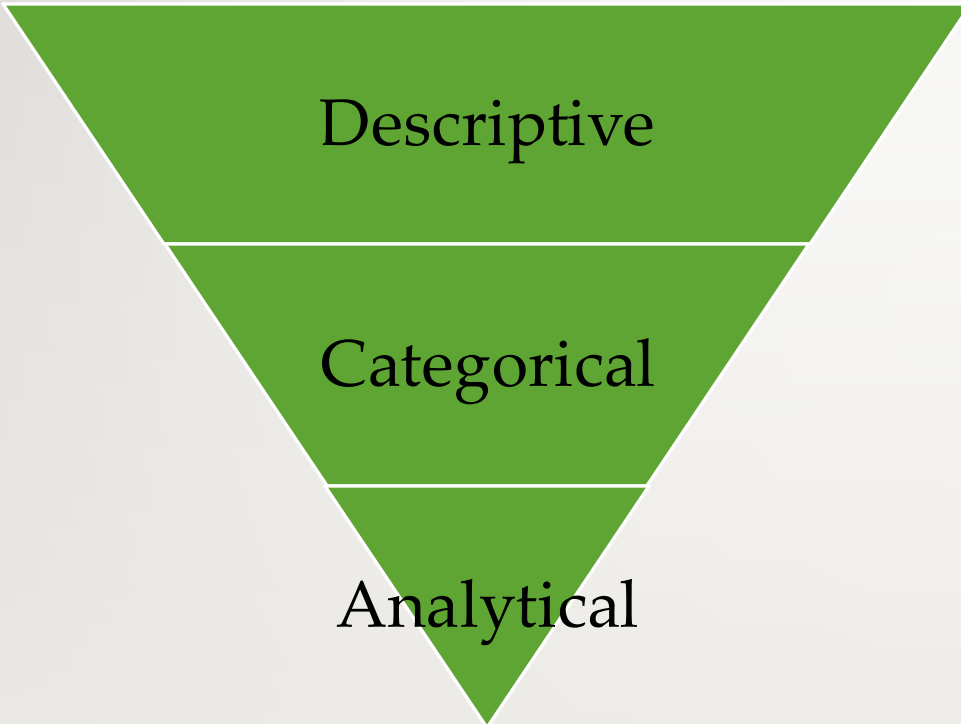
# Methodology – Interview Guide for Focus Group

- **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
Togetherness	<b>Feeling of togetherness</b>	“We were together;” “Let us take the reins”	Togetherness 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?

<b>Descriptive</b>	<b>Categorical</b>	<b>Analytical</b>
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	Struggle because of differing opinions	R1: “I felt that it was difficult because of differing opinions.”
Positive and illuminating	Trying to reach consensus was positive	R5: “I found the experience illuminating.”
Barrier	Barrier to consensus	R1: “Different experiences, in particular, created a barrier to consensus.”
Consensus	Trying to reach consensus	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.



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# 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