

Educational Leadership EdD Program Mission Statement

Mission Statement (Full Description):

The Ed.D. in Educational Leadership program provides an intensive experience that supports personal and professional transformation in ways that prepare scholar-practitioners to effectively lead, innovative, and collaborate in PK-12 organizations.

The program is delivered face to face on the main campus of SMU. There are some asynchronous offerings in each course, which constitutes less than 10% of each course.

Does your program offer courses at an off-campus instructional site (not at SMU Dallas campus)?:

No

Does your program offer courses through distance education technology (e.g., asynchronous, synchronous, or both)?:

No

During which academic year were students first enrolled in this program?:

Prior to AY2022-2023

Progress:

Complete

Personal and Ethical Leadership

Step 1A: SLO Number:

1

Step 1C: SLO Statement (Full Description):

Students in the EdD in Educational Leadership will lead with core values to achieve excellence and equity for all students. Students will utilize a coherent framework for creating and sustaining a values-driven organization.

Step 2A: Measure:

Graduating students will develop analytic skills in utilizing multiple sources of data to identify how inequities occur, are maintained, and are disrupted in complex educational organizations. In EPL 7394, 100% of the students will successfully complete the Equity Audit Assessment. In the Equity Audit assessment, students gather data on programmatic inequities in their educational institution, explicate a specific and concrete plan for improvement based on their data, and support their work with course readings and academic research.

Step 2B: Type of Measure (check all that apply):

Document analysis ,Written paper/project

Commented [SS1]: Suggestions for Improvement

1. **Connect to Institutional Mission:** Incorporate language that ties the program's goals to SMU's overarching mission, such as fostering educational excellence or community impact.

2. **Highlight Unique Features:** Emphasize any distinctive elements of the program, such as collaborations with local schools, a focus on equity in education, or opportunities for hands-on leadership experiences.

3. **Describe Transformational Methods:** Briefly explain how the program achieves personal and professional transformation, such as through immersive leadership training, action research projects, or collaboration with PK-12 organizations.

Commented [SS2]: Suggestions for Improvement

1. **Increase Specificity:** Clarify what is meant by "lead with core values" and "utilize a coherent framework." Specify the types of actions or behaviors students are expected to demonstrate and provide concrete examples.

2. **Define Measurable Criteria:** Develop clear metrics or indicators to assess whether students have successfully led with core values or implemented a values-driven framework. For example, include assessment tools like case studies, leadership portfolios, or reflective essays.

3. **Incorporate a Timeframe:** Specify when students are expected to demonstrate these skills, such as by the end of a particular course, internship, or year of the program.

Suggestion>

By the end of the EdD in Educational Leadership program, students will demonstrate the ability to lead with core values by developing and implementing strategic plans that promote excellence and equity for all students. They will apply a coherent, research-based framework to create and sustain values-driven organizations, evidenced through [performance assessments, leadership case studies, or reflective leadership portfolios]. At least [percentage]% of students will achieve a rating of "Proficient" or higher on the leadership assessment rubric.

Step 2C: Is Measure direct or indirect?:

Direct

Step 3A: Target for Measure:

In EPL 7394, 100% of the students will successfully complete the Equity Audit Assessment.

Step 4A: Was the target met for this Measure?:

Step 4B: Results and Findings for this Measure:

Step 4C: Interpretation of Results:

Step 5A: Use of Results for Seeking Improvement (Action Plan):

Step 5B: Type of Action:

Step 5C: Dialogue Participants (check all that apply):

Step 5D: Evidence of Dialogue:

Step 5E: Type of other Improvements (check all that apply):

Step 5F: Other Improvements (Full Description):

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

Step 6B: Status Update on Previously Identified Action Plan(s):

Progress:

Student Development-Centered Leadership

Step 1A: SLO Number:

2

Step 1C: SLO Statement (Full Description):

Students will articulate and foster a shared, aspirational vision of teaching and learning. They will develop coherent strategies to support holistic student development, and craft policies, systems, and processes to meet the needs of diverse student learnings and improve educational equity.

Step 2A: Measure:

Commented [SS3]: Suggestions for Improvement

1. Increase Specificity: Specify what constitutes a successful vision and coherent strategies. For example, include details on the types of policies, systems, or processes students are expected to develop and the standards they must meet.

2. Define Measurable Criteria: Identify metrics for evaluating how well students articulate a vision or develop strategies. This could include assessments like leadership portfolios, strategic plans, or policy briefs, with clear criteria for success.

3. Incorporate a Timeframe: Specify when students should demonstrate these outcomes, such as by the end of a particular course, project, or year in the program.

Suggested>

By the end of the EdD in Educational Leadership program, students will articulate and foster a shared, aspirational vision of teaching and learning, demonstrated through **[strategic vision statements or leadership presentations]**. They will design and implement coherent strategies that support holistic student development and craft evidence-based policies, systems, and processes to meet the needs of diverse learners and improve educational equity. At least **[percentage]**% of students will achieve a rating of "Proficient" or higher on the leadership effectiveness rubric.

In EPL 7361 Academic Leadership 1, students will be able to articulate a research informed personal and professional educational vision with implications for practice. The District Vision for Teaching and Learning Assignment requires students to articulate this vision. The grading rubric is uploaded in "Plan Item Files" below.

Upload grading rubrics here. Linked documents go in another folder. Ask Brooke about this one.

Attached Files

[Assignment Rubric_District Vision for Teaching and Learning.png](#)

Step 2B: Type of Measure (check all that apply):

Presentation

Step 2C: Is Measure direct or indirect?:

Direct

Step 3A: Target for Measure:

In EPL 7361, students are required to synthesize their learning by creating a presentation that articulates their definition of excellence in teaching and learning at the school district or systems level. They are also required to describe and apply this vision to their practice using course readings and academic research in teaching and learning. Students will be graded primarily on the criteria in the rubric. Those criteria include the following: Vision and Values, Goals, Organizational Alignment, Campus Support, and Overall Impact on Student Outcomes. The goal for this assessment is 80% of the students must score 85% or better on the assessment. This benchmark matters because students who become systems-level leaders in K12 education must stay focused on student achievement. They must be sure their vision and mission for their organization is centered around teaching and learning. They also must make sure everyone in the organization understands this mission and vision and are able to articulate it to all stakeholders.

Step 4A: Was the target met for this Measure?:

Met

Step 4B: Results and Findings for this Measure:

All 8 students in the EdD Cohort 9 were assessed with this assignment. Five of the students received all 15 points for their assignment, or scored 100%. Three of the students received 14 points for this assignment, or scored 93%. Because all of the students scored 93% or higher, the goal was met. A screenshot from the Grades page on Canvas is included in Plan Item Files to show final grades for this assessment.

Attached Files

[EPL7361 Screenshot Grades_District Vision for Teaching and Learning.png](#)

Step 4C: Interpretation of Results:

The assessment rubric is attached in 2A above. The spreadsheet of the grades from Canvas are attached in 4B. The actual assignment is attached below. While every student met the target, several students in this cohort do not have systems-level leadership experience. For this assignment in the fall of 2024, students will be shown exemplars to make sure they understand what is expected in the assessment and help them craft a plan that meets all of those expectations, i.e., the 5 criteria in the grading rubric.

Attached Files

[EPL 7361 Assignment 2 District Vision in Teaching and Learning.docx](#)

Step 5A: Use of Results for Seeking Improvement (Action Plan):

No action plan on this assessment is required.

Step 5B: Type of Action:**Step 5C: Dialogue Participants (check all that apply):****Step 5D: Evidence of Dialogue:****Step 5E: Type of other Improvements (check all that apply):****Step 5F: Other Improvements (Full Description):****Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):****Step 6B: Status Update on Previously Identified Action Plan(s):**
Fully implemented

Progress:
Complete

Organizational Leadership**Step 1A: SLO Number:**

3

Step 1C: SLO Statement (Full Description):

Students in the EdD in Educational Leadership will be able to apply leadership strategies for adult learning, student learning, and organizational change. Students will create a change initiative that leads to improved outcomes for adult and student learning.

Step 2A: Measure:

Student success will be measured by the Action Plan Assignment in EPL7362. Student learning outcomes are measured in the grading rubric. Students will be scored on the following outcomes:

1. Providing a context for their work.
2. Using data to create a needs assessment.
3. Articulating a goal that is rooted in the data and linked to organizational needs.
4. Identify a theory of action and 3 strategic objectives to address the problems and identify possible solutions
5. Identify ways to systematically monitor progress and adjust as needed.
6. Create an oral presentation of the work.
7. Reflect on the work, identifying possible challenges and barriers. Citing course readings and research that informed the plan.

Attached Files

[EPL7362 Action Plan Assignment and Grading Rubric.docx](#)

Step 2B: Type of Measure (check all that apply):

Presentation ,Written paper/project

Step 2C: Is Measure direct or indirect?:

Direct

Step 3A: Target for Measure:

90% of students will score 90% or better on the assignment.

Step 4A: Was the target met for this Measure?:

Met

Step 4B: Results and Findings for this Measure:

A total of 10 students were scored on each outcome listed above, for a total of 30 possible points. Results for this assignment indicate students met the requirements for the assignment:

- 8/10=80% of the students scored 100%
- 1/10=10% of the students scored 93%
- 1/10=10% of the students scored 90%

Attached Files

[ActionPlanGrades Canvas.png](#)

Step 4C: Interpretation of Results:

Several strengths were noted in this assignment, particularly the theories of action and logic models. Students were highly successful on the action plan assignment, which marked an increase in performance from the previous year. This year, more time was devoted in the course to the development of the plan, with a more in-depth and extensive review of theories of action and logic models. Exemplars were also shared which modeled the expectations of the assignment. Additionally, this cohort of students is high achieving and cumulatively continues to earn higher grades than previous cohorts.

Step 5A: Use of Results for Seeking Improvement (Action Plan):

The students received feedback both from the instructor and peer reviewers. Faculty will determine what changes or modifications need to be made to the assignment to better align with the PLO in the K12 Area Meetings this Fall 2023. The course instructor will continue to devote extensive time to the theory of action and logic model requirements of the assignment. Exemplars will continue to be shared. No action plan is needed at this time.

Step 5B: Type of Action:

Other

Step 5C: Dialogue Participants (check all that apply):

Faculty

Step 5D: Evidence of Dialogue:

The results of the assessment for the PLO Organizational Leadership will be shared with K12 Faculty at the K12 Area meeting in the Fall of 2023.

Attached Files

[K12 Agenda Item Request 7.10.23.pdf](#)

Step 5E: Type of other Improvements (check all that apply):

Other

Step 5F: Other Improvements (Full Description):

None are needed at this time for the Organizational Leadership PLO.

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

The 2022-23 Action Plan to Meet the 90% On Time Graduate Rate was fully implemented in the 2022-23 school year. In 2022-23, the goal was a 90% on-time graduation rate, but only 10/19=52% of the Year 3 students graduated on-time in 2023. However, the progress required of year 2 students was closer to target, as 13/15=86% of the Year 2 students successfully defended their dissertation proposal. The faculty has decided that students who did not graduate on time will enroll in EPL 7256 Applied Dissertation Course. In the past, students have enrolled in the

course, but there were no required meetings. Additionally, the course was pass/fail. In 2023-24, the course will meet on campus and be a graded course. The faculty will continue to closely monitor the progress of students to reach the 90% on time graduation rate for the 2024 graduating class.

Attached Files

[2022-23 Action Plan for On Time EdD Graduation.docx](#)

Step 6B: Status Update on Previously Identified Action Plan(s):

In progress

Progress:

Complete

Policy and Political Leadership

Step 1A: SLO Number:

4

Step 1C: SLO Statement (Full Description):

Students will engage and influence the broader policy, legal, economic, cultural, and political environment in alignment with values and goals for improving student outcomes. In EPL 7364, students will complete the Policy Brief where they will articulate their understanding and apply their knowledge of policy by selecting a contemporary policy issues and researching it in depth. The will provide a summary of the issues, the critical importance of the issue, a critique of the policy options, and offer a policy recommendation.

Step 2A: Measure:

The Policy Issue Brief assignment is the appropriate choice, as students are required to research a contemporary policy issue, succinctly synthesize the policy issues, analyze the impact of the policy, and ultimately evaluate the policy. The students will be graded on these 3 pillars in their assignment.

Step 2B: Type of Measure (check all that apply):

Presentation

Step 2C: Is Measure direct or indirect?:

Direct

Step 3A: Target for Measure:

100% of the students will score 90% or better on the Policy Brief Assignment.

Step 4A: Was the target met for this Measure?:

Met

Step 4B: Results and Findings for this Measure:

All 14 students In EdD Cohort 8 were assessed with this assignment and all of the students were successful. The grade report is linked below.

Attached Files

[EPL7364 Contemporary Ed Policy Policy Brief Fall2024.docx](#)

Step 4C: Interpretation of Results:

The actual assignment and grading rubric are attached below. Every student met the target.

Attached Files

[EPL 7364 Policy Issue Brief Presentation and Paper, w-rubrics.docx](#)

Step 5A: Use of Results for Seeking Improvement (Action Plan):

No action plan on this assessment is required.

Step 5B: Type of Action:

Step 5C: Dialogue Participants (check all that apply):

Faculty

Step 5D: Evidence of Dialogue:

The results will be shared with the K12 EPL Faculty in the September 2024 Area Meeting.

Attached Files

[EPL K12 Area Faculty Meeting Agenda 9.4.24.docx](#)

Step 5E: Type of other Improvements (check all that apply):

Step 5F: Other Improvements (Full Description):

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

Step 6B: Status Update on Previously Identified Action Plan(s):

Progress:

Complete

Evidence Based Leadership (Completion Requirements for TSC)

Step 1A: PG Number:

1

Step 1C: PG Statement (Full Description):

Students will be able to complete the requirements for Texas Superintendent Certification. Students will complete a 7 month internship and successfully pass the 198 Texas Superintendent Exam prior to graduation.

Step 2A: Measure:

Success will be measured by completion of the Texas Education Agency's requirement for Superintendent Certification. Two new Syllabi were develop in this cycle to better meet this PLO: EPL 7371 Spring 2023 and EPL 7371 Summer 2023. The requirements of the syllabi are:

- 100% of students will complete 160 hours in a leadership internship in their district.
- 100% of students will complete 3, 45 minute presentations exhibiting a leadership role in their school district
- 100% of students will successfully pass the representative 198 Texas Superintendent Representative Exam at 80% or better.

Step 2B: Is Measure direct or indirect?:

Direct

Step 3A: Target for Measure:

- 100% of students will complete 160 hours in a leadership internship in their district.
- 100% of students will complete 3, 45 minute presentations exhibiting a leadership role in their school district
- 100% of students will successfully pass the 198 State Superintendent Representative Exam at 80% or better

Step 4A: Was the target met for this Measure?:

Partially Met

Step 4B: Results and Findings for this Measure:

100% of the students completed 160 hours in a leadership internship in their district. 100% of the students completed 3, 45 minute presentations exhibiting a leadership role in their school district. 50% of the students successfully scored 80% or better on the 198 Superintendent Representative Exam.

Step 4C: Interpretation of Results:

Commented [SS4]: Reading this report I think this program I thin this program could include this other outcomes:

. Ensure Quality of Curriculum and Alignment with Assessment

•**Goal:** Strengthen the curriculum by ensuring it aligns with key Student Learning Outcomes (SLOs) and incorporates effective assessment methods to measure student success.

•**Strategies:**

- Conduct annual curriculum reviews, involving faculty and the SMU Institutional Planning and Effectiveness (IPE) office, to ensure content aligns with SLOs and current educational leadership practices.
- Implement a Curriculum Committee to oversee and refine the assessment tools used to measure student outcomes.
- Gather feedback from students and faculty to identify areas for improvement and ensure the curriculum remains relevant and rigorous.

•**Measure:** Use pre- and post-assessment data from key courses and aim for 85% of courses to show strong alignment between curriculum content, SLOs, and assessment measures.

•**Outcome:** Achieve curriculum alignment with SLOs and maintain high-quality standards, as demonstrated by assessment data and student feedback.

Enhance Career and Employability Outcomes for Graduates

•**Goal:** Improve career readiness and employability for EdD graduates by ensuring they are prepared for leadership roles in PK-12 organizations and beyond.

•**Strategies:**

- Integrate career development resources and professional networking opportunities into the program.
- Provide mentorship and career coaching to help students transition into leadership roles.
- Collaborate with the SMU IPE office to track and analyze career outcomes data for program graduates.

•**Measure:** Utilize the IPE Career Outcomes Survey to monitor employment rates and career advancement of graduates. Aim for 90% of graduates to secure relevant leadership positions within six months of graduation.

Increase Enrollment in the EdD Program

•**Goal:** Develop and implement strategies to increase enrollment in the EdD in Educational Leadership program by 10% over the next three years.

•**Strategies:**

- Enhance outreach and recruitment efforts, targeting local and national educational leaders.

The trainings for the 198 Superintendent Exam were not extensive enough. We offer one, four hour training and one four hour test with subsequent review, but that is not enough to adequately prepare students for this exam. These results are typical with prior years' students. See Action Plan in Step 5A.

Attached Files

[Superintendent Test Prep Agenda_Jan21_2024 and Feb 11_2024.docx](#)

Step 5A: Use of Results for Seeking Improvement (Action Plan):

We have purchased a test preparation program, CertifyTeacher, for our EdD students who are seeking superintendent certification. This vendor allows students to access their site and resources for 30 days. Students have the opportunity to take a practice test after they have worked through the preparation materials and resources. It is our hope that 100% of students who access CertifyTeacher for 30 days will score at least 80% on the 198 Superintendent Representative Exam.

Attached Files

[CertifyTeacher_Documentation Email_.pdf](#)

Step 5B: Dialogue Participants (check all that apply):

Administrator ,Faculty,Staff

Step 5C: Evidence of Dialogue:

The EPL K12 Program Directors met with our colleagues in Teaching and Learning (T & L). T & L uses 240Tutoring and CertifyTeacher for their test preparation for students. A calendar invitation from that meeting is attached.

Attached Files

[EPL_T&L_Test Prep Meeting_2.26.24.png](#)

Step 5D: Type of other Improvements (check all that apply):

Enhanced recruitment effort

Step 5E: Other Improvements (Full Description):

The EdD in Educational Leadership Program secured a partnership with Dallas ISD to launch a collective initiative to recruit and admit systems level leaders from DISD into the EdD program. This collaborative effort will allow us to access systems level leaders in Dallas ISD as candidates in the EdD program. We agreed to discount their tuition by \$100 per credit hour, and DISD will also provide tuition reimbursement to students who are accepted into the program. Per our MOU with DISD, we will accept up to 7 applicants per year into the EdD. This partnership will enhance our ability to identify and accept high level school leaders into the EdD and equip them with the skills and knowledge they need to drive positive change in our educational community.

Attached Files

[Final Signed DISD-SMU EdD in Educational Leadership MOU 5-1-24.docx.pdf](#)

Step 6A: Status Update on Action(s) Identified in the Previous Assessment Cycle (Full Description):

Now that we have purchased a vendor for 198 Superintendent Test Preparation, we are hopeful students will access the site and its resources and subsequently score an 80% or better on the practice test. Students who meet the 80% threshold are highly likely to pass the actual 198 Superintendent Certification Exam.

Step 6B: Status Update on Previously Identified Action Plan(s):

In progress

Progress:

Complete