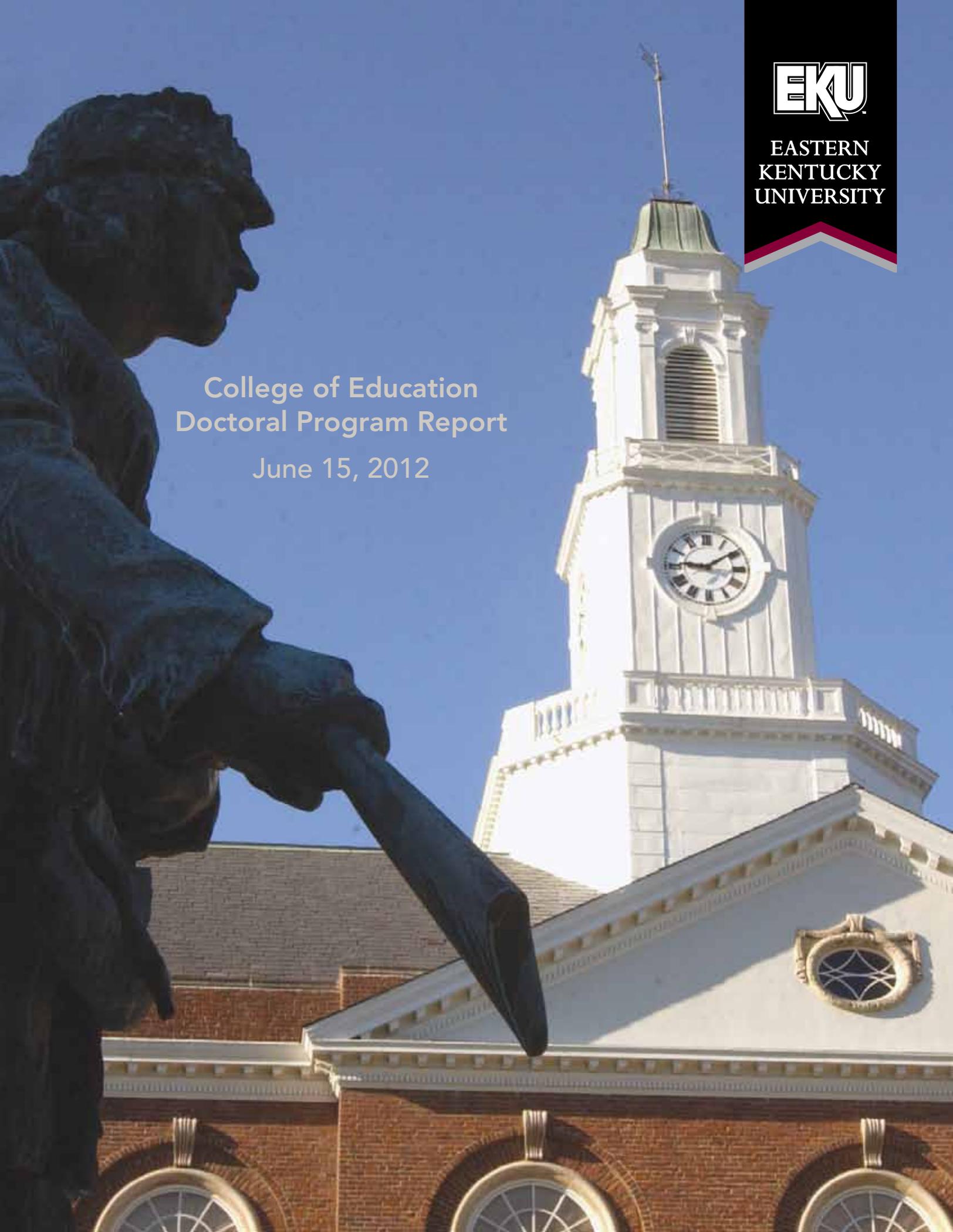




EASTERN
KENTUCKY
UNIVERSITY

College of Education
Doctoral Program Report

June 15, 2012



Graduates



Dr. Margaret M. Moore
(Spring 2010)

A Case Study: Situated Pedagogy in a Foundations Course in an Alternative Teacher Certification Program



Dr. Michelle Reynolds
(Summer 2011)

An Investigation of the Emotional Intelligence Competencies of National Middle Schools to Watch Principals



Dr. Jonda Tippins
(Summer 2010)

A New Phoenix Rising: A Look at the Academic Gap of African American Males in Mathematics



Dr. Susan Boulden
(Summer 2011)

A Mixed Methods Examination of the Impact of National Board Certified Teachers in Central Kentucky



Dr. Krista Althaus
(Fall 2010)

The Effects of Sustained, Job Embedded Professional Development on Elementary Teachers' Math Teaching, Self-Efficacy, and the Resulting Effects on Their Students' Achievement



Dr. Karla Beth Hargis
(Fall 2011)

Career and Technical Education Program Alignment with Local Workforce Needs



Dr. Rose Skepple
(Spring 2011)

Developing Culturally Responsive Preservice Teacher Candidates: Implications for Teacher Education Programs



Dr. Marla Muncy
(Fall 2011)

The Effects of Word Instruction During Classroom Read-Alouds on the Acquisition of Vocabulary



Dr. Ann Lyttle-Burns
(Spring 2011)

Factors that Contribute to Student Graduation and Dropout Rates: An In-Depth Study of a Rural Appalachian School District



Dr. April Wood
(Spring 2012)

A Multiple Case Study of Teacher Perspective on Effective Interventions Used by Family Resource Centers in Elementary Schools to Improve Parental Involvement of Students At Risk

Graduates



Dr. Kimberly Hale
(Spring 2012)

American Sign Language-
English Interpreting Program
Faculty: Characteristics, Tenure
Perceptions and Productivity



Dr. Jennifer Chambers
(Spring 2012)

A Comparative Case Study of
Factors Distinguishing Between
High and Low-Performance
on Reading Achievement in
Elementary Rural Appalachian
Schools



Dr. Elaine Farris
(Spring 2012)

The Perception of School Board
Members and Their Role in
Improving College and Career
Readiness



Dr. Lisa Waller
(Spring 2012)

Math Intervention Teachers'
Pedagogical Content Knowledge
and Student Achievement

Student Presentations and Publications

Althaus, K., & Rinehart, J. S. (April, 2012). *The Effects of a Job-Embedded Professional Development on Teachers' Self-Efficacy and Student Achievement*. Paper to be presented at the Annual Conference of the American Educational Research Association.

Baines, M. (2010). *Student Dropouts: A Qualitative Study Connecting Rural Communities and Rural Schools*. Presented at the 9th Annual Hawaii International Conference on Education, Honolulu, HI.

Hale, K. J., & Ballard, L. (2011, January). *Faculty diversity in rural higher education*. Presented at the 9th Annual Hawaii International Conference on Education, Honolulu, HI.

Hale, K. J. (2011). *Educational interpreters' salaries: Correlations with demographic and employment characteristics*. *Journal of Interpretation*, 2010, 1-30.

Moore, M., Rinehart, J. S., & Resor, C. (2011). *Ethnographers in the classroom*. Paper presented at the annual conference of the American Educational Research Association, New Orleans, LA.

Thompson, A., **Moore, M., Tippins, J., Sageser, M., & Sageser, S.** (2009). *Discovering a sense of place in rural Appalachia*. Paper presented at the annual conference of the University Council for Educational Administration, Anaheim, CA.

Resor, C., & **Moore, M.** (2009). *Place-based education in an alternative certification program*. Paper presented at the annual conference of the Southeastern Regional Association of Teacher Educators, Louisville, KY.

Lyttle-Burns, A., Moore, M., Skepple, & Sageser, M. (2009). *Discovering a sense of place*. Paper presented at the annual conference of the National Council of Professors of Educational Administration, San Antonio, TX.

Thompson, A., & **Lyttle-Burns, A.** (2008). *Applying a place-based cultural relevant approach to student achievement: The case of a rural Appalachian school district*. Paper presented at the annual conference of the National Council of Professors of Educational Administration, San Antonio, TX.

Thompson, A. & **Woods, A.** (2009). *Creating and Sustaining a Positive Environment in a Diverse Classroom*. Paper presented at the annual conference of the National Council of Professors of Educational Administration, San Antonio, TX.

Woods, A. (2010). *School Cultural Audits: The Process and Results in a Rural High School*. Paper presented at the annual conference of the Mid-South Educational Research Association, Mobile, AL.

Woods, A. (2011). *Implementing lab model classrooms as a viable approach to job-embedded professional development*. Paper to be presented at the annual conference of the National Council of Professors of Educational Administrators, Portland, OR.

EKU's Doctoral Program Provides Options for Students

The doctoral program at Eastern Kentucky University includes three key ideas, which are bulleted below. In addition, a narrative describes the progress being made to substantiate those key ideas.

- A primary purpose of EKU's doctoral program is the improvement of P-12 education.

The Ed.D. program will accomplish this purpose through two distinct but complementary emphases. First, the program has developed and will continue to emphasize a curriculum to develop leadership and research capacity. Secondly, the program will assist students with research studies and will continue to emphasize the dissemination of our findings. The design and dissemination of research studies will showcase students and faculty members working together to inform educational policy and to improve teaching and learning in rural Appalachia and contingency areas.

- Students should be able to draw on the strengths of the college and the university community for courses.

The program has a cognate core that enables students to take courses outside of the Educational Leadership and Policy Studies Department. Students may also choose from the courses at MSU, NKU, and WKU; however, students need to have approval from their doctoral committee to be sure that outside courses meet their professional and program objectives.

- The doctoral program includes a focus on rural schools and communities in Appalachia.

The department plans to expand its mission of regional stewardship through attracting additional students from the Southeastern region of Kentucky. The department will do this in two ways. First, a cohort of doctoral students began the program on the Eastern Kentucky University's Manchester Campus in 2010. Further, we expect to establish similar cohorts on EKU's Corbin campus. Secondly, to attract more students from Appalachia, the department adopted a strategic goal to utilize more electronic delivery systems into the doctoral program (as well as the certification programs). This should motivate students from the Appalachian region to enroll in our advanced degree program. Given the rising cost of transportation, students will save time and money with an electronic delivery system as opposed to students traveling more frequently to and from the Richmond, Manchester, or Corbin campuses of EKU. Already, some doctoral faculty members are delivering courses with Blackboard, Skype, and WebEx, and we are committed to expanding our reach through electronic technologies. There is one caveat that the department must consider in using electronic delivery systems. The present doctoral students, especially from the Manchester campus, indicate that trust between students and faculty established through face-to-face interaction may be a co-requisite to effective electronic course delivery systems. Thus, a hybrid approach may be

the best way to deliver aspects of EKU's doctoral courses through both online and face-to-face delivery.

Since the doctoral program contains a rural studies core to address the schools and communities in which many of the students work and live, the outreach to students in the rural areas of Appalachia is necessary. This outreach could also increase the number of graduates in Eastern Kentucky that are prepared for life and work. These schools and communities face unique challenges and strengths. Thus, the rural core has an emphasis on the economic, cultural, and social impact communities have on schools, particularly in Appalachian Kentucky.

The Department faculty adopted as one of our strategic goals to deliver the doctoral courses using hybrid electronic and face-to-face delivery systems. Currently our courses involve or require live Web conferencing, participation by experts and students located within or outside Eastern Kentucky University, utilization of other electronic media including databases, blackboard, and extensive applications of online library resources to access journal articles and other materials, and integration of library personnel assigned to assist with educational research including student dissertations.

Electronic delivery systems complement traditional instruction at Eastern by vastly expanding the scope and access to authentic resources bearing upon instruction. That is, doctoral students gain access to relevant events and records, specifically access to evidence of best leadership practices, throughout the nation and world. Textbooks are oftentimes less central to the delivery of doctoral courses than in previous years, because primary sources including outside experts are more readily available than ever before.

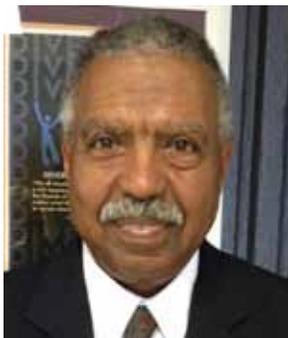


Course Collaboration

Faculty Lead Program to New Level

Eastern Kentucky University is fortunate to have faculty dedicated to the mission of the doctoral program. Following is a brief biography of each of the EdD faculty members.

Dr. James R. Bliss is Chair of the Department of Education Leadership and Policy Studies and an associate professor at ECU and professor emeritus at Rutgers, The State University of New Jersey. Dr. Bliss offers courses in

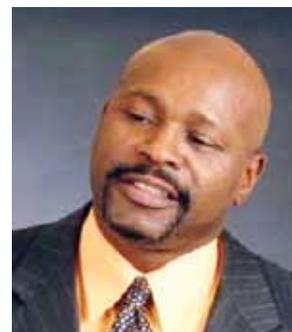


quantitative research methods and educational policy. With extensive dissertation supervising experience, he will continue to share his research interests with emerging scholar-practitioners at ECU. He holds a Ph.D. in Educational Administration from Cornell University, a Bachelor's in English from Cornell, and Master's degree in Education from

Syracuse University. "My research interests have revolved around issues of school effectiveness and predictors of student achievement in particular. I cherish the opportunities to address the challenging problems of school practice."

Dr. Roger Cleveland is known for his educational insight in areas such as; diversity, instructional equity, cultural competency, closing achievement gaps, learning styles, transforming school culture, conducting culture audits, and school improvement planning. He has provided staff development and workshops for a

number of schools, districts, social service agencies, state educational agencies and universities. He has conducted trainings addressing diversity issues from Alaska to Mississippi.



He received his bachelor's degree at Morehead State University, his Masters Degree at Union College and completed his doctoral work at The University of Cincinnati. He has worked in the Cincinnati Public Schools with the Cincinnati Youth Collaborative. Cleveland was the Director of the Division of Federal Programs & Instructional Equity at Kentucky Department of Education, prior to joining the faculty at Morehead State University. He has trained educators in student achievement, diversity, leadership skills and development and transforming organizational culture, to name a few.

Dr. Cleveland was recently nominated for the Kentucky Human Rights Commission Hall of Fame and The Golden Apple Award at ECU. He is currently an Associate Professor in the College of Education at Eastern Kentucky University.



First Manchester Cohort



First Doctoral Class

Faculty Lead Program to New Level

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Dr. Charles Hausman is an Associate Professor in the Department of Educational Leadership and Policy Studies. He has served as a public school teacher, administrator, Director of Research and Evaluation, and Associate Superintendent of the Salt Lake City School District (SLCSD). He also has served on the faculties in the College of Education at the University of Kentucky, University of Utah, and University of Maine, receiving awards for outstanding teaching.



Dr. Hausman attained his PhD in Educational Leadership and Policy from Vanderbilt

University. His areas of academic interests include the educational consequences of school choice for students, families, teachers, and principals; program evaluation and data-driven decision-making; the role of the principal in school improvement; and strategies to close student achievement gaps. He has conducted evaluations funded by the National Science Foundation, Spencer Foundation, and Office of Educational Research and Improvement (OERI). In addition, he has published 25 articles in refereed journals and edited books, and made 45 presentations at national conferences.

Dr. Jessica E. Hearn is an Assistant Professor in the Department of Educational Leadership and Policy Studies. Dr. Hearn received her M.Ed. from the University of Virginia (UVA) specializing in reading education and then earned her Ph.D.



in Instructional Leadership from Virginia Commonwealth University (VCU). She worked in educational research with the Metropolitan Educational Research Consortium (MERC) at VCU managing both quantitative and qualitative studies. Until recently, she was the program evaluator

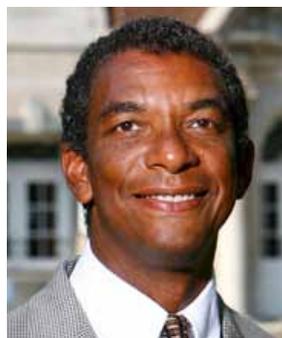
and instructional consultant for the Center for the Study of Biological Complexity at VCU and UVA's School of Continuing Studies Math department. Her research seeks to examine the relationship between decision making, best practices, and teacher/student engagement as they create the contextual environment for learning in P-12 schools.

Dr. Tara Shepperson currently teaches qualitative research, assessment, and field experience in the doctoral program at Eastern Kentucky University. Her research interests focus on alternative education programs, evaluation in education, and qualitative and mixed methods research. She earned her Ph.D. in Educational Leadership from the University of Nevada, Reno. She also holds a master's degree in Anthropology and an undergraduate degree in History. She most recently served as chair of Education and Organizational Leadership graduate programs for Argosy University in Honolulu, Hawaii. Previously, she worked in several capacities at the University of Nevada, Reno; organized a cybercrime unit for the Nevada Attorney General; and ran an educational evaluation



consulting firm. Whenever possible, Dr. Shepperson takes to the outdoors for hiking, kayaking, and exploring the small towns of the beautiful Kentucky countryside.

Dr. Aaron Thompson is the Senior Vice President of Academic Affairs at the Kentucky Council on Postsecondary Education and a Professor of Sociology in the Department of Educational Leadership and Policy Studies at Eastern Kentucky University. Thompson has a Ph.D. in Sociology in areas of Organizational Behavior/Race and Gender relations. He is nationally recognized in the areas of educational attainment and academic success, African American fatherhood, divorce in the Black family, and Black



and White differences in marital expectations. His latest co-authored books are *"Humanity, Diversity, & the Liberal Arts: Foundation of a College Education,"* *"Thriving in the Community College & Beyond: Strategies for Academic Success and Personal Development,"* *"Diversity and the College Experience,"* *"Thriving in College and Beyond: Research-Based Strategies for Academic Success and Personal Development,"* *"Focus on Success" and "Black Men and Divorce"*. His upcoming books are *"Infusing Diversity and Cultural Competence into*

Faculty Lead Program to New Level

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Teacher Education", *"The Sociological Outlook"* and *"Changing Student Culture from the Ground Up."* He has more than 30 publications and numerous research and peer reviewed presentations. Thompson has traveled over the U.S. and has given more than 600 workshops, seminars and invited lectures and/or researched, taught and/or consulted in areas of assessment, diversity, leadership, ethics, research methodology and social statistics, multicultural families, race, gender and ethnic relations, student success, first-year students, retention, organizational design, closing achievement gaps, living an unbiased life, overcoming obstacles to gain success, creating a school environment for academic success, college readiness, student success, cultural competence, workplace interaction, organizational goal setting, building relationships, the first-year seminar, and a variety of other topics. He has been or is a consultant to educational institutions, corporations, non-profit organizations, police departments, and other governmental agencies.

Dr. Sherwood Thompson has attained distinction through a lengthy and productive career, directing campus-wide diversity programs for three major Carnegie Foundation Divisions-I Public Research Universities, as well as one regional Polytechnic University.

He also serves as the President of The National Academy of Educational Research and executive board member of the Association for the Advancement of Educational Research.

Dr. Thompson holds a Bachelor of Arts in Interdisciplinary Studies from the University of South Carolina at Spartanburg; Master of Education and Doctor of Education from the University of Massachusetts at Amherst.



Dr. Thompson holds a faculty appointment as Associate Professor in the College of Education at Eastern Kentucky University in the Department of Educational Leadership and Policy Studies. In addition, Dr. Thompson is the Assistant Dean of the College of Education and Executive

Director of the Model Laboratory School on the campus of Eastern Kentucky University.

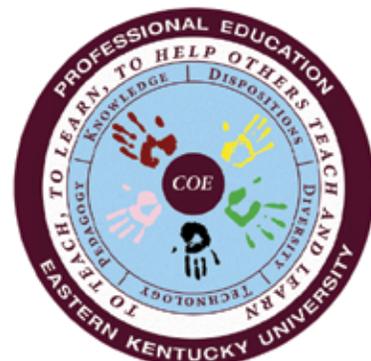
Dr. Deborah L. West received her Ed.D. from the University of North Carolina at Greensboro and is now an assistant professor in the Educational Leadership and Policy Studies Department at Eastern Kentucky University. She



has published in journals such as *Education Administration Quarterly*, *Journal of School Leadership*, and *Education and Urban Society*, and co-authored chapters in the edited volumes, *Education and Hope in Troubled Times* (Routledge), and *International Handbook of Leadership on Learning* (Springer). In addition, she has

served as the assistant editor of the *Journal of School Leadership*. She teaches *Social and Political Dimensions of Leadership*, *Cultural and Contextual, Moral and Ethical*, and *Rural Leadership*. Her research focus is on the *Principalship* and other elements associated with P-12 school leadership.

Dr. Bill Phillips is Dean of the College of Education at Eastern Kentucky University, Richmond, Kentucky. He has a doctoral degree in Special Education from the University of Southern Mississippi. His research interests are in faculty professional development and in transition of students with disabilities from school to work. His leadership was instrumental in the development of the doctoral program. Under his direction and in conjunction with a strong faculty, the doctoral program is poised to raise the standard of P-12 education, promote student success and help schools and communities in Kentucky, especially the southeastern counties, improve together.





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EASTERN KENTUCKY UNIVERSITY
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Teaching is Leadership



**Dr. Phillips with
Model Laboratory children**