TENNESSEE STATE UNIVERSITY

Tennessee State University Educational Leadership
Doctor of Education
PreK-12

Comprehensive Examination Study Guide

Below are some general guidelines to help prepare for the written examination.

1) This is a comprehensive examination- students need to demonstrate a culmination of their learning in Doctor of Education Program.
2) Evaluation will be based on five areas 1. Quality & Quantity of Detail, 2. Complexity of Ideas, 3. Organization, 4. Fluency and Length of Response, and 5. Correctness in Grammar, Word Usage and Punctuation.
3) Students are expected to appropriately cite different scholarly sources. Full references will not have to be memorized, only name and date of citation will be needed (e.g., "Smith (2015)".
4) Make sure you respond to all questions. It is recommended that students utilize headings and sub-headings to add clarity and organization to their responses.
5) Make sure you answer all parts of each question.
6) Make sure responses are thorough and comprehensive. Shallow or surface level responses are not appropriate.
7) Begin preparing for your examination early. Dedicate considerable time for studying.

PART 1: EDUCATIONAL LEADERSHIP STANDARDS

1) Review *Tennessee Instructional Leadership Standards*. Please visit the following weblink:
   http://www.tn.gov/assets/entities/sbe/attachments/2-1-13-III_F_Revision_of_the_Tennessee_Instructional_Leadership_Standards_Attachment.pdf
2) You may also review Professional Standards for Educational Leaders. Please visit the following weblink:
   http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf

PART 2 – REVIEW AREAS

You will be tested in six areas: (1) The Profession of Educational Administration (Theory and Principles), (2) Research, (3) Planning for Educational Change, (4) Leadership-Decision Making, (5) Legal Aspects of Educational Administration, and (6) Financial Aspects of Educational Administration.

Area A: The Profession of Educational Administration (Theory and Principles)

Owens, R. G. and Valesky, T. C. (2015). Organizational Behavior in Education: Leadership and School Reform. (11th Edition) The Allyn & Bacon Educational Leadership Series. Pearson. **ISBN-13: 978-0-13-348903-3**

1) Understanding of Modernist and Structuralist Thought, Postmodernism and Poststructualism, The Nature of Scientific Progress
2) Understanding of the Two Major Sources of Conflict and Organizational Theory
   a. The "Great Debate" Traditional vs. Progressive Education,
   b. The Neo-Progressives Emerge in the 1960s. Multiple Intelligence Theory, Gardner's Multiple Intelligences Theory (MIT), Emotional Intelligence Theory, Theory of Action, Theory of Practice.
3) Understanding of Mainstreams of Organizational Thought:
   a. Fredrick W. Taylor and Scientific Management, The Beginning of Modern Organizational Theory,
   b. Emergence of Bureaucratic Organizational Theory;
   c. The Rise of Classical Organizational Theory,
   d. Scientific Management vs. Classical Organizational Theory,
   e. The Ideas of Mary Parker Follett; The Organizational Theory Movement, Human Relations and Organizational Behavior.
4) Understanding of two major perspectives **of** Educational Organizations,
   a. Bureaucratic Views, Top-Down School Reform Persists,
   b. Human Resources Development Views;
   c. Theory X and Theory Y, and Social Systems Theory.
5) Understanding of the Human Dimension of Organization.
   a. A New Paradigm of Organizational Theory,
   b. Building Human Capital,
   c. Five Basic Assumptions of effective Schools.
6) Understanding of culture and climate and what influence the culture and climate can have on the educational organization.
7) Understanding of motivation theories, such as Maslow Hierarchy of Needs, Herzberg's Two-Factor Theory of Motivation, John Atkinson's Theory of Motivation. You should

also be aware of Cognitive Views of Motivation from theorist such as John Atkinson and David McClelland.

8) Understanding of the steps in the decision making process and decision making theories, such as Peter Drucker's Rational Theory of Decision Making, Vroom and Yetton Theories of Decision Making, Mintzberg's Decision Making Theory, and Tannenbaum and Schmidt's Decision Making Model.

Area B: Research

1) Quantitative vs. Qualitative – Define and discuss characteristics of each paradigm.
2) Process of conducting educational research.
3) Ethical practices to observe
4) Quantitative & Qualitative Approaches
5) Quantitative Research Design and its Data Collection Methods.
   i. Quantitative – Non-experimental and Experimental (purpose is measurement)
   ii. Descriptive (Survey) – NE
   iii. Correlational – NE
   iv. Causal-Comparative (Ex post facto) – NE
   v. Quasi-Experimental – E
   vi. True Experimental (or Single Subject) – E
6) Qualitative – understanding of Qualitative Research Design and its Data Collection Methods.
   i. Case Study – an individual or a single situation
   ii. Ethnography – investigation into cultural influences.
   iii. Phenomenological- These studies examine human experiences through the descriptions provided by the people involved. The goal is to describe the meaning that experiences hold for each subject.
   iv. Grounded Theory- data are collected and analyzed and then a theory is developed that is grounded in the data
   v. Historical – understanding something from the past
   vi. Action Research – localized study, without generalization
7) Mixed Methods Research Design and its Data Collection Methods.

   i. The Triangular Design- to obtain different but complementary data on the same topic to best understand the research problem.
   ii. The Embedded Design- one data set provides a supportive, secondary role in a study based primarily on the other data type.
   iii. The Explanatory Design- the purpose of qualitative data helps explain or build upon initial quantitative results.

iv. The Exploratory Design-two-phase design is that the results of the first method (qualitative) can help develop or inform the second method (quantitative).

8) Problems in Education
   i. Statement of the Problem This should include (a) a clear statement that the problem exists, (b) evidence that supports the existence of the problem, (c) evidence of an existing trend that has led to the problem
   ii. Real problems that are researchable
   iii. Focused in the dependent variable (the effected condition)
   iv. Focused on independent variables (the causes for the condition or resolution) and any intervening variables that may impact the condition defined by the literature review)

9) Literature Reviews
   i. Extensive examination of the literature concerning the problem
   ii. Identifies the gap in the Literature
   iii. Is a review of "related" literature
   iv. Involves database searches – both hard copy and electronic

10) Purpose of the Study –a clear and accurate statement of the scientific purpose/objectives of the research.

11) Sampling Methods – probability and non-probability methods
   i. Must truly represent the targeted and accessible populations to be a probability sample.
   ii. Should consider the paradigm and purpose before considering the sampling method.
   iii. Probability Sampling
      1. True Random Sampling – every individual has an equal chance of being selected…
      2. Stratified Sampling – represents unique characteristics in the population
      3. Cluster Sampling – selects in-tact groups to represent the population
      4. Systematic Sampling – takes every "nth" member of the population
   iv. Non-probability Sampling - only a few methods are recorded here
      1. Convenience Sample – selecting only those easily accessible to the researcher.
      2. Purposive Sample – selecting those who meet the criteria and known to the researcher.
      3. Snowball or Chain Sample – selecting those who are recommended to the researcher.

4. Intensity Sample – selecting those who manifest the phenomenon intensely.
5. Volunteers – not recommended; they bring uncontrolled problems to research.

12) Instrumentation – modes of measurement (collecting data for research)
   i. Tests – multiple types of tests should be considered; validity and reliability a must; locally constructed or standardized; norm or criterion referenced; measurement styles; etc.
   ii. Performance Tests – intelligence, aptitude, achievement, diagnostic, etc.
   iii. Personality Tests – attitude, inventories, projective, self- concept, etc.
   iv. Self-Report Measures – values, interests, learning styles, traits, etc.
   v. Questionnaires (Survey) – scales, true/false, short answer, open-ended – to measure opinions, attitudes, efficacy, perspectives, etc.
   vi. Observation Instrument-Structured and Unstructured Instruments
   vii. Interviews – individuals, focus groups, time-series, etc.; structured, semi-structured, unstructured, informal, etc.; use of multiple interviewers (thus, training for proper recording and analyzing)

13) Data Collection Procedures:
   i. Based on Population and Sampling methods;
   ii. Approvals – District, Institution, IRB;
   iii. Informed Consent – by individuals within the sample;
   iv. Procedures based on setting – mailing surveys and follow-up; soliciting responses with an instrument in a faculty meeting or other face-to-face setting; retrieval of archived data;
   v. Recording data through observations or interviews; etc;
   vi. Anonymity and Proper storage of data – release summative information only; kept locked away; and
   vii. Ethics in Research – refer to your Human Subjects training

14) Statistics – proper use of statistical measurements based on purpose of study and data collected

15) Descriptive Statistics – used to describe the sample
   i. Measures of Central Tendency – Mean, Median, Mode
   ii. Measures of Variability – Range, Interquartile Range, Variance, Standard Deviation
   iii. Measures of Relationship – Correlation Coefficient (Pearson R, Spearman Rho, Etc.)

16) Inferential Statistics – used to make generalizations to the population
   i. Tests of Comparison – T-Tests, ANOVA, ANCOVA, MANOVA, Mann-Whitney, Kruskal-Wallis, Wilcoxon, Chi-Square, etc.

ii. Tests of Relationship – Various Forms of Regression, Hierarchal Linear Modeling, Etc.

Tests of Relationship – **Area C: Planning for Educational Change**

1) Understanding and identifying the need for change.
2) Change Based on the need for continuous improvement.
3) Understanding of the Vision, Mission, Goals and other context for change.
4) Essential Elements Necessary for Change.
5) Understanding of Leadership Theories, Styles, and Change.
6) Understanding of Professional Learning Communities and Change.
7) Using Evaluation Data to assist change and learning.
8) Applying Student Data to Improvement.
9) Understanding of the Perpetual Change Variable.
10) Organizational Structure that Supports Change through collaboration.
11) Systematic process for assessment and program evaluation
12) Accesses available resources – human and material
13) Effective Schools and change – "all students can achieve academic success"
14) The Role and function of the Leader in the change process
15) Social, political, educational and economic imperatives for change – areas of influence

Area D: Leadership – Decision-Making

Textbook: **Leadership in Organizations**. (2012). 8th edition. Gary Yukl. Pearson Prentice Hall.

1) Participative Leadership, Delegation, and Empowerment:
    a. Nature of Participative Leadership,
    b. Consequences of Participative Leadership
    c. Normative Decision Model,
    d. Delegation, and
    e. Perceived Empowerment.
2) Dyadic Relationship, Attributions, and Followership:
    a. Leader-Member Exchange Theory,
    b. Leader Attributions About Subordinates,
    c. Follower Contributions to Effective Leadership,
    d. Self-Management, Integrating Leader and Follower Roles,
3) Power and Influence:
    a. Conceptions of Power and Influence,
    b. Power Types and Sources,
    c. Consequences of Position and Power,

d. How Much Power Should Leaders Have?,

e. Power and Influence Behavior, and

f. Use and Effectiveness of Influence Tactics.

4) Early Contingency Theories of Effective Leadership:

a. Fredrick W. Taylor,

b. Fred Fiedler,

c. Hersey & Blanchard, and

d. Blake and Mouton.

5) Transformational Leadership:

a. Douglas McGregor's Theory Y,

b. James McGregor Burns,

c. Bernard M. Bass,

d. Jim Kouzes & Barry Posner.

6) Transactional Leadership Theories:

a. Max Weber,

b. Douglas McGregor's Theory X.

7) Leadership Styles:

a. Authoritarian Leadership Style,

b. Paternalistic Leadership Style,

c. Democratic Leadership Style,

d. Laissez-faire Leadership Style,

e. Transactional Leadership Style,

f. Servant Leadership Style,

g. Visionary Leadership Style.

8) Ethical, Spiritual, and Authentic Leadership:

9) Gender, Diversity, and Cross-Cultural Leadership

Area E: Legal Aspects of Educational Administration

Please refer to Class Notes

1) Understanding of the Legal System:

a. The Nature of Public School Law (Constitutions, Statutes, Court or 'Case' Law, and Common Law.),

b. Power and Functions of Courts (Applying Principles, Interpreting Statutes, Determining Constitutionality,

c. The Purpose of Law, Stare Decisis, Rule of Law, Understanding Judicial Decisions, The American Court System (State Courts, Federal Courts),

d. Understanding of the role of the constitution, federal, and state government in the schools, and

e. Understanding of Due Process.

2) Understanding of Employment laws.
3) Understanding of Academic vs. Common Core in Pre-K-12 Education.
4) Understanding of Contract Rights and Duties.
5) Understanding of discrimination and segregation in educational settings.
6) Understanding of FERPA laws, Public Forum Doctrine, and Drug Testing of Employees and others.
7) Understanding of the Dream Act and Immigration.
8) Understanding of the Roles and responsibilities when working with disabled students in PreK-12 Education or in university setting.
9) Legal issues regarding guns in K-12 schools and on campuses.
   a. Understanding of safety in dorms and classrooms.
10) Understanding of Search and Seizure. Understanding how it relates to lockers, dorm rooms, personal belongings, etc.).
11) Understanding of religion in the classroom and on campus: Church and State Relations.
12) Understanding of First Amendment Issues: Speech, Association, Privacy, etc.
13) Understanding of Harassment in and out of the educational setting.
14) Understanding of Title IX: Sexual Discrimination and Sexual Assault.
15) Understanding of Sexual Diversity and Gender Issues.
16) Understanding of Public Records, Open Meetings, and Freedom of Information Act (FOIA).
17) Understanding of Copyright, Distance Education, and Educational Property Rights.

Area F: Financial Aspects of Educational Administration

1) Discuss the historical and current status of public school funding and the major equity issues associated with school resource distribution.
2) Describe how the costs of government activities are distributed.
3) Explain why equity and adequacy of school funding are central issues today.
4) How are public schools funded? What are the financial sources?
5) What are the types of taxation?
6) Distinguish between use of the education clause in school finance litigation and use of the equal protection clause.
7) Explain the argument that "Money does matter in education."
8) Describe the various sources of revenue available for education.
9) Understand the role of taxation and other sources of revenue used to support public schools.
10) Explain what "fiscal federalism" means in the context of American public schools.
11) Distinguish among the following types of school funding: flat grants, foundations, guaranteed tax base, contribution foundation-GTB, and full-state-funding programs.

12) Explain why "vertical equity adjustments" are both justified and required as a matter of equity and adequacy.
13) Develop strategies for encouraging support for public schools in the United States.
14) Articulate various strategies for the distribution of state financial aid to school districts.
15) Describe the development and management of school-based budgets.
16) Discuss the major considerations in using a budget as a fiscal management device
17) Demonstrate the ability to employ best budgeting practices.
18) Be able to prepare a school-based budget.
19) School Finance: - Taxation and Equal Protection, School Finance Equity Litigation, Equal Protection Clause and School Finance, Litigation Under State Constitutions , Budgeting and Accounting for School Funds.