



UNION INSTITUTE & UNIVERSITY

Field Proficiency Review

GUIDE FOR LEARNERS

DOCTOR OF EDUCATION PROGRAM

9/1/2010

PURPOSE

Field Proficiency Reviews (FPRs) are designed to assess learners' development of doctoral level proficiency in specific Ed.D. program competencies. They represent an alternative form of assessment and are consistent with the purpose "comprehensive examinations" found in other doctoral programs.

Learners are expected to demonstrate *comprehensive knowledge*: facility with a wide range of texts and ability to draw on main ideas of important thinkers and writers in their field of study, linking them together in interesting and relevant ways to other scholars working in the field. In addition, learners are expected to demonstrate *depth of knowledge* by engaging critically and substantively with texts that represent varying perspectives. Finally, learners are expected to demonstrate *advanced academic skills*, including (but not limited to) the ability to develop and sustain a line of argument that is coherent and supported with viable, text-based evidence, while writing clear scholarly prose.

FPRs provide the program faculty and administration an opportunity to assess the doctoral level competencies of each learner and to assure readiness to proceed to the dissertation phase. Thus, it is essential that learners develop their own written responses. Learners who confer with peers on the FPR (outside the direction of the instructor) or seek outside assistance with editing will be subject to academic sanction pursuant to the procedures set forth in the Learner Handbook and University Catalog.

SEQUENCE

FPRs are integrated into three capstone seminars¹ during the program's second academic year.

1. INTP 791 - Internship (Semester 3): FPR #1 assesses program competencies addressed in the foundation/ core seminars (EDU 700 and 701). Aligned with the internship, this FPR focuses on application of foundational competencies in the practice of leadership.
2. EDU 786 - Focused Research Design (Semester 4): FPR #2 assesses program competencies addressed in the research methodology seminars (EDU 783, 784, 785 and 786).
3. EDU 825 Schools, Society and Culture (Semester 4): FPR #3 assesses program competencies addressed in the area of specialization seminars (Educational Leadership PreK-12: EDU 702, 704, 821, 822, 823, 824 and 825; Higher Education Leadership: EDU 703, 705, 825, 841, 842, 843, and 844)

PROCESS AND PROCEDURES

Committee Composition

Each FPR is developed and evaluated by a committee of three faculty members. The lead committee member is the instructor of the seminar in which the FPR is completed² and has primary administrative responsibility for that particular FPR. The other two faculty members are assigned by the Dean and, when possible, are (or have been) instructors in

¹ If a learner has been granted transfer credit for a capstone seminar, alternative arrangements will be made for the learner to complete the associated FPR independently or in another seminar. However, the sequence will be maintained for each learner in the program.

² The Dean may appoint another committee member for this role or select one instructor if multiple sections of a seminar are being taught.

one or more of the seminars aligned with that FPR. The committee assignments should be completed before the close of the semester immediately preceding the FPR's administration to allow collaboration on the FPR's development.

Development of the FPR question(s)/ prompt(s)

The capstone instructor obtains the syllabi (in particular a list of required readings) for the semesters in which the learners completed the seminars³ that are aligned with the FPR. The required readings become the "reading list" for the FPR. This reading list is then included in the capstone seminar syllabus and helps form the basis for the FPR question(s)/ prompt(s), along with the program competencies aligned with the seminars covered by the FPR.

The instructor of the capstone seminar may choose to develop a draft FPR for distribution to the committee or the FPR may be formulated as a group effort. In either event, the capstone instructor seeks verbal and/ or written input from the other committee members on the development of the FPR question(s)/ prompt(s) and associated materials such as case studies. The Dean must approve the FPR question(s)/ prompt(s) before distribution to the learners. Copies will be maintained in the Dean's office.

Timing of the FPR

The capstone instructor has discretion as to the timing of the FPR's distribution to learners, subject to approval by the Dean. However, *learners are to have no less than six*

³ This is essential as required texts and readings may vary from semester to semester and instructor to instructor.

weeks from the date of receipt of the FPR packet⁴ during which to complete and submit the FPR. Thus, FPR packets may be distributed at the beginning of a semester, although the instructor must consider whether there are seminars in progress that form an integral part of the FPR (e.g. EDU 786 is one of four seminars aligned with FPR #2; since the FPR is given during that term, learners must have sufficient time to engage with the seminar materials and competencies before being expected to complete the FPR).

The instructor establishes a date for submission of the FPR and incorporates that date into the capstone seminar syllabus as well as into FPR instructions. Learner submissions are made electronically to the instructor's email address and/ or the e-college drop box for that capstone seminar (specific instructions must be included in the instructions). In any event, ***late submissions will not be accepted***, meaning that a learner who misses the deadline will earn a NOT PASS and be required to complete a replacement FPR⁵ (a particular FPR may be replaced only once).

Evaluation of FPRs

The instructor distributes learners' completed FPRs to the committee via email, along with a copy of the entire packet, including the rubric⁶. Individually and separately, each committee member evaluates the learner's FPR utilizing the rubric, which has three elements to be scored on a scale of 1 – 4, with a 3 representing proficiency. Committee members are expected to submit a completed rubric to the instructor no more than seven days after receiving an FPR. The instructor compares rubrics of all three committee

⁴ Sample FPR instructions are included as Appendix A.

⁵ See below for a discussion of replacement FPRs.

⁶ See Appendix B for the scoring rubrics.

members. If there are discrepancies the instructor will work with the committee to achieve a consensus score for each rubric element.⁷

After the first submission and consensus evaluation of the FPR, the committee can assign a PASS, NOT PASS or REVISIONS REQUIRED. In order to earn a PASS, each rubric element must be evaluated a 3 (Proficient) or higher. If the learner earns a score of less than 3 on any of the rubric elements, s/he will be assigned a status of REVISIONS REQUIRED. In this case, the committee will allow the learner 14 days to revise the paper in order to address those elements that were evaluated as falling below the level of proficiency. One committee member will be assigned to review the revised version of the FPR. On this round of revisions, the learner can only earn a PASS or NOT PASS. If the learner does not submit the revised version of the FPR within the 14-day period, s/he will be assigned a NOT PASS.

Consequences of a NOT PASS

If a learner earns a NOT PASS on the FPR by the end of the first term attempted, s/he will be expected to earn a PASS on a replacement FPR⁸ during the subsequent semester. Failure to do so will result in the initiation of the Special Review Process as outlined in the Ed.D. Learner Handbook.

⁷ In cases where a consensus cannot be achieved, the Dean will be requested to intervene.

⁸ The replacement FPR cannot be identical to the original FPR and may be designed solely by the instructor although the original committee may be involved the process at the Dean's discretion. The replacement FPR must be approved by the Dean and evaluated by the committee appointed by the Dean, which may be different than the original committee based on availability. The instructor will confer with the Dean regarding timing of a replacement FPR

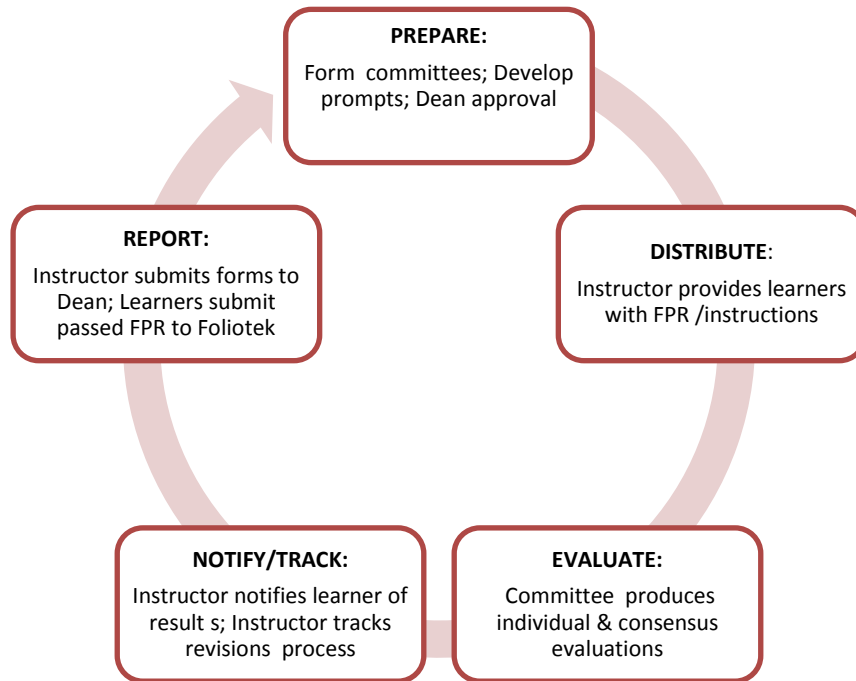
Because the FPRs are components of capstone seminars, a learner must submit an FPR in order to earn credit for the capstone seminar. The committee evaluation of the FPR *does not factor into the seminar letter grade*. Thus, even though the learner may have a final passing grade assigned in the seminar based on the instructor's evaluation of the FPR, s/he may have not met the FPR requirement and must continue with the FPR process.

Learners may not register for EDU 880 Dissertation Research or begin collecting data for the dissertation without first having passed each of the three FPRs and receiving the dissertation committee's approval of the dissertation proposal.

Reporting to Dean

As the diagram below shows, the instructor reports FPR information at both the beginning and end of the cycle. Once the committee has agreed upon a FPR prompt and supporting materials, that information must be submitted to the Dean for approval using the FPR instructions and attaching materials such as case studies (See Appendix A).

The Field Proficiency Review Cycle



APPENDIX A – SAMPLE INSTRUCTIONS

Field Proficiency Review Instructions (PreK-12 Specialization)

Please review these instructions and all components of the packet carefully and without delay. Contact Dr. Raffanti (Michael.Raffanti@myunion.edu) immediately if you have any questions.

1. You must choose one of the two following prompts for your Field Proficiency Review (FPR):
 - a. Read analytically and critically the case study *And the Band Played On? Social Justice and the Wilson Middle School Arts Program* (in this packet). Write a response to the following question: Based on your understanding of the four conceptions of ethics and social justice addressed in EDU 700 and principles of ethical leadership and strategic planning addressed in EDU 701, how would you engage in leading Wilson Middle School through the challenges that Rita is facing?
OR
 - b. Read analytically and critically the case study *And the Band Played On? Social Justice and the Wilson Middle School Arts Program* (in this packet). Write a response to the following question: What would your strategic plan be for establishing an arts program in the school of your choice? Be sure to consider the implications of the program on students, parents, the community, faculty, and staff and address how such a program would relate to the academics at the school and the available resources. Also address potential benefits and challenges. Structure your response as a proposal to be presented to the Board of Education. You must answer this question from the perspective of each of the four conceptions of ethics and social justice addressed in EDU 700 as well as through the lens of ethical leadership EDU 701.
2. Regardless of your choice of prompt, your FPR must be written in accordance with the APA Style Manual (5th Edition) and must include a reference section for all works cited.
3. Your FPR should be 15-20 pages in length (excluding references), and prepared double-spaced, in 12 point Times New Roman font, with one-inch margins.
4. You are not required to do additional research beyond the reading list provided in the Current Issues syllabus, although you are welcome to do so. However, in referencing additional sources, do not neglect to rely substantially on the reading list provided.
5. The FPR is not a collaborative project; each learner is required to answer the FPR question without conferring with program peers or any other individual. The work submitted must be entirely that of

the individual learner (outside copyediting is not permitted). Of course, you are encouraged to seek clarification of the instructions and expectations from program faculty and administration, but you will not receive substantive assistance on answering the FPR questions.

6. You are encouraged to refer to the Evaluation Rubric (in this packet) both before you write your paper as well as after you have completed the writing. You must achieve a score of at least a 3 on each rubric element in order to earn a Pass (see the policy document contained in this packet).
7. The FPR must be submitted in complete form in the Drop Box located in the Current Issues Seminar by 11:59 p.m. Eastern Time on May 18, 2009. As a backup, you may also submit the FPR to Dr. Raffanti's Union email account. Late papers will not be accepted, so be sure to plan accordingly.

APPENDIX B – SCORING RUBRICS

FIELD PROFICIENCY REVIEW # 1: FOUNDATIONS SCORING RUBRIC				
Criteria	1 - Unacceptable	2 - Developing	3 – Proficient	4 - Exemplary
CONTENT <i>Competency 15</i> <i>Demonstrates comprehensive knowledge and advanced critical thinking skills in addressing educational issues from the perspective of ethical leadership and social justice</i>	Does not demonstrate adequate knowledge and critical thinking skills in addressing educational issues from the perspective of ethical leadership and social justice	Demonstrates inadequate knowledge base and less than fully developed critical thinking skills in addressing educational issues from the perspective of ethical leadership and social justice	Demonstrate comprehensive knowledge and advanced critical thinking skills in addressing educational issues from the perspective of ethical leadership and social justice	Demonstrate comprehensive knowledge, advanced critical thinking skills, and an understanding of praxis in addressing educational issues from the perspective of ethical leadership and social justice
SEMINAR INTEGRATION	Response does not integrate material from foundations seminars	Response integrates some relevant material from foundations seminars	Utilizes relevant material from foundations seminars in addressing educational issues	Masterfully utilizes relevant material from foundations seminars in addressing educational issues
WRITING	Response lacks clarity and logical organization, and contains many errors grammar, spelling, punctuation, and APA formatting	Clarity and logical organization are inconsistent, and contains some errors in grammar, spelling punctuation, and APA formatting	Writes clear, logically organized prose with generally proper grammar, spelling, punctuation, and APA formatting	Writes clear, logically organized prose, with strongly crafted arguments and consistently proper grammar, spelling, punctuation, and APA formatting

FIELD PROFICIENCY REVIEW # 2: RESEARCH SCORING RUBRIC				
Criteria	1 - Unacceptable	2 - Developing	3 – Proficient	4 - Exemplary
CONTENT <i>Competency 16</i> <i>Appropriately aligns research problem and methodology, provides sound rationale for methodological decisions, and explains implications of employing alternative methodologies</i>	Does not align research problem and methodology	Improperly connects research problem and methodology and offers unsound rationales and explanations	Appropriately aligns research problem and methodology, provides sound rationale for methodological decisions, and explains implications of employing alternative methodologies	Masterfully aligns research problem and methodology, provides compelling rationale for methodological decisions, and explains implications of employing alternative methodologies
SEMINAR INTEGRATION	Response does not integrate material from research seminars	Response integrates some relevant material from research seminars	Utilizes relevant material from research seminars in addressing educational issues	Masterfully utilizes relevant material from research seminars in addressing educational issues
WRITING	Response lacks clarity and logical organization, and contains many errors grammar, spelling, punctuation, and APA formatting	Clarity and logical organization are inconsistent, and contains some errors in grammar, spelling punctuation, and APA formatting	Writes clear, logically organized prose with generally proper grammar, spelling, punctuation, and APA formatting	Writes clear, logically organized prose, with strongly crafted arguments and consistently proper grammar, spelling, punctuation, and APA formatting

FIELD PROFICIENCY REVIEW # 3: AREA OF SPECIALIZATION SCORING RUBRIC				
Criteria	1 - Unacceptable	2 - Developing	3 – Proficient	4 - Exemplary
CONTENT <i>Competency 17</i> <i>Critiques</i> <i>approaches for</i> <i>working with</i> <i>those within</i> <i>and outside of</i> <i>the social</i> <i>majority,</i> <i>including</i> <i>diverse socio-</i> <i>economic</i> <i>groups and</i> <i>cultures and</i> <i>explains how to</i> <i>capitalize on</i> <i>the diversity of</i> <i>the community</i> <i>to improve</i> <i>institutional</i> <i>performance</i> <i>and student</i> <i>achievement</i>	Does not distinguish among approaches for working with those within and outside of the social majority, including diverse socio-economic groups and cultures nor explain how to capitalize on the diversity of the community to improve institutional performance and student achievement	Describes approaches for working with those within and outside of the social majority, including diverse socio-economic groups and cultures and offers inadequate explanation of how to capitalize on the diversity of the community to improve institutional performance and student achievement	Critiques approaches for working with those within and outside of the social majority, including diverse socio-economic groups and cultures and explains how to capitalize on the diversity of the community to improve institutional performance and student achievement	Recommends approaches for working with those within and outside of the social majority, including diverse socio-economic groups and cultures and offers compelling approaches for capitalizing on the diversity of the community to improve institutional performance and student achievement
SEMINAR INTEGRATION	Response does not integrate material from specialization seminars	Response integrates some relevant material from specialization seminars	Compares and applies theories and concepts from specialization seminars to propose solutions to critical issues in education	Compares, rigorously analyzes, and applies theories and concepts from specialization seminars to logically argue for and defend solutions to critical issues in education
WRITING	Response lacks clarity and logical organization, and contains many errors grammar, spelling, punctuation, and APA formatting	Clarity and logical organization are inconsistent, and contains some errors in grammar, spelling punctuation, and APA formatting	Writes clear, logically organized prose with generally proper grammar, spelling, punctuation, and APA formatting	Writes clear, logically organized prose, with strongly crafted arguments and consistently proper grammar, spelling, punctuation, and APA formatting

