DIRECTIONS

Please answer two of the four Doctoral Exam questions provided below. Devote about equal time and space to each of the two essays. Do not repeat in your second essay content an analysis already provided in the first essay. Take care to address each component of the exam question. Draw appropriately from the scholarly literature. Make sure to provide references to original sources (e.g., book, chapter, or journal article) for statements that refer to ideas, words, or research findings of another person. Use appropriate headings and subheadings throughout the paper. Write clear, grammatically correct sentences and logical paragraphs.

Formatting

- Clearly label the given question number for each essay.
- Each essay should be between 2,000 and 2,500 words. Do not exceed 2,500 words per essay.
- For each essay provide a bibliography of works cited. Essay word count does NOT include the bibliography.
- Use a standard 12-point font, double-spacing, and numbered pages.
- Run a spell check on each essay prior to submission.
**Question 1: The Shift from Status Quo-oriented Management to Educational Leadership**

**Context**
New performance outcomes, together with more rigorous accountability systems for P-12 schools, colleges, and universities, are associated with a consequential shift. “Educational administration”—typically operationalized as status quo-oriented, efficient and effective management—no longer is responsive to policy priorities and manifest societal needs. Innovation-oriented leadership for new organizational configurations and new institutional designs is the new priority as states, provinces, nations, and the European Union address needs for an education system that serves as a key driver for sustainable, equitable, and integrated social and economic development.

**Question**
Using these several related claims as your problem frame, choose a particular state, province or nation that offers one or more suitable examples.

- Start by describing the new performance outcomes and accountability mechanisms. Then identify the most important examples of relevant policy initiatives.

- Next, describe the shift from status quo management to innovation-oriented leadership for new organizational configurations and new institutional designs, giving special attention to at least two of the following questions:

  What are the most important contributions of leadership theory and research to this new agenda? Why are they important?

  What are the most important contributions of organizational theory and research? Why are they important?

  What are the most important contributions of institutional theory? Why are they important?
Question 2: The Four “Capitals” in Social Theory and Educational Research

Context
Human capital, individual and family financial capital, social capital, and cultural capital are four key concepts frequently used in social theory and educational research. Alone and together, they help to describe, explain, and sometimes predict students’ educational experiences, developmental trajectories, and outcomes. Beyond what individual students experience and achieve, these same four concepts oftentimes are employed to explain overall education system performance.

Question
This question asks you to demonstrate your understanding of these four “capitals” as well as their salience to students’ educational trajectories and overall system performance. Start by choosing a context (e.g., a nation, state, or province). Next, choose a level for your analysis (e.g., P-12, higher education).

Then develop a coherent, integrated essay in which you demonstrate your understanding of each of these concepts (human capital, financial capital, social capital, and cultural capital).

- After defining and describing each of them, describe and explain their relationships.
- Then identify and describe how and why do they help account for student and system outcomes, both desirable and undesirable.

Cite relevant references in support of your main claims.
Question 3: Educational Bureaucracies

Context

Your courses and seminars have provided you with multiple opportunities to analyze and understand the potential advantages, constraints, and impediments accompanying large, public sector educational bureaucracies. After choosing a level of the education system (e.g., K-12, higher education) and situating it in a particular context (e.g., state, province, nation), use the following four sets of questions to structure an integrative essay. Cite relevant theory and research as you answer each question.

- What are the presumed and actual advantages and benefits of large-scale, educational bureaucracies? Which constituencies benefit the most? Which ones do not?

- What are the most important constraints and impediments posed by large, public sector, educational bureaucracies? Which constituencies are most impacted? Which ones are not?

- Why and how are these bureaucracies sustained, i.e., why do they endure when the challenges they pose are apparent and documented in research?

- Identify and describe briefly at least one theory with the potential for guiding organizational redesign and perhaps institutional change.
Question 4: Evidence-based Policies, Interventions, and Practices

Context

In educational policy and administration many policies, interventions, practices and recommendations purport to be “evidenced-based.” The overall claim is often that an educational problem has been studied, and the results from research and evaluations show what should be done—and with the assumption that policymakers and practitioners will view these findings as evidence and use this evidence in their respective roles.

This view is not without detractors. Opponents often attempt to discredit claims regarding evidence-based policies, interventions, and practices, and they draw on several possible lines of criticism. For example, some opponents assert that research being promoted was biased by pre-conceived policy recommendations and practice preferences. Others argue that the research cited in support of the evidence-based policy, intervention or practice was shoddy. Still others argue that entirely different, but very relevant research was ignored. Yet others claim that research evidence should not be the only driver for recommended policies, interventions, and practices, and they emphasize ethical principles, moral imperatives, or popular preferences.

Question

Choose any major education issue at any particular level of the educational system (pre-K to graduate education) in any institutional or geographic setting. Work with and focus on this issue throughout your essay.

Write an essay in which you analyze the debate between proponents and opponents of a specific reform that purports to be evidence-based. Specifically, consider and give roughly equal weight to three of the following four priorities:

1. How and why proponents of a particular reform have made the evidence-based claim;
2. How and why opponents have disputed that claim;
3. How proponents have responded to the opponents’ arguments
4. How real policy or practice eventually used or did not use the research claimed to be evidence-based

Cite references as appropriate to your response.