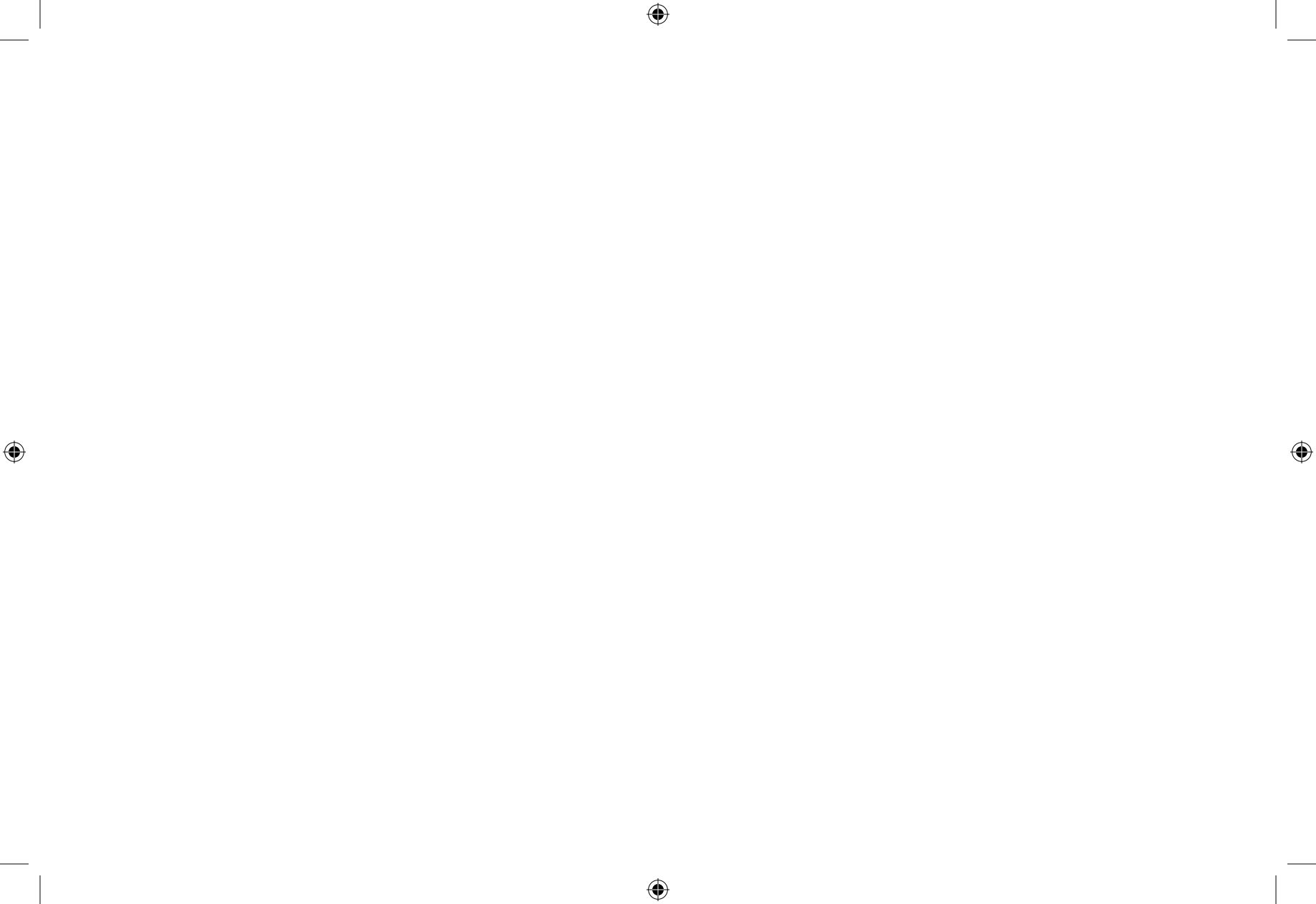




ORU

ORAL ROBERTS UNIVERSITY
GRADUATE SCHOOL OF EDUCATION

DOCTORAL ABSTRACTS | 08-09





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***Dr. David B. Hand, Dean,
School of Education***

Since the first year of offering the Doctorate in Educational Leadership (1999), 51 individuals have earned their Ed.D. Many doctoral graduates have leadership and administrative positions in public or private schools, not only in United States, but throughout the world. Fifteen of the graduates with their Doctorate in Educational Leadership are currently in leadership positions in institutions of higher education at either private or state colleges or universities serving as deans or associate deans.

For the fifth year, the Graduate School of Education is publishing this review of the doctoral abstracts from the Ed.D. candidates who successfully completed and defended their dissertations during the fall of 2008 and spring of 2009. I hope that you will find them of interest and perhaps cause you to reflect on current issues in elementary/secondary school education, adult learning, and higher education or even conduct further research in these areas.

Remember these dissertation abstracts represent hours of research, study, frustration, love, dedication, and labor of the candidates, their committees, and families. Each Doctoral candidate was required to defend their dissertation before the Graduate Council and faced challenging questions regarding their research and study before they were approved to be awarded the Doctorate in Educational Leadership.

As the doctoral candidates are told before their defense, “You should be the world’s leading expert on the topic of your study when you go into your defense – at least for 20 minutes. Because by the time you finish your defense, the topic or subject of your research will have already expanded and surpassed your research knowledge base.”



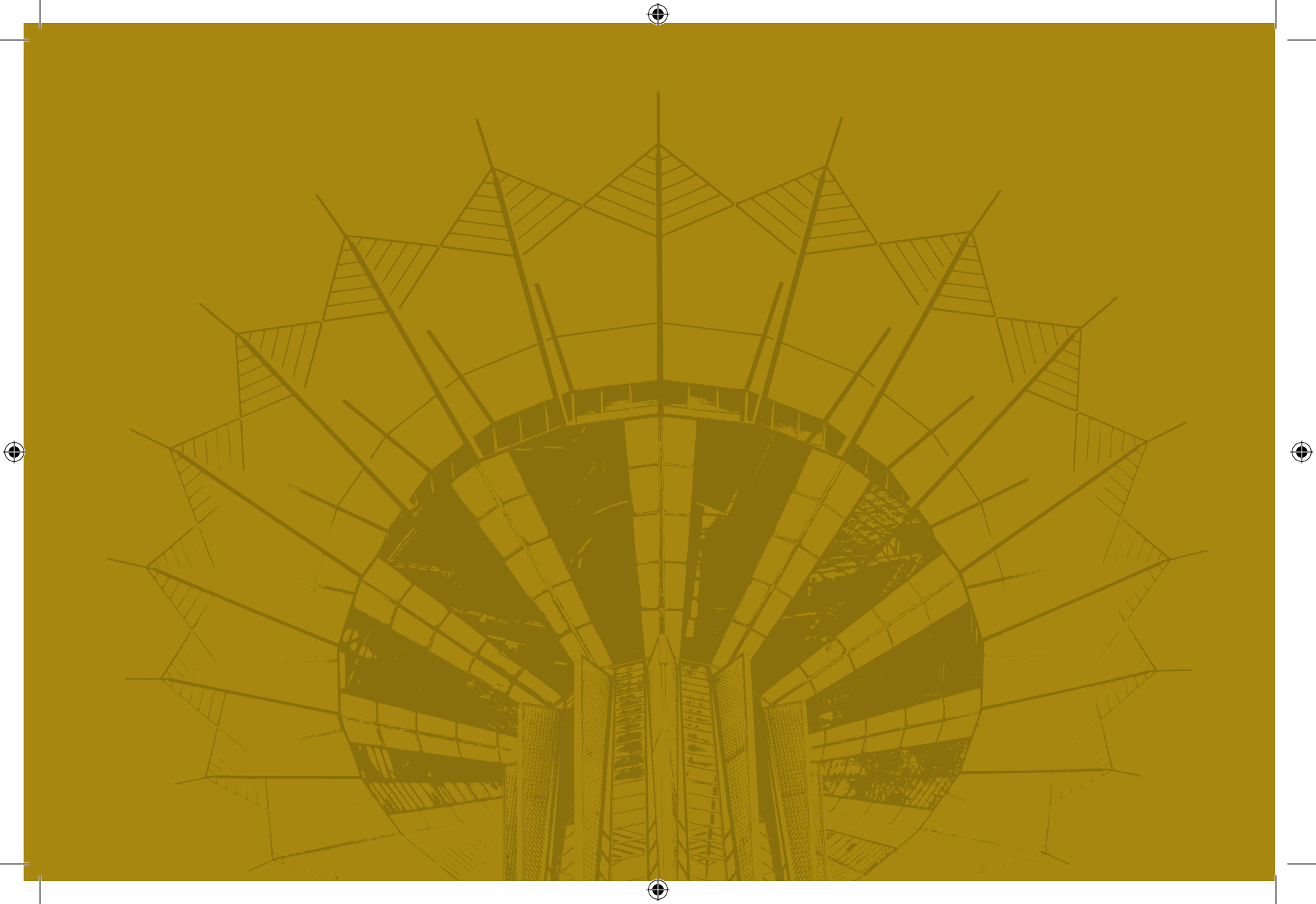
***Dr. Patrick Otto, Chair,
Graduate School of Edu-
cation***

As Chair of the Graduate School of Education, I am proud to showcase the dissertation research of our 2008-2009 new Doctors in Educational Leadership.

The faculty of the Graduate School of Education believes that God has called each of our adult learners to impact the world for Christ. The working educational professionals participating in our programs are daily walking out the School of Education's vision.

**Transformed Educators
Transformed Society
The Miracle Ahead
A Transformed Generation**

Throughout this showcase, please note the diverse research topics and settings chosen by our new Doctors in Education. Each one has made significant contributions and has proven to be an expert in his or her chosen topic. It is our pleasure to share the nature of their research with you in this publication.





DISSERTATION CLASS OF 2008-2009

Degrees leading to an Ed.D. in Educational Leadership

Dr. Patricia Bradley Steele

Independent School Principals' Perception of the Role of Ownership in Strategic Planning

Dr. Kathleen Louise Watts

The Bethesda Relational Healing Model and Student Peer Governance Program: A Mixed-Method Study of Their Effects on Behavior, Relationship, and School Climate in a Christian School

Dr. Donna Six Aunchman

An Investigation of the Relationship Between an Administrator's Perceived Effectiveness of a Teacher and Value-Added Assessment in Elementary Schools in the State of Florida

Dr. Judith Ann Jonas

Students' Perceptions of Ministry Preparedness: An Exploration of the Impact of a Competency-Based Education and Training Approach on Ministerial Training

DR. PATRICIA BRADLEY STEELE JUNE 2008

TITLE OF STUDY: Independent School Principals' Perception of the Role of Ownership in Strategic Planning

Successfully defended her dissertation on June 23, 2008



Photo: (from left to right) Dr. Davidson, Dr. Roso, Dr. Steele (New Doctor), and Dr. Myers (Chair)



Dr. Patrick Otto, Chair of the Graduate Department, Oral Roberts University School of Education, congratulates Dr. Patricia Bradley Steele

ABSTRACT

NAME: Patricia Bradley Steel

DATE OF DEGREE: May 2009

INSTITUTION: Oral Roberts University

LOCATION: Tulsa, Oklahoma

TITLE OF STUDY: Independent School Principals' Perception of the Role of Ownership in Strategic Planning

PAGES IN STUDY: 159

CANDIDATE FOR: Doctor of Education Degree

MAJOR FIELD: Educational Leadership/Christian School Administration



Purpose, Scope, and Method of Study

The purpose of this study was to analyze the perceptions of independent school principals who have experienced the strategic planning process with regards to the role of ownership in the context of developing and implementing a strategic plan. This qualitative study relied on a phenomenological research approach utilizing participant interviews.


The population for this study was comprised of principals from member schools of the Atlanta Association of Independent Schools. The researcher selected 10 participants from a purposeful sample of independent school principals who had experienced strategic planning in their own schools. This study analyzed the principals' perceptions in order to establish the essential structure of the role of ownership in the context of developing and implementing a strategic plan. The data were analyzed using the methodology of Colaizzi (1978) and Creswell (1998).

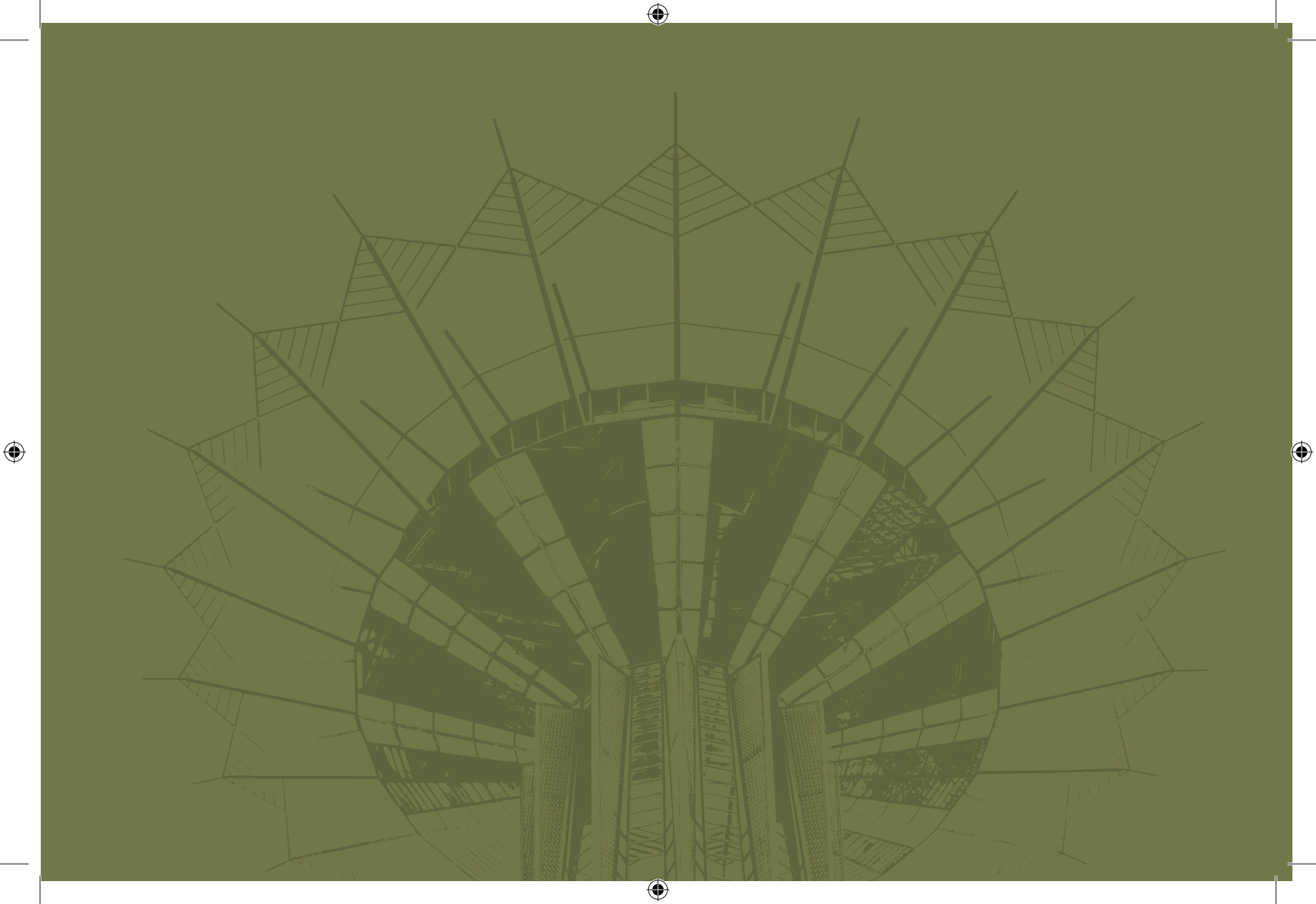
Findings and Conclusions

The analysis revealed that principals focused on three themes: (a) the school's purpose during the development of the strate-



gic plan, (b) the written document and the people who implemented the plan during implementation of the strategic plan, and (c) relationships and personal meaning during the development and the implementation of the strategic plan. The three theme clusters served as the basis for the development of an essential structure of independent school principals' perceptions of the role of ownership in the context of developing and implementing the strategic plan. That essential structure served to summarize the analysis of the principals' perceptions and noted that (a) principals recognized the responsibility of focusing on the school's purpose, vision, and mission statement during the development of the strategic plan in an effort to achieve ownership of the strategic planning process; (b) principals continually communicated with constituents and the community in an effort to build ownership of the strategic planning process; (c) principals recognized that the role of school leadership in building ownership was vital to the strategic planning process; and (d) principals acknowledged their personal ownership of the strategic planning process





DR. KATHLEEN LOUISE WATTS AUGUST 2008

TITLE OF STUDY: The Bethesda Relational Healing Model and Student Peer Governance Program: A Mixed-Method Study of Their Effects on Behavior, Relationship, and School Climate in a Christian School

Successfully defended her dissertation on September 4, 2008



Photo (from left to right): Dr. Norton (Chair), Dr. Watts (New Doctor), Dr. Tapp, and Dr. Jiuhan Huang (Committee Member not pictured)



Dr. Patrick Otto, Chair of the Graduate Department, Oral Roberts University School of Education, congratulates Dr. Kathleen Louise Watts

ABSTRACT

NAME: Kathleen Louise Watts

DATE OF DEGREE: May 2009

INSTITUTION: Oral Roberts University

LOCATION: Tulsa, Oklahoma

TITLE OF STUDY: The Bethesda Relational Healing Model and Student Peer Governance Program: A Mixed-Method Study of Their Effects on Behavior, Relationship, and School Climate in a Christian School

PAGES IN STUDY: 204

CANDIDATE FOR: Doctor of Education Degree



MAJOR FIELD: Educational Leadership/Christian School Administration

Purpose, Scope, and Method of Study


The purpose of this mixed-method study was to describe the experiences of students, staff, and parents in Trinity Christian High School using the Bethesda relational healing model and student Peer Governance Program and to examine their effects on student behavior; student/student, student/staff, and child/parent relationships; and the overall student behavior and climate in a Christian school. The qualitative data were collected through student, staff, and parent interviews and were analyzed and organized around primary research questions and sub-questions. From a quantitative perspective, student discipline data were used to graphically illustrate the individual and school-wide progression of student behaviors from the year prior to the start of the program through the 3Y2-year duration of the study. Overall, 260 students, 30 staff, and 16 parents provided descriptive data for the study.

Findings and Conclusions


Qualitative findings showed participants felt that the program trained and equipped them to communicate effec-

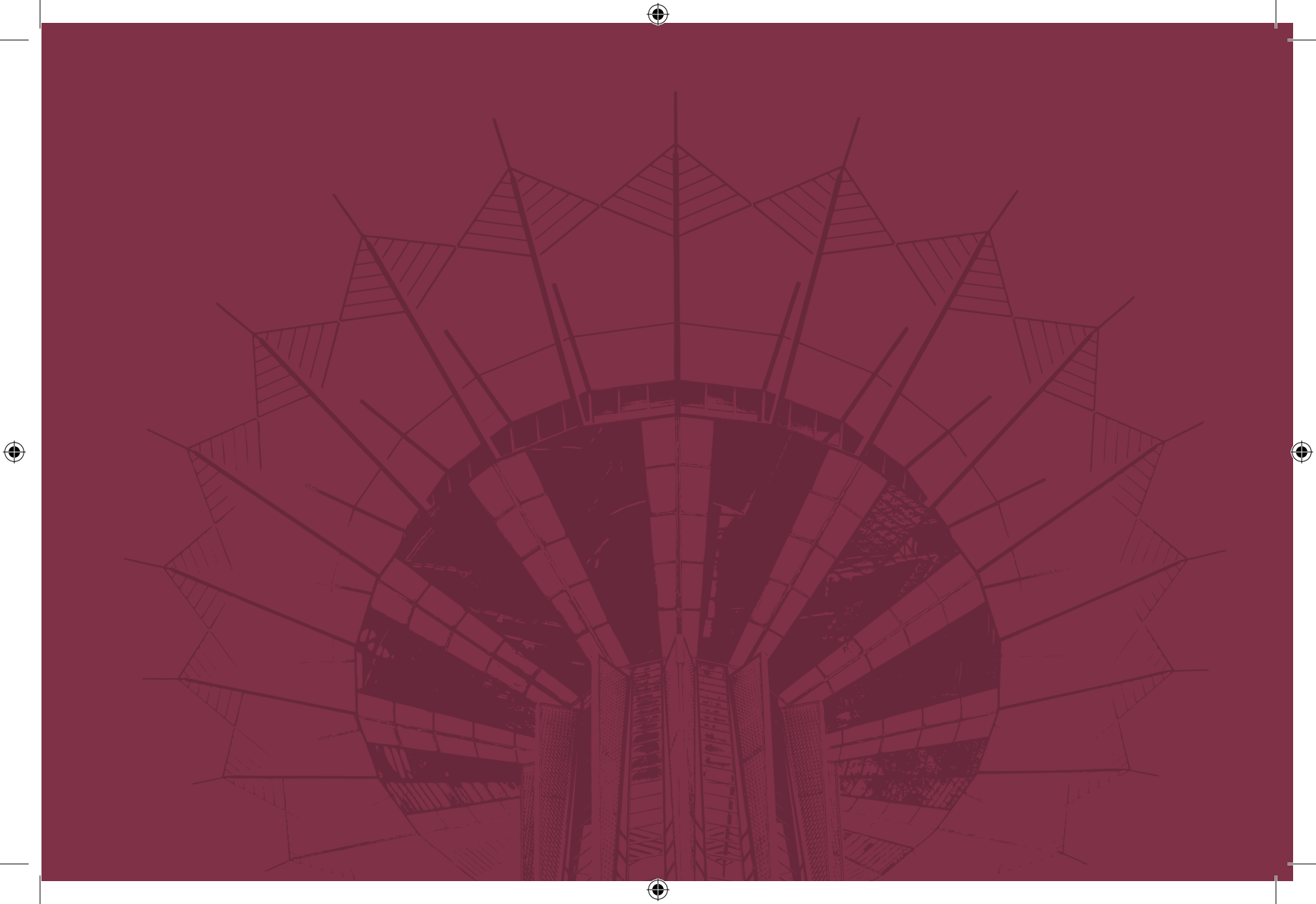


tively, diminish conflict at home and school, lower stress in relationships, decrease feelings of anger and frustration, and create a desire within the students to be a positive influence with friends and classmates. The collaboration of professionals was found to be effective in overseeing student accountability and successful progress in their classroom behavior, participation, and academic accomplishments. Quantitatively, the data showed a 45% reduction in average detentions per student for the 2Y2 years following the introduction of the Bethesda program as compared to the average for the year of introduction (2004-2005) and the year prior (2003-2004). The model supports literature findings that show the effectiveness of intensive, school-based intervention for youth in crisis through the assistance of multilevel, trained school staff and student peer leadership.



This study concludes that the Bethesda relational healing model and student Peer Governance Program effectively improve student behavior; student/student, student/staff, and child/parent relationships; and the overall student behavior and climate in a Christian school.





DR. DONNA SIX AUNCHMAN DECEMBER 2008

TITLE OF STUDY: An Investigation of the Relationship Between an Administrator's Perceived Effectiveness of a Teacher and Value-Added Assessment in Elementary Schools in the State of Florida

Successfully defended her dissertation on December 11, 2008



Photo: (from left to right) Dr. Otto, Dr. Miller, Dr. Aunchman (New Doctor), and Dr. Davidson (Chair)



Dr. Patrick Otto, Chair of the Graduate Department, Oral Roberts University School of Education, congratulates Dr. Donna Aunchman



ABSTRACT

NAME: Donna Six Aunchman

DATE OF DEGREE: May 2009

INSTITUTION: Oral Roberts University

LOCATION: Tulsa, Oklahoma

TITLE OF STUDY: An Investigation of the Relationship Between an Administrator's Perceived Effectiveness of a Teacher and Value-Added Assessment in Elementary Schools in the State of Florida

PAGES IN STUDY: 102



CANDIDATE FOR: Doctor of Education Degree

MAJOR FIELD: Educational Leadership/Public School Administration

Purpose, Scope, and Method of Study

The purpose of this research was to investigate whether there was significant academic growth based on 3 years of Stanford Achievement Test data utilizing the value-added assessment model of children in classrooms of teachers who scored higher on the Teacher Skills Assessment Checklists. This study extended the research conducted by Stronge et al. (2005) and Stronge, Ward, Tucker, and Hindman (2008) using Grades 2-5, the entire Teacher Skills Assessment Checklists, and 3 consecutive years of student achievement data in elementary schools in the state of Florida. This investigation enabled Stronge and others to preliminarily examine the extent to which effective teacher characteristics contribute to value-added metrics.

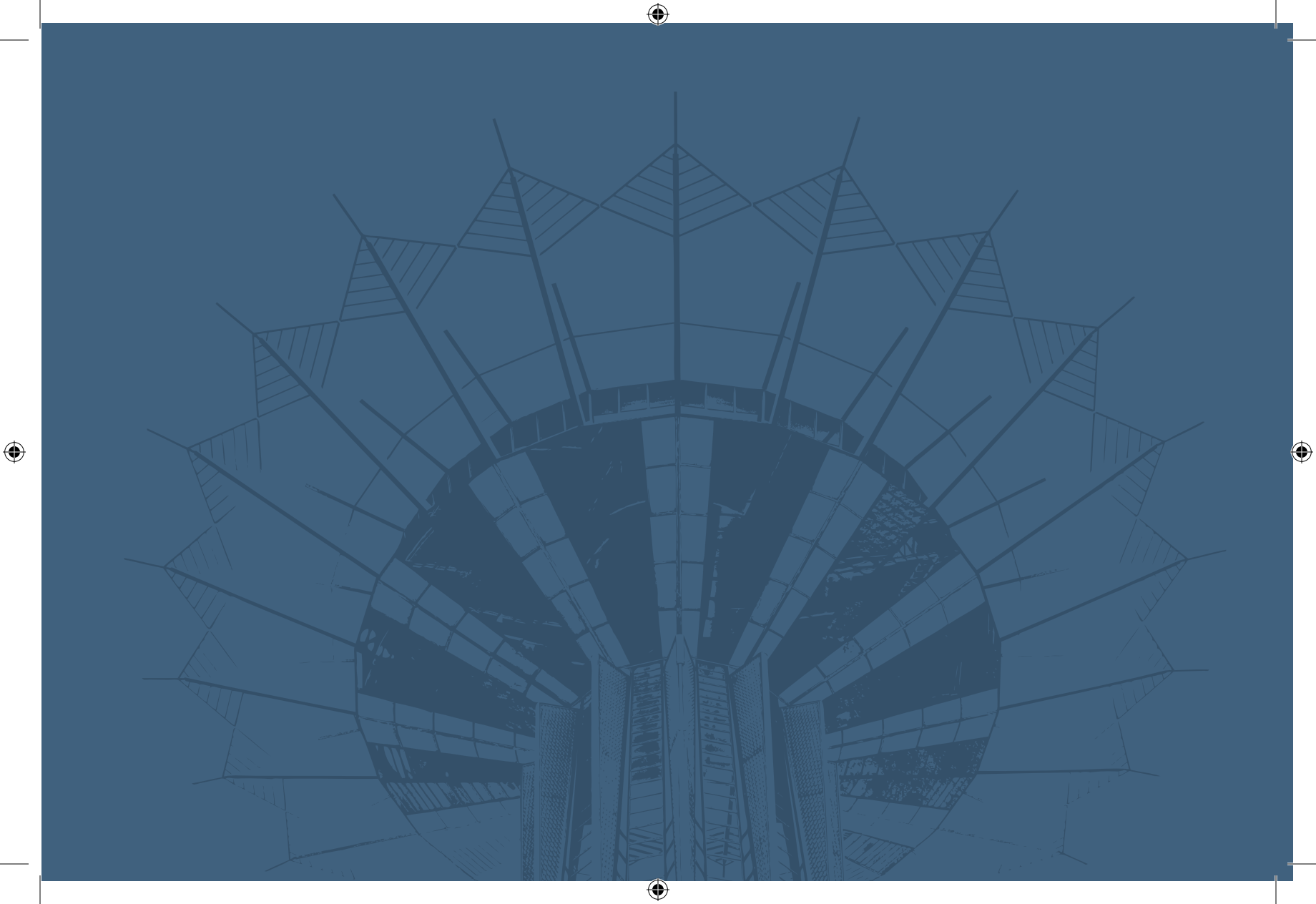
This study utilized a correlational research design model to evaluate the attributes of effective teachers and compare the yearly growth of the children assigned to those teachers over a 3-year period using 2004-2005 as a baseline, then 2005-2006, and 2006-2007. The subjects consisted of 41 elementary teachers in Grades 2-5 in 3 schools located in Northeastern Florida. First, the Pearson r was performed to analyze the relationship between the teachers' total scores from the Teacher Skills Assessment



Checklists to their value-added effect scores. Then regression analysis was performed to determine if any relationship existed between any of the individual 22 dimensions and the teacher effect scores.

Findings and Conclusions

The results from this study indicated no significant relationship between the total scores on the Teacher Skills Assessment Checklists and teacher effect scores. When a stepwise regression was performed on the 22 individual dimensions, monitoring student progress and classroom management were more significant than the previous model. Classroom management suggested a negative effect, while monitoring student progress suggested a positive effect.



DR. JUDITH ANN JONAS
MAY 2009

TITLE OF STUDY: Students' Perceptions of Ministry Preparedness: An Exploration of the Impact of Competency-Based Education and Training Approach on Ministerial Training

Successfully defended her dissertation on January 9, 2009



Photo: (from left to right) Dr. Miller, Dr. Tapp, Dr. Jonas (New Doctor), and Dr. Hullinger (Chair)



Dr. Patrick Otto, Chair of the Graduate Department, Oral Roberts University School of Education, congratulates Dr. Judith Ann Jonas

ABSTRACT

NAME: Judith Ann Jonas

DATE OF DEGREE: May 2009

INSTITUTION: Oral Roberts University

LOCATION: Tulsa, Oklahoma

TITLE OF STUDY: Students' Perceptions of Ministry Preparedness: An Exploration of the Impact of Competency-Based Education and Training Approach on Ministerial Training

PAGES IN STUDY: 176

CANDIDATE FOR: Doctor of Education Degree


MAJOR FIELD: Educational Leadership/Postsecondary School Administration

Purpose, Scope, and Method of Study

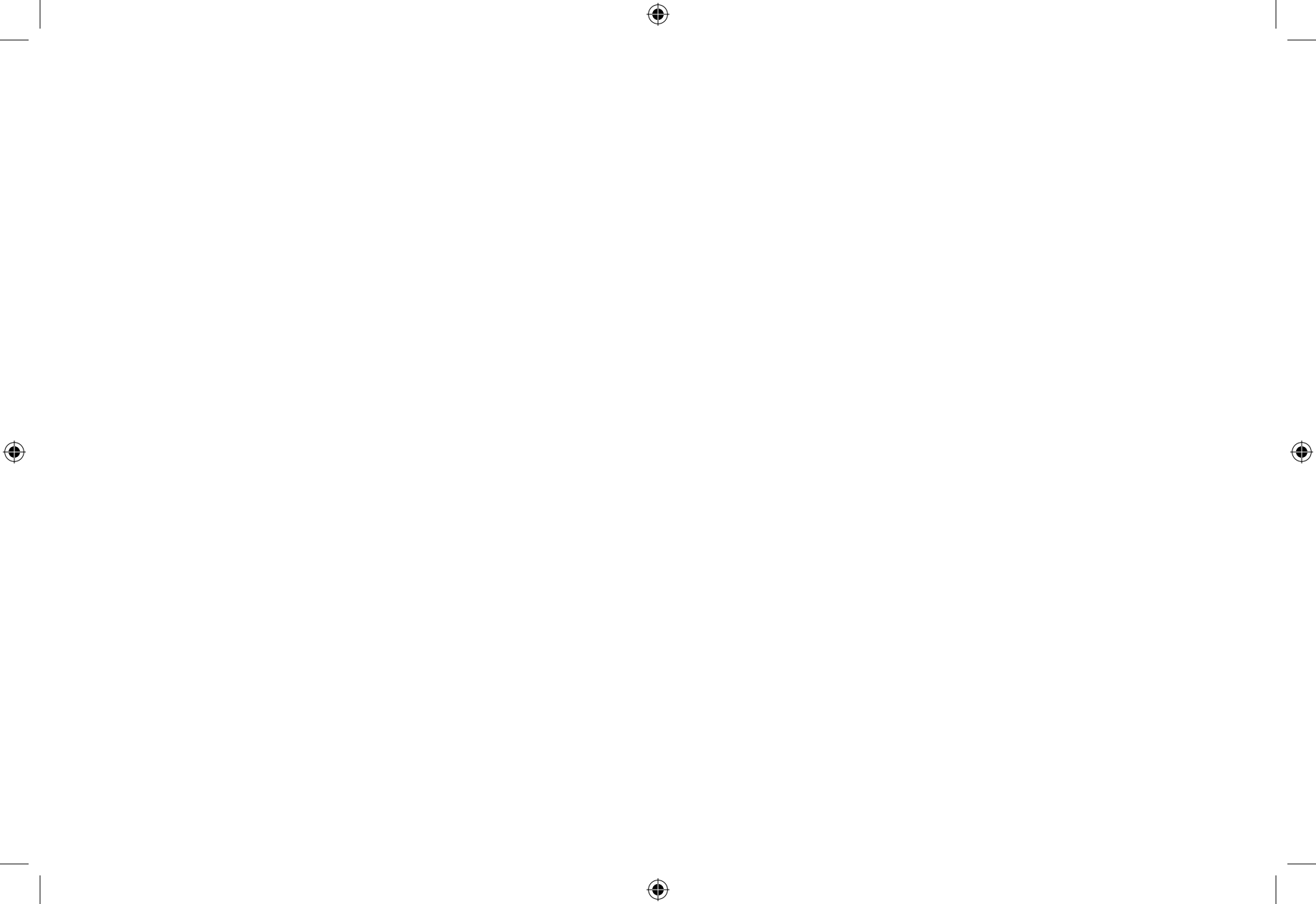
The study explored students' perceived preparedness for ministry in Christian contexts after exposure to an Outcomes Based Education/Competency-Based Education and Training curriculum and instructional approach to ministerial training. This sequential, mixed methods study surveyed 47 participants from two Nazarene institutions of higher education, comprised of three subgroups, for quantitative data regarding their perceptions of their preparedness for ministry. Qualitative data was gathered by interviewing seven participants with the highest and lowest scores on the survey.

Findings and Conclusions

The study found similarities in the scores obtained from both institutions and in students' perceptions of their acquisition of stated student learning outcomes. Overall, students felt moderately prepared for ministry and were positive about the impact of the curriculum. However, there were observable differences in perceived preparedness between students from the two institutions and between modalities. More online bible college students (83.4%) felt well pre-



pared for overall ministry than oncampus university students (63.8%). Bible college students also felt better prepared in leadership, administration, and discipleship than their university counterparts, who felt somewhat or moderately unprepared in these three skills. Qualitative findings revealed broad thematic categories that substantiated quantitative findings on students' perceptions of cognitive, affective, and spiritual competencies, and other factors influencing their perceptions of preparedness.





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