



University of
Pittsburgh

School of Education

Doctor of Education (EdD) Program: Summer 2020

Practitioner Inquiry 1 (EDUC 3001): **The Science of Improvement**

Foundations 1 (EDUC 2002): **Becoming a Scholarly Practitioner**

Class Times

Please reserve 8am- 5pm:
Saturday, May 16
Mon, June 15- Fri June 19
Saturday, June 27
Saturday, July 25

Online via canvas.pitt.edu

Note: We will provide a schedule of the format for class days, including times we will meet online as a full group or in small groups. You will be expected to be available during these days and time periods.

Instructional Team

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The syllabus is a required text. Please read it carefully!

Note: Syllabus is subject to change as the course unfolds and we reassess student needs in an online learning community.

Pitt Doctor of Education (EdD) Program

The University of Pittsburgh is a center for excellence in professional programs, and the School of Education school-wide Doctor of Education (EdD) program is grounded in this **commitment to excellence**. The Doctorate of Education (EdD) is the highest attainable academic degree for educational practitioners. The degree prepares working professionals to become **scholar practitioners** to develop *specialized knowledge in their area of concentration* and *apply their*

intellectual and practical skills to address and mitigate enduring problems affecting children, families, and communities.

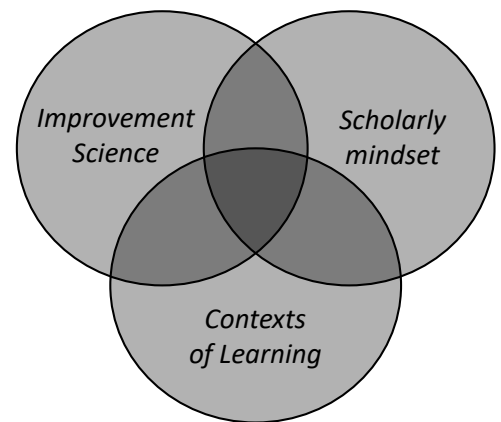
EdD Program Learning Goals: As a result of attending the EdD program at Pitt, students and graduates become scholar practitioners who:

1. Identify problems of practice, including questions of equity, ethics, and justice.
2. Use data to inform decisions in daily operations and improvement projects.
3. Communicate and collaborate to work with diverse communities and build partnerships.
4. Lead change that improves practice.
5. Are committed to use improvement science to address problems of practice.

Integrated Summer Courses

Rationale: The first summer term in the EdD program is designed to offer you *an integrated 6-credit experience* that is designed to help you begin your doctoral adventure. The courses provide an understanding of becoming a Scholarly Practitioner and the tools to identify, frame, and consider ways to thoughtfully engage in systematic inquiry focused on important Problems of Practice in education.

Description: The two summer courses are connected through readings, activities, assignments, and a single instructional team. The integrated courses share a website (via Canvas). Together, the courses address three primary topics that overlap as shown in the diagram at right: improvement science, scholarly mindset, and contexts of learning. The two summer courses have no specific pre-requisites. Throughout the EdD program, your milestones are incorporated into classes. These initial courses are not associated with specific milestones; however, many of the skills and strategies you develop in these courses are critical to your successful completion of the program and associated projects.



Foundations 1: Becoming a Scholarly Practitioner

This course will help you establish your identities as scholarly practitioners and leaders. Scholarly practitioner is defined by the Carnegie Project on the Education Doctorate (CPED) as one who blends practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice; uses practical research and applied theories as tools for change; addresses problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals (CPED, 2010).

Practitioner Inquiry 1: The Science of Improvement

At the center of practitioner inquiry is the ability to use data to understand the effects of innovations that seek to improve problems found in practice. It is the process of posing significant questions, using various research, theories, and professional wisdom, and designing innovative solutions to address complex problems of practice. In this course, we will introduce students to Improvement Science methodology as a process for doing inquiry as practice.

Course Aims and Outcomes

Aims

The integrated courses are designed to provide you with a transition into doctoral studies and the tools you need to be successful in the course. The three themes of the course—scholarly mindset, improvement science, and contexts of learning—are foundational to the entire EdD program.

Specific Learning Outcomes

By the end of Foundations 1, students will...

- Understand what it means to be a scholarly practitioner and leader, including locating and using literature, the value of a scholarly mindset, and the language of research.
- Have a perspective on the importance of context and equity in education in the U.S.
- Understand where the EdD fit in the educational landscape and how the EdD program works (courses & milestones).

By the end of Practitioner Inquiry 1, students will...

- Have a working knowledge of the principles, tools, and methodology of improvement science.
- Know the characteristics of problems of practice.
- Have practiced using the tools of improvement cycles involving problem identification and tests of change.

Doctoral Requirements: You will work toward completing requirements of your program in this course. Please see the program handbook for more information.

Course Format and Procedures

Attendance: Given the condensed nature of the summer courses, we expect all students to be present at every synchronous meeting. See the complete attendance policy later in this document.

Blended Course Format: These two courses are designed to meet synchronously online as well as to have independent components. For each course, in addition to the class time outlined in the schedule, you are expected to spend an additional 12 hours outside of the daily class time in active exploration of resources, reading, completing assignments and accessing resources. This includes online assignments as well as resources related to your problem of practice. Additionally, you can expect to spend time preparing for class by reading, studying, and completing assignments.

Read ahead: Because these two courses are paired and meet in an intensive stretch of back-to-back all-day classes, you will need to plan ahead to meet the reading load for the summer, especially the week of June 15th. As indicated on the course schedule, you are expected to read and take notes on nearly all of the assigned course readings prior to June 15.

Feedback: Feedback is essential for high quality learning and teaching. Therefore, we are committed to giving you individual, detailed, and timely feedback so that you can improve your learning on future assignments.

Grading

The course is based in the instructional strategy and educational philosophy of mastery learning. This means that we aim to provide substantive feedback on all assignments with learners redoing work until mastery is achieved. We refer to this as an 'A or redo' grading method. Assignments are to be submitted electronically via Canvas (except as noted). Because of the condensed nature of the summer course, we cannot make

allowances for late work. Late work slows down the process of review and your progress on subsequent assignments. We will grant exceptions for documented illness or emergency. Assignments submitted through our Canvas site will be filtered through SafeAssign, a software that checks for instances of plagiarism and misattribution. As doctoral students, we expect your rigorous engagement with the course materials and assignments. We provide rubrics and feedback for the larger assignments.

Readings

Books: *The following books are required for the course. They will be used throughout the course of your program.*

Bryk, A., Gomez, L.M., Grunow, A., & LeMahieu, P.G. (2015). *Learning to improve: How America's schools can get better at getting better*. Cambridge, MA: Harvard Education Press You can access ebook at <http://pitt.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=1285902> **Excerpt: Introduction: A Better Way**

Mintrop, R. (2016). *Design-based school improvement: A practical guide for education leaders*. Cambridge, MA: Harvard Education Press. Note: you can access ebook at <http://pitt.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=1990389> **Excerpts: Chapters 1 and 2**

Booth, W.C., Colomb, G.G., & Williams, J.M. (2008). *The craft of research*, 3rd ed. Chicago, IL: University of Chicago Press. **NOTE:** you can access this book by Multi user ebook via pittcat.pitt.edu) **Excerpts: Chapters 2, 7-10**

Additional Readings: *In addition to the three required books above, we will read the following articles. All will be available through Canvas.*

Berger, W. (2014). *A more beautiful question: The power of inquiry to spark breakthrough ideas*. New York: Bloomsbury Publishing. **Excerpt chapters 1-3.**

Gawande, Atul. (2007). *Better*. New York: Picador. **Excerpt chapter: On Washing Hands**

Graff, G. & Birkenstein, C. (2018) *They Say / I Say: The Moves That Matter in Academic Writing* 4th Edition. New York: Norton & Company. **Excerpt part 1**

Lamott, A. (2005). *Shitty first drafts*. In P. Eschholz, A. Rosa, & V. Clark (Eds.), *Language awareness: Readings for college writers*. (pp. 93-96). Bedford: St. Martins.

The National Commission on Social, Emotional, and Academic Development. *From a nation at risk to a nation at hope*. Washington, DC: Aspen Institute. Available at <http://nationathope.org>. **Chapter 1**

Perry, J. A. (2015). *The EdD and the scholarly practitioner*. *School Administrator Magazine*. pp 21-25.

Assessments of Learning

The course includes two types of assignments. First, we require that you complete a set of self-guided online assignments. We do not provide feedback or grades for these assignments, but they are required for you to complete the course. Second, the course includes several more typical assignments. All of the assignments are summarized in the table below, then described more fully.

Note, even though we use an A or redo approach, we provide numbers to provide a sense of how large (or small) each assignment is in the scope of the class.

Self-guided Online Assignments

Please complete the following self-guided assignments as part of your participation in the two courses. Each assignment needs to be completed for you to receive your final grade for the course. Several assignments are due prior to the first class (5/16). Please see self-guided assignment sheet for in-depth procedural information for completing these assignments. Additional assignments are progressive and focus on a topic of your chosen interest.

- 1. APA tutorial.** Before class begins, complete the online tutorial at apastyle.org—see Canvas for the complete instructions. This is only a video introduction to APA but it is an important start. Nearly all scholarship in education is presented in the standard writing style of the American Psychological Association (APA). You will find that some journals, particularly work influenced by humanities disciplines, follow the Chicago Manual of Style. For this course, you will be expected to demonstrate facility with APA in all of your written work. Of particular importance are the **citation and reference** conventions of APA. We encourage you to purchase the APA manual in spiral-bound form to use as a desktop reference throughout your doctoral studies and beyond. The Online Writing Lab (OWL) at Purdue University is also an excellent resource.
- 2. Academic integrity/plagiarism tutorial.** We expect all students' work from the very beginning of the course to reflect the highest standards of academic integrity. From time to time, we all need reminders on how to cite and reference prior work with integrity. Everyone in the course is required to complete this online tutorial by the first class meeting. See Canvas for the link.
- 3. Personal Video Introductions via Flipgrid.** The EdD program was intentionally designed to include a large, diverse group reflecting a variety of experiences and perspectives related to education. The cohort is made up of individuals across nine areas of concentration: Educational Leadership; Health & Physical Activity; Higher Education Management; Language, Literacy and Culture; Out-of-School Learning, Social and Comparative Analysis in Education; Special Education; STEM; and Urban Education). All of you share a common goal: to achieve the highest degree available in your professional fields as you become expert scholar-practitioners. One challenge in such a large group is getting to know everyone. Toward that end, we ask that each of you post a brief video bio online so that we can begin to come to know this shared community. And please watch each other's bios as they are posted. You can post your bio from any device that has a camera, including desktop computer, laptop, and Android or iOS mobile device.

Here is the link: flipgrid.com/pittedd2020

- 4. IRB certification.** The University requires that all researchers complete human subjects research training before submitting any studies for review. For more information about the IRB and your expectations as a student researcher, see the Education section of the IRB website: <http://www.irb.pitt.edu/student-research>. Complete the two required modules on
 - a. Social & Behavioral Research – Basic/Refresher, and**
 - b. Social & Behavioral Responsible Conduct of Research.**

Allow at least 6 hours to complete the modules and quizzes. Upon completion, the system will grant you an online certificate. Present certificates on the date indicated on the course schedule. You are required to be IRB certified in order to receive a grade for the course.

If you already have IRB certification through Pitt’s CITI portal, you may submit proof of those. If you have CITI certification outside the Pitt system, you are still required to complete the CITI certification through the Pitt portal.

Regular Assignments

FOR ALL WRITTEN ASSIGNMENTS: Use APA style, as explained in the APA tutorial, for all citations and references. Submit work in an easily readable 11- or 12-point font, double-spaced. No title page (or running head) is needed for any assignment. Attend to the page ranges specified in the assignments.

ARCO Exploration Assignments

The Area of Concentration (ARCO) is an extremely important feature of the EdD program. Your ARCO guides all aspects of your EdD experience, including the four ARCO classes and your ongoing consideration of PoPs and areas to focus your study. In the summer programs we provide several opportunities for you to get to know your (and others’) ARCO.

5. **Group presentation.** The ARCO group presentation assignment has two goals: to allow you to get to know your ARCO and to help you understand the other ARCOs and students in your EdD cohort. Each ARCO group (and multiple groups in the case of large ARCOs) will put together and conduct a ~10-minute presentation with Q&A. We will likely arrange these presentations in smaller groups so you may give your presentation multiple times.
6. **Flipgrid: ARCO connections.** After ARCO groups present in class, we will set up a grid for each ARCO. For this assignment you do not need to post to your own ARCO’s grid (though feel free to respond to others’ posts); rather, pick one or two other ARCO grids to post in. In your post, discuss how our interests overlap, how we could connect and learn from the ARCO with your ARCO. For example, if you are in the out-of-school learning ARCO, you may decide to post in the STEM ARCO the similarities and differences between OSL and STEM.
7. **Flipgrid: Equity & Justice and my ARCO.** In this Flipgrid you will post [and reply at least once \(see calendar\)](#) within your ARCO about how opportunity gaps and the context of educational inequity plays out in your concentration area.) How does structural inequality manifest within your ARCO?

Learning Logs

The Learning Log (LL) assignments are designed stimulate independent thinking and reasoning beyond what is discussed in class. In class, we will engage in text discussions and analyze, compare, and discuss examples from practice related problems of practice, sources, root causes, and small tests of change. Following the in-class work, the LL assignments will provide an opportunity for you to gather your thoughts, apply what you have learned in class to your personal work experience/interest, and to make connections to research. The LL assignments focus on key issues related to the EdD process and arise from the assigned readings, classroom discussions and class activities. LL assignments are meant to be an extension of work started in class. Each LL should be three double-spaced pages.

The four LL assignments focus on the following topics:

8. **Small Test of Change:** Identify a small test of change that you will test prior to class. The small test of change can be related to a personal challenge you may be facing or something related to your work. The small test of change should be one that can be carried out between the May class session and June onramp so that there is an opportunity to “try out” making predictions, collecting evidence, and reflecting on the findings.
9. **Problems of Practice (PoP):** Write at least three problems of practice and identify ways in which the problems of practice align with the criteria identified in class and the research readings. Compare and contrast the three problems of practice you have identified.
10. **Sources:** Identify at least five sources. At least two of the sources must be research studies. Discuss the differences among the articles/studies and the ways in which they helped you to make sense of and understand the problems of practice you have identified.
11. **Root Causes:** Identify root causes for a problem of practice and create a fishbone diagram. Discuss reasons why the root causes were grouped on the fishbone diagram. Name some roots, identify why they are roots of the identified problems of practice, and discuss ways in which the roots relate to research.

By engaging in the LL assignments, you will be able to reflect on and work through what makes sense to you and as a result learn about what you need to gain greater clarity about in the future. These assignments will provide you opportunities to make connections to the readings and discussion notes from class, and they aim to give you a chance to raise additional questions for further research and inquiry. Learning Log assignments 1 through 3 will be started in class. Each LL assignment will be graded using the A for Outstanding or feedback will be given.

Final Paper

12. Improvement Science Process: Analyzing and Drawing Conclusions

Throughout the summer courses, you will engage with many aspects of the Improvement Science Process. We expect your thinking and understanding to develop via this engagement. We have also designed Learning Log assignments along the way to help support this learning and make it possible for you work toward the completion of this final paper and receive, feedback incrementally as well. The final paper is your opportunity to pull together your ideas and to apply the feedback that you have received on the LL assignments.

Complete the following in no more than 5 pages with references (*double-spaced, 1” margins, 11- or 12-point font*). Below is a suggested outline, but feel free to veer from this outline (i.e., present your information in a different order) if you like.

- a. Name the actionable problem.
Establish your problem space, including bounding the problem—i.e., what is inside and outside the scope of the problem? You may use a visual if it helps convey the problem space (not required). Make connections in your text to the characteristics of an actionable problem of practice discussed in class and identified by the research. Define the Initial state of the problem in your organization - What are the patterns of action (symptoms, cues, tasks) in your organization that create a tension between what is and what should be?
- b. Describe possible root causes of the problem.
Organize the root causes into a fishbone diagram. Identify roots and explain how the roots

are related to existing research (using sources). Justify how you have grouped the root causes in the fishbone diagram.

c. References.

List all references used in writing this paper. Be sure to use APA standard reference style.

13. Course Calendar		(tentative – subject to change)
Date (class days are shaded)	Reading/Texts Due	Assignments Due
May 9		Personal Flipgrid Introduction
May 16	Watch Peer Flipgrids Byrk et al. (2015): Preface and Introduction Perry (2015) Guwande (2004)	APA Tutorials Academic Integrity IRB Certifications
June 15	Berger (2014)	Small Test of Change
June 16	Mintrop (2016) Booth, Colomb, Williams (2008)	ARCO Presentations (due the day your group is assigned)
June 17	Graff & Birkenstein (2018) Lamott (2005) Byrk et al. (2015)	
June 18		
June 19		
June 23		Flipgrid ARCO Connections Post Flipgrid Equity & Justice Post
June 26		Flipgrid Equity & Justice Replies
June 27		PoP Learning Log
July 11		Sources Learning Log Root Causes Learning Log
July 25		Draft Final Paper
August 2		Final Paper

Policies and Tips

Use of Technology: This course uses a Canvas web site provided through the University. To access this, go to <http://canvas.pitt.edu> and log on using your Pitt user name and password. Or, you can go to www.my.pitt.edu and access the Canvas site there. For help logging onto the course, call 412-624-HELP. This help is available 24/7. The instructors cannot assist you with log-on problems.

Course Format: According to the University's definition of a credit hour, a one-credit course should have 14 contact hours, where a contact hour is 50 minutes of instruction. Thus a 3-credit course should have 2100 minutes of instruction (50 minutes/hour x 14 hours x 3 credits = 42 hours), and a two-credit course has 1400 minutes or 28 hours of instruction. In addition, students are expected to spend a minimum of 1.5 hours outside of class for each in-class hour. Therefore, you need to spend 1.5 x 28 course hours = 42 hours across 11 weeks, in addition to the core of 28 hours. This includes reading, completing weekly exercises, and working on graded assignments.

Attendance: Regular and prompt attendance in the class sessions is an essential part of the educational experience in the EdD program. Each course meets only four times throughout the term – missing one of those sessions constitutes a significant portion of the time for face to face interaction with instructors and peers.

Although students are expected to attend all class sessions, working professionals sometimes find themselves in circumstances that cause them to miss these class meetings. Exceptions may be made for a required **work-related commitment, illness, or valid emergency**. In such cases, students need to contact the course instructor to determine if there is any way to make up missed classwork.

If you are going to be absent for class because of a required work-related commitment, illness or valid emergency, please follow the following instructions:

1. Email the course instructor(s) with a copy to Harriet Wortzman (hrp9@pitt.edu) and your advisor with the reason for missing the class.
2. Complete the course or instructor specific make up requirements for missed classes prior to the next class meeting.
3. Adhere to the acceptable reasons for missing class outlined in the policy above. Please note that they do not include vacation and/or personal events.

Incomplete Grades: For this course, an “I” (Incomplete) Grade will be granted only if the student has actively attended to the course requirements but needs extended time to complete the required work to meet minimum expectations. If an Incomplete grade becomes necessary, the instructors will require you to propose a plan of action outlining how you will complete the work within no more than one term from the end of the course (and preferably a shorter period of time).

Statement on Classroom Recording: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.

Disability Services: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both the instructor and Disability Resources and Services (DRS), 140 William Pitt Union, (412) 648---7890, drsrecep@pitt.edu. (412) 228---5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for these courses.

The University offers an Emergency Notification Service (ENS) which is used to communicate with subscribers through voice, text, and email messages, as deemed appropriate in the event of an emergency. For instructions on how to register, please refer to CSSD’s website: <http://technology.pitt.edu/services/emergency-notification-service>.

Any changes to normal University operations will be announced as early as possible through the ENS, the University’s official website (www.pitt.edu), Twitter ([@PittTweet](https://twitter.com/PittTweet)), and local news media outlets.

Academic Integrity Guidelines: All students are expected to adhere to the standards of academic honesty. Any student engaged in cheating, plagiarism, or other acts of academic dishonesty would be subject to disciplinary action. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the [University Guidelines on Academic Integrity](#)

Provided here is the School of Education [Academic Integrity Policy](#). Please read the policy carefully.

The rights and responsibilities of faculty and students are described in the [University’s Academic Integrity Guidelines](#).

Departmental Grievance Procedures: The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in the EdD program believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines (See below) by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the department; (3) if needed, next talking to the associate dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer.

The more specific procedure for student grievances is as follows:

1. The student should talk to the faculty member to attempt to resolve the matter.
2. If the matter cannot be resolved at that level, the student should talk to the relevant department chair or associate chair (if the issue concerns a class) or his or her advisor.
3. If the matter remains unresolved, the student should talk to the chair of the EdD program, Dr. Charlene Trovato.
4. If needed, the student should next talk to the SOE associate dean of students (currently Dr. Michael Gunzenhauser). If the matter still remains unresolved, the student should file a written statement of charges with the dean’s designated Academic Integrity Administrative Officer (currently Dr. Michael Gunzenhauser).

Federal and State Background Checks and Clearances: All SOE students are now required to have federal and state clearances on file if they are working with or observing children as part of any university class or requirement. We are

putting in place a new system that will be in place soon to make sure that we are in compliance. For now, see [how students can get their clearances](#).

The School of Education [Policies and Forms](#) page on the SOE website explains several policies and procedures, including academic probation, course repeats, leaves of absence, monitored withdrawal, transfer credits, and statute of limitations.

Resources

Education Library Guide: See this Hillman Library [customized libguide](#), a gateway to resources for education students and faculty,

Religious Observances: See the [Provost's annual memo](#) about religious observances.

Emergencies: Do you have Pitt Police saved on your mobile phone? 911 works, or Pitt Police, 412-624-2121

Office of Diversity and Inclusion (ODI): Resources, consultation, and bias incident reporting:
<https://www.diversity.pitt.edu/>

Title IX office, resources regarding sexual harassment, gender-based discrimination, and sexual violence:
<https://www.titleix.pitt.edu/>

Catalogs: The University Catalogs have comprehensive information about policies, programs, and courses. There are University-level policies and policies specific to the School of Education. Bookmark these links and review these documents periodically.

- [Pittsburgh Campus Graduate and Professional Studies](#)

Student Mental Health: Counseling Center, in the Wellness Center in Nordenberg Hall:
<https://www.studentaffairs.pitt.edu/cc/> Call 412-648-7930, any time.

Sexual Assault Response: 412-648-7856

Care and Resource Support Team (CARS): Email pittcares@pitt.edu or see: <http://www.studentaffairs.pitt.edu/cars/>

Student Affairs Summary: [Faculty and Staff Guide for Helping Distressed Students](#)