



Pitt Education

Doctor of Education (EdD) Program: Summer 2020 Practitioner Inquiry 4 (EDUC 3008): Planning for Improvement

Class Times

Please reserve 8am- 12pm:
Saturday, May 16th
Saturday, June 6th
Saturday, June 27th
Saturday, July 25th

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

Jill A. Perry, PhD

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Office Hours: [By Appointment]

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.

Doctor of Education (EdD)

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 program prepares working professionals to become **scholarly 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 leader 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.

PI 4: Practitioner Inquiry Course

Rationale: In this final Practitioner Inquiry course, Scholarly Practitioners will put their learning from PI1,2,3 into action to create the Applied Inquiry Plan for their improvement study/Dissertation in Practice.

Description: Students will learn how to complete a *Plan-Do-Study-Act (PDSA)* cycle and describe the data gathering and analysis process. The Applied Inquiry Plan (AIP) will be completed and students will be positioned to move forward with the AIP Proposal.

Course Aims and Outcomes

Aims: The aim of this course is to have your theory of improvement reflected in a change ideas that will be ready for a PDSA cycle.

Specific Learning Outcomes: By the end of this course, students will:

- Provide a clear description of the **PDSA** cycle(s)
- Describe the types of **DATA** gathered, the **ANALYSES** planned to further examine and **INTERPRET** the evidence
- Describe how these data will support the improvement **MEASURES** of change (Process, Driver, Outcomes, and Balance)
- Produce a timeline (Gantt chart) to match your inquiry

Doctoral Requirements: Students will work toward completing requirements of your program in this course.

Course Format and Procedures

This course will be structured as a seminar, largely aimed at supporting the development of your individual improvement projects. Group learning will take place during the schedule class times (Saturday mornings). Students are expected to participate in synchronous and asynchronous activities during the class timeframe. We will do our best to make this time productive and engaging. In between Saturday classes, asynchronous work and activities are expected to be completed in between each session. This work will support the development of your individual improvement project and Dissertation in Practice.

Assumptions: As the final course in the PI series, we recognize that students might be anxious to pull their work together for their final year study. We also recognize that students are at

different learning stages with Improvement Science. Our aim is to work with the class as a whole while also supporting you individually in the development of your study plan. However, students should always remember that their advisors have the final say on their projects. The work produced in this course (PDSA cycle design, AIP, etc) will require advisor approval before it is brought to the overview. Therefore, we recommend that during the summer you stay in contact with your advisor, if possible.

Feedback and Grading Procedures

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. Students will receive feedback from one of the instructors throughout the semester. Additionally, students will receive feedback from peers and colleagues. Please note assignment descriptions for type of feedback that students can anticipate. Students can expect to receive instructor feedback online within one-two weeks of assignment submission.

Grading Scale:

Point Total	Final Letter Grade	Point Total	Final Letter Grade
94-100	A	77-79	C+
90-93	A-	74-76	C
87-89	B+	70-73	C-
84-86	B	60-69	D
80-83	B-	59 or below	F

G grades and I grades. Under certain conditions you may receive an "G" or an "I" grade for the course. The Graduate Catalog explains the difference between two kinds of Incompletes, the G grade and the I grade as:

G Grade: The G grade signifies unfinished course work due to extenuating personal circumstances. Students assigned G grades are required to complete course requirements no later than one year after the term in which the course was taken. After the deadline has passed, the G grade will remain on the record, and the student will be required to reregister for the course if it is needed to fulfill requirements for graduation.

I Grade: The I grade signifies incomplete course work due to nature of the course, clinical work, or incomplete research work in individual guidance courses or seminars.

As of August 16, 2018, G grades after one year automatically become non-changeable NG grades (no credit, no impact on grade point average).

Course Requirements

Course Readings

(a) Required text:

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 e-book at:
<http://pitt.idm.oclc.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=1285902>

(b) Additional Readings in Canvas:

Bennet, B. & Provost, L. (2015). What’s your theory? Quality Progress. Pp. 37-43.

Dixon, C., & Palmer, S. (2020). Transforming educational systems toward continuous improvement. Carnegie Foundation for the Advancement of Teaching.

Lucas, B. & Nacer, H. (2015). Habits of an improver. The Health Foundation. Pp 10-17.

New York City Dept of Education (NYCDOE) Improvement Science Handbook (2018). Chpts 3 & 4.

Perry, J., Zambo, D., & Crow, R. (2020). The Improvement Science Dissertation in Practice: A guide for faculty, committee members, and their students. Gorham, ME: Myers Education Press. Chapters 5, 6, & 7.

Yeager, D. et al (n.d.) Practical Measurement (draft paper). Carnegie Foundation for the Advancement of Teaching

Assignments	Due Date
<p>Final Theory of Improvement Written & Visual (200 pts)</p> <p>Building on your work from PI3, you will finalize <u>both</u> a written and visual version of your Theory of Improvement. Include a clear and measurable aim statement, succinct explanation and description of your theory of improvement represented by your driver diagram, answering the questions: What are we trying to accomplish, how will we know a change is an improvement, and what change can we make that will lead to improvement and why? And identify the Outcomes measures (lagging and leading), process measures (for your change), driver measures (impact of change on drivers) and balance measures (impact on system). Instructors will review and provide directional feedback for moving your work forward.</p>	<p>June 7th</p>
<p>AIP Part C (400pts)</p> <p>AIP Part C will include: PDSA Design (change, plan, protocols), Data (Gathering, Analysis and Interpretation, Measures), & Proposed Timeline to completion</p> <ul style="list-style-type: none"> • Provide a clear description of the PDSA cycle(s) that you will run (Include a copy of a PDSA sheet) • Describe the types of DATA gathered, the ANALYSES planned to further examine and INTERPRET the evidence and how these data will support the MEASURES of change • Produce a timeline (Gantt chart) to match your inquiry. <p>Instructors will review and provide directional feedback for moving your work</p>	<p>July 19th</p>

forward.

Draft AIP Proposal for Overview (300pts)

August 1st

You will bring together AIP Parts A,B,C with your review of supporting scholarship to develop a draft of your AIP Proposal for the Overview. A template for this will be provided. Instructors will review and provide directional feedback for moving your work forward. (Note: Final approval of AIP Proposal for the overview is given by advisor.)

Attendance/Participation (100pts)

Ongoing

Tentative Course Calendar (May change to accommodate guest presenters/student needs)

WEEK/DATE	TOPIC(S)	READINGS	ACTIVITIES	ASSIGNMENTS
Week 1: May 16th 8am-9:30am Sync 9:30-12:00pm Async	<ul style="list-style-type: none"> • Course Introduction • Review Theory of Improvement & Driver Diagrams • Introduce Improvement Measures 	<ul style="list-style-type: none"> •Syllabus •Bennett & Provost (2015) What's your theory? •Perry, Zambo & Crow (2020) Ch 5 Theory of Improvement 	<ul style="list-style-type: none"> • Q&A for course (Sync) • Review Theory of Improvement (Sync) • Edit as needed (Async) 	
Week 2: May 23rd	Understanding Improvement Measures	<ul style="list-style-type: none"> •Perry, Zambo, Crow (2020) Ch 6 Measures; •NYDOE Handbook Chpt 4 •Practical measurement article 	<ul style="list-style-type: none"> • Identify Improvement Measures • Update visual Driver Diagram 	
Week 3: May 30th	Pulling your theory together	None	<ul style="list-style-type: none"> • Update AIP Part B 	
Week 4: June 6th 8am-9:30am Sync 9:30-12:00pm Async	Model for Improvement & Plan-Do-Study-Act (PDSA)	<ul style="list-style-type: none"> •Perry, Zambo, Crow (2020) Ch 7 Testing Theory/Change •NYDOE Handbook Chpt 3 •PDSA Module Resources •Watch PDSA Video Part 1 and Part 2 	<ul style="list-style-type: none"> •PDSA Lecture (Sync) •Try a PDSA with IHI learning Activity (Async) 	DUE June 7th by 10pm: Final Theory of Improvement: Written & Visual
Week 5: June 13th	Independent Learning: Quantitative & Qualitative Modules	Select a module (either Quant or Qual, or both if you want mixed methods) in Canvas and read/learn/do activities	<ul style="list-style-type: none"> •Identify data collection and analysis methods-- consider what kinds of data you'll need •Understand how to determine reliability and validity 	

Week 6: June 20th	Independent Learning: Methods Modules	Select modules in Canvas for types of methods you want to use and read/learn/do activities	•Design Protocols	
Week 7: June 27th 8am-9:30am Sync 9:30-12pm Async	Methods Check in/AIP Part C	none	•Q&A: Methods •Discussion: AIP Part C •Begin PDSA Design	
Week 8: July 5th	Being an Improver	•Lucas & Nacer: Habits of an Improver pp 10-17	•Work on PDSA Design & Protocols	•Instructor Check-ins (sign up in Canvas)
Week 9: July 11th	Being an Improver	•Bryk et al Chapter 7	•Work on PDSA Design & Protocols	•Instructor Check-ins (sign up in Canvas)
Week 10: July 18th	Being an Improver	•Dixon & Palmer: Transforming Educational Systems	•Work on PDSA Design & Protocols	• DUE: AIP Part C July 19th by 10pm •Virtual Fireside chat Date: TBD (optional)
Week 11: July 25th 8am-9:30am Sync 9:30-12:00pm Async	Pulling it all Together	•Drafting the AIP Proposal for Overview	•Use template	
Final				DUE: Draft Proposal August 1st

Use of Technology: This course uses Canvas as the its learning platform provided through the University. To access the course Web site, 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: Hybrid (Synchronous & Asynchronous for SU2020)

A hybrid course is not a reduced-time course. 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.

Policies

Attendance

Regular and prompt attendance in the Saturday 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 Saturday 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.

Inclement Weather Policy

Only the Chancellor may officially close the Pittsburgh campus of the University. The University will remain open in all but the most extreme circumstances. Cancellation of classes ***does not imply*** that the University is closed.

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. Tom Akiva.
4. If needed, the student should next talk to the SOE associate dean of students (Dr. Shedrick McClendon). If the matter still remains unresolved, the student should file a

written statement of charges with the dean's designated Academic Integrity Administrative Officer (Dr. Shedrick McClendon).

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.

Communications

Email

1. Email directly from Canvas or your *Pitt* email. We do not answer emails that are not from a pitt.edu address.
2. Tell us who you are and help us figure out what you need: In the subject line, it helps if you mention what you need, so we can look it up and respond faster. We cannot memorize all your monograms, so please sign all emails with your name!

3. **Telephone Calls or Office Appointments**

You may need to have a conversation about something in the course. We will arrange either a telephone/Zoom "office hours" or meetings on an as needed basis. Just email me and let me know your available time/days. I will be glad to schedule a conference between 9am and 5pm Monday through Friday, at a mutually convenient time.

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](#)