



# 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 15<sup>th</sup>  
Saturday, June 5<sup>th</sup>  
Saturday, June 10<sup>th</sup>  
Saturday, July 31<sup>th</sup>

Online via [canvas.pitt.edu](https://canvas.pitt.edu)  
<https://pitt.zoom.us/j/96886426008> Password: PI4

**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**  
Associate Professor of the Practice  
Educational Foundations,  
Organization, and Policy/  
Executive Director, CPED  
[jperry@pitt.edu](mailto:jperry@pitt.edu)  
**Office Hours:** Calendly.com/jperry-9  
**Cell:** 301-204-2644 (text works well)

**Kevin Crowley, PhD**  
Professor & Associate Dean  
School of Education  
[crowleyk@pitt.edu](mailto:crowleyk@pitt.edu)  
**Office Hours:** By appointment

**Emma Abruzzo, PhD**  
**Candidate, SCAE**  
Teaching Assistant  
[Eta9@pitt.edu](mailto:Eta9@pitt.edu)  
**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 learn about the final phase of Improvement Science including understanding disciplined inquiry in testing their change idea. The product of this course will complete the final section of their Applied Inquiry Plan.

**Description:** Students will learn how to complete a *Plan-Do-Study-Act (PDSA)* cycle through testing a mini-PDSA. They will learn about focus groups, document analysis, and observation data collection techniques. Students will complete AIP Part C 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 idea that will be ready for the PDSA cycle in your DiP

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

- Pilot a mini-PDSA cycle
- Provide a clear description of the **PDSA** cycle(s) they will undertake with the DiP
- 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 and data collection and analysis. 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:**

Students will be divided into three grading groups—see Canvas for your assigned group.

**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

**I. Course Readings**

**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>

Crow, R., Hinnant-Crawford, B.N., & Spaulding, D.T. (2019). *The educational leader's guide to improvement science*. Myers Ed Press. ISBN: 978-1-9755-0095-5 You can access e-book at: <https://ebookcentral.proquest.com/lib/pitt-ebooks/detail.action?docID=5844881&query=Bryk>

Perry, J.A., Zambo, D., & Crow, R. (2020). *The improvement science dissertation in practice: A guide for A Guide for Faculty, Committee Members, and their Students*. Myers Education Press You can access e-book at: <https://ebookcentral.proquest.com/lib/pitt-ebooks/detail.action?docID=6260836&pq-origsite=primo>

Hinnant-Crawford, B. N. (2020). *Improvement science in education: A primer*. Myers Education Press. You can access e-book at: <https://ebookcentral.proquest.com/lib/pitt-ebooks/detail.action?pq-origsite=primo&docID=6260835>

**Additional Readings in Canvas:**

These will be located in the weekly module folder.

**II. Assessment of Learning**

<b>Assignments</b>	<b>Due Date</b>
<i>Below is a list of assignments. More detailed descriptions of each will be provided in Canvas.</i>	
<b>Document Analysis of Institutional Primary Sources:</b> Students will try the document analysis method of data collection and analysis on primary source documents <b>10 points</b>	<b>May 23<sup>rd</sup> 11:59pm</b>
<b>Observation and Analysis of Equity in Institutional Contexts:</b> Students will carry out the observation method of data collection and analysis. <b>10 points</b>	<b>May 30<sup>th</sup> 11:59pm</b>
<b>Focus Group Facilitation of Institutional Actors:</b> Students will develop and conduct a small focus group and share process findings. <b>10 points</b>	<b>June 6<sup>th</sup> 11:59pm</b>
<b>Mini-PDSA:</b> Students will design and complete 1-2 cycles of a PDSA <b>25 points</b>	<b>July 11<sup>th</sup> 11:59pm</b>
<b>Critical Friends Protocol:</b> Students will describe steps of your intervention, define your inquiry questions, and describe your predictions. Share with a colleague for critical feedback. <b>5 points</b>	<b>July 18<sup>th</sup> 11:59pm</b>
<b>Critical Friends Protocol:</b> Students will describe participants and methods to be used to gather data; Create data gathering protocols. Share with a colleague for critical feedback. <b>5 points</b>	<b>July 25<sup>th</sup> 11:59pm</b>
<b>Inquiry Questions &amp; Protocol Questions Alignment:</b> Students will create a chart that demonstrates how their protocol questions align with their PDSA Inquiry Questions <b>10 points</b>	<b>August 1<sup>st</sup> 11:59pm</b>

<b>AIP Part C:</b> Students will complete the final section of their AIP—the PDSA cycle <b>25 points</b>	<b>August 4<sup>th</sup> 11:59pm</b>
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## Policies

**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](http://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 SU2021)**

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.

### **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) 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).

### **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](mailto: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](http://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. 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. See individual faculty (listed at top of syllabus) for how to schedule.

### **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](mailto:pittcares@pitt.edu) or see:  
<http://www.studentaffairs.pitt.edu/cars/>

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

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## Tentative Course Calendar

*(May change to accommodate guest presenters/student needs)*

WEEK/DATE	TOPIC(S)	READINGS	ASSIGNMENTS
<b>CLASS: May 15<sup>th</sup></b>	<b>PLAN</b>	Bryk et al (2015) chpts 4 & 5 Perry et al (2020) chpt 7 Bourke (2014) Portela et al (2015) Smith (2019) in Crow et al (2019)	
<b>Week 1: May 17-23</b>	Document Analysis	Bowden (2009) Taylor et al (2015) Chpts 5& 11	<b>Due:</b> Document Analysis Assignment May 23rd 11:59pm
<b>Week 2: May 24-30</b>	Observation	Menter et al (2011) Chpt 10 Taylor-Powell & Steele (1996) Maryasti (2013) pp.359-364 Youtube video (see Canvas)	<b>Due:</b> Observation Assignment May 30th 11:59pm
<b>Week 3: May 31-June 6</b>	Focus Groups	Morgan (2012) Krueger & Casey (2001) Smith et al (2015) Gillett et al (2016)	<b>Due:</b> Focus Group Assignment June 6th 11:59pm
<b>CLASS: June 5<sup>th</sup></b>	<b>PLAN</b>	Hinnant Crawford Chpt 8 NYCDOE Chpt 3 PDSA Videos Part 1 & 2 (in Canvas)	Bring an idea for a work-related mini-PDSA
<b>Week 4: June 7-13</b>	PLAN Mini-PDSA	Review PDSA: Sheet, Checklist, Guiding Questions, Process Map	Create Mini-PDSA Plan (details in Canvas)
<b>Week 5: June 14-20</b>	DO-STUDY-ACT Mini-PDSA	NYCDOE Chpt 4	Implement first cycle
<b>Week 6: June 21-27</b>	DO-STUDY-ACT Mini-PDSA	Methods: Deep Dive Read Quantitative or Qualitative Modules	Study mini-PDSA results and determine changes to enact second cycle



<b>Week 7: June 28-July 4</b>	DO-STUDY- ACT Mini- PDSA	Methods: Deep Dive Read Quantitative or Qualitative Modules	Implement second cycle
<b>Week 8: July 5-11</b>	Summarize Mini-PDSA		<b>Due:</b> Mini-PDSA Flipgrid and PDSA sheets July 11 <sup>th</sup> 11:59pm
<b>CLASS: July 10th</b>	<b>DiP PDSA Design</b>	Biag (2019) in Crow et al (2019)	Be prepare to share out your Mini-PDSA experience (not formal)
<b>Week 9: July 12-18</b>	DiP PDSA	Harris & Smith ISDiP (2020) Corman (2019) in Crow et al (2019) Thorstad (2019) in Crow et al (2019)	Describe the steps of your intervention, Define your Inquiry Questions and Describe your predictions  <b>Due:</b> Critical Friends Feedback July 18th 11:59pm
<b>Week 10: July 19-25</b>	DiP PDSA	Smith & Brinson ISDiP (2020) Carpenter & Peterson (2019) in Crow et al (2019) Facin & Dailey (2019) in Crow et al (2019)	Describe Participants and Methods to be used to gather data; Create data gathering protocols  <b>Due:</b> Critical Friends Feedback July 25th 11:59pm
<b>Week 11: July 26-Aug 1</b>	DiP PDSA	none	<b>Due:</b> Chart Alignment Inquiry Questions to Protocol Questions August 1 11:59pm
<b>CLASS: July 31<sup>st</sup></b>	Becoming Improvers	Bryk et al (2015) Chpt 7 Hinnant Crawford (2020) Epilogue Lucas & Nacer (2015)	Bring a draft of your AIP Part C
<b>Week 12: August 2 -8</b>	Pulling the DiP Overview together	Watch Video lesson in Canvas	<b>Due:</b> AIP Part C final assignment August 4 <sup>th</sup> 11:59pm