



Loyola Marymount  
University

# **Social Justice as a Cross-Cutting Theme in the Ed.D: Theory and Praxis**

**Elizabeth C. Reilly & Jill Bickett**  
**CPED Convening, Fall 2019**

# Agenda

## Social Justice Theory & Practice in the Ed.D.

### **Assumptions about Social Justice in the Ed.D.**

What do we believe about socially-just education?

### **Launching the Conversation: Two Courses, One Goal**

An overview of one theory & one methods course that thread social justice: Blending theory & praxis (via fun activities)

### **Looking Forward**

Conversation about social justice and your Ed.D., and resources for you

What questions do you have about social justice & your Ed.D. program & courses?

**THINK, PAIR, SHARE**

Strong Equity v. Thin Equity  
Social Justice: Cross-cutting & Embedded  
CPED-Influenced

# **ASSUMPTIONS**

# Assumptions

## The Research-y Stuff

### Thin Equity

- Curtailing of individual rights & liberties, with resulting solutions focus on equal access and market-based changes

### Strong Equity

- Focus on legacies of systemic injustices, with resulting solutions focus on increasing participatory democracy

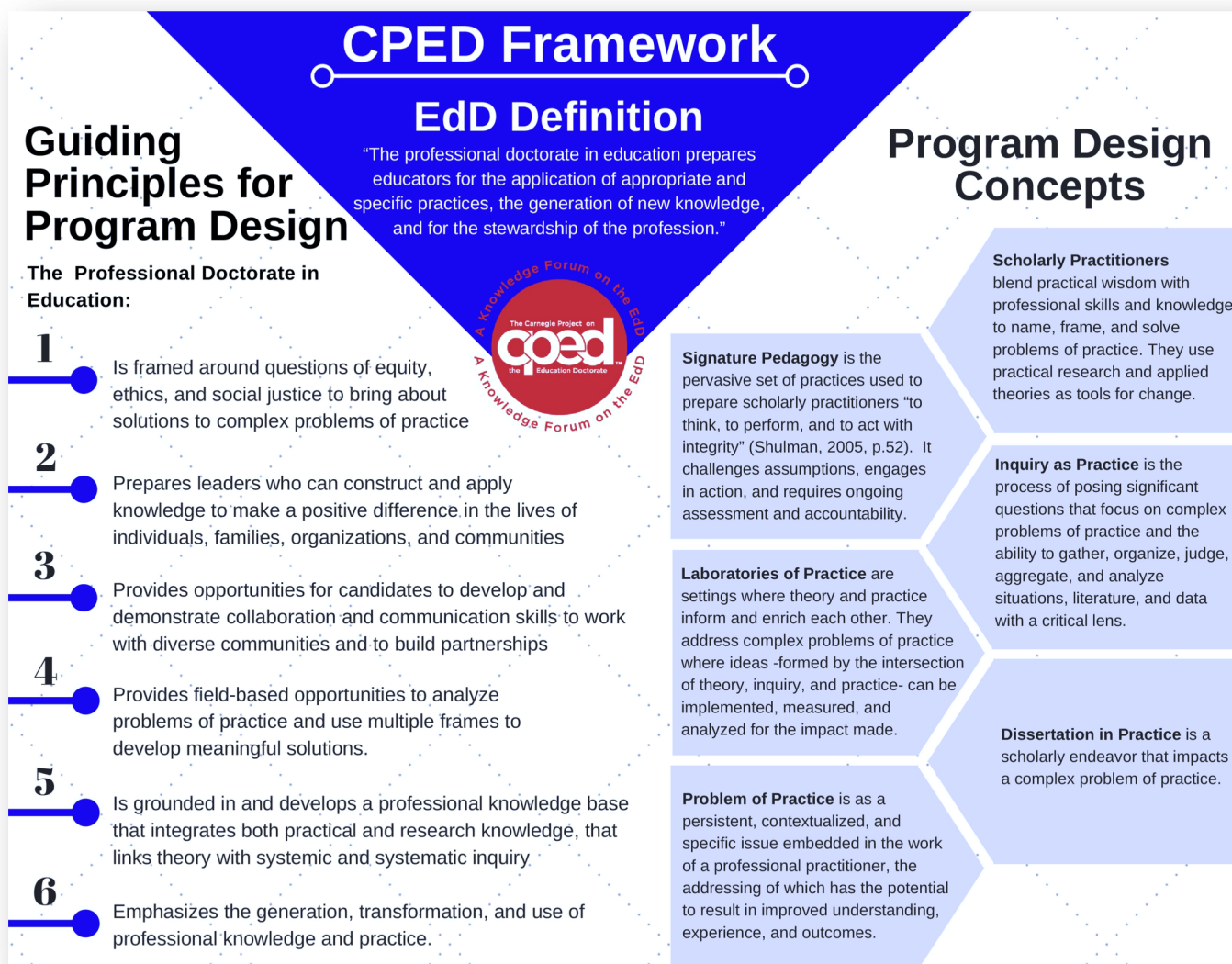
Education Deans for Justice and Equity (2019)

# Social Justice

## Cross-cutting & Embedded

- Analyze the economic, political, legal, and sociocultural context of education.
- Engage in inquiry and research to promote inclusive excellence in education and/or society.
- Articulate how theory and research influence the development of personal leadership practice.
- Advocate for the transformation of educational and community settings into just and equitable learning environments.

# CPED-Influenced



Moral & Ethical Leadership

Situated Inquiry

LMU'S Educational Leadership for Social Justice Ed.D.

# THE CASE





[illegible]

# What is the Ed.D. in Educational Leadership for Social Justice?

- <https://youtu.be/3uOMYGsY5t0>



# Course of Study

Year 1	Year 2	Year 3
<p><b>Summer</b></p> <ul style="list-style-type: none"> <li>❖ Orientation</li> <li>❖ Situated Inquiry in Education</li> <li>❖ Moral &amp; Ethical Leadership</li> </ul> <p><b>Fall</b></p> <ul style="list-style-type: none"> <li>❖ Quantitative Research in Education</li> <li>❖ Transformative Leadership for Student Achievement</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>❖ Qualitative Research in Education</li> <li>❖ Leadership for Social Justice in Education</li> </ul> <p><b>Dissertation Benchmark 1</b></p> <ul style="list-style-type: none"> <li>❖ Preliminary Review</li> </ul>	<p><b>Summer</b></p> <ul style="list-style-type: none"> <li>❖ Preliminary Review</li> <li>❖ Contextualizing Leadership in Private/Public Education</li> <li>❖ Management of Fiscal/Human Capital</li> </ul> <p><b>Fall</b></p> <ul style="list-style-type: none"> <li>❖ Dissertation Proposal Design</li> <li>❖ Organizational Theory &amp; Change</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>❖ Research Seminar</li> <li>❖ Legal &amp; Policy Issues in Education</li> </ul> <p><b>Dissertation Benchmark 2</b></p> <ul style="list-style-type: none"> <li>❖ Dissertation Proposal Defense</li> <li>❖ Advancement to Candidacy</li> <li>❖ LMU Institutional Review Board</li> </ul>	<p><b>Summer</b></p> <ul style="list-style-type: none"> <li>❖ Dissertation Seminar I</li> <li>❖ Educational Change &amp; Innovation</li> </ul> <p><b>Fall</b></p> <ul style="list-style-type: none"> <li>❖ Dissertation Seminar II</li> <li>❖ Doctoral Colloquia</li> </ul> <p><b>Spring</b></p> <ul style="list-style-type: none"> <li>❖ Doctoral Dissertation I</li> <li>❖ Doctoral Colloquia (continued)</li> </ul> <p><b>Dissertation Benchmark 3</b></p> <ul style="list-style-type: none"> <li>❖ Final Dissertation Defense</li> </ul> <p><b>Commencement!</b></p>



# Many Ways of Emphasizing Leadership for Social Justice

- Dissertation
- Colloquium
- Policy Fieldtrip
- Community-based Learning
- Coursework

# Situated Inquiry: Module 1

## Research Skill

- Introducing the importance of research for education leaders
- Introducing the notion that researchers can be revolutionaries
- Exploring needs in their context that require revolution

## Leadership for Social Justice

- Discussion with the Dean about critical areas of research in Educational Leadership for Social Justice
- Sir Ken Robinson on an Education Revolution  
[https://www.ted.com/talks/sir\\_ken\\_robinson\\_bring\\_on\\_the\\_revolution/discussion?awesm=on.ted.com\\_8L8v](https://www.ted.com/talks/sir_ken_robinson_bring_on_the_revolution/discussion?awesm=on.ted.com_8L8v)
- Belzer and Ryan (2013), *"Defining the Problem: Where's the Practice, What's the Problem?"*  
<https://eric.ed.gov/?id=EJ1145895>



# Situated Inquiry: Module 2

## Research Skill

- Reading Research
- Writing an Article Summary

## Leadership for Social Justice

- Bertrand, M., & Rodela, K. (2017). A framework for rethinking educational leadership in the margins: Implications for social justice leadership preparation.  
<https://journals.sagepub.com/doi/full/10.1177/1942775117739414>
- Brown, K. (2006). Leadership for social justice and equity: Evaluating a transformative framework and andragogy.  
<https://journals.sagepub.com/doi/pdf/10.1177/0013161X06290650>
- Matthews, D., Edwards, D., & Rincones, R. (2016). Social justice leadership and family engagement: A successful case from Ciudad Juarez, Mexico.  
<https://journals.sagepub.com/doi/full/10.1177/0013161X16664006>



# Situated Inquiry

## Module 3

### Research Skill

- Writing the Literature Review

### Leadership for Social Justice

Kosmützky, A., & Putt, R. (2015).

Transcending borders and traversing boundaries: A systematic review of the literature on transnational, offshore, cross-border and borderless higher education

<https://journals.sagepub.com/doi/full/10.1177/1028315315604719>

Weaver-High Tower, M. (2003). The boy turn in research on gender and education.

<https://journals.sagepub.com/doi/10.3102/00346543073004471>

Vergara, S. (2017) Lived history of a transformative leader with a disability: An Evocative Autoethnography for Social Justice <https://digitalcommons.lmu.edu/etd/456/>

Cunningham, M. (2015). Intergroup relations in inclusive classrooms: The development and validation of the intergroup relations classroom environment scale.

<https://digitalcommons.lmu.edu/etd/190/>

Aguilar, J. (2013). Latinas' access to Advanced Placement courses; A case study of a Catholic female single sex school

<https://digitalcommons.lmu.edu/etd/216/>





# Situated Inquiry

## Module 5

### Research Skill

- Introduction to Qualitative Research
- Introduction to Quantitative Research

### Leadership for Social Justice

- Lardier, D. T., Herr, K. G., Barrios, V. R., Garcia-Reid, P., & Reid, R. J. (2017). Merit in meritocracy: Uncovering the myth of exceptionality and self-reliance through the voices of urban youth of color.  
<https://journals.sagepub.com/doi/full/10.1177/0013124517727583>
- Gottfried, M, Estrada, F. Sublett, C. (2015). STEM education and sexual minority youth: Examining math and science coursetaking patterns among high school students  
<https://muse.jhu.edu/article/600980/pdf>



# Literature Review Matrix

Initially developed by Magaly Lavadenz, Ph.D.

1: Article/Chapter/Resource	2: Summary/Key Words	3: Methodology (Qualitative vs. Quantitative)	4: Relevance (use evaluation criteria below)	5: Quality (use evaluation criteria below)	6: Coding	7: LSJ

## Evaluation Criteria

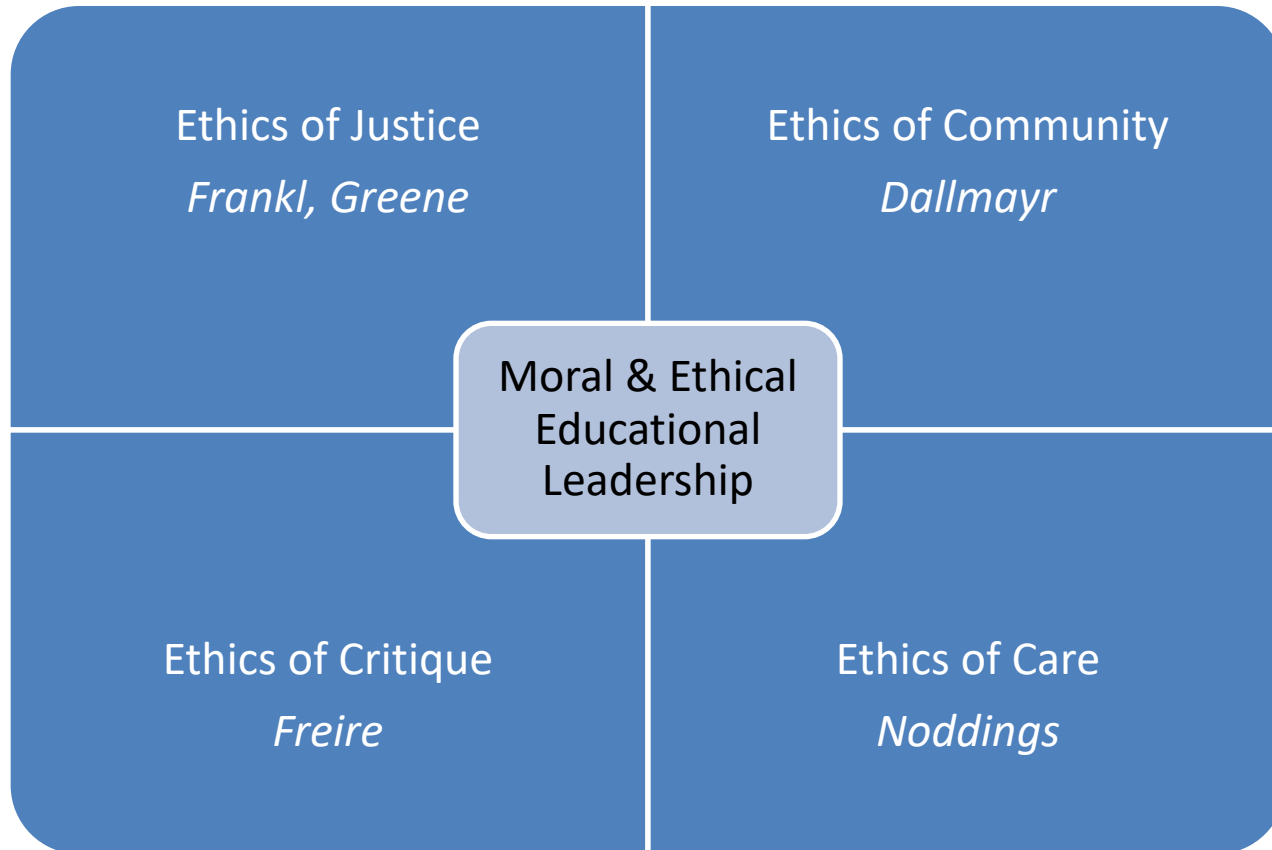
1. Excellent resource. High Quality. Peer Reviewed. Very relevant. Very useful.
2. Adequate resource. Moderate Quality. May be Peer Reviewed. Somewhat relevant. Somewhat useful.
3. Questionable resource. Not Peer Reviewed. Tangentially relevant. Possibly useful.

# Moral & Ethical Leadership

Module	Theorists	Remarks
<b>Module 1</b> <ul style="list-style-type: none"> <li>My Moral and Ethical Leadership Story</li> <li>The Morals &amp; Ethics of Justice, Critique, Care &amp; Community</li> <li>Norm Setting that Models 4 Themes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Joan P. Shapiro &amp; Jacqueline A. Stefkovich</li> <li>➤ Reilly</li> <li>➤ Patterson</li> </ul>	Shapiro & Stefkovich developed the Ethical Leadership and Decision-Making model on which we base the model, but we replace “Profession” with “Community,” based on Reilly’s research. To embody the four themes, we will discuss Patterson and norm-set and risk by writing & sharing our own moral and ethical leadership stories
<b>Module 2</b> <b>Morals &amp; Ethics of Justice</b> <ol style="list-style-type: none"> <li>Is there a law, right, or policy that would be appropriate for resolving a particular ethical dilemma?</li> <li>Why is this law, right, or policy the correct one or this particular circumstance?</li> <li>How should the law, right, or policy be implemented?</li> </ol>	<ul style="list-style-type: none"> <li>➤ Viktor Frankl</li> <li>➤ Maxine Greene</li> <li>➤ Martin Scanlon</li> </ul>	Holocaust literature presents many moral and ethical philosophies. Frankl’s Logotherapy is among the most famous and is grounded in existentialism. Social philosopher Maxine Greene “worried we might collectively fall asleep in the middle of fascism, and wake up too late.” Scanlon’s work on Catholic social teaching connects us to LMU’s mission & identity.



# Four Frames



Shapiro, J. P., & Stefkovich, J. A. (2016)

# Constructing Meaning with the Four Frames: An Activity



How do you and/or your program define the concept of “social justice”?

What challenges does your program encounter regarding inclusion of social justice?

Some Resources

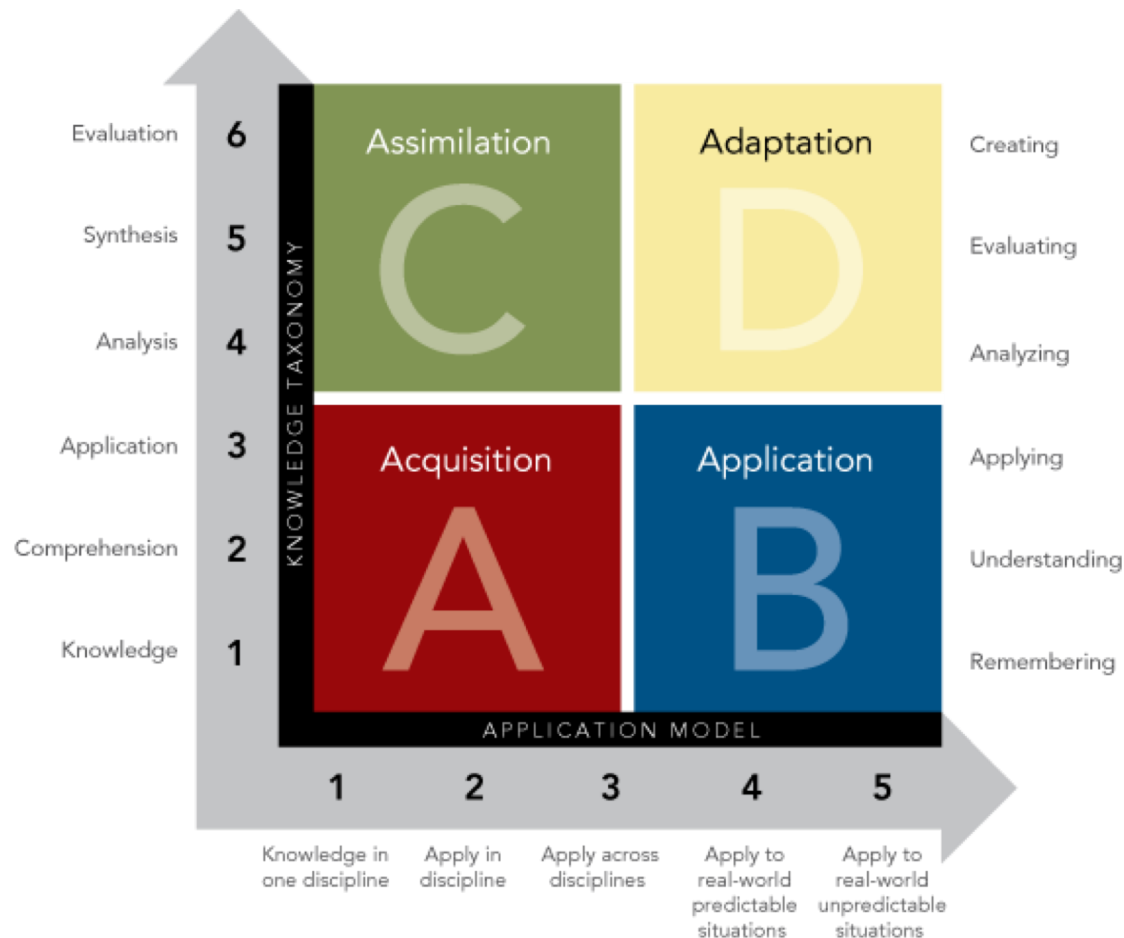
## **LOOKING FORWARD**



# Looking forward...

- How do you and/or your program define the concept of “social justice”?
- What challenges does your program encounter regarding inclusion of social justice?
- Some Resources
  - *Check out Buss article for assessing your program*
  - *Check out Rigor & Relevance Framework*
  - *Check out the many references for guidance*

# Rigor & Relevance Framework



# How to read the Rigor & Relevance Framework

## Action Continuum

Acquisition  
of Knowledge → Application  
of Knowledge

## Thinking Continuum

Assimilation of Knowledge



Acquisition of Knowledge



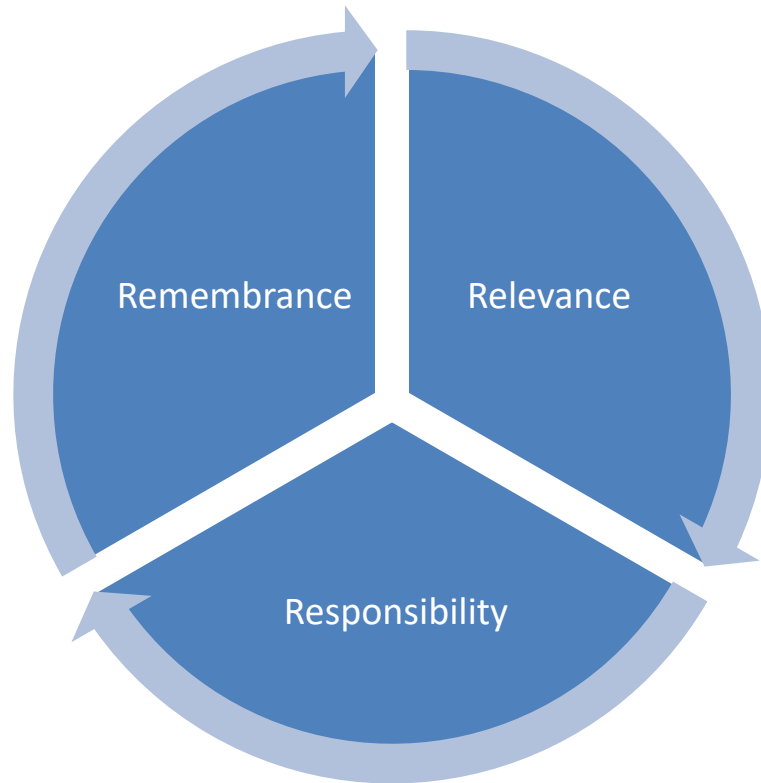


# Codes for A, B, C, & D

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.



# Wall of Remembrance Activity



# References

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- Cochran-Smith, M., Carney, M.C., Keefe, E.S., Burton, S., Chang, W., Fernandez, M.B., Miller, A., Sanchez, J.G., & Baker, M. (2018). *Reclaiming accountability in teacher education*. New York, NY: Teachers College Press.
- Dallmayr, F. (2017). *Democracy to come: Politics as relational praxis*. Oxford, UK: Oxford University Press.
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- Frankl, V. (2006). *Man's search for meaning*. Boston, MA: Beacon Press.

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Four Arrows. (2017). Four ways to expand the foundation for CPED's social justice framework. *Impacting Education: Journal on Transforming Professional Practice*, 2, pp. 28-32.

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Noddings, N. (2013). *Caring. A relational approach to ethics and moral education*, 2<sup>nd</sup> ed. Berkeley, CA: University of California Press.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2012). *Crucial conversations: Tools for talking when the stakes are high*. New York, NY: McGraw-Hill Books.

Shapiro, J. P., & Stefkovich, J. A. (2016). *Ethical leadership and decision making in education*. Abingdon-on-Thames, UK: Routledge.

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