

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 marketbased 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

CPED Framework

Guiding Principles for Program Design

EdD Definition

"The professional doctorate in education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and for the stewardship of the profession."

Signature Pedagogy is the

pervasive set of practices used to

prepare scholarly practitioners "to

think, to perform, and to act with integrity" (Shulman, 2005, p.52). It

challenges assumptions, engages

in action, and requires ongoing

assessment and accountability.

Laboratories of Practice are

implemented, measured, and

analyzed for the impact made.

Problem of Practice is as a

persistent, contextualized, and

of a professional practitioner, the

specific issue embedded in the work

addressing of which has the potential

to result in improved understanding, experience, and outcomes.

settings where theory and practice

inform and enrich each other. They

address complex problems of practice

where ideas -formed by the intersection of theory, inquiry, and practice- can be

The Professional Doctorate in Education:



Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice

Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities

Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships

Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.

Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry

Emphasizes the generation, transformation, and use of professional knowledge and practice.

Program Design Concepts

Scholarly Practitioners blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice. They use practical research and applied theories as tools for change.

Inquiry as Practice is the process of posing significant questions that focus on complex problems of practice and the ability to gather, organize, judge, aggregate, and analyze situations, literature, and data with a critical lens.

Dissertation in Practice is a scholarly endeavor that impacts a complex problem of practice.

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Moral & Ethical Leadership

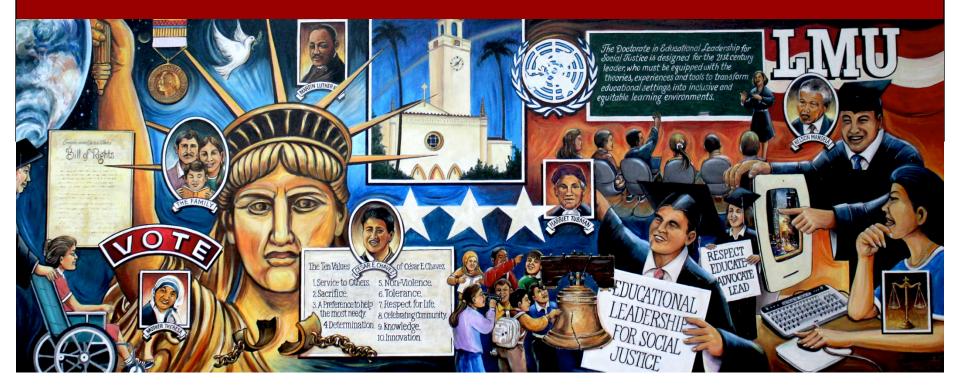
Situated Inquiry

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

THE CASE



Doctor of Education Educational Leadership for Social Justice



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

https://youtu.be/3uOMYGsY5t0



Course of Study

Year 1		Year 2		Year 3		
Summer			Summer		Summer	
*	Orientation	*	Preliminary Review	*	Dissertation Seminar I	
**	Situated Inquiry in Education	*	Contextualizing Leadership in	*	Educational Change &	
*	Moral & Ethical Leadership		Private/Public Education		Innovation	
		**	Management of Fiscal/Human			
	Fall		Capital		Fall	
**	Quantitative Research in			*	Dissertation Seminar II	
	Education		Fall	*	Doctoral Colloquia	
*	Transformative Leadership for	*	Dissertation Proposal Design			
	Student Achievement	*	Organizational Theory &			
			Change		Spring	
	Spring		Spring	*	Doctoral Dissertation I	
**	Qualitative Research in	*	Research Seminar	*	Doctoral Colloquia (continued)	
	Education	**	Legal & Policy Issues in			
**	Leadership for Social Justice		Education		Dissertation Benchmark 3	
	in Education			•;•	Final Dissertation Defense	
			Dissertation Benchmark 2			
	Dissertation Benchmark 1	*	Dissertation Proposal Defense		Commencement!	
*	Preliminary Review	*	Advancement to Candidacy			
	- ,	*	LMU Institutional Review			
			Board			

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 revol ution/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.



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 <u>https://digitalcommons.lmu.edu/etd/456/</u>

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 selfreliance 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.

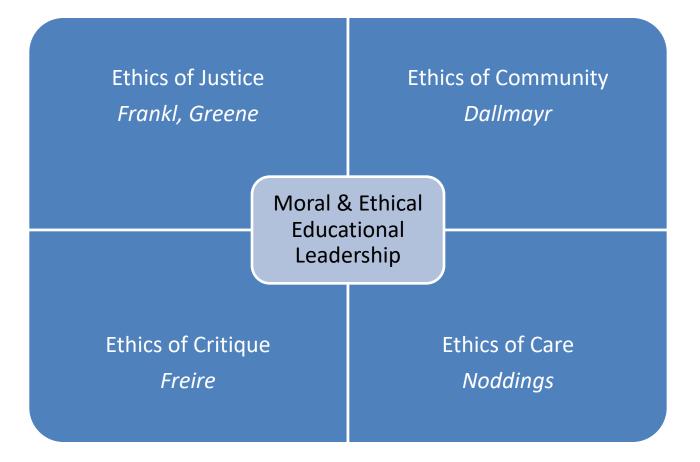
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Moral & Ethical Leadership

Module	Theorists	Remarks	
 Module 1 My Moral and Ethical Leadership Story The Morals & Ethics of Justice, Critique, Care & Community Norm Setting that Models 4 Themes 	 Joan P. Shapiro & Jacqueline A. Stefkovich Reilly Patterson 	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	
 Module 2 Morals & Ethics of Justice Is there a law, right, or policy that would be appropriate for resolving a particular ethical dilemma? Why is this law, right, or policy the correct one or this particular circumstance? How should the law, right, or policy be implemented? 	 Viktor Frankl Maxine Greene Martin Scanlon 	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

Ethics of Justice Human Rights Laws, Rule of Law Policies promoting justice	Ethics of Community Collective Morality Values Character		
Educa	& Ethical ational ership		
Ethics of Critique	Ethics of Care		
Redefine & reframe	Loyalty, Trust		
Privilege, Power	Empowerment		
Culture, Language Social Justice	Consider consequences of decisions & actions		



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

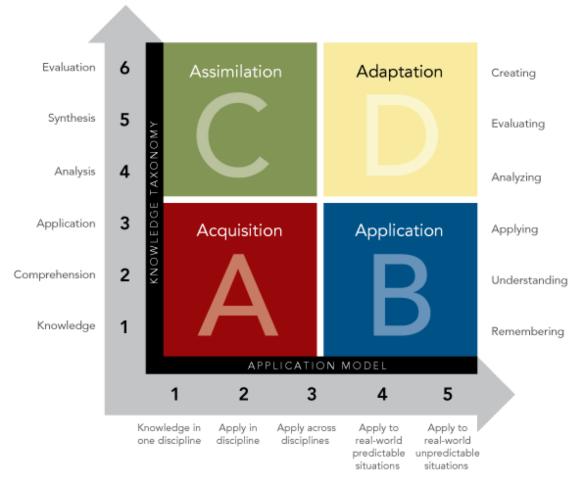


Looking forward...

- 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





http://www.leadered.com/our-philosophy/rigor-relevance-framework.php

How to read the Rigor & Relevance Framework





http://www.leadered.com/our-philosophy/rigor-relevance-framework.php

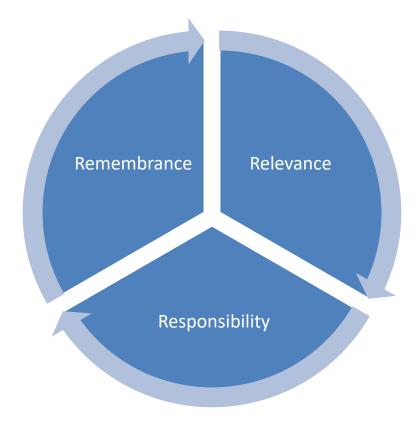
Codes for A, B, C, & D

А	В	С	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.



http://www.leadered.com/our-philosophy/rigor-relevance-framework.php

Wall of Remembrance Activity





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Defining the Next Generation of Leaders