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
ASSUMPTIONS

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

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

**CPED Framework**

**Guiding Principles for Program Design**

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry
6. Emphasizes the generation, transformation, and use of professional knowledge and practice

**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.”

**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.
- **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 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 implemented, measured, and analyzed for the impact made.
- **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.
- **Problem of Practice** is as a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes.
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

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer</strong>&lt;br&gt;orientation&lt;br&gt;situated inquiry in education&lt;br&gt;moral &amp; ethical leadership</td>
<td><strong>Summer</strong>&lt;br&gt;preliminary review&lt;br&gt;contextualizing leadership in private/public education&lt;br&gt;management of fiscal/human capital</td>
<td><strong>Summer</strong>&lt;br&gt;dissertation seminar I&lt;br&gt;educational change &amp; innovation</td>
</tr>
<tr>
<td><strong>Fall</strong>&lt;br&gt;quantitative research in education&lt;br&gt;transformative leadership for student achievement</td>
<td><strong>Fall</strong>&lt;br&gt;dissertation proposal design&lt;br&gt;organizational theory &amp; change</td>
<td><strong>Fall</strong>&lt;br&gt;dissertation seminar II&lt;br&gt;doctoral colloquia</td>
</tr>
<tr>
<td><strong>Spring</strong>&lt;br&gt;qualitative research in education&lt;br&gt;leadership for social justice in education</td>
<td><strong>Spring</strong>&lt;br&gt;research seminar&lt;br&gt;legal &amp; policy issues in education</td>
<td><strong>Spring</strong>&lt;br&gt;doctoral dissertation I&lt;br&gt;doctoral colloquia (continued)</td>
</tr>
<tr>
<td><strong>Dissertation Benchmark 1</strong>&lt;br&gt;preliminary review</td>
<td><strong>Dissertation Benchmark 2</strong>&lt;br&gt;dissertation proposal defense&lt;br&gt;advancement to candidacy&lt;br&gt;LMU institutional review board</td>
<td><strong>Dissertation Benchmark 3</strong>&lt;br&gt;final dissertation defense&lt;br&gt;commencement!</td>
</tr>
</tbody>
</table>
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
• 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
Research Skill

• Writing the Literature Review

Leadership for Social Justice


Situated Inquiry
Module 5

Research Skill
• Introduction to Qualitative Research
• Introduction to Quantitative Research

Leadership for Social Justice
Literature Review Matrix

Initially developed by Magaly Lavadenz, Ph.D.

<table>
<thead>
<tr>
<th>1: Article/Chapter/Resource</th>
<th>2: Summary/Key Words</th>
<th>3: Methodology (Qualitative vs. Quantitative)</th>
<th>4: Relevance (use evaluation criteria below)</th>
<th>5: Quality (use evaluation criteria below)</th>
<th>6: Coding</th>
<th>7: LSJ</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 1
- **My Moral and Ethical Leadership Story**
- **The Morals & Ethics of Justice, Critique, Care & Community**
- **Norm Setting that Models 4 Themes**

<table>
<thead>
<tr>
<th>Theorists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joan P. Shapiro &amp; Jacqueline A. Stefkovich</td>
</tr>
<tr>
<td>Reilly</td>
</tr>
<tr>
<td>Patterson</td>
</tr>
</tbody>
</table>

Remarks: 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**

1. Is there a law, right, or policy that would be appropriate for resolving a particular ethical dilemma?
2. Why is this law, right, or policy the correct one or this particular circumstance?
3. How should the law, right, or policy be implemented?

<table>
<thead>
<tr>
<th>Theorists</th>
</tr>
</thead>
<tbody>
<tr>
<td>Viktor Frankl</td>
</tr>
<tr>
<td>Maxine Greene</td>
</tr>
<tr>
<td>Martin Scanlon</td>
</tr>
</tbody>
</table>

Remarks: 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

Ethics of Justice
Frankl, Greene

Ethics of Community
Dallmayr

Ethics of Critique
Freire

Ethics of Care
Noddings

Moral & Ethical Educational Leadership

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

Ethics of Critique
- Redefine & reframe
- Privilege, Power
- Culture, Language
- Social Justice

Ethics of Care
- Loyalty, Trust
- Empowerment
- Consider consequences of decisions & actions

Moral & Ethical Educational Leadership
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

Codes for A, B, C, & D

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students gather and store bits of knowledge and information.</td>
<td>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.</td>
<td>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.</td>
<td>Students have the competence to think in complex ways.</td>
</tr>
</tbody>
</table>

Wall of Remembrance Activity

- Remembrance
- Relevance
- Responsibility
References


References


For more information...

Elizabeth C. Reilly  
Chair & Professor  
Dept. of Educational Leadership  
School of Education  
elizabeth.reilly@lmu.edu

Jill Bickett  
Academic Program Director & Clinical Professor  
Dept. of Educational Leadership  
School of Education  
jill.bickett@lmu.edu

Loyola Marymount University