An Emerging Framework for the EdD Activist

Dr. Yasha Becton
Dr. Christopher Bogiages
Dr. Leigh D’Amico
Dr. Todd Lilly
Dr. Rhonda Jeffries

UNIVERSITY OF South Carolina
Historical View of our EdD Activists

Dr. Damara Hightower ‘07
Vice President of Provider Engagement and Partnerships, Branch Alliance for Educator Diversity

Dr. Lucas Clamp ‘11
Principal of River Bluff High School

Dr. Akil Ross ‘12
Founder of HeartEd Consulting
THREE SESSIONS TO GUIDE OUR WORK

Dr. Yasha Becton
Portrait

Dr. Leigh D’Amico
Measurement

Dr. Todd Lilly
Support
“As a recent graduate of an EdD program whose dissertation focused directly on an issue of social justice, what are some of the things you are doing in your local context that has either emerged from your dissertation topic or has been influenced by your completion of a dissertation in practice?”
Recent Graduates from UofSC
Recent Graduates from UofSC
Breakout Session 1: Portrait of the EdD Activist

Discussion Prompts (~10 minutes)

When you hear the word activist, what are some characteristics and attributes that immediately come to mind?

What are some of the actions that you would associate with an “Ed.D. Activist”?

What are some other descriptors not listed in Questions 1 or 2 that you feel are important identifiers in the discussion of an “Ed. D. Activist”?
Breakout Session 2: Support for the Activist and Activism

Discussion Prompts (~10 minutes)

Identify coursework within your degree program that would serve to support or emphasize activism.

Identify teacher-student interaction, student experiences and/or strategies embedded in the DiP process or Culminating Project process that would promote activism.

List any additional strategies you believe are essential to achieving this goal.
Breakout Session 3: Measuring our Progress

Discussion Prompts (~15 minutes)

Build on conversations about portrait and coursework/experiences to determine methods and measures to explore progress.

Discuss potential outcomes related to developing Ed.D. Activist.

Identify quality measures to understand progress toward these outcomes/developing an Ed.D. Activist.
BREAKOUT SESSION #1
PORTRAIT OF THE ED.D. ACTIVIST

• Take about **10 minutes** at your table to discuss the following:

  • When you hear the word activist, what are some characteristics and attributes that immediately come to mind?

  • What are some of the actions that you would associate with an “Ed.D. Activist”?

  • What are some other descriptors not listed in Questions 1 or 2 that you feel are important identifiers in the discussion of an “Ed. D. Activist”? 
BREAKOUT SESSION #2
STRATEGIES TO FACILITATE/SUPPORT THE ACTIVIST (OR ACTIVISM)

• Take about 15 minutes at your table to discuss the following:
• Identify coursework within your degree program that would serve to support or emphasize activism.
• Identify teacher-student interaction, student experiences and/or strategies embedded in the DiP process or Culminating Project process that would promote activism.
• List any additional strategies you believe are essential to achieving this goal.
BREAKOUT SESSION #3
TOOLS AND STRATEGIES TO UNDERSTAND PROGRESS TOWARD ED.D. DEVELOPMENT/SUPPORT OF THE ACTIVIST

• Take about 15 minutes at your table to discuss the following:
• How will you or how do you assess success or quality as it relates to this your program’s support of activism.
FOLLOW UP OUTCOMES

Impacting Education: special issue focused on our work today to describe the EdD Activist

Develop a tentative profile for the EdD Activist

Identify CPED affiliated program graduates that exemplify the EdD Activist

#EdD Activist
Thank you!
Thank you for joining us today!

Here is a link to a webpage that will continue to develop as we make progress after today.

If our virtual participants will share their completed worksheets, please email them to ____@mailbox.sc.edu.

Please continue to engage with us on Twitter with the hashtag #EdDAActivist