**FORDHAM UNIVERSITY**

**Graduate School of Education**

**Division of Educational Leadership, Administration and Policy**

**ASGE 7470: Design-based Methods and Improvement Science in Education**

**John J. Hall, PhD**

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415-341-6316

**Schedule**

**Dates**

Thursday, 6/29

Thursday, 7/6

Monday, 7/10

Thursday, 7/13

Thursday, 7/20

Thursday, 7/27

Thursday, 8/3

**Time**

5:30 – 8:30 pm ET

**Course Delivery Method**

This is a virtual, synchronous and asynchronous course

Zoom Link: <https://fordham.zoom.us/my/johnjhall> or use meeting ID: 550 900 7452

**Office Hours**

Zoom or phone, by appointment

**Course Description**

**University Catalog**

This course moves students from exploring problems of practice to identifying, designing, and planning for the implementation of promising solutions to address these problems. Specifically, students will investigate and apply design-based and improvement-science methods to address a significant educational problem. Students will develop a design-based research prototype, seek implementation support, develop readiness for change and buy-in, and start their innovation.

**Course Overview**

This course is designed to support students in the Doctor of Education in Educational Leadership, Administration and Policy (EdD) program to apply design-based and improvement science methods to address problems of practice. It is intended to support EdD students in developing their capabilities in designing and testing out solutions to improve the educational opportunities and outcomes of PreK-12 students. Students will gain skill as educational leaders who are scholarly practitioners who combine practical wisdom, professional knowledge, and research skills to identify, frame, and solve problems of practice.

The course builds on Bryk, Gomez, Grunow, and LeMahieu’s (2015) approach to improvement science. Specifically, the improvement work is to be problem- and user-centered, focusing on variation in outcome, considering the system that produces the outcomes, and anchoring practice improvement in disciplined inquiry, through networked communities. This course combines design-based methods and improvement science to enable students who use improvement-oriented and solutions-focused methods to make significant improvements in their schools, systems, and communities.

This course is intended to support students in developing their dissertation proposals to address authentic problems of practice and identify promising solutions. As a prerequisite, students must have completed three of their four Laboratories of Practice (LoPs) to enroll in the course.

This course in the research sequence moves students from exploring problems of practice to identifying, designing, and planning for the implementation of promising solutions to address these problems. Specifically, students will investigate and apply design-based and improvement science methods to address a significant educational problem in their school, system, or community. This course has two main purposes. First, it introduces students to different design-based and improvement science methods in educational research. Second, it provides students with an intensive experience in carrying out their own design-based research studies.

**Course Objectives**

Upon completion of the course, each student will be able to:

* Understand a methodology--design thinking--that attempts to deeply understand and consider people directly impacted by whatever is being designed--product, service, policy--in addition to complex historical, social, and environmental contexts
* Build capabilities to identify underlying problems; to collect and analyze qualitative and quantitative data to deeply understand needs and contexts; to design thoughtful co-creation processes with users and stakeholders; to develop ways to receive continuous feedback and to build an iterative model
* Apply design-thinking learnings to a real context and to gain a deeper understanding of the design thinking process and its application to your dissertation.
* Develop a design-based study to address a significant educational problem based on your review of the literature and engagement with stakeholders in the educational organization

**Professional Standards**

This course is aligned with the following professional standards:

**AAQEP Standard 1**

(d) data literacy, and use of research to inform practice and extend knowledge in the professions

**AAQEP Standard 2**

(f) Collaborate with colleagues to support professional learning.

**Required Readings/Watchings**

**Books**

Brown, T. with B. Katz (2019). *Change by Design: How design thinking transforms organizations and inspires innovation (revised and updated).* HarperCollins.

Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P. G. (2015). *Learning to Improve: How*

*America’s Schools Can Get Better at Getting Better*. Harvard Education Press. 8 Story Street First Floor, Cambridge, MA 02138.

Mintrop, R. (2016). *Design-Based School Improvement: A Practical Guide for Education*

*Leaders*. Harvard Education Press

**Articles**

Anderson T and Shattuck J (2012) Design-based research: A decade of progress in education

research? *Educational Researcher* 41(1): 16–25.

Belzer, A. & Ryan, S. (2013). Defining a problem of practice dissertation. *Planning and Changing, 44 (3/4) 195-207*

Coburn, C. E. (2003). Rethinking scale: Moving beyond numbers to deep and lasting change.

*Educational researcher*, 32(6), 3–12.

Cobb, P., Confrey, J., DiSessa, A., Lehrer, R., & Schauble, L. (2003). Design experiments in

educational research. *Educational researcher*, *32*(1), 9-13.

Edelson, D. C. (2002). Design research: What we gain when we enter into design. The Journal of the Learning Sciences 11 (1). 105-121

Penuel, W. R., Fishman, B. J., Haugan Cheng, B., & Sabelli, N. (2011). Organizing research and

development at the intersection of learning, implementation, and design. *Educational researcher*, *40*(7), 331-337.

Spradlin, D. (2012). Are you solving the right problem? *Harvard Business Review*.

**Resources**

IDEO.org. *The field guide to human centered design* (IDEO.org, 2015). <https://designthinkingforeducators.com/toolkit/>

Liedtka, J., Ogilvie, T. and R. Brozenske (2014). *The design for growth field book: A step-by-step project guide*. NY: Columbia University.

Liedtka, J., Salzman, R. & D. Azer (2017). *Design thinking for the greater good: Innovation in the social sector.* NY: Columbia University.

**Videos**

***Asynchronous videos are listed each week as a resource and are required***

***Other videos of interest that are not required***

Brene Brown on empathy (5 minutes)

<https://www.youtube.com/watch?v=1Evwgu369Jw>

Overview on empathy interviewing (5 minutes)

<https://www.youtube.com/watch?v=-sR888VZCk8>

Conducting empathy interviews (14 minutes)

<https://www.youtube.com/watch?v=TiD33_6-NAM>

Focus group interviewing (5 minutes)

<https://www.youtube.com/watch?v=ng8SnDIre4o>

Good and bad focus group interviewing (5 minutes)

<https://www.youtube.com/watch?v=Auf9pkuCc8k&t=143s>

**Course Requirements**

**Class Participation (10% of grade)**

Students are expected to attend all sessions and complete all assignments and required readings as scheduled. If you must miss one class, please consult with me for an alternative assignment to be completed by the following class session. If you must miss two or more class sessions, you will need to retake the course.

To develop a learning community, active class participation is essential. Be prepared to actively and thoughtfully participate, by asking questions, raising issues, expressing opinions, and contributing to the discussions while respecting the views of others. Class attendance is different than class participation. You cannot earn any points for participation if you are not present, but simply being present does not guarantee credit for quality participation.

Participation will be evaluated based on quality, not quantity, focusing on conceptual and analytic rigor, persuasiveness, relevance and appropriateness, as illustrated below.

|  |  |
| --- | --- |
| **Active Class Participation** | **Quality** |
| Excellent (3 points) | Pro-active participant. Contributions are on-topic and sometimes original. Demonstrates active listening, asks relevant, open-ended questions, and connects to input from others. Contributions reflect an understanding of the topics and assignment. Gives space to others’ contributions and may inspire new areas of related inquiry and discussion. |
| Good (1-2 points) | Is an active participant and contributions are on topic. Is often an active listener, respects the input of others, and sometimes links to assignments and topic. Shows knowledge and understanding of the topic with some personal reflection. |
| Needs improvement  (0 points) | Seldom participates and demonstrates little or no understanding of the assignments, readings and topic. Limited reflection |

Dispositions will be evaluated using the rubric in Appendix A.

**Cell Phones**

Cell phones are to be turned off and put away (or put on vibrate) during class sessions. There

will be time during class breaks for phone calls and messages.

**Use of Course Time**

Total course time for a three-credit course is 135 hours of study time and 30 hours of “live” synchronous sessions. For this course, our in-class (“live”) meeting time is 21 hours over seven sessions with 45 minutes of one-to-one meeting time with the professor. The remaining course and study time is for Session assignments, course readings, reflections, field work and final assignments.

**Written Assignments**

All written assignments must be typed, doubled-spaced and represent doctoral level thinking, writing, and work. Proofread and revise your work prior to submitting paying attention to organization and clarity of ideas, and correct spelling, grammar and syntax. All written work must conform to APA (7th ed.) style requirements. Be sure to paginate all papers. Electronic copies of all written assignments are sufficient for submission.

**Key Assignments**

All assignments are to be submitted on *Blackboard*

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Due Date** | **Percent of Total Grade** |
| **Draft Chapter 1** | First draft: June 28  Final draft: July 5 | 20% |
| **Literature review about your proposed solution** |  |  |
| 1. Submit spreadsheet on peer-reviewed articles you have found about the proposed or related solution (about 10), with your evaluation criteria applied. | July 12 | 10% |
| 1. Provide an initial analysis of the research articles, using the guidance document | July 19 | 10% |
| **Design prototype**   * Outline your design criteria based on what you have learned about your problem of practice * Identify your key assumptions about a design * Provide a design prototype | July 19 | 5% |
| **Testing** your prototype with 3-5 people | July 26 | 5% |
| **A complete draft of Chapter 2** | First draft: July 26  Final draft: Aug. 11 | 30% |
| **Draft Chapter 3, Part 1** | August 2 | 10% |
| **Class participation and dispositions** | August 3 | 10% |

All revisions are due one week after the final class session and are to be submitted on Blackboard.

**Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Session** | **Topic, Readings and Videos** | **Prior to the Class Session** | **Class Session** | **Assignments (post-session)** |
| **j** | Problem identification and design thinking overview    Asynchronous videos: 1.1-1.6 |  | Review course goals, objectives and syllabus |  |
| Topic 1 | Design thinking overview  Tim Brown on Design thinking (10 minutes)  <https://www.youtube.com/watch?v=gHGN6hs2gZY>  Vivian Robinson on solving complex problems (5 minutes)  <https://www.youtube.com/watch?v=Ak-MP_0UVEw> | Reflection: What prior experience have you had with the design thinking process?  Consider your experience with design thinking so far during this program. What are you excited about regarding this process? What concerns or questions do you have, particularly in considering its use in your organizational setting? | Group discussion about design thinking |  |
| Topic 2 | Collaborators | Identify with whom you may be working on your problem of practice | Whole group discussion about collaborators: who and how to engage them | Identify collaborators: with whom will you be working on your problem of practice? |
| Topic 3 | Reviewing your problem of practice analysis (part 1) | Draft of chapter 1 | Paired review of each other’s problem of practice | Revise your problem of practice |
| Topic 4 | Unpacking the problem of practice: variation and seeing the system, users and targets | What questions remain for you? | Whole group discussion about problem of practice |  |
| Topic 5 | Reviewing the research literature  See reviewing research literature guide | How have others defined the problem?  How have others addressed the same problem of practice: policies, programs, strategies | Overview on how to review the research literature for solution | Begin generating list of references |
| Readings | Belzer, A. & Ryan, S. (2013). Defining a problem  of practice dissertation. *Planning and Changing, 44 (3/4) 195-207*  Brown, Introduction and chapter 1  Mintrop, Chapters 1, 2 | Reflection: Based on the course readings for this session, consider:  What are the implications for your own work, particularly in how you are defining your problem |  |  |
| Check-in | Schedule a 15 minute check in with the professor on your problem of practice and evidence | | | |
| **k** | Proposed theory of action  Asynchronous videos 2.1-2.4 |  |  |  |
| Topic 2 | Analyzing the existing theory of action | Theory of action as is:  Reflection 2.1: Jot down what have you learned about your problem, the factors that contribute, and the underlying theory of action that supports "how things are done"? | Small group discussion on the existing theory of action |  |
| Topic 3 | Identifying the aim and proposed an alternative theory of action and primary drivers | Draft your new aim and primary drivers only | Whole and small group discussions | Revise your theory of action and driver diagram |
| Topic 4 | Drawing ideas from’ the research literature  Watch video on how to review the peer reviewed research literature for proposed or related solutions | What means of addressing the problem are you finding in the research literature?  How are these strategies implemented or the organization changed to accommodate their use? | Individual work and whole group check-ins |  |
| Readings | Brown, Chapter 2  Spradlin, D. (2012).  Mintrop, chapters 3-4 | Based on the course readings for this Session, provide reflection online: *What are the implications for your own work* | Discuss course readings |  |
| Benchmark |  |  |  | Revised chapter 1 due |
| **l** | Designing and ideating processes  Asynchronous videos 3.1-3.5 |  |  |  |
| Topic 1 | Defining the design and ideating process |  | Overview discussion |  |
| Topic 2 | Design criteria | Review the videos  Outline your design criteria for your theory of action that takes into consideration your context  Reflection 3.1. Draft your design criteria: What are the elements of your design criteria? How is this different from current practice? What sources inform your design criteria? Be prepared to discuss | Paired discussion of design criteria | Revise and submit your design criteria |
| Topic 3 | Ideating | Given the various ideation strategies covered in the readings and videos, what strategies would work for you and your design challenge. Draft a set of strategies to discuss | Whole group discussion about the nature of ideating and brainstorming | Try out the ideating strategies. |
| Topic 4 | Brainstorming | Reflecting on the course readings, videos and your personal experiences, develop a plan for brainstorming for your design challenge. Pay attention to the brainstorming practices you have used in the past and what works well for you. Come ready to share your plan  Next, outline the steps you might take to engage others, for feedback. | Small group exercise on brainstorming with others | Engage in brainstorming activity with 3-5 people.  Write a summary of what you have learned and the implications for your design work |
| Readings | Brown, Chapter 3  Mintrop, chapters 5 and 15  Tim Brown on design thinking (16 minutes)  https://www.ted.com/talks/tim\_brown\_designers\_think\_big  Understanding collaborative design work  <https://www.ted.com/talks/tom_wujec_got_a_wicked_problem_first_tell_me_how_you_make_toast#t-534457>  Design criteria (9 minutes)  https://www.youtube.com/watch?v=6LMwQkiUXnA  Ideating (10 minutes)  <https://www.youtube.com/watch?v=zbLxs6te5to>  Brainstorming (10 minutes)  https://www.youtube.com/results?search\_query=six+creative+ways+to+brainstorm+ideas | Based on the course readings for this Session, consider: *What are the implications for your own work?* | Whole group review of these ideas and processes |  |
| **m** | Completing the design and ideating process  Asynchronous videos: 4.1-4.6 |  |  |  |
| Topic 1 | Completing the design and ideating process: using brainstorming input | Post a summary of what you have learned from your brainstorming and the implications for solution generation. | Pair share discussion on brainstorming. |  |
| Topic 2 | Applying the revised design criteria to the research literature | What design criteria exist in the approaches you are finding?  What are the **underlying theories in use** for these approaches | Overview discussion as a whole group—Q and A.  Small group work sharing what you have found and applying the design criteria |  |
| Topic 3 | Review the research literature on solutions, focusing on HOW they enacted the solutions (secondary drivers) | Identify how the solutions were implemented or operationalized and the theories behind these approaches (e.g. professional development, policy changes) | Whole and small group discuss. | Provide your initial analysis of your research review by driver |
| Topic 4 | Evaluate for key assumptions | Watch the video on evaluating key assumptions  Reflect on the key assumptions that are explicit (or implicit) in the published literature | Small group discussion—what key assumptions are emerging from your review so far? | Identify 2-3 key assumptions that are emerging from your literature review. |
| Readings | Anderson and Shattuck article  Brown, Chapter 4  Mintrop, Chapters 8-9  Brainstorming idea analysis  <https://www.youtube.com/watch?v=YXZamW4-Ysk>  Ideating to solution  <https://www.youtube.com/watch?v=zxzfGWoaXcM>  Literature review: <https://www.youtube.com/watch?v=-ny_EUJXHHs> | Based on the course readings for this Session, consider what the implications are for your own work |  |  |
| Check-in | Schedule a 15 minute check in with the professor on your design criteria and driver diagram | | | |
| **n** | Prototyping  Asynchronous videos: 5.1-5.4 |  |  |  |
| Topic 1 | Define prototype and related measurement considerations | Watch and reflect on the video |  |  |
| Topic 2 | Create a prototype | Prepare a draft prototype and share  Prepare for testing and feedback | Pair share feedback | Revise your prototype for use with others |
| Topic 3 | Re-review the research studies on how they evaluate their solutions | Review one article’s methodology |  | Using the studies you have, design a methodology to evaluate your proposed solution |
| Readings | Brown, Chapter 5  Cobb, P., Confrey, J., DiSessa, A., Lehrer, R., & Schauble, article  Edelson, Design research article  Mintrop, Chapter 10  Prototyping for social change (5 minutes)  <https://www.youtube.com/watch?v=MKlKVe9CF-Y>  Prototyping design sprint  <https://www.youtube.com/watch?v=b8qIYjZl5Bg>  Prototyping example—change ideas to prototype  <https://www.civicdesignlab.org/summerjobs>  Prototype drafting experiences  <https://www.youtube.com/watch?v=NXLKgUgr6qI&t=1s> | Based on the course readings for this Session, consider what the implications are for your own work |  |  |
| Benchmark |  |  |  | Submit design prototype description  Submit initial literature review analysis |
| **o** | Testing your prototype  Asynchronous videos: 6.1-6.4 | Watch and reflect on the video | Check in on testing |  |
| Test | Testing your prototype | Using your design group, run your launch and seek feedback on your prototype  Share your results with your partner |  | Write up the results on what you learned and what you need to know further |
| Reading and videos | Brown, Chapter 6  Coburn, C. E. (2003). Rethinking scale: Moving beyond numbers to deep and lasting change. *Educational researcher,* 32(6), 3–12.  Prototype testing process (blog, 14 minutes)  <https://careerfoundry.com/en/blog/ux-design/user-testing-design-thinking/>  Usability test  <https://www.youtube.com/watch?v=RyGFEmimwoM>  Prototype testing plan (3 minutes)  <https://www.youtube.com/watch?v=8DdGU8LIgEg>  Prototype evaluation considerations  <http://www.tamarackcommunity.ca/hubfs/Resources/Tools/Aid4Action%20Evaluating%20Prototypes%20Mark%20Cabaj.pdf>  Designed-based research example  <https://www.youtube.com/watch?v=mlP_G-pXhZE> | Based on the course readings for this Session, consider what the implications are for your own work |  |  |
| Benchmark |  |  |  | Submit design prototype testing results |
| Check-in | Check in for 15 minutes with the professor | | | |
| **p** | Planning ahead for your research  Asynchronous videos: 7.1-7.6 |  |  |  |
| Topic 1 | Next steps: Preparing for PDSA cycles | Review video  Identify additional research literature you may want to use | Whole group discussion of planning a PDSA cycle and measurement considerations  Small group work on preparing for PDSA cycles |  |
| Readings | Brown, Chapter 10-11  Iteratively testing a prototype  <https://www.youtube.com/watch?v=MgoWC6G_1A8>  Example of a multiple-PDSA cycle change effort.  <https://www.youtube.com/watch?v=OAutoo5T7cQ> | Based on the course readings for this Session, consider what the implications are for your own work |  |  |
| Benchmark |  |  |  | Draft initial chapter 3 section  Final due August 11 |

**Grading and Course Policies**

**Grading Scale**

A total of 100 points may be earned. Grading is as follows:

|  |  |
| --- | --- |
| A         94-100 | B-        80-83 |
| A-        90-93 | C+       76-79 |
| B+       88-91 | C         70-75 |
| B         84-87 | F          0-69 |

Students are expected to achieve a solid grasp of the readings and discussions at a graduate level and demonstrate an ability to critically analyze, integrate, and apply course concepts, theories and practices. If your performance falls below a “B”, you will be asked to revise your submitted work.

**Other Course Policies**

***General Course Requirements and Expectations.***

* All assignments are due on the date indicated.
* All written work should reflect your ability to think critically and analytically.
* Unless otherwise noted, papers need to be double-spaced, 12 pt., and use APA 7.0 style where citations are required. Page lengths do not include reference lists
* Sources from relevant research and policy literature will be used to support your arguments and will be cited appropriately.
* In the spirit of mutual respect and collaborative learning, all cell phones are to be turned off or on silent and put away before class begins; computer use is to be directly related to the task at hand and not in use during class discussions, except as a reference.

***Accommodation of Disabilities.*** Students who have a disability that will require accommodation in this course should inform me and should be registered with Fordham’s Disability Services Office (718-817-0655).

***Religious Observance.*** Student members of all religious groups are entitled to courteous accommodation of religious holidays. It is the responsibility of the student to notify faculty during the first Session of the semester of his or her intention to be absent from class on the day(s) of religious observance. Appropriate accommodations will be made for those students who have notified the instructor the first Session of class.

***University Policy re. Academic Honesty and Integrity.*** Students are reminded about the University’s Policy re. Academic Honesty and Integrity. Students who are found to have engaged in plagiarism in their work are subject to University disciplinary procedures which may include a failure for the course and possible removal from the program in which the student is enrolled.

***Statement on Plagiarism.*** “Students are expected to maintain the highest standards with regard to honesty, effort and performance.  Discipline will be enforced if a student violates the University’s Code of Conduct or the academic policies” (Fordham Bulletin, 2000, p. 43).  I fully expect that the work you hand in will be entirely your own. Specifically and carefully acknowledge any sources. Please read about plagiarism in the APA handbook or see me with any concerns.

***Grievance Procedures.*** It is my hope that we will create a community of good will and mutual respect.  If you have any issue or grievance with the class, I hope that you will address it with the person/people involved (other students or myself).  Should you not feel comfortable talking with me about an issue you can contact the associate chair of the ELAP division, Dr. Elizabeth Stosich, estosich@fordham.edu

***Emergency Cancellations.*** If you think classes may be cancelled, please call 1-800-280-SNOW.  If classes are indeed cancelled by the university, please log onto Blackboard for further directions.

**Blackboard [www.fordham.blackboard.com]**

The syllabus and assignments are posted on Blackboard, as well as links to other relevant information. We will also use Blackboard as a communication tool. If you do not have access to the internet, please use the computers available at Fordham in the library or in the lab in room 1025. Please be sure to check your Fordham email and/or have your Fordham email forwarded to your personal email account.  **You can do this on Blackboard.**

<https://www.fordham.edu/info/21478/blackboard>

**Writing Center**

Fordham University has writing centers at 302E Lowenstein (212-636-6417; [www.rich17.com/Fordham](http://www.rich17.com/Fordham)) and E533 Dealy Hall on the Rose Hill campus (718-817-4032; www.rich37.com/fordham). At these centers you can get help with any stage of your writing. I strongly encourage all students to use the writing centers.

**Information Resources**

***Library***

Visit the [Online GSE program research guide](http://fordham.libguides.com/c.php?g=786113) to have assistance with library information or contact Dr. Kirsten Lee, Digital Learning Liaison for GSE program at [bkilee@fordham.edu](mailto:bkilee@fordham.edu).

***Technical Support***

If you are having problems with technology or the course content in the online course, contact 24/7 Technical Support at 718-817-3999

***University* Policies *and Resources***

All students are expected to comply with [Fordham policies](https://www.fordham.edu/info/21366/policies), including the Title IX Sexual

Harassment and Sexual Violence Policy, the Student Academic Integrity Policy, and the Student Conduct Policy.

***Fordham IT* Support *Services***

<https://www.fordham.edu/info/30189/it_support_services>

***Contact* Public *Safety***

Our emergency lines are staffed 24 hours a day.

Rose Hill: 718-817-2222; Lincoln Center: 212-636-6076; Westchester: 914-367-3001

**Appendix A: Chapters**

**Chapter 1** Elements and expectations

|  |  |
| --- | --- |
| Elements | Qualities |
| Statement of the problem of practice | Clearly states the problem in user-centered, problem-specific terms briefly |
| Describe the local context as it pertains to the problem of practice | Describes detail about the local context as it pertains to the specific problem (demographics, existing staff and services) |
| Analysis of the problem from quantitative data | Analyze available quantitative data on the problem, including trend information where available  Explains variation and establish a focus within the problem of practice |
| Analysis of the problem qualitatively | Analyze available qualitative evidence that portrays the users’ experiences in relation to the problem of practice (drawing on observations, interviews, archival evidence)  Where possible, identify themes and patterns |
| Identification of the underlying causes and associated factors that contribute to the problem of practice (including system factors)  Provides evidence from root cause analysis (e.g., fishbone diagram) | Drawing on available qualitative and quantitative evidence, including stakeholder interviews, outline the causes and associated factors that contribute to the problem specifically (not the school or district generally). Organize this analysis thematically.  Includes a diagram that illustrates the analyses. Explain each major bone, using the evidence. No bone can be included without evidence.  Articulate the CURRENT theory in use based on how the problem is presently addressed |
| Research on the significance of the problem | Review recent research on the problem, causes and associated factors, citing the relevant evidence on the research setting, sample and findings.  Identify the assumptions or theories that frame how the problem is analyzed  Summarize key points thematically from the review and how the research informs understanding the problem of practice |
| Conclusion | Provide a conclusion that explains a more focused description of the problem of practice as the basis for your dissertation |

**Rubric for Chapter 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Elements** | **Meeting or Exceeding**  **Expectations** | **Approaching Expectations** | **Beginning** |
| Statement of the problem of practice | Clearly states the problem in user-centered, problem-specific terms briefly | States the problem in user terms, with limited specificity | Vaguely states a problem or states the problem in solution terms or without clarifying the user |
| Analysis of the local context | Describes detail about the local context as it pertains to the specific problem (demographics, existing staff and services) | Provides some detail about the local context but is missing some critical information on demographics or existing staff and services | Provides only general detail or detail that is not directly pertinent to the problem of practice |
| Quantitative evidence | Analyze available quantitative data on the problem, including trend information where available  Explains variation and establish a focus within the problem of practice | Provides some quantitative evidence with some discussion  Provides extraneous quantitative evidence  Provides little investigation of variation | Provides little quantitative evidence that is directly germane to the problem  Provides little or no analysis of the evidence to focus the problem of practice |
| Qualitative evidence | Analyze available qualitative evidence that portrays the users’ experiences in relation to the problem of practice  Provides multiple perspectives on the problem of practice  Includes the student (user) perspective on the problem of practice  Where possible, identify themes and patterns, comparing and contrasting perspectives | Provides some qualitative evidence with some discussion  Provides extraneous qualitative evidence  Provides qualitative evidence for only one perspective on the problem of practice | Provides little qualitative evidence that is directly germane to the problem  Provides little or no analysis of the evidence to focus the problem of practice |
| Identification of the underlying causes and associated factors that contribute to the problem of practice (including system factors)  Provides evidence from root cause analysis (e.g., fishbone diagram, infographic) | Drawing on available qualitative and quantitative evidence, including stakeholder interviews, outline the causes and associated factors that contribute to the problem specifically (not the school or district generally). Organize this analysis thematically.  Includes a diagram that illustrates the analyses. Explain each major bone, using the evidence. No bone can be included without evidence. | Identifies some factors that contributes to the problem with some explanation  Draws unevenly from the available evidence to support the claims of identified factors  Insufficiently identifies factors that are modifiable in the setting | Identifies some factors with little or no explanation  The relationship to the available evidence is unclear  Insufficiently identifies factors that are modifiable in the setting and over identifies factors that are about the user and the user’s context |
| Theory of action for CURRENT practice | Articulate the CURRENT theory in use based on how the problem is presently addressed | Vaguely describes the current theory in use | Does not describe the current theory in use |
| Research on the significance of the problem | Review recent research on the problem, causes and associated factors, citing the relevant evidence on the research setting, sample and findings.  Identify the assumptions or theories that frame how the problem is analyzed  Summarize key points thematically from the review and how the research informs understanding the problem of practice | Summarizes several studies without analyzing the points across the studies or the assumptions that frame how the problem is analyzed  Or relies primarily on expert opinion and nonpeer reviewed research articles  States only a few points about how the research informs the problem of practice | Describes the conclusions from several studies without explaining the evidence and findings of the studies  Provides little connection to the problem of practice |
|  | Provide a conclusion that explains a more focused description of the problem of practice as the basis for your dissertation |  |  |
| Reframing of the focal problem of practice | Provide a conclusion that explains a more focused description of the problem of practice as the basis for your dissertation, drawing from the analyses and research review  States an aim and primary drivers | States a new aim with limited explanation, drawing from the analyses and research review  Identifies primary drivers with a vague rationale | States a new aim with an unclear connection to the analyses and research review  Provides little or no explanation of the primary drivers |

**Chapter 2**: Elements and expectations

|  |  |
| --- | --- |
| Elements | Qualities |
| State the aim and theory of action | State the focus area for change, with the aim and the theory of action   1. Identify the primary drivers that organize research review for the first part of this chapter |
| Review of research on solutions to address the problem, including rigor, relevance, findings, and methodologies used | 8-10 pages  Organize the literature review according to the primary drivers, with attention to interventions used to enact the change and how these were designed and implemented |
|  | Identify, summarize, and critique research on solutions to address the problem, based on considerations of context and alternative approaches.  Clarify the theory used that is behind this type of change |
|  | Evaluates in a summary how the findings are relevant to the problem of practice and context and specific change ideas to be used |
| theory of action for change process (secondary drivers) | 5-10 pages  Review the research on how to enact the primary drivers (Secondary drivers), through professional learning, collaborative practices,  changes in systems and structures, or new programs or practices  again, drawing on the research for how others did this and context considerations  Clarify the theory behind this approach to change |
| Identification of key drivers and change ideas (e.g., driver diagram) | 1-3 pages  Present and describe the conclusion of the primary and second drivers and change ideas as proposed to test an intervention. |

**Rubric for Chapter 2**

|  |  |  |  |
| --- | --- | --- | --- |
| **Elements** | **Meeting or Exceeding**  **Expectations** | **Approaching Expectations** | **Beginning** |
| Stated theory of action and explanation of related conceptual framework | State the focus area for change, with the aim and the theory of action. | Vaguely describes the aim, theory of action | Missing |
| Identification of key drivers (e.g., driver diagram) | Explains that the review is Organize according to the primary drivers and explains these | Vaguely describes the primary drivers | Missing |
| Review of research on solutions by driver with conclusions for action | Organize the literature review according to the primary drivers, with attention to interventions used to enact the change and how these were designed and implemented  Clarify the theory used that is behind this type of change  Summarize the implications for addressing the problem of practice | Over- or under-explains research studies  Under-describes the research evidence and solution  Focuses too much on the conclusions  Gives little attention to the theory used  Provides a vague summary of the implications for the problem of practice | Reviews too few studies that are germane to the primary drivers  Provides limited information on what was studied, how and what was found  Does not summarize the implications |
| Review of research on HOW solutions are enacted or operationalized by driver with conclusions for action—Secondary drivers | Review the research on how to enact the primary drivers (Secondary drivers), through professional learning, collaborative practices,  changes in systems and structures, or new programs or practices  again, drawing on the research for how others did this and context considerations  Clarify the theory behind this approach to change | Over- or under-explains research studies  Under-describes the research evidence and approach used to enact the solution  Focuses too much on the studies’ conclusions  Gives little attention to the theory used  Provides a vague summary of the implications for the problem of practice | Reviews too few studies that are germane to the secondary drivers  Provides limited information on what was studied, how and what was found  Does not summarize the implications |
| Draw conclusions and identify key drivers and change ideas (e.g., driver diagram | Present and describe the conclusion of the primary and second drivers and change ideas as proposed to test an intervention  Make clear connections to the research literature | Presents primary and secondary drivers with limited description and connection to the research literature on the proposed improvement and approach to change | Draws a vague conclusion that lists the proposed drivers with limited explanation |

**Chapter 3**: Outline elements

Briefly outline your plans for the following elements to test out your proposed solution or evaluate an existing program or policy. This will be the focus of the next course. For now, describe your proposed action and research approach

|  |  |
| --- | --- |
| Element | Describe |
| **Part 1** | |
| Description of action or innovation with key change ideas | 5-8 pages  Describe the proposed solution, with references to the research literature and theory of action  Clarify the support from staff and leadership in organizational setting to try out the proposed change  Outline readiness and implementation considerations (e.g. organizational change theory)  Outline the change ideas and planning for launch (first quadrant of the PDSA) |
| Setting | Briefly describe the setting for the intervention |
| **Part 2** | |
| Sample |  |
| Research questions |  |
| Measures |  |
| Instruments (validity and reliability) and data collection procedures |  |
| Data analysis |  |
| Ethical considerations |  |
| Explanation of researcher’s role |  |

**Rubric for Chapter 3**

|  |  |  |  |
| --- | --- | --- | --- |
| **Elements** | **Meeting or Exceeding**  **Expectations** | **Approaching Expectations** | **Beginning** |
| Describe the proposed solution | Provides a succinct description of the proposed solution, explaining both the proposed change and the HOW the change will be facilitated or enacted, with references to the research literature and theory of action  Explains the full driver diagram—primary and secondary drivers and change ideas | Briefly describes the proposed solution and the means of enacting it  Shows but does not explain the driver diagram | Identifies the solution or means of enacting it |
| Clarify the support from staff and leadership in organizational setting to try out the proposed change | Briefly explains how the staff and leadership support the proposed change, including your own role | Provides only partial information on how the staff, leadership and yourself will support the proposed change | Missing |
| Outline readiness and implementation considerations (e.g. organizational change theory) | Briefly describes the nature of readiness and the implementation considerations, drawing on context-related factors and organizational change theory  Explains how the nature of readiness shapes HOW the intervention is implemented | Gives cursory attention to the readiness for change | Gives little or no attention to the readiness for change |
| Outline the change ideas and planning for launch (first quadrant of the PDSA) | Briefly outlines the planning for the launch | Gives a cursory description of the planning steps | Gives little or no attention to planning |
| Setting | Describes the setting for the change, briefly, to explain the context for the change effort | Describes the location with limited context-relevant detail | Identifies the location without much detail |

**Appendix B: Professionalism, Ethics, & Dispositions Scoring Rubric**

As part of your program, you will be evaluated on your professionalism, ethics, and disposition throughout your coursework and other interactions with faculty, staff, and fellow students.  All students are expected to maintain the highest standard of professionalism and positive behaviors ([GSE Student Handbook, 2020](https://sites.google.com/fordham.edu/onlinemsthandbook/home); [Fordham University Code of Conduct](https://www.fordham.edu/student-life/deans-of-students-and-student-life/student-handbook/university-regulations/a---z-listing/university-code-of-conduct/)). In your student teaching experience, you will be assessed using the [Disposition Assessment Rating Scale (DARS)](https://sites.google.com/fordham.edu/onlinemsthandbook/home#h.6cqx187ovtqj), but in your coursework you will also be assessed for your professionalism and disposition.  As part of your course grade, it will be expected to complete your work on time and submit by the assigned due dates, communicate with your professors and fellow students using respectful, kind, and caring language during class with your instructors and all GSE or university staff, and maintain professional boundaries.

\*This should not be scored based on any differences in language or cultural differences due to misunderstanding of language barriers for candidates whose English is their second language\*  It is the responsibility of the instructor to teach candidates by using instances as learning opportunities for improving professionalism. However, if patterns persist in any of the areas, the instructor shall use their clinical judgment and evidence shown to score each rubric area. The scoring rubric used for this class is listed below

|  |  |  |  |
| --- | --- | --- | --- |
| **Element for Scoring** | **Meeting Standards and Expectations (4)** | **Approaching Standards and Expectations (2.5)** | **Below Standards and Expectations (1)** |
| Frequency and Quality of Participation | *Always contributes* to the discussion by raising thoughtful questions, analyzing relevant issues, building on others’ ideas, synthesizing across readings and discussions, expanding the class perspective, and appropriately challenging assumptions and perspectives. | *Sometimes contributes* to the discussion in the aforementioned ways. | *Rarely contributes* to the discussion in the aforementioned ways. |
| Commitment to Diversity, equity, and social justice in education  (Diversity & Social Justice) | Demonstrates; self-awareness about biases; humility; growth-mindset; ability to discuss issues of race and racism in class and intersectionality | May not be self-aware but shows commitment shows an inclination to learn and grow. | Shows little self-awareness about biases; Tendency to adopt a color-blind ideology |
| Demonstration of high-quality scholarship and commitment to advancing the field of education  (Scholarship & Reflection) | Demonstrates integration of evidence-based theories and research into assignments and class discussions. There is demonstration of commitment to learning through using up to date research in assignments. Shows problem solving skills and solution oriented in their approach to content and assignments. Candidate demonstrates high academic integrity, following all rules on the university code of conduct with all assignments. | Demonstrates an attempt to use theories and research that may be outdated. There is a demonstration of a commitment to learning and an attempt to engage in conversations to further learning and understanding. There is some attempt at problem solving and identification of solutions to issues. | Demonstrates minimal attempt to use theories and uses outdated research to support assignment completion.  There are instances of questionable academic integrity and the candidate does not follow the student code of conduct in demonstrating high quality scholarship. |
| Demonstrating respectful, kind, thoughtful and caring language in their approach (written and verbal)  (Community) | Demonstration of engaging in conversation seeking to understand varying viewpoints, openness to controversial topics and ability to professionally respond to conflicting perspectives. Candidate consistently demonstrates respectful, kind, thoughtful, and caring language when discussing students and in-class activities (including written responses). Candidate demonstrates the ability to communicate in a professional, timely, and consistent manner. | Candidate mostly demonstrates respectful, kind, thoughtful, and caring language when discussing students and in-class activities (including written responses). Candidate sometimes demonstrates professional verbal communication.  Candidate responds in a semi-timely manner but is inconsistent in responsiveness. | Candidate is inconsistent with their demonstration of respectful, kind, thoughtful, and caring language when discussing students and in-class activities (including written responses). Candidate is inconsistent in responsiveness and written communication is often unclear with multiple grammar or spelling mistakes.  Language use is casual and/or unprofessional. |
| Demonstration of professional standards and behaviors  (Professionalism) | There is demonstration of professional behaviors in/during class, including arriving to class on time and waiting until class is finished to leave. Demonstrating respect for peers by attending to and engaging in class discussions and activities and the use of positive language during class discussions. The candidate will adhere to the timeline that has been outlined in the syllabus by the course instructor for all assignment completion. | There is an attempt to demonstrate professional behaviors with fairly consistent timeliness of class participation and attendance. The candidate turns in required work in a timely manner but is late in some submissions. Extensions have not been approved by the professor but all work has been completed and turned in | Candidate does not adhere to schedules, preparedness, and/or time management. Candidate is often late or fails to meet deadlines. |