**GRADUATE SCHOOL OF EDUCATION**

**HANDBOOK FOR GRADUATE RESEARCH FACULTY**

**Counselor Education**

**Teacher Education**

CALIFORNIA LUTHERAN UNIVERSITY

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Text

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Purpose of Handbook

California Lutheran University's Graduate School of Education (GSOE) Master’s Program is designed to guide students through the foundations of educational research, forming the basis for the creation of an Education Improvement Play (EIP, a very practical guide for improving professional practice. For Counselor Education candidates, a EIP is optional. For DLT graduate students, the EIP is required.

This handbook is designed to provide an overview of the program and details related to coursework and EIP completion. This handbook has been approved by the Graduate School of Education Master’s Research Committee.

**Program Rationale**

The Master of Professional Education (MPEd) is a course-based degree program that provides students with a systematic understanding of knowledge and a critical awareness of current problems and/or new insights, much of which is at (or informed by) the forefront of their academic discipline, field of study or area of professional practice. The program has been designed to ensure that the courses and sequence provides a demanding, coherent, credible and high-level academic experience that situates students as teacher leaders of continuous professional practice in the field of education.

The current program, as originally created, presented a problem for many students, who are within the first one-two years of their career as classroom teachers and who do not have the pre-requisite academic research, writing and communication skills necessary to successfully conduct independent academic, scientific research. The new program, as proposed, builds upon the teacher induction process, asking students to identify problems of practice and develop and Educational Improvement Plan designed to be very practical in nature, assisting them in developing their pedagogical and educational leadership skills.

**Program Learning Outcomes**

Students will demonstrate the following skills, competencies and knowledge:

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| 1. Depth & Breadth of Knowledge | * Identify and analyze complex issues within the educational landscape that underly a Problem of Practice and subsequent Education Improvement Plan you will be working towards developing * Understand and differentiate approaches to engaging in and leading change within your own pedagogical practice and/or within educational organizations * Consider the ways and contexts in which change processes may enhance social and institutional outcomes and goals in your organization |
| 2.Research & Scholarship | * Produce and differentiate multiple possible solutions, through the lens of specific learning tasks, to current issues in educational/counselling research, applying relevant theory when required. * Enhance your ability to explore alternative theories, solutions and methods to problems of practice that challenge your own view of educational organizations |
| 3.Application of Knowledge | * Apply your understanding of pedagogy, instructional leadership and/or counselling practices/approaches in order to determine how to be facilitate change within you own practice or within diverse organizational structures * Assess challenges in education/counselling to identify and prioritize areas of need for change * Identify human and material resources to promote and maintain organizational change * Design and undertake a change implementation plan that demonstrates the ability to apply academic and professional skills as a steward of the profession * Refine the implementation plan based on models/frameworks for monitoring and evaluating change |
| 4.Communication Skills | * Apply a set of standards for the writing and design of documents using APA-7 style guide * Develop your ability to effectively communicate with others in various media about organizational change theories and models covered in the course * Translate academic theory and research findings into accessible language for non-specialists |
| 5.Awareness of the Limitations of Knowledge | * Develop an awareness of the breadth and depth of paradigms in education and their effective application to particular educational contexts * Understand your own positionality and its effects in relation to own reading and research |
| 6.Autonomy & Professional Capacity | * Build your capacity to analyze educational change from multiple frames * Revise perspectives and plans based on the acquisition of new information throughout the learning and research process * Demonstrate ethical behaviors consistent with academic integrity and the responsible conduct of inquiry/research * Foster relationships with individuals within academic and professional organizations related to your field |

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# Philosophy of Research

For many of us, our first experiences of learning about research and the research process stemmed from our science classes in elementary school. With its steps of “…observe, develop a question, develop a hypothesis, conduct an experiment, analyze data, state conclusion, generate new questions” (Windschitl, Thompson, & Braaten, 2008, p. 942), the scientific method provides a scaffold for how to make sense of those questions we may have. Yet, as the American Psychological Association (2009) noted, “Long-standing cultural practice can exert a powerful influence over even the most conscientious author” (p. 71). In other words, understanding research only through the lens of solving a “problem” can reinforce bias and stereotype that can be potentially dangerous.

As faculty within the Graduate School of Education, we encourage you to interrogate the ways in which framing research through the lens of a problem may create a deficit-approach to understanding the issue at hand. For example, much of the literature that focuses on student performance will often center challenges that students experience on an individual level, resulting in blaming the students themselves, without understanding of how the systems these students are in (i.e., educational institutions, test-based performance measures) may contribute to those concerns. From a standpoint of equity and cultural proficiency, the language of “problem” may reinforce dominant perceptions of challenges, concerns, and issues that perpetuate negative associations. Furthermore, framing questions in this way may set up a bias by others in approaching and understanding your research as attempting to “solve” a deficit. This dichotomy sets up a false assumption that a researcher has the power to answer the “problem” and eliminates the agency of participants, institutions, and communities.

As students engaged in your own research, we encourage you to reframe your work away from deficits and/or problems. We are not advocating that you disregard what’s not working well or what may be legitimate challenges within educational institutions. Instead, we want you to question, ponder, and engage in thoughtful critique of the ways that problems and issues may limit our perspectives of what is being experienced in our K-12 institutions and colleges and universities on both an individual and systemic level. As Leigh Patel (2016) suggested in her work on decolonizing educational research, “Because all research is conducted by living beings, with specific histories, we are beholden to consider and answer, perhaps always incompletely, the three core questions of ‘Why me?’, ‘Why this?’, ‘Who now?’ (p. 57). As you move forward with your research projects, we encourage you to be thoughtful both in the language that you’re using, but also in the ways in which you’re considering your role as a researcher who seeks to understand the communities in which you’re conducting your research.

References:

American Psychological Association (2009). *Publication manual of the American Psychological   
 Association* (6th ed.). Author.

Patel, L. (2016). *Decolonizing educational research: From ownership to answerability.*   
 Routledge.

Windschitl, M., Thompson, J., & Braaten, M. (2008). Beyond the scientific method: Model-

based inquiry as a new paradigm of preference for school science investigations. *Science   
 Education, 92*(5), 941-967.

**Purpose of Scholarly Research**

Scholarly research requires the skills of inquiry which must be demonstrated by all students. As a participant in research activities at CLU, the University expects candidates to develop the abilities to:

* + - * Create or contribute empirical knowledge to the existing body of information in a discipline;
      * Conduct a systematic inquiry;
      * Use tools of research including analyzing existing research, implementing research designs, using and/or developing instrumentation, employing appropriate methods of data analysis, and organizing the logistics of conducting a research study;
      * Use scholarly writing techniques.

# Program Expectations

## For Instructors

* Follow syllabus as presented
* Provide interactive and experiential learning opportunities throughout the course *(activity suggestions are available on the Research Instructor Google Drive account)*
* Encourage the development of a community of learners through peer review and interactive learning experiences
* Provide specific and timely (within 10 days) feedback on all assignments
* Guide students toward a research question that is feasible in scope
* Follow APA as presented in the style manual (7th edition)
* Contact the Program Director with any questions
* Use the resources located on the Research Faculty Resources link on Google Drive
* Instructors should complete ethical research training and maintain a current certificate (i.e. less than five years)

## For Students

The following activities are embedded within each of the three required courses for completion of a master’s degree.

*Phase 1*

* Complete EDGN 509
* Complete required assignments.
* Begin thinking about a problem of practice area of interest.

*Phase 2*

* Complete EDGN 510
* Consult with your school site mentor to identify relevant areas of foci for your problem

of practice.

* Outline and refine a relevant problem of practice which will guide the development of

your Education Improvement Plan.

* Complete a comprehensive literature review that will inform your problem of practice

proposal.

* Share your problem of practice proposal with your school site.
* Submit application for Graduation.

*Phase 3*

* Complete EDGN 599 *(Note: this course is optional for Counselor Education*

*candidates)*

* Complete all elements of the Education Improvement Plan
* Complete a research poster and present your EIP at the Festival of Scholars

(or other venue determined in consultation with instructor *Note: only applicable to*

*candidates living outside the local area)*

* Complete a final reflection

# Active Course Engagement

As graduate students, you are expected to take an active role in class and class activities. The quality of this course rests on the quality of YOUR active engagement in the courses. Toward this end, students are expected to attend every class session. Regular attendance for the entirety of each class session and active participation in classroom discussion and activities are mandatory. Students are expected to complete required readings and assignments before the class session during which they are addressed. The text(s) should become a part of your professional reference library, as well as the many handouts that you will receive.

Illness and emergency circumstances will be considered on a case-by-case basis. This policy should not be considered punitive, as students are expected to establish appropriate personal, academic and career-ladder priorities. Therefore, these measures should be viewed as taking appropriate individual responsibility for one’s own learning in a democratic, collaborative and reciprocal-learning environment.

**Carnegie Hours**

The expectation for this course is that you will spend 3 hours per week in class (face-to-face or online) for the Fall/Spring semesters and 5 hours per week in class (face-to-face or online) for Summer semesters (given our twice a week class meeting schedule). A Carnegie hour is defined as 50 minutes. You will also be expected to spend at least 6 hours per week in Fall/Spring and at least 12 hours per week in Summer studying and completing assignments for this course.

## Program Enrollment and Pathways

Candidates can enroll in the three core courses, EDGN509, EDGN510, and EDGN599, through two pathways:

* Continuous enrollment from a previous GSOE program (i.e. Counselor Education or Teacher Credential). Counselor Education candidates are required to take EDGN509 and EDGN510.
* Teachers and Counselors who were previously enrolled and took a leave from the program for more than one year will complete a readmission application (see Procedures for Readmission)
* Teachers who attended another institution will complete an application for admission to the program and meet with the Program Director or Chair for academic advising. Additional coursework may be required to complete the degree.
* For our teachers who completed Foundations coursework as an undergraduate at CLU, no additional coursework is required. You can use your field experience units to fulfill the 36-unit requirement for degree completion.

Procedures for Readmission **(DLT graduate students only)**

Please contact the Program Director for readmission procedures for teachers who were away from the program for one to six years.

Procedures for Petitions **(DLT graduate students only)**

Under special circumstances, a candidate may request a Graduate Petition. Reasons for this could be to extend the timeline for degree completion, or to waive a course based upon completion of coursework at another institution.

Please contact the Program Director for specific procedures for this process.

**Significance of the Problem of Practice in California Lutheran’s Master’s Program**

“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 because they understand the importance of equity and social justice. They disseminate their work in multiple ways, and they have an obligation to resolve problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals.”

– About Us, Carnegie Project on the Education Doctorate (CPED), 2016

<http://www.cpedinitiative.org/page/AboutUs>

**Defining a Problem of Practice**

A Problem of Practice is a situation that exists in one’s place of work, such as a school, college, or non-profit organization. It revolves around a specific workplace problem. The issue is a problem because values/goals are not, or might not be entirely, met. In other words, there is a gap between the goal state and the current state of the organization. According to CPED (2016), a POP 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.”

The problem is not usually based on individual cases but involves a group of people or a particular

population. It may initially have been identified through interactions with one person, but must relate

to more than just one person or an individual relationship with a person. Organizational problems of

practice tend to be complex and are therefore related to many overlapping problems.

A problem of practice and the cause of the problem are not the same thing. Often, an issue is

considered a problem of practice when the actual problem and the causes of it are not well

understood. Failing to understand the essence of the problem and the underlying causes can lead to

well-meaning solutions that do not address the issue and, in some cases, may exacerbate it or cause

additional problems or complications. Actual problems of practice can be difficult to understand, but

the signs of a problem can sometimes be relatively easy to see.

In professional learning programs that utilize problems of practice, participants are encouraged to

determine a problem of practice that they have some control over and can be improved upon within

the field of practice (school, school board, etc.). This problem is meant to be actionable or within one’s control or the control of colleagues, school board, ministry of education, etc. For example, if this problem were acted upon you would be able to make a significant difference for an educational

community, not just one individual. These problems generally surround opportunities to increase

student achievement (broadly defined). For example, you might have groups of students in your school who are not as engaged as others and do not perform as well as others in certain subjects or in

general. Upon further investigation, you determine some of the possible causes for the lack of

engagement, and then utilize research, literature, tacit knowledge or action research to consider

possible solutions such as making greater linkages between the students’ families and the school

through creating a homework club that includes parents and establishing some community outreach

activities.

According to the CPED Framework, framing the POP is a Four-Stage Process. First, determine the

authenticity of the problem, a matter of self-awareness. Second, determine the relevance of the POP,

which is a matter of the awareness of others. Third, determined if the problem deserves scholarly

inquiry, whether there is a broader conversation on the topic in scholarly and other literature. Finally,

articulate the POP in meaningful and direct language, based on knowledge derived from the prior three stages. Knowing the language of the culture, along with norms and assumptions, will position the candidate to frame an authentic, relevant, and researchable POP.

Adapted from Belzer and Ryan (2013) and City, Elmore, Fiarman, and Tietel (2009), and Story and Maughm (2015). Excerpts taken from Pollock, K. (2013) Problem of Practice.

**Some General Criteria for POPs**

A Problems of Practice must be...

• Familiar to the student (able to understand form an “insider perspective”);

• Issue-based;

• Connected to leadership;

• Connected to the workplace;

• Practical, and observable in some way;

• Solve a problem that closes a gap between current and future state;

• A fully developed problem statement that must be framed using theory and literature;

• Politically/strategically viable to address;

• Manageable to address in one EIP;

• Actionable/can be implemented (and measured);

• Reasonable to address given the student’s own position, sphere of influence, etc.;

• Applicable to more than one or a few people; and,

• Without a clear single solution/answer.

**How is a Problem of Practice Generally Identified?**

Problems of practice are generally identified through reflection on practice, dialogue with colleagues,

and looking at the quantitative and qualitative-based research literature on the topic (City, Elmore,

Fiarman, & Tietel, 2009; Osterman, & Kottkamp, 2004). Sometimes problems are suggested to

practitioners by their colleagues or friends; other times practitioners uncover problems through their

own practice. Regardless of how the problems are uncovered, they are accompanied with a desire or

motivation for change.

**Guiding Questions to Determine a Problem of Practice**

• What is happening here?

• What do we know about this?

• Who says that this is the way things should be?

• What overall purposes are being served?

• Whose vision is it?

• Whose interests are being served?

• Whose needs are being met?

• Whose voices are being silenced, excluded, or denied?

• How do we know?

Smyth, J. (1996). The socially just alternative to the “self-managing school,” in K. Leithwood, J.

Chapman, D. Corson, P. Hallinger, & A. Hart (eds.), International Handbook of Educational Leadership and Administration. Dordecht, Netherlands: Kluwer, 1097-1131.

**Skills Developed Through Researching a Problem of Practice**

Engaging in research surrounding a problem of practice helps practitioners to develop valuable skills

that are applicable to future practice and academic pursuits. Practitioners learn how to make the

transition from practitioner to scholar practitioner (McClintock, 2003). A scholar practitioner is

someone who values ideas, inquiry, ongoing learning and informed practice, and is capable of viewing

things through more than one lens or from multiple perspectives (Riehl, Larson, Short, & Reitzug, 2000, pp. 413-415). Practitioners learn how to thoroughly investigate improvements in your organization. You can also improve how to understand, research, and draw implications from research, or how to apply research knowledge to your problem of practice, your practice in general, and broader educational policies and practices.

**Considerations for Identifying a Problem of Practice**

The discourse of practice is not always based on research or supported by research. This means that

sometimes people mistakenly think a particular problem of practice exists when it is, in fact, a different problem, or a problem of practice exists but is not caused by what people generally assume to be the cause.

Problems of practice are sometimes addressed by non-critical reflection on previous practices or the

practices of others. The focus is on gaining the knowledge of those who are experienced rather than

figuring out what works, what does not, and why; thus, sometimes solutions to problems are

replicated even when they are not effective merely because that is what other people were doing to

address the problem (Tom, 1987, p. 8).

Problems of practice are rarely investigated in great detail, as solutions are often crafted before all of

the relevant information has been collected (Bolman & Deal, 1991; as cited in Pounder, 2000). This is a common problem, one that arguably exists broadly in the field of educational administration research (Pounder, 2000). People also prefer to view situations in a positive light so they sometimes have a hard time seeing problems clearly (Bolman & Deal, 1991; as cited in Pounder, 2000).

Finally, problems of practice are not always investigated in the context of education research, as

practicing administrators may feel as though there is a disconnect between educational research real

life practices and experiences (Donmoyer, 1999).

Excerpts taken from Pollock, K. (2013) Problem of Practice.

**Problem of Practice Paragraph Statement Templates and Examples**

A Problem of Practice is a brief (1-2 sentence) articulation of a complex, authentic issue or challenge

facing an organizational unit. A Problem of Practice Paragraph Statement is a slightly larger (1

paragraph) explanation of the factors that make sense of a Problem of Practice (POP) for an

Education Improvement Plan. The POP Paragraph Statement is not an inclusive articulation of the complexity of this authentic problem of practice. It is summative in nature, and lists major points that will be expanded upon in the Education Improvement Plan. There are many ways to articulate a problem of practice, but making connections between the problem and the context, the leadership approach, the symptoms, and the effects of the problem is crucial for persuading readers about the significance of the POP.

Below are two POP paragraph templates. These templates are not prescriptive, but they demonstrate

the difference between the general issue and the specific problem of practice, as well as the

relationship between the problem of practice and the causes and effects of those problems of practice.

The paragraph templates also provide a means for identifying the context of the POP and the

leadership approach to/perspective on that practice. Note as well that these paragraph statements do

not include discussion of the solutions to the problem. Solutions to the POP will be addressed in the

final chapter of the EIP.

At this time, students are encouraged to choose one of two template models in the articulation of their

problem of practice paragraph statement. Regardless of the template chosen, the POP Paragraph

statement should be clear, concise, and sophisticated in articulating the “heart” of the problem. Note

as well that “solutions” to the POP are not included in this statement. The sentences of the POP statement have been colour-coded for ease of understanding and identification. Students are not required to colour their POP statements for their own assignments.

The sentences of the POP statement have been colour-coded for ease of understanding and identification. Students are not required to colour their POP statements for their own assignments.

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| **TEMPLATE 1: Deductive POP Paragraph Statement *(general rule applied to particular instances):***  **1. Sentence 1: Problem of practice in a particular organizational context – note that the POP is one sentence long.**  **2. Sentence 2: Leadership role, and scope and sphere of influence of the leader in that position**  **note that the role may encapsulate formal or informal/emergent leadership.**  **3. Sentence 3-5: Measurable/observable symptoms of problem – list major symptoms of problems, which will reference published or publicly available  theory, research, or data.**  **4. Sentences 5-6: Measurable/observable effects of problem – list major effects, which will reference published or publicly available theory, research, or data.**  **5. Sentence 7: Topic/issue in question format to take forward.** |

E***xample 1: Safe Schools***

The problem of practice that will be addressed is the lack of consistent implementation of safe school policies in California schools. Principals who prioritize safe school initiatives may bring social influence to bear on their peers, but policy measuring policy implementation is generally done at the board level.  School principals have the autonomy to understand policies very differently, and may implement school codes of conduct inconsistently for their school communities. While many schools can identify some success in addressing issues of student safety, diversity and inclusion, a recent state adolescent health survey revealed that student safety at school remains a serious problem (Smith, et al., 2015). Department of Education Satisfaction Survey results reveal that expectations of students and staff regarding issues of safety are not clear, consistent, or regularly communicated (MOE, 2015). What alternatives may be available to the organization to respond to the paucity of strategies to implement and measure change in reducing students’ harmful verbal and physical behaviour in schools?

***Example 2: Mental Health in Higher Education***

An emerging challenge in higher education organizations in California has been a significant increase in students exhibiting and experiencing mental health challenges, such as anxiety and depression. In some cases, students are self-identifying concerns and so seek help; for others, it is through instructors’ anecdotal observations regarding changes in mood or behavior. The effects of mental health concerns are wide-reaching, but most predominately affect academic functioning and achievement. Furthermore, there is noticeable and continuing inconsistency in how faculty members approach the issue of student mental health, which can exacerbate the issue. Those who have training may be comfortable engaging in exploratory conversations with students, while other believe it is not their role. Many, however, have conflicted views about mental health in general, and feel under prepared to support students. Department chairs and associate deans are often called in response to escalated student mental health cases, but they do not always have the training or the resources to instigate preventative university-wide mental health initiatives. As a problem of practice, the gap between student need and faculty capacity highlights the paucity of university staff who are equipped with knowledge about student mental health, have an ability to recognize symptoms, and promote practices that will minimize negative impact on academic functioning and achievement.

**Course Sequence**

**Course 1 – *Situating Yourself as a Scholar Practitioner and Teacher Leader* – *Focus on Understanding Paradigms and Positionality***

This course focuses on various issues, methods, and techniques in educational research and organizational theory as it applies to education systems. Included are some of the issues and dilemmas that frame the context for contemporary educational research, as well as a preliminary consideration of research strategies, methods, and techniques in a manner intended to assist participants in selecting research questions, that will frame their Education Improvement Plan. Current issues impacting the field of education will be explored. Students will also be encouraged to approach the reading and analysis of the research articles with a critical perspective.

**Course 2 – *Collaboratories of Practice - Understanding Change Theory and Project Proposal***

Collaboratories of Practice represent a fusion of two important developments in contemporary educational research: communities of practice and collaboratories. A collaboratory is a new networked organizational form involving structured experiences of authentic, real-world practice which serve as sources of active inquiry and professional learning. A collaboratory is a professional learning space that supports creative problem-solving, maker-centered learning, and the development of cutting-edge teacher education, research projects, programs, and experiences within the GSOE. After first examining change theory that underpins transformational change in the world of education, students will begin to investigate current problems of practice in the field of education and devise or recommend a proposal for pragmatic solutions suitable to their particular contexts.

**Course 3 – *Development of an Education Improvement Plan***

The Thesis in Practice as an Education Improvement Plan is a major persuasive research paper that provides evidence-based pathways to address individual, organizational and curricular problems of practice--and, more broadly, serve the public and/or social good. The Thesis in Practice is a practical yet theory-based and research-informed plan that aims to address and find solutions for a particular Problem of Practice through leading meaningful change within an educational context of importance to the student.

The study of the Problem of Practice that is foundational to the *Thesis in Practice* necessitates major lines of inquiry and draws upon established theories, research, and extant data to understand complex problems and assess/implement change.

Importantly, this work is framed around equity, ethics, and social justice to bring about solutions to complex problems of practice. As a form of quality improvement, the Thesis in Practice in the form of an Education Improvement Plan provides a theoretical- and researched-based systematic approach to making changes that may lead to better outcomes, stronger system performance, and enhanced professional development, which are in alignment with current educational literature.

Although a structured framework underpins the thesis, creativity and choice play an important role in the Thesis in Practice development for diverse organizations, contexts, and leaders. Student contexts differ, as do student pedagogical and teacher leadership approaches and Problems of Practice. The three-part chapter outline that follows here offers a path that allows for some individualization. For example, student understanding of the complexity of the PoP and the context may lead them to emphasize some aspects more than others within each section. They may also see some elements as more relevant than others in their analyses. Personal decision making is an important part of master’s programs.

The Education Improvement Plan should:

The student’s chosen educational improvement plan is a practical yet theory- and research-informed plan that aims to address and find solutions for a particular Problem of Practice through leading meaningful change for the individual as a practitioner, within their organization (school or district) or through the examination of needed change related to existing curriculum and/or pedagogical practices. The study of the Problem of Practice that is foundational to the Education Improvement Plan necessitates multiple lines of inquiry and draws upon established theories, research, and extant data to understand complex problems and measure change. Importantly, this work is framed around equity, ethics, and social justice to bring about solutions to complex problems of practice.

**Detailed Course Overview**

**Course 1 – *Situating Yourself as a Scholar Practitioner and Teacher Leader***

The focus for this introductory course is on understanding paradigms and positionality from which students view the world and which impact their work as educators. The frameworks that guide academic research and the study of educational theory and practice will form the foundation for this course and the exploration of current issues impacting their field of education.

Positionality focuses not only on how our individual identities are constructed, but on how these identities shape the way we see the world in relation to those we interact with.

Paradigms – provide a conceptual framework for seeing and making sense of the world.

1. Positivism: (realist ontology; objective epistemology)
2. Interpretivism/Constructivism: (relativist ontology; subjective epistemology)
3. Pragmatism: (reality constantly negotiated, debated and interpreted; examined using the best tools to solve the research question)
4. Critical Theory: (historical realist ontology; modified subjective epistemology)

Guiding questions:

How does who you are and how you stand in relation to others shape what you know about the world?

How do we read research articles?

How do we write in academic ways?

**Course 2 - *Collaboratories of Practice - Understanding Change Theory and Project Proposal***

In this course, students will begin to delve into differing approaches to affecting change in learning organizations. Collaboratories of Practice represent a fusion of two important developments in contemporary educational research: communities of practice and collaboratories. A collaboratory is a new networked organizational form involving structured experiences of authentic, real-world practice which serve as sources of active inquiry and professional learning. A collaboratory is a professional learning space that supports creative problem-solving, maker-centered learning, the development of cutting-edge teacher education, research projects, programs, and experiences within the GSOE. After first examining change theory that underpins the transformational change in the world of education, students will begin to investigate current problems of practice in the field of education and devise or recommend a proposal for pragmatic solutions suitable to their particular contexts.

***Problem of Practice - Proposal Guidelines***

In anticipation of the developing the full education improvement plan in Course 3, the primary purpose of the Proposal in Course 2 is to outline a plan of action for the improvement plan. The Proposal aims to achieve the following learning outcomes using appropriate research and theory:

* Outline a relevant Problem of Practice (PoP) in a particular educational context
* Discover complex issues underlying the PoP;
* Describe the teacher/counselor leader’s agency, positionality, and role as a change agent;
* Demonstrate understanding of the appropriate application of theory, research, frameworks, and tools to understand the PoP—its symptoms and effects; and
* Consider the application of appropriate theory, research, frameworks and tools to assess, monitor, and evaluate change.

The Proposal showcases each student’s work; it exhibits their acquired knowledge, skills, and perspectives that will inform their Thesis in Practice in the form of an Education Improvement Plan (EIP). An in-depth analysis of the key elements and/or relationships germane to the Problem of Practice form the basis of the EIP, including change drivers and readiness for change. Theoretical, research, and practical contexts will be evident throughout the document, as will knowledge of relevant literature, research and theory. Additionally, the proposal outlines the inherent equity, ethics, and social justice issues to bring about solutions to the complex Problems of Practice.

The Proposal is approximately 2,000-4,000 words/10-12 pages, exclusive of references. The document must adhere to the APA style guide (7th edition). The Proposal will be graded by the instructor (see detailed rubric for assessed components and criteria). Students must achieve a grade of 75% for their Proposal before proceeding to Course 3. Should a student not reach this grade, they will be given an opportunity to update this assignment using instructor feedback, to receive a grade of 75%.

The completed Proposal should contain the following:

1. **Title and Introduction**

* Introduce the topic and its value to you and your work, as well as what your Education Improvement Plan will (hope to) achieve.

1. **Discussion of the Problem of Practice**
   * What is the context (individual, curricular or organizational)?
   * What theoretical frameworks drive the context (personal worldviews i.e. Epistemology

and ontology, organizational and leadership frameworks)? Why?

* + What is your vision for change and the gap between current and future (or desired)

state? How does your vision fit the larger vision, be it school-based, district or state?

* + Clearly identify your Problem of Practice statement.
  + What questions are raised from the Problem of Practice? Consider identifying 3-4

questions that will guide your PoP and can be answered in the EIP.

* + How is the PoP framed – by organizational theories, models and/or frameworks? By

teaching and learning theories, models and/or frameworks?

* + How is your PoP situated within broader contexts?

1. **Teacher/Counselor Leader Position and Lens**
   * What is your teacher/counselor leader agency in regard to addressing the PoP?
   * What is your positionality – identity and personal voice?
   * What is your lens - your theoretical approach to teaching, learning, leadership and

change? To the PoP?

* + What is your role in the potential change process? (Your position and lens should align

and be evident throughout.)

1. **Change Theory and Processes**
   * What change theory or model will you use to frame your PoP? Why?
   * Describe your approaches to change.
   * How will you diagnose and analyze program, symptoms and effects of the PoP?
2. **Change in the Context of Equity, Ethics, and Social Justice**
   * How will you address the ethical responsibilities related to your EIP and other

impacted individuals, groups and/or organizations?

* + What is the social justice context of your Problem of Practice?
  + What challenges of equity and/or social justice are considered in your change

planning? Why are they important?

1. **Change Planning**
   * What are the internal and external drivers for the change to occur?
   * Describe the readiness for change. How did you assess this readiness?
   * How will you ensure your change plan fits within the context of your own professional

practice, your school/district or forward-thinking curricular needs? Stakeholders’ needs?

* + Why is it important to communicate with organizational stakeholders? How will you do that?
  + What will need to be considered when monitoring and evaluating change? What processes will you use to monitor, assess and evaluate this change?
  + What challenges will constrain your plans for change?

1. **Conclusion**
   * What do you foresee as considerations and next steps in the development of your Education Improvement Plan?

**Course 3 - Education Improvement Plan – From Theory to Praxis**

This course is focused on effective and ethical strategies for implementing, monitoring, and reporting change in educational organizations. Students will also consider change planning implementation through community building and culturally responsive relationships, particularly with diverse stakeholders that come into play in the work of a teacher.

Students will write three chapters of an **Education Improvement Plan** that introduces the context, problem, vision, and approach for educational change; analyzes information and data gathered to select the best change path, and develops a plan for implementing, monitoring, and communicating the educational change process. At the end of this course, students will be able to reflect on and communicate about a research informed, evidence-based plan to address a previously identified problem of practice for educational improvement. Students will engage collaboratively in various forms of peer review.

**Course 3 – *Creation of the Education Improvement Plan***

The Education Improvement Plan is intended to address an individual, curricular or organizational Problem of Practice.

|  |  |  |  |
| --- | --- | --- | --- |
| **Chapter** | **Chapter 1 Introduction and Problem**  (15 pages/3,500 words +/- 10%) | **Chapter 2**  **Planning and Development**  (15 pages/3,500 words +/- 10%) | **Chapter 3 Implementation, Evaluation,**  **and Communication**  (15 pages/3,500 words +/- 10%) |
| **Description** | **The What:** Describes a problem, introduces the context, vision, and leadership agency for individual, curricular, or organizational change related to that problem. | **The Why:** Identifies leadership approaches, develops a framework for understanding change, and analyzes organizational information and data gathered to select the best change path. Determines the context of equity, ethics and social justice. | **The How:** Develops a plan for implementing, monitoring, and communicating the individual, curricular or organizational change process. |
| **Major Elements** | * Organizational Context * Leadership Position and Lens * Framing the Problem of Practice * Guiding Questions Emerging from the Problem of Practice * Vision for Change * Organizational Change Readiness | * Framework for Enacting the Change Process * Critical Individual, Curricular or Organizational Analysis * Solutions to Address the Problem of Practice * Leadership, Ethics, Equity, and/or Social Justice in the Change | * Change Implementation Plan * Change Process Monitoring and Evaluation * Communicating the Need for Change and the Change Process * Next Steps and Future Considerations of the Education Improvement Plan * Reflective Epilogue (Optional) |

**Guiding Questions for Major Elements**

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| --- | --- | --- |
| **Ch. 1 – Introduction & Problem** | **Ch. 2 – Planning & Development** | **Ch. 3 – Implementation, Evaluation, & Communication** |
| **Organizational Context**   * What are the broad political, economic, social and cultural contexts of your organization? * What theoretical frameworks drive the organization (organizational and leadership frameworks)? Why? * How do these contexts shape your organization and your role as an educator within it? * To what does the organization aspire?   **Leadership Position and Lens**   * What is your personal leadership position (agency, power and positionality, personal voice)? * What is your role in the potential change process? * What is your personal lens (theoretical, experiential approach) for educational leadership practice? | **Framework for Enacting the Change**   * How do relevant change theories or frameworks and types of organizational change (e.g., reactive, anticipatory, incremental) compare, including key assumptions?   **Critical Individual, Curricular or Organizational Analysis**   * What are the needed changes and why? (Include your change readiness findings, organizational analysis and relevant research) * How does your framework for enacting change and change model diagnose and analyze needed change? | **Change Implementation Plan**   * How does your change plan fit within the context of the overall organizational strategy? Structure? * How does your plan lead to an improved situation for other social and organizational actors? For equity and social justice? * How will you seek to understand stakeholder reactions to the change and potentially adjust your plans during the implementation process to reflect legitimate concerns? * How will you select personnel to engage/empower others for individual and cultural change that will achieve the envisioned future state (e.g., Professional Learning Communities, Collaboratories of Practice, other change agents)? * What other supports & resources (e.g., time, human, technological, financial, information) do you need? * What potential implementation issues may occur and how will you address them? * What short-, medium-, & long-term goals (i.e., benchmarks, key performance indicators) do you require to achieve the desired future state? |

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| **Ch. 1 – Introduction & Problem** | **Ch. 2 – Planning & Development** | **Ch. 3 – Implementation, Evaluation, & Communication** |
| **Framing the Problem of Practice**   * How is the PoP framed – by organizational theories, models, and/or frameworks? * What is the social justice context of your Problem of Practice? * Why change? Situate/substantiate the PoP in the broader contextual forces shaping the practices that form the problem using some of the following strategies:   + Historical overview of the PoP   + Recent theory/literature on the topic   + Results from a political, economic, socio-cultural, technological, legal and environmental (PESTLE) factor analysis   + Relevant internal data and user key tools (e.g., equity audit);   + Relevant external data (e.g., GAO, National Center for Education Statistics, OECD data, public financial data)   **Guiding Questions from the PoP**   * What challenges emerge from the main problem? * What potential factors or phenomena contribute to and/or influence the main problem? * What potential lines of inquiry stem from the main problem? | **Solutions to Address the Problem of Practice**  As you discuss possible solutions to address the Problem of Practice, consider the following:   * What needs to change (e.g., goals, priorities, practices or policies, new objectives, intended cultural change)? * What resources are needed (e.g., time, human, financial, information, technological)? * How is each alternative solution similar/different? What are the trade- offs, benefits, and consequences of each? * Which one solution is more appropriate against alternatives not chosen? (Use research- and practice- based evidence.) * How will you engage an inquiry cycle as part of an improvement process (e.g., PDSA, appreciative inquiry)? | **Change Process Monitoring and Evaluation**   * What tools and measures will assist you to track change and gauge progress? * How will you refine your implementation plan in response to monitoring and evaluation findings?   **Communicating the Need for Change and the Change Process**   * How will you build awareness of the need for change within your organization? * How will you frame issues for various audiences? * What questions and responses do you anticipate? * How will you communicate the path of change, milestones and wins--and through what channels? |

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| **Ch. 1 – Introduction & Problem** | **Ch. 2 – Planning & Development** | **Ch. 3 – Implementation, Evaluation, & Communication** |
| **Vision for Change**   * What is your vision for change? * What is the gap between the present and your envisioned future state of your individual, curricular or organizational context? * How will the future state improve the situation for other educational and social/societal actors? * What role does equity, social justice, and/or decolonization play in your vision for change? * What priorities do you have for this change? * Identify the internal and external drivers for this change drivers   **Organizational Change Readiness**   * Describe organizational change readiness based on selection and use of available tools to assess change readiness (i.e., public data analysis, gap analysis, force field analysis…) | **Leadership, Ethics, Equity, and Social Justice Challenges in the Change**   * What are the responsibilities of your organization? * What are the commitments of the different organizational actors? * What are the considerations and challenges as they apply to any stage in the change process? | **Next Steps, Future Considerations of the Educational Improvement Plan**   * What will happen next with this change process? * What are your future considerations for you as an individual for the curriculum or the organization in the context of the PoP?   **Reflective Epilogue (optional)**   * What are your conclusions about the Thesis in Practice? Your work? Your journey? |

**Additional Notes**

* This table provides suggested content; however, this breakdown is neither a comprehensive checklist nor a rubric.
* Full chapters will include introductions, conclusions, transitions, etc.
* All sections should be written with the Problem of Practice in mind.
* Generalization and data anonymization (so that the organization and individuals cannot be identified) are required for the final document.
* **Front Sections:** Abstract, Executive Summary, Acknowledgments, Table of Contents, List of Tables, List of Figures
* **End Sections:** References, Appendices

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# Master’s Program Advisement Form for Teachers

Candidate Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_

Original Admit Date/ Program \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Anticipated Program Start Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Petition Required \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Yes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_No

Course Plan

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| --- | --- | --- |
| **Course Number** | **Course Name** | **Semester** |
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Notes

Program Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_

# Graduate School of Education Department of Learning and Teaching_HORIZONTAL

# DEPARTMENT OF LEARNING AND TEACHING MASTER’S DEGREE PROGRAM

**Candidate Information**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Telephone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Degree Emphasis:**

**M.S. Deaf Education M.S. Special Education M.Ed. in Teacher Leadership**

**I plan to begin the program during Summer 20\_\_\_\_ Yes No**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Candidate Signature**

# Program Details

1. In the Department of Learning and Teaching, a master’s degree includes completion of credential coursework and three required research courses taken in sequential order:

* EDGN509: ***Situating Yourself as a Scholar Practitioner and Teacher Leader***
* EDGN510: ***Collaboratories of Practice – Identifying a Problem of Practice***
* EDGN599: ***Education Improvement Plan – From Theory to Praxis***

1. All coursework must be completed within seven years of admission to the program.
2. Degree requirements are listed in the Graduate Catalog.
3. Continuous enrollment in the program is required. A candidate who is away from the program for more than one year will need to reapply for admission to the program. Please contact the Graduate Admissions Office to begin the readmission process.
4. Application for a master’s degree is processed, and degree requirements verified through the CLU Registrar’s Office.
5. For inquiries related to any master’s degree, please contact the Program Director.
6. A “B” (3.0) average is required for continued enrollment in the graduate program and for receiving the master’s degree (CLU Course Catalog).

**Formatting for all Written Work**

The following criteria have been established for the master’s thesis.

* The thesis must conform to the APA style.
* The content and length are determined by you and your instructor
* **Grammar, punctuation, spelling and other mechanical issues are your responsibility**.

Formatting requirements

1. Language

* All learning tasks must be written in English.

2. Page Size and Specifications

* Page size must be 8.5 x 11 inches, also known as “letter” size in U.S. standards.

3. Font

* Text must be in embedded, 12-point font
* Smaller font size may be appropriate for other material outside of the main text.
* Black text is recommended; although, color may be appropriate in specific parts of the

document.

* Font requirements apply to all text including captions, citations, etc.

4. Margins

* Margins must be 1” with page numbers at least ¾” from the edge of the page.

5. Spacing

* Document must be double-spaced with the exception of quotations as paragraphs, captions, lists, graphs, charts, footnotes/endnotes, bibliographic entries, items within tables, and lists in appendices.
* Exceptions may include the following:
  + Quotations and footnotes may be single-spaced within each entry.
  + Lengthy tables may be single-spaced.

6. Tables

* Tables should be consecutively numbered.

7. Figures

* Figures should be consecutively numbered.

Adapted from APA Manual

(If you have questions, please review the current edition of the APA Manual)

# Program Integrity Document

The program integrity document reflects what we, in the GSOE, have determined to exemplify the skills, attitudes, knowledge and competencies required of our students in the Master of Education Program. Criteria that reflect the grades of A, B and C have been outlined. Individual course learning assessments will provide more specific criteria through which this lens will be applied.

Students will demonstrate the following skills, competencies and knowledge:

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| --- | --- | --- |
| **Program Outcomes** | **Specific Student Indicators** | **Criteria that Constitute an A** |
| 1. Depth & Breadth of Knowledge | * Identify and analyze complex issues within the educational landscape that underly the Problem of Practice and subsequent Education Improvement Plan you will be working towards developing * Understand and differentiate approaches to engaging in and leading change within your own pedagogical practice and/or within diverse educational organizations * Consider the ways and contexts in which change processes may enhance social and institutional outcomes and goals in your organization | * Reflects an exemplary level of knowledge relevant to one’s individual field of study. * Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors. * Proposes one or more solutions/hypotheses that indicate(s) a deep understanding of the problem. Solutions/hypotheses are sensitive to specific contextual factors of the educational organization as well as all of the following: ethical, logical, and cultural dimensions of the problem. * Demonstrates a deep and thorough analysis of solutions and includes all of the following: considers the history and context of the problem, articulates solution-finding logic/reasoning, examines feasibility of solutions, and weighs impacts of the solutions. * Proposes implementation processes for solutions/hypotheses address multiple contextual factors of the problem in a deep and thorough manner. * Clearly reviews solution processes relative to the problem defined with thorough, specific considerations of the need for ongoing organizational development. |
| 2. Research & Scholarship | * Produce and differentiate multiple possible solutions, through the lens of specific learning tasks, to current issues in educational/counselling research, applying relevant and current theory * Enhance your ability to explore and research alternative theories, solutions and methods to Problems of Practice that challenge your own perspectives of educational organizations | * Demonstrates the ability to think critically and conduct thorough effective online academic research. * Carefully examines current educational research to evaluate the appropriateness of different approaches to solving problems and clearly articulates reasons for choosing the possible solutions/hypotheses * Examines scholarly readings and research in creative ways to find solutions that will not only solve a current issue, but also look to the future to prevent similar problems. * Meaningfully synthesizes connections among experiences outside of the formal classroom including life experiences and professional experiences to deepen understanding of fields of study and to broaden individual perspectives. |
| 3. Application of Knowledge | * Apply your understanding of pedagogy, educational leadership and/or counselling practices/approaches in order to determine how to be facilitate change within your own practice and/or within diverse organizational structures * Assess issues in pedagogical practice/counselling to identify and prioritize areas of need for change * Identify human and material resources to promote and maintain organizational change * Design and undertake a change implementation plan that demonstrates the ability to apply academic thought and professional skill as a steward of the profession * Refine your implementation plan based on models/frameworks for monitoring and evaluating change | * Demonstrates a clear awareness of a changed future self, based on new learning and the integration of the Problem of Practice and the Education Improvement Plan into one’s own practice building on current studies and past experiences that have occurred across multiple and diverse contexts. * Exemplifies the capacity to think in untested and innovative directions and take intellectual risks, as well as contributes to development and innovation in their professional field * Makes thorough and well-informed decisions relative to complex educational problems including the ability to independently reason, debate and justify solutions/hypotheses and develop creative and novel research questions, Problems of Practice and recommendations. * Evaluates the broader implications of knowledge application for specific organizational contexts in education. * Clearly demonstrates the intellectual independence to be engaged and current in academic study and professional matters, as well as continued professional learning and scholarship at advanced levels. * Demonstrates a deep understanding about what constitutes significant evidence in educational research |
| 4. Communication Skills | * Apply a set of standards for the writing and design of your documents using APA-7 style guide * Develop your ability to effectively communicate with others in various media about organizational change theories and models included in the program * Translate academic theory and research findings into accessible language for non-specialists | * Demonstrates exemplary ability to express oneself clearly, accurately and professionally in academic writing. * Demonstrates exemplary ability to orally express oneself clearly, accurately and professionally. * Demonstrates skillful use of high-quality, credible, relevant sources in various media to develop and communicate ideas that are appropriate for the discipline and for various audiences. |
| 5. Awareness of the Limitations of Knowledge | * Develop awareness of the breadth and depth of educational paradigms and epistemologies and their effective application to particular educational contexts * Understand your positionality and its effects in relation to your reading, research and professional experience | * Demonstrates exemplary ability to critically understand, analyze and evaluate the values and assumptions underlying knowledge in one’s individual field of study * Integrates alternate, divergent or contradictory perspectives fully into the solution-finding for the Educational Improvement Plan. * Identifies the paradoxes/dissonances inherent in organizational approaches to change in pedagogical practice/counselling and leadership practice, including the implications for organizational development and student outcomes. * Demonstrates exemplary ability to extend novel or unique ideas, questions, formats or products to create new knowledge or knowledge that crosses boundaries. * Thoughtfully articulates own positionality and its impact on Problem of Practice analysis and Educational Improvement Plan development. |
| 6. Autonomy & Professional Capacity | * Build your capacity to analyze educational improvement through multiple frames and from diverse perspectives * Revise perspectives and plans based on the acquisition of new information throughout the learning and research process * Demonstrate ethical behaviors consistent with academic integrity and the responsible conduct of educational inquiry and research * Foster relationships with individuals within academic and professional organizations related to your field | * Demonstrates continued growth in capacity to analyze educational improvement through multiple frames and from diverse perspectives * Clearly models a values-based scholar-practitioner disposition in ethical pedagogical practice/counselling and leadership practice. * Consistently and appropriately honors the best interests of the profession by demonstrating a pattern of professional behavior embracing opportunities to select or create new forums to become involved the profession. * Actively seeks to develop effective relationships with individuals and groups within academic and professional organizations related to one’s individual field of studies. |

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| **Program Outcomes** | **Specific Student Indicators** | **Criteria that Constitute a B Grade** |
| 1. Depth & Breadth of Knowledge | * Identify and analyze complex issues within the educational landscape that underly the Problem of Practice and subsequent Education Improvement Plan you will be working towards developing * Understand and differentiate approaches to engaging in and leading change within your own pedagogical practice and/or within diverse educational organizations * Consider the ways and contexts in which change processes may enhance social and institutional outcomes and goals in your organization | * Reflects a proficient level of knowledge relevant to one’s individual field of study. * Demonstrates the ability to construct a clear and insightful problem statement with evidence of some relevant contextual factors. * Proposes one or more solutions/hypotheses that indicate(s) an adequate understanding of the problem. Solutions/hypotheses are sensitive to specific contextual factors of the educational organization as well as several of the following: ethical, logical, and cultural dimensions of the problem. * Demonstrates an adequate analysis of solutions and includes several of the following: considers the history and context of the problem, articulates solution-finding logic/reasoning, examines feasibility of solutions, and weighs impacts of the solutions. * Proposes implementation processes for solutions/hypotheses that address multiple contextual factors of the problem in an acceptable manner. * Reviews solution processes relative to the problem defined with some specific considerations of the need for ongoing organizational development. |
| 2. Research & Scholarship | * Produce and differentiate multiple possible solutions, through the lens of specific learning tasks, to current issues in educational/counselling research, applying relevant and current theory * Enhance your ability to explore and research alternative theories, solutions and methods to Problems of Practice that challenge your own perspectives of educational organizations | * Demonstrates the ability to think critically and conduct thorough effective online academic research. * Examines current educational research to evaluate the appropriateness of different approaches to solving problems and articulates some reasons for choosing the possible solutions/hypotheses * Examines scholarly readings and research to find solutions to solve a current issue. * Synthesizes connections among experiences outside of the formal classroom including life experiences and professional experiences to understand of fields of study and to broaden individual perspectives. |
| 3. Application of Knowledge | * Apply your understanding of pedagogy, educational leadership and/or counselling practices/approaches in order to determine how to be facilitate change within your own practice and/or within diverse organizational structures * Assess issues in pedagogical practice/counselling to identify and prioritize areas of need for change * Identify human and material resources to promote and maintain organizational change * Design and undertake a change implementation plan that demonstrates the ability to apply academic thought and professional skill as a steward of the profession * Refine your implementation plan based on models/frameworks for monitoring and evaluating change | * Demonstrates an awareness of a changed future self, based on new learning and the integration of the Problem of Practice and the Education Improvement Plan into one’s own practice building on current studies and past experiences. * Exhibits the capacity to think in innovative directions, as well as contributes to development in their professional field * Makes decisions relative to complex educational problems including the ability to reason, debate and justify solutions/hypotheses and develop acceptable research questions, Problems of Practice and recommendations. * Evaluates the broader implications of knowledge application for specific organizational contexts in education. * Demonstrates the intellectual independence to be engaged and current in academic study and professional matters, as well as continued professional learning and scholarship at advanced levels. * Demonstrates an adequate understanding about what constitutes significant evidence in educational research |
| 4. Communication Skills | * Apply a set of standards for the writing and design of your documents using APA-7 style guide * Develop your ability to effectively communicate with others in various media about organizational change theories and models included in the program * Translate academic theory and research findings into accessible language for non-specialists | * Demonstrates proficient ability to express oneself clearly, accurately and professionally in academic writing. * Demonstrates proficient ability to orally express oneself clearly, accurately and professionally. * Demonstrates use of credible and relevant sources in various media to develop and communicate ideas that are appropriate for the discipline and for various audiences. |
| 5. Awareness of the Limitations of Knowledge | * Develop awareness of the breadth and depth of educational paradigms and epistemologies and their effective application to particular educational contexts * Understand your positionality and its effects in relation to your reading, research and professional experience | * Demonstrates proficient ability to critically understand, analyze and evaluate the values and assumptions underlying knowledge in one’s individual field of study * Integrates some alternate, divergent or contradictory perspectives into the solution-finding for the Educational Improvement Plan. * Identifies some paradoxes/dissonances inherent in organizational approaches to change in pedagogical practice/counselling and leadership practice, including the implications for organizational development and student outcomes. * Demonstrates proficient ability to extend ideas, questions, formats or products to create new knowledge or knowledge that crosses boundaries. * Articulates own positionality and its impact on Problem of Practice analysis and Educational Improvement Plan development. |
| 6. Autonomy & Professional Capacity | * Build your capacity to analyze educational improvement through multiple frames and from diverse perspectives * Revise perspectives and plans based on the acquisition of new information throughout the learning and research process * Demonstrate ethical behaviors consistent with academic integrity and the responsible conduct of educational inquiry and research * Foster relationships with individuals within academic and professional organizations related to your field | * Demonstrates growth in capacity to analyze educational improvement through multiple frames and from diverse perspectives * Models a values-based scholar-practitioner disposition in ethical pedagogical practice/counselling and leadership practice. * Appropriately honors the best interests of the profession by demonstrating a pattern of professional behavior embracing opportunities to select or create new forums to become involved the profession. * Attempts to develop effective relationships with individuals and groups within academic and professional organizations related to one’s individual field of studies. |

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| **Program Outcomes** | **Specific Student Indicators** | **Criteria that Constitute a C Grade** |
| 1. Depth & Breadth of Knowledge | * Identify and analyze complex issues within the educational landscape that underly the Problem of Practice and subsequent Education Improvement Plan you will be working towards developing * Understand and differentiate approaches to engaging in and leading change within your own pedagogical practice and/or within diverse educational organizations * Consider the ways and contexts in which change processes may enhance social and institutional outcomes and goals in your organization | * Reflects some knowledge relevant to one’s individual field of study. * With coaching and support, demonstrates the ability to construct a problem statement with evidence of some relevant contextual factors. * Proposes one or more solutions/hypotheses that indicate(s) a surface level understanding of the problem. Solutions/hypotheses are sensitive to some contextual factors of the educational organization but generally do not address most of the ethical, logical, and cultural dimensions of the problem. * Demonstrates a surface level analysis of solutions and generally does not address the following: considers the history and context of the problem, articulates solution-finding logic/reasoning, examines feasibility of solutions, and weighs impacts of the solutions. * Proposes implementation processes for solutions/hypotheses address some contextual factors of the problem in surface level manner. * Reviews solution processes relative to the problem defined and generally does not consider of the need for ongoing organizational development. |
| 2. Research & Scholarship | * Produce and differentiate multiple possible solutions, through the lens of specific learning tasks, to current issues in educational/counselling research, applying relevant and current theory * Enhance your ability to explore and research alternative theories, solutions and methods to Problems of Practice that challenge your own perspectives of educational organizations | * Does not consistently demonstrate the ability to think critically and conduct thorough effective online academic research. * Attempts to examine current educational research to evaluate the appropriateness of different approaches to solving problems without adequate reasons for choosing the possible solutions/hypotheses * Examines scholarly readings and research at a surface level to find solutions to solve a current issue. * Does not synthesize connections among experiences outside of the formal classroom including life experiences and professional experiences to adequately understand of fields of study and to broaden individual perspectives. |
| 3. Application of Knowledge | * Apply your understanding of pedagogy, educational leadership and/or counselling practices/approaches in order to determine how to be facilitate change within your own practice and/or within diverse organizational structures * Assess issues in pedagogical practice/counselling to identify and prioritize areas of need for change * Identify human and material resources to promote and maintain organizational change * Design and undertake a change implementation plan that demonstrates the ability to apply academic thought and professional skill as a steward of the profession * Refine your implementation plan based on models/frameworks for monitoring and evaluating change | * Does not consistently demonstrate an awareness of a changed future self, based on new learning and the integration of the Problem of Practice and the Education Improvement Plan into one’s own practice building on current studies and past experiences. * Does not generally exhibit the capacity to think in innovative or novel directions * Makes surface level decisions relative to complex educational problems and develops acceptable research questions, Problems of Practice and recommendations with coaching and support. * Does not adequately evaluate the broader implications of knowledge application for specific organizational contexts in education. * At times, demonstrates the intellectual independence to be engaged and current in academic study and professional matters * Does not consistently demonstrate an adequate understanding about what constitutes significant evidence in educational research |
| 4. Communication Skills | * Apply a set of standards for the writing and design of your documents using APA-7 style guide * Develop your ability to effectively communicate with others in various media about organizational change theories and models included in the program * Translate academic theory and research findings into accessible language for non-specialists | * Demonstrates proficient ability to express oneself clearly, accurately and professionally in academic writing, with coaching ad support. * At times, demonstrates proficient ability to orally express oneself clearly, accurately and professionally. * Does not consistently demonstrate use of credible and relevant sources in various media to develop and communicate ideas that are appropriate for the discipline and for various audiences. |
| 5. Awareness of the Limitations of Knowledge | * Develop awareness of the breadth and depth of educational paradigms and epistemologies and their effective application to particular educational contexts * Understand your positionality and its effects in relation to your reading, research and professional experience | * Demonstrates some ability to critically understand, analyze and evaluate the values and assumptions underlying knowledge in one’s individual field of study * Does not consistently integrate alternate, divergent or contradictory perspectives into the solution-finding for the Educational Improvement Plan. * Does not consistently identify paradoxes/dissonances inherent in organizational approaches to change in pedagogical practice/counselling and leadership practice, including the implications for organizational development and student outcomes. * Demonstrates some ability to extend ideas, questions, formats or products to build further knowledge. * Articulates a surface level understanding of own positionality and its impact on Problem of Practice analysis and Educational Improvement Plan development. |
| 6. Autonomy & Professional Capacity | * Build your capacity to analyze educational improvement through multiple frames and from diverse perspectives * Revise perspectives and plans based on the acquisition of new information throughout the learning and research process * Demonstrate ethical behaviors consistent with academic integrity and the responsible conduct of educational inquiry and research * Foster relationships with individuals within academic and professional organizations related to your field | * Demonstrates limited growth in capacity to analyze educational improvement through multiple frames and from diverse perspectives * Inconsistently models a values-based scholar-practitioner disposition in ethical pedagogical practice/counselling and leadership practice. * At times, honors the best interests of the profession by demonstrating a pattern of professional behavior embracing opportunities to select or create new forums to become involved the profession. * Does not typically develop effective relationships with individuals and groups within academic and professional organizations related to one’s individual field of studies. |

**Sample Formatting for Education Improvement Plan**

Title

Your Name

California Lutheran University

Education Improvement Plan submitted to the Faculty of the Graduate School of Education at

California Lutheran University

in partial fulfillment of the requirements for the degree of

(Master of Professional Education)

2023

**Abstract**

[Insert an abstract of your work of no more than 250 words summarizing the key pieces of your research study. Think about this as your condensed work in a nutshell – a 30 second elevator pitch.]

[Use double-line spacing and reference APA section 2.9 for additional formatting information]

*Keywords:* [Insert up to five key terms that would be used to search for your study, separating each word with a comma]

**Acknowledgements**

[This is where you get to thank all of those who are important to you and who supported you through this work.]

**Table of Contents**

Abstract #

Acknowledgements #

List of Tables (include only if used) #

List of Figures (include only if used) #

Introduction of Problem #

Planning and Development #

Implementation,

Evaluation, & Communication #

References #

Appendices #

Appendix A: [Insert Name] #

Appendix B: [Insert Name] #

**List of Tables** (again, only if used)

Table 1. Label of Table 1

**List of Figures** (again, only if used)

Figure 1. Label of Figure 1