

Deaf Education Doctoral Planning Grant

2/21/08 - 1:30-4:40 p.m.

Larger planning group

Outcome: Commitment and involvement of community leaders to the planning process.

- Introduction to project and purpose of the larger planning group – Harold Johnson and Shirin Antia
- Introduction of individuals

The following individuals have agreed to be at the 1:30-4:30 meeting☺

- a. Kathy Huebner/Meeting Facilitator
- b. Shirin Antia/Grant CoPI
- c. Harold Johnson/Grant CoPI
- d. Cindy Bailes ...
- e. Susan Easterbrooks ...
- f. Bob Kretschmer...
- g. Susan Lenihan ...
- h. John Luckner ...
- i. Jean Andrews ...
- j. Don Moores ...
- k. Sue Rose ...
- l. Claudia Pagliaro ...
- m. Peter Paul ...
- n. Lisa Dimling ...
- o. Leeanne Seaver/Hands & Voices
- p. Karen Dilka/CED
- q. Tom Jones ...
- r. John Albertini ...
- s. Kathy Weldon ...
- t. Marilyn Sass-Lehrer...
- u. Karl White ...
- v. Kathy Susman
- w. Jessica Page ...
- x. Jay Innes ...

In the afternoon we presented committee reports that were not able to be tackled in the a.m. However, no votes were taken on these reports. The reports are available on the wiki site.

Key Components of Collaborative Agreements: Shirin Antia

Outcomes: John Luckner

Suggested Strategies for Working with Deaf Education Teacher Preparation Programs: Susan Lenihan

The floor was opened for a wide-ranging discussion. The following tries to capture important points by topic. Not all comments are reported and no particular attempt has been made to capture the discussion in the order in which it occurred. Rather comments have been edited and grouped by topic. Where possible individual names are included. However, not all names could be included. (We apologize for this).

How will this collaborative model work? The focus is upon enhancing existing or emerging doctoral programs through collaborative effort. There is not a single curriculum being proposed. Each university is expected to maintain its unique elements, and the consortium will NOT impinge on the university curriculum in any way. However, students will have the option to study with, and learn from, faculty and doctoral students at other universities.

Ideas for creating a community or a cohort: this is a critical idea, one that will have a significant idea on the program

VI strategies for students in the consortium

- Face-to-face meetings
- Two week discussion boards
- Listserv for the VI 'fellows'
- Joint projects, presentations for e.g. , 'Hill Visits" to policy makers
- Travel and room together
- [Kathy] CI Project – has a mentoring component....each student gets 6 hrs of mentorship from a nationally recognized expert...done over a 6 month period...ends with a capstone project. The capstone project requires understanding of the change process, identifying opportunities to change and support as to how they could go about creating change in a positive way. An initial period of concentrated study or work....e.g., 10-13 days...will build partnerships.
- [Karl White] topically focused cohort learning, discussions, with mentors, combined with intensive 2-3 day workshops,
 - noted the 'open course work' movement at a number of US universities – this format could be used as a set of required course work experiences that all of the consortium doctoral students would participate in
- [Jessica] have a 'google space' like settings that the doctoral students can use to share and develop a community

Ideas for engaging in research

- [Jessica] students at the master's level, in teacher preparation programs need to have the opportunities to be involved in research...to plant the

seed that may result in them wanting to go for their doctorates ..to help them to realize that research is a way to create change

- [Jessica] doctoral students need an online, empirically based data base that they can use to facilitate their work to conduct literature reviews and to design research
- [Jessica] identify? research centers...where students could have the opportunities to complete externships
- [Leeanne Seaver] Hands &Voices gets LOTS of request from doctoral students to connect with families to do research. The organization is happy to help but needs a complete and well written, but short (one page) proposal in a PDF format that is easy to share with the nation wide community of families. Many families want to participate, but you need to ‘think like a family’ in order for them to get involved.
- [Leeanne S]noted desire from families for research that meets their particular needs....how they have a very hard time finding what they need....needed info is just too hard to find
- [Shirin A]noted that one of the products of the consortium is the development of the research questions that parents and teachers want to know....noted the lack of research with parents because of the difficulty in getting access to parents...such access would also impact upon the questions asked and how the info is subsequently sharedalso noted that this can be function of the Advisory Group
- [John A] noted that such research questions could serve as a recruitment tool
- [Kathy] the option schools...have tons of data, but no time to organize it in such a way that it would be availablethere are over 50 such schools in the US and UK that are a GREAT resource....+ a great place for looking at ‘best practices’ . [Don M] – school districts have a lot of data – that can be utilized – relatively easy access
- [Bob K] noted the very real benefit of pooling available for data sets and making them available for secondary analysis and available for doctoral training. We need to go to other funding agencies. They may be interested in systematizing other data sets.
- [Don M.] we don’t have sufficient people so need to set some priorities on research topics.
- Harold suggests that we focus on : distributed research process – in homes and communities as well as schools; longitudinal data; parents as key informants about their students; Different models of how to do the research.
- Kathy – early intervention is one of the most important topics today.we need individuals who read research and have it interconnect with what they are doing.– normal language development, play etc.

Recruitment & Selection

- (Kathy H). The VI field had a very short lead-time to recruit. They worked with constituent groups to advertise this as an ‘opportunity of a lifetime’, they advertised in all the professional newsletters, including school newsletters; faculty recruited their best Master level students
- [Susan L] ...noted Jean Andrews idea of university offering an online learning opportunity ‘introduction to doctoral studies’ as a recruiting tool
- Advertise that it would be an honor to be selected for this program
- [Shirin A] need to ask for nominations from the community as well as other faculty.
- We must recruit a more diverse group than is typical
- [Claudia P] the best tool for recruitment is to get in to this program because of being able to work with professionals in your area of interests, because of the consortium and variety of faculty, create an excitement about the learning opportunities
- [Tom Jones] we need to recruit individuals to be want to researchers and to prepare individuals to work with children who have additional disabilities. Presently we prepare our teachers for the kids WE taught way back when...not the kids we have. The individuals we select must have the experience and excitement of working with kids with additional disabilities prior to entering the doctoral programs. Doctoral studies is not about content, it is about the tools and experiences needed to do the research and to be change agents. [Sue R] reinforced Tom Jones point about recruiting and bringing in individuals who already have the critical content as a starting point. [Jean A] noted the need to recruit from schools for the Deaf, particularly existing faculty who are working well with the target populations of students who have additional disabilities.
- John A] - it will be really crucial to recruit good students from related areas, e.g., Psychology. What are the content areas that we should recruit/go after?
- [Susan L] ...recruit students who already have teaching certification
- Kathy – early intervention is one of the most important topics today. (survey) The grant should make a real effort to look at where to recruit the early intervention group, and not necessarily from deaf ed. Few programs have robust early intervention segments. – But that is what we need – normal language development, play etc.
-
- [Kathy H] In the recruitment process we may want to consider setting aside \$\$\$ for individuals with specific backgrounds, e.g., MH, EI, Literacy, etc.....VI field did not do this, but they did consider it and they have developed open-ended questions in the application form that helped them to understand the kind of individual who was applying for the consortium money.
- [Kathy W] ...noted that individuals will be looking to see if the program is ‘deaf friendly’

- [Kathy H] ...suggested the use of a Web site where all of the information from the grant effort was published, including information about the faculty so that students could have information about the programs.
- [Marilyn S-L] the challenge of recruitment...noted an overall decrease in the number of doctoral graduate applicants and a reduction in the diversity of the students. Noted the need to nurture and recruit from the master's level students.
- [Jay] Ph.D. programs are on line – especially in Europe. Do people have to give up their whole lives to go to a university? National level experts to discuss topics – new leaders need to know how to make change happen.
- [Tom J]– we should feel a sense of crisis. We are six years away from turning out new people – but there is a huge crisis right now – replacing ourselves. Our focus needs to be people who can give up their jobs to take up our jobs. Karen D notes that the vast majority of present faculty are over 50.

Retention

- [Don Moores] ...question why some doc students do not finish...noted the lack of current funding for doctoral student in education of DHH. They often finish their course work, but then go back to work. Students will need 4 solid years of funding, if we provide this more students will finish
- [Jessica] time considerations....as a students...working on grants and in schools
- [Kathy H]...VI model...requires full time...can not work on any other funded effort...must focus upon their studies
- Discussion of how much stipend would be required to study full time....the gap between what is paid (20-25K) vs. what is needed
- [Lisa D] ...noted how hard it is to leave a teaching career and then get through on the 20K available
- [Sue R] ...noted that research regarding. 'stayers' and 'leavers' is due to problems, faculty advising and student writing skills

Ways for the group to communicate with each other

Website with questions; small focus groups; committees have a focus - invite or request people to engage in the committee work.

