

The Consortium Approach to Doctoral Training: Lessons Learned

Joseph Wehby, Peabody College, Vanderbilt University
Marcia Barnes, Peabody College, Vanderbilt University;
Joonkoo Yun, East Carolina University
Mary Beth Bruder, University of Connecticut
Ann Kaiser, Peabody College, Vanderbilt University



2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE



Objective

Each consortium will highlight these areas:

- Framework and Organizational Structure
- Collaboration
- Formative Assessment Overview
- Lessons Learned
- Comments from former consortium scholars



National Center for Leadership in Intensive Intervention NCLII-2



2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE



NCLII-2 Framework and Organizational Structure



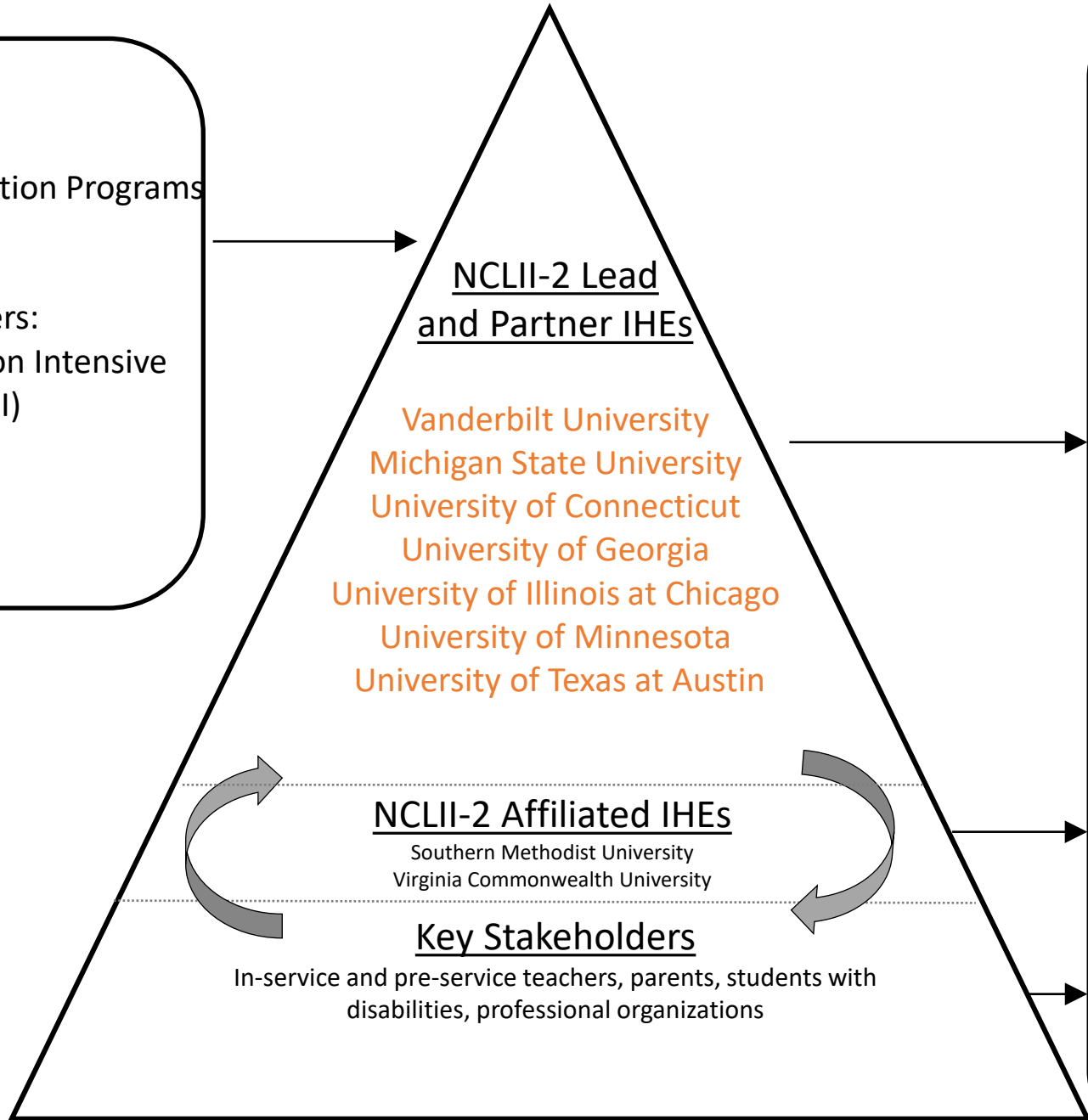
2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE



NCLII-2 Organizational Framework

Contributing Partners

- Office of Special Education Programs (OSEP)
- NCLII-2 Advisory Board
- OSEP-Funded TA Centers:
 - National Center on Intensive Intervention (NCII)
 - CEEDAR
 - IRIS Center



NCLII-2 Activities

- Scholar Support
- Required Participation in online *Core Curriculum*
- Internship Support
- Research Collaboration
- NCLII-2 Scholar Meetings (2x/yr).
- Summer workshops/specialized trainings
- Access and Contribute to Intensive Intervention Network

- Access to *Core Curriculum*
- Access and Contribute to Intensive Intervention Network
- Invitation to Participate in NCLII-2 Scholar Meetings and Workshops

- Access to the Intensive Intervention Network

NCLII-2 Collaborative Activities

Scholar with Scholar

Group Work for **Module Assignments** (cross-site)

Create **Intensive Intervention Practice Guides** for website (end of year 1)

Create **Research to Practice Briefs** for website (during year 2)

Scholar with NCLII-2 faculty or partners

Interactions with **Module instructors** (years 1-3) and **in-person meetings** (years 1-4)

Cross-Site **Writing Project** (year 2)

Cross Institutional **Research Experience** (matched midway through year 2 by polling faculty for opportunities and scholars select or create a working plan) or participate in an **Internship**-NCII/IRIS/NCSEER/OSEP etc.

NCLII-2 faculty

Committee work- each committee has at least 1 faculty member from each IHE

In-Person Meetings- Plan and contribute to panels, small group work and scholar mentoring

5



NCLII-2 Formative Assessment

Scholar Tracking Survey at the end of each semester

Module Evaluations at the conclusion of each online module

Faculty Rating of Scholar Knowledge at the conclusion of each module

In-person Meeting and Workshop Evaluations- spring, summer, fall

Annual Faculty Survey



NCLII-2 Lessons Learned

Committee Structure and Communication

- This structure works well to get the work completed. It is helpful if the committee member has a scholar as an advisee. **Ensure that faculty understand** the purpose of consortium.

Budget

- Make sure leadership faculty have a clear understanding of the purpose of the allocated funds to each university and scholar. Encourage the subs to **invoice on a regular basis**.

Curriculum, In Person Meetings and Workshops

- In-person meetings are highly rated and provide excellent opportunities for cross-site collaboration. **Build in time for faculty and scholars to meet about projects** and research interests. **Set clear expectations and guidelines** for scholars and faculty for activities. (e.g. expected time commitment, communication, distribution of work).



Early Childhood Intervention Doctoral Consortium ECiDC

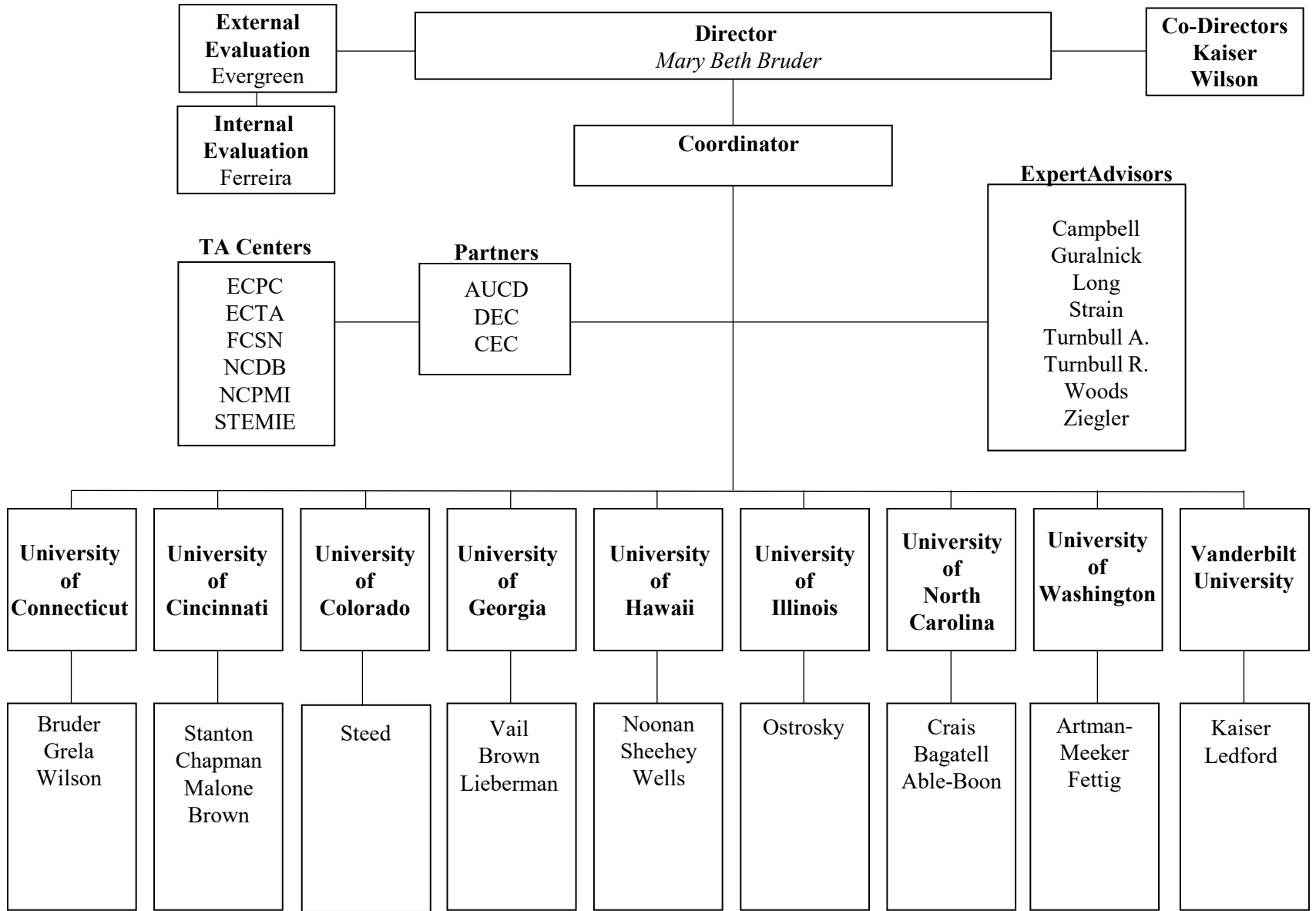


2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE



ECiDC Framework and Organizational Structure





ECiDC Program Requirements

IHE Doctoral Program Requirements Across 9 IHEs and 13 Disciplines

Coursework

Practica

Research

Comp Exam

Dissertation

Interdisciplinary **Leadership** Curriculum Focusing on Infants, Young Children with Intense and Individualized Learning Needs

Curriculum Modules

Internships and Externships

Competencies

Advanced Training in

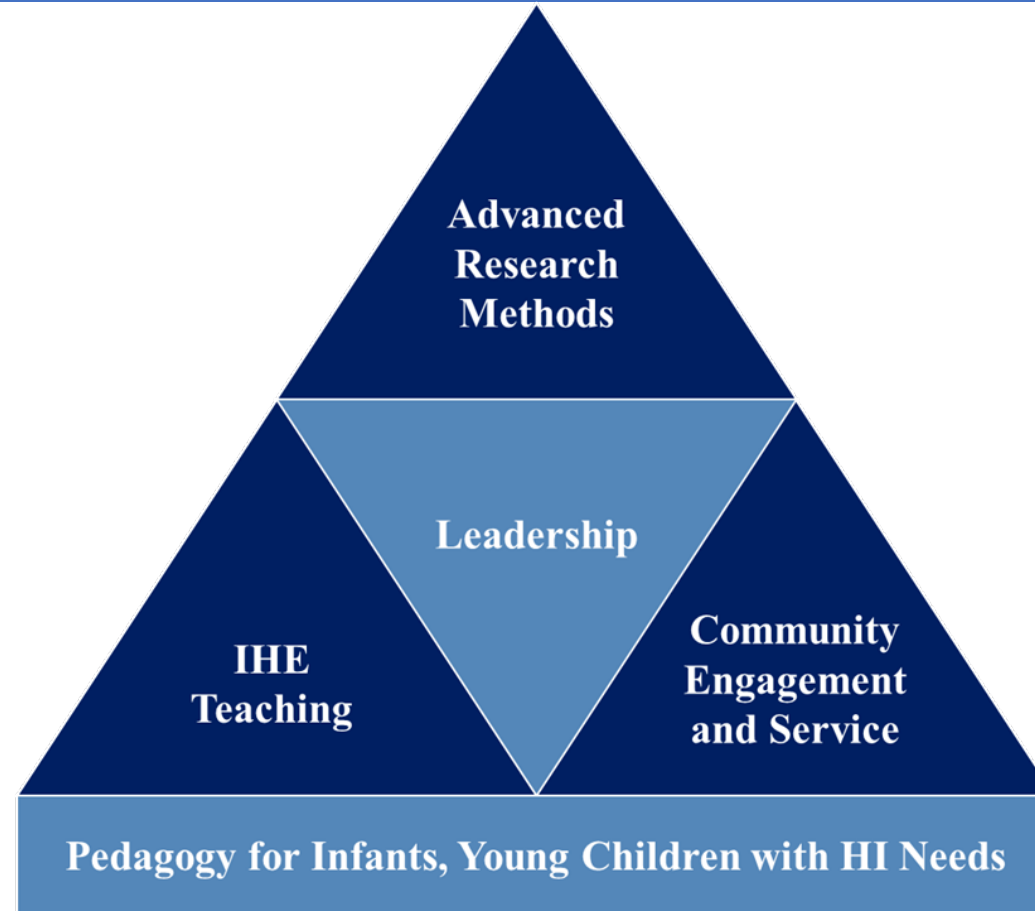
Research Methodologies

Teaching Others

Collaboration



ECiDC



ECiDC Collaborations

Scholar with Scholar

- 1) Group Projects for Two Modules:
 - Characteristics and Etiology of Children's Disabilities
 - Inclusive Practices
- 2) Authoring of Manuscripts

Scholar with ECiDC faculty or partners

- 1) Interactions with Instructors of Modules (Ann and Rud Turnbull, others)
- 2) Participation in Research Projects with Faculty Across IHEs
- 3) Internships/fellowships

ECiDC faculty

- 1) Monthly Faculty Meetings
- 2) Committees:
 - Admissions
 - Curriculum
 - Research



EDiDC Formative Assessment

- Student Tracker
- Knowledge Gained and Satisfaction after Module Session, Summer Institute Session, DEC Institute
- Products: Module Activities (reading reactions, case studies, projects, action plans)
- Competency Plan and Portfolio of Competencies
- Faculty/Program Satisfaction



EDiDC Lessons Learned

LESSONS

- ECI Faculty are a Low Incidence Group
 - Small numbers at IHE's
 - Retirements/Leaving Academia
- IHEs Have Different Doctoral Program Structures and Expectations
 - Changing Expectations for Pedagogy
 - Interdisciplinary or Single Discipline
 - Competency Based or Not
 - Advisory Models
 - Outcomes for Students
- ECI Faculty Have Multiple Responsibilities, Priorities and Work Styles
 - Faculty have Developed Survival Skills

Recommended Strategies

- Have in Person Meetings
- Develop a Shared Vision, Work Plan, and Expectations for the Program
- Use Committees To Build Community and Teams
- Model Benefits of Collaboration and the Consortium to Students ALL THE TIME



Multi-Institution Adapted Physical Activity Mentorship Consortium MAMC



2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE



MAMC Partners



Development of Multi- Institutional Adapted Physical Activity Mentorship Consortium

- The Consortium is structured in a way that not only trains highly qualified doctoral students but also support *faculty within the Consortium, who receive benefits* from interaction with other faculty members.
- The Consortium include a scaffolding of faculty members including
 - (a) faculty from IHEs with proven records of training doctoral scholars,
 - (b) middle career faculty, who have records of training doctoral scholars, and
 - (c) junior faculty who demonstrate excellent potential to be leaders,all in an effort to engage in a mentoring model across doctoral training programs.

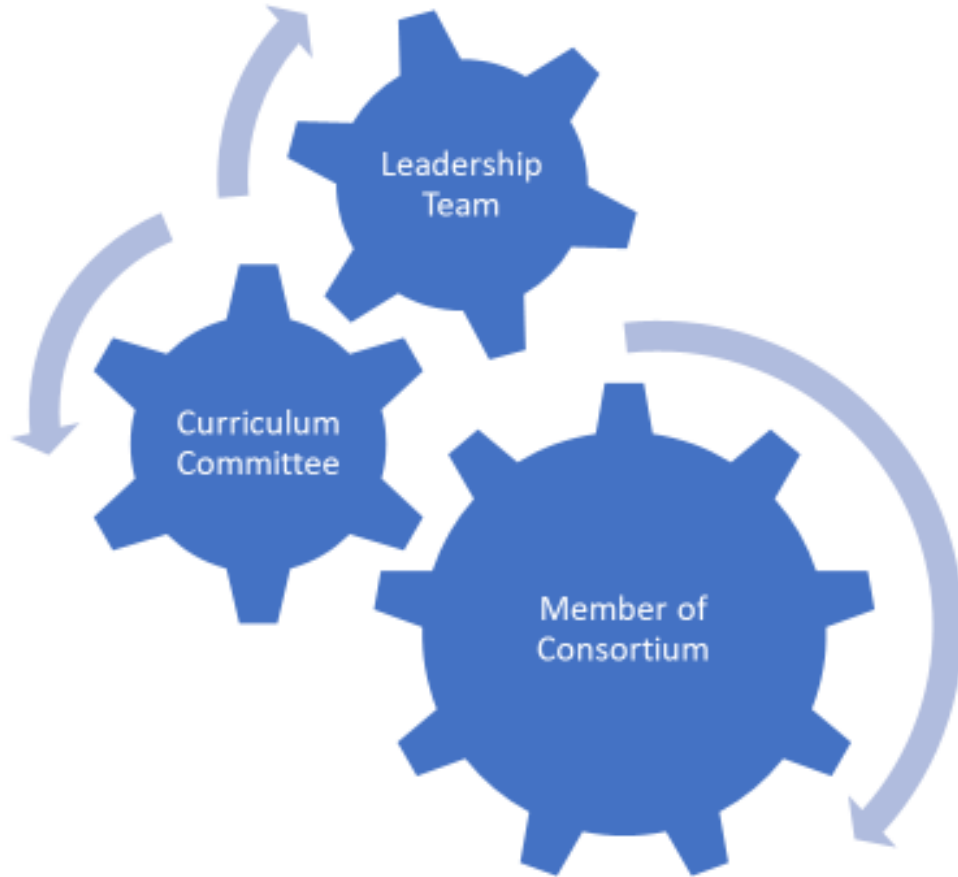


MAMC

- The MAMC creates *a culture of high-quality research conducted to benefit individuals with disabilities and establish evidence-based practices.*
- The MAMC is comprised of not only research-intensive institutions of higher education but also comprehensive universities with a strong commitment from the administration to train doctoral scholars in adapted physical activity.



Organizational Structure



Leadership Team

- Project director
- Project co-director
- Site coordinators
- External consultant
- Post-doc fellow

Curriculum Committee

- Project Director/co-director
- Faculty from the consortium
- Scholars from the consortium

Member of Consortium

- *East Carolina University*
- *Georgia State University*
- *Ohio State University*
- *Old Dominion University*
- *Oregon State University*
- *Texas Women's University*
- *University of Delaware*
- *University of Virginia*
- *West Virginia University*

MAMC

Collaboration Activities



2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE



Collaboration Activities

❖ **Enrichment Program**

- Biweekly distance education seminar.
- Samples of the topics – selected by the committee.
 - ✓ Justice Pedagogy
 - ✓ Applied Behavior Analysis in APA
 - ✓ Using Theory in APA Research.
 - ✓ Collaboration, is it a buzzy word?
 - ✓ How to review manuscripts
 - ✓ Crash courses in various research method (e.g. Meta analysis, single subjects)
 - ✓ Grant writing

❖ **Summer Institute**

- Norfolk, Virginia (Old Dominion University) Sept. 17-18, 2021
- Honolulu, HI (University of Hawaii), June 29 – July 1, 2022
- Washington, DC, June 26-27, 2023

❖ **Summer exchange program**

- Summer camp for individuals with visual impairment in Alaska



Collaborative Products

- ❖ **Over 10 peer-reviewed publications from scholars**
- ❖ **Over 14 peer-reviewer presentations from scholars**

Sample publications

Arroyo-Rojas, F.* , Simpson, A. C.* , Laxton, P.* , Leake, M.* , Linker, J.* , & Haegele, J. A. (2022). Ableism in Kinesiology in Higher Education: A Conversation Starter. *Kinesiology Review*, 12, 120-126. <https://doi.org/10.1123/kr.2022-0014>

From Ohio State University, West Virginia University, University of Delaware, and Old Dominion University

Forbes, A. S.,* & Yun, J. (2023). Visual Supports for Children With Autism in Physical Activity. *Adapted Physical Activity Quarterly*, 1(aop), 1-26. <https://doi.org/10.1123/apaq.2022-0157>

From University of Virginia & East Caronia University

Nowland, L.,* Brink, C.,* & Block, M. (2023). Using a Social Justice Lens when Training Future Physical Educators for the Inclusion of Students With Disabilities. *Palaestra*, 37(1), 21-26.

From Old Dominion University, West Virginia University & East Caronia University, & University of Virginia



MAMC Formative Assessments



- Scholar survey
 - Scholar survey conducted after each semester
- Bi-weekly meeting evaluation
 - Survey after each bi-weekly seminar
- Annual meeting evaluations
 - Online survey to scholars after each of our annual meetings
- Scholar involvement in meeting/program planning.
 - Use of scholar feedback to help shape planning for bi-weekly and annual meetings
- Faculty survey
 - Conducted once annually to explore MAMC activities (e.g., collaborations)



MAMC Lessons Learned

- **Online meetings** have provided opportunities for connectedness that would be otherwise unavailable across universities.
- Critical to **involve scholars in meeting planning** to help to understand their needs, wants, and desires within the program.
- Important for directors to be **open and receptive** to site coordinator questions, with clear directions about aspects of the MAMC (e.g., service obligation).



Experiences for Former Scholars



2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE



Questions



2023 OSEP LEADERSHIP AND PROJECT DIRECTORS' CONFERENCE



Resource Spotlight

- Individuals with Disabilities Education Act (IDEA) website
 - Brings together IDEA information and resources from the Department and its grantees.
 - <https://sites.ed.gov/idea/>
- IDEAS That Work
 - For information from research to practice initiatives funded by OSEP that address the provisions of IDEA and ESSA. This website includes resources, links, and other important information relevant to OSEP's research to practice efforts.
 - <https://osepideasthatwork.org/>
- [National Center for Leadership in Intensive Intervention](#)
- [Early Childhood Intervention Doctoral Consortium](#)
- [Multi-Institution Adapted PA Mentorship Consortium](#)





2023 OSEP Leadership and Project Directors' Conference



DISCLAIMER:

The contents of this presentation were developed by the presenters for the 2023 OSEP Conference. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

(Authority: 20 U.S.C. 1221e-3 and 3474)