

Collaborative Research Committee
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ISAAC CORD conference

Monday May 2, 2011

Discussion on developing research agendas for ISAAC – These are the ideas that emerged from our conversation about what issues we felt need to be considered and examined.

1. Cultural competence
 - a. Both from student and teacher perspectives
 - b. Studying the idea of code switching cultures for African American students as they move from their families/neighborhoods to school
2. Reframing ways of thinking about teacher practices
 - a. Looking more closely at teacher practices and how they relate to student outcomes
 - b. On the ground working with teachers more closely to consider beliefs, attitudes and practices that are culturally competent and relevant
 - c. Finding ways to support movement of teachers along a culturally relevant (CRP) or critical race theory (CRT) trajectory (mandates and policies of disposition? Washington state does this)
 - d. Looking at outcomes of professional development work in CRP or CRT
3. Curriculum analysis
 - a. Viewing curriculum through culturally relevant ideals
 - b. Action research: match research questions to curriculum through inquiry stance; develop a collection of action research projects on African American children
 - c. Curriculum survey: national survey of school curriculums (texts, programs?) and how they fit CRP/culturally competent ideals
4. Pre-service programs
 - a. Infusing CRP/CRT into programs, not as an add-on course
 - b. Examining what teaching philosophies are fulfilled in teacher ed programs; what is being taught to our pre-service teachers; quality of experiences rather than quantity
 - c. Developing new teachers with CRP and CRT – how to do this better
5. Public policy and funding
 - a. Analyzing how funds in schools and districts are used – following the money trail
 - b. Reporting on uses and critique those uses
 - c. Making research on black education translatable to everyday black people
6. Meta-analysis of teaching African American students successfully
 - a. Use such a report to develop a voice for our work

- b. Also maybe a meta-analysis on different avenues of research in Black education: critical race theory, black education organizations, black schools, etc.
7. Impact of mainstream allies on research of African American children

Other thoughts

- Move away from small, descriptive studies to more rigorous longitudinal work
- Write studies that moves away from the deficit angle and toward showing the deficits in the current system of teaching – spotlighting the deficits of current teachers and schools with an eye toward concrete avenues for improvement
- Developing ways to measure CRP or CRT through research and projects; how others can replicate and use findings from CRP and CRT studies we do
- Conversation about race is not had in k-16 system; they don't want to have the conversation because the examination of white supremacy does not get dismantled

Tuesday May 3, 2011

Focusing our research agenda

1. Reporting out on the state of education for African American children
 - a. Critically examine the impact of policies, practices, curriculums, funding, professional development programs with an eye toward exposing the hegemonic viewpoints and research of the dominant educational practices and theory (how to show how these dominant viewpoints are deficit, not only for African American children, but as a world viewpoint)
 - b. Interdisciplinary approach to the examination to practice and policies that influence the educational outcomes for African American students
 - c. Using mixed methods -meta analysis, quantitative, qualitative methods, conceptual/theoretical frameworks for the construction of new knowledge
2. Develop our own policies and procedures based on meta-analysis of teaching African American students successfully
 - a. Create best practices from the meta-analysis for content/focus areas

Questions and ideas to consider – For the questions below, consider each and provide thoughts and ideas. Please note what areas in which you are interested in working and what you would be prepared to do.

1. Review our research agenda ideas for consensus and how they fit with our personal research lines; finding and nurturing collaborative groups and partnerships among ISAAC members
2. Critique and analyze research agendas from related groups and organizations: What changes do we want these research agendas to have on the education of African American students? What are possible limitations in these agendas? Please note here if you would be willing to review a research agenda and share your responses.
 - a. NABSE agenda
 - b. NCEBC
 - c. SRCB SIGs
 - d. AERA SIGs
 - e. Danny Bernard Martin (2009) – research agenda in his new book, math ed research on African American students
 - f. CORIBE group of AERA (now disbanded) – see attached research agenda
3. How do we join current conversations on these research ideas and how do we help move those conversations forward?
4. How do we speak to the dominant educational research community so they can hear us?
5. What are structures we can put in place to support and encourage our collaboration, research, writing, and publishing?
 - a. Interdisciplinary strands – develop a collaborative group from different perspectives
 - b. Facebook – developing an account to disseminate information and stay connected for ISAAC and Research committee
 - c. Online meetings – illuminate, google docs, skype
 - d. Developing a writing group that can meet at conferences or for retreats to have focused writing and mentoring sessions
6. Create a timeline/map of our activities toward or research agendas; schedule regular reporting in (Facebook)

Needs

- ISAAC blog writer: quarterly
- ISAAC committee updates news and announcements
- Commitments to ISAAC and the research committee