Introduction to CPED

The Carnegie Project on the Education Doctorate (CPED), which began in 2007, is a consortium of over 110 colleges and schools of education that have committed resources to work together to undertake a critical examination and redesign of the doctorate in education (EdD) through dialog, experimentation, critical feedback and evaluation.

Through a collaborative, authentic process, members of CPED developed a Framework for EdD program design/redesign that supports creating quality, rigorous practitioner preparation while honoring the local context of each member institution. The CPED Framework consists of three components—a new definition of the EdD, a set of guiding principles for program development and a set of design-concepts that serve as program building blocks. Members enter the Consortium at points of considering a new EdD. As they engage in the Consortium, they utilize this Framework to design/redesign, evaluate and improve their programs. As such CPED members are often at different levels in the design/redesign process.

As a unique professional development organization, CPED is a community of faculty, administrators and students who collaborate to strengthen and improve the meaning and design of their Education Doctorate. The **Vision** is to inspire all schools of education to apply the CPED framework (attached) to the preparation of educational leaders to become well-equipped scholarly practitioners who provide stewardship of the profession and meet the educational challenges of the
21st century. The **Mission** supports this vision by asking members to strengthen, improve, support and promote the CPED framework through continued collaboration and investigation.
You may view our 2018 Annual Report here.

Also, we invite you to take 3-5minutes to view our introductory videos that showcase the work of CPED:
Benefits of CPED
How CPED has Impacted Members

Convenings
Our work takes place at convenings, the signature activity of CPED. Convenings are held annually (October) at member institutions. Each convening has specific goals, and campus teams (typically of 2-3 faculty and graduate students) engage in pre-work and then arrive at the convening ready to share ideas, give feedback, and generate action steps to achieve those goals through:

- Full consortium meetings
- Break out Learning Exchanges
- Challenge Rooms
- Pre-convening workshops
- CPED Improvement Groups (CIGs) & committees
- Informative guest speakers

We know that these gatherings provide your faculty the opportunity to learn with and from peers in a professional development arena that results in improved EdD programs.

Member Support
We have many resources to support your faculty in program design on our website, http://cpedinitiative.org. We offer bi-weekly announcements that share resources and information as well as promote position openings at CPED member institutions.

Additionally, we offer **a DEANS PAGE** on our website with resources for you to support your faculty in the EdD design work. You will need to log in to the CPED website to access this page. If you need a reminder of your log in please contact Carolyn.Carlins@cpedinitiative.org

Impact
At the 2014 AERA conference Dr. Lee Shulman commented to participants as he reflected on the growth and accomplishments of the organization, "*CPED is creating a model for doctoral education that will become the model for all doctoral work in education in the future.*" In the ten years since admitting its first members, CPED has become the national leader (and a strong international influence) on professional doctoral preparation in education. Indeed, an external evaluation of the CPED FIPSE research project indicated that CPED "*is influencing the redesign of programs already in existence, thus acting as a change agent in the overall landscape of American doctoral education.*"

To continue and expand its impact, CPED has developed several publication opportunities, including ***Impacting Education: Journal on Transforming Professional Practice***, an open source journal (launched Spring 2016), to assist member institutions in generating and disseminating knowledge around EdD program designs. We invite you, your faculty and your EdD graduates to contribute to these important publication opportunities.

Awards
To honor and recognize the impact of CPED and changes to EdD programs, the consortium annually recognizes members with two awards.
- *The Dissertation in Practice of the Year Award*
- *The Program of the Year Award*
- *The David G. Imig Service Award*

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CPED Framework for EdD Redesign

Definition of the Education Doctorate
As a result of our work, the members of CPED believe:
"The professional doctorate in education prepares educators for the application of appropriate and specific practices, the generation of new knowledge, and for the stewardship of the profession."

Guiding Principles for Program Design

With this understanding, we have identified the following statements that will focus a research and development agenda to test, refine, and validate principles for the professional doctorate in education.

The Professional doctorate in education:
1. Is framed around questions of **equity, ethics, and social justice** to bring about solutions to complex problems of practice.
2. Prepares leaders who can **construct and apply knowledge** to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Provides opportunities for candidates to develop and demonstrate **collaboration and communication skills** to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to **analyze problems of practice and use multiple frames to develop meaningful solutions**.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, **that links theory with systemic and systematic inquiry**.
6. Emphasizes the **generation**, **transformation**, and use of **professional knowledge** and **practice**.

Design-Concepts upon which to build programs
To build an EdD program upon these program principles, CPED members have defined a set of design concepts, which include:

Scholarly Practitioner: Scholarly Practitioners:
- blend practical wisdom with professional skills and knowledge to name, frame, and solve problems of practice.
- use practical research and applied theories as tools for change
- understand the importance of equity and social justice
- disseminate their work in multiple ways,
- resolve problems of practice by collaborating with key stakeholders, including the university, the educational institution, the community, and individuals.

Signature Pedagogy: Signature Pedagogy is the pervasive set of practices used to prepare scholarly practitioners for all aspects of their professional work: "to think, to perform, and to act with integrity"

(Shulman, 2005, p.52). Signature pedagogy includes three dimensions, as articulated by Lee Shulman (2005):

1. Teaching is deliberate, pervasive and persistent. It challenges assumptions, engages in action, and requires ongoing assessment and accountability.
2. Teaching and learning are grounded in theory, research, and in problems of practice. It leads to habits of mind, hand, and heart that can and will be applied to authentic professional settings.
3. Teaching helps students develop a critical and professional stance with a moral and ethical imperative for equity and social justice.

Inquiry as Practice: Inquiry as Practice is the process of posing significant questions that focus on complex problems of practice. By using various research, theories, and professional wisdom, scholarly practitioners design innovative solutions to address the problems of practice. At the center of Inquiry of Practice is the ability to use data to understand the effects of innovation. As such, Inquiry of Practice requires the ability to gather, organize, judge, aggregate, and analyze situations, literature, and data with a critical lens.

*Laboratories of Practice***:** Laboratories of Practice are settings where theory and practice inform and enrich each other. They address complex problems of practice where ideas—formed by the intersection of theory, inquiry, and practice—can be implemented, measured, and analyzed for the impact made. Laboratories of Practice facilitate transformative and generative learning that is measured by the development of scholarly expertise and implementation of practice.

*Dissertation in Practice***:** The Dissertation in Practice is a scholarly endeavor that impacts a complex problem of practice.

Problem of Practice 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.

Mentoring and Advising: Mentoring and Advising in EdD programs should be guided by:

Equity and justice that fosters responsive mentoring regardless of age, ability, ethnicity, culture, race, religion, gender, or identity;

Mutual respect that ensures students, advisors, and mentors are respected for their practical knowledge and understanding of research and inquiry; each capable of providing guidance and support to advance everyone's ability to apply mutually constructed knowledge across a variety of practical and theoretical contexts;

Dynamic learning that provides open communication, critical friendships, and peer-to-peer support with reciprocal interactions and responsibilities that form a community of learners inclusive of advisor, mentor, and peer relationships;

Flexibility that allows mentoring/advising to occur by all program faculty, in students' work contexts, and in their available time;

Intellectual space that supports students' professional passions and needs by expanding their use of scholarship, inquiry, professional knowledge, and technology (when appropriate) to address problems;

Supportive and safe learning environments that are developmental, directed, growth-oriented, team-oriented and scaffolded so students are mentored/advised from the beginning of to the end of their programs while demonstrating an understanding of the needs of the adult learner;

Cohort and Individualized attention that centralizes students' needs and problems of practice in learning while valuing the practitioner student as unique;

Rigorous practices that set high expectations through a shared sense of responsibility and accountability and offer challenges for students to conduct inquiry as practice aimed at improvement and the development of new knowledge;

Integration that aligns with adult learner needs while reflecting a program's values, norms, and the CPED Framework.