

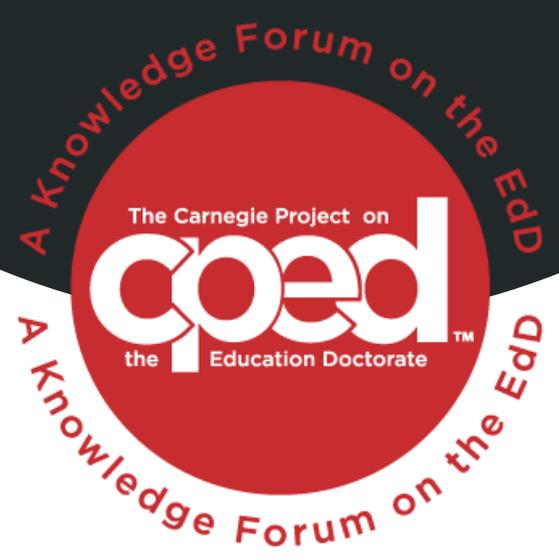


Scholarships of Practice and the
Practices of Scholarship:
Education among the Doctorates
Observations on the Varieties of
Doctoral Education for Education

Lee S. Shulman
Council of Graduate Schools
Seattle, 2007
Revised: CPED, Pittsburgh, June
13, 2017

365 DAYS
OF THE CARNEGIE
PROJECT ON THE
EDUCATION
DOCTORATE

2018



The Knowledge Forum on the EdD

Mission

The Mission of the Carnegie Project on the Education Doctorate (CPED) is to strengthen, improve, support and promote the CPED framework through continued collaboration and investigation.

Vision

The Vision of the Carnegie Project on the Education Doctorate (CPED) is to inspire all schools of education to apply the CPED framework 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 Framework

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

The Professional doctorate in education:

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

Design-Concepts



Year in Brief

Membership



 105 Member Institutions

 1500 Faculty, Students, and Administrators

7 New Member Institutions Admitted

Awards



Program of the Year:
Arizona State University
University of Hawai'i at Manoa



Dissertation in Practice of the Year:
Erin Natalie Kanoelani Thompson, EdD
University of Hawai'i at Manoa

Staci BokHee Martin, EdD
Portland State University



David G. Imig Distinguished Service:
Debby Zambo, CPED

Bi-Annual Convenings



357 Attendees

26 First Time Attendees

50 Exchanges

Journal



2 Issues

15

Published essays, articles, and book reviews

6

Editorial Board Members

2018 Activities



March
CPED Dean's Meet & Greet @ AACTE

April
CPED Member Meeting @ AERA

June
2018 June Convening Florida State University

October
2018 October Convening Arizona State University

November
CPED Member Meeting @ UCEA

November
Webinar: Info Session on the EdD for PhD Students

Letter from the Chairman of the Board

Looking back on our most recent year, we are proud that CPED has become the leading voice and information source for the transformation of the professional degree in education – the EdD. We have made enormous strides in separating the two terminal degrees in education and giving the EdD both a renewed sense of purpose and increased rigor that now parallels and, in many cases, surpasses what was long expected for the PhD. Hundreds of candidates in colleges and schools of education are now enrolled in programs that use the CPED framework. Hundreds of graduates lead schools, serve as teacher leaders, work in the space between school and central-office, teach in community colleges, and make an enormous difference in the lives of children, youth, and young adults.

2018-2019 was a year of growth and change. From the perspective of the CPED Board of Directors:

- We maintained an exceptional leadership team, with Jill Perry as the Executive Director, that provided an ambitious program of services and communicated well new ideas via social media and in face-to-face workshops. Dr. Perry's team was ambitious in their offerings and "reached" virtually every member in multiple ways during the year. She attracted an extraordinary number of volunteers to the work of CPED, and they did the "heavy lifting" on awards programs and convenings, publications, and a journal, on membership recruitment and promotion, etc. The administrative leadership of the team housed at the University of Pittsburgh was also exemplary in their efforts as were the consultants recruited to benefit the organization.
- We formalized our arrangement with the Carnegie Foundation for the Advancement of Teaching and were instrumental in the formation and conduct of a new initiative of the Foundation called iLEAD, which promotes the use of improvement science and networked improvement communities in partnerships between schools and colleges. We secured the appointment of a Foundation leader to the CPED Board of Directors and worked to incorporate many of the best ideas of iLEAD into the fabric of CPED.

- We saw increasing numbers of presentations by CPED members, leaders and staff at AERA, UCEA, AACTE, and other annual meetings that expanded the visibility of our efforts. More journal articles and reports showcasing progress were made by CPED members
- We established the beginnings of a cooperative relationship with the American Association of Colleges for Teacher Education (AACTE) and are exploring more effective ways that we can partner on future and mutually beneficial endeavors.
- We restructured the hosting arrangement with the University of Pittsburgh to gain greater commitment in exchange for greater support.
- We carefully managed the resources of the consortium, establishing a small fund balance and investing in initiatives designed to benefit all members of CPED. Through careful management of our income and expenditures, we were able to retain consultants to help in the transformation of our web presence and in our outreach to other organizations – both domestically and internationally.

We began this journey a dozen years ago. We have met ambitious goals over the years. We have flourished because of the investment of many in our efforts. We are transforming the way that professional education candidates "do" doctoral education and practice their profession. We would not be able to continue our work were it not for your support. On behalf of the CPED Board of Directors, I want to thank you for your ongoing interest in and future commitment to CPED. We look forward to an exciting 2019-2020 with much anticipation of good things to come for professional education.

David Imig
Chairman, CPED Board of
Directors



Letter from the Executive Director

Greetings to my CPED colleagues and community,

I want to invite you all to experience the Carnegie Project on the Education Doctorate's first ever Annual Report! It is truly a reflection of the commitment and spirit of collegiality that has manifested to make this project what it has grown into over the past decade.

2018 was a turning point. CPED leadership recognized that now, more than ever, we need educational leaders and professionals who value the ability to problematize their practice and create a reflexive space in which administrators, faculty, and students alike can continuously improve. Our members renewed their energy for our organization and reinforced our commitment to improving the Education Doctorate by continuing to innovate-in-practice, using CPED principles to develop exceptional practitioners that consistently bridge theory to practice.

For me, this past year reaffirmed why I have committed my heart to this project as its Executive Director. The dedication of our member institutions and their faculty continues to amaze me. By giving their valuable time and resources to support CPED, member faculty did so much to build the CPED knowledge base by serving as peer reviewers for our journal, reviewing exchange proposals for our convenings, implementing our Improvement Groups, and honoring outstanding project work through peer selection of our Program of the Year and Dissertation in Practice award winners. This past year we had a record number of convening participants, while over 100 colleagues joined our work at AERA, AACTE, the Carnegie Summit, and UCEA. This type of engagement and participation is a testament to the enduring importance of our shared belief in continuously improving the Educational Doctorate.

Our Board of Directors and our operations team have been instrumental in the growth of our organization, fortifying the infrastructure of the organization by hiring a legal team to restructure our governance and appropriating funds for

improved communications, web presence and evaluation. We also expanded our communications strategies with a new social media outreach plan, webinars, and virtual convening sessions that further our vision to share our work with CPED member institutions and beyond in order to serve all EdD programs.

Though CPED has grown into a thriving organization of over 100+ member institutions, we continue to maintain our original culture of a grassroots organization. Member institutions and their faculty drive the change behind CPED. We continue to be grateful for the support of our members, who volunteer their time and energy to CPED committees, CIGs, and convenings because they believe in this organization and the change it can precipitate through the ongoing transformation of the Education Doctorate. We are also immensely grateful to the University of Pittsburgh for its continued support of our vision and providing us a home from which our core project team can continue to serve all of you.

As we move forward in 2019 to strengthen CPED for its next decade, we remain committed to supporting our member faculty in their daily work of making the EdD the degree of choice for all educational practitioners. As such, we are excited to bring you much more change and improvement. We are redesigning the convenings to better support participants' learning, creating more multi-modal, asynchronous learning opportunities, and will launch a member engagement evaluation to better understand the needs of our membership. With growth comes opportunity. We invite you to join us to build a stronger future for our organization. Thank you for your continued belief in CPED. I look forward to a productive 2019!

Jill A. Perry, PhD
Executive Director



From the Board



In 2018, the CPED Board invested in CPED's organizational improvement and development.

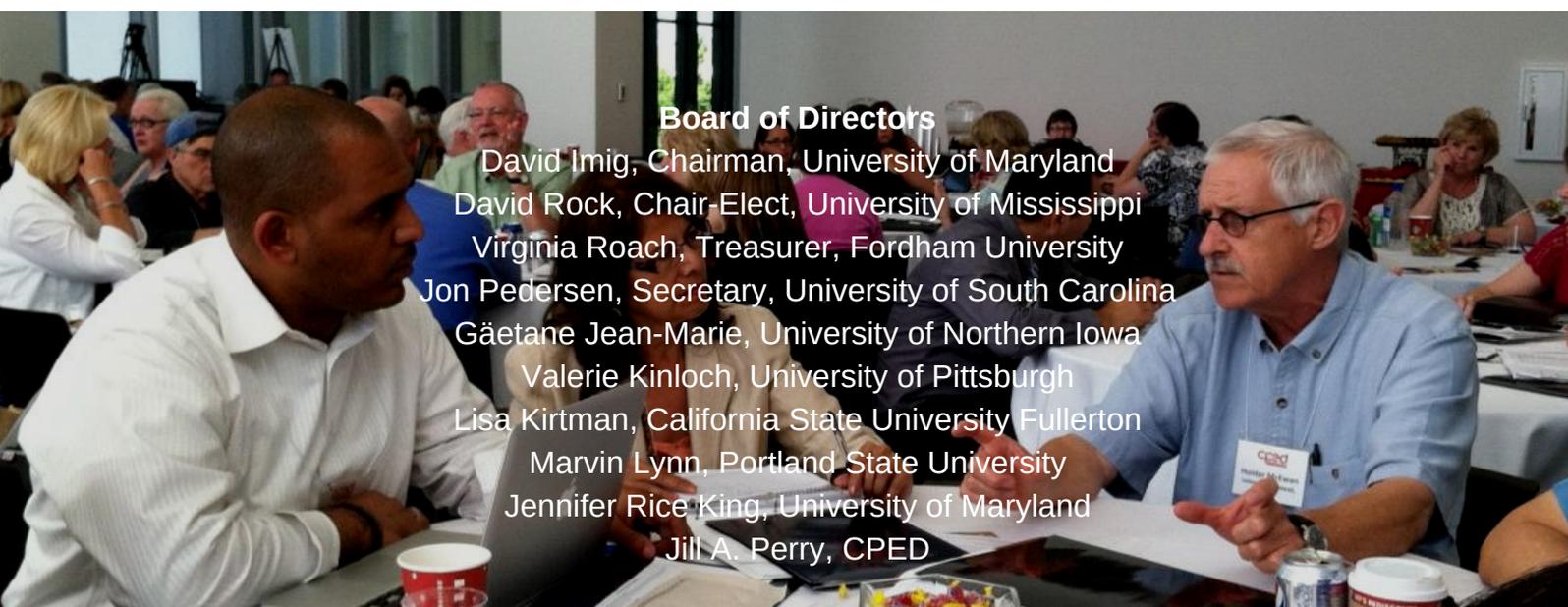
They retained Foresight Law + Policy, a Washington, DC education law firm, to carefully reframe the governance for the consortium and the expansion of opportunities for members. New bylaws and operational guidelines and procedures have followed. This work expanded the Board of Directors to include more institutional representatives and to establish advisory councils of deans and delegates. These new councils offer members greater opportunities for participation and involvement in setting the direction for the consortium and in prioritizing policy and programmatic thrusts.

They funded new communications and website and communications strategies. Specialists in both areas have been brought on board to rethink CPED communications strategies and delivery and to design a new website that will support members with resources and information. Both of these projects are underway and results will be seen throughout the coming year.

They funded the hiring of The University of Pittsburgh's Collaborative for Evaluation and Assessment Capacity (CEAC) to conduct an evaluation of CPED. This evaluation will help CPED to develop better ways to support and serve our members. The evaluation will start in the spring.

They agreed to move our two annual convenings into one longer convening starting in 2020 in order to streamline and improve member learning and engagement. Details will be finalized in first part of 2019.

They laid the groundwork for ambitious strategic planning that will involve all members in the formation of goals and objectives for 2020-2025. Every aspect of the CPED mission and vision will be considered and new ways to maintain our best efforts and to undertake new adventures will be explored.



Board of Directors

David Imig, Chairman, University of Maryland
 David Rock, Chair-Elect, University of Mississippi
 Virginia Roach, Treasurer, Fordham University
 Jon Pedersen, Secretary, University of South Carolina
 G  tane Jean-Marie, University of Northern Iowa
 Valerie Kinloch, University of Pittsburgh
 Lisa Kirtman, California State University Fullerton
 Marvin Lynn, Portland State University
 Jennifer Rice King, University of Maryland
 Jill A. Perry, CPED

Membership

Membership grew in size with seven new institutions while current CPED members advanced in their program designs. Members are categorized by the development phase of EdD program designs: *Designing and Developing*, *Implementing*, or *Experienced*. We saw more of our members advance to the implementing phase of their CPED-influenced EdD programs.



Designing & Developing:

37 members are in the early stages

"The Carnegie Project on the Educational Doctorate (CPED) Program has provided the structure we need to redesign our Ed.D. program in educational leadership. CPED also provided our team of professors with a common language we needed to keep our focus. Members of our team of professors attend every CPED conference and always come away with new ideas and connections with colleagues who are going through a similar process."

- David DeJong, University of South Dakota



Implementing:

44 members have active programs

"ECU has been implementing since 2014. Since 2014 there have been many faculty changes due to retirements. CPED and the CPED convenings have been essential in providing ongoing professional development to the faculty in our EdD to learn about the expectations and outcomes of our EdD influenced by CPED. In addition, as faculty continue to implement they continue to look for a professional networks to grow with. CPED provides the level of collegiality, support, and ideas to strengthen the implementation efforts of our program faculty."

- Marjorie Ringler, Eastern Carolina University



Experienced:

24 members have several years of graduates

"One of the things I most like about our CPED program is that we recruit full-time practitioners (21 in our newest cohort) and promise them that their full-time work is part of the curriculum.

Thus, it's not grad school versus job responsibilities, but rather the EdD as a vehicle to bring ideas, resources, and strategies to taking on one's self-identified problems of practice."

- Ted Hamann, University of Nebraska

Convenings

The signature activity of the CPED is a “convening.” Different from traditional conferences, the central feature of the convening is coming together to learn and share. The goal in convening our member institutions is to create a network that will stimulate each institution's efforts to redesign their EdD and provide an opportunity to engage in a national dialogue across faculty, students, and administrators. We express deep appreciation to Florida State University and Arizona State University for hosting our 2018 convenings.

“My first CPED convening was October 2012 at The College of William and Mary. Since then I have seen the convening experiences continue to grow to reflect the evolution of the organization. I always come home from a convening with at least one (if not more) big idea to play around with in terms of how it may or may not work within our own unique context.”

-Jennifer Fellabaum-Toston,
University of Missouri Columbia

“The benefits for me for attending CPED convenings are 1) engaging with other faculty in EdD programs who are working toward or who are already implementing the CPED principles and sharing successes and challenges; 2) the learning I take away from the learning exchanges and other presentations; and 3) working in the Social Justice CPED Improvement Group.”

-Sharon Ulanoff, California State
University Los Angeles



Convening participants Arizona State University

“As a new CPED member in 2018, the convenings have been vital for solidifying ideas and establishing common language to give us the confidence to move forward with reforming our existing Doctor of Education program. I don't think we could have made the current progress with our program revisions without the knowledge gleaned from attending the convenings. The convenings also effectively demonstrated the robust, skilled, and varied network of supportive colleagues, and thus has become one the most valuable professional development experiences as I am able to learn about the advanced scholar practitioner work being completed throughout the US and beyond.”

-Chris Benedetti,
Plymouth State University

June Convening

Theme: Evidence of Impact: Measuring Change and Changing our Measures

Hosted by Florida State University in Tallahassee

22 Learning Exchanges presented by member faculty and students

171 attendees across our membership base.

October Convening

Theme: Mentoring and Advising Our Students and Ourselves

Hosted by Arizona State University in Phoenix

28 Learning Exchanges presented by member faculty and students

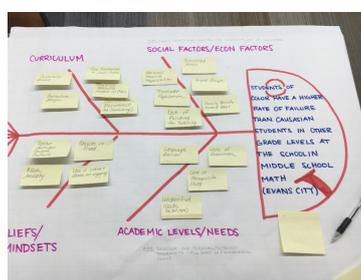
186 attendees across our membership base

1st Virtual Convening Session

Resources from both Convenings are available to members on the [CPED website](#).

CPED Improvement Groups

CPED Improvement Groups (CIGs) are a combination of Special Interest Groups (SIGs) and Networked Improvement Communities (NICs). Their goal is to contribute to the Knowledge Forum through shared learning and collaboration. Members who share a common interest in specific topics, contexts, or components of EdD program design work together in CIGs to learn about and develop strategies for improving best practices.



Improvement Science in EdD Programs

“The Improvement Science CPED CIG spent the last year providing professional development, working with the Carnegie Foundation, gathering new ideas and members, and producing scholarship aimed at raising awareness and field-building around improvement science pedagogy and methodology. Our CIG will spend the next year pondering the questions, “What does leadership in improvement science look like and how do we prepare these individuals to occupy this role?” To answer these questions, we will highlight models who demonstrate leadership in the use and teaching of IS.”

-Robert Crow, Western Carolina University and Debby Zambo, CPED

Online and Hybrid Learning in EdD Programs



“In the last year, a team of organizers focused on building awareness of the CIG amongst CPED members and building strategy for the CIG’s direction. Events held for members included meet-and-greet and discussion meetings at convenings, “boot camp” workshops, and online one-on-one meetings. As membership grows and the Barry University members take new leadership of the CIG, it is clear that this CIG remains highly valuable to supporting members who are redesigning their programs for partial or full online delivery remains.”

-Elan Paulson, Western University and Sara Ewell, Northeastern University (co-chairs January-June)

“Our intent is to create a collaborative network toward continuous improvement for our CIG and promote opportunities for leadership, research, and innovation.”

-Jean McAtavey and Carmen McCrink, Barry University (co-chairs July-December)



Social Justice in EdD Programs

“In the past year, the social justice CIG has worked to spotlight what is happening on the ground with social justice efforts at member institutions. For example, at October Convening, we hosted a set of CIG-sponsored learning exchanges that highlighted the practices of programs regarding mentoring students for social justice. We are also working with Impacting Education, the CPED journal, to begin a regular column that features commentary from programs on the ways they operationalize social justice in their institutions.”

-Katie Strom, California State University East Bay

CPED Journal



50

Reviewers

2

Issues
Vol 3; Issues 1 & 2

31%

Rejection Rate

15

Published essays, articles, and
book reviews

6

Editorial Board Members

"This past year has been one of review and growth for Impacting Education: Journal on the Transformation of Practice. We continue to incorporate the voices of our community into the direction of the journal, and are looking forward to expanding the reach of the journal in the coming year."

-Stephanie Jones, Texas Tech University Editor in Chief

2018 focused on the operationalization of the CPED Framework with published pieces such as:

Problems of Practice As Stance

Edmund 'Ted' Hamann, Guy Trainin

Redesigning the Education Doctorate for Community College Leaders: Generation, Transformation, and Use of Professional Knowledge and Practice

James E Bartlett, Michelle E Bartlett, J Jordan Dolfi, Audrey J Jaeger, Diane D Chapman

Doctoral Program in Educational Leadership Redesign: Utilizing a Multicriteria Framework

Miriam D. Ezzani, Noelle A. Paufler

Engaging in the Battle of the Snails by Challenging the Traditional Dissertation Model

Brianna L. Kennedy, Miriam Altman, Ana Pizano

Senior Advisors

Chris Golde, Stanford University

Stephanie Knight, Southern Methodist University

Joseph F. Murphy, Vanderbilt University - Peabody
College

2018 Editorial Board

Linda Griffin, University of Massachusetts – Amherst

Linda Kucan, University of Pittsburgh

Anysia Mayer, California State University – Stanislaus

Susan Printy, Michigan State University

Alan Tinkler, University of Vermont

Debby Zambo, CPED

From the Knowledge Forum

CPED at National Conferences

- *Leadership at a CPED Institution: Opportunities, Challenges & Solutions* **AACTE, Baltimore, March 2018**
- *Developing Stewards of the Practice: Understanding the Role of Improvement Science* **Carnegie Summit, San Francisco, April 2018**
- *How CPED's Principles are Being Promoted in Program Design, Pedagogy, and Graduate Outcomes* **AERA, New York, April 2018**
- *Improvement Science & the DiP Can it be done?* **AERA, New York, April 2018**
- *Promoting Research Use through the Education Doctorate* **UCEA, Houston, November 2018**
- *Improvement Science: A Revolutionary Way to Prepare Scholarly Practitioners as Change Agents* **UCEA, Houston, November 2018**



Virtual CPED

Convening Live-Stream at Arizona State University

Live-streamed at the 2018 October CPED Convening, *Leader-Scholar Communities (LSC): Lessons Learned, Lessons Shared, Lessons Inspired* shared the LSC structure and mentoring processes embedded into ASU's EdD program.

Webinar: Info Session on the EdD for PhD Students

Many Schools and Colleges of Education in the US offer Doctor of Education (EdD) programs that are practitioner-based and differ in their vision, goals, methods, and activities from PhD programs. CPED offered this webinar in November to discuss what the EdD-PhD distinction means.

WT Grant Foundation \$511,000 Grant 2017-2019

Title: The Education Doctorate: A Promising Strategy to Promote Smart Use of Research Evidence?

Co-Investigators: Dr. Bill Firestone and Dr. Jill Perry

- Research Assistants: Dr. Andrew Leland and Robin McKeon

Project: multiple case study of four exemplary CPED EdD programs (two with group dissertations and two with individual dissertations).

Research Questions:

- 1) How do the formal instructional practices of the education doctorate prepare graduates to use research in their practice?
- 2) How do the student community, the professorial community and the interaction between the two within EdD programs prepare graduates to use research in their practice?
- 3) How have programs that adopted the CPED principles modified themselves in the last decade to better prepare students to use research in their practice?
- 4) How do graduates of EdD programs actually use research in their work?

Learning:

These programs:

- Help future leaders understand and conduct educational research,
- Help future leaders identify practical, researchable problems to study,
- Curricula do not seem as effective in helping students learn how to move research results into leadership practice or create a culture for research use.

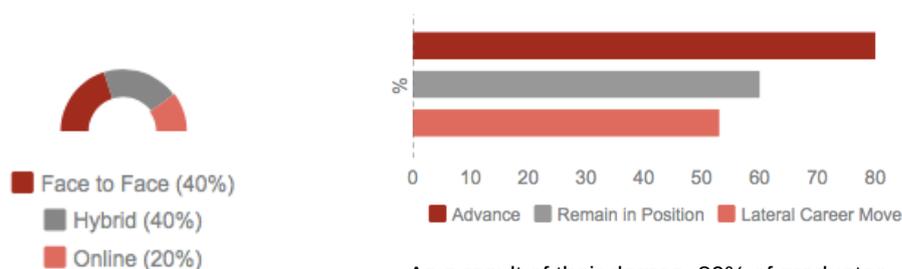
These findings have been shared through presentations at CPED, UCEA, and AERA among others. More results will be shared in 2019.



From the Knowledge Forum

Data

Findings from the 2017-2018 Member Report, confirms CPED's understanding that a one-sized fits all model of the EdD across our members does not exist. Rather, members design programs that meet their individual institutional needs and student needs, and still adhere to the CPED Framework. CPED reported these findings in an exchange at the June 2018 convening (in the form of a one-page overview focused on Advising and Mentoring) as well as addressed commonly requested statistics from CPED-influenced institutions. Below are some of the findings. (Results based on 53 institution responses to the 2017-2018 Member Program Report, 60% response rate)



A combination of geography, finance, and student need drive institution program format.

As a result of their degree, 80% of graduates advance in their career, 60% remain in their current position, and 53% seek a lateral career move.

13.7%

While attrition rates vary across programs, the average is 13.7%.

Improvement Leadership Education and Development (iLead) The Carnegie Foundation & CPED

The Carnegie Foundation for the Advancement of Teaching and CPED collaborated to create the *Improvement Leadership Education and Development* (iLead) network. The aim of this initiative is to advance the capacity of district-university partnerships to enact systematic improvement within their organizations and in partnership with one another (Carnegie Foundation, 2018). CPED members in iLead:

Denver Public Schools & **University of Denver**
 Evansville Vanderburgh Schools & **Indiana University, Bloomington**
 Fairfax County Public Schools & **George Washington University**
 Florence School District #1 & **University of South Carolina**
 Mamaroneck Free Union School District & **Fordham University**
 Newberg Public Schools & **Portland State University**
 Oxford School District & **University of Mississippi**
 Prince George's County Public Schools & **University of Maryland**
 Avondale School District & **Arizona State University**



David Imig, Carole Basile, Steve Tozer, Virginia Roach, Tony Bryk, Jennifer Rice-King, & Luis Gomez at an iLead Convening

"iLEAD has created an opportunity to re-engage with the CPED Program Model and accelerate our program reform efforts. Our aim is that students who complete our program graduate with the skills they need to think about and act in response to the most complex problems of practice. We are preparing graduates who lead educational systems in service of locally-derived improvement goals that are defined using improvement science."

- Chad Lochmiller, Indiana University Bloomington

Award Profiles

Program of the Year

2nd Award - 5 Submissions - 2 Winners



Arizona State University
"Proof Site" of the CPED Framework
Member since 2007

The EdD in Leadership and Innovation serves as a "proofing site" and demonstrates excellence, impact, and alignment with the CPED Framework to promote continuous improvement, quality and impact for a broad and diverse audience.

"This recognition attests to the years of hard work and thoughtful effort by faculty members who developed and implemented a quality program that is consistent with the CPED Guiding Principles for Program Development and the CPED Program Design Concepts. It also recognizes the accomplishments of our highly capable students who have contributed so much to their workplaces and communities as they worked toward resolution of their problems of practice."
 - Ray Buss, Associate Professor



The University of Hawai'i at Mānoa
Innovation for adapting CPED Framework within a distinct location, context, and culture
Member since 2010

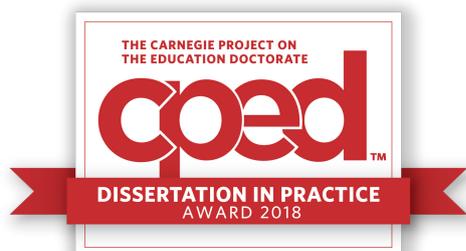
University of Hawai'i at Mānoa Education Doctorate in Professional Educational Practice (EDEP/EdD), demonstrates the notion of "culture as an advantage" particularly in the EdD Consultancy Group Project, which encourages students to reflect culturally, critically, and ethically as they address local context problems of practice.

"This recognition is a celebration of the near decade of vision and hard work of the students, faculty, community members, and administrators who partnered, and continue to partner, to breathe life into this amazing program."
 - Lori M. Ideta, Interim Vice Chancellor for Students

Award Profiles

Dissertation in Practice Award

7th award - 45 submissions - 2 winners - 1 honorable mention



Staci Martin, EdD

Portland State University

Co-Creating Spaces of Critical hope through the Use of a Psychosocial Peace Building Education course in Higher Education in Protracted Refugee Context: Kakuma Refugee Camp, Kenya.

"One of the moments that stood out for me in receiving the CPED Dissertation in Practice Award was that I was affirmed that there is a space in the academy for my practitioner work, research, and ideas. I am grateful and honored to receive the award." - Staci Martin

Erin Natalie Kanoelani Thompson, EdD

University of Hawai'i at Mānoa

From Mo'olelo to Mana'o: Transforming Postsecondary Support Systems for Native Hawaiian Teacher Education Students

"This award validates and encourages the use of qualitative inquiry, action research, counter-narratives, and methodologies that support indigenous ways of knowing and being," - Erin Thompson

Karen Caldwell, EdD Honorable Mention

Johns Hopkins University

Example-Based Learning for Information Problem Solving in Arabian Gulf Higher Education



David G. Imig Distinguished Service Award

2nd award

Debby Zambo, Associate Director & Professor Emeritus, Arizona State University

"Being the second recipient of the David G. Imig Award in 2018 has inspired me to work harder for CPED, face its challenges, and collaborate with the CPED Team to move its vision forward. For me the award has been an affirmation that my colleagues believe in me, and value my work. I am grateful to have received the award from an organization I believe in." - Debby Zambo



