

CPED AERA Activities for FIPSE Planning

1. WHY—Justify our claim that Scholarly Practitioner is Important?

INTERINSTITUTIONAL DISCUSSION SUMMARY

Group I Notes:

Administrators & teachers (educational leaders) dealing with quick decision. Use inquiry to inform decisions. Use inquiry to inform decisions.

Accountability. The stakes have gone up. Good and a negative.

People on ground. Empowers them. Give them the tools to do this work.

Context is important. Decentralized.

Results –oriented. Interplay of the local and national. Transaction.

Consultant businesses – Our EdD students can ask now: How fit our needs. Critical consumer.

Local. How adapt this. Become problems of local practice.

Underscores distributed leadership.

Windows into systemic oversight. Ex. Math, etc. under various growth models

Implies a critique of the past. PhD & EdD disconnects. The knowledge of a PhD is not going into local practice. Embedding results into a context.

Addresses negatives so many educators see today. It builds on translation.

Attracted to terminal degree. Now I can see myself doing that.

Leadership skills from EdD. Are good at solving problems. They need to lead change. Be flexible. Inspire hope. Local context changes. Tools and inclination to keep up.

Breaks mold to work together and learn from each other. Recognizes what they know.

Valuing the work that teachers and administrator do. If only a traditional program available, don't do this.

Challenges the status quo.

We are grass roots, street oriented, do as well as we can.

Better informed. Do what I am doing better. Reciprocity of engagement with others.

Is EdD doctorate professional development or how is it different than regular PD? Done all you can on your own. Now are ready to do this program.

Emphasis on knowledge base in the past. In this new century it is different. Is about dealing with and making change. Is always there. Public school contexts are always changing. We are doing c-teaching, partnerships with districts.

Foundations as funders want quick results. CPED gives us a middle ground.

Habits of mind of EdD students change.

Group II Notes:

Important to distinguish from PhD in terms of training and experience

There is a need in K-12

Potential to solve pressing problems

Need for change agents**

Professional practice of education needs those that understand problems and have knowledge/skills to intervene

Need for larger framework to examine data and problems faced

Move to embedded cycles of linking communities→ need linking agents who know where to intervene, where to activate dialogue
Knowledge in pursuit of problems of practice not just for its own sake
Reduce the theory/practice gap
Higher education→ need for accountability—student link to outcomes→ data/assessment

Group III Notes:

Start with problem of practice
Want to stay in professional practice; opportunities for impact in local context
Impact on learners & significant education problems
Scholarship for practice
Putting research and theory into practice
Developing a stance toward using research and theory throughout career—habit of mind
Develop a stance toward being more systematic in decisions, plans, etc—habit of mind

Group IV Notes:

Complex problems require scientific methods—require scholarly practitioners
Accountability—what matters, need outcomes based on process
Reactive→ operationalizing top-down mandates; having a voice; from research
Proactive→ constructing knowledge that informs policy
Problems of practice require solutions based on multiple sources of data; select appropriate based on informed practices
Conduct systematic evaluations and use of data to evaluate multiple paths of practice and disseminate information and knowledge sharing
Being responsible→ how do we know what works?
Interpret data→ scholarly approach to understanding outcomes
Substantive examination of practice-avoiding the bandwagon approach
Making connections
becoming a change agent
influence decision-making
ethical obligation to engage in critical examination and to share
connectivity with field of practice—feedback cycle

Additional notes:

We are not teaching techniques—we are giving a toolbox
Practitioners bare consequences of their decisions whereas researchers don't
We need scholarly practitioners to address nation's educational issues
Reduce the gap between theory and practice
They are change agents
They have habits of mind, hand, and heart
They are national not just local

2. HOW are we preparing Scholarly Practitioners?

GROUP ACTIVITY

In inter-institutional groups: Describe your institutional efforts around one of the following CPED design concepts—

- Signature pedagogies
- Laboratories of Practice
- Capstones

INTERINSTITUTIONAL DISCUSSION SUMMARY

Examples of Sig Ped in education—case studies, adult learning theory, iterative, action research

Definitions of Sig Ped→ scaffolding/developmental, emphasis on process, labs of practice are an aspect of Sig Ped, accountability

Definitions of Capstones: theoretical frameworks across fields; conceptual framework—context area; place of gap in knowledge; place of generalization; must have impact

Institutional examples:

Duquesne= systematic and intentional inquiry—begins in practical concerns and works to ways to get at what problem is, the questions to ask to understand. Institute programmatically – concerned with driven learning and problem driven learning

ASU= Cycles of action research—do it 2-3 times before they defend their proposal. Self-directed leadership course—find a mentor, read two books, 40hrs, try to move out of comfort zone. Begin with intro, put in leaders-scholar communities at the end of first year; students present at student conference every semester

UF= Labs of practice is their practice—use their work place and practice. Primarily on-line; use action research

UVM= Moving from vertical to hierarchy—looking outside of schools

Houston= Build up toward dissertation—labs of practice; superintendent on advisory board—access to data/district level issues

USC= cohorts, 4 classes all together; coordinate content of courses; gap analysis—systematic way to solve complex ed issues; focus on problems relevant to schools; group dissertation—EdD school-wide program; 8-9 students work in a team—some take different parts, some take same parts in different locations; cohort is important; have doc student support centers.

UC-Denver= lab of practice in partner district; teacher education in professional development school; cohort is completing first year; not zoomed in on their Sig ped yet

UCF= capstone—field study with data collection; lit review; identify problem by client, superintendent signed on working with agency; committee- 2 from university, 2 from client group; 4yr cohort model.

3. WHAT: Questions to launch Phase II & attract resources

POTENTIAL FIPSE RESEARCH QUESTIONS	GROUP ACTIVITY
1. How has CPED changed Higher Ed/programs? 2. How have CPED grads changed their settings? 3. How does program change impact schools? 4. How have grads transformed their notions of leadership? 5. How are we faithful in and across our programs to the principles?	What do we think of these as research questions? How can we wordsmith these questions? What are some sub-questions? What are our hypotheses around these?

INTERINSTITUTIONAL DISCUSSION SUMMARY

Question 1: How has CPED changed Higher Ed/programs?

How is CPED defining the EdD versus the PhD. The PhD is being left as is. The EdD is being reconfigured.

Does it lead to any changes in the PhD?

How has this led to a new vision as to who students? Innovations in teaching?

How is CPED changing (need to define change) higher ed/programs: definition of EdD versus PhD, who our students are, and innovations in teaching itself (cohorts, new uses of technology, across various campuses in a single institution)

The research needs to help improve the sharing and communication in CPED. How can the study do that?

**How has CPED changed the policies, practices, structures, and culture of institutions of higher education?

Sub-question-what have been levers of change, constraints, and resources associated with CPED?

How has CPED changed EdD program design?

What is the context of the programs?

How have faculty attitudes changed?

What needs to be in place for change?

Need to describe change in all 25 institutions—change process—implementation, attitudes, and structures

Need to demonstrate a set of lessons learned.

Question 2 & 3: How have CPED grads changed their settings? How does program change impact schools?

Almost same question—need to combine

How do students in the program change their spear of influence? (students in schools, school level, community). Needs to reflect that there are different groups of students in the program.

Add a Question

How does the EdD program change our students' professional identity? Change how see themselves. Links to then Question 4.

**In what ways have CPED grads impacted the policy, practices, structures, and cultures of their settings?

Subquestion: what changes in patterns of growth (school data) have been associated with CPED grad contributions? (start with capstone partners). Money? Authority?

What is the impact of graduates—on graduates and outcomes in their job, how has their responsibilities changed?

Need to look at grad roles in setting

What is the impact on the institution or community?

Impact of cohorts?—need feedback

Impact of capstone? Can we track this by starting with the capstone?

What is the impact of the program cycle and growth?

Questions 4: How have grads transformed their notions of leadership?

How have grads transformed? their notions of leadership? It may in many cases be smaller things. It may deepen, etc. May need a different verb. The small steps are important as well. It is giving them the tools and seeing if they can have impact. It isn't just talk.

**How have grads transformed their notions of their own leadership skills, responsibilities, and roles in their own practice?

Subquestion: Changes in understanding of core program concepts?

Change "notion of leadership" to "professional identity"

Not transform—should be smaller, deeper—tools to impact

2 & 4 are related

Questions 5: How are we faithful in and across our programs to the principles?

Social justice might be the most important. Should be international. Is faithful the best idea. Is promote a better word? Need to think about the fact that the process is iterative. We don't want this to end; is an iterative process. Do CPED examples of student work exemplify the principles?

** How closely is our program aligned to the core CPED principles as originally defined (date of proposal) and as refined over time?

--need for a design matrix with design elements that can be compared across institutions and with non-CPED programs

Faithful not the right word—promote? Fidelity? Validity?

Principle #1 is the most formative

All of our work is iterative.

Do the CPED grads exemplify the principles?

Hypotheses

Q 1 – Think we are impacting not only Colleges of Education, but other colleges. Ex. They see how they could do more with social justice.

Q2 - Changed setting linked to theory and examination and use of data.

Additional notes taken re: research questions/design

1. Need to look at program change: how to identify change processes that worked.

How have programs changed?

a. 2007→2010

i. content; organization; funding

- ii. useful tools→ policy briefs—interviews, artifacts, descriptors, lessons learned, here are things that worked; what barriers, who barriers; institutionalization—is it?; website changes—more shareable, more user-friendly
 - iii. What inputs to realize outcomes?
 - iv. Change is ongoing, not finished→ how is the process unfolding? The major difference between EdD and PhD—we teach EdD to think iteratively.
 - v. How has CPED changed?
 - vi. How do student is in the program enlarge or change their sphere of influence?
 - vii. How do the programs change professional identity?
 - viii. Transform—not sure we like that word.
 - ix. Principles are dynamic—do CPED capstones exemplify the principles?
 - x. Can we show a before and after?—context, delivery, administration
 - xi. Can we deliver products—policy briefs, lessons learned, manuals
2. CPED: need a matrix of program design elements
- a. A comparison of CPED to non-CPED institutions
 - b. Program change, how do you measure?
 - c. This would be purposeful sampling.
 - d. Getting data
 - i. Contributions to growth
 - ii. Agreements in district-IHE to data
 - iii. Notions of leadership – how changes?—notions of research, self-identity, skills, abilities, responsibilities, ways to look at and solve problems of practice
 - iv. Could use the 360 survey—give perceptions of leader from 5 perspectives
3. Communication: this research needs to improve sharing and communication in CPED
- a. How can this study be formative of our work?

Potential design offered by Ray Buss (ASU) & Robert Rueda (USC)

	Degree	of	Implementation
Matrix of Program Design Elements	Low	Medium	High
Focus on equity, ethics, and social justice to provide solutions to complex problems of practice			
Prepares leaders who can construct and apply knowledge to make a positive difference			
Focus on collaboration skills to build partnerships			
Provides field-based practice to analyze problems			
Professional knowledge base linked to systematic inquiry			
Emphasizes generation, transformation, and use of prof. knowledge and practice			
Use of cohort as signature program element			

Focus on practice			
Allows for alternative dissertation approaches			
Inquiry-based research methods			
Action research focus			
Integrate practical and research knowledge			
Analyze problems of practice			
Focus on collaboration skills			
..... additional element 1			
..... additional element 2			
..... additional element 3			
Majority of students graduate in three years			
Dissertations focus on problems of practice (including student success or achievement)			

1. Hypotheses could be based on the extent to which the program implements the elements. For example, Hypothesis 1—The greater number elements the program has, the more likely graduates will evaluate (rate) the program as relevant to their situation (context).

2. Gather data from CPED and non-CPED Colleges of Education (COE). Compare CPED and non-CPED programs. Don't make the proposal a CPED study, but situate it in the larger context of the need for school change and how that is being addressed in CPED programs..

3. Also, select five "mature" CPED COEs and drill down to examine details contributing to program successes.

Change the research questions.

How has CPED changed Ed.D. programs?

How have graduates of CPED programs changed their schools? (combines questions 2 and 3)

How have graduates of CPED programs transformed their views of leadership?

To what extent has commitment (fidelity) to CPED principles affected programs? program graduates?