

# CPED Meeting at AACTE

## Atlanta Hilton — February 19, 2010

### Research ideas

#### **Audience:**

Who are we trying to convince with our research?

Deans—need a rigorous design

Practitioners—through their organizations; graduates can tell their story best

Higher Ed—other schools and colleges; presidents

We need to be offensive, not defensive and show what value we add.

#### **Evidence:**

Future of CPED lies with our graduates—they are the value added.

Would like to see CPED program graduates come to CPED meetings and see it as a networking opportunity

Leadership, evidence, database

We need a comprehensive database of indicators that show inputs and outputs (outcomes of graduates; set of skills)

What data are available that render evidence? We are looking for data where faculty are not used to looking for data—faculty need to learn and grow too.

#### **Design:**

Can't separate program from individual in our research

We have conceptual ideas but as we implement them we need to look at what they look like in practice.

As we move from the theoretical to the operational, we need to stay faithful to our definitions

Analysis of systematic work in schools while in our programs

Principles→ what we have and what is the gap? Assessment model on principles and test over time.

In addition to the above ideas and the ideas turned in as pre-work, the following ideas were generated at the October 2009 convening:

- Look across institutions at similarities and distinctions.
- Start a student-generated data base that is evidence of how we work with principles
- Signature assessments: Define 3 that all institutions use and study their efficacy
- Strong formative aspect and summative; focus on capacities of students as they develop and then leave the program; student-tracking database; look at questions on how do students survive in hostile environments; how do students feel about their progress; how do admissions affect student experience?
- Evaluation: tracking longitudinal changes of grads; shifts within organizations and systems changes that result; changing dispositions around culture and diversity; IDI tool as pre and post to measure shifts on grad views and affects on decision-making; track student dispositions over time using 360 degree tool
- Content analysis of capstone process; guiding question of what impacts our grads are making on field

#### **Shulman comments:**

We should not be threatened by the work that Harvard has done with their new EdD. They have a different set of questions and problems—how will they handle labs of practice with full-time students?

Their program will be useful to support our arguments. For example, when we seek to eliminate the dissertation, we can say “Harvard doesn’t have a dissertation in their EdD”

What CPED has is the sophistication of change, we are a network of learning organizations that has as its mission to prepare leaders to lead learning organizations. We are designing programs that, in principle, all graduates are data sources for themselves and for their community. We need to be ready to be learning organizations not institutions of NCATE standards. What is the evidence we are collecting now? What is being collected that we can demonstrate as evidence of our leadership in reclaiming the EdD? Our programs need to embrace change, model change, and do change for non-higher ed practitioners.

For future structures, CPED should be organized to collect data in critical friends groups → clusters around problems of practice.

Stick with investigating the Principles of Professional Practice Doctorate programs and bring samples of work and assessments around principles and ask how do we know what we are doing works?

Question: Is collecting data too simple?

Our leverage is that we have 25 institutions → we offer multiple mentors, students are educated in a CPED program with national faculty and get the benefit of that national faculty through the design of their program. Everyone is a critical friend and marks a commitment to interact with others in sharing courses on line

### **Response to Shulman:**

Our aim needs to be an *informed public*—need to demonstrate what an EdD is and why it works. We have to show value added through our graduates and their work. We, CPED members, are practitioners too.

We are a learning organization and we will improve graduates by preparing them with X, Y, and Z skill sets, and A,B,C, networks.

Learning organizations → problems of practice → Critical friends groups

Learning organization and use of data = value added

Evidence on a program and affects on practitioners

### **Updates:**

Funding—

Lumina Foundation—A letter of interest has been submitted to the Lumina Foundation for support of research around improving leaders and educators at community colleges. We will keep you posted regarding a response.

The Spencer Foundation—Grant administrators at SF has expressed interest in continued funding for CPED and has requested additional details about our goals, designs and outcomes.

FIPSE—Jill, Jackie Edmonson, and David will travel to DC to meet with Ralph Hines or his representative to discuss CPED and the upcoming FIPSE comprehensive grant.

Walmart Foundation—A letter of interest has been submitted to the Walmart Foundation which is currently looking for new and innovative educational projects to fund.

Website—

We have currently lost our web-guru, Marsh, to bigger and better and are looking for a new person to take CPED to the next level. We have had a suggestion from Sharon Ryan that the website serve as both a research hub and a policy advocate. Some designs around this notion have been drawn and as soon as we have a new tech-guru, we will investigate how to move the website to serve more than CPED audiences.

#### Publications—

See attached the list of folks who are publishing around the CPED experience. Jill is also working on a piece that will establish CPED's role in redesigning the EdD.

#### Interest—

Interest from non-CPED institutions continues to pour in. Folks are now asking for the “how tos” and the “Carnegie Principles that guide the new EdD” as well as to join our initiative. Hopefully our website and future publications will serve these folks. We continue to struggle with how to add new members but are considering it as we consider leadership and governance ideas for moving forward.

#### **Future Meetings:**

- 1) **AERA:** May 1, 10:00am-2:00pm, Hyatt Regency, Denver, Mineral Hall A.  
We will have a CPED meeting at AERA to further discuss our research designs
- 2) **June Convening:** UCF has offered to host our June convening. We will have our usual Wed-Friday format on June, 9-11, 2010. Details will be posted to the website shortly.
- 3) **October Convening.** The University of Houston will welcome us October 6-8, 2010. We will again have our usual Wed-Friday format. Details will be posted to the website shortly.