



#CPED22 CONVENING

Pittsburgh

TRANSFORMING

**the advanced preparation of educational
professionals to lead through scholarly and
equity-minded practice**

2022 CPED Convening

CPED Improvement Group Calls for Learning Exchanges

CIG Sponsored Exchanges will capture the spirit and focus of the CIG's work and/or the convening's theme as they relate to the CIG. CIG leaders develop the call for these exchanges and will be involved in reviewing proposals. Below you will find descriptions of each CIG's call for exchanges.

Dissertation in Practice Call:

The Dissertation in Practice (DiP) CIG invites submissions that aim to reimagine the CPED dissertation genre. We seek to explore, discover, and share examples of dissertation models and structures that are different from conventional 5-chapter approaches. Our CIG strives to define new modes and models of scholarship and research in practice, as well as new, different, or creative structures for the dissertation in practice, and we welcome any submissions that support this goal. This might include, but is not limited to, exchanges or submissions that offer the following:

- Exploring and sharing new models, exemplars, and approaches that reimagine the dissertation in practice, helping us to consider ways of engaging research that diverges from or even dismantles traditional models, practices, and output.
- Considering actionable points, ideas, or examples of how EdD programs can build in program-wide or systemic supports that allow faculty and students to engage in reimagined models of the dissertation in practice.

- Exploring and discussing new possibilities and strengths (e.g., promoting equity of opportunity, encouraging new knowledge, skills, or dispositions, etc., among others) that emerge from reimagined dissertation in practice models. Sharing potential barriers that can occur in engaging in different models of scholarship and engaging actionable approaches to breaking through or disassembling those.

These are representative but not exhaustive of the possibilities for sessions and learning exchanges in the DiP CIG. If you have ideas, provocations, research, or examples that connect to what it might mean to reimagine existing dissertation models or offer new ways of knowing, we invite you to share with our CIG. Through this, we can build a more diverse, creative, and comprehensive understanding of the dissertation in practice and what it might be or become.

Social Justice CIG Call:

Many EdD Programs are oriented toward the formation of educational leaders who are both committed to, and capable of, leading organizations toward equitable and socially just outcomes for students, their communities, and society. It is unclear, however, whether EdD programs are intentionally building leadership capacity to disrupt present educational systems including extant policies, structures, and practices. For programs who have engaged in the work of disruption, we wonder, what types of critical theory and/or critical praxis do programs engage/enact?

We invite learning exchanges that explore the following:

- Culminating Projects that increase student recognition of the system(s) as the source of inequity and injustice including (but not limited to):
 - Program and course-level practices that build understanding of non-dominant identities including Afrocentric, Indigenous, female/queer, and/or neuro/bodily-diverse ways of knowing & being in the world
 - Program and course-level practices that encourage scholar practitioners to consider their own positionality and its connection to their leadership identity formation
- Non-traditional culminating projects focused on cultivating equitable and socially just leadership
- EdD program curriculum, learning experiences, and dissertations in practice that build leadership capacity to disrupt and transform present educational organizations and systems
- How EdD programs justify a social justice orientation of disruption and inclusion as central to high quality, EdD programming
- Challenges and opportunities with educational partners (e.g. school districts, community colleges, universities) resulting from an EdD program's commitment to the disruption and transformation of the status quo
- Ways in which EdD programs support their students and alumni facing resistance to leadership for equitable and socially just outcomes
- Connections between leadership for disruption, activism, and education policy

Online/Hybrid CIG Call:

- Join us for a paradoxical face to face discussion of online work. We'll discuss this year's online triumphs and challenges, consider the types of support that will best lead to improvement (the "I" in CIG), and celebrate our ability to be in the same proximity with one another. If you are not a member of this CIG and are curious, feel free to drop in. We are a friendly bunch and always love new faces.

Improvement Science CIG Call:

- The Improvement Science CIG supports profound change in the EdD through the inclusion of Improvement Science and/or design-based improvement methods in EdD curricula as a signature pedagogy. At the fall 2022 CPED Convening, we encourage Improvement Science CIG members to enhance and deepen members' understanding of using Improvement Science in the EdD by sharing their research regarding IS, current instructional practices while embedding IS in the EdD, their outreach and partnerships with K-12 schools, and exemplary IS dissertations. Each IS CIG sponsored session will provide concrete resources used by current CPED members.