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**GUIDING PRINCIPLES RUBRIC PROTOTYPE**

**FEBRUARY 2022 – FOR NEW MEMBERSHIP APPLICATION**

The CPED Consortium is currently piloting the use of the below rubric to support learning about how members use the CPED principles in program designs. As part of this pilot, we are using it for the 2022 Membership Application. We hope that you will find it useful. *For questions, please contact info@cpedinitiative.org*

**Principle #1: The Professional Doctorate in education is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.**

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| **Pre-designing &****Pre-developing** | **Designing &****Developing** | **Implementation** | **Experienced** | **More Experienced** |
| Program faculty sometimes discuss how to prepare scholar practitioners to understand, internalize, and address issues of equity, ethics, and social justice.  | Program faculty regularly discuss how to prepare scholar practitioners to understand, internalize, and address issues of equity, ethics, and social justice. | In depth descriptions, illustrations, and discussions of equity, ethics, and social justice are incorporated in some aspects of the curriculum. | Syllabi, course sequencing and all other program components (e.g., recruitment, admissions, enrollment, orientation, dissertations in practice) stress framing the educational program around issues of equity, ethics, and social justice. | The professional practice of program alumni illustrates an emphasis on fostering equity, ethics, and social justice in their workplace and in the larger society. |
| Program faculty sometimes seek to understand, internalize, and address issues of equity, ethics, and social justice. | Program faculty usually seek to understand, internalize, and address issues of equity, ethics, and social justice. | Program faculty and scholar practitioners can articulate where, in the curriculum, the focus is on framing the educational experience around issues of equity, ethics, and social justice | Syllabi, course sequencing and all other program components (e.g., recruitment, admission, enrollment, orientation, dissertation in practice) stress understanding, internalizing, andaddressing issues of equity, ethics, and social justice.  | Students’ dissertations in practice demonstrate their ability to understand, internalize and address issues of equity, ethics, and social justice.  |
| Efforts are seldom made by program leadership and faculty to ensure that there is a commitment to equity, ethics, and social justice within the program mission, goals, and other program documentation. | Efforts are sometimes made by program leadership and faculty to ensure that there is a commitment to equity, ethics, and social justice within the program mission, goals, and other program documentation. | Efforts are usually made by program leadership and faculty to ensure that there is a commitment to equity, ethics, and social justice within the program mission, goals, and other program documentation. | A focus on equity, ethics, and social justice is included in some program documentation. | A focus on equity, ethics, and social justice is included in most program documentation, including the program mission and goals. |
| A commitment to equity, ethics, and social justice is sometimes a priority for program leadership and faculty. | A commitment to equity, ethics, and social justice is usually a priority for program leadership and faculty. | There is some wide-scale diversity of backgrounds within the program leadership and faculty. | There is significant wide-scale diversity of backgrounds within the program leadership and faculty. | The program leadership and faculty display a significant commitment to equity, ethics and social justice and there is wide-scale diversity within the program leadership and faculty. |
| A commitment to equity, ethics, and social justice is sometimes a priority in student recruitment, admission, and enrollment in the program. | A commitment to equity, ethics, and social justice is usually a priority in student recruitment, admission, and enrollment in the program. | Equity, ethics and social justice are priorities in program policies and practices. | All program applicants are considered equitably, ethically and justly in the recruitment, admission, and enrollment processes. | Scholar practitioners represent a significant diversity of backgrounds and, within the program, there is consistently a commitment to equity, ethics, and social justice in student recruitment, admission and enrollment. |

**Principle #2: The Professional Doctorate in education prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.**

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| **Pre-designing &****Pre-developing** | **Designing & Developing** | **Implementation** | **Experienced** | **More Experienced** |
| Program faculty sometimes discuss how to prepare scholar practitioners to construct and apply knowledge in order to make a difference in the lives of others. | Program faculty regularly discuss how to prepare scholar practitioners to construct and apply knowledge in order to make a difference in the lives of others. | Descriptions and illustrations of constructing and applying knowledge that makes a positive impact on the lives of others are incorporated in some sections of curriculum. | Syllabi, course sequencing and other program components (e.g., recruitment, admission, enrollment, orientation, dissertation in practice) address the centrality of knowledge construction and application in order to make a difference in the lives of others. | Program dissertations in practice illustrate how scholar practitioners construct and apply knowledge in order to make a positive impact on the lives of others. In their professional practice, alums construct and apply knowledge in order to make a positive impact in the lives of others. |
| Minimal efforts are made to ensure that the program mission and goals of the program reflect a commitment to knowledge construction and application in order to make a difference in the lives of others. | Maximum efforts are made to ensure that the mission and goals of the program reflect a commitment to knowledge construction and application in order to make a difference in the lives of others. | Within the curriculum, there is some focus on linking the program mission and goals with a commitment to knowledge construction and application in order to make a difference in the lives of others. | Within the curriculum there is a major focus on linking the program mission and goals with a commitment to knowledge construction and application in order to make a difference in the lives of others**.** | The mission and goals of the program directly speak to a commitment to knowledge construction and application in order to make a difference in the lives of others. |
| The scholarly activities of program faculty do not reflect a commitment to knowledge construction and application in order to make a difference in the lives of others. | The scholarly activities of program faculty reflect a minor commitment to knowledge construction and application in order to make a difference in the lives of others. | The scholarly activities of the program faculty reflect a moderate commitment to knowledge construction and application in order to make a difference in the lives of others**.** | The scholarly activities of the program faculty reflect a significant commitment to knowledge construction and application in order to make a difference in the lives of others. | The scholarly activities of the program faculty reflect a major commitment to knowledge construction and application in order to make a difference in the lives of others. |
| Program policies and practices reflect a minor commitment to understanding, internalizing, and addressing knowledge construction and application in order to make a difference in the lives of others. | Program policies and practices reflect a moderate commitment to understanding, internalizing, and addressing knowledge construction and application in order to make a difference in the lives of others. | Most program policies and practices reflect a major commitment to understanding, internalizing, and addressing knowledge construction and application in order to make a difference in the lives of others. | Most program policies and practices explicitly reflect a commitment to understanding, internalizing, and addressing knowledge construction and application in order to make a difference in the lives of others. | All program policies and practices explicitly acknowledge a commitment to understanding, internalizing, and addressing knowledge construction and application in order to make a difference in the lives of others. |

**Principle #3: Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.**

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| **Pre-designing & Pre-developing** | **Designing & Developing** | **Implementation** | **Experienced** | **More Experienced** |
| Program faculty sometimes discuss how to prepare scholar practitioners to understand, internalize, andaddress the importance of effectively listening and responding to the diverse perspective of others. | Program faculty regularly discuss how to prepare scholar practitioners to understand, internalize, and address issues of communication and collaboration with diverse audiences. | In depth descriptions,illustrations, and discussions of effective communication and collaboration are incorporated in some aspects ofthe curriculum. | Syllabi, coursesequencing and all other program components (e.g., recruitment,admissions, enrollment, orientation, dissertations in practice) address effective communication and collaboration with diverse audiences. | The professional practice of program alumni illustrates effective communication and collaboration with diverse audiences. |
| Program faculty sometimes seek to understand, internalize, andaddress how to prepare students to demonstrate self-awareness and ability to adjust their attitudes and beliefs because of working within and learning from a diversity of communities and cultures. | Program faculty usually seek to understand,internalize, and address issues of preparing students to demonstrate self-awareness and ability to adjust their attitudes and beliefs because of working within and learning from a diversity of communities and cultures. | Program faculty and scholar practitioners can articulate where, in the curriculum, the focus is on self-awareness and engagement with diverse perspectives. | Syllabi, course sequencing and all other program components (e.g., recruitment, admission, enrollment, orientation, dissertation in practice) stress understanding,internalizing, andaddressing issues of self-awareness and engagement with diverse perspectives. | Students’ dissertations in practice demonstrate their ability to understand, internalize and address issues of self-awareness and engagement with diverse perspectives. |
| Efforts are seldom made by program leadership andfaculty to ensurethat there is a commitment to sharpening students’ collaboration and communication skills to work with diverse communities within the program mission, goals, and other programdocumentation. | Efforts are sometimes made by program leadership and faculty to ensure that there is a commitment to sharpening students’collaboration and communication skills to work with diverse communities within the program mission, goals, and other programdocumentation. | Efforts are usually made by program leadership andfaculty to ensure that there is a commitment to sharpening students’ collaboration and communication skills to work with diverse communities within the program mission, goals, and other program documentation. | A focus on sharpening students’ collaboration and communication skills to work with diverse communities isincluded in someprogram documentation. | A focus on sharpening students’ collaboration and communication skills to work with diverse communities is included in most program documentation, including the program mission and goals |
| A commitment to intercultural knowledge and competence issometimes a priority for program leadership andfaculty. | A commitment to intercultural knowledge and competence is usually a priority for program leadership and faculty. | There is someevidence of intercultural knowledge and competence within the program leadership and faculty. | There is significantevidence of intercultural knowledge and competence within the program leadership and faculty. | The program leadership and faculty display a significant commitment to intercultural knowledge and competence. |

**Principle #4: Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.**

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| **Pre-designing &****Pre-developing** | **Designing & Developing** | **Implementation** | **Experienced** | **More Experienced** |
| Program faculty sometimes discuss how students’ placement in the field is pertinent to the program. | Program faculty regularly discuss amongst themselves and with students how students’ placement in the field is pertinent to the program. | Program faculty work with students to consider details of their practice. and start developing protocols related to site permissions, IRB, and the like for DiPs. Resources related to twinned roles of being both a scholar (studying one’s professional setting) and a practitioner in that setting are developed. | Syllabi, course sequencing and other program components reflect the centrality of field placement as a presumed program feature for all students. Faculty strive to support students in their dual roles of being both a scholar and a practitioner. | Program dissertations in practice illustrate the pertinence of scholar practitioners’ placements in the field. Formal cooperative agreements with common partners (e.g., local school districts, the state dept. of education) articulated with a schedule to periodically revisit. |
| Program faculty are aware of the value of various inquiry strategies and sometimes discuss the relevance of positioning students to juxtapose and select among various frames for learning more about and attending to educational problems. | Program faculty are aware of the value of various inquiry strategies and regularly discuss the relevance of positioning students to juxtapose and select among various frames for learning more about and attending to educational problems. | Curriculum and coursework explicitly highlight the prospects and limitations of various frames for research and application. | Program coursework and benchmarks (e.g., comps) demonstrate the expectation that students will learn about and know how to deploy various frames for research and resolution of problems of practice | Program success with promoting various frames for research and resolution of problems of practice make the program an exemplar of this principle and position students and faculty to share their expertise with other CPED partners and with various research sites. |

**Principle #5: The Professional Doctorate in Education is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, and that links theory with systemic and systematic inquiry.**

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| **Pre-designing &****Pre-developing** | **Designing & Developing** | **Implementation** | **Experienced** | **More Experienced** |
| Program faculty sometimes study and discuss how to prepare scholar practitioners to integrate practical and research knowledge into a knowledge base, and how to view problems that link theory with systemic and systematic inquiry. | Program faculty regularly study and discuss how to prepare scholar practitioners to integrate practical and research knowledge and how to view problems that link theory with systemic and systematic inquiry. This includes consideration of what EdD students as advanced practitioners ‘already bring to the table’. | Program descriptions and materials sometimes illustrate where/how educators' professional knowledge base is presumed to be foundational, where/how practitioner knowledge and research are integrated, and where/how theory (particularly theories of action) are linked to systemic and systematic inquiry. | Program faculty and scholar practitioners can articulate where, in the program descriptions, components, materials, and curriculum, the professional knowledge base is foundational and developed, where practical and research knowledge are integrated, and where theory is linked to systemic and systematic inquiry. | Program dissertations in practice are a demonstration of how scholar practitioners contribute to a professional knowledge base that integrates practical and research knowledge and links theory with systemic and systematic inquiry |
| The scholarly activities of program faculty do not reflect a commitment to a professional knowledge base that integrates practical and research knowledge and links theory with systemic and systematic inquiry. | The scholarly activities of program faculty reflect a minor commitment to a professional knowledge base that integrates practical and research knowledge and links theory with systemic and systematic inquiry. | The scholarly activities of program faculty reflect a moderate commitment to a professional knowledge base that integrates practical and research knowledge and links theory with systemic and systematic inquiry. | The scholarly activities of program faculty reflect a significant commitment to a professional knowledge base that integrates practical and research knowledge and links theory with systemic and systematic inquiry. | The scholarly activities of program faculty reflect a major commitment to a professional knowledge base that integrates practical and research knowledge and links theory with systemic and systematic inquiry |
| Minimal efforts are made to ensure that the program mission and goals reflect a commitment to a professional knowledge base that integrates practical and research knowledge and that links theory with systemic and systematic inquiry. | Maximum efforts are made to ensure that the program mission and goals reflect a commitment to a professional knowledge base that integrates practical and research knowledge and that links theory with systemic and systematic inquiry. | Within the curriculum, there is some focus on linking the program mission and goals with a commitment to a professional knowledge base that integrates practical and research knowledge and that links theory with systemic and systematic inquiry. | Within the curriculum, there is a major focus on linking the program mission and goals with a commitment to a professional knowledge base that integrates practical and research knowledge and that links theory with systemic and systematic inquiry. | The program mission and goals show a commitment to a professional knowledge base that integrates practical and research knowledge and that links theory with systemic and systematic inquiry. |
| Program policies and practices reflect a minor commitment to a professional knowledge base that integrates practical and research knowledge and that links theory with systemic and systematic inquiry. | Program policies and practices reflect a moderate commitment to a professional knowledge base that integrates practical and research knowledge and that links theory with systemic and systematic inquiry. | Most program policies and practices reflect a major commitment to a professional knowledge base that integrates practical and research knowledge and that links theory with systemic and systematic inquiry. | Most program policies and practices explicitly reflect a commitment to a professional knowledge base that integrates practical and research knowledge and that links theory with systemic and systematic inquiry. | All program policies and practices explicitly acknowledge a commitment to a professional knowledge base that integrates practical and research knowledge and that links theory with systemic and systematic inquiry. |

**Principle #6: Emphasizes the generation, transformation, and use of professional knowledge and practice.**

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| **Pre-designing &****Pre-developing** | **Designing & Developing** | **Implementation** | **Experienced** | **More Experienced** |
| Program faculty sometimes discuss how to prepare scholar practitioners to generate & use professional knowledge and practice. | Program faculty regularly discuss how to prepare scholar practitioners to generate & use professional knowledge and practice.  | Program faculty model the generation and use of professional knowledge and practice in some sections of curriculum. | Program faculty model the generation and use of professional knowledge and practice in most sections of curriculum. | The generation and use of professional knowledge and practice is fully integrated into the program curriculum map. |
| The task of defining knowledge construction and knowledge application in order to make a difference in the lives of others is sometimes recognized and pursued by program faculty. | The task of defining knowledge construction and knowledge application in order to make a difference in the lives of others is usually recognized and pursued by program faculty. | Program faculty and scholar practitioners can articulate where, in the curriculum, is the focus on knowledge generation and use in order to influence change in their educational organizations. | Program coursework consistently demonstrates that scholar practitioners can generate, transform, and use professional knowledge in order to influence change in their educational organizations. | Program dissertations in practice illustrate that scholar practitioners can generate, transform, & use knowledge in order to influence change in their organizations. In professional practice, alums generate, transform, & use knowledge in order to influence change in educational organizations. |
| The program mission and goals minimally reflect a commitment to knowledge construction and application. | The mission and goals of the program fully reflect a commitment to knowledge construction and application. | Within the curriculum, there is some focus on linking the program mission and goals with a commitment to knowledge construction and application. | Within the curriculum there is a major focus on linking the program mission and goals with a commitment to knowledge construction and application. | Program dissertations in practice demonstrate a commitment to knowledge construction and application. |
| The scholarly activities of program faculty do not reflect a commitment to knowledge construction and application in order to make a difference in the lives of others. | The scholarly activities of program faculty reflect a minor commitment to knowledge construction and application in order to make a difference in the lives of others. | The scholarly activities of the program faculty reflect a moderate commitment to knowledge construction & application in order to make a difference in the lives of others**.** | The scholarly activities of the program faculty reflect a significant commitment to knowledge construction and application in order to make a difference in the lives of others. | The scholarly activities of the program faculty reflect a major commitment to knowledge construction and application in order to make a difference in the lives of others. |