

Edd EL Dissertation Rubric	College of Education and Human Development	Student #	Average Rating:
Student Name:		Date:	
Reader:			

Program Learning Outcome	1- Unacceptable	2-Emerging	3-Proficient	4-Exemplary
<p>1. Research and Theory:</p> <p>Educational Leaders make decisions based on research and supported theory. They use prominent research from best practices and other contextual data to make recommendations about organizational operations, curriculum, assessment, and professional development.</p>	<p>The dissertation does not demonstrate adequate design, a theoretical framework, and application and defense of appropriate research methodology.</p> <p>The dissertation does not utilize proper citations pertinent to the field of study.</p> <p>The dissertation is not comprehensive in its format, does not demonstrate originality in the details, and does not contribute to the field of study.</p> <p>.</p>	<p>The dissertation demonstrates marginal design, a theoretical framework, and application and defense of appropriate research methodology.</p> <p>The dissertation utilizes some citations incorporating current, prominent, and scholarly research resources.</p> <p>The dissertation is lacking in its format, demonstrates originality in the details, and indicates a contribution to the field of study.</p>	<p>The dissertation demonstrates appropriate design, a theoretical framework, and application and defense of appropriate research methodology.</p> <p>The dissertation utilizes adequate citations incorporating current, prominent, and scholarly research resources.</p> <p>The dissertation is satisfactory in its format, demonstrates originality in the details, and indicates a contribution to the field of study.</p>	<p>The dissertation demonstrates exemplary design, a theoretical framework, and application and defense of appropriate research methodology.</p> <p>The dissertation utilizes extensive citations incorporating current, prominent, and scholarly research resources.</p> <p>The dissertation is comprehensive in its format, demonstrates originality in the details, and indicates a contribution to the field of study.</p>

<p>2. Communication and Informational Literacy:</p> <p>Educational leaders effectively communicate a vision of educational excellence to the learning community. They demonstrate multiple literacies (i.e., oral and written communication, information technology skills) to effectively support such communication.</p>	<p>The dissertation does not cite sources in correct APA style. It is not clear, concise, organized, or supported in adherence with APA style and the Argosy University Dissertation Guide. Some references are cited parenthetically and included in the reference list. Improper use of direct quotations.</p> <p>Final oral defense does not address the questions, methodology, results, conclusion and recommendations of the study.</p>	<p>The dissertation marginally cites sources in correct APA style. It is somewhat clear, concise, organized, and supported in adherence with APA style and the Argosy University Dissertation Guide. Most references are cited parenthetically and included in the reference list. Improper use of direct quotations.</p> <p>Final oral defense somewhat addresses the questions, methodology, results, conclusion and recommendations of the study.</p>	<p>The dissertation adequately cites sources in correct APA style. It is mostly clear, concise, organized, and well supported in adherence with APA style and the Argosy University Dissertation Guide. All references are cited parenthetically and included in the reference list. Proper use of direct quotations.</p> <p>Final oral defense mostly addresses the questions, methodology, results, conclusion and recommendations of the study.</p>	<p>The dissertation fully cites sources in correct APA style. It is clear, concise, organized, and well supported in adherence with APA style and the Argosy University Dissertation Guide. All references are cited parenthetically and included in the reference list. Proper use of direct quotations.</p> <p>Final oral defense addresses the questions, methodology, results, conclusion and recommendations of the study.</p>
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<p>3. Critical Thinking and Problem Solving:</p> <p>Educational leaders develop systems that monitor their own thinking and reflect on past and present practices in analyzing complex educational issues and evaluating potential solutions.</p>	<p>The student's responses do not address an educational problem and/or are based on opinion without support of appropriate research.</p>	<p>The dissertation fully presents relevant research addressing a broad range of views on the educational topic.</p>	<p>The dissertation adequately analyzes an educational problem by gathering and assessing relevant information, diagnosing the underlying causes, considering and evaluating possible alternatives, and determining and defending an appropriate, well-reasoned solution or course of action.</p>	<p>The dissertation fully analyzes an educational problem by gathering and assessing relevant information, diagnosing the underlying causes, considering and evaluating possible alternatives, and determining and defending an appropriate, well-reasoned solution or course of action.</p>
<p>4. Collaboration:</p> <p>Educational leaders promote democratic values by respecting the ideas and talents of those with whose care they are charged. They seek continuous improvement and use their knowledge and skills to collaborate with various stakeholders and constituencies of the educational community.</p>	<p>The student does not work collaboratively with the dissertation committee.</p> <p>The student is not receptive to diverse opinions of the dissertation committee.</p>	<p>The student demonstrates minimal collaboration with the dissertation committee, including infrequent communication and responses to feedback.</p> <p>The student is minimally receptive to diverse opinions of the dissertation committee.</p>	<p>The student demonstrates adequate collaboration with the dissertation committee, including communication and responses to feedback.</p> <p>The student is mostly receptive to diverse opinions of the dissertation committee.</p>	<p>The student demonstrates exemplary collaboration with the dissertation committee, including frequent communication and prompt responses to feedback.</p> <p>The student is fully receptive to diverse opinions of the dissertation committee.</p>

<p>5. Leadership:</p> <p>Educational leaders have an evolved leadership style that supports the development of others, is harmonious with democratic principles and best educational practices, and focuses on student achievement as the ultimate goal of the learning community. They provide leadership at the institutional, state, and national levels in various roles and responsibilities.</p>	<p>The student does not demonstrate leadership ability and skills in directing the process to the dissertation's completion.</p> <p>The dissertation does not explain data collection and analysis techniques.</p>	<p>The student minimally demonstrates leadership ability and skills in directing the process to the dissertation's completion.</p> <p>The dissertation minimally explains data collection and analysis techniques, resulting in data-driven conclusions and recommendation.</p>	<p>The student mostly demonstrates leadership ability and skills in directing the process to the dissertation's completion.</p> <p>The dissertation mostly explains data collection and analysis techniques, resulting in data-driven conclusions and recommendation.</p>	<p>The student fully demonstrates leadership ability and skills in directing the process to the dissertation's completion.</p> <p>The dissertation fully explains data collection and analysis techniques, resulting in data-driven conclusions and recommendation.</p>
<p>6. Ethics and Principles:</p> <p>Educational leaders are bold in exhibiting and expecting accountability in integrity, fairness, and ethical behavior. They demonstrate the ability to combine impartiality, sensitivity, and concern for others in dealing with all constituencies.</p>	<p>The student does not comply with the IRB guidelines including confidentiality, integrity, ethical behaviors, and respect for participants.</p> <p>The dissertation is not an original work of the student as evidenced by plagiarism detection software.</p> <p>The research biases are not disclosed in the methodology section of the dissertation.</p>			<p>The student fully complies with the IRB guidelines including confidentiality, integrity, ethical behaviors, and respect for participants.</p> <p>The dissertation is original work of the student as evidenced by plagiarism detection software.</p> <p>The researcher biases are disclosed in the methodology section of the dissertation.</p>

<p>7. Diversity:</p> <p>Educational leaders appreciate the value of every individual and are committed to their success. They implement educational policies and instructional practices that reflect cultural diversity.</p>	<p>The dissertation does not present relevant research addressing the educational topic.</p>	<p>The dissertation presents somewhat relevant research addressing a narrow range of views on the educational topic.</p>	<p>The dissertation presents mostly relevant research addressing a diverse range of views on the educational topic.</p>	<p>The dissertation presents fully relevant research addressing a diverse range of views on the educational topic.</p>
<p>8.0 Internship Not Applicable</p>				
<p>9. Human Growth and Development:</p> <p>Educational leaders consider the personal and professional continuum of development of their various constituencies and use this knowledge in all phases of their work from curriculum planning to staff development. They deploy professional development plans that reflect commitment to lifelong</p>	<p>Student does not demonstrate personal and professional growth and an expert level of knowledge of the topic at the oral defense.</p>	<p>Student does not adequately demonstrate personal and professional growth and an expert level of knowledge of the topic at the oral defense.</p>	<p>Student mostly demonstrates personal and professional growth and an expert level of knowledge of the topic at the oral defense.</p>	<p>Student demonstrates personal and professional growth and an expert level of knowledge of the topic at the oral defense.</p>