



Ed.D. in Educational Leadership Program

Dissertation

Student Learning Outcome(s) Assessed:

SLO 1: Students demonstrate the ability to advocate for all stakeholders, utilizing the knowledge and tools necessary, to create and sustain vibrant educational environments.

SLO 2: Students demonstrate the knowledge and skills to apply organizational theory, management skills, leadership strategies, and data to transform organizations.

SLO 3: Students demonstrate the ability to select, interpret, and apply theory and research to address a variety of compelling problems in urban education.

SLO 4: Students demonstrate the ability to plan and conduct research and evaluation studies with a clear purpose to improve educational lives of others and based on findings make recommendations to improve future educational practices.

SLO 5: Students demonstrate foundational and practical knowledge to incorporate ethical, legal, and professional behaviors to increase equitable educational opportunities and academic achievement for all students.

Description of the Signature Assignment

The dissertation is completed by students during their third year of study. They work individually with a dissertation chair and committee to design and complete a comprehensive research study.

Directions for Students

See Dissertation Outline in program office.

Scoring Rubric:

Criteria	4 = Exceeds expectations	3 = Meets expectations	2 = Meets some expectations	1 = Does not meet expectations	0 = Unable to score; incomplete or missing work	Final Score
Ch. 1 Introduction	All elements of the dissertation outline are thoroughly addressed with clarity and precision; problem, purpose and guiding questions are tightly coupled; argument for study's significance is masterfully crafted and persuasive; entire chapter clearly and thoroughly provides an excellent foundation for the remaining chapters.	All elements of the dissertation outline are addressed clearly; relationship between the problem, purpose, and guiding questions is evident; argument for study's significance is persuasive; entire chapter focuses the reader and provides a good foundation for the remaining chapters.	Most all elements of the dissertation outline are addressed; relationship between the problem, purpose, and guiding questions is loose; argument for study's significance is somewhat persuasive; entire chapter has an inconsistent focus; the chapter provides an adequate foundation for the remaining chapters.	Some elements of the dissertation outline are notably missing; relationship between the problem, purpose, and guiding questions is difficult to determine; argument for study's significance is not persuasive; entire chapter has an inconsistent or obscure focus; the chapter does not provide an adequate foundation for the remaining chapters.		
Ch. 2 Literature Review	Information is gathered from an impressive variety of electronic and print sources. Sources are clearly relevant, balanced, and include critical readings related directly to the topic. Studies are presented fairly and thoroughly with no gaps or misrepresentations; studies' methods and findings are expertly summarized and critiqued; themes, trends, and patterns are identified and logically connected. Rationale for choice of literature is impressively cogent and well defined.	Information is gathered from a variety of electronic and print sources. Sources are relevant, balanced, and include readings directly related to the topic. Studies are presented well with few gaps or misrepresentations; studies' methods and findings are summarized and critiqued; themes, trends, and patterns are somewhat identified and logically connected. Rationale for choice of literature is cogent and defined.	Information is gathered from a limited variety of electronic and print sources. Sources are basically relevant, not over balanced, and include readings somewhat or inconsistently related to the topic. Studies are presented with some gaps or misrepresentations; studies' methods and findings are adequately summarized with some critique; themes, trends, and patterns are somewhat identified and may not be logically connected. Rationale for choice of literature is limited.	Information is gathered from a limited number of sources. Many sources are not relevant or balanced, and include readings not directly related to the topic. Studies presented have multiple gaps or misrepresentations; studies' methods and findings are superficial and do not support the overall points being made; minimal critique offered; themes, trends, and patterns are not identified or identified incorrectly; they are not logically connected. Rationale for choice of literature is limited in score or not included.		
Ch. 3 Methodology	Each element of the Methods chapter is addressed thoroughly and with impressive detail. Data analysis	Each element of the Methods chapter is addressed in detail. Data	Each element of the Methods chapter is addressed in limited detail.	Each element of the Methods chapter may not be addressed. Data analysis methods do not		

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	techniques are logical and complete and clearly match the data collection methods. Research procedures are dated, conducted in a logical sequence, and detailed.	analysis methods make basic sense and match the data collection methods. Research procedures are dated and sequential.	Data analysis methods may not make basic sense and demonstrate a limited relationship to the data collection methods. Research procedures may be dated but may not be placed in a logically sequential manner.	demonstrate a relationship to the data collection methods. Research procedures may be dated but are not logical and sequential.		
Ch. 4 Findings/Results	An appropriate structure for communicating findings, incorporating an impressive variety of appropriate charts, tables or data displays is skillfully constructed and presented. Results directly respond to the research questions. Information is skillfully organized with smooth transitions. High degree of scholarly analysis and interpretation of findings is demonstrated.	A structure for communicating findings, incorporating a variety of charts, tables or data displays is constructed. Results respond to the research questions. Information is organized with smooth transitions. A sufficient degree of analysis and interpretation of findings is demonstrated.	A structure for communicating findings, with some charts, tables or data displays is constructed. Results respond to the research questions but may be loosely connected. Adequate organization but with some illogical or difficult to follow transitions. Adequate demonstration of ability to analyze and interpret findings.	A structure for communicating findings, with few to no charts, tables or data displays is constructed. Results may not respond to the research questions or are inadequate. Organization of data presentation is difficult to follow; transitions are confusing or notably missing. Little ability to analyze and interpret data is demonstrated.		
Ch. 5 Summary of Findings, Conclusions, Implications Recommendations for Policy and Practice, Recommendations for Further Study	All sections of the chapter are extensively developed and detailed with an impressively high degree of insight. Sections are skillfully woven together demonstrating a clear, obvious, and logical relationship between them.	All sections of the chapter are well developed and detailed with insight. Sections are adequately woven together demonstrating a logical relationship between them.	Most sections of the chapter are well developed and detailed. Sections are woven together demonstrating a limited relationship between them.	Not all sections of the chapter are addressed or they are neither well developed nor detailed. Sections are not well woven together; limited to no demonstration of the relationship between them.		
Scholarly Writing	Language is used skillfully to communicate complex ideas and claims; transitions are facilitated smoothly with appropriate headings and subheadings; each section	Language is used well to communicate complex ideas and claims; transitions are facilitated with headings and	Language is used inconsistently to communicate complex ideas and claims; inconsistent use of transitions; needed	Language is used poorly to communicate complex ideas and claims; poor use of or lack of transitions; major headings and sub headings notably		

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	logically flows to the next with easy transitions; the work is always focused and organized; the writing is grammatically correct and error free; the writing clearly contributes to understanding the overall purpose and discussion; strong academic tone.	subheadings; each section flows to the next; the work is focused and organized; the writing is grammatically correct with two or less errors; one spelling error; the writing adds to the overall purpose and discussion.	headings and subheadings are either not present or inappropriate; the flow is interrupted by poor organization, inconsistent focus; the writing has three to four grammatical and/or spelling errors; the writing quality detracts from the overall purpose and discussion.	missing; poorly organized inhibiting writing flow, lack of focus; more than five grammatical and/or spelling errors; the writing quality detracts from the overall purpose and discussion.		
Adherence to APA	Current APA style guidelines are followed consistently and correctly both in the body of the paper and in the reference list; APA error free.	Current APA style guidelines are followed both in the body of the paper and in the reference list; only one APA error.	Current APA style guidelines are inconsistently followed both in the body of the paper and in the reference list; two – three errors.	Current APA style guidelines are not followed both in the body of the paper and in the reference list; more than four errors.		
Total						

Legend

Total Points	College of Education Assessment Scale Equivalent (to be used at time of defense)
24 - 28	Accept (4)
20 - 23	Accept with minor revisions (3)
16 -19	Accept with substantial revisions (2)
<15	Unacceptable (1)
0	Did Not Submit (0)