



## **Ed.D. in Educational Leadership Program**

*Signature Assignment for EDLD 726*

*Grass Roots Policy Investigation: Local Case Study*

### **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.

### **Description of the Signature Assignment**

Candidates will investigate a local policy from the grass roots level. They will research the policy and show how its implementation plays out in practice.

### **Directions for Students**

Through interviews, field observations, or interviews with EdD colleagues, students will investigate a policy such as AB 1725 or NCLB (refer to list of policy issues handout) from the grass roots level.

## Scoring Rubric:

Criteria	4 = Exceeds expectations	3 = Meets expectations	2 = Meets some expectations	0 = Inadequate
<b>Introduction</b>	Introduction is clear and directly related to the importance of the paper. The introduction is clear and unambiguous, and provides an excellent foundation for subsequent discussion of the case.	Introduction is somewhat clear and related to the importance of the paper. The introduction provides a good foundation for subsequent discussion of the case.	Introduction does not provide clarity for the importance of the paper. Introduction provides a fair foundation for subsequent discussion of the case.	
<b>Presentation of the Case</b>	All elements of the case are thoroughly addressed with clarity and succinctly described.	All elements of the case are addressed and clearly stated but may not be as obvious as in the "Exceeds Expectations" category.	Most elements of the case are addressed but it is difficult to ascertain the larger issues in which the case is situated.	
<b>Analysis of the Problem</b>	Includes a thorough and detailed analysis of the problem facing the educational institution. The analysis is clearly and concisely articulated. Analysis includes significant theoretical literature for policy, politics, and organizational change.	Includes an analysis of the problem facing the educational institution. The analysis is not articulated concisely nor clearly. Analysis includes some theoretical literature for policy, politics, and organizational change.	Includes fair analysis of the problem facing the educational institution. The analysis is poorly articulated. Analysis includes few cites of the theoretical literature for policy, politics, and organizational change.	
<b>Implementation / Practice</b>	Includes a set of clear, recommendations for implementation that are consistent with the interviews and field observations. All recommendations are extensively developed.	Includes a set of recommendations for implementation that are consistent with interviews and field observations. All recommendations are somewhat developed.	Includes a set of recommendations for implementation that are not clear nor consistent with the interviews or field observations. All recommendations are not sufficiently developed.	
<b>Writing</b>	Writing is focused, well organized, grammatically correct, and error free. The writing clearly contributes to understanding the overall purpose and discussion. APA format is followed consistently throughout.	Writing is focused, organized, grammatically correct with two or fewer errors. The writing adds to the overall purpose and discussions. APA format is generally followed.	Writing has three or fewer grammatical and/or spelling errors. The writing quality detracts from the overall purpose and discussion. APA format is not followed throughout.	
<b>Total Score</b>				<b>/20</b>

## Legend

Total Points	College of Education Assessment Scale Equivalent
<b>19-20</b>	4 (Exceeds Expectations)
<b>17-18</b>	3 (Meets Expectations)
<b>15-16</b>	2 (Meets Some Expectations)
<b>14 and lower</b>	0 (Inadequate)