Ed.D. in Educational Leadership Program

Signature Assignment for EDLD 726
Leading for Social Justice Moral & Ethical Considerations

Student Learning Outcome(s) Assessed:

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

Candidates will select a social or environmental justice topic (such as disability, gender, race, GLBT issues, animal rights, eco-justice, social class, intelligence, ethics, etc.) and use philosophical theories of social justice to theorize their own position on the topic and to analyze a current policy from the local, state, national, or international perspective.

Directions for Students

Students will select a social or environmental justice topic (such as disability, gender, race, GLBT issues, animal rights, eco-justice, social class, intelligence, etc.) and use social justice theorists such as John Rawls, Robert Nozick or Martha Nussbaum to theorize their own position on the topic and to analyze a current policy from the local, state, national, or international perspective. Students can also use theoretical frameworks such as critical pedagogy, feminist, post-structuralist or other theories to analyze their topic. In consultation with your instructor, students may adapt this assignment to incorporate social justice into their dissertation study.

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	Score
Foundational Knowledge of Social Justice Issue	Introduces the social justice issue by going beyond a simple restatement of the issue. Identifies not only the basics of the issue, but recognizes nuances of the issue. Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem, and identifies them clearly, addressing their relationships to each other.	Introduces the social justice issue by going beyond a simple restatement of the issue. Identifies not only the basics of the issue, but recognizes some nuances of the issue. Identifies the main problem and subsidiary aspects of the problem, and identifies them clearly.	Introduces the social justice issue with only a simple restatement of the issue. Only identifies the basics of the issue, failing to recognize nuances of the issue.	Does not identify and summarize the problem completely, is confused or identifies an inappropriate social justice problem. Does not identify or is confused by the issue, or represents the issue inaccurately.	Does not turn in assignment or turns in incomplete assignment.	
Comprehends Philosophical Theory	Shows a thorough understanding of the social justice theory/theories. Mastery of the theory/theories is fully indicated with the use of quotes or paraphrases, and the writer provides enough supporting details to support the theory.	Shows a good understanding of the social justice theory/theories. The paper contains accurate and precise summarization, description and/or paraphrasing of text. The paper uses appropriate textual support for these.	Shows some understanding of the social justice theory/theories. The summarization, description and/or paraphrasing of text is fairly accurate, but not precise, and the textual support is inappropriate.	The writer may or may not have completed the readings and utilizes generalizations for support. Command of the theory/theories under consideration is weak or shaky.	Does not turn in assignment or turns in incomplete assignment.	
Application of Theory to Topic	Selects appropriate social justice theory and extends knowledge of theory to social justice topic under discussion. Develops own social justice position on topic. Creates robust social justice theory to analyze social justice topic. The paper successfully integrates all relevant parts from various places into a coherent whole. The connections between the parts are clear and insightful.	Selects appropriate social justice theory and extends knowledge of theory to social justice topic under discussion. Develops own social justice position on topic. The paper integrates most relevant parts from various places into a mostly coherent whole. The connections between the parts are generally clear.	Selects appropriate social justice theory but does not apply theory appropriately to social justice topic under discussion. Does not develop own social justice position on topic. The paper integrates some parts from various places into a somewhat coherent whole. The connections between the parts are somewhat unclear.	Selects inappropriate social justice theory and does not connect theory to social justice topic under discussion. Does not understand selected theory. The parts to be integrated are not clear and/or relevant. The connections between the parts are unclear.	Does not turn in assignment or turns in incomplete assignment.	
Writing Quality	The paper is written with great clarity and precision. Each sentence is understandable. Word choice, grammar, punctuation, and spelling are excellent. The narrative is logical and coherent. Correct use of 6th edition APA.	The paper is written with clarity and precision. Writing is understandable. Word choice, grammar, punctuation, and spelling are adequate. The narrative is logical and coherent. Mostly correct use of 6th edition APA.	The paper is moderately clear. Several errors in word choice, grammar, punctuation, and spelling. The narrative lacks focus. Uneven application of 6th edition APA conventions.	The paper is unclear throughout. Frequent errors in word choice, grammar, punctuation, and spelling. The narrative discussion lacks focus and coherence. Frequent errors in use of 6th edition APA conventions.	Does not turn in assignment or turns in incomplete assignment.	
					Total	**/16**

Legend

Total Points	College of Education Assessment Scale Equivalent
14-16	4 (Exceeds Expectations)
12-13	3 (Meets Expectations)
10-11	2 (Meets Some Expectations)
8-9	1 (Does Not Meet Expectations)
0-7	0 (Can't Score)