



Course Syllabus: Dissertation
College of Education
EDLE 6203 Section X10
Fall 2026: August 24 - December 4

Contact Information

Instructor: Dr. Stephanie Zamora Robles
Office: Bridwell Hall 104E
Office Hours:
Tuesday: 3:30 -4:30 pm
Wednesday: 11:00 am -1:30 pm
Thursday: 12:30 – 2:00 pm
Note: By appointment for all online learners
Office phone: 940-397-6220
E-mail: stephanie.robles@msutexas.edu

Instructor Response Policy

The best way to contact me is through email. I usually respond quickly. You can expect a response within 24 hours; however, it could be a little longer on weekends or holidays.

Textbook & Instructional Materials

N/A

Course Description

To be scheduled only with consent of department. Nine hours credit required. No credit assigned until dissertation has been completed and filed with the graduate school. Doctoral students must maintain continuous enrollment in this course subsequent to passing qualifying examination for admission to candidacy.

Course Objectives/Learning Outcomes/Course Competencies

1. Design and conduct an original research project in order to answer your research question(s).
2. Design a discipline-specific research methodology.
3. Apply social science/scientific writing skills (APA)
4. Analyze research and other topics with academics in your field.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the use of other people's source material, either published or unpublished, without following accepted techniques for crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Grading/Assessment

This is a CREDIT or NO CREDIT course. In order to receive credit for the course, the candidate must demonstrate progress on the dissertation.

Projects Required

Adequate progress toward dissertation completion and evaluation should occur.

Important Dates

Last day for term schedule changes: Aug 27, 2026

Deadline to file for graduation: Sept 21, 2026 for December Graduates

Last Day to drop with a grade of "W" Nov 23, 2026

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date.** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. Our online classes can be accessed from any computer connected to the internet. If you have technical difficulties in the course, a student helpdesk is also available to you. The college cannot work directly on student computers due to both liability and resource limitations; however, they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Recording Classes

****Recording classes is generally prohibited without the professor's explicit permission.*** Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the 'Americans with Disabilities Act', with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

Inclement Weather

In the event of a campus closure due to inclement weather, this course should not be affected, as there are no specific due dates and each candidate is working individually on their dissertation. However, if there are any concerns regarding this course related to inclement weather, please contact me.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund of all or a portion of the tuition, fees, and room/board charges paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans, and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist for determining the amount of the refund. (Examples of each refund calculation will be made available upon request.)

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should apply for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required to provide appropriate services, and each request will be reviewed individually. For more details, please go to [Disability Support Services](#).

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks, or other life necessities- resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#) to learn more and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the [Office of Student Affairs](#): Clark Student Center #108, (940) 397-7500, student.affairs@mstuexas.edu.

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibit the unlawful possession, use, or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and open carry of handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to respond appropriately to threats to our campus, such as an active aggressor. Please review the information provided by the MSU Police Department on the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to

watch the video entitled “Run. Hide. Fight.”, which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University’s Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the Office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the Office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to speak with someone confidentially about your experience, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University’s policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Appendix A

Dissertation Project Defense Evaluation Rubric

Overview:

While leadership is about influence and getting results, it also requires continuous growth in the process of leading. The self-actualized leader reflects on personal mastery and excellence. As the culminating experience that demonstrates the scholarly practitioner's ability to solve problems of practice, the Dissertation in Practice (DIP) showcases the doctoral candidate's ability "to think, to perform, and to act with integrity" (Shulman, 2005). The Leading with Influence evidence places the candidate in a leadership role to implement a series of short-term "next-step" interventions identified during the strategic planning process and to evaluate each one's overall effectiveness and potential for expansion. Along with other pertinent discussions, the candidate will also present a final strategic communication plan at the conclusion of the DIP, designed to provide a compelling argument for continuing certain interventions based on short-term data analyses and findings. The "strategic communication plan" (developed by the candidate in EDLE 6203) should present information suitable for sharing the results of the DIP with key stakeholders (principals, parents, faculty/staff, school board, community leaders, county commissioners, etc.). The written communication plan should be in the form of an Executive Summary.

Directions to the Candidate and Requirements:

The Dissertation in Practice (DIP) is a formal demonstration of the doctoral candidate's knowledge, skills and behaviors, scholarship, and dispositions of educational leadership. It is intended to demonstrate that the doctoral candidate is capable and prepared to provide extraordinary leadership. The DIP is a strategic plan to solve a problem of practice, including the preliminary steps, "next steps," for implementation and evaluation of potential solutions. It involves working with a -level leader (superintendent or designee) on a problem or opportunity of mutual concern. The DIP serves as major evidence of leadership performance, leadership capacity, and leadership thinking.

The candidate should be aware that the DIP must be a practical application of the candidate's: (1) strategic planning skills; (2) use of data to impact teaching and learning; (3) ability to build and use relationships toward the same end; and (4) and ability to apply theory to practice. These four cornerstones emanate from the framework of four key strands of Midwestern State University's Ed.D. Program in Educational Leadership: *Strategic Leadership*; *Data and Learning*; *Building Collaborative Relationships*; and *Theory, Application and Practice*. The assessment of the DIP is guided by the rubric below which evaluates the candidate's proficiency in knowledge, skills in oral and written communication, leadership, and dispositions as they are applied to the evidence or product produced by the candidate.

Evaluation:

The Dissertation in Practice Rubric will be utilized by the candidate's DiP chair to evaluate the candidate's DiP during the final semester of dissertation work (EDLE 6203). It will also be used as a formative assessment of progress in the dissertation classes prior to the last semester.

References/Scientifically-Based Research/Additional Readings:

Miles, M., Huberman, A., & Saldaña, J. (2020). *Qualitative Data Analysis: A methods sourcebook. 4th Ed.* Sage. 978-1506353074

Creswell, J., & Creswell Baez, Johanna. (2021). *30 Essential Skills for the Qualitative Researcher. 2nd Ed.* Sage. 978-1544355702

Duradella, N. (2019). *Qualitative Dissertation Methodology: A guide for research design and methods.* Sage. 978-1506345161

EDLE 6203 Dissertation Rubric

Evaluation Rubric Dissertation in Practice	Advanced	Acceptable	Needs Improvement	Unacceptable
Standard 1: Mission, Vision, and Improvement				
Component 1.1 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community	Candidate demonstrates the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community	Candidate demonstrates the capacity to evaluate, develop, and communicate a school mission and vision designed to reflect values OR priorities that may include data use, technology, equity, diversity, digital citizenship, OR community BUT not all of them	Candidate demonstrates the capacity to develop, and communicate a school mission OR vision BUT does not necessarily reflect a core set of values OR priorities	Candidate does not demonstrate the capacity to collaboratively evaluate, develop, and communicate a school mission and vision designed to reflect a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community
Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.	Candidate demonstrates the capacity to lead improvement processes that include data use, design, implementation, and evaluation	Candidate demonstrates the capacity for improvement processes that include data use, design and implementation BUT does not provide a mechanism for evaluation	Candidate demonstrates the capacity for improvement processes that include data use OR design, BUT does not include a plan for implementation NOR evaluation	Candidate does not demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation
Standard 2: Ethics and Professional Norms				
Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection,	Candidate demonstrates the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that	Candidate demonstrates the capacity to communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that	Candidate demonstrates the capacity to cultivate, OR model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that BUT does not connect those to the educational success	Candidate does not demonstrate the capacity to reflect on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that

Evaluation Rubric Dissertation in Practice	Advanced	Acceptable	Needs Improvement	Unacceptable
lifelong learning) that support the educational success and well-being of each student and adult.	support the educational success and well-being of each student and adult.	support the educational success and well-being of each student and adult.	and of each student and adult.	support the educational success and well-being of each student and adult.
Component 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.	Candidate demonstrates the capacity to evaluate, communicate about, and advocate for ethical and legal decisions	Candidate demonstrates the capacity to communicate about, and advocate for ethical and legal decisions	Candidate demonstrates the capacity to communicate ethical and legal decisions	Candidate does not demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions
Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.	Candidate demonstrates the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.	Candidate demonstrates the capacity to model ethical behavior in their personal conduct and relationships and references ethical behavior in others.	Candidate demonstrates the capacity to model ethical behavior in their personal conduct and relationships.	Candidate does not demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.
Standard 3: Equity, Inclusiveness, and Cultural Responsiveness				
Component 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture	Candidate demonstrates the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture	Candidate demonstrates the capacity to use data to evaluate and design a supportive and inclusive school culture	Candidate demonstrates the use of data to design and advocate school culture	Candidate does not demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture
Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that	Candidate demonstrates the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success	Candidate demonstrates the capacity to advocate for equitable access to educational resources, technologies, and opportunities that support the educational success	Candidate demonstrates the capacity to advocate for access to educational resources, technologies, and opportunities.	Candidate does not demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that

Evaluation Rubric Dissertation in Practice	Advanced	Acceptable	Needs Improvement	Unacceptable
support the educational success and well-being of each student.				support the educational success
Component 3.3 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.	Candidate demonstrates the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.	Candidate cultivates and advocates for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.	Candidate cultivates culturally responsive instruction and behavior support practices among teachers and staff.	Candidate does not demonstrate the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.
Standard 4: Learning and Instruction				
Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs	Candidates demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs	Candidates develops and implement high-quality curricula programs and other supports for academic and non-academic student programs	Candidates implements curricula programs for academic programs	Candidate does not demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs
Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services	Candidate demonstrates the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's	Candidate develops and implement academic and non-academic instructional practices, resources, technologies, OR services that support equity, digital literacy, OR the school's academic and non-academic systems.	Candidate implements academic instructional practices, resources, technologies, OR services that support equity, digital literacy, OR the school's academic systems.	Candidate does not demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's

Evaluation Rubric Dissertation in Practice	Advanced	Acceptable	Needs Improvement	Unacceptable
that support equity, digital literacy, and the school's academic and non-academic systems.	academic and non-academic systems.			academic and non-academic systems.
Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.	Candidate demonstrates the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.	Candidate develops and implement formal and informal culturally responsive and accessible assessments that support instructional improvement and student learning.	Candidate implements formal culturally responsive and accessible assessments that support instructional improvement and student learning.	Candidate does not demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.
Component 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner	Candidate demonstrates the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner	Candidate develops and implements the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner	Candidate implements the school's curriculum, instruction, technology in a systematic manner	Candidate does not demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner
Standard 5: Community and External Leadership				
Component 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student	Candidate demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.	Candidate engages diverse families in strengthening student learning in and out of school.	Candidate engages families in strengthening student learning in school.	Candidate does not demonstrate the capacity to collaboratively engage diverse families in strengthening student

Evaluation Rubric Dissertation in Practice	Advanced	Acceptable	Needs Improvement	Unacceptable
learning in and out of school.				learning in and out of school.
Component 5.2 Program completers understand and demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.	Candidate demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.	Candidate engages as with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.	Candidate engages as with community members, partners, OR other constituencies for the benefit of school improvement.	Candidate does not demonstrate the capacity to collaboratively engage and cultivate relationships with diverse community members, partners, and other constituencies for the benefit of school improvement and student development.
Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.	Candidate demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.	Candidate communicates through oral OR written OR digital means within the community when advocating for the needs of their school and community.	Candidate communicates through oral OR written means within the community when advocating for the needs of their school.	Candidate does not demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts when advocating for the needs of their school and community.
Standard 6: Operations and Management				
Component 6.1 Program completers understand and demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each	Candidate demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs	Candidate develops and implements management, communication, technology, school-level governance, and operation systems that support each student's learning needs and promote the mission and vision of the school.	Candidate implements management and school-level governance systems that support each student's learning needs.	Candidate does not demonstrate the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operation systems that support each student's learning needs

Evaluation Rubric Dissertation in Practice	Advanced	Acceptable	Needs Improvement	Unacceptable
student's learning needs and promote the mission and vision of the school.	and promote the mission and vision of the school.			and promote the mission and vision of the school.
Component 6.2 Program completers understand and demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.	Candidate demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.	Candidate develops and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.	Candidate advocates for a plan that supports school improvement OR student development.	Candidate does not demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.
Component 6.3 Program completers understand and demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.	Candidate demonstrates the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.	Candidate communicates about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.	Candidate communicates about laws, rights, policies, and regulations to promote student success and well-being.	Candidate does not demonstrate the capacity to reflectively evaluate, communicate about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.
Standard 7: Building Professional Capacity				
Component 7.1 Program completers understand and have the capacity to collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.	Candidate collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.	Candidate develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.	Candidate addresses the school's capacity through engagement in recruiting, selecting, OR hiring staff.	Candidate does not collaboratively develop the school's professional capacity through engagement in recruiting, selecting, and hiring staff.
Component 7.2 Program completers understand and have the capacity to	Candidate develops and engages staff in a collaborative professional	Candidate engages staff in a professional culture designed to promote	Candidate engages staff in a culture designed to promote school	Candidate does not develop and engage staff in a collaborative professional

Evaluation Rubric Dissertation in Practice	Advanced	Acceptable	Needs Improvement	Unacceptable
develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.	culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.	school improvement, teacher retention, and the success and well-being of each student and adult in the school.	improvement, teacher retention, OR the success of each student OR adult in the school but not both.	culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.
Component 7.3 Program completers understand and have the capacity to personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.	Candidate personally engages in, as well as collaboratively engages school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.	Candidate engages in, along with staff, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, OR student success.	Candidate engages in professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, OR student success.	Candidate does not personally engage in, as well as collaboratively engage school staff in, professional learning designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success.
Component 7.4 Program completers understand and have the capacity to evaluate, develop, and implement systems of supervision, support, and evaluation designed to promote school improvement and student success.	Candidate evaluates, develops, and implements systems of supervision, support, and evaluation designed to promote school improvement and student success.	Candidate develops, and implements systems of supervision, support, and evaluation designed to promote school improvement and student success.	Candidate implements systems of supervision, support, and evaluation designed to promote school improvement and student success.	Candidate does not evaluate, develop, NOR implement systems of supervision, support, and evaluation designed to promote school improvement and student success.