



**Course Syllabus: Proposal**  
**West College of Education & Professional Studies**  
**EDLE 6163 Section X30**  
**Sum I 2026: June 1- July 2, 2026**

**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](mailto: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. Three hours credit required. Doctoral students must maintain continuous enrollment in this course until proposal is approved and subsequent for admission to dissertation EDLE 6203. Credit or No-Credit is assigned for proposal hours.

**Course Objectives/Learning Outcomes/Course Competencies**

The objective of this course is for candidates to prepare and defend a proposal for the Dissertation in Practice or Empirical Research required in the Three Paper Model.

## Student Handbook

Refer to: [Student Handbook](#)

### Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given).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, 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: Check date on [Academic Calendar](#).
- Deadline to file for August graduation: June 22, 2026,
- Last Day to drop with a grade of "W": June 17, 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 in the world that is connected to the internet. If you have technical difficulties in the course, there is also a student helpdesk 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.

### **Inclement Weather**

In the case of campus closure due to inclement weather, it should not impact this course as there are no specific due dates and each candidate is individually working 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 for all or a portion of the tuition, fees and room/board charges that were 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 in 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 Student Wellness Center, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

### **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 prohibits 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 those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying 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 appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding 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](mailto:laura.hetrick@msutexas.edu)

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

Should you wish to visit with someone about your experience in confidence, 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.

**Week or Module Activities/Assignments/Exams Due Date Week 1 IRB Clearly posted Due Dates Week 2 Develop/finalize proposal Week 3 Week 4 Submit proposal (D2L) and schedule proposal hearing Week 5 Develop IRB and submit**

<b>Week</b>	<b>Assignments</b>	<b>Due Date</b>
Week 1 (June 1-7)	Meet with the committee chair to discuss revisions and plan	June 7
Week 2 (June 8-14)	Submit proposal to the committee and schedule IRB	June 14
Week 3 (June 15-21)	Make any edits, changes or suggestions requested by committee	June 21
Week 4 (June 22-28)	Continue adding to Literature Review	June 28
Week 5 (June 29-July 2)	Submit final timeline and plan of action to chair	July 1

## **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, which have been identified previously during the strategic planning process, as well as 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 which is designed to provide a compelling argument for continuing with 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 serve as a demonstration that the doctoral candidate is capable and prepared to provide extraordinary leadership. The DIP is a strategic plan to solve a problem of practice with the preliminary steps "next steps" of implementation and evaluation of potential solutions. It involves working with a -level leader (superintendent or designee) on a problem, or opportunity, that is of mutual concern to them. The DIP serves to provide 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) 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
<p><b>Standard 1: Mission, Vision, and Improvement</b></p> <p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
<p>Component 1.2 Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.</p>	<p>Candidate demonstrates the capacity to lead improvement processes that include data use, design, implementation, and evaluation</p>	<p>Candidate demonstrates the capacity for improvement processes that include data use, design and implementation BUT does not provide a mechanism for evaluation</p>	<p>Candidate demonstrates the capacity for improvement processes that include data use OR design, BUT does not include a plan for implementation NOR evaluation</p>	<p>Candidate does not demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation</p>
<p><b>Standard 2: Ethics and Professional Norms</b></p>	<p>Candidate demonstrates the capacity to reflect</p>	<p>Candidate demonstrates the capacity to</p>	<p>Candidate demonstrates the capacity to cultivate,</p>	<p>Candidate does not demonstrate the</p>

<b>Evaluation Rubric Dissertation in Practice</b>	<b>Advanced</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>
<p>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, lifelong learning) that support the educational success and well-being of each student and adult.</p>	<p>on, communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.</p>	<p>communicate about, cultivate, and model professional dispositions and norms (i.e., fairness, integrity, transparency, trust, digital citizenship, collaboration, perseverance, reflection, lifelong learning) that support the educational success and well-being of each student and adult.</p>	<p>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 and of each student and adult.</p>	<p>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 support the educational success and well-being of each student and adult.</p>
<p>Component 2.2 Program completers understand and demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions.</p>	<p>Candidate demonstrates the capacity to evaluate, communicate about, and advocate for ethical and legal decisions</p>	<p>Candidate demonstrates the capacity to communicate about, and advocate for ethical and legal decisions</p>	<p>Candidate demonstrates the capacity to communicate ethical and legal decisions</p>	<p>Candidate does not demonstrate the capacity to evaluate, communicate about, and advocate for ethical and legal decisions</p>
<p>Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and</p>	<p>Candidate demonstrates the capacity to model ethical behavior in their personal conduct and relationships and to</p>	<p>Candidate demonstrates the capacity to model ethical behavior in their personal conduct and relationships and</p>	<p>Candidate demonstrates the capacity to model ethical behavior in their personal conduct and relationships.</p>	<p>Candidate does not demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to</p>

<b>Evaluation Rubric Dissertation in Practice</b>	<b>Advanced</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>
relationships and to cultivate ethical behavior in others.	cultivate ethical behavior in others.	references ethical behavior in others.		cultivate ethical behavior in others.
<b>Standard 3: Equity, Inclusiveness, and Cultural Responsiveness</b>  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 support the educational success and well-being of each student.	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 support the educational success
Component 3.3 Program completers understand and demonstrate the capacity to evaluate,	Candidate demonstrates the capacity to evaluate, cultivate, and advocate for equitable, inclusive,	Candidate cultivates and advocates for equitable, inclusive, and culturally responsive instruction	Candidate cultivates culturally responsive instruction and behavior	Candidate does not demonstrate the capacity to evaluate, cultivate, and advocate

<b>Evaluation Rubric Dissertation in Practice</b>	<b>Advanced</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>
cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.	and culturally responsive instruction and behavior support practices among teachers and staff.	and behavior support practices among teachers and staff.	support practices among teachers and staff.	for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.
<b>Standard 4: Learning and Instruction</b>  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 that support	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,

<b>Evaluation Rubric Dissertation in Practice</b>	<b>Advanced</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>
equity, digital literacy, and the school's academic and non-academic systems.	academic and non-academic systems.			and the school's 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
<b>Standard 5: Community and External Leadership</b>	Candidate demonstrate the capacity to	Candidate engages diverse families in	Candidate engages families in strengthening	Candidate does not demonstrate the

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Component 5.1 Program completers understand and demonstrate the capacity to collaboratively engage diverse families in strengthening student learning in and out of school.	collaboratively engage diverse families in strengthening student learning in and out of school.	strengthening student learning in and out of school.	student learning in school.	capacity to collaboratively engage diverse families in strengthening student 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	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	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

<b>Evaluation Rubric Dissertation in Practice</b>	<b>Advanced</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>
advocating for the needs of their school and community.	of their school and community.			of their school and community.
<b>Standard 6: Operations and Management</b>  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 student’s learning needs and promote the mission and vision of the school.	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 and promote the mission and vision of the school.	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 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.

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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.
<b>Standard 7: Building Professional Capacity</b>  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 develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and	Candidate develops and engages staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-	Candidate engages staff in a professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school.	Candidate engages staff in a culture designed to promote school improvement, teacher retention, OR the success of each student OR adult in the school but not both.	Candidate does not develop and engage staff in a collaborative professional culture designed to promote school improvement, teacher retention, and the success and well-

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the success and well-being of each student and adult in the school.	being of each student and adult in the school.			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.