



## Dissertation-In-Practice Handbook

Doctor of Education in Educational Leadership (Ed.D.)

2023-2024

WEST COLLEGE OF EDUCATION  
Department of Graduate and Adult Education

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## **SECTION I.**

### **Midwestern State University's Ed.D. Program Dissertation-in-Practice**

#### Introduction

The purpose of this *Dissertation-In-Practice Handbook* is to provide an overview of the Dissertation-in-Practice. It provides a guide to the Dissertation-in- Practice (DiP) policies and procedures from the formation of the problem statement to capstone proposal and hearing, committee formation and completion of the four sections required in the final DiP. After a brief overview of the Dissertation-in- Practice process, we provide a thorough working definition of the Dissertation-in- Practice, which serves as Midwestern State University's culminating product for the Ed.D. degree in Educational Leadership.

The Ed.D. program culminates in a Dissertation-In-Practice developed during the third year and completed during the fourth year as the candidate moves from cohort coursework to independent work with his/her Committee. Midwestern State University believes the Dissertation-in- Practice allows candidates to apply analytic abilities, professional understanding and experiences, contextual knowledge, leadership, and teamwork skills accrued through years one and two of the Ed.D. Program. Candidates for the degree demonstrate these capacities through development of a Dissertation-in-Practice, which is essentially a manuscript that includes: 1) a thorough description of a high-leverage problem in practice situated in a social justice lens; 2) a review of the literature related to the problem and strategies used to address it in school or other organization settings; 3) an implementation and action plan for improvement related to the problem OR in-depth analysis of a public schools problem; and, 4) a description of the impact and implications of the improvement including practice and research implications for the candidate as well as implications for the participants (i.e. school district) along with possible new questions OR description of the findings of the analysis including practice and research implications for the candidate as well as implications for the participants (i.e. school district) along with possible new questions.

This Dissertation-In-Practice guide and developmental framework of the required product serve to advise the Ed.D. candidate about Ed.D. Program expectations of the Dissertation-In-Practice process. The *Dissertation-In-Practice Handbook* also contains a glossary of terms to define essential concepts and describe critical components of the Dissertation-in-Practice.

#### Dissertation-In-Practice Rationale

The Dissertation-in-Practice process is a formal demonstration of the doctoral candidate's knowledge, skills, 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 leadership and problem-solving in the context of improvement science. The Dissertation-In-Practice is described briefly as the implementation of action plan to solve a problem of practice which involves working with a district-level, or educational organizational leader to work on a problem of practice, or an opportunity, that is of mutual concern to them. The problem identified must go beyond that of a building level or mid-management level leader and should impact the broad organization.

The DiP serves to provide significant evidence of leadership performance, leadership capacity, and leadership thinking. Improvement science is at the heart of this type of study. The candidate aims to make his/her organization better, and in partnership with the organization, MSU is committed to change, innovation, and improvement.

With these guidelines in mind, the candidate identifies a high-leverage educational problem in practice, conducts research relevant to the problem, and practices collaborative experiences to design an action plan that addresses the problem. During Writing and Research Design for Educational Leadership (EDLE 6133), the candidate works with the assembled DiP Committee who will work with the candidate collaboratively in examining existing data, identifying the nature of the high leverage problem, executing an action plan or analysis and prioritizing the steps needed. The candidate is expected to follow a tradition of scholarly research by grounding the problem not only in context of where it exists in the educational organization, but also how it is presented in literature. It is also expected that knowledge and leader behaviors will influence the DiP process. The candidate will be expected to implement one or more initiatives identified in the action plan and evaluate the findings under the direct supervision of his/her DiP Chair.

To accomplish the rigor of the aforementioned, the candidate needs to be aware that the DiP must be a practical application of the candidate's: (1) strategic planning skills; (2) use of qualitative and/or quantitative 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. The assessment of the DiP is guided by a series of rubrics to evaluate the candidate's knowledge, skill, leadership behaviors, and dispositions as he/she applies them to strategic planning, using data, evaluating data, building and nurturing relationships, and understanding how theory guides his/her practice. The distinction of MSU's DiP is that the candidate must engage others in the process and demonstrate collaboration, which is critical to effective leadership in 21st century educational organizations.

In grounding expectations that the MSU DiP is a demonstration of significant learning situated in relation to the conditions of preparation and scholarship, we turned to the research of others who describe scholarly standards. Glassick, Huber, and Maeroff (1997) identified six standards against which all scholarly work should be evaluated. Scholarly work should have: (1) clear goals; (2) adequate preparation; (3) appropriate methods; (4) significant results; (5) effective presentation; and, (6) reflective critique. According to Shulman (2004), work that qualifies as "scholarship" meets several conditions, two of which are that learning is shared in a form that is subject to critical review and learning is shared in a form that allows others in the field to build on what has been learned and shared. For these reasons and for Midwestern State University's purpose in developing educational leaders who are significant, effective, and "extraordinary," Ed.D. faculty have developed guidelines, expectations, and requirements that steer candidates to complete the DiP as a work of scholarship, a product reflective of organization and reflective critique, and a product that influences others to practice what has been learned and shared for continuous growth of leadership in education. The following guide delineates requirements and expectations of doctoral candidates engaged in the process.

## Brief Description of Dissertation-In-Practice

The Dissertation-In-Practice will ultimately be a manuscript with four key section sections, including a comprehensive Appendix. The presentation format of the required manuscript may vary slightly; however, all Dissertation-In-Practice manuscripts must follow guidelines for submitting a written project to the Billie Doris McAda Graduate School (see Appendices). Each DiP must also include content aligned to the four sections listed here and explained in more detail in this *Handbook*. The manuscript requires application of formatting as described in the APA Style Manual, 7th edition.

Chapter I (Introduction) of the DiP describes the problem (opportunity) to be addressed and provides the context and rationale for its selection. Existing educational or district-level data being used to support the identification of the problem can be presented in Chapter I in narrative and/or table format. The problem should be defined in terms of the local context (i.e., how it impacts the district or organizations) and in the larger context of public education or similar level or organization. Lastly, the problem should be defined in terms of a social justice lens which delineates the obstacles to equitable learning opportunities.

In Chapter II (Review of Literature) a review of the literature, which is a well-written, scholarly synthesis of key findings in professional literature related to the problem and accompanying presentation materials to present the literature review to partnering educational organizations, should also be included. The review of literature should first provide background and evidence of the key parts of the research problem/question. In the development of the DIP, the student will work with the district to clearly define what problem is to be resolved and how a solution may be implemented. The review of literature provides a scholarly basis for these issues (why are they issues, what is known about these, why are they important) to better name and frame the problem. Second, the student should present literature regarding the change ideas. A theory should emerge in the review of literature regarding a proposed improvement plan. Evidence should be presented about scholarly work on theories of the change, what has worked in the past and how that is known along with what has not worked.

Chapter III (Implementation and Action Plan/Problem Data Analysis) of the DiP requires the candidate's description of the implementation of the action research OR analysis. Students may choose an option related to this section. Students may choose an implementation/action plan designed to test a hypothesis for improvement. In this option, the candidate will describe key aspects of the setting and participants of the plan (district demographics, sample techniques, etc.), a clear description of the implementation process including responsibilities, and timelines. The third section will include a plan for data collection tools and proposed analysis with rationale. Finally, the student will describe the role of the researcher-practitioner in such a way the researcher does not become a covariate. Candidates should be able to explain how their involvement impacts the implementation potentially creating bias or limiting the effectiveness in any way. A candidate may also choose an in-depth analysis of a public school issue. In this option, the candidate will describe key aspects of the sample and population of the analysis as appropriate (district demographics, sample techniques, etc.), a clear description of the methodology including a plan for data collection tools and proposed analysis with rationale. Finally, the student will describe the role of the researcher-practitioner in such a way the researcher does not become a covariate. Candidates should be able to explain how their

involvement impacts the implementation potentially creating bias or limiting the effectiveness in any way

Chapter IV (Impact and Implications) requires five sections including data tables, data analysis, results reflection, lesson learned, and new questions. The data tables will include quantitative and/or qualitative output to extent reasonable in the body of the paper. Excessive or lengthy tables that detract from the presentation should be included in the appendix. Data analysis should follow each respective data table. These sections represent strict data analysis, not meaning or interpretation. The results section is a narrative that provides the student the opportunity to interpret the meaning of the analysis in the context of the problem and existing literature. Lessons learned includes three subsections including implications for future practice (how will this experience inform what you do as leader in the future), implications for future research (how will you continue the research process and improvement science) and implications for participants (the district has not been untouched by the experience, what does it mean for them and how do you know). Lastly, what are the new questions that should be researched based upon your findings.

In addition to the four chapters, the candidate will provide comprehensive appendices, to include evidence of artifacts described in Key Evidences #4 and #5 as well as any other tools/surveys/IRB approval forms used. In the spirit of improvement science and deep development of feedback loops for researchers and future scholar practitioners, the candidate needs to include significant documents and auxiliary analyses, tables, etc. The Appendices section should end with copies and/or links to both the PROPOSAL PRESENTATION and FINAL DiP PRESENTATION.

## In-depth Look at Each Chapter of DiP

Chapter I: Introduction - Defining the Problem of Practice:

Chapter I should begin with an overview of the candidate's description of the problem of professional practice in context of an educational organization. The framework for chapter I may in part relate to the candidate's briefing paper which is completed during *EDLE 6003 District Level Leadership*. The briefing paper may serve as the beginning of chapter I, but candidates are encouraged to seek input from their Chair prior to using this as the problem of practice worthy of addressing for the DiP. Candidates should expect that the Chair will have suggestions and that portions of the briefing paper will need to be revised, expanded and/or deleted.

Chapter I will include contextual variables that inform the reader about the background and impact of the problem on and within the organization. The purpose of this description is to demonstrate that the candidate knows the problem and is able to pitch the problem as a high leverage problem that needs to be addressed. In preparing Chapter I the candidate needs to consider responses to the following queries:

1. How will I define the problem? Have I clearly stated the problem in a problem statement paragraph?
2. Have I placed the problem in context, using contextual variables of the district or educational organization where the problem exists? Have I provided a



- description of the cultural, political, economic, legal, and/or academic contexts in which this problem resides in the district or organization?
3. What are causes of problem? Why does problem exist? Contributing factors?
  4. What existing educational or district level data can be used to support the identification of the problem?
  5. Does it have implications to social justice leadership? If so, how?
  6. What does the literature inform the candidate about the problem? Use facts/stats/synthesis of what is known from research. Show in graph, pictures, etc. to compare/contrast problem in organization to problem statewide or nationally.
  7. Where does problem reside in organization? Is it a leadership problem? Reflecting on NELP District Standards, is it a human resources problem? A curriculum/instructional problem? A managerial problem? A parent/community problem? Micro-political problem?
  8. Is it a current problem or an innovation that needs to be introduced into organization? If a current problem, is it found in process or procedural processes? Or, does it show up in outcomes and outputs that indicate the educational organization is not as effective as it could be? Show clear evidence that the problem exists in the organization.
  9. Describe the impact of the problem in facts. What is impact of problem on current school/teaching & learning & leadership?
  10. If problem persists, what will happen to organizational effectiveness/vision/mission?
  11. If solved, what will future of organization be? What is vision statement if problem is solved?
  12. If problem is addressed, what will impact be politically, economically, socially, environmentally, legally, AND in practice of/for leadership? Thinking as a social scientist, the candidate should be prepared to show the significance of addressing the problem on behaviors of the people in the organization.
  13. How committed is current leadership to your work on this problem? What barriers does he/she predict? What boundary spanning will be necessary, if candidate is to proceed?

## Chapter II: Literature Review

After a thorough description of the problem of professional practice, the candidate will then provide an in-depth overview of the literature, as it both informs the problem and potential solutions, especially in context of organizations similar to the candidate's organization. The candidate will conduct a thorough review of literature. In the course, *EDLE 6083: Evidence Informed Perspectives on Practice*, the candidate will begin developing a proposed Review of Literature for the area of potential interest he/she has identified in EDLE 6003.

More specifically, the literature review in Chapter II requires the candidate to present a synthesis of relevant professional literature and research pertaining to the problem of practice, as well as district (or educational organization) evidences that help to provide a clear picture of the problem *in situ*. From a thorough review of literature, the candidate will discern how the problem has been approached in other educational organizations and successes and pitfalls of strategies applied to it. The candidate's goals are to present a thorough analysis of the

scholarly, as well as district/organization literature, and to demonstrate outstanding ability to discuss major aspects of the problem of practice from a well-informed perspective. Three guiding questions: What evidence in the literature concerning issues related to the problem and potential solutions did you find? What justification of both failed and effective strategies have been applied to the problem of practice, if any? What variability did you discern across the problem as experienced in other settings and best practices in addressing it?

In order to achieve some consistency in the scholarship of MSU's Dissertation-In-Practice proposals, we suggest the following sections to guide the presentation of the review of literature:

1. Naming and Framing the Problem (how problem has been studied, related to different settings, problem solutions/ strategies, etc.) (include analysis of how your problem is situated in the literature; include discussion of major studies AND researchers that reveal context, methods, and both convergence and divergence of findings related to problem) (identify seminal literature and major experts)
2. Developing Change Ideas (develop a theory of what has been done, what worked and why, what didn't work and why)

In scholarly tradition, the synthesis of the literature will be written in manuscript format following the standards of writing outlined in *APA (American Psychological Association) Style Manual, 7th. Ed.*

### Chapter III: Implementation and Action Plan/Problem Data Analysis

#### *Implementation and Action Plan Track*

The first section of Chapter III includes a description of the setting and participants involved in the implementation. A research study requires comparisons of samples from a population, therefore both of those must be described to give context and evidence of the potential for valid results.

The Second section of chapter III is the candidate's Action Plan and includes several sections addressing the actual strategic planning process facilitated by the candidate, summaries of meetings, problem-solving strategies and the final strategic plan which includes a set of recommendations for implementation (the action plan). The product of the strategic planning process takes place during enrollment in *EDLE 6133 Writing and Research Design for Educational Leadership*.

The third section will include a description of the data collection tools utilized in the action plan. The tools vary depending on what is to be accomplished. So, evidence may include assessment descriptions with validation statement, surveys with reliability and validity analysis, interview questions with validation process or other combinations of instruments. The student will then provide a proposed tool usage (i.e. how are you going to analyze the data, what tool and why?)

The final section of chapter III includes an analysis and understanding of the participant researchers. Because you cannot remove yourself and remain unbiased, consideration has to be given about how your presence may or may not impact the outcome.

### *Problem Data Analysis Track*

The first section of Chapter III includes a description of the sample and population involved in the problem. A research study requires comparisons of samples from a population, therefore both of those must be described to give context and evidence of the potential for valid results.

The Second section of chapter III is the candidate's plan for analysis including data acquisition, a description of the data collection tools utilized in the action plan. The tools vary depending on what is to be accomplished. So, evidence may include assessment descriptions with validation statement, surveys with reliability and validity analysis, interview questions with validation process or other combinations of instruments. The student will then provide a proposed tool usage (i.e. how are you going to analyze the data, what tool and why?) The product of the strategic planning process takes place during enrollment in *EDLE 6133 Writing and Research Design for Educational Leadership*.

The final section of chapter III includes an analysis and understanding of the participant researchers. Because you cannot remove yourself and remain unbiased, consideration has to be given about how your presence may or may not impact the outcome.

### Chapter IV: Impact and Implications

The first section of Chapter IV includes both the data tables and data analysis. Evidence analyzed from the final section of Chapter III is presented in table or findings format with appropriate narrative describe the results only. A complete set of tables or evidence will be presented prior to a transition to the third section.

The second section serves as a reflection of the results. At this point, the student is finally able to provide insight to what the results may mean for the district. Narrative should be provided in the context of the data and connected to literature cited in Chapter II.

The third section is an opportunity to look forward for all involved. The candidate will first describe how the improvement science experience will inform his/her practice as a district level leader (what was learned about implementation, what worked will in the context of leadership and what did not). Second is the implications for future research. The goal of the program is to develop district leaders who value the process of problem identification, solution development, scientific testing and analysis. How will this process connect to similar opportunities in the future? Lastly, how has the experience impacted those involved in the study, the participants? It is impossible for an experience like this to not have some level of impact, good or bad. What was that impact, how do you know, and what are the implications?

The fourth section is new questions; where do future studies go from here and what are your recommendations.

## Dissertation-In-Practice Capstone and Proposal Defense

The candidate will be required to make a formal presentation of his/her DiP proposal when he/she has completed Chapters I through III as described in this *Handbook*, he/she will meet with his/her Chair to review the work. Upon approval by chair, the student will present to the Committee.

During EDLE 6133, the candidate will work with his/her Chair to prepare for the proposal presentation. First, the candidate will share with his/her Chair Chapters I through III for a final review. Once the candidate has approval from his/her Chair, a proposal presentation to the candidate's full Committee may be scheduled.

Proposal approval by the Committee is a formal process, which involves the responsibility of the Committee members to review the candidate's work both from scholarly and practitioner perspectives. Scheduling the location, time, invited guests, and format of the proposal presentation is the responsibility of the candidate, with Chair advising in process. The Committee will review and evaluate the proposal presentation, using the Ed.D. "Dissertation in Practice Rubric" (see Appendix). The candidate is basically seeking approval of Chapters I through III as written, as well as permission to implement his/her action plan. Approval of the DiP proposal (a grade of A or B for EDLE 6133) is required before a candidate can register for EDLE 6203.

The highlight of the proposal presentation will be the candidate's action plan and request to implement his/her action plan. The action plan will be presented as part of Chapter III, and it shall include details that allow Committee members to know exactly what candidate is proposing to implement in his/her educational organization, along with resources needed, a timeline, persons responsible, and budget required to implement the actions as proposed.

The candidate should schedule the DiP proposal presentation on the campus of Midwestern State University. Scheduling a room requires coordination with the secretary of the Department of Graduate and Adult Education. All members of the candidate's Committee shall attend the proposal presentation. The proposal presentation is a formal, oral presentation, which the candidate leads. The candidate should not rely heavily on the presentation software, but more on his/her command of the work and presentation skills to engage the audience to be interested in his or her work. The presentation may take 30-45 minutes, and once the oral presentation ends, the candidate will leave the room to permit the Committee to Deliberate and make a decision on approval of the DiP.

## Midwestern State University's Institutional Review Board (IRB) Approval

Since the expectation is that the candidate will conduct some form of research to implement his or her action plan, he/she shall complete a Midwestern State University Human Participants Institutional Review Board (IRB) protocol to gain final approval to proceed during EDLE 6133. Doctoral candidates must submit requests to IRB for approval to conduct any needs assessments and/or to implement the action plan in the Dissertation-in-Practice, as the candidate will be working with human subjects and may seek to publish his/her experiences in the future. Specific compliance guidelines and forms may be found on the MSU IRB website. The student may begin development of the IRB in parallel with the DiP proposal process. However, signature for IRB will not be provided until the committee approves the DiP proposal in writing.

Some educational research is considered "exempt from review;" however, this designation must be confirmed by the IRB. Most likely, the study may qualify for "expedited review." The completed IRB form must be reviewed and signed by the candidate's Chair prior to submission. If the Dissertation-in-Practice is certified exempt by the IRB, the candidate need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures. The letter from the IRB giving approval to complete the Dissertation-In-Practice must be included as an item in the Appendix of the final Dissertation-in-Professional Practice. Prior to graduation, the candidate is also expected to submit a closure report with Midwestern State University's IRB.

## IRB Guidelines

*(Updates will be available August 2021)*

- Candidate certificates from CITI are only good for three years. The CITI certification must be submitted with your IRB protocol.
- Be sure to read the MSU Guidelines for class-related projects and Guidelines for Determination of Need.
- Very few projects will meet the exempt status – expedited is the most likely selection. The expedited process will take about two weeks.
- You must attach all surveys/tests/and/or interview questions that will be used in your research.
- Rarely is there “no risk.” If employees are supervised/evaluated by the researcher, then they could fear some sort of retribution if they did not participate or respond in a particular way.
- Permission can be granted by participants completing an on-line survey by including the permission description on a page that includes a box at the bottom of the page where the participant can select “I agree” or “Next.” Clicking this selection will take them to the survey. On the IRB protocol, the waiver of written, signed consent form section should be completed.
- Signed consent forms must be kept for three years on MSU property – a secure location in the School of Education must be identified.
- Any paper surveys must have a signed consent form.
- Even though you have authority to review confidential records in your role as an administrator in your school district, you must still seek IRB approval if you are using this information in your dissertation in professional practice.
- Include approval from any district IRB process (WS/FCS appears to be the only district that requires one in our area). At a minimum, a letter from the district approving the study must be included with your IRB application.

## Final DiP Defense

Once the candidate has completed Chapters I - IV and his/her Comprehensive Appendices, and References, the candidate will make a final, public defense of his/her work to his/her University Doctoral Committee for final approval. The final defense will be evaluated using the rubric found in "Dissertation in Practice Rubric" (see Appendix) This key 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 OR recommendations to a district based upon analysis. The "strategic communication plan "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.). A description of the communication plan should be included in the brief, Executive Summary brief.

The final DiP defense must be presented, according to both the West College of Education and the Billie Doris McAda Graduate School's guidelines (see below). Each candidate should pay particular attention to the Graduate School deadlines and guidelines of formatting, developing, and submitting the culminating DiP. When scheduling the Final DiP defense, the candidate will do so with his/her Chair. Related to the Final DiP presentation, two forms are located in the *Appendix* that need to be submitted: one to schedule the "Dissertation Defense," which the Ed.D. Program refers to as "Final DiP Defense," and one form for the Chair to submit the grade of the candidate's final Committee evaluation, which is an evaluation as either "Credit (CR)" or "No Credit (NC)."

The DiP final defense is a formal presentation to Committee with other invited members including the MSU community, members from the candidate's educational organization, and other candidates from the Ed.D. cohorts. The candidate should send a copy of the DiP manuscript at least two weeks in advance of the scheduled defense to members of the Committee. For the purpose of establishing consistency and a culture of doctoral presentations at Midwestern State University, Program faculty suggest the following guidelines:

- The scheduling of the final DIP defense is the responsibility of the committee Chair. The typical process to follow involves securing the date and time, reserving an appropriate room suitable for a defense and notifying the university community and other invited guests. The Dean will send the final information to the Office of the Provost for official notification and the candidate will be expected to file the *Scheduling of the Dissertation Project Defense* form with the Billie Doris McAda Graduate School.
- A final DiP defense should be scheduled in a classroom suitable for the Committee, the candidate and a potential audience of colleagues/invited guests from across the university community and the educational setting in which the candidate is employed. The expected timeframe for reserving the room should be approximately three hours in that the candidate should plan on an hour presentation followed by 45 minutes to an hour of Committee discussions, questions. The Committee is expected to dismiss the candidate and engage in deliberations followed by a period of discussion with the candidate about revisions to the manuscript. It is optional if the candidate wants to provide refreshments. If so, it is the candidate's responsibility to make these arrangements.
- At the start of the defense, the Chair welcomes the audience and introduces the candidate, the title of his/her work, and Dissertation-In-Practice Committee members.
- The candidate's presentation should be logically and systematically presented. The content and format of the presentation is left to the candidate's discretion, with appropriate technology and handouts as needed.
- The role of the Chair is to conduct and supervise the proceedings, ensuring fair treatment of the candidate by members of the Committee and audience. He or she may intervene after assessing the pertinence of questions and comments concerning the Dissertation in Practice.
- At the close of the discussion, the Chair will thank the audience for attending.
- After the formal presentation, it is the responsibility of the Chair to convene the committee to decide whether or not the candidate's defense and work is of acceptable quality. If the Committee votes "yes," the Chair will notify the candidate and inform her/him of the vote and oversee that all required signatures are affixed to the final documents. If the vote is "no," the Chair will ask the committee to create a list of all expectations that will need to be met for final approval of the DiP. Then, the Chair invites the candidate to the meeting to inform her/him of the vote and what options are open. It may occur that the committee elects to suspend their vote in order to develop a specific set of recommendations for corrective action and a timeline for their completion before they convene for the formal vote.
- The Chair will debrief the candidate at the close of the meeting and in concert with the candidate, will provide appropriate University officials with all signed documentation required for official acceptance of the doctoral Dissertation-in-Professional Practice.



## SECTION II.

### ***Considerations in Selecting and Organizing the Dissertation-In-Practice Problem and Strategic Planning***

#### Problem Finding

There are several items that the doctoral candidate should consider when selecting a DiP “problem,” or opportunity. Ideally, the candidate needs to ask himself/herself at the most basic level, “Does the problem pose an opportunity for change and/or innovation which will lead to measurable improvement in the educational organization?”

Presented here are six guidelines which candidates must consider in “problem finding.”

- The Dissertation-In-Practice problem must be a contemporary educational issue and have an educational leadership component in its analysis. Find the “problem” through talking with others in the organization, in the data of the organization, and in the practices of the organization. In thinking as a social scientist and design thinker, what system is the problem in as it relates to the structural frame of the organization, the human resources frame, the political frame, and/or the symbolic (cultural) frame? It is possible to work with other students/colleagues/professor in the context of a group problem only where the specific role of each member is clearly defined and approved by the committee chair.
- The Dissertation-In-Practice problem must be high leverage, which means the problem must be sustainable. It must sustain the interest, creativity, and imagination of the candidate as a practitioner and researcher. It cannot be solved easily. It is rather complex, with multiple solutions possible. If it is addressed, it will make the organization better.
- The Dissertation-In-Practice problem must be manageable in size and complexity. The scope of the problem implies that, working diligently, the doctoral candidate can lead a team to know the problem and work on a plan to ameliorate it over a period of six-twelve months. In the concept of improvement science, we are always improving—not really solving problems of practice. Therefore, we will use the term *ameliorate*, which in context of problem-solving means to “*make (something bad or unsatisfactory) better.*”
- The Dissertation-In-Practice problem must be within the practitioner’s range of competence. In other words, the candidate must be grounded in knowledge and practice as it relates to the “problem.”
- The educational organization must desire a “solution” to the existing problem. Also, the problem solution must hold potential for contributing to improvement in Educational Leadership practice. The problem “solution” must be situated in the mode of improvement science so that implementation can be monitored and tweaked as necessary.

- The Dissertation-In-Practice problem must provide the doctoral practitioner with the opportunity to demonstrate mastery of both strategic planning methodology and the content/context of the topic.

Being able to define and clearly articulate the problem of practice as a problem worthy of organizational leadership is perhaps the most critical stage of the Dissertation-In-Practice process. Peterson (1986) related a leader's ability to "problem find" as important as his or her ability to "problem solve." In writing about the ability to problem find, he stated:

Problem-finding will be influenced by the degree to which the manager has a clear and strongly-held idea of where the organization ought to go and what strategic factors are moving the organization forward. In contrast, principals whose vision is not clear and crystallized are more likely to engage in problematic firefighting rather than problem-finding and problem-solving.

Therefore, the candidate will need to provide rationale that strategic leadership is needed to address the problem by situating the problem in context clearly, emphasizing vision and goals of the district/college/educational organization.

A key distinction that has evolved from the work of the Carnegie Project on the Education Doctorate (CPED) focuses on *defining problems of practice*. The distinction in MSU's Educational Leadership Program is that the problem is a real problem of professional practice that needs to be understood from both a theoretical perspective and a practitioner experience. A candidate must be able to respond to the following questions about proposed problems:

1. Can you define the problem clearly *in situ*?
2. Can you present the problem as a high-leverage problem that is likely to produce major educational improvement? Are you able to address what would happen if problem is left unsolved?
3. Can you take the problem through a process of systematic intentional inquiry both in literature and the organizational/district/college setting?
4. Have you framed the problem from perspectives that span the boundaries of school, social justice, human resources, economics, politics, society, and the macro- and micro- communities as appropriate?

### The Role of the Educational Organization's Leader in the DiP Process

One of the major considerations in "finding a problem of practice" is that current leadership in the candidate's organization has been consulted in the process. The candidate's problem of professional practice should fall within the educational setting most appropriate to the current work and career interest of the candidate. As the topic of the DiP is situated in the organization and experienced by the organization, the leader of the organization becomes a critical advisor in the doctoral candidate's DiP experience.

In preparing a briefing paper that describes the problem *in situ*, the candidate should meet with her/his district superintendent (or designee) or college-level leader or educational organization's leader to confirm approval to work on the problem/issue that is of mutual concern to them. Transparency in leadership begins with problem finding and naming, and, to

include others in the process is critical. In seeking endorsement from the educational organization's leaders, the candidate will also discuss the problem with other appropriate personnel.

The candidate will consider key personnel (those both IN THE ORGANIZATION and EXTERNAL STAKEHOLDERS BEYOND THE ORGANIZATION) who deal directly with the problem in context of leadership. For example, if the problem of practice is situated within the human resources function of the superintendency, then the candidate may seek the superintendent's (or designee) approval to invite the human resources director to serve as a member of the candidate's strategic planning team. The candidate may also talk with human resources consultants at the state department level who have keen insight into district-level human resources functions across the state. Listening to others who have insight into the specific problem is a critical step in the process.

### Final Tasks Checklist

After a successful presentation of the Dissertation in Practice, there are final tasks that must be completed by the candidate, in consultation with his/her Chair. If the Project is to be submitted to CPED, then that process will be guided by expectations located at the CPED website. The candidate will also need to submit a termination form to Midwestern State University IRB. The Chair, in consultation with committee, will complete a Disposition Rubric and share outcomes with candidate. Exit surveys will need to be completed as required by the Ed.D. Program. The final Dissertation-In-Practice Product, after all revisions and final approval, shall be bound by the print shop.

## SECTION III.

### Midwestern State University

#### Doctoral Committee University Doctoral Committee Chairs

In the explanation of the four-chapter format of the traditional dissertation, many references were made to the doctoral candidate's "Chair." The University Doctoral Committee Chair plays a key role in the dissertation process. The doctoral candidate develops, with the guidance of Chair, a proposal and final manuscript which must be defended at two stages. It is the Chair who makes the decision as to the doctoral candidate's readiness for proposal defense and final defense. The doctoral candidate shall discuss research plans and progress with his or her Chair. Failure to communicate and respond to Chair requests may result in major delays of Ed.D. Program completion.

In the West College of Education, a list of faculty and administrators who have been granted "Graduate Faculty Status" by the university appears below. Only these faculty are able to serve as committee chairs and with each cohort, a "meet and greet" event will be held so doctoral candidates can learn more about faculty, their backgrounds, research agendas and availability. A doctoral candidate will want to select a WCOE faculty member to serve as committee chair who has interest and knowledge in his or her problem topic. A likely outcome of the dissertation process is the opportunity for doctoral candidate and Chair to author a manuscript to be considered for publication or professional presentation. The doctoral candidate should be prepared to discuss selection of other faculty to serve on the committee with his or her Chair before approaching other faculty.

#### 2023-2024 Approved Graduate Faculty

Faculty	Department	Email
Dr. Kym Acuña	Graduate and Adult Education	kym.acuna@msutexas.edu
Dr. Matthew Capps	Graduate and Adult Education	matthew.capps@msutexas.edu
Dr. Dan Frazier	Graduate and Adult Education	Daniel.frazier@msutexas.edu
Dr. Stephanie Zamora-Robles	Graduate and Adult Education	Stephanie.robles@msutexas.edu

#### University Doctoral Committee Membership

It is essential to form the committee upon identification of a chair. The recommended size of the University Doctoral Committee is three members; however, the Committee may include up to four members. The Chair must be an EDLE faculty who has previously served on a dissertation committee at MSU in which the candidate has successfully defended. One other member of the committee must be an EDLE faculty member. Other committee members may be selected from Midwestern State University graduate faculty at-large and also from outside the college. While doctoral candidates seek a chair who has both interest in and knowledge of his or her research topic, it is with expertise in mind that other Committee members are also selected. For example, if the doctoral candidate is considering a qualitative study and the Chair is a quantitative researcher, a selection of a second member may be one with expertise in qualitative study. With the assistance of the Chair, the doctoral candidate selects second and

third committee members from Midwestern State University graduate faculty. All committee members must have applied and been appointed as members of the Graduate Faculty of Billie Doris McAda Graduate School.

While the candidate should look to his or her Chair to guide the defense process and should ultimately follow recommendations of his or her Chair, input from all committee members is critical. Dissertation proposal and final defense may occur only when all committee members may be present. Therefore, it may be helpful to have a tentative timeline of the candidate's plan to complete the dissertation available when seeking committee members.

### Changes in Committee Membership

The committee chair must approve any changes that occur during the DiP process, and many processes require updated forms submitted to the Billie Doris McAda Graduate School. Adding and removing a Committee member should only occur with good cause. If a doctoral candidate wishes to add or remove or replace a Committee member, the candidate should first meet with his or her Chair, and then meet with the Committee member out of professional courtesy. Sometimes, a Committee member may choose to resign from his or her position on the committee. Illness and job changes are major reasons a Committee member may choose to resign, and the candidate needs to be prepared to make changes in Committee membership with consultation from his or her Chair. It is unlikely that a candidate will ask to remove a Committee member, but in the case where a Committee member is impeding the DiP process, or declares his or her inability to meet often and frequently, it may be that the doctoral candidate wishes to change committee membership. It may also occur that the candidate wishes to add a committee member after initial approval.

### Changes of Committee Chair

If a candidate wishes to change a committee chair, the candidate shall follow a similar procedure as changing a committee member. If the committee chair is also the Department Chair, the candidate shall consult with the Dean of the West College of Education. If the committee chair is also the Dean, the candidate shall consult with the Department Chair and the Dean of the Billie Doris McAda Graduate School.

### Duties of Committee Members

The committee Chair has the primary responsibility for guiding the candidate's Dissertation in Practice. This person is the candidate's main point of contact. At times, the Chair may direct the candidate to consult with other committee members to draw upon their expertise in relevant areas. The committee's function is to assist with and approve the research and practice endeavors of the candidate and to conduct all doctoral presentation sessions, including the prospectus and final presentations of the DiP. Committee members shall read the DiP manuscripts, attend the prospectus presentation, and attend the final presentation. The committee approves the written manuscripts and DiP presentations. The Committee will advise the candidate of the skills and levels of understanding required for satisfactory completion of all degree requirements related to the DiP. The committee will also encourage dissemination of the DiP, and particularly publication of the candidate's work.

## Suggested Timeline for Dissertation Completion

In the third year of the doctoral program candidates should register for EDLE 6133. Candidates should work with their committee chairs to develop the DiP Proposal. The proposal must be successfully presented by the end of the grading period for the doctoral candidate to earn a grade credit (CR) in EDLE 6133. With guidance from the chair, a doctoral candidate may elect to continue working on dissertation proposal past the end of the term. In this case, the candidate would receive an IN (Incomplete) in EDLE 6133. This option is only available if the committee chair is in agreement and a timeline for completion is included.

## Grading Guidelines for EDLE 6133 and EDLE 6203

For EDLE 6133: CR or IN or NC

- Candidates must complete Chapters I - III (the capstone proposal and hearing) during the course of their enrollment in EDLE 6133. Committee chairs will distribute the candidate's written draft of these chapters to Committee members at least two weeks prior to the scheduling of the proposal presentation. If the Committee feels the paper is acceptable, the candidate will be permitted to move ahead and schedule the proposal presentation. If the candidate holds a successful proposal presentation of Chapters I and II and the performance of the candidate during the presentation is deemed "proficient" by the committee, the candidate is awarded a grade for EDLE 6133. The candidate is eligible then to register for EDLE 6203 for the following semester.
- If the candidate has presented a rough draft of Chapters I and II to his or her Committee Chair and the chair or entire Committee feels the draft is insufficient and requires substantive revisions, the dissertation proposal presentation will not be scheduled and the candidate will be awarded a final grade of "IN" (INCOMPLETE). The candidate is NOT eligible to register for EDLE 6203 for the next semester.
- If the candidate has completed little work towards completion of the proposal (less than 50% of expectations have been met), the candidate will be awarded a grade of "NC" (NO CREDIT), and the candidate will be required to register for EDLE 6133 (repeats the course) for the following semester. As an example, the candidate who has only produced a rough draft of Chapters I and II), will be required to repeat the course.
- Candidates cannot be approved for graduation until a course with a grade of NC is retaken and earns a grade.

Once a candidate satisfactorily completes EDLE 6133, he or she may register for EDLE 6203. The candidate will be expected to follow all Billie Doris McAda Graduate School Guidelines found in THESIS, CAPSTONE PROJECT, & DISSERTATION GUIDE

Faculty members who serve as chair of a DiP committee shall receive course credit. A full load of EDLE 6023 shall be 6 students. For each additional students, a faculty member will receive a commiserate overload compensation. If a faculty member has less than 6 students in a section of EDLE 6023, that faculty member shall receive a commiserate overload of equivalent students (i.e. one-sixth overload compensation per student). Students are expected to enroll in EDLE 6023 for three consecutive semesters. If a student does not finish in the allotted time and must take additional sections of EDLE 6023, the chair of the committee shall enroll those students in an uncompensated section.

1. During enrollment in EDLE 6203, the candidate has to meet the following conditions to receive "CR" (Credit) for EDLE 6203:

The candidate must be enrolled in EDLE 6203 and in good academic standing to continue work on his/her dissertation. In order to schedule the final oral defense of the dissertation the candidate must meet the following guidelines:

- All program requirements have been met to date. No grade of "Incomplete" in any previous coursework is noted.
- Committee Chair approves the scheduling of the final defense only after reviewing the final manuscript along with other Committee members. All Committee members must receive the final paper no less than two weeks prior to the final oral defense and agree that the final defense can be scheduled.
- The Chair of the Department and Dean of the School of Education must approve the scheduling of the final dissertation defense. It is the candidate's responsibility with his/her Committee Chair to get all required signatures and paperwork filed in the Billie Doris McAda Graduate School prior to publicizing the event to the MSU campus community and other public settings.
- Once approved, the Committee Chair should publicly notify the campus community and send invitations, at the candidate's request to educational colleagues and peers as appropriate.
- The Committee Chair is responsible for scheduling the final defense. Allow approximately 2-3 hours for oral defense with the expectation that the presentation from the candidate should last approximately one hour followed by questions and discussion with the Committee for approximately 45 minutes to one hour. Deliberations by the committee should follow with the candidate not present.
- On the date of the final dissertation defense or the first business day after the final defense, the Committee Chair must submit the "Defense Evaluation" form to the Graduate School.
- The candidate, with approval of the Committee Chair, must submit (electronically a word version) the revised and completed post-presentation copy of the final

manuscript with the signed Checklist for acceptance to the Graduate School two weeks before the semester in which the candidate will complete the final EDLE 6203 course regardless of the semester in which it is completed.

- Once the Billie Doris McAda Graduate School approves the final manuscript, the candidate will be notified via email. It is the candidate's responsibility to submit a PDF copy of the final manuscript to the Graduate School. The candidate may hand deliver the document to the Graduate School on a flash drive or may send it via e-mail.
  - Along with the electronic copy of the manuscript, the candidate must also submit a signed copy of the Signature Page. The Graduate School shall receive all required documentation, on bond paper, prior to the final graduation date for the semester.
2. If any one of the following conditions below exist, the Committee Chair should recommend that the candidate delay scheduling the final dissertation defense and candidates will be recommended to register for EDLE 6203 again.
- The candidate has presented a draft of Chapters I - IV and the Committee Chair or the Committee feels substantial changes are still needed to be made, the candidate will be asked to continue work and delay the final defense. The candidate will register for EDLE 6023 the following semester.
  - The Graduate School will return the final submitted manuscript if it does not fully meet the standards of the Graduate School along with edits/comments. If required revisions cannot be made by the deadline imposed at the end of the semester the candidate will be awarded a final grade of "IN" (INCOMPLETE) and will be expected to register for EDLE 6203 the following semester.
3. If the candidate has done little work towards completion of Chapters 3 and 4 of the dissertation, then the candidate will be awarded a grade of "NC" (No Credit), and the candidate will be required to register for EDLE 6203 (repeat the course) for the following semester.

For clarification, the candidate who has completed less than 50% (only has produced a rough draft of Chapter III, for example) will be required to repeat the course. Candidates cannot be approved for graduation until a course with a grade of NC is retaken and earns a grade of CR.

## Graduation Requirements

Candidate must have submitted the application for graduation one semester prior to, or a minimum of one month after, the start of the semester in which the candidate expects to complete his or her degree requirements.

## Dissemination of Work

All doctoral candidates are expected to complete research of publishable quality, and to submit the material for presentation at state, regional, national and/or international conferences.



## Dissertation Defense Day Preparation Checklist

- As a doctoral candidate it is your responsibility to communicate with the Graduate School to determine all university deadlines.
- Please be sure to communicate with the University bookstore to determine needs and deadlines associated with graduation regalia.
- When Chapters I - IV are ready to be defended, complete the form titled: "Scheduling of the Dissertation Defense."
- Process your dissertation through "Turn it In" and look for issues that may appear to be plagiarism and look at the original content percentage. Once you review these two areas, move forward with the process or make adjustments and involve library services as needed. Match scores should not exceed 25% when the Turn it In Report percentage score is received (this implies too much of your work "matches" what has been written in the literature and it not in your own words).
- With your Committee Chair's approval, strive to email your Committee with your final manuscript approximately two weeks prior to the defense. The Committee will assess the likelihood of your "readiness" for passing the final defense. If the likelihood is high, you will be permitted to move forward. If the likelihood is not high, your Committee chair will recommend canceling the defense and rescheduling as appropriate.
- Please let the College of Education Office know in advance if you will be having guests attend your dissertation defense. These can include co-workers, family and other students. The College of Education advertises each defense and the university community are invited.
- It is a good idea to prepare folders for each Committee member for the dissertation defense presentation that includes an agenda, a copy of the PowerPoint, copies of any instruments that were used to collect data, and any other items (really important data, pen, paper, etc.) you want to include. Refreshments for your Committee members are nice but not necessary.
- Prior to the defense, print 3-4 copies of the dissertation, page 1, for signatures.
- Once the dissertation has been successfully defended, complete the "Dissertation Defense Evaluation." Fill in the appropriate blanks and gather the required signatures.
- It is the responsibility of the Committee Chair to complete and deliver this form to the Graduate School on the day of or the day after the defense of the dissertation.
- Provide the candidate with the Graduate School final checklist for editing titled, "Required Elements of the Culminating Project."
- Smile!!!! Celebrate!!!! Your work with us is DONE. Congratulations.

## SECTION VI. Glossary of Terms

Dissertation-In-Practice (DiP) - the culminating experience and subsequent product that demonstrates the scholarly practitioner's ability to solve problems of practice; the Dissertation-in- Professional Practice exhibits the doctoral candidate's ability "to think, to perform, and to act with integrity" (Shulman, 2005); the practitioner's work product or product (all merged into a final manuscript) demonstrates his or her ability and capacity to lead educational teams to ameliorate high leverage educational problems of practice.

Dissertation-In-Practice Defense - a formal convening in which candidate defends his final Dissertation-In-Practice product, including the strategic plan and lessons learned throughout process. The outcome is university approval and official acceptance of the candidate's Dissertation-in- Professional Practice as part of final requirements for the Ed.D. degree.

Dissertation-In-Practice Capstone Presentation - a formal convening in which the candidate presents an overview of problem, a synthesis of literature about what is "known about problem from a scholarly perspective, and his/her proposed approach to working with a strategic planning team in the organization. The outcome is approval from both university and partnering organization where problem exists to develop a strategic plan aimed to solve the problem of practice.

Social justice leadership - influence of individual to conduct rigorous interrogation of assumptions that underlie the practices of educational organizations and use influence to take action in cooperation with others to effect positive social change, especially as it benefits marginalized, or neglected, individuals and groups.

University Doctoral Committee - a team of three or more university professors, pending Chair approval, whose function it is to assist with and approve the research and practice endeavors of the doctoral candidate and to conduct all doctoral examinations, or presentations, including the prospectus manuscripts and presentation and the final manuscripts and oral Dissertation-In-Practice defense.

University Doctoral Committee Chair - a current full-time member of the Graduate Faculty in the College of Education, approved by the Dean of the School of Education, who holds a terminal degree in educational leadership, or related field of study, who guides the candidate through the DiP process.

## **APPENDIX A.**

### **Required Elements of the Culminating Project**

#### **Structural Formatting**

##### **Typing**

- Typeface is a standard font (e.g., Times New Roman) and 11- or 12- points in size.
- Selected font is used consistently throughout the document.
- Print is laser quality.
- Document is typed in black ink only.
- Printing is single-sided.
- No page begins or ends with a single line of a paragraph.
- All words fit in their entirety on a line; no word is divided by a hyphen.

##### **Spacing**

- Double spacing is used consistently throughout the document.
- Single spacing is used only for long quotes, tables, and figures.

##### **Margins and Justification**

- Left margins are 1.5 inches.
- Top margins are one inch.
- Right margins are one inch.
- Left margins are justified.
- Right margins are not justified.
- No page is short because of a table or figure; body text must occupy blank spaces around inserted tables, figures, or images.
- Figures, tables, maps, pictures, and other media fits within the established margins.

##### **Pagination**

- Each page of the manuscript, except the title page, is assigned a typed number.
- Lowercase Roman numerals (ii, iii, iv, etc.) are used on all pages preceding Chapter I. The title page counts as page i, but the number does not appear.
- Typed Roman numerals begin with the signature page.
- Roman numerals are centered ½ inch from the bottom edge of the page.
- Arabic numerals (1, 2, 3, etc.) start with Chapter I or the introduction (if applicable) and are used for the remainder of the thesis/capstone/dissertation.
- The first page of the text begins with "1".
- Arabic numerals are centered ½ inch from the bottom edge of the page.

##### **Tables and Figures**

- Each table or figure is incorporated at the appropriate place in the text.
- All tables and figures are referred to by number.
- When more than one table or figure is introduced on a page of text, each follows in the order they are mentioned in the text.
- Short tables or figures do not stand alone on an empty page.
- Table or figure schemes conform to the style guide mandated by the student's program and are consistent throughout the document.

## Citations

- In-text citations conform to the style guide mandated by the student's program.
- Works by the same author(s) with the same year of publication are consistently differentiated by a suffix after the year (e.g., 2005a for the first publication, 2005b for the second publication, etc.).
- All authors' names are included in the first instance of a citation with multiple authors. Thereafter, the first author's name may be used and followed with et al.
- Authors' names are listed without titles (e.g., Dr., Mr., Mrs., or Ms.).

## Organization of the Dissertation

Unless marked as "optional," the following pages should be included in the written project in the order shown below. Incorrect formatting will result in the writing project being returned to the student for corrections, which could delay the graduation date.

- Cover Page
- Abstract (300-350 words)
- Signature Page
- Dedication Page and Acknowledgments (optional)
- Table of Contents
- Introduction – Defining the problem of practice
  - Evidence of the problem
  - Problem within the local context
  - Problem within the larger context
  - Social justice context
- Review of Literature
  - Naming and Framing the Problem
    - Refer to the fishbone of your problem of practice
    - Describe what is known and how it is known
  - Developing Change Ideas
    - Developing a theory of improvement by learning what has been done
    - What worked and why
    - What did not work and why
- Implementation and Action Plan/Problem Data Analysis
  - Setting and participants
  - Improvement description (i.e., what are you doing to do)
  - Data collection tools and analysis
  - Role of the research-practitioner
- Impact and Implications
  - Data tables
  - Data analysis
  - Results reflection
  - Lessons learned
    - Implications for my Future Practice
    - Implications for my Future Research
    - Implications for Participants
  - New Questions
- Appendices
- End Notes (if applicable)
- References

## Cover Page

- The cover page consists of:
  - Full title of dissertation.
  - The full name of the student.
  - The type of project being submitted (dissertation).
  - The degree being earned (Doctor of Education).
  - The program from which the degree is being earned.
  - The school and department from which the degree is being earned.
  - The month and year on which the candidate graduated.
- The title of the dissertation is set two-inches from the top of the page.
- The title is centered on the page.
- The title is written in all capital letters.
- Long titles are double-spaced between lines.
- The full name of the degree and the program issuing the degree is used.
- The full legal name of the candidate is used.

## Signature Page

- The title of the dissertation is consistent with the title page.
- The correct name of the department or school is used.
- The name of the student is consistent with the title page.
- The name of the degree program is consistent with the title page.
- The signature lines for all Committee members are aligned flush right.
- The names of the Committee members and their position on the Committee (e.g., Chair, Member) are written beneath each signature line.
- The signature line of the head of the Graduate School is positioned beneath the signature lines of the Committee and aligned flush left.
- All signatures are original and written in black or blue ink.

## **Abstract**

- The heading, "ABSTRACT" is written in all capital letters, is set 1" from the top of the page, and is centered on the page.
- Two double-spaced lines separate the heading from the first line of text.
- The full title of the dissertation is written in all capital letters, is centered at the top of the page, and is consistent with the title page.
- The name of the candidate is consistent with the title page.
- The month and year on which the candidate graduated is consistent with the title page.
- The degree being earned (Doctor of Education) and the program from which the degree is being earned are consistent with the title page.
- The full name of the Committee chair is used.
- The abstract is no longer than two pages.
- The abstract includes succinct statements of the problem, methodology or procedure, and conclusion or major finding(s) in the thesis/capstone/dissertation.
- The first line of each paragraph is indented ½ inch.

## **Dedication and Acknowledgement Page (optional).**

- The heading, "DEDICATION" is written in all capital letters, is set 1" from the top of the page, and is centered on the page.
- Two double-spaced lines separate the heading from the first line of text.
- The first line of each paragraph is indented ½ inch.
- The heading, "ACKNOWLEDGMENTS" is written in all capital letters, is set 1" from the top of the page, and is centered on the page.
- Two double-spaced lines separate the heading from the first line of text.
- The first line of each paragraph is indented ½ inch.

## **Table of Contents**

- The heading, "TABLE OF CONTENTS" is written in all capital letters, is set 1" from the top of the page, and is centered on the page.
- Two double-spaced lines separate the heading from the first entry.
- Typing is double-spaced, except when entries run to two or more lines in length. In these situations, single-space between the continued lines.
- All sections of the manuscript that occur after the table of contents are included.
- List of Tables (if applicable)
- List of Figures (if applicable)
- List of Maps (if applicable)
- List of Abbreviations (if applicable)
- List of Symbols (if applicable)
- Each chapter in the main body of the document
- Each subsection of each chapter
- Appendices (if applicable). Each appendix is listed separately.
- End notes (if applicable)
- References
- All main headings of the manuscript are aligned flush left.
- All first-order headings are indented ½ inch. Second- and third-order headings (if applicable) are indented an additional ½ inch each.
- Leader lines connect each entry in the table of contents with its associated page number.

## Introduction

- The heading, "INTRODUCTION" is written in all capital letters, is set 1" from the top of the page, and is centered on the page.
- Two double-spaced lines separate the heading from the first entry.
- Typing is double-spaced, except when entries run to two or more lines in length. In these situations, single-space between the continued lines.
- Each of the sections is clearly addressed and formatted correctly.
  - Evidence of the problem
  - Problem within the local context
  - Problem within the larger context
  - Social justice context
- All main headings of the manuscript are aligned flush left.
- All first-order headings are indented ½ inch. Second- and third-order headings (if applicable) are indented an additional ½ inch each.
- Leader lines connect each entry in the table of contents with its associated page number

## Review of Literature

- The heading, "REVIEW OF LITERATURE" is written in all capital letters, is set 1" from the top of the page, and is centered on the page.
- Two double-spaced lines separate the heading from the first entry.
- Typing is double-spaced, except when entries run to two or more lines in length. In these situations, single-space between the continued lines.
- Each of the sections is clearly addressed and formatted correctly.
  - Naming and Framing the Problem
    - Refer to the fishbone of your problem of practice
    - Describe what is known and how it is known
  - Developing Change Ideas
    - Developing a theory of improvement by learning what has been done
    - What worked and why
    - What did not work and why
- All main headings of the manuscript are aligned flush left.
- All first-order headings are indented ½ inch. Second- and third-order headings (if applicable) are indented an additional ½ inch each.
- Leader lines connect each entry in the table of contents with associated page number.

### **Implementation and Action Plan**

- The heading, “IMPLEMENTATION AND ACTION PLAN” is written in all capital letters, is set 1” from the top of the page, and is centered on the page.
- Two double-spaced lines separate the heading from the first entry.
- Typing is double-spaced, except when entries run to two or more lines in length. In these situations, single-space between the continued lines.
- Each of the sections is clearly addressed and formatted correctly.
  - Setting and participants
  - Improvement description (i.e., what are you going to do)
  - Data collection tools and analysis
  - Role of the research-practitioner
- All main headings of the manuscript are aligned flush left.
- All first-order headings are indented ½ inch. Second- and third-order headings (if applicable) are indented an additional ½ inch each.
- Leader lines connect each entry in the table of contents with its associated page number.

### **Impact and Implications**

- The heading, “IMPACT AND IMPLICATIONS” is written in all capital letters, is set 1” from the top of the page, and is centered on the page.
- Two double-spaced lines separate the heading from the first entry.
- Typing is double-spaced, except when entries run to two or more lines in length. In these situations, single-space between the continued lines.
- Each of the sections is clearly addressed and formatted correctly.
  - Data tables
  - Data analysis
  - Results reflection
  - Lessons learned
    - Implications for my Future Practice
    - Implications for my Future Research
    - Implications for Participants
  - New Questions
    - All main headings of the manuscript are aligned flush left.
    - All first-order headings are indented ½ inch. Second- and third-order headings (if applicable) are indented an additional ½ inch each.
    - Leader lines connect each entry in the table of contents with its associated page number.

### **Appendices**

- The heading, “APPENDIX A”, “APPENDIX B”, etc. is written in all capital letters, is set 1” from the top of the page, and is centered on the page.
- Two double-spaced lines separate the heading from the material in the appendix.
- Material in the Appendix matches the font in the body of the document.
- Each new appendix is presented on a separate page.



## References

- The heading, "REFERENCES", "BIBLIOGRAPHY", or "WORKS CITED" (depending on the conventions of the style mandated by the student's program) is written in all capital letters, is set 1" from the top of the page, and is centered on the page.
- Two double-spaced lines separate the heading from the first entry.
- All references are aligned flush left and conform to the style guide mandated by the student's program.
- All references are single spaced and separated from each other by a double space.
- All citations included in the body of the document appear in the reference list.
- Reference list entries are arranged in alphabetical order by the surname of the first author.
- Two or more references by the same author(s) lists the earlier study before the later study.
- References with identical authors and dates are arranged in alphabetical order by the first letter in the title of the work.
- Long website addresses are broken with a hyphen (as appropriate).

**We affirm that the named student's dissertation is high quality, adheres to an acceptable manuscript style and meets the requirements of the Graduate School.**

---

Signature of Student

Date

---

Signature of Committee Chair

Date

*Submit this signed checklist with final draft of the culminating project to the Billie Doris McAda Graduate School office for approval.*

**APPENDIX B.**



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**Graduate School**  
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o 940.397.4920  
graduateschool@msutexas.edu

**Appointment of the Dissertation Course Chair and Committee**

It is the responsibility of the Dissertation Course Chair to return this completed form to the Graduate School prior to the student registering for the first dissertation course. All requested information must be provided.

Candidate's Name \_\_\_\_\_

Candidate's E-mail \_\_\_\_\_

Degree Program and Concentration \_\_\_\_\_

Proposed Term/Year of Registration  
in the Dissertation Course \_\_\_\_\_ Term:  Fall  Spring  Summer

Proposed Title of Dissertation in Practice Project \_\_\_\_\_

\_\_\_\_\_

**Names of Committee Chair and Members and Department/College Approval Signatures**

Printed Name of Committee Chair	Signature of Committee Chair	Date
Printed Name of MSU Committee Member	Signature of MSU Committee Member	Date
Printed Name of Other Committee Member	Signature of Other Committee Member	Date
Printed Name of Other Committee Member (OPTIONAL)	Signature of Other Committee Member (OPTIONAL)	Date
Printed Name of Department Chair	Signature of Department Chair	Date
Printed Name of Dean	Signature of Dean	Date

**APPENDIX C.**  
**Scheduling of the Dissertation Project Defense**

It is the responsibility of the Dissertation Chair to complete and return this form to the Graduate School prior to the date of the dissertation project defense.

Candidate's Name \_\_\_\_\_

Degree Program \_\_\_\_\_

Concentration \_\_\_\_\_

Date of Defense Year: \_\_\_\_\_ Term: [ ] Fall [ ] Spring [ ] Summer

Proposed Title of Dissertation in Practice Project \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**By signing below, we confirm that the dissertation is fully written and fully acceptable for delivery to the Graduate School immediately after the dissertation project defense.**

**Approval Signatures**

\_\_\_\_\_  
Committee Chair Date

\_\_\_\_\_  
Department Chair Date

\_\_\_\_\_  
Dean Date

**APPENDIX D.**  
**Dissertation Project Defense Evaluation**

It is the responsibility of the Dissertation Chair to complete and deliver this form to the Graduate School on the day of or the day after the defense of the dissertation.

Candidate's Name \_\_\_\_\_

Degree Program \_\_\_\_\_

Title of Dissertation in Practice Project \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Defense:**

Date \_\_\_\_\_

Time \_\_\_\_\_

Location \_\_\_\_\_

Committee's Evaluation of the Dissertation Project Defense

- Pass
- Fail (List Reason)

**Approval Signature**

\_\_\_\_\_

Committee Chair

\_\_\_\_\_

Date

## APPENDIX E.

### 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" 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) 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).

Evaluation Rubric Dissertation in Practice	Advanced	Acceptable	Needs Improvement	Unacceptable	Score
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					
<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>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 support the educational success and well-being of each student and adult.</p>	<p>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 support the educational success and well-being of each student and adult.</p>	<p>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 and of each student and adult.</p>	<p>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 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 relationships and to cultivate ethical behavior in others.</p>	<p>Candidate demonstrates the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.</p>	<p>Candidate demonstrates the capacity to model ethical behavior in their personal conduct and relationships and references ethical behavior in others.</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 cultivate ethical behavior in others.</p>	
Standard 3: Equity, Inclusiveness, and					

Cultural Responsiveness					
<p>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</p>	<p>Candidate demonstrates the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture</p>	<p>Candidate demonstrates the capacity to use data to evaluate and design a supportive and inclusive school culture</p>	<p>Candidate demonstrates the use of data to design and advocate school culture</p>	<p>Candidate does not demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture</p>	
<p>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.</p>	<p>Candidate demonstrates the capacity to evaluate, cultivate, and advocate for equitable access to educational resources, technologies, and opportunities that support the educational success</p>	<p>Candidate demonstrates the capacity to advocate for equitable access to educational resources, technologies, and opportunities that support the educational success</p>	<p>Candidate demonstrates the capacity to advocate for access to educational resources, technologies, and opportunities.</p>	<p>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</p>	
<p>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.</p>	<p>Candidate demonstrates the capacity to evaluate, cultivate, and advocate for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.</p>	<p>Candidate cultivates and advocates for equitable, inclusive, and culturally responsive instruction and behavior support practices among teachers and staff.</p>	<p>Candidate cultivates culturally responsive instruction and behavior support practices among teachers and staff.</p>	<p>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.</p>	



Standard 4: Learning and Instruction					
<p>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</p>	<p>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</p>	<p>Candidates develops and implement high-quality curricula programs and other supports for academic and non-academic student programs</p>	<p>Candidates implements curricula programs for academic programs</p>	<p>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</p>	
<p>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 equity, digital literacy, and the school's academic and non-academic systems.</p>	<p>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 academic and non-academic systems.</p>	<p>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.</p>	<p>Candidate implements academic instructional practices, resources, technologies, OR services that support equity, digital literacy, OR the school's academic systems.</p>	<p>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 academic and non-academic systems.</p>	
<p>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-</p>	<p>Candidate demonstrates the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that</p>	<p>Candidate develops and implement formal and informal culturally responsive and accessible assessments that support instructional</p>	<p>Candidate implements formal culturally responsive and accessible assessments that support instructional improvement</p>	<p>Candidate does not demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed</p>	

informed instructional improvement and student learning and well-being.	support data-informed instructional improvement and student learning and well-being.	improvement and student learning.	and student learning.	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 learning in and out of school.	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 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					
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Candidate implements management and school-level governance systems that support each student’s learning needs.</p>	<p>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.</p>	
<p>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.</p>	<p>Candidate demonstrate the capacity to evaluate, develop, and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.</p>	<p>Candidate develops and advocate for a data-informed and equitable resourcing plan that supports school improvement and student development.</p>	<p>Candidate advocates for a plan that supports school improvement OR student development.</p>	<p>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.</p>	
<p>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.</p>	<p>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.</p>	<p>Candidate communicates about, and implement laws, rights, policies, and regulations to promote student and adult success and well-being.</p>	<p>Candidate communicates about laws, rights, policies, and regulations to promote student success and well-being.</p>	<p>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.</p>	

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 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.	Candidate develops and engages 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.	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-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	Candidate evaluates, develops, and implements systems of	Candidate develops, and implements systems of supervision,	Candidate implements systems of supervision, support, and	Candidate does not evaluate, develop, NOR implement systems of supervision, support,	

implement systems of supervision, support, and evaluation designed to promote school improvement and student success.	supervision, support, and evaluation designed to promote school improvement and student success.	support, and evaluation designed to promote school improvement and student success.	evaluation designed to promote school improvement and student success.	and evaluation designed to promote school improvement and student success.	
-----------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------	------------------------------------------------------------------------	----------------------------------------------------------------------------	--

