

**EDLD 8950**  
**Seminar:**  
**Educational Leadership I**

**Fall 2010**  
**Yarbrough Elementary School**  
**1555 North Donahue Drive**  
**Auburn, AL 36830**

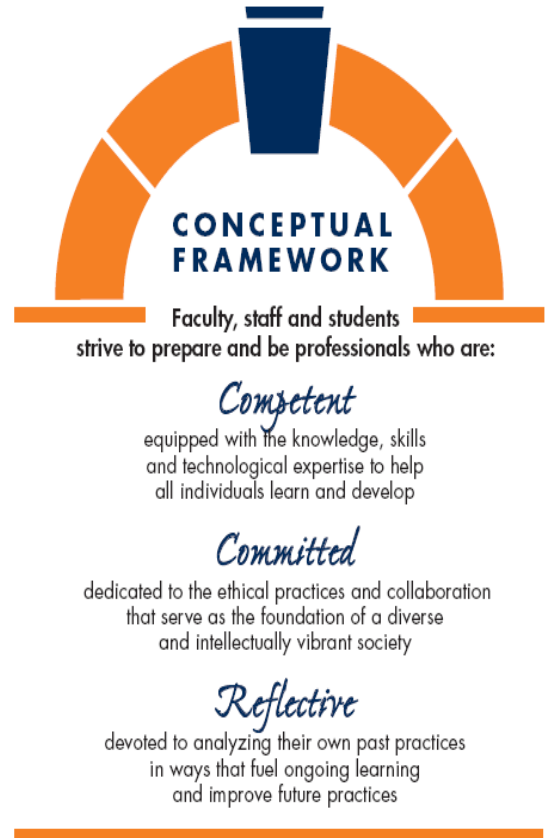
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**Office Hours:**  
By Appointment

**EFLT**  
**College of Education**

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**EDLD 8950**  
**Seminar: Educational Leadership I**  
**Auburn University - College of Education**  
Educational Foundations, Leadership, and Technology Department  
Fall 2010

**Class Time:** Tuesday 7:00 pm – 9:50pm with some 4:30 – 6:50 pm (**SEE SCHEDULE!**)

**Location:** **Yarbrough Elementary School**  
**1555 North Donahue Drive**  
**Auburn, AL 36830**

**Instructor:** Dr. Lisa Kensler  
4002 Haley Center  
Office: 334-844-3020  
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E-Mail: [lisakensler@auburn.edu](mailto:lisakensler@auburn.edu) or [lisakensler@gmail.com](mailto:lisakensler@gmail.com)  
Office Hours: **By appointment**

1. **Course Number:** EDLD 8950

**Course Title:** Seminar: Educational Leadership I

**Credit Hours:** 3 semester hours

**Prerequisites:** Admission to AESG or ASCG Doctoral Program

2. **Syllabus Revised:** August 2010

3. **Texts:**

American Psychological Association. (2009). *Publication manual of the American Psychological Association style guide* (6th ed.). Washington, DC: American Psychological Association.

Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The Craft of Research* (Third Edition). Chicago: University of Chicago Press. ISBN: 0-226-06566-9

Firestone, W. A., & Riehl, C. (2005). *A New Agenda for Research in Educational Leadership*. New York: Teachers College Press. ISBN: 0-8077-4630-4

Mortenson, G. & Relin, D. O. (2006). *Three Cups of Tea*. New York: Penguin Books.

4. **Course Description:** Professional and social integration into the doctoral program; enhancement of professional knowledge through structured inquiry, professional dialogue, and reflective thinking.
5. **Course Objectives:** Upon completion of this course, students will be able to:
  - Identify the major elements of APA style
  - Identify and use technological resources of the college and university
  - Identify personal values and their personal vision
  - Develop a plan for enhancing their personal vision
  - Identify their professional values, goals, and vision
  - Define and describe leadership in terms of style and purposes
  - Demonstrate reflective capabilities relative to their professional vision
  - Identify aspects of organizational community building
  - Develop and implement strategies to develop the educational community of learners in educational leadership.
  - Assist in the development of collaborative partnerships within the community of learners.
  - Identify internal and external publics who are stakeholders in the educational contexts.
  - Demonstrate the ability to work in collaborative teams to complete assigned tasks

**7. Course Content:**

| Session | Date        | Time  | Description   |
|---------|-------------|---|---|
| 1       | August 24   | 4:30 – 7:00<br>Kensler<br>Home – 213<br>Kimberly<br>Drive,<br>Auburn  | <b>2009 Welcome</b> to the Doctoral Program and EDLD 8950 with EDLD Faculty, Staff, and other Cohorts   |
| 2       | August 31   | 7:00 – 9:50<br>TBD  | <b>Designing Our Learning Community</b> <ul style="list-style-type: none"> <li>Establish learning community norms</li> <li>Review of syllabus, requirements, expectations</li> <li>Form Research Teams – One team per <i>New Agenda</i> Chapters 3 – 9.</li> <li>Small Learning Community Activity – Team Rubric and discussion of possibilities (<i>Three Cups of Tea</i>???)</li> <li>Google Documents - Introduction</li> <li>APA Style Manual – course relevant expectations</li> </ul> <b>DUE: Read <i>New Agenda</i> Ch 1&amp;2; <i>The Craft</i> Ch 1&amp;2</b>  |
| 3       | September 7 | 4:30 – 6:50<br><br>LRC<br>3 <sup>rd</sup> Floor<br>Haley<br>Center<br><br>Classroom<br>#1 (3430<br>Haley<br>Center) | <b>Technology/Library orientation</b> – Meet at the Learning Resource Center (LRC), located on the third floor of Haley Center. We will meet in Classroom #1 (3430 Haley), in the LRC.<br><br><b>During tonight's session, find and save on flash drive or email to yourself:</b><br>Honig, M.I. & Louis, K.S. (2007). A New Agenda for Research in Educational Leadership: A conversational review. <i>Educational Administration Quarterly</i> , 43,1, 138-148.<br><br><b>We will begin to find articles for your research team project – be sure to post the citations on Google Docs!</b><br><br><b>DUE: Read your research team's <i>New Agenda</i> chapter; Read <i>The Craft</i> Ch 3 – 6; REFLECTION #1</b> |

|   |              |                    |  |
|---|--------------|--------------------|--|
| 4 | September 14 | 7:00 – 9:50        | <b>Brief introduction of the Disciplines of a learning organization</b> <ul style="list-style-type: none"> <li>○ PM, MM, TL, SV, ST</li> </ul>   |
| 5 | September 21 | 4:30 – 6:50<br>TBD | <b>Analyzing published research</b> <ul style="list-style-type: none"> <li>○ What is the structure of the author's argument?</li> <li>○ Writing Annotated Bibliographies</li> <li>○ Systems tools for analyzing articles</li> </ul> <b>Define lines of research for individuals in your group</b><br><br><b>DUE: <i>The Craft</i> Ch 7-11 (find examples of different argument structures in your <i>New Agenda</i> ch)</b><br><b>Read Honig &amp; Louis, 2007</b> |
| 6 | September 28 | 4:30 – 6:50<br>TBD | <b>Share and critique annotated bibliographies</b> <ul style="list-style-type: none"> <li>○ Peer review</li> </ul> <b>Leadership for learning</b> <ul style="list-style-type: none"> <li>○ Mental Models</li> <li>○ Personal Mastery</li> </ul> <b>DUE: Annotated Bibliography #1</b>  |
| 7 | October 5    | 7:00 – 9:50<br>TBD | <b>Leadership for learning</b> <ul style="list-style-type: none"> <li>○ Shared Vision</li> <li>○ Team Learning</li> <li>○ April 1999 article discussion (citation below)</li> </ul> <b>DUE: Annotated Bibliography #2; REFLECTION #2</b><br><b>Find, print, and read:</b><br>April, K. A. (1999). Leading through communication, conversation, and dialogue. <i>Leadership and Organization Development Journal</i> , 20, 231-241.                                 |

|    |            |                                      |  |
|----|------------|--------------------------------------|--|
| 8  | October 12 | 4:30 – 6:50<br>TBD                   | <p><b>Leadership for learning</b></p> <ul style="list-style-type: none"> <li>○ Systems Thinking</li> <li>○ Yang, Watkins, &amp; Marsick 2004 article discussion (citation below)</li> </ul> <p><b>DUE: Annotated Bibliography #3; REFLECTION #3</b></p> <p><b>Find, print, and read:</b><br/>Yang, Watkins, &amp; Marsick (2004). The Construct of the Learning Organization: Dimensions, Measurement, and Validation. <i>Human Resource Development Quarterly</i>, 15, 1, 31-55.</p>  |
| 9  | October 19 | 7:00 – 9:50<br>TBD                   | <p><b>Preview – Research in Educational Leadership</b></p> <ul style="list-style-type: none"> <li>○ Informal Group Reports – what are you learning? Come prepared to share informally.</li> </ul> <p><b>Developing Research Presentations</b></p> <ul style="list-style-type: none"> <li>○ Guidelines</li> <li>○ Planning and Drafting</li> </ul> <p><b>DUE: Annotated Bibliography #4; REFLECTION #4; Read <i>The Craft</i> Ch 12-13</b></p> <p><b>Find, print, and read:</b><br/>Boote, D. N. &amp; Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. <i>Educational Researcher</i>, 34, 3-15.</p> |
| 10 | October 26 | 7pm<br>Auburn<br>Basketball<br>Arena | <p><b>GREG MORTENSON TALK (<i>Three Cups of Tea</i>)</b></p> <p><b>DUE: Annotated Bibliography #5</b></p>  |
| 11 | November 2 | 4:30 – 6:50<br>TBD                   | <p><b>Leadership for Learning</b></p> <ul style="list-style-type: none"> <li>○ Developing professional purpose, mission, and vision statements</li> <li>○ Values, integrity, and practice</li> </ul> <p><b>Developing Research Presentations</b></p> <ul style="list-style-type: none"> <li>○ Revising with peer review</li> <li>○ Figures and Tables</li> </ul> <p><b>DUE: 1<sup>st</sup> Draft of Research Report</b><br/><b>Read <i>The Craft</i> Ch 14-15</b></p>  |

|                   |                 |                       |  |
|-------------------|-----------------|-----------------------|--|
| 12                | November 9      | 7:00 – 9:50<br>TBD    | <b>Developing Research Presentations</b> <ul style="list-style-type: none"> <li>○ Introductions and Conclusions</li> <li>○ Polish your paper</li> </ul> <b>DUE: Read <i>The Craft</i> Ch 15-17</b>   |
| 13                | November 16     | 4:30 – 6:50<br>TBD    | <b>Preparing effective Power Point Presentations with time to develop your group presentations</b><br><br><b>DUE: REFLECTION #5</b>  |
| ---               | November 23     | ---                   | <i>No class - THANKSGIVING BREAK November 24-28</i>  |
| 14                | November 30     | 4:30 – 6:50<br>TBD    | <b>Research Team Presentations</b> <ul style="list-style-type: none"> <li>○ Each group will have 20 minutes to present their research. All group members should participate in the presentation, of course! ☺</li> <li>○ As an audience member, be prepared to ask thoughtful and thought provoking questions of presenters</li> </ul> <b>DUE: Group Presentations</b> |
| 15                | December 7      | ---                   | <b>NO CLASS MEETING</b><br><br><b>DUE: Final Personal Vision paper and plan</b><br>By December 8, 2008 →8 am   |
| Final Exam Period | December 6 - 10 | Time and location TBD | <b>SMALL LEARNING COMMUNITY ACTIVITY</b>   |

## 8. Course Requirements/Evaluation

### A. Class Participation (10 points)

Attend all seminar sessions, be prepared when coming to seminar, and actively engage in class discussions and activities (10 Points). See attendance policy for additional information.

### B. Reflective Journal (10 points)

Write five meaningful entries in a reflective journal (2 points each) - Keep a reflective journal throughout this semester. Respond to the question provided at the end of class. The reflection question will typically be presented in the last power point slide. Each reflection is due at the start of the next week's class – Please turn in each reflection to Blackboard by the due date and time. Reflections are expected to be thoughtful and detailed. Reflections less than 500 words are likely too brief.

### C. Building/Participating in Learning Community (20 points)

Participate and initiate social/service activities to create a personal bond that include

- Professional activities to stimulate growth and development
- Outreach to bring our fellow educators into the community
- Educational activities to support the professional development of members of the community
- Your grade for this activity is highly dependent on your peer's assessment of your contribution to the process. Your group members will complete the Teamwork Rubric for you and I will average their scores for your final score.

### D. Research Team Presentation (30 points total)

Each of seven research teams will form around one chapter (chs 3 – 9) of the *New Agenda* text. Within the team, individuals will be responsible for finding and reviewing (annotated bibliography) at least 5 **unique** empirical references related directly to the *New Agenda* chapter (The articles you find must have been published since 2004 and NOT be cited in *New Agenda*). Each individual will earn 2 points per annotated bibliography (See form for format). As a group, each research team will prepare a review of research presentation (power point) based on the collective findings of all team articles. The group will earn 20 points for their presentation (See rubric).

### E. Personal -- professional -- scholar visioning paper and action plan (30 points)

Continuously reflect, develop and revise your personal vision. You may structure your paper in the way that best suits you, however please be sure to address the following questions in some way:

- What are your personal -- professional -- scholar core values? How do they converge? Diverge?
- What is your personal – professional – scholar purpose/mission?



- Why did you enroll in this doctoral program? What do you hope to do with your doctoral degree?
- What is your vision for your future? Personally? Professionally? Scholarly?
- Where do your personal, professional, and scholarly visions converge? Is there a “sweet spot” where you might find a dissertation topic? What is it? What do you know about that topic so far? What do you still need to learn?
- How will you translate your vision into action?

### 9. **Grading**

The final grade for the course will be based on the point scale listed in the course requirements. Students receiving a D or F will be dropped from seminar classes for the remaining semesters and will have to begin the program with the next cohort group. Alternatively, they may be dropped from the program. Grades for the EDLD seminar will be A-F. To receive a passing grade of C or above students **MUST BE PRESENT FOR THE ENTIRE PERIOD AND FOR ALL SESSIONS.**

| <b>Assignment</b>  | <b>Points Possible</b> | <b>Due Date</b>                      |
|--|------------------------|--------------------------------------|
| <b>Class Participation</b> – class activities (may include, but not limited to pop quizzes, Socratic seminars, article reviews, etc.) will provide opportunities for earning participation points. | 10                     | Ongoing                              |
| <b>Reflective Journal</b>  | 10                     | 2 pts each, 5 total – due when noted |
| <b>Small Learning Community Activity</b>   | 20                     | Class Decision                       |
| <b>Research Team Presentation</b>  | 30                     | November 30, 2009                    |
| <b>Personal/professional/scholar paper and plan</b>  | 30                     | December 8, 2010 by 8am              |
| <b>TOTAL POINTS</b>  | <b>100</b>             |                                      |

Grading Scale:

A = 90-100

B = 80-89

C = 70-79

D = 69-60

F = Below 60 Points

### 10. **Class Policy Statements:**

A. Class Attendance/Absences: Class attendance and punctuality are expected and required. If class and/or assignments are missed, only University-approved excuses as outlined in the Tiger Cub will be allowed (student illness or family member's serious illness documented with doctor's

verification; immediate family member's death with appropriate verification; religious holidays with written request; subpoena for court appearance; AU sponsored trips with pre-approval; professor-approved). Arrangement to make-up the work must be initiated by the student and *whenever possible, made in advance*. If assignments are missed due to illness, a doctor's statement for verification of sickness should be given to the instructor the day the student returns to class. Other unavoidable absences from campus and class must be documented and cleared with the instructor **in advance**. Unexcused absences will result in missed opportunities to earn participation points.

- B. Students are responsible for initiating arrangements for missed work due to excused absences. If arrangements for makeup work are not made prior to the student's absence, then the student must contact the professor to make arrangements within a week from the student's absence. Neglecting to contact the professor within a week to makeup missed work may result in a zero for the missed work.
- C. Make-up exams will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangements must be made in advance. Unavoidable absences for class must be documented and cleared with the instructor in advance. You may call my cell phone at 484-554-2524 even minutes before class to report your unavoidable absence.
- D. Late work: Work for this class should be turned in on time. Without prior permission from the instructor to turn an assignment in late, a grade reduction of ten percentage points per day late will be the consequence. Permission to turn in assignments late will be granted on very rare occasions.
- E. Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail at [lisakensler@auburn.edu](mailto:lisakensler@auburn.edu) . Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).
- F. Honesty Code: All portions of the Auburn University Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class. *Please note that copying and/or pasting other individuals' work and then presenting it as your own is considered plagiarism and is in direct violation of the Honesty Code.*

*Violations of the Honesty Code may result in a zero for the assignment, a failing grade for the course, suspension and/or expulsion from the university.*

*Written assignments that include material that is similar to that from course reading materials or other sources should include a citation including source, author, and page number. Quotation marks should be used if the material is copied directly from the readings and text citations should be used (Author, year, page). If the material is paraphrased, (Author, year) should appear immediately following the paraphrased material. Failing to do so constitutes violation of the Auburn University Academic Honesty Code. In addition, written assignments that are similar or identical to those of other students in the class (past or present) is also a violation of the Code. Violations of the Auburn University Academic Honesty Code will be treated according to university policy. Rewriting and resubmission is not an option. **Finally, you may not submit the work of someone else or work that you have submitted for another class to satisfy a requirement of EDLD 8260.***

***From Tiger Cub:***

***Academic Honor Code Violations:*** *Violations of the Auburn University Academic Honesty Code are: (1) The possession, receipt, or use of any material or assistance not authorized in the preparation of any essay, laboratory report, examination, or class assignment, to be submitted for credit as a part of a course or to be submitted in fulfillment of a university requirement. The possession, receipt, or use of unauthorized material while an exam or quiz is in progress, or cheating, will be a violation of the Code; (2) knowingly giving assistance to another person in such preparation; (3) selling, giving, lending, or otherwise furnishing to any other person any material which can be shown to contain the questions or answers to any examination scheduled to be given at some subsequent date in any course of study, excluding questions and answers from tests previously administered and returned to a student by the instructor; (4) the submission of themes, essays, term papers, design projects, theses and projects, similar requirements or parts thereof that are not the work of the student submitting them. In the case of a graduate thesis or project, submission is defined as the time at which the first complete draft of such is submitted to the major professor for review. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated into a paper, they must be appropriately acknowledged. Plagiarism is a violation. In starkest terms, plagiarism is stealing - using the words or ideas of another as if they were one's own. For example, if another person's complete sentence, syntax, key words, or the specific or unique ideas and information are used, one must give that person credit through proper documentation or recognition, as through the use of footnotes; (5) altering or attempting to alter an assigned grade on any official Auburn University record. This violation may also be subject to review and action by the University Discipline Committee; (6) an instructor may delineate in advance*

*and in writing other actions he or she considers a violation of the Code. For example, the teacher may consider dishonest or unethical the submission of papers substantially the same in content for credit in more than one course, unless specific permission has been given in advance. Actions so delineated must be reasonable and in the spirit of the Student Academic Honesty Code; (7) altering or misusing a document (e.g., university forms, infirmary or doctor's excuse) for academic purposes. Associated violations may be referred by the Associate Provost for additional review and action by the University Discipline Committee; (8) knowingly submitting a paper, report, examination, or any class assignment which has been altered or corrected, in part or in whole, for reevaluation or re-grading without the consent of the instructor; and (9) serving as or enlisting the assistance of another as a substitute in the taking of examinations.*

**SANCTIONS:** *The following sanctions may be imposed for violation of the Student Academic Honesty Code by the Provost upon recommendation of the Academic Honesty Committee: (1) a grade of F in the course in which the violation occurs, with the notation "assigned for academic dishonesty" being placed on the transcript for a designated length of time, and the grade of F being reported to both the dean of the college or school in which the student is registered and the Office of the Provost; (2) a zero grade on the examination, project, paper, etc. with written notification to the dean of the college or school in which the student is registered; (3) suspension from Auburn University for a stated period of time during which the student will not be allowed to take any courses at Auburn University either in residence or by correspondence. Auburn University will not accept any credit for work earned at another institution during suspension. If the student has previously been subjected to sanctions for violations of the student academic honesty code, the minimum sanction will be suspension; and (4) expulsion from Auburn University.*

G. Professionalism: As faculty, staff and students interact in professional settings; they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality

## Research Team Presentation Project Overview

### Objectives:

- Begin to apply the research and writing skills you will need to continuously develop during your doctoral program in preparation for researching and writing a high quality dissertation.
- Work effectively as a team to integrate, prepare and present an engaging and informative group presentation based on your individual research.
- Utilize Google Documents – a resource you will continue to find helpful for group work.
- Learn about the current state of research in educational leadership and begin to identify possible areas of interest for your dissertation research.

### More Detailed Description

#### Phase I – Defining your research focus

- Form your group around one of the *New Agenda* chapters (3 – 9)
- Read your chapter for September 7<sup>th</sup> 's class.
- Relate *The Craft*'s readings to your *New Agenda* chapter for September 14<sup>th</sup>'s class – have notes to guide your participation in class discussion.
- Begin to identify possible lines of inquiry for your individual research.
- Be sure you are signed into Google Docs and your group has access to a common document.

#### Phase II – Researching and Annotated Bibliographies (approximately 9/8 – 10/19)

- Define each team member's line of inquiry for researching and selecting related research articles (each individual needs to find 5 **unique** articles) since 2004 and NOT cited in the *New Agenda* text.
- Each time you individually select an article, post the citation to your group's Google Doc references page – Be sure the article is not already cited there!
- Write an annotated bibliography of each article you read – note weekly due dates on syllabus
- Post your annotated bibliography to your group's Google Docs page. Please keep the list of references on the first page.

#### Phase III – Developing a Group Presentation (approximately 10/20 – 11/30)

- As a group you will present the CURRENT STATE of Educational Research in your line of inquiry.
- Your presentation should build on your group's foundational chapter from the *New Agenda* text and end with ideas for future dissertation work.
- You want to be sure you integrate each individual's research findings into a coherent, practical, and engaging presentation.

#### Phase IV – Presentation

### Annotated Bibliography Format

Each annotated bibliography should be approximately one page, single spaced. If you keep each article summary to one page, you will make working with the information easier during the synthesis/writing phase. Please follow the following format:

|   |              |               |               |
|---|--------------|---------------|---------------|
| <p>Annotated Bibliography # ____</p> <p>YOUR NAME</p> <p>DATE: ____</p> <p>APA Style Reference:</p> <p>Author (Year). Article title. <i>Journal Title</i>, Volume, Issue, pages.</p> <p>Purpose (2-3 sentences at most! If you quote, use quotation marks):</p> <p>Research Questions (quotation marks, if you quote):</p> <p>Methodology (circle/ one):</p> <table><tr><td>Quantitative</td><td>Qualitative</td><td>Mixed Methods</td></tr></table> <p>Sample description:</p> <p>Results (summarize their results in your own words):</p> <p>Discussion (summarize their discussion in your own words):</p> <p>Future Research Possibilities:</p> <p>Favorite quotes:</p> | Quantitative | Qualitative   | Mixed Methods |
| Quantitative  | Qualitative  | Mixed Methods |               |

# **MINI LIT REVIEW RUBRIC – use this rubric to help guide your presentation development**

[updated August 24, 2010]

| Category                      | Criterion   | .50   | .75  | 1  |
|-------------------------------|---|---|--|--|
| <b>Coverage</b>               | A. Justified criteria for inclusion and exclusion from review                                 | Did not discuss the criteria for inclusion or exclusion | Discussed the literature included and excluded               | Justified inclusion and exclusion of literature                      |
| <b>Synthesis</b>              | B. Placed the topic in the broader scholarly literature                                       | Topic not placed in the broader scholarly literature    | Some discussion of the broader scholarly literature          | Topic clearly situated in broader scholarly literature               |
|                               | C. Articulated important variables and phenomena relevant to the topic                        | Key variables and phenomena not discussed               | Reviewed relationships among key variables                   | Noted ambiguities in literature and proposed new relationships       |
|                               | D. Distinguished what has been done in the field from what needs to be done                   | Did not discuss what has and has not been done          | Discussed what has and has not been done                     | Critically examined the state of the field                           |
|                               | E. Synthesized and gained a new perspective on the literature                                 | Accepted literature at face value                       | Some critique of the literature                              | Offered new perspective and/or insights                              |
| <b>Methodology</b>            | F. Identified the main methodologies and research techniques that have been used in the field | Research methods not discussed                          | Research methods mentioned briefly                           | Brief discussion of the research methods with some level of critique |
| <b>Significance</b>           | G. Rationalized the practical significance of the research problem                            | Practical significance of research not discussed        | Practical significance discussed in obtuse or cursory manner | Practical significance discussed in abstract and concrete manner     |
|                               | H. Rationalized the scholarly significance of the research problem                            | Scholarly significance of research not discussed        | Scholarly significance discussed in obtuse or cursory manner | Scholarly significance discussed in abstract and concrete manner     |
| <b>Organization and Style</b> | I. Was written with a coherent, clear structure that supported the review                     | Poorly conceptualized, unorganized, haphazard           | Some coherent structure                                      | Well developed, coherent, organized                                  |
|                               | J. APA style  | APA style not followed                                  | Minor deviations from APA                                    | APA style followed   |

Note: Adapted from the rubric featured in Boote, D. N. & Beile, P. (2005). Scholars before researchers: On the centrality of the dissertation literature review in research preparation. *Educational Researcher*, 34, 3-15.

**Research Team Presentation Rubric**

|                                     | <b>2.0</b>   | <b>4.0</b>  | <b>6.0</b>  |
|-------------------------------------|--|---|---|
| <b>Topic/Purpose clearly stated</b> | The topic/purpose of the presentation is unclear   | The topic of the presentation is clear, but the purpose of the presentation remains unfocused   | The topic and purpose of the presentation are very clear  |
| <b><i>New Agenda</i> chapter</b>    | Little to no reference is made to the guiding <i>New Agenda</i> chapter  | Passing reference is made to the <i>New Agenda</i> chapter with little substantial understanding articulated                                    | <i>New Agenda</i> chapter is clearly the foundation to the presentation   |
| <b>Research since 2004</b>          | The presentation of research since 2004 is shallow and incomplete  | Research since 2004 is summarized in a non-integrated format; the summary is list-like and lacks any clear organization                         | The presentation of research since 2004 is thoughtfully integrated, thorough, and well organized  |
| <b>Future research questions</b>    | The presentation suggests only one or two questions for future research and/or the questions are shallow and not logically related to the whole presentation | The presentation suggests just three or four questions for future research and the questions logically follow the substance of the presentation | The presentation suggests <i>at least</i> five questions for future research and the questions logically follow the substance of the presentation |
| <b>Professional Dispositions</b>    | The presentation lacks a professional quality; the slides are poorly formatted; not all group members participate  | All group members participate in the presentation but the presentation lacks cohesion and is not engaging overall                               | The presentation is professional, polished, and engaging; all group members participate at a high level   |
|                                     |  | <b>TOTAL Pts EARNED</b>   | <b>____/30</b>  |

**Please note: The SLC Activity (your peer reviews) are worth 10 points and the Research Team presentations are worth 30 points.**



**EDLD 8950 - Vision Plan Rubric**

| <b>Guiding Questions need to be addressed, but not necessarily in this order...</b>  | <b>Points Possible</b> | <b>Points Earned</b> |
|--|------------------------|----------------------|
| What are your personal -- professional -- scholar core values? How do they converge? Diverge?  | 5                      |                      |
| What is your personal – professional – scholar purpose/mission?  | 5                      |                      |
| Why did you enroll in this doctoral program? What do you hope to do with your doctoral degree?   | 4                      |                      |
| What is your vision for your future? Personally? Professionally? Scholarly?  | 4                      |                      |
| Where do your personal, professional, and scholarly visions converge? Is there a “sweet spot” where you might find a dissertation topic? What is it? | 4                      |                      |
| What do you know about that topic so far? What do you still need to learn?   | 4                      |                      |
| How will you translate your vision into action?  | 4                      |                      |
| <b>TOTAL POINTS</b>  | <b>30</b>              |                      |

