

Dissertation in Practice (DiP) Award Evaluation Rubric

Element 1: DiP Alignment	3	2	1	0
<p>Alignment with a Dissertation in Practice: A Dissertation in Practice (DiP) is a scholarly endeavor that addresses a complex problem of practice (PoP). The dissertation aligns with CPED's definition of a DiP by including an action that the dissertator designed and implemented as part of their dissertation research, OR the dissertator proposed an action as a result of their dissertation research.</p>	<p>Demonstrates clear alignment to a DiP, with a clear action taken as part of, or proposed as a result of, the dissertation research.</p>	<p>Demonstrates some alignment to a DiP, with an action taken as part of, or proposed as a result of, the dissertation research.</p>	<p>Mentions the DiP concept, but lacks depth or clarity about action taken as part of, or proposed as a result of, the dissertation research.</p>	<p>Does not align with a DiP.</p>
Element 2: Problem of Practice (PoP)				
<p>Situating the PoP in Context: The PoP is situated within the practitioner's professional context and is based on direct, lived experiences. It is framed as a persistent challenge deeply embedded in the specific setting.</p>	<p>PoP is clearly situated in the practitioner's experience, framed as persistent, and contextually grounded.</p>	<p>PoP is generally grounded in context with some evidence of persistence or practitioner insight.</p>	<p>PoP is loosely connected to context or lacks clarity on persistence.</p>	<p>PoP lacks contextual or experiential grounding.</p>

<p>Reciprocity with Field/Community: The PoP reflects a reciprocal relationship with the field and community that the student seeks to serve, showing mutual engagement and shared benefit.</p>	<p>Demonstrates clear mutual engagement and shared benefit with the field/community that the student seeks to serve.</p>	<p>Demonstrates some mutual engagement and shared benefit with the field/community that the student seeks to serve, though reciprocity may be limited.</p>	<p>Mentions field/community involvement but lacks evidence of mutual engagement and shared benefit.</p>	<p>Does not show a clear relationship with the field or community.</p>
<p>Use of Evidence to Define the PoP: The applicant clearly explains the PoP supported by local contextual evidence, such as assessment data, interviews, or systems tools (e.g., maps or diagrams), that define and inform the inquiry.</p>	<p>Uses a variety of relevant and timely evidence to clearly define and support the PoP, within local contextual insights.</p>	<p>Uses some evidence, though the explanation or connection is underdeveloped.</p>	<p>Uses minimal local evidence to support PoP.</p>	<p>Uses no local evidence to define the PoP.</p>
<p>Connection to Broader Context: The applicant connects the local PoP to broader contexts, such as historical, social, economic, or theoretical frameworks, demonstrating how larger systems influence the specific PoP.</p>	<p>Clearly connects the local PoP to broader/larger historical, social, economic, or theoretical contexts.</p>	<p>Makes some broader/larger connections, though they lack depth or clarity.</p>	<p>Mentions broader/larger context, but the link to the PoP is weak or vague.</p>	<p>Does not mention broader/larger context.</p>
<p>Element 3: Guiding Questions</p>				
<p>Grounded in Practitioner Experience: The inquiry questions or rationale are grounded in the practitioner's professional experience and practical knowledge.</p>	<p>Demonstrates clear grounding, through inquiry questions or rationale, in the practitioner's professional experience and practical knowledge.</p>	<p>Demonstrates some grounding, through inquiry questions or rationale, in the practitioner's professional experience and practical knowledge.</p>	<p>Demonstrates minimal grounding in the practitioner's professional experience and practical knowledge.</p>	<p>Shows no grounding in the practitioner's professional experience and practical knowledge.</p>

<p>Focus on Equity, Ethics, and Social Justice: The inquiry questions or rationale address equity, ethics, and social justice issues.</p>	<p>Explicitly addresses equity, ethics, and social justice.</p>	<p>Somewhat addresses equity, ethics, and social justice but lacks full development.</p>	<p>Loosely references equity, ethics, and social justice but lacks clarity.</p>	<p>Does not reference equity, ethics, and social justice.</p>
<p>Element 4: Knowledge Base</p>				
<p>Use of Knowledge to Frame the PoP: Explains how scholarly, theoretical, and/or experiential knowledge helped define the PoP and shape the practitioner's understanding.</p>	<p>Explains clearly how scholarly, theoretical, or experiential knowledge defined the PoP and shaped the practitioner's understanding.</p>	<p>Provides some explanation of how scholarly, theoretical, or experiential knowledge defined the PoP and shaped the practitioner's understanding.</p>	<p>Mentions knowledge, but connections to the PoP and the practitioner's understanding are weak.</p>	<p>Does not apply knowledge to the PoP.</p>
<p>Knowledge-Informed Actions: Describes how this knowledge informed key decisions, strategies, or actions in the DiP.</p>	<p>Clearly explains how knowledge informed key decisions, strategies, or actions in the DiP.</p>	<p>Somewhat explains how knowledge informed key decisions, strategies, or actions in the DiP.</p>	<p>Provides a minimal or vague description of knowledge-informed decisions, strategies, or actions in the DiP.</p>	<p>Provides no evidence of knowledge informing decisions, strategies, or actions in the DiP.</p>
<p>Element 5: Methods</p>				
<p>Action: Clearly describes an endeavor (action) to address the PoP. The action could be something designed and implemented as part of the dissertation study OR proposed as a result of the dissertation study.</p>	<p>Clearly describes the action designed and implemented as part of the research OR proposed to address the PoP as a result of the research.</p>	<p>Somewhat describes the action taken or proposed to address the PoP.</p>	<p>Loosely describes the action taken or proposed without clearly tying it to the PoP.</p>	<p>Does not describe an action taken or proposed.</p>

<p>Methods Address Complexity of the PoP: Clearly describes research or inquiry methods that directly address the complexity of the PoP.</p>	<p>Clearly describes methods that directly address the complexity of the PoP.</p>	<p>Generally describes methods, though they do not fully address the complexity of the PoP.</p>	<p>Loosely describes methods, though they lack a clear connection to the complexity of the PoP.</p>	<p>Does not describe methods.</p>
<p>Contextual Alignment: Demonstrates that the selected endeavor and methods are well-suited to the practitioner's professional setting and responsive to local needs and conditions.</p>	<p>Clearly demonstrates how the selected endeavor and methods are well-aligned to the local professional context.</p>	<p>Shows some contextual alignment between the endeavor and methods but lacks specificity.</p>	<p>Shows limited or unclear alignment between the endeavor and methods and the local context.</p>	<p>Shows no evidence of contextual alignment between the endeavor and methods and the local context.</p>
<p>Element 6: Impact</p>				
<p>Contribution to Practice or Field: Clearly describes the meaningful contribution to professional practice at the local level or broader field of education (e.g., innovation, professional product, policy).</p>	<p>Clearly articulates meaningful contributions to professional practice or the broader field of education.</p>	<p>Describes contributions to professional practice or the broader field of education, though some details are underdeveloped.</p>	<p>Mentions contributions to professional practice or the broader field but lacks support.</p>	<p>Does not mention contributions to professional practice or the field.</p>
<p>Advancing Equity, Ethics, or Social Justice: Describes how the research led to changes that advance equity, ethics, or social justice.</p>	<p>Describes how the research led to changes that advanced equity, ethics, or social justice.</p>	<p>Describes some changes that advanced equity, ethics, or social justice, though limited in scope or clarity.</p>	<p>Demonstrates minimal attention to changes that advanced equity, ethics, or social justice.</p>	<p>Does not describe changes that advanced equity, ethics, or social justice.</p>

<p>Communication to Community Members: Explains how the practitioner communicated findings, processes, or progress to relevant members within the professional context.</p>	<p>Clearly describes effective communication of findings, processes, or progress to relevant community members within the professional context.</p>	<p>Describes communication of findings, processes, or progress to relevant community members within the professional context but the description lacks detail.</p>	<p>Mentions communication of findings, processes, or progress to relevant community members within the professional context, but the description is vague or insufficient.</p>	<p>Does not mention an effort to communicate the findings, processes, or progress to relevant community members within the professional context.</p>
<p>Sustainability and Next Steps: Outlines practical next steps for sustaining or expanding current work within the professional context.</p>	<p>Provides a detailed outline/explanation of practical next steps for sustaining or expanding the work.</p>	<p>Provides some practical next steps for sustaining or expanding the work.</p>	<p>Mentions sustaining or expanding the work, but the practical steps are vague or undeveloped.</p>	<p>Does not identify the next steps for sustaining or expanding the work.</p>
<p>Long-term Recommendations for Impact: Provides thoughtful, forward-looking recommendations to foster long-term, systemic improvement in educational leadership, practice, and/or research.</p>	<p>Provides thoughtful, forward-looking recommendations for long-term systemic change.</p>	<p>Provides recommendations for long-term systemic change that are relevant but limited in vision.</p>	<p>Mentions long-term systemic change but provides only superficial recommendations.</p>	<p>Does not mention long-term systemic change or provide any recommendations.</p>