

Program Learning Outcome	1- Unacceptable	2-Emerging	3-Proficient	4-Exemplary
<p><b>1. Research and Theory: Educational Leaders make decisions based on research and supported theory. They use prominent research from best practices and other contextual data to make recommendations about organizational operations, curriculum, assessment, and professional development.</b></p>	<p>The student’s responses demonstrate inappropriate or no design, application and defense of a research methodology for addressing an educational issue.</p> <p>The student’s responses do not utilize current or adequate research. Cited sources are not based on scholarly research, theory, or best practices pertinent to the educational context.</p>	<p>The student’s responses demonstrate flawed design, application and defense of research methodology for addressing an educational issue.</p> <p>The student’s responses utilize some current and scholarly research resources. Some cited sources are based on scholarly research, theory, or best practices pertinent to the educational context. Student demonstrates minimal analysis and synthesis of the literature in support of responses.</p>	<p>The student’s responses demonstrate adequate design, application and defense of appropriate research methodology for addressing an educational issue.</p> <p>The student’s responses utilize multiple citations incorporating current and scholarly research resources. Most cited sources are based on scholarly research, theory, or best practices pertinent to the educational context. Student demonstrates appropriate analysis and synthesis of the literature in support of responses.</p>	<p>The student’s responses demonstrate exemplary design, application and defense of appropriate research methodology for addressing an educational issue.</p> <p>The student’s responses utilize extensive citations incorporating current and scholarly research resources. Most cited sources are based on scholarly research, theory, or best practices pertinent to the educational context. Student demonstrates a thorough analysis and synthesis of the literature in support of responses.</p>

<p><b>2. Communication and Informational Literacy:</b></p> <p><b>Educational leaders effectively communicate a vision of educational excellence to the learning community. They demonstrate multiple literacies (i.e., oral and written communication, information technology skills) to effectively support such communication.</b></p>	<p>The student's responses do not cite sources in correct APA style. Responses are not clear, concise, organized, and well supported in adherence with APA style. Most references are not cited parenthetically or included in the reference list. Inappropriate use of direct quotations.</p> <p>The student's responses do not utilize systemic processes pertinent to organizational communication and an enhanced learning environment. The student's responses do not demonstrate knowledge and application of a broad range of technological literacies (i.e., software applications, hardware, Web-based tools, etc.).</p>	<p>The student's responses cite some sources in correct APA style. Responses are not always clear, concise, organized, and well supported using multiple sources in adherence with APA style. Some references are cited parenthetically and included in the reference list. Inappropriate use of direct quotations.</p> <p>The student's responses minimally utilize systemic processes pertinent to organizational communication and an enhanced learning environment. The student's responses demonstrate minimal knowledge and application of a broad range of technological literacies (i.e., software applications, hardware, Web-based tools, etc.).</p>	<p>The student's responses cite most sources in correct APA style. Responses are clear, concise, organized, and well supported using multiple sources in adherence with APA style. Most references are cited parenthetically and included in the reference list. Minimal and correct use of direct quotations.</p> <p>The student's responses adequately utilize systemic processes pertinent to organizational communication and an enhanced learning environment. The student's responses demonstrate adequate and appropriate knowledge and application of a broad range of technological literacies (i.e., software applications, hardware, Web-based tools, etc.).</p>	<p>The student's responses cite sources in correct APA style. Responses are clear, concise, organized, and well supported using multiple sources in adherence with APA style. All references are cited parenthetically and included in the reference list. Minimal and correct use of direct quotations.</p> <p>The student's responses fully utilize systemic processes pertinent to organizational communication and an enhanced learning environment. The student's responses demonstrate an advanced knowledge and application of a broad range of technological literacies (i.e., software applications, hardware, Web-based tools, etc.).</p>
<p><b>3. Critical Thinking and Problem Solving:</b></p> <p><b>Educational leaders develop systems that monitor their own thinking and reflect on past and present practices in analyzing complex educational issues and evaluating potential solutions.</b></p>	<p>The student's responses do not address an educational problem and/or are based on opinion without support of appropriate research.</p>	<p>The student's responses superficially address an educational problem without adequately assessing relevant information, diagnosing the underlying causes, considering and evaluating possible alternatives, and determining and defending an appropriate, well-reasoned solution or course of action.</p>	<p>The student's responses adequately analyze an educational problem by gathering and assessing relevant information, diagnosing the underlying causes, considering and evaluating possible alternatives, and determining and defending an appropriate, well-reasoned solution or course of action.</p>	<p>The student's responses fully analyze an educational problem by gathering and assessing relevant information, diagnosing the underlying causes, considering and evaluating possible alternatives, and determining and defending an appropriate, well-reasoned solution or course of action.</p>

<p><b>4. Collaboration:</b></p> <p><b>Educational leaders promote democratic values by respecting the ideas and talents of those with whose care they are charged. They seek continuous improvement and use their knowledge and skills to collaborate with various stakeholders and constituencies of the educational community.</b></p>	<p>The student's responses do not identify stakeholders involved in the educational issue.</p> <p>The student's responses lacks utilization of stakeholder teams to select and implement courses of action in addressing an educational issue.</p>	<p>The student's responses identify some stakeholders involved in the educational issue.</p> <p>The student's responses minimally utilize stakeholder teams to select and implement a course of action in addressing an educational issue.</p>	<p>The student's responses clearly identify most stakeholders involved in the educational issue.</p> <p>The student's responses utilize stakeholder teams to select and implement an adequate course of action in addressing an educational issue.</p>	<p>The student's responses clearly identify all stakeholders involved in the educational issue.</p> <p>The student's responses utilize stakeholder teams to select and implement optimal courses of action in addressing an educational issue.</p>

<p><b>5. Leadership:</b></p> <p><b>Educational leaders have an evolved leadership style that supports the development of others, is harmonious with democratic principles and best educational practices, and focuses on student achievement as the ultimate goal of the learning community. They provide leadership at the institutional, state, and national levels in various roles and responsibilities.</b></p>	<p>The student's responses include less than three of the following:</p> <ul style="list-style-type: none"> <li>a. Providing leadership in different roles and responsibilities.</li> <li>b. Training, coaching, delegating, and motivating staff and other members of the educational community.</li> <li>c. Supervising and evaluating teaching and staff performance.</li> <li>d. Leading or managing within a personal work ethic that reflects national leadership standards.</li> <li>e. Managing change developing clear initiatives and using research-based change strategies to assist an educational institution reach its vision, mission, and goals.</li> <li>f. Assessing contemporary issues and the larger political, social, economic, legal and cultural influences on education.</li> <li>g. Improving curriculum, instruction and assessment and utilizing best practices and sound educational research..</li> <li>h. Managing human resources</li> </ul>	<p>The student's responses include at least three of the following:</p> <ul style="list-style-type: none"> <li>a. Providing leadership in different roles and responsibilities.</li> <li>b. Training, coaching, delegating, and motivating staff and other members of the educational community.</li> <li>c. Supervising and evaluating teaching and staff performance.</li> <li>d. Leading or managing within a personal work ethic that reflects national leadership standards.</li> <li>e. Managing change developing clear initiatives and using research-based change strategies to assist an educational institution reach its vision, mission, and goals.</li> <li>f. Assessing contemporary issues and the larger political, social, economic, legal and cultural influences on education.</li> <li>g. Improving curriculum, instruction and assessment and utilizing best practices and sound educational research..</li> <li>h. Managing human resources</li> </ul>	<p>The student's responses include at least four of the following:</p> <ul style="list-style-type: none"> <li>a. Providing leadership in different roles and responsibilities.</li> <li>b. Training, coaching, delegating, and motivating staff and other members of the educational community.</li> <li>c. Supervising and evaluating teaching and staff performance.</li> <li>d. Leading or managing within a personal work ethic that reflects national leadership standards.</li> <li>e. Managing change developing clear initiatives and using research-based change strategies to assist an educational institution reach its vision, mission, and goals.</li> <li>f. Assessing contemporary issues and the larger political, social, economic, legal and cultural influences on education.</li> <li>g. Improving curriculum, instruction and assessment and utilizing best practices and sound educational research..</li> <li>h. Managing human resources</li> </ul>	<p>The student's responses include at least five of the following:</p> <ul style="list-style-type: none"> <li>a. Providing leadership in different roles and responsibilities.</li> <li>b. Training, coaching, delegating, and motivating staff and other members of the educational community.</li> <li>c. Supervising and evaluating teaching and staff performance.</li> <li>d. Leading or managing within a personal work ethic that reflects national leadership standards.</li> <li>e. Managing change developing clear initiatives and using research-based change strategies to assist an educational institution reach its vision, mission, and goals.</li> <li>f. Assessing contemporary issues and the larger political, social, economic, legal and cultural influences on education.</li> <li>g. Improving curriculum, instruction and assessment and utilizing best practices and sound educational research..</li> <li>h. Managing human resources</li> </ul>
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	and providing a safe, efficient and effective educational institution.	and providing a safe, efficient and effective educational institution.	and providing a safe, efficient and effective educational institution.	and providing a safe, efficient and effective educational institution.
<p><b>6. Ethics and Principles:</b></p> <p><b>Educational leaders are bold in exhibiting and expecting accountability in integrity, fairness, and ethical behavior. They demonstrate the ability to combine impartiality, sensitivity, and concern for others in dealing with all constituencies.</b></p>	<p>The student's responses do not convey a respect for the rights of other, adherence to the professional values of an organization, and the ideals of a democratic society.</p> <p>The student's responses do not demonstrate impartiality, sensitivity, and a concern for all appropriate constituencies.</p>	<p>The student's responses minimally convey a respect for the rights of other, adherence to the professional values of an organization, and the ideals of a democratic society.</p> <p>The student's responses minimally demonstrate impartiality, sensitivity, and a concern for all appropriate constituencies.</p>	<p>The student's responses adequately convey a respect for the rights of other, adherence to the professional values of an organization, and the ideals of a democratic society.</p> <p>The student's responses adequately demonstrate impartiality, sensitivity, and a concern for all appropriate constituencies.</p>	<p>The student's responses fully convey a respect for the rights of other, adherence to the professional values of an organization, and the ideals of a democratic society.</p> <p>The student's responses fully demonstrate impartiality, sensitivity, and a concern for all appropriate constituencies.</p>

<p><b>7. Diversity:</b></p> <p><b>Educational leaders appreciate the value of every individual and are committed to their success. They implement educational policies and instructional practices that reflect cultural diversity.</b></p>	<p>The student's responses do not incorporate cultural diversity in educational policies, instructional practices, comprehensive plans, and/or educational programs.</p>	<p>The student's responses minimally incorporate cultural diversity in educational policies, instructional practices, comprehensive plans, and/or educational programs.</p>	<p>The student's responses mostly incorporate cultural diversity in educational policies, instructional practices, comprehensive plans, and/or educational programs.</p>	<p>The student's responses fully incorporate cultural diversity in educational policies, instructional practices, comprehensive plans, and/or educational programs.</p>
<p><b>8. Internship:</b></p> <p><b>Not Applicable</b></p>				
<p><b>9. Human Growth and Development:</b></p> <p><b>Educational leaders consider the personal and professional continuum of development of their various constituencies and use this knowledge in all phases of their work from curriculum planning to staff development. They deploy professional development plans that reflect commitment to lifelong learning and best practices.</b></p>	<p>The student's responses do not address personal and professional development plans and staff development opportunities that reflect lifelong learning and best practices.</p> <p>The student's responses do not demonstrate knowledge of developmentally-appropriate instructional activities in various educational settings.</p>	<p>The student's responses minimally address personal and professional development plans and staff development opportunities that reflect lifelong learning and best practices.</p> <p>The student's responses minimally demonstrate knowledge of developmentally-appropriate instructional activities in various educational settings.</p>	<p>The student's responses mostly address personal and professional development plans and staff development opportunities that reflect lifelong learning and best practices.</p> <p>The student's responses mostly demonstrate knowledge of developmentally-appropriate instructional activities in various educational settings.</p>	<p>The student's responses fully address personal and professional development plans and staff development opportunities that reflect lifelong learning and best practices.</p> <p>The student's responses fully demonstrate knowledge of developmentally-appropriate instructional activities in various educational settings.</p>

