

Program Learning Outcome	1- Unacceptable	2-Emerging	3-Proficient	4-Exemplary
<p><b>1. Research and Theory:</b></p> <p><b>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>Minimum types and sources of materials were not researched</p> <p>Project lacked application, multiple citations, APA adherence</p> <p>Problem not identified/supported by research</p> <p>Significance of research not noted</p>	<p>Moderate types and sources of materials were researched</p> <p>Project demonstrated minimal application, multiple citations, APA adherence</p> <p>Problem identified/supported by research</p> <p>Significance of research moderately noted</p>	<p>Adequate types and sources of materials were well researched</p> <p>Project demonstrated adequate application, multiple citations, APA adherence</p> <p>Problem readily identified/supported by research</p> <p>Significance of research noted</p>	<p>Exemplary types and sources of materials were well researched</p> <p>Project demonstrated exemplary application, multiple citations, APA adherence</p> <p>Problem highly identified/supported by research</p> <p>Significance of research fully noted</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</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The student's responses do not cite sources in correct APA style.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</p>	<p>The student's responses cite some sources in correct APA style. Responses are not always clear, concise, organized,</p>	<p>The student's responses cite most sources in correct APA style. Responses are clear, concise, organized,</p>	<p>The student's responses cite sources in correct APA style. Responses are clear, concise, organized, and well supported</p>

<p><b>demonstrate multiple literacies (i.e., oral and written communication, information technology skills) to effectively support such communication.</b></p>	<p>reference list. Inappropriate use of direct quotations.</p> <p>The student's responses do not demonstrate knowledge of a broad range of technological literacies (i.e., software applications, hardware, Web-based tools, etc.).</p>	<p>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 demonstrate minimal knowledge of a broad range of technological literacies (i.e., software applications, hardware, Web-based tools, etc.).</p>	<p>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 demonstrate adequate and appropriate knowledge of a broad range of technological literacies (i.e., software applications, hardware, Web-based tools, etc.).</p>	<p>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 demonstrate an advanced knowledge 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</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</p>	<p>The student's responses adequately examine an educational problem by gathering and assessing relevant</p>	<p>The student's responses fully examine an educational issue by gathering and assessing relevant</p>

<p><b>present practices in analyzing complex educational issues and evaluating potential solutions.</b></p>		<p>relevant information, considering and evaluating possible alternatives, and defending an appropriate, well-reasoned solution or course of action.</p>	<p>information, considering and evaluating possible alternatives, and defending an appropriate, well-reasoned solution or course of action.</p>	<p>information, considering and evaluating possible alternatives, 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 all stakeholders and their roles pertinent to the educational issue.</p> <p>The student does not work collaboratively with the education team including academic advisor, capstone advisor, and any additional involved parties.</p>	<p>The student's responses somewhat identify all stakeholders and their roles pertinent to the educational issue.</p> <p>Occasionally, the student works collaboratively with the education team including academic advisor, capstone advisor, and any additional involved parties.</p>	<p>The student's responses mostly identify all stakeholders and their roles pertinent to the educational issue.</p> <p>The student works somewhat collaboratively with the education team including academic advisor, capstone advisor, and any additional involved parties.</p>	<p>The student's responses clearly identify all stakeholders and their roles pertinent to the educational issue.</p> <p>The student works collaboratively with the education team including academic advisor, capstone advisor, and any additional involved parties.</p>

**5. Leadership:**

**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.**

The student's responses include at least one of the following:

- a. Providing leadership in different roles and responsibilities.
- b. Training, coaching, delegating, and motivating staff and other members of the educational community.
- c. Supervising and evaluating teaching and staff performance.
- d. Leading or managing within a personal work ethic that reflects national leadership standards.
- e. Developing and articulating an institutional vision of learning.
- f. Assessing contemporary issues and the larger political, social, economic, legal and cultural influences on education.
- g. Improving curriculum, instruction and assessment and utilizing best practices and sound

The student's responses include at least two of the following:

- a. Providing leadership in different roles and responsibilities.
- b. Training, coaching, delegating, and motivating staff and other members of the educational community.
- c. Supervising and evaluating teaching and staff performance.
- d. Leading or managing within a personal work ethic that reflects national leadership standards.
- e. Developing and articulating an

The student's responses include at least three of the following:

- a. Providing leadership in different roles and responsibilities.
- b. Training, coaching, delegating, and motivating staff and other members of the educational community.
- c. Supervising and evaluating teaching and staff performance.
- d. Leading or managing within a personal work ethic that reflects national leadership standards.
- e. Developing and articulating an

The student's responses include at least four of the following:

- a. Providing leadership in different roles and responsibilities.
- b. Training, coaching, delegating, and motivating staff and other members of the educational community.
- c. Supervising and evaluating teaching and staff performance.
- d. Leading or managing within a personal work ethic that reflects national leadership standards.
- e. Developing and articulating an

	<p>educational research.</p> <p>h. Managing human resources and providing a safe, efficient and effective educational institution.</p>	<p>institutional vision of learning.</p> <p>f. Assessing contemporary issues and the larger political, social, economic, legal and cultural influences on education.</p> <p>g. Improving curriculum, instruction and assessment and utilizing best practices and sound educational research.</p> <p>h. Managing human resources and providing a safe, efficient and effective educational institution.</p>	<p>institutional vision of learning.</p> <p>f. Assessing contemporary issues and the larger political, social, economic, legal and cultural influences on education.</p> <p>g. Improving curriculum, instruction and assessment and utilizing best practices and sound educational research.</p> <p>h. Managing human resources and providing a safe, efficient and effective educational institution.</p>	<p>institutional vision of learning.</p> <p>f. Assessing contemporary issues and the larger political, social, economic, legal and cultural influences on education.</p> <p>g. Improving curriculum, instruction and assessment and utilizing best practices and sound educational research.</p> <p>h. Managing human resources and providing a safe, efficient and effective educational institution.</p>
<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.</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 minimally convey a respect for the rights of other, adherence to the professional values</p>	<p>The student's responses adequately convey a respect for the rights of other, adherence to the professional values</p>	<p>The student's responses fully convey a respect for the rights of other, adherence to the professional values</p>

<p><b>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 demonstrate impartiality, sensitivity, and a concern for all appropriate constituencies.</p>	<p>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>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>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 are not well written with continuity, relevancy, bias free, and consideration of diversity in the workplace and learning community</p>	<p>The student's responses are marginally written with continuity, relevancy, bias free, and consideration of diversity in the workplace and learning community</p>	<p>The student's responses are adequately written with continuity, relevancy, bias free, and consideration of diversity in the workplace and learning community</p>	<p>The student's responses are well written with continuity, relevancy, bias free, and consideration of diversity in the workplace and learning community</p>

<p><b>9. Interpersonal Effectiveness:</b></p> <p><b>Educational Leaders demonstrate positive relationship skills that promote personal and ethical professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.</b></p>	<p>The responses do not demonstrate student's ability to utilize effective communication skills to reduce conflict, promote the growth of others, and sustain positive interpersonal and organizational relationships.</p> <p>The responses do not demonstrate student's ability to facilitate consensus building among key stakeholders in interpersonal and organizational relationships.</p>	<p>The responses minimally demonstrate student's ability to utilize effective communication skills to reduce conflict, promote the growth of others, and sustain positive interpersonal and organizational relationships.</p> <p>The responses minimally demonstrate student's ability to facilitate consensus building among key stakeholders in interpersonal and organizational relationships.</p>	<p>The responses mostly demonstrate student's ability to utilize effective communication skills to reduce conflict, promote the growth of others, and sustain positive interpersonal and organizational relationships.</p> <p>The responses mostly demonstrate student's ability to facilitate consensus building among key stakeholders in interpersonal and organizational relationships.</p>	<p>The responses fully demonstrate student's ability to utilize effective communication skills to reduce conflict, promote the growth of others, and sustain positive interpersonal and organizational relationships.</p> <p>The responses fully demonstrate student's ability to facilitate consensus building among key stakeholders in interpersonal and organizational relationships.</p>
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