Student Learning Outcome (SLO) ______ – Leadership Theory Application: Students will recognize the relevance and practical application of leadership theory in addressing educational leadership challenges within their schools, districts, and communities. Measurement of SLO ____ – Leadership Theory Application: Given a scenario encompassing an ill-defined problem within an educational leadership context, students will identify and appraise the pertinent issue(s), identify and apply at least one appropriate leadership theory as a response, and defend the theory’s relevance to the ill-defined problem.

Identifies the relevant issue(s) within the ill-defined problem.

- **Unacceptable**
  Demonstrates vague or little understanding of the ill-defined problem; inadequately addresses the general aspects of the ill-defined problem and/or its specific aspects.

- **Emerging**
  Demonstrates an over-generalized and/or weakly developed understanding of the ill-defined problem, its nature, and aspects.

- **Proficient**
  Is mindful of the general nature of the ill-defined problem and some of the problem’s aspects; demonstrates a somewhat clear perspective of the problem.

- **Accomplished**
  Realistically identifies a clear perspective on the ill-defined problem, its most important aspects, as well as its general nature.

Analyzes the relevant issue(s) within the ill-defined problem.

- **Unacceptable**
  Includes little or no facts, examples, and details from the scenario to support perspective presented of the issue(s); neither analysis nor description is present.

- **Emerging**
  Includes insignificant relevant facts, examples, and details from the scenario to support perspective of the issue(s); approach is more descriptive and weak in analysis.

- **Proficient**
  Includes relevant facts, examples, and details from the scenario to support an appropriate perspective of the issue(s); approach is more descriptive than analytical.

- **Accomplished**
  Richly demonstrates a strong perspective of the issue(s) in the analysis by citing convincing relevant facts, examples, and details from the scenario.

Evaluates the relevant issue(s) within the ill-defined problem.

- **Unacceptable**
  Evaluates the issue(s) from a naive perspective with little or no connections to the context of the problem.

- **Emerging**
  Evaluates the issue(s) within isolated, linear aspects and makes inconsequential connections, if at all, to context of the problem.

- **Proficient**
  Evaluates the issue(s) with some degree of complexity and presents a reasonable sense of scope and context of the problem.

- **Accomplished**
  Evaluates the issue(s) from a sophisticated, multifaceted perspective and articulates a clear sense of scope and context of the problem.

Identifies and applies at least one appropriate leadership theory as a response to the ill-defined problem.

- **Unacceptable**
  Demonstrates little or no evidence of theory understanding, application, and/or appropriate linkage to context.

- **Emerging**
  Demonstrates a more personal/practical application than theoretical application; context is touched upon.

- **Proficient**
  Demonstrates an appropriate linkage between leadership theory application and context.

- **Accomplished**
  Demonstrates an impressive depth of understanding and insight into leadership theory application and its link to context.
with nominal linkage to theory.

Defends the leadership theory’s relevance to the ill-defined problem.

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Accomplished</th>
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<tbody>
<tr>
<td>Presents an argument that makes no clear point or is so illogical, it is invalid; inadequately supports the selected theory as most appropriate; or the selected theory is not directly linked to the context.</td>
<td>Presents an underdeveloped argument for why the selected theory is the most appropriate for the context; makes a point but is not well articulated, contains some significant errors in logic, or lacks details; or the theory is not the most relevant or appropriate, given the context.</td>
<td>Provides a well-articulated, somewhat logical but not detailed argument why the selected theory is the most appropriate for the context.</td>
<td>Provides a well-articulated, logical, and detailed argument why the selected theory is the most appropriate for the context.</td>
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