



## SLU Goal 1 - Leadership Skills for All Learners EDL 810 Rubric

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.

○	○	○	○
<b>Unacceptable</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Accomplished</b>
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.	Demonstrates an over-generalized and/or weakly developed understanding of the ill-defined problem, its nature, and aspects.	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.	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.

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<b>Unacceptable</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Accomplished</b>
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.	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.	Includes relevant facts, examples, and details from the scenario to support an suitable perspective of the issue(s); approach is more descriptive than analytical.	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.

○	○	○	○
<b>Unacceptable</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Accomplished</b>
Evaluates the issue(s) from a naive perspective with little or no connections to the context of the problem.	Evaluates the issue(s) within isolated, linear aspects and makes inconsequential connections, if at all, to context of the problem.	Evaluates the issue(s) with some degree of complexity and presents a reasonable sense of scope and context of the problem.	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.

○	○	○	○
<b>Unacceptable</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Accomplished</b>
Demonstrates little or no evidence of theory understanding, application, and/or appropriate linkage to context.	Demonstrates a more personal/practical application than theoretical application; context is touched upon	Demonstrates an appropriate linkage between leadership theory application and context.	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.

 <b>Unacceptable</b>	 <b>Emerging</b>	 <b>Proficient</b>	 <b>Accomplished</b>
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.	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.	Provides a well-articulated, somewhat logical but not detailed argument why the selected theory is the most appropriate for the context.	Provides a well-articulated, logical, and detailed argument why the selected theory is the most appropriate for the context.

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