

**College of Education and Human Development**  
**Program Standards and Student Learning Outcomes**  
**Ed.D. in Educational Leadership**

**1.0 Research and Theory** - Educational Leaders make decisions based on research and supported theory. They apply their knowledge and skills to

1.1 Analyze Achievement Data - Analyze student achievement data for instructional improvement.

1.2 Improve Achievement - Improve teaching and learning through sound educational research and best practices.

1.3 Make Decisions - Make decisions at the building level about organization and operations, curriculum, instructional strategies, educational practices and materials, assessment, professional development that are based on sound research, strategic planning processes, best practice, institutional data and other contextual information.

1.4 Professional Development - Demonstrate knowledge of the role of research in professional development of faculty and students.

**2.0 Communication and Informational Literacy** - Educational Leaders effectively communicate a vision of educational excellence to the learning community. They apply their oral and written language skills and their knowledge of informational literacy and organizational communication to

2.1 Oral and written communication - Orally or in writing, present educational documents (including recommendations, critiques or justifications) that are clear, concise, organized and well supported in a professional manner using media, including technology, appropriate to the education context and audience.

2.2 Organizational Communication - Build trust, gauge climate, assess perceptions, facilitate system processes associated with organizational communication and the promotion of a positive learning culture.

2.3 Information and other Literacies - Effectively support improved achievement, communicate educational messages and promote harmony, using multiple literacies (including information technology, knowledge of media, conflict resolution, emotional intelligence, etc.).

2.4 Accountability and Institutional Research

2.4.1 Use and promote the use of a broad range of software applications or Web-based tools to facilitate systematic investigation, to enrich curriculum and instruction, to monitor instructional practices and to provide staff the assistance needed for improvement.

2.4.2 Use technology to measure, assess, and evaluate information related to institutional performance effectiveness and accountability.

**3.0 Critical Thinking/Problem Solving** - Educational Leaders develop systems to check their own thinking, to reflect on present and past practices in considering the future and to analyze complex issues and to evaluate potential solutions. They apply their knowledge and skills to

3.1 Critical Thinking - Analyze complex contemporary problems at the building level by gathering and assessing relevant information, considering open-minded alternatives, and presenting well-reasoned solutions and conclusions.

**4.0 Collaboration** - Educational Leaders promote democratic values and social justice by respecting the ideas and gifts of those with whose care they are charged. They continuously seek improvement and apply their knowledge and skills to

4.1 Teambuilding - Build cooperation within and among the various constituencies of educational communities (students, teachers, families, businesses, governmental agencies, social service organizations, media and higher education institutions) to design, implement and evaluate meaningful and effective actions directed at improved student achievement.

4.2 Families and Community - Work with families and various stakeholders of the educational community in addressing, selecting and implementing an optimal course of action to deal with the issues that face educational communities, including, but not limited to, resource acquisition and management, policy development and analysis, program development and evaluation, staff selection and development, institution-community relations, and curriculum development.

**5.0 Educational 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 apply their knowledge and skills to

5.1 Leading and Managing - Lead and manage organization operations and resources in a way that promotes a safe, efficient and effective learning environment.

5.2 Motivating, Coaching and Delegating - Train, coach, delegate, and motivate faculty, staff, students, parents and other members of the educational community to promote a safe, efficient and effective learning environment..

5.3 Supervision - Supervise the performance of students, instructional staff and support staff using a variety of supervisory models.

5.4 Professionalism - Lead and manage within a personal work ethic and the educational dispositions that reflect national leadership standards.

5.5 Stewardship - Facilitate the development, articulation, implementation and stewardship of an institutional vision of learning supported by the community

5.6 Broader Educational Community - Promote the success of all students by understanding, responding to and actively influencing the larger political, social, economic, legal and cultural contexts of education on the local, state and national levels.

5.7 Curriculum, Instruction and Assessment - Lead activities to improve instructional practices and curricular materials to fully accommodate learners' diverse needs.

5.8 Change and Reform - Manage educational change and reform through research-based leadership strategies.

**6.0 Ethics/Principles** - Educational Leaders are bold in exhibiting and expecting accountability in integrity, fairness and ethical behavior. Their actions

6.1 Integrity - Demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions

6.2 Fairness - Demonstrate their ability to combine impartiality, sensitivity to diversity and ethical consideration in interacting with all constituencies.

6.3 Ethical behavior - Demonstrate the personal and professional values of their organizations and the ideals of our democratic society.

**7.0 Diversity** - Educational Leaders appreciate the value of every individual and are committed to their success. They apply their knowledge and skills at the school level to

7.1 Leading - Design and implement educational policies, instruction and curricular reform that reflect societal pluralism to create a culture that promotes respect and success for all students.

7.2 Research and Theory - Apply human development research theory, proven learning and motivational theories, and concern for diversity to the leadership process.

**8.0 Human Growth and Development** - 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 apply their knowledge of human intellectual, physical, social and emotional growth to

8.1 Human Growth and Development - Assist in the creation and implementation of well-planned, context-appropriate professional development based on reflective practice and research.

8.2 Organizational Development - Design procedures and techniques to assist all institutional personnel in understanding and applying best practices for student learning.

8.3 Lifelong Learning - Develop a personal professional growth plan that reflects a commitment to lifelong learning by continuously accessing, reflecting on, and integrating knowledge to remain current in educational profession and practice.