

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

- 1.0 Research and Theory** - Instructional 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 Make Decisions - Make decisions about curriculum, instructional strategies, educational practices and materials, assessment and professional development that are based on sound research best practice, institutional data and other contextual information.
  - 1.3 Performing - Design classroom research to find solutions to specific problems in academic achievement.
  - 1.4 Improving Achievement - Use research and theory to plan, implement and evaluate curricular and instructional practices that support improved teaching and learning.
- 2.0 Communication and Informational Literacy** - Instructional 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 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 Professional Knowledge - Use and promote the use of a broad range of software applications and Web-based tools to measure, assess, and evaluate information, to enrich classroom instruction and to manage student information.
  - 2.5 Integration - Demonstrate effective integration of instructional technology into the teaching and learning process and to manage the assessment and reporting of student learning.
- 3.0 Critical Thinking/Problem Solving** - Instructional 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** - Instructional 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 Instructional Teams - Build instructional teams within and among the various constituencies of the near educational communities (students, parents, teachers, social service organizations, and other educators) 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 to deal with issues faced by the educational community.

**5.0 Instructional Leadership** - Instructional 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 Curriculum Theory and Design - Synthesize and merge curriculum and instructional theory and curriculum design to plan, teach instructional programs that lead to improved student achievement.
- 5.2 Monitor and Evaluate - Monitor and evaluate classroom instructional processes, strategies, techniques and methodologies to improve student learning.
- 5.3 Professionalism - Lead and teach within a personal work ethic and professional educational dispositions.
- 5.4 Stewardship - Support the institutional vision of learning by managing classroom operations and resources in a way that promotes a safe, efficient and effective learning environment, giving priority to student learning and safety
- 5.5 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.
- 5.6 Change and Reform - Respond to research-based educational change and reform

**6.0 Ethics/Principles** - Instructional 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 personal and professional values of their organizations and the ideals of our democratic society.

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

- 7.1 Meeting Diverse Needs - Design and implement classroom policies and activities that capitalize on diversity to create a culture that promotes respect and success for all students.

**8.0 Human Growth and Development** - Instructional 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 Development - Plan and implement instruction based on human development theory, proven learning and motivational theories
- 8.2 Staff Development - Design adult learning procedures and techniques to assist all institutional personnel in understanding and applying best practices.
- 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.