

Student Learning Outcomes Library

Office of Assessment & Accreditation

Indiana State University

MEd School Administration & Supervision

Spring 2020

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Outcome	Related Foundational Studies or Graduate Goal
Vision—A building--level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school--based stakeholders	
1.1: Candidates understand and can collaboratively develop, articulate, implement, and steward a shared vision of learning for a school	
1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals	
1.3: Candidates understand and can promote continual and sustainable school improvement	
1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders	

<p>Culture and Instructional Program—A building--level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment</p>	
<p>2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students</p>	
<p>2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program</p>	
<p>2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff</p>	
<p>2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment</p>	
<p>Management—A building--level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high--quality instruction and student learning</p>	
<p>3.1: Candidates understand and can monitor and evaluate school management and operational systems</p>	
<p>3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations</p>	
<p>3.3: Candidates understand and can promote school--based policies and procedures that protect the welfare and safety of students and staff within the school</p>	
<p>3.4: Candidates understand and can develop school capacity for distributed leadership</p>	

<p>3.5: Candidates understand and can ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning</p>	
<p>Collaboration—A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners</p>	
<p>4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment</p>	
<p>4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community</p>	
<p>4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers</p>	
<p>4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners</p>	
<p>Integrity, Fairness, and Ethics—A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling</p>	

5.1: Candidates understand and can act with integrity and fairness to ensure a school system of accountability for every student’s academic and social success	
5.2: Candidates understand and can model principles of self--awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school	
5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the school	
5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school	
5.5: Candidates understand and can promote social justice within the school to ensure that individual student needs inform all aspects of schooling	
Macro--Environment—A building--level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school--based leadership strategies	
6.1: Candidates understand and can advocate for school students, families, and caregivers	
6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment	
6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school--based leadership strategies	