

Student Learning Outcomes Library

Office of Assessment & Accreditation

Indiana State University

EDS School Administration

Spring 2020

Top of Form

Bottom of Form

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

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

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| <p>3.4: Candidates understand and can develop district capacity for distributed leadership</p> | |
| <p>3.5: Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning</p> | |
| <p>Collaboration—A district-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 for the district by collecting and analyzing information pertinent to improvement of the district’s educational environment; promoting an understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district 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 district’s educational environment</p> | |
| <p>4.2: Candidates understand and can mobilize community resources by promoting understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources throughout the district</p> | |
| <p>4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers</p> | |
| <p>4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners</p> | |
| <p>Integrity, Fairness, and Ethics—A district-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 district system of accountability for every student’s academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling</p> | |

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| 5.1: Candidates understand and can act with integrity and fairness to ensure a district 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 district | |
| 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the district | |
| 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district | |
| 5.5: Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling | |
| Macro--Environment: A district--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 within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district--level leadership strategies | |
| 6.1: Candidates understand and can advocate for district students, families, and caregivers | |
| 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment | |
| 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district--level leadership strategies | |