The following Program Learning Outcomes have been established by Evangel faculty to define the areas of knowledge and skills that students graduating from this major degree program should have developed. At the conclusion of this program, students will be able to:

*Education Department Conceptual Framework*

1. Academic Preparation: A teacher must be academically prepared in the following areas:
   
a. General Education: Educators will explore new areas of interest, broaden his/her intellectual background, and integrate areas of knowledge through the understanding of similarities and differences in various fields of study.

   b. Pedagogy: An effective educator must demonstrate appropriate pedagogical competencies involved in planning, using resources, utilizing time, maintaining a behavior management plan, providing a safe and positive learning environment, demonstrating sensitivity to differences, communicating effectively, using effective teaching strategies, and using appropriate assessment techniques.

   c. Content Area: An effective educator will be one who has expertise in (a) specific content area(s).

   d. Research: An effective educator will be one who can answer critical questions of the profession and contribute to the body of educational knowledge.

2. Professionalism: An educator must be a positive role model, act in ways that respect the values of the subject matter and students he/she teaches and will demonstrate high ethical standards as a professional.

3. Wellness: An educator will demonstrate a lifestyle that evidences physical, emotional, intellectual, and spiritual wellness.

4. Cultural Competence: An educator will exhibit an appreciation and tolerance for cultural diversity and possess a social awareness and compassion for human need.
Missouri Teacher Standards

Standard #1 Content knowledge aligned with appropriate instruction. The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students. [SB 291 Section 160.045.2 (3) The teacher is prepared and knowledgeable of the content and effectively maintains students’ on-task behavior.]

Standard #2 Student Learning, Growth and Development The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students. [SB 291 Section 160.045.2 (1) Students actively participate and are successful in the learning process; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.]

Standard #3 Curriculum Implementation The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data. [SB 291 Section 160.045.2 (1) Students actively participate and are successful in the learning process; (2) Various forms of assessment are used to monitor and manage student learning; (3) The teacher is prepared and knowledgeable of the content and effectively maintains students’ on-task behavior; (5) The teacher keeps current on instructional knowledge and seeks and explores teaching behaviors that will improve student performance.]

Standard #4 Critical Thinking The teacher uses a variety of instructional strategies and resources to encourage students’ critical thinking, problem solving, and performance skills. [SB 291 Section 160.045.2 (1) Students actively participate and are successful in the learning process.]

Standard #5 Positive Classroom Environment The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation. [SB 291 Section 160.045.2 (3) The teacher is prepared and knowledgeable of the content and effectively maintains students’ on-task behavior; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.]

Standard #6 Effective Communication The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom. [SB 291 Section 160.045.2 (4) The teacher uses professional communication and interaction with the school community; (6) The teacher acts as a responsible professional in the overall mission of the school.]

Standard #7 Student Assessment and Data Analysis The teacher understands and uses formative and summative assessment strategies to assess the learner’s progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of
each student, and devises instruction to enable students to grow and develop, making adequate academic progress. [SB 291 Section 160.045.2 (2) Various forms of assessment are used to monitor and manage student learning; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.]

**Standard #8 Professionalism** The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students. [SB 291 Section 160.045.2 (2) Various forms of assessment are used to monitor and manage student learning; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance; (6) The teacher acts as a responsible professional in the overall mission of the school.]

**Standard #9 Professional Collaboration** The teacher has effective working relationships with students, parents, school colleagues, and community members. [SB 291 Section 160.045.2 (4) The teacher uses professional communication and interaction with the school community; (6) The teacher acts as a responsible professional in the overall mission of the school.]
Bachelor of Arts and Bachelor of Science in Elementary Education

The following Program Learning Outcomes have been established by Evangel faculty to define the areas of knowledge and skills that students graduating from this major degree program should have developed. At the conclusion of this program, students will be able to:

**Education Department Conceptual Framework**

1. Academic Preparation: A teacher must be academically prepared in the following areas:
   
   a. General Education: Educators will explore new areas of interest, broaden his/her intellectual background, and integrate areas of knowledge through the understanding of similarities and differences in various fields of study.

   b. Pedagogy: An effective educator must demonstrate appropriate pedagogical competencies involved in planning, using resources, utilizing time, maintaining a behavior management plan, providing a safe and positive learning environment, demonstrating sensitivity to differences, communicating effectively, using effective teaching strategies, and using appropriate assessment techniques.

   c. Content Area: An effective educator will be one who has expertise in (a) specific content area(s).

   d. Research: An effective educator will be one who can answer critical questions of the profession and contribute to the body of educational knowledge.

2. Professionalism: An educator must be a positive role model, act in ways that respect the values of the subject matter and students he/she teaches and will demonstrate high ethical standards as a professional.

3. Wellness: An educator will demonstrate a lifestyle that evidences physical, emotional, intellectual, and spiritual wellness.

4. Cultural Competence: An educator will exhibit an appreciation and tolerance for cultural diversity and possess a social awareness and compassion for human need.
Missouri Teacher Standards

Standard #1 Content knowledge aligned with appropriate instruction. The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students. [SB 291 Section 160.045.2 (3) The teacher is prepared and knowledgeable of the content and effectively maintains students’ on-task behavior.]

Standard #2 Student Learning, Growth and Development The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students. [SB 291 Section 160.045.2 (1) Students actively participate and are successful in the learning process; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.]

Standard #3 Curriculum Implementation The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data. [SB 291 Section 160.045.2 (1) Students actively participate and are successful in the learning process; (2) Various forms of assessment are used to monitor and manage student learning; (3) The teacher is prepared and knowledgeable of the content and effectively maintains students’ on-task behavior; (5) The teacher keeps current on instructional knowledge and seeks and explores teaching behaviors that will improve student performance.]

Standard #4 Critical Thinking The teacher uses a variety of instructional strategies and resources to encourage students’ critical thinking, problem solving, and performance skills. [SB 291 Section 160.045.2 (1) Students actively participate and are successful in the learning process.]

Standard #5 Positive Classroom Environment The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation. [SB 291 Section 160.045.2 (3) The teacher is prepared and knowledgeable of the content and effectively maintains students’ on-task behavior; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.]

Standard #6 Effective Communication The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom. [SB 291 Section 160.045.2 (4) The teacher uses professional communication and interaction with the school community; (6) The teacher acts as a responsible professional in the overall mission of the school.]

Standard #7 Student Assessment and Data Analysis The teacher understands and uses formative and summative assessment strategies to assess the learner’s progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of
each student, and devises instruction to enable students to grow and develop, making adequate academic progress. [SB 291 Section 160.045.2 (2) Various forms of assessment are used to monitor and manage student learning; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.]

**Standard #8 Professionalism** The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students. [SB 291 Section 160.045.2 (2) Various forms of assessment are used to monitor and manage student learning; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance; (6) The teacher acts as a responsible professional in the overall mission of the school.]

**Standard #9 Professional Collaboration** The teacher has effective working relationships with students, parents, school colleagues, and community members. [SB 291 Section 160.045.2 (4) The teacher uses professional communication and interaction with the school community; (6) The teacher acts as a responsible professional in the overall mission of the school.]
Bachelor of Arts and Bachelor of Science in Middle School Education

The following Program Learning Outcomes have been established by Evangel faculty to define the areas of knowledge and skills that students graduating from this major degree program should have developed. At the conclusion of this program, students will be able to:

*Education Department Conceptual Framework*

1. Academic Preparation: A teacher must be academically prepared in the following areas:
   
   a. General Education: Educators will explore new areas of interest, broaden his/her intellectual background, and integrate areas of knowledge through the understanding of similarities and differences in various fields of study.
   
   b. Pedagogy: An effective educator must demonstrate appropriate pedagogical competencies involved in planning, using resources, utilizing time, maintaining a behavior management plan, providing a safe and positive learning environment, demonstrating sensitivity to differences, communicating effectively, using effective teaching strategies, and using appropriate assessment techniques.
   
   c. Content Area: An effective educator will be one who has expertise in (a) specific content area(s).
   
   d. Research: An effective educator will be one who can answer critical questions of the profession and contribute to the body of educational knowledge.

2. Professionalism: An educator must be a positive role model, act in ways that respect the values of the subject matter and students he/she teaches and will demonstrate high ethical standards as a professional.

3. Wellness: An educator will demonstrate a lifestyle that evidences physical, emotional, intellectual, and spiritual wellness.

4. Cultural Competence: An educator will exhibit an appreciation and tolerance for cultural diversity and possess a social awareness and compassion for human need.
Missouri Teacher Standards

Standard #1 Content knowledge aligned with appropriate instruction. The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students. [SB 291 Section 160.045.2 (3) The teacher is prepared and knowledgeable of the content and effectively maintains students’ on-task behavior.]

Standard #2 Student Learning, Growth and Development The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students. [SB 291 Section 160.045.2 (1) Students actively participate and are successful in the learning process; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.]

Standard #3 Curriculum Implementation The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data. [SB 291 Section 160.045.2 (1) Students actively participate and are successful in the learning process; (2) Various forms of assessment are used to monitor and manage student learning; (3) The teacher is prepared and knowledgeable of the content and effectively maintains students’ on-task behavior; (5) The teacher keeps current on instructional knowledge and seeks and explores teaching behaviors that will improve student performance.]

Standard #4 Critical Thinking The teacher uses a variety of instructional strategies and resources to encourage students’ critical thinking, problem solving, and performance skills. [SB 291 Section 160.045.2 (1) Students actively participate and are successful in the learning process.]

Standard #5 Positive Classroom Environment The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation. [SB 291 Section 160.045.2 (3) The teacher is prepared and knowledgeable of the content and effectively maintains students’ on-task behavior; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.]

Standard #6 Effective Communication The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom. [SB 291 Section 160.045.2 (4) The teacher uses professional communication and interaction with the school community; (6) The teacher acts as a responsible professional in the overall mission of the school.]

Standard #7 Student Assessment and Data Analysis The teacher understands and uses formative and summative assessment strategies to assess the learner’s progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of
each student, and devises instruction to enable students to grow and develop, making adequate academic progress. [SB 291 Section 160.045.2 (2) Various forms of assessment are used to monitor and manage student learning; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.]

Standard #8 Professionalism The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students. [SB 291 Section 160.045.2 (2) Various forms of assessment are used to monitor and manage student learning; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance; (6) The teacher acts as a responsible professional in the overall mission of the school.]

Standard #9 Professional Collaboration The teacher has effective working relationships with students, parents, school colleagues, and community members. [SB 291 Section 160.045.2 (4) The teacher uses professional communication and interaction with the school community; (6) The teacher acts as a responsible professional in the overall mission of the school.]
The following Program Learning Outcomes have been established by Evangel faculty to define the areas of knowledge and skills that students graduating from this major degree program should have developed. At the conclusion of this program, students/educator will be able to:

1. **Demonstrate understanding of content knowledge in his/her discipline and creates/supports differentiated and engaging learning opportunities based on student intellectual, social, and personal development.**
2. **Demonstrate skills in long-range planning and curriculum development including implementation and evaluation of curriculum based upon standards and student needs.**
3. **Support/create learning experiences that utilize a variety of instructional strategies to encourage critical thinking, problem solving, and performance skills in students including appropriate use of educational technology.**
4. **Support/create positive learning environments encourage active engagement in learning, positive social interaction and self-motivation.**
5. **Model effective verbal, non-verbal, and media-communication techniques to build effective relationships with students, parents, school colleagues, and community members.**
6. **Be a reflective practitioner who effectively uses assessment strategies and data to plan, monitor, and evaluate student achievement and school processes to continually improve learning opportunity for all students.**
The following Program Learning Outcomes have been established by Evangel faculty to define the areas of knowledge and skills that students graduating from this major degree program should have developed.

Introduction The Missouri Leader Standards convey the expectations of performance for professional leaders in Missouri. The standards are based on the national Interstate Leaders Licensure Consortium (ISLLC) Standards which emphasize the leader as a competent manager and instructional leader who continuously acquires new knowledge and skills and is constantly seeking to improve their leadership practice to provide for high academic achievement for all students. Thus these standards recognize that leaders continuously develop knowledge and skills. Therefore the Missouri Leader Standards employ a developmental sequence to define a professional continuum that illustrates how a leader’s knowledge and skills mature and strengthen throughout their career. Professionals in school leadership positions are expected to exercise good professional judgment and to use these standards to inform and improve their own practice.

Standard #1 Vision, Mission, and Goals Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.
Quality Indicator 1: Establish the Vision, Mission and Goals
Quality Indicator 2: Implement the Vision, Mission and Goals

Standard #2 Teaching and Learning Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning, and designing comprehensive professional growth plans for staff.
Quality Indicator 1: Promote Positive School Culture
Quality Indicator 2: Provide an Effective Instructional Program
Quality Indicator 3: Ensure Continuous Professional Learning

Standard #3 Management of Organizational Systems Education leaders have the knowledge and ability to ensure the success of all students by managing the organizational structure, personnel, and resources in a way that promotes a safe, efficient, and effective learning environment.
Quality Indicator 1: Manage the Organizational Structure
Quality Indicator 2: Lead Personnel
Quality Indicator 3: Manage Resources

Standard #4 Collaboration with Families and Stakeholders Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community
members, responding to diverse community interests and needs, and mobilizing community resources.

Quality Indicator 1: Collaborate with Families and Other Community Members
Quality Indicator 2: Respond to Community Interests and Needs
Quality Indicator 3: Mobilize Community Resources

Standard #5 Ethics and Integrity Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

Quality Indicator 1: Personal and Professional Responsibility

Standard #6 Professional Development Education leaders have the knowledge and ability to ensure the success of all students by remaining current on best practices in education administration and school-related areas as evidenced in his/her annual professional development plan.

Quality Indicator 1: Increase knowledge and skills based on best practices.
Master of Education in Literacy

The following Program Learning Outcomes have been established by Evangel faculty to define the areas of knowledge and skills that students graduating from this major degree program should have developed.

I. Foundational Knowledge: Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

II. Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

III. Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading MidProgram and End of Program Interrater reliability through discussion and comparison between the two professors conducting evaluations 95% of students proficient in all competencies Each fall semester the Program Coordinator and team will review the data from the summer practicum (Literacy Lab). and writing instruction.

IV. Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

V. Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

VI. Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

**PLO Alignment to Performance Indicators**

<table>
<thead>
<tr>
<th>PLOs</th>
<th>Literacy Graduate Student Performance Indicators [Assessed During Literacy Lab Tutoring Session]</th>
</tr>
</thead>
</table>
| I    | A. Demonstrates in conversation and journaling the understanding of the major theories of reading and writing processes, components, and development  
<pre><code>  | B. Indicates through instruction the knowledge base necessary for successful teaching        |
</code></pre>
<p>| II   | A. Develops and implements a curriculum to meet the specific needs of students who struggle with reading and writing |</p>
<table>
<thead>
<tr>
<th></th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.</td>
<td>Demonstrates an understanding of established purposes for assessing the performance of all readers</td>
<td>A. Demonstrates an understanding of the needs of all readers</td>
<td>A. Analyzes classroom environment quality for fostering individual motivation to read and write</td>
<td>A. Models fair-mindedness, empathy, and ethical behavior</td>
</tr>
<tr>
<td>C.</td>
<td>Provides appropriate in-depth instruction for all readers and writers</td>
<td>B. Adapts instructional materials and approaches to meet the language-proficiency needs of English language learners and students who struggle</td>
<td>B. Arranges instructional areas to provide easy access to books and other instructional materials</td>
<td>B. Promotes the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, and parents</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Administers and interprets appropriate assessments for students</td>
<td>C. Modifies the arrangements to accommodate students’ changing needs</td>
<td>C. Demonstrates the ability to hold effective conversation regarding planning, teaching, and problem solving regarding reading and writing instruction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D. Uses multiple data sources to analyze individual readers' performance and to plan instruction an intervention</td>
<td>D. Creates supportive social environments for all students</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E. Effectively communicates results of assessments</td>
<td>E. Creates supportive environments where English language learners are encouraged and given many opportunities to use English</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>F. Creates effective routines for all students, especially those who struggle with reading and writing</td>
<td></td>
</tr>
</tbody>
</table>
The following Program Learning Outcomes have been established by Evangel faculty to define the areas of knowledge and skills that students graduating from this major degree program should have developed. At the conclusion of this program, students will be able to:

1. Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2. Promote a positive culture and an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
3. Demonstrate ability to lead personnel and managing the organizational structure and resources in a way that promotes a safe, efficient, and effective learning environment.
4. Demonstrate ability to collaborate with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Demonstrate understanding of the school leader’s responsibility acting with integrity, responsibility and in an ethical manner.
6. Demonstrate understanding of responding to and influencing the larger political, social, economic, legal, and cultural context.
7. Demonstrate understanding of a leader’s responsibility to monitor and implement best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.
8. Supporting appropriate applications of technology for their field of specialization.
9. Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies.
10. Use data to improve learning.

<table>
<thead>
<tr>
<th>Program Outcomes: Students will</th>
<th>MSS *</th>
<th>CAEP *</th>
<th>Through the CESA Students will</th>
<th>70 2</th>
<th>70 5</th>
<th>70 9</th>
<th>71 1</th>
<th>71 3</th>
<th>72 3</th>
<th>72 9</th>
<th>73 3</th>
<th>75 1</th>
<th>75 5</th>
<th>75 7</th>
<th>75 9</th>
<th>76 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community</td>
<td>1</td>
<td>1.</td>
<td>Demonstrate ability to develop and articulate a vision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Promote a positive culture</td>
<td>2</td>
<td>2.1.</td>
<td>Demonstrate ability to promote</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evangel University Doctor of Education in Educational Leadership
Course-Embedded Summative Assessment (CESA) Matrix

<table>
<thead>
<tr>
<th>Program Outcomes: Students will</th>
<th>MSS *</th>
<th>CAEP *</th>
<th>Through the CESA Students will</th>
<th>70 2</th>
<th>70 5</th>
<th>70 9</th>
<th>71 1</th>
<th>71 3</th>
<th>72 3</th>
<th>72 9</th>
<th>73 3</th>
<th>75 1</th>
<th>75 5</th>
<th>75 7</th>
<th>75 9</th>
<th>76 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community</td>
<td>1</td>
<td>1.</td>
<td>Demonstrate ability to develop and articulate a vision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Promote a positive culture</td>
<td>2</td>
<td>2.1.</td>
<td>Demonstrate ability to promote</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.</td>
<td>2. Demonstrate ability to provide effective instructional programs</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Demonstrate ability to provide professional development for school personnel that will ensure continuous professional learning</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Demonstrate ability to lead personnel and managing the organizational structure and resources in a way that promotes a safe, efficient, and effective learning environment.</td>
<td>3.1. Demonstrate ability to manage the organizational structure</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2. Demonstrate ability to lead personnel</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.3. Demonstrate ability to manage resources</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrate ability to collaborate with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.</td>
<td>4.1. Lead and/or collaborate with school personnel, families and other community members</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.2. Demonstrate ability to respond to community interests and needs</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.3. Demonstrate ability to mobilize community resources</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Demonstrate understanding of the school leader’s responsibility acting with integrity, responsibility and in an ethical manner.</td>
<td>5.1. Demonstration understanding of personal and professional responsibility to act with integrity and in an ethical manner</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Demonstrate understanding of responding to and influencing the larger political, social, economic, legal, and cultural context.</td>
<td>6.1. Demonstrate understanding of the larger context</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.2. Demonstrate ability to respond to the larger context</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6.3. Demonstrate ability to influence the larger context</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. Demonstrate understanding of a leader’s responsibility to monitor and implement best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

<table>
<thead>
<tr>
<th></th>
<th>7</th>
<th>7.1. Create a plan to increase knowledge and skills based on best practices in school administration and effective instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>A.1.1</td>
<td>8.1. Demonstrate appropriate applications of technology for their field of specialization</td>
</tr>
<tr>
<td>9.</td>
<td>A.1.1</td>
<td>9.1. Demonstrate understanding of qualitative, quantitative and/or mixed methods research methodologies through research and scholarly writing</td>
</tr>
<tr>
<td>10.</td>
<td>A.1.1</td>
<td>10.1. Demonstrate ability to apply data literacy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10.2. Demonstrate ability to employ data analysis and evidence to develop supportive school environments</td>
</tr>
</tbody>
</table>

*Indicates alignment to the Missouri Superintendent Standards (MSS) and the Council for the Accreditation of Educator Preparation (CAEP) Standards for Advanced Programs

December 2016