

Instructional Materials Evaluation Criteria –Leadership Management A & B Rubric

Title _____ ISBN# _____

See attached standards for Leadership Management A & B.

- This program covers at least 80% or better of the core for this course and can be recommended primary.
- This program covers a limited amount of the core for this course and can be recommended limited.
- This program is a student resource.
- This program is a teacher resource.

Standard 08.0211-01: Students will understand the concepts of leadership and the supervisory role.

| Objectives | Covered Yes/No | Comments on Coverage | Percentage of Coverage |
|---|----------------|----------------------|------------------------|
| <p>08.0211-0101 Understand the nature and scope of a leader/supervisor’s job.</p> <ul style="list-style-type: none"> • Define the term supervisor. • Compare the differences between supervisors, middle managers, and top management and relate them to the school organizational structure. • Identify the four functions in the management process. • Know the four essential leadership competencies. • Understand the importance of dealing with politics. | | | |
| <p>08.0211-0102 Understand modern leadership and supervisory challenges.</p> <ul style="list-style-type: none"> • Understand globalization and cultural variables. • Understand diversity in the workplace. • Identify how technology is changing the supervisor’s job. • Define ethics and relate the concepts to | | | |

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| <p>school organizations.</p> | | | |
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| <p>08.0211-0103 Identify the concepts of effective leadership.</p> <ul style="list-style-type: none"> • Define leadership and describe differences between a leader and a supervisor. • Identify traits to become a successful leader. • Define charisma. • Differentiate between task-centered and people-centered leadership behaviors. • Understand situational leadership. • Compare and contrast leadership styles between men and women. | | | |
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Standard 08.0211.02: Students will understand the importance of effective planning, decision-making, and control functions in an organization.

| <p>Objectives</p> | <p>Covered Yes/No</p> | <p>Comments on Coverage</p> | <p>Percentage of Coverage</p> |
|---|------------------------------|------------------------------------|--------------------------------------|
| <p>08.0211-0201 Know the importance of time management.</p> <ul style="list-style-type: none"> • Define time management. • Identify effective time management guidelines. • Identify and compare effective meeting management tools. | | | |
| <p>08.0211-0202 Understand the importance and fundamentals of establishing goals.</p> | | | |

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| <ul style="list-style-type: none"> • Define and identify the benefits of productivity. • Describe how plans should link from the top to the bottom of the organization, utilizing the definitions of strategic and tactical planning. • Describe Gantt and PERT charts. • Identify components common to management by objective (MBO) programs. • Discuss how rewards affect performance. | | | |
| <p>08.0211-0203 Understand how to design and implement controls in an organization.</p> <ul style="list-style-type: none"> • Identify the steps of the control process. • Identify and compare three types of control: preventative, concurrent, and corrective. • Identify areas of control: costs, inventories, quality, safety, and employees. • Define just-in-time (JIT) inventory system. • Understand the potential negatives that controls can create. | | | |
| <p>08.0211-0204 Understand the fundamentals of problem-solving and decision-making.</p> <ul style="list-style-type: none"> • Identify the steps of the decision-making process. • Know four types of decision-making styles; analytical, conceptual, creative, and behavioral. • Discuss three different ethical viewpoints; utilitarian, rights, and justices. • Compare advantages and disadvantages of group versus individual decision-making. | | | |

Standard 08.0211-03: Students will understand how to stimulate individual and group performance in an organization.

| Objectives | Covered Yes/No | Comments on Coverage | Percentage of Coverage |
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| <p>08.0211-0301 Understand the value and methods of appraising performance of others in an organization.</p> <ul style="list-style-type: none"> • Describe the purposes of performance appraisals. • Identify three evaluation sources; supervisor, peers or team members, and self-evaluation. • Differentiate formal and informal performance appraisals. • Categorize the three most popular sets of criteria used for evaluation; absolute standards, relative standards, and objective. • Determine human errors that can distort performance appraisal ratings. | | | |
| <p>08.0211-0302 Identify methods to motivate members of an organization.</p> <ul style="list-style-type: none"> • Define motivation. • Identify early theories of motivation. • Identify relationships in the expectancy theory that determine an individual's level of effort. • Discuss actions to maximize motivation in student organizations and school-wide. | | | |

END OF LEADERSHIP MANAGEMENT A – CONTINUE BELOW FOR LEADERHSIP MANAGEMENT B

Standard 08.0211-04: Students will understand how to cope with organizational dynamics.

| Objectives | Covered Yes/No | Comments on Coverage | Percentage of Coverage |
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| <p>08.0211-0401 Understand the methods of effective communication.</p> <ul style="list-style-type: none"> • Define communication; formal and informal. • List barriers of effective communication. • Describe techniques for overcoming communication barriers. • Define active listening. • List behaviors for providing effective feedback. | | | |
| <p>08.0211-0402 Understand the supervision of groups and work teams.</p> <ul style="list-style-type: none"> • Contrast a group with a team. • Define norms. • Define an emergent leader. • Identify three categories of teams. • List characteristics of real teams. • List actions that can improve team performance. | | | |
| <p>08.0211-0403 Understand politics, negotiations, conflict and discipline techniques.</p> <ul style="list-style-type: none"> • Define conflict. • Identify sources of conflict. • Explain five basic techniques for resolving conflict. • Define politicking. • Contrast distributive and integrative bargaining. • Identify common types of discipline problems. • List steps in progressive discipline. • Explain the “hot stove” rule. | | | |

| <p>08.0211-0404 Understand how to deal with change.</p> <ul style="list-style-type: none"> • Explain why people resist change. • Identify ways to reduce resistance to change. • Discuss steps to change negative attitudes. | | | |
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| <p>Standard 08.0211.05: Students will understand the importance of effective planning, decision-making and control functions in an organization.</p> | | | |
| Objectives | Covered Yes/No | Comments on Coverage | Percentage of Coverage |
| <p>08.0211-0501 Understand how to ensure a safe and healthy work environment.</p> <ul style="list-style-type: none"> • Know the role of the Occupational Safety and Health Act (OSHA). • Explain organizational and personal factors that cause work-related stress. • Identify symptoms of stress. • Describe how stress can be reduced. • Define a wellness program. | | | |
| <p>08.0211-0502 Understand how to organize an effective organization.</p> <ul style="list-style-type: none"> • Define organizing and empowerment. • Describe work specialization. • Contrast line and staff authority. • Identify values of job descriptions. • List the steps of delegation. | | | |
| <p>08.0211-0503 Understand how to acquire the right people.</p> <ul style="list-style-type: none"> • Discuss HR-related laws and how they influence human resource decision; including: Civil Rights Act, American with Disabilities Act, and the Family and Medical Leave Act. | | | |

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| <ul style="list-style-type: none"> • Discuss affirmative action. • Define sexual harassment, including actions that constitute a valid complaint. • Understand types of selection devices and when to use them, including written tests, performance-simulation tests, and interviews. | | | |
| <p>08.0211-0504 Understand the leader’s role in labor relations.</p> <ul style="list-style-type: none"> • Describe steps for handling a grievance. • Discuss the effects of the National labor Relations Act of 1935 (Wagner Act) on labor relations. • Discuss the effects of the Labor Management Relations Act of 1947 (Taft-Hartley Act) on labor relations. | | | |
| <p>08.0211-0505 Understand personal and career development.</p> <ul style="list-style-type: none"> • Define networking. | | | |

| Curriculum Coverage | | | | | N/A |
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| Content | Accurate information reflecting current knowledge. No content bias. | Some inaccuracies found, however, information reflects current knowledge. No content bias. | Many inaccuracies were found on concepts. Content bias created problems with concepts. | Major inaccuracies found in content or concepts. | |
| Age Appropriate | A wide range of activities to accommodate various developmental levels at a reasonable pace and depth of coverage. Includes age appropriate cross-curricular references (e.g., literature, software, etc.) Content organized so prerequisite skills and knowledge are developed before more complex skills. | Some activities are adaptable to the appropriate age level. Some cross-curricular activities are given. Some attention given to prerequisite skills and knowledge. | Limited developmentally appropriate activities. Prerequisite skills and prior knowledge are not sufficiently developed before more complex concepts are introduced. | Age appropriate issues are not addressed. Several activities are not based on appropriate levels. | |
| Physical Qualities | | | | | N/A |
| Durability | Materials are securely bound and reinforced. | Materials are hardbound adequately. | Materials have secure binding. | Materials have inferior binding. | |
| Print Size and legibility for intended grade level | Appropriate use of font size and format for intended grade level. | Font size adequate for intended grade level. | Font size and format too small or too large for age group. | Font size inconsistent. | |
| | Key words or phrases bold faced and/or italicized. | Some key words or phrases boldfaced and/or italicized. | Highlighting was used too much, emphasized too much information. | No key words or phrases boldfaced or italicized. | |
| Pictures, tables, and graphics | Appropriate and varied pictures, tables, and graphs. Graphs and tables are correctly labeled (e.g., titles, keys, labels). | Limited pictures, tables, and graphs. Some tables and graphs are not labeled correctly. | Very limited pictures, tables, and graphs. | Inappropriate pictures, tables, and graphs. | |
| Includes table of content, glossaries, and index | Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students. Clearly represents concepts within the text. | Tables of contents, indices, glossaries, content summaries, and assessment guides are designed to help teachers, parents/guardians, and students, are adequate but not clearly defined concepts within the text. | Simple tables of contents, indices, glossaries, content summaries, and assessment guides are included. | Is missing one or more of the following: simple table of contents, glossaries, content summaries, assessment guides, or indices. | |

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| Technology | | | | | N/A |
| Ease of Use | Menus are easy to read and follow. | Menus are generally easy to read and follow. | Menus are easy to read. Might have to read manual to understand operation of technology. (e.g., laser remote, software.) | Menus are not very descriptive. Hard to follow. | |
| | User-friendly installation requires a minimal level of computer expertise. | Installation requires little computer expertise. | Installation requires some knowledge or expertise. | Installation requires expertise. | |
| | Manual and directions are understandable. | Manuals and directions are simple. | Manuals are included. | No manuals or written instructional materials are provided. | |
| Audio/Visual attributes | High quality audio and visuals are correct and contribute to overall effectiveness of program. | Audio and visuals are of good quality. Complements program effectiveness. | Audio and visuals are acceptable. Aligned with program content. | Audio and visual defects are apparent. Distracts from program content. | |
| | Information is current and up-to-date. | Information is current. | Information is mostly current. | Information is out-of-date. | |
| Enhances learning experience | Enhances learning experience. Adds depth and diversity. | Offers some additional depth and diversity to learning experience. | Mild impact to overall learning experience. | Does not impact learning experience. | |
| Universal Access | | | | | N/A |
| Content accurately reflects diverse population | Provides ways to adapt curriculum for all students (e.g., special needs, learning difficulties, English language learners, advanced learners.) | Provides some ways to adapt curriculum to meet assessed special needs. | Provides limited strategies to assist special needs students. | Inappropriate strategies to assist special needs students. | |
| | Accurate portrayal of cultural, racial, and religious diversity in society. | Mostly accurate portrayal of cultural, racial, and religious diversity in society. | Does not address diversity in society. | Inaccurate portrayal of diverse populations and society. | |
| Assessment | 3 | 2 | 1 | 0 | N/A |
| Provides a variety of assessment options | Multiple measurements of individual student progress at regular intervals ensuring success of all students. | Assessment requires students to apply some concepts. | Assessment requires students to apply few concepts. | Provides only paper and pencil assessment. | |