

## Instructional Materials Evaluation Criteria –Leadership Principles Rubric

Title \_\_\_\_\_ ISBN# \_\_\_\_\_

See attached standards for Leadership Principles.

- 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 investigate the history of leadership.**

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
08.0211-01 <u>01</u> Understand why the history of leadership is important.			
08.0211-01 <u>02</u> Identify when leadership began.			
08.0211-01 <u>03</u> Understanding how leadership began.			
08.0211-01 <u>04</u> Identify the three historical types of leadership.			

**Standard 08.0211.02: Students will investigate the meaning of leadership.**

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage

<b>08.0211-0201</b> Define leadership.			
<b>08.0211-0202</b> Discuss whether leadership is a science or an art.			
<b>08.0211-0203</b> Describe the differences between leadership and management.			
<b>08.0211-0204</b> Explain how leaders are made instead of born.			

**Standard 08.0211-03: Students will learn the importance of creating a vision.**

<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>08.0211-0301</b> Define vision.			
<b>08.0211-0302</b> Discuss the benefits of vision.			
<b>08.0211-0303</b> Explain the steps in creating a vision.			
<b>08.0211-0304</b> Discuss how the leader communicates the vision.			
<b>08.0211-0305</b> Explain how a leader sets the example in creating the vision.			

**Standard 08.0211-04: Students will understand the importance and fundamentals of establishing goals.**

<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>08.0211-0401</b> Define a goal.			
<b>08.0211-0402</b> Discuss the three categories of goals.			
<b>08.0211-0403</b> Describe the basic steps in setting goals.			
<b>08.0211-0404</b> Explain how the organization obtains goal commitment.			

**Standard 08.0211.05: Students will understand the importance of time management and time management techniques.**

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
08.0211-0501 Define time management.			
08.0211-0502 Explain the two governing principles of time management.			
08.0211-0503 Identify several effective time management guidelines.			
08.0211-0504 Describe several meeting management tools for effective leadership.			

**Standard 08.0211.06: Students will understand effective strategies for communication.**

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
08.0211-0601 What constitutes effective communication?			
08.0211-0602 Understand the five basic levels of communication.			
08.0211-0603 Recognize the value of non-verbal communication.			
08.0211-0604 Identify three historical types of leadership.			
08.0211-0605 What is a “you” message?			
08.0211-0606 Understand an effective “I” message.			
08.0211-0607 Discuss how validation is used.			

**Standard 08.0211.07: Students will identify and understand the nature of diversity.**

		Comments on Coverage	Percentage
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Objectives	Covered Yes/No		of Coverage
08.0211-0701 Discuss how the U.S. image of diversity is changing.			
08.0211-0702 Why should leaders be concerned with diversity?			
08.0211-0703 Identify a subordinate/minority group.			
08.0211-0704 Understand the debate about affirmative action.			
08.0211-0705 Explain how leaders deal with increasing diversity.			

**Standard 08.0211.08: Students will understand effective strategies for communication.**

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
08.0211-0801 Define decision making.			
08.0211-0802 Discuss the steps of sound decision making.			
08.0211-0803 Describe the common traps of decision making.			
08.0211-0804 Describe several decision making techniques.			
08.0211-0805 Identify the benefits of group decision making.			

**Standard 08.0211.09: Students will understand conflict and resolution techniques.**

Objectives	Covered Yes/No	Comments on Coverage	Percentage of Coverage
08.0211-0901 Define conflict.			
08.0211-0902 Explain the two types of conflict.			

<b>08.0211-0903</b> Identify the five common causes of conflict.			
<b>08.0211-0904</b> Describe the five conflict strategies and explain how to use them.			

**Standard 08.0211.10: Students will identify the sources of power and how they are used.**

<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>08.0211-1001</b> Define power.			
<b>08.0211-1002</b> Describe and evaluate the five sources of power.			
<b>08.0211-1003</b> Identify the best sources of power to use.			
<b>08.0211-1004</b> Explain how power is developed.			
<b>08.0211-1005</b> Define empowerment and its' effectiveness.			

**Standard 08.0211.11: Students will understand the steps in building a successful team.**

<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>08.0211-1101</b> Define a team.			
<b>08.0211-1102</b> Identify and explain the three types of teams.			
<b>08.0211-1103</b> What are the advantages of team structures?			
<b>08.0211-1104</b> What constitutes a high performance team?			
<b>08.0211-1105</b> What are the stages of team development?			
<b>08.0211-1106</b> What is teambuilding?			
<b>08.0211-1107</b> Identify the organizational steps used in building an effective team.			

<b>08.0211-1108 Explain how an individual becomes an effective team member.</b>			
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**Standard 08.0211.12: Students will understand the importance of effectively dealing with change.**

<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>08.0211-1201 Explain why changes occur.</b>			
<b>08.0211-1202 Identify the three methods for implementing change.</b>			
<b>08.0211-1203 Discuss how to plan for change.</b>			
<b>08.0211-1204 Identify the reasons why people resist change.</b>			
<b>08.0211-1205 Describe how a leader can facilitate change.</b>			

**Standard 08.0211.13: Students will understand the importance and application of ethics.**

<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>08.0211-1301 Explain morality.</b>			
<b>08.0211-1302 What are ethics?</b>			
<b>08.0211-1303 Discuss the difference between moral problems and ethical dilemmas.</b>			
<b>08.0211-1304 Define social responsibility.</b>			
<b>08.0211-1305 Discuss leaders and ethical behavior.</b>			

**Standard 08.0211 14: Students will be able to understand and apply basic coaching skills.**

<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of</b>
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			<b>Coverage</b>
<b>08.0211-1401</b> What is coaching?			
<b>08.0211-1402</b> How is coaching different from other helping professions?			
<b>08.0211-1403</b> Discuss two paradigms when coaching.			
<b>08.0211-1404</b> Discuss a useful coaching model.			
<b>08.0211-1405</b> Identify an effective model for giving and receiving feedback.			
<b>08.0211-1406</b> Explain why coaching is or is not a universal skill-set.			

**Standard 08.0211.15: Students will identify effective leadership styles.**

<b>Objectives</b>	<b>Covered Yes/No</b>	<b>Comments on Coverage</b>	<b>Percentage of Coverage</b>
<b>08.0211-1501</b> Define what is meant by a “leadership style.”			
<b>08.0211-1502</b> Describe the three classic styles of leadership.			
<b>08.0211-1503</b> Explain situational leadership.			
<b>08.0211-1504</b> Explain the difference between Theory X and Theory Y.			
<b>08.0211-1505</b> Describe how a person develops his/her personal leadership style.			

<b>Curriculum Coverage</b>					<b>N/A</b>
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.	
<b>Physical Qualities</b>					<b>N/A</b>
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.	

<b>Technology</b>					<b>N/A</b>
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.	
<b>Universal Access</b>					<b>N/A</b>
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.	
<b>Assessment</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>N/A</b>
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.	