



## SLU Goal 6 - Theory and Practice EDL 840 Rubric

Student Learning Outcome (SLO) 11\_\_\_\_ – Change and Change Facilitation. Students will understand the theory and process of change and change facilitation in education. Measurement of SLO 11\_\_\_\_ – Students will identify a real or hypothetical change that may occur, will anticipate possible resistance, and then identify at least one strategy to address the resistance.

1. Identifies and describes a real or hypothetical change that may occur and the focus, source, and intensity of possible resistance.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Unacceptable</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Accomplished</b>
Omits the identification and description of a change or of possible resistance.	Vaguely or partially identifies and describes a change or one focus and source of possible resistance, including the intensity of the resistance.	Clearly identifies and thoroughly describes a change and one focus and source of possible resistance, including the intensity of the resistance.	Clearly identifies and thoroughly describes a change and more than one source/focus of possible resistance, including the intensity of the possible resistance.

2. Identifies and describes at least one strategy to address the resistance.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Unacceptable</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Accomplished</b>
Omits the identification and description of at least one strategy to address the resistance.	Vaguely or partially identifies and describes one strategy to address the resistance.	Clearly identifies and thoroughly describes one strategy to address the resistance.	Clearly identifies and thoroughly describes more than one strategy for the resistance.

3. Explains why the strategy is appropriate to the possible resistance.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Unacceptable</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Accomplished</b>
Omits the explanation.	Vaguely or partially explains why the strategy is appropriate.	Clearly and thoroughly explains why the strategy is appropriate.	Has identified more than one strategy and has clearly and thorough explained why each is appropriate.

Close