Graduates:

- Are grounded in core theory regarding professional learning communities and demonstrate capacity to develop a professional learning community that embodies sustainable transformative change.
- Are grounded in core theory regarding systems of change and demonstrate capacity to diagnose needs within the community and institutional culture as a basis for designing innovative change within classrooms and/or institutions.
- Identify and respond to differences in learning style, culture and values in a way that leads to transforming participating students, colleagues, groups and schools.
- Are grounded in major theories of adult development and use these as a stimulus for self-awareness and embodied practice.
- Identify and articulate personal vision, values and vocation to tap into and channel their professional passion.
- Create sustainable school-based policies, structures and practices aligned to current theory and research.
- Are grounded in relevant theory and demonstrate capacity to design and implement data-driven evaluation of learning and systems of accountability.
• Are grounded in relevant theory and demonstrate capacity to develop action research into ongoing leadership practice within self and community.