

<b>Learning Outcomes for ABA LEPPC Student Fellowship</b>	<b>Well Developed</b>	<b>Emerging</b>	<b>Beginning</b>
Develop research and citation abilities.	<p>More than 5 current sources, of which at least 3 are law journal articles or scholarly books.</p> <p>Sources include both general background sources and specialized sources.</p> <p>Special-interest sources and popular literature are acknowledged as such if they are cited.</p> <p>Appropriately cites sources, ideas, and information.</p>	<p>5 current sources, of which at least 2 are law journal articles or scholarly books.</p> <p>Appropriately cites sources, ideas, and information.</p>	<p>Fewer than 5 current sources, or fewer than 2 of 5 are law journal articles or scholarly books. Not all web sites utilized are credible, and/or sources are not current.</p> <p>Fails to properly cite sources, ideas, and information.</p>
Explore relationships in policing practices community –including local government, oversight, and community groups	<p>Identifies key stakeholders through an intentional plan. Fosters a connection with a stakeholder.</p> <p>Includes wide variety of voices and perspectives.</p>	<p>Identifies obvious stakeholders but fails to explore those stakeholders that may not be as vocal or have an online presence. Attempts to connect with stakeholder.</p>	<p>Is unable to identify or create a plan to identify stakeholders.</p>
Identify community needs/issues related to policing in that community.	<p>Clearly defines the scope of the community.</p> <p>Identify and assess relevant data from multiple diverse sources, analyze to identify and prioritize issues/needs.</p>	<p>Defines the scope of the community.</p> <p>Identifies data but from limited sources. Is able to analyze the data to identify and prioritize issues/needs.</p>	<p>Fails to define the community.</p> <p>Is unable to identify diverse sources for data and analyze that data to identify and prioritize issues/needs.</p>

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Utilize reflective practice as tool for growth	<p>Demonstrates deep, critical self-reflection, with analysis of successes and challenges, including reflection on one's personal reaction or struggle on the intellectual-cognitive level and the emotional level.</p> <p>Explores insights gained as they relate to the development of one's knowledge and/or professional identity.</p> <p>Offers insights into why outcomes occurred (lessons learned) and considers next steps including continuing with the planned approaches and/or applying alternative approaches</p>	<p>Provides meaningful examination of one's experience(s) and reaction but shows minimal evaluation of one's own strengths and weaknesses.</p> <p>Demonstrates awareness of outcomes with limited exploration of lessons learned to help inform next steps.</p>	<p>Offers minimal analysis or self-reflection.</p> <p>Primarily descriptive, with little to no evaluation of strengths, weaknesses, or professional growth.</p> <p>Fails to meaningfully address why outcomes occurred or consider alternatives.</p>
Grow networking skills	<p>Fully understands how to build professional network.</p> <p>Develops collaborative and communicative skills by utilizing the input of others.</p>	<p>Understands how to start building professional network.</p> <p>Needs assistance in developing social and professional relationships into a professional network.</p>	<p>Does not understand how to start building professional network.</p> <p>Unsure which structure to use and how to format it.</p>

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Learn about current issues in policing practices	<p>Engages in fellowship meetings and activities.</p> <p>Comes prepared, does readings and research.</p> <p>Explores alternative viewpoints and acknowledges varied perspectives to complex problems.</p>	<p>Engages in fellowship meetings and activities.</p> <p>Is generally prepared but limits exploration of issues.</p> <p>Limited acknowledgement of varied viewpoints and perspectives.</p>	<p>Does not consistently engage in fellowship meetings and activities.</p> <p>Does not complete readings.</p> <p>Fails to acknowledge varied perspectives and viewpoints.</p>
Apply critical thinking skills and academic knowledge to policing practices issues	<p>Is able to summarize problem or issue, questions own assumptions and biases, examines evidence and questions accuracy and relevance. Reflects clear organization of ideas.</p> <p>Addresses diverse perspectives from a variety of sources. Justifies own view while respecting views of others. Analysis of other positions is accurate and respectful. Evidence of reflection and self-assessment.</p> <p>Identifies and discusses conclusions, implications, and consequences.</p>	<p>Summarizes issue, though some aspects are incorrect or confused. Nuances and key details are missing or glossed over.</p> <p>Justifies own position without addressing other views or does so superficially. Position is generally clear, although gaps may exist.</p> <p>Begins to relate alternative views. Rough integration of multiple viewpoints. Ideas are investigated in a limited way. May dismiss alternative views hastily. Analysis of other views mostly accurate. Some evidence of self-assessment.</p>	<p>Does not attempt to or fails to identify and summarize problem or issue.</p> <p>Analysis is grounded in absolutes, with little acknowledgement of own biases. Addresses a single view of the argument, failing to clarify the position relative to one's own. Fails to justify own opinion or hypothesis is unclear or simplistic.</p> <p>Repeats information without question or dismisses evidence without justification. Does not distinguish between fact and opinion. Evidence is simplistic,</p>

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		Presents conclusions as only loosely related to consequences.	inappropriate or not related to topic.
Develop effective communication skills – both oral and written.	<p>Language clearly and effectively communicates ideas. May at times be nuanced and eloquent.</p> <p>Errors are minimal. Style is appropriate for audience. Organization is clear; transitions between ideas enhance presentation. Consistent use of appropriate format. Few problems with other components of presentation.</p> <p>All sources are cited and used correctly, demonstrating understanding or economic, legal, and social issues involved with the use of the information</p>	<p>In general, in written communication language does not interfere with communication.</p> <p>Errors are not distracting or frequent, although there may be some problems with more difficult aspects of style and voice. Basic organization is apparent; transitions connect ideas, although they may be mechanical. Format is appropriate although at times inconsistent.</p> <p>Most sources are cited and used correctly.</p>	<p>In written communication grammar, syntax, or other errors are distracting or repeated.</p> <p>Little evidence of proofreading. Style is inconsistent or inappropriate. Work is unfocused and poorly organized; lacks logical connection of ideas. Format is absent, inconsistent or distracting.</p> <p>Few sources are cited or used correctly</p>
Learn to communicate using a Trauma-Informed Approach	<p>Demonstrates and implements a trauma-informed approach in their interactions with community and other fellows</p> <p>Considers the impact of trauma and actively resist re-traumatization</p>	Begins to recognize the impact trauma has on a person’s actions and decisions but needs guidance on how to approach this.	<p>Cannot recognize that trauma deeply impacts a person’s actions and decisions and fails to adjust accordingly.</p> <p>Is unable to recognize that trauma informed care relates</p>

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	<p>Works to create a safe environment for both physical and emotional safety of others</p> <p>Is able to employ modes of self-care to counterbalance the effect the work with those who are traumatized may have on the practitioner.</p>	<p>Is able to draw connections between working with those who experienced trauma and the need to engage in self-care.</p>	<p>both to those one is working with and oneself.</p>