I. **Course Description:** This course addresses school management and the use of resources based on equity, integrity, fairness and ethical conduct focusing on the academic success of all students.

II. **Course Objectives:**

1. Fosters a safe, respectful, and orderly environment for all. TILS B 3
2. Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy. TILS D 3
3. Educational Administrators facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture. ISTES A 5
4. Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting fairly, with integrity, and in an ethical manner. ELCC 5.1, 5.2, 5.3.

III. **Texts/Materials for the Course:**

**Required Textbooks:**

**Suggested Readings:**

*School leader internship: Developing, monitoring, and evaluating your leadership experience*. Eye of Education Publishers
IV. Course Requirements, Assessment (Learning Outcomes) and Evaluation Methods:

Requirements

IL 561 KA#1-
KA#1 School Safety Walk-Through and Liability Interview
Assessment KA#1 –
Legal Problem Solving Skills Rubric

IL 561 KA#2
Policy Manual and Handbook
Liability Review -
Review, analysis, and recommendations for improvement of school and system technology policies and faculty and student handbooks.
Assessment KA#2
Understanding Legal Rights and Responsibilities Rubric
Assignment #3: Presentation of Law Topic as assigned by Faculty
Assessment: Oral Communication Rubric

Evaluation Method: Assignments will be evaluated based on program standards using various assessment tools, including LiveText adopted rubrics. The University official Graduate Education grading system will be utilized.

Attendance Policy: Cooperative and group learning strategies are the essence of the graduate program. When class absences occur, students can make up for knowledge and skills missed from the instructor, but they are not able to make up for the knowledge and skills their participation in class would have provided to their own learning and to their fellow students’ learning. Therefore, attendance at all class meetings is crucial to success.

Candidates are allowed one absence per course without grade reduction. Other absences are addressed as follows: 2 absences results in: minus (-), 3 absences results in reduction of letter grade. More than three absences result in the candidate being required to retake the course.

Students may not make up for an absence at another class site. Refer to the Graduate Catalog for further academic restrictions.

If a class is cancelled by LMU due to weather or other unforeseen circumstances, a make-up date may be scheduled.

V. Methods of Instruction: Instructional methods will include lecture, class discussion, reflection, collaborative assignments, group presentations, problem solving, and written assignments.

Clinical Experiences: In courses with Clinical Experiences, candidates will receive regular coaching and feedback from mentors. The coaching process must be documented, for example, through an Activity/Time Log or Formal Evaluations.

VI. Information Literacy/Technological Resources:

Technology: Incoming students must be computer literate, able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for
communicating with instructors and accessing learning resources. **Computer access must be available on a personal computer.**

**Turn-it-in:** Turn-It-In, the computer program designed for checking literature duplication is available for use. Submitting course work to Turn-It-In is at the instructor’s discretion. Instructions will be available early in the semester on the Graduate Education Office webpage.

**Live Text:** Each student will be required to establish or continue an account with the Live Text program. Live Text is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. LiveText may be purchased online at [http://livetext.com](http://livetext.com) or through the LMU Bookstore. LiveText HELP is available at the Carter and Moyers Education website (www.lmunet.edu/education)

**Library Resources** (Revised 2/2/2012)
The Carnegie-Vincent Library provides access to many outstanding resources for students in Teacher Education field, including tutorials, databases, and experienced reference librarians. Visit the library’s website (library.lmunet.edu) for full details. There are many professional databases including: **ERIC**, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; **ProQuest Education Journals** database which contains access to 760 leading journals of which over 600 are in full-text; **ProQuest Dissertation & Theses Full Text: The Humanities and Social Sciences Collection**: A comprehensive collection of scholarly research in the Humanities and Social Sciences, this database covers more than one million dissertations and theses; **Mental Measurements Yearbook** which contains descriptive information and critical reviews of commercially-available standardized English-language educational, personality, aptitude, neuropsychological, achievement and intelligence tests. Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

**VII. University Policies**

**Students With Disabilities Policy:** As a rule, all students must read and comply with standards of the LMU Student Handbook and LMU catalogue. Any student seeking assistance in accordance with the Americans Disabilities Act (1990 as amended) should contact the Director of Counseling and ADA, Jason Kishpaugh, with regard to required documentation and in order to make appropriate arrangements. Contact information: [jason.kishpaugh@lmunet.edu](mailto:jason.kishpaugh@lmunet.edu) and/or 423.869.6401 (800-325-0900 ext. 6401). The office is located on the second floor of Duke, office 201.

**UNIT COMMITMENT TO DIVERSITY** – The School of Education recognizes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and K-12 school faculty, candidates, and students in K-12 schools.

**Counseling:** LMU counselors are available to help current students with personal, career, and
academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6401 (800-325-0900 ext. 6401).

Discrimination, Scholastic Dishonesty, Cheating, and Plagiarism Policies can be found in the student handbook or at the LMU’s website: http://www.lmunet.edu/campuslife/handbooks.shtml.

Course Evaluations:
In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

Outcomes Assessment Testing: Degree requirements include participating in all outcomes assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

All Associate of Science – Nursing; Associate of Science – Veterinary Health Science; and Associate of Science – Veterinary Medical Technology students must take the General Education Proficiency Profile examination.

LMU’s Inclement Weather Policy can be found at the following link to LMU’s website: http://www.lmunet.edu/curstudents/weather.shtml. Students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

PROFESSIONAL CERTIFICATION AND LICENSURE DISCLAIMER – Authorization for the University to provide a program for the preparation of teachers, counselors, or administrators, does not guarantee eligibility for certification, licensure, or benefits. It is the sole responsibility of the candidate to be knowledgeable about specific state certification/licensure/benefits requirements, qualify for certification, licensure, or benefits and apply for the same.

SYLLABI:
The syllabus for each MEd class is cooperatively developed by faculty who are currently teaching the course. These syllabi are found under the “Degrees and Programs” tab on the LMU School of Education website found at www.lmunet.edu/education/. Look under specific course numbers for Spring 2016 MEd. Syllabi and Class Materials. IT IS THE RESPONSIBILITY OF EACH STUDENT TO PRINT SYLLABI, FROM THE WEB PAGE, FOR EACH SEMESTER AND BRING THEM TO THE FIRST CLASS MEETING.

FOR ALABAMA STUDENTS:
Alabama Commission on Higher Education Disclaimer Statement
State authorization to provide a program related to the preparation of teachers or other P-12 school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama’s test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level, and in the teaching field or area of instructional support for which an Alabama certificate is sought.
and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s). www.alsde.edu

IX. mission statements:

Lincoln Memorial University Mission Statement can be found at the following: http://www.lmunet.edu/about/mission.

Carter & Moyers School of Education Mission Statement: http://www.lmunet.edu/education

Carter & Moyers Graduate School of Education Mission Statement: http://www.lmunet.edu/education

Instructional Leadership Mission Statement: http://www.lmunet.edu/education

MEd CG (SCHOOL AND Mental Health Counseling) MISSION Statement: http://www.lmunet.edu/education

CURRICULUM AND Instruction Mission Statement: http://www.lmunet.edu/education

Educational Leadership Mission Statement: http://www.lmunet.education

IX. Course Outline/Assignment/:

Candidate Outcome 2: Culture for Teaching and Learning
Candidates who complete the program are ethical leaders who apply knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning and collaboration, trust, and personalized learning environment with high expectations for students, creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning with the school environment.

- Ethical and effective instructional leader facilitates professional practice that continually improves student learning. TILS A
- Fosters a safe, respectfully, and orderly environment for all. TILS B
- An ethical and effective instructional leader facilitates the development of highly effective learning community through processes that enlist diverse stakeholders and resources. TILS D
- Candidates who complete the program who have the knowledge and ability to promote the success of all students by acting fairly, with integrity, and in an ethical manner. ELCC 3
- Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture. ISTE A D

Candidate Outcome 4: Resource Management
Candidates who complete the program are ethical leaders who facilitate the development of a highly effective learning community through enlisting the support of diverse stakeholders and resources, which are aware of the school’s mission, vision, and goals and are involved in school improvement decisions guided by district, state and federal guidelines and accurate, transparent budgetary policies and procedures.

- An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources. TILS 4
- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the
success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. ELCC 3

- Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting fairly, with integrity, and in an ethical manner. ELCC 5
- Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources. ISTE 4

**Key Assignments:**

**Key Assignment #1 – Clinical Walk-Through**

(A) Conduct a walk-through of your campus (building and grounds) and using the doctrine of “foreseeability”, record any safety issues a reasonable person should be able to foresee as a danger or concern to student safety. Use a school map to mark areas where you note problems. Discuss any concerns with your school advisor and determine the school/system procedures for addressing safety concerns. Make recommendation(s) for improvement in procedures and/or safety issues noted. Issues may be related to physical hazards, adult supervision, etc. (Do not use any real names).

(B) Interview teachers and building level administrators to identify other issues of liability as we have discussed in class. Document these issues and develop an action plan/solution to these problems. Follow up your plan with school-level and/or system-level action and report the results back to the class. Write up your plan and submit your paper to LiveText on date assigned by faculty. Submit to E-Portfolio sections as appropriate.

**Assessment: Legal Problem Solving Skills Rubric**

**Key Assignment #2**

The Tennessee Instructional Leader Standards (TILS) D requires that an ethical and effective instructional leader facilitate the development of a highly effective learning community through processes that enlist diverse stakeholders and resources in school improvement decisions. Further, the school instructional leader should establish, communicate, and enforce a set of standard operating procedures and routines aligned with district, state, and federal policy. The International Society for Technology Education (ISTE A) Standards for Administrators state that visionary leaders should model good digital citizenship and facilitate understanding of social, ethical, and legal issues and responsibilities related to technology use. Instructional leaders should: “Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners (5a). Promote, model and establish policies for safe, legal, and ethical use of digital information and technology (5b). Promote and model responsible social interactions related to the use of technology and information (5c).

Based on the standards above:

1. Review your school and school system technology policies including policy manual, faculty, or student handbooks;
2. Analyze the policy and any handbooks regarding issues related to:
   a. cyber-bullying,
   b. equity in access to hardware and software, including smart phones,
   c. legal, ethical and safety use of digital information and technology,
   d. involvement of all stakeholder groups in technology policy development.
3. Write an analysis of findings and make recommendations for improvement regarding each of the issues noted. If no system or school policy is found, draft an outline of recommendations for a Technology Plan suitable to address the stated issues in this digital, “law-suit happy” age.
4. Submit to LiveText on date assigned by faculty.
5. Submit to E-Portfolio sections as appropriate.

**Assessment: Technology Legal Rights and Responsibilities Rubric**

**Key Assignment #3 - Presentation of Law Topic as assigned by Faculty**
Assessment: Oral Communication Rubric – assessed via LiveText

**Professor will provide a course outline during the first class session.**

**X.** Each Instructor may insert miscellaneous course elements here, as desired – numbered in sequence: [Optional Sections.]

**XI.** **Student Community Engagement:** A cornerstone of the University’s mission is service to humanity. As part of the University’s Student Service Initiative, students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: [http://www.lmunet.edu/campuslife/initiative/index.shtml](http://www.lmunet.edu/campuslife/initiative/index.shtml) or contact the Associate Dean of Students.

**Plagiarism**

Plagiarism is the presentation of someone else’s words or ideas as one’s own (See APA Publication Manual, 6th ed., pp.15-16). One of the most common forms of plagiarism is the paraphrasing of several phrases, sentences of ideas in a paragraph with only one citation at the end of the paragraph, resulting in confusion between the cited content and the researcher’s own words or ideas. Another common form is the practice of substituting words or phrases while retaining the original author’s form and structure.

Plagiarism in any form is one of the most egregious violations of professional ethics an author can commit. Submission of plagiarized material, even by accident or ignorance, is a severe infraction of the professional ethical code and can result in expulsion from the program. To avoid plagiarism:

- Cite sources within the text for all phrases or ideas that are quoted or paraphrased.
- Cite sources within the text in the format delineated in the APA Manual, pp. 174-179.

**Certification of Authorship.** I certify that I am the author of this paper titled ________________ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course. I understand that falsification of information will affect my status as a graduate student.

Student’s Signature ___________________________________________ Date ____________

(This statement must be included with all written assignments.)

**XII.** **THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.**
Tennessee Instructional Leadership Standards (TILS)

Standard A: Instructional Leadership for Continuous Improvement
An ethical and effective instructional leader facilitates professional practice that continually improves student learning.

Indicators:
1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for continuous improvement.
2. Builds capacity of educators to provide all students a rigorous curriculum, aligned with national standards.
3. Collaborates with educators to analyze and use multiple forms of data throughout the year to establish specific goals and strategies targeting student achievement and growth.
4. Leads educators to develop and execute interventions to address all students’ learning needs, grounded in multiple sources of data (academic, social, and/or emotional).
5. Systematically monitors and adjusts progress toward established goals and facilitates procedures and practices leading to continuous improvement.

Standard B: Culture for Teaching and Learning
An ethical and effective instructional leader collaborates with stakeholders to create and sustain an inclusive, respectful and safe environment conducive to learning and growth for all.

Indicators:
1. Collaborates with stakeholders to establish and communicate a clear, compelling vision for a culture conducive to teaching and learning
2. Leverages educator strengths to engage all students in meaningful, relevant learning opportunities.
3. Fosters a safe, respectful, and orderly environment for all.
4. Takes measures to actively involve families in the education of their children.
5. Models and communicates expectations for individual and shared ownership of student, educator, and school success.
6. Recognizes and celebrates improved educator and student performance related to school vision and goals.

Standard C: Professional Learning and Growth
An ethical and effective instructional leader develops capacity of all educators by designing, facilitating, and participating in collaborative learning informed by multiple sources of data.

Indicators:
1. Collaborates with stakeholders to communicate a clear, compelling vision for professional learning and growth.
2. Implements and monitors a rigorous evaluation system using an approved Tennessee evaluation model.
3. Uses educator evaluation data to inform, assess, and adjust professional learning goals and plans.
4. Engages faculty and self in data-informed, differentiated professional learning opportunities for educators, aligned with the Tennessee Standards for Professional Learning.
5. Collaborates with others to induct, support, retain and/or promote effective educators based on evidence of student and educator outcomes.
6. Identifies and supports potential teacher-leaders and provides growth opportunities in alignment with the Tennessee Teacher Leadership Standards.

Standard D: Resource Management
An ethical and effective instructional leader facilitates the development of a highly effective learning community through processes that enlist diverse stakeholders and resources.

Indicators:
1. Strategically utilizes community resources and partners to support the school’s mission, vision, and goals.
2. Includes a diverse set of educators and stakeholders in school improvement decisions.
3. Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy.
4. Performs all budgetary and responsibilities with accuracy, transparency, and in the best interest of students and staff.
International Society for Technology Education (ISTE A) Standards for Administrators

1. **Visionary Leadership** - Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.
   a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
   b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
   c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. **Digital Age Learning Culture** - Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.
   a. Ensure instructional innovation focused on continuous improvement of digital-age learning
   b. Model and promote the frequent and effective use of technology for learning
   c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
   d. Ensure effective practice in the study of technology and its infusion across the curriculum
   e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

3. **Excellence in Professional Practice** - Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.
   a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
   b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology
   c. Promote and model effective communication and collaboration among stakeholders using digital age tools
   d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. **Systemic Improvement** - Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.
   a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
   b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
   c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
   d. Establish and leverage strategic partnerships to support systemic improvement
   e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. **Digital Citizenship** - Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.
   a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
   b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology
   c. Promote and model responsible social interactions related to the use of technology and information
   d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools
ELCC Standards

1.0 Candidates who complete the program are educational leaders who have the knowledge and ability to provide the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning.
   1.1 Develop a Vision
   1.2 Articulate a Vision
   1.3 Implement a Vision
   1.4 Steward a Vision
   1.5 Promote Community Involvement in the Vision.

2.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
   2.1 Promote Positive School Culture
   2.2 Provide Effective Instructional Program
   2.3 Apply Best Practice to Student Learning
   2.4 Design Comprehensive Professional

3.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
   3.1 Manage the organization
   3.2 Manage Operations
   3.3 Manage Resources

4.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interest and needs, and mobilizing community resources.
   4.1 Collaborates With Community and Other Family Members
   4.2 Respond to Community Interests and Needs
   4.3 Mobilize Community Resources

5.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting fairly, with integrity, and in an ethical manner.
   5.1 Acts with Integrity
   5.2 Acts Fairly
   5.3 Acts Ethically

6.0 Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
   6.1 Understand the Larger Context
   6.2 Respond to the Larger Context
   6.3 Influence the Larger Context

7.0 Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.
   7.1 Substantial
   7.2 Sustained
## IL 561 KA#1 Clinical Walkthrough Rubric

<table>
<thead>
<tr>
<th>Milestone 4 (4.000 pts)</th>
<th>Milestone 3 (3.000 pts)</th>
<th>Milestone 2 (2.000 pts)</th>
<th>Benchmark (1.000 pt)</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate understands, And can identify potential safety issues within School Facility and Grounds (1.000 20%)</strong></td>
<td><strong>Candidate demonstrates an in-depth understanding and ability to identify potential safety issues within School Facility and Grounds.</strong></td>
<td><strong>Candidate demonstrates a clear understanding and ability to identify potential safety issues within School Facility and Grounds.</strong></td>
<td><strong>Candidate demonstrates limited understanding and ability to identify potential safety issues within School Facility and Grounds.</strong></td>
<td><strong>Candidate demonstrates an attempt to identify potential safety issues within School Facility and Grounds.</strong></td>
</tr>
<tr>
<td><strong>Candidate understands, And can identify potential safety issues within School Facility and Grounds (1.000 20%)</strong></td>
<td><strong>Candidate demonstrates an in-depth understanding and ability to identify potential safety issues within School Facility and Grounds.</strong></td>
<td><strong>Candidate demonstrates a clear understanding and ability to identify potential safety issues within School Facility and Grounds.</strong></td>
<td><strong>Candidate demonstrates limited understanding and ability to identify potential safety issues within School Facility and Grounds.</strong></td>
<td><strong>Candidate demonstrates an attempt to identify potential safety issues within School Facility and Grounds.</strong></td>
</tr>
<tr>
<td><strong>Candidate can analyze data from various sources to develop a school facility safety improvement plan. (1.000 20%)</strong></td>
<td><strong>Candidate demonstrates an in-depth understanding and ability to analyze data from various sources to develop a school facility safety improvement plan.</strong></td>
<td><strong>Candidate demonstrates a clear understanding and ability to analyze data from various sources to develop a school facility safety improvement plan.</strong></td>
<td><strong>Candidate demonstrates limited understanding and ability to analyze data from various sources to develop a school facility safety improvement plan.</strong></td>
<td><strong>Candidate demonstrates an attempt to analyze data from various sources to develop a school facility safety improvement plan.</strong></td>
</tr>
<tr>
<td><strong>Candidate creates/presents safety audit and improvement plan to relevant individuals.</strong></td>
<td><strong>Candidate demonstrates an in-depth understanding and ability to create/present safety audit and improvement plan.</strong></td>
<td><strong>Candidate demonstrates clear understanding and ability to create/present safety audit and improvement plan.</strong></td>
<td><strong>Candidate demonstrates a limited understanding and ability to create/present safety audit and improvement plan.</strong></td>
<td><strong>Candidate demonstrates an attempt to create/present safety audit and improvement plan to relevant</strong></td>
</tr>
</tbody>
</table>

**Notes:**
- TILS A,B,D
- ELCC 3
- ISTE A, D
**IL 561 KA#2 – Technology Legal Rights & Responsibilities Rubric**

<table>
<thead>
<tr>
<th><strong>Ethical Self-Awareness</strong></th>
<th><strong>Capstone (4 pts)</strong></th>
<th><strong>Milestone 3 (3 pts)</strong></th>
<th><strong>Milestone 2 (2 pts)</strong></th>
<th><strong>Benchmark (1 pt)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>TILS B, D; ELCC 5</td>
<td>Candidate explains in detail and/or analyzes both core beliefs and the origins of the core beliefs with depth and clarity in regard to school/district technology policies.</td>
<td>Candidate explains both core beliefs and the origins of the core beliefs in regard to school/district technology policies.</td>
<td>Candidate names the legal precedent or law he/she uses, can present the reasoning of said legal precedent or law, and accurately explains the details of the legal precedent or law in regard to school/district technology policies.</td>
<td>Candidate states either his/her core beliefs or the origins of the core beliefs but not both. Little evidence of ethical self-awareness in regard to school/district technology policies.</td>
</tr>
<tr>
<td>ISTE-A: 5 (1,000, 20%)</td>
<td>Candidate states either his/her core beliefs or the origins of the core beliefs but not both. Little evidence of ethical self-awareness in regard to school/district technology policies.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Understanding Different Ethical Perspectives/Concepts</strong></th>
<th><strong>Capstone (4 pts)</strong></th>
<th><strong>Milestone 3 (3 pts)</strong></th>
<th><strong>Milestone 2 (2 pts)</strong></th>
<th><strong>Benchmark (1 pt)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>TILS B &amp; D; ELCC 5</td>
<td>Candidate names the legal precedent or law he/she uses, can present the reasoning of said legal precedent or law, and accurately explains the details of the legal precedent or law in regard to school/district technology policies.</td>
<td>Candidate names the legal precedent or law he/she uses, can present the reasoning of said legal precedent or law, and attempts to explain the details of the legal precedent or law, but has some inaccuracies in</td>
<td>Candidate names the legal precedent or law he/she uses and can present the reasoning of said legal precedent or law, but is unable to explain the details of the legal precedent or law in regard to school/district technology policies.</td>
<td>Candidate names the legal precedent or law he/she uses and demonstrates little evidence of understanding different ethical perspectives in regard to school/district technology policies.</td>
</tr>
<tr>
<td>ISTE-A: 5 (1,000, 20%)</td>
<td>Candidate names the legal precedent or law he/she uses and demonstrates little evidence of understanding different ethical perspectives in regard to school/district technology policies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical Issue Recognition (10.000, 20%)</td>
<td>Candidate can recognize ethical issues when are presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues in regard to school/district technology policies.</td>
<td>Candidate can recognize ethical issues when presented in a complex, multilayered (gray) context OR can recognize cross-relationships among the issues in regard to school/district technology policies.</td>
<td>Candidate can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues in regard to school/district technology policies.</td>
<td>Candidate can recognize basic and obvious ethical issues but fails to grasp the complexities or interrelationships among the issues in regard to school/district technology policies.</td>
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<tr>
<td>Application of Ethical Perspectives/Concepts (10.000, 20%)</td>
<td>Candidate can apply ethical perspectives/concepts accurately to an ethical question, give an additional example, and is able to explain full implications of the application to both the question and new example in regard to school/district technology policies.</td>
<td>Candidate can apply ethical perspectives/concepts accurately to an ethical question, and is able to explain full implications of the application but does not give an additional example in regard to school/district technology policies.</td>
<td>Candidate can apply ethical perspectives/concepts accurately to an ethical question, but cannot explain the full implications of the application in regard to school/district technology policies.</td>
<td>Candidate inaccurately applies ethical perspectives/concepts to an ethical question in regard to school/district technology policies.</td>
</tr>
<tr>
<td>Evaluation of Different Ethical Perspectives/Concepts (10.000, 20%)</td>
<td>Candidate takes a position and can state the objections to, assumptions and implications of and can adequately and effectively defend against the objections to, assumptions and implications of different ethical in regard to school/district technology policies.</td>
<td>Candidate takes a position and can state the objections to, assumptions and implications of but response to objections to, assumptions and implications of different ethical perspectives/concept s is not adequate in regard to school/district technology policies.</td>
<td>Candidate takes a position and can state the objections to, assumptions and implications of but does not respond to objections to, assumptions and implications of different ethical perspectives/concept s in regard to school/district technology policies.</td>
<td>Candidate takes a position but cannot state the objections to and assumptions and implications ethical perspectives/concepts. Little evidence of evaluating different ethical perspectives/concepts in regard to school/district technology policies.</td>
</tr>
</tbody>
</table>

| II. 561 KA #3 - Law Topic Oral Communication Rubric |
|----------------------------------------|----------------------------------------|----------------------------------------|----------------------------------------|
| 4 Capstone (4 pts)                   | 3 Milestones (3 pts)                   | 2 Milestones (2 pts)                   | 1 Benchmark (1 pt)                    |
| Organization (1.000, 20%)           | Organizational pattern (introduction and conclusion, sequenced material within the body, and transitions) is clear, consistent, and makes the presentation cohesive. | Organizational pattern (specific Introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation. |
| Language (1.000, 20%)               | Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language is appropriate to audience. | Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate. | Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience. |

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### Delivery (1.000, 20%)
- Delivery techniques make the presentation compelling, and speaker appears polished, knowledgeable of topic, and confident.
- Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.
- Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.
- Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.

### Supporting Material (1.000, 20%)
- A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which significantly establishes the presenter's credibility/authority on the topic.
- Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which generally supports the presentation or establishes the presenter's credibility/authority on the topic.
- Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which partially supports the presentation or establishes the presenter's credibility/authority on the topic.
- Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis which minimally supports the presentation or establishes the presenter's credibility/authority on the topic.

### Central Message (1.000, 20%)
- Central message is compelling to stakeholders.
- Central message is clear and consistent with the supporting material.
- Central message is basically understandable but is not memorable.
- Central message can be deduced, but is not explicitly stated in the presentation.

**What is an oral communication?** Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners’ attitudes, values, beliefs, or behaviors.