I. COURSE DESCRIPTION: This course examines the basic legal and ethical issues in education and includes a survey of case law dealing with the rights, obligations, and responsibilities of teachers, administrators, and counselors.

II. COURSE OBJECTIVES:

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, parental involvement, trust, and personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional program. That is attentive to school law and ethics; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within the school environment.

| TILS B | ELCC 2, 5, 6 | ISTE A 2 | CAEP 1 |
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, goals, legal requirements, and ethical responsibilities and are involved in school improvement decisions; guided by district, state and federal guidelines and accurate, transparent budgetary policies and procedures.

III. Texts/Materials for the Course:

Required Textbooks:

Suggested Reading:


IV. Course Requirements, Assessment (Learning Outcomes) and Evaluation Methods:

Learning Outcomes: This graduate course addresses the three themes essential to the conceptual framework of the Lincoln Memorial University’s Carter & Moyers School of Education: Values, Education, and Service. Using values congruent with dispositions of the profession, candidates will actively apply coursework in the school and/or community environment. Throughout this course candidates will engage in activities to extend their professional and pedagogical knowledge, along with applying, evaluating, and reflecting on course content that contributes to continuous improvement of education practice. Another component is researching current standards-based instructional strategies that appropriately address diverse learning styles. This course emphasizes the goal of encouraging our graduates to engage in service to diverse student bodies, schools and communities by exhibiting and modeling professional behavior in the field that models integrity, fairness, and ethical decision-making which is in the best interests of all students and stakeholders. The ultimate aim in emphasizing these three themes is to produce educational leaders who reflect Lincoln Memorial University’s motto, *Preparing Professional Educators of Distinction to Make a Positive Impact on This Generation and the Next.*

Requirements (see Course Outline and Requirements section):
1. Reading and discussion of required materials;
2. Observation and clinical activities;
3. Group and individual Projects - Candidates will research assigned topics and present to the class; and,
4. Key Assignments: Complete the two key assignments which will count 50% of course grade (25% each) and one will be a clinical experience assignment. Key Assignments are submitted VIA/LiveText and will be assessed electronically by the instructor using a rubric. In addition to the Key Assignments, the instructor will require other coursework which will count for the remaining 50% of course grade.

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.

Evaluation Method: Assignments will be evaluated based on program standards using various assessment tools, including rubrics. The University official Graduate Education grading system will be utilized.
Attendance Policy: Cooperative and group learning are essential components of the MEd program. When class absences occur, students can make up for knowledge and skills by completing required assignments, 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, even with successful completion of make-up assignments, excessive class absences will cause a reduction in the final course grade. The first absence in a semester will not result in a reduction of final grade. The second absence will result in a reduction of one letter grade. Three absences will result in a final grade of C or lower. More than three absences will result in a grade of F for the course(s) taken that semester. Faculty will determine when circumstances legitimately cause a student to be tardy or need to leave a class early; however, a pattern of excessive tardiness or leaving early may affect grade. Students may not make up for an absence at another class site. Refer to the Graduate Catalog for further academic information and 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: The instructor will serve as a facilitator using appropriate instructional methods such as lecture, class discussion, reflection, collaborative assignments, group presentations, problem solving, clinical activities, and collaboration with mentor and school based administrator.

VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:

Technology
Incoming students must be computer literate and be 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
Candidates will be required to submit some assignments to Turnitin, the computer program designed for checking literature duplication. Submitting additional course work to Turnitin is at the instructor’s discretion. Instructions for using Turnitin can be found at http://www.turnitin.com/en_us/training/student-training

VIA/LiveText
viaLiveText.com: Each student will be required to establish or continue an account with the viaLiveText.com program. viaLiveText.com 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 online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions are posted on the School of Education website at http://www.lmunet.edu/academics/schools/school-of-education.

Library Resources
The Carnegie-Vincent Library provides access to three outstanding databases in the Education field: 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; Professional Collection, a custom selection of more than 300 full text periodicals for educators covering the subject areas of “health and fitness, school law, drug and alcohol abuse, learning disabilities, sports, arts and humanities, social sciences, and psychology;” and ProQuest Education Journals database which contains access to 760 leading journals of which over 600 are in full-text. 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:

ACADEMIC SUPPORT SERVICES: LMU offers a variety of Academic Support Services that are available to students to assist them academically. Academic Support is located in the Carnegie-Vincent Library on the Harrogate campus. Visit [https://www.lmunet.edu/academics/academic-support](https://www.lmunet.edu/academics/academic-support) for more information regarding the Tagge Center for Academic Support, tutoring options, study skills sites, Student Support Services, and the Cornerstone Program.

STUDENTS WITH DISABILITIES POLICY: LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course, please contact Dr. Dan Graves, Director of Accessible Education Services, to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor’s receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at [dan.graves@lmunet.edu](mailto:dan.graves@lmunet.edu) and/or 423.869.6531 (800-325-0900 ext. 6531).

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](mailto: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:

HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT: No person at LMU shall, on the basis of age, color, creed, disability, ethnic/national origin, gender, military status, pregnancy, race, religion, sexual orientation, genetic information, or any other class protected by applicable law, be excluded from participating in, or being denied benefits of, any educational opportunity.

LMU is committed to providing a campus environment free of all forms of discrimination, including gender or sex based discrimination. All LMU employees are designated as Responsible Employees/Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to share the information with the University’s Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the Office of Mental Health Counseling, Duke Hall 202. For more information, contact Jason Kishpaugh, Director of Counseling, by email at [jason.kishpaugh@lmunet.edu](mailto:jason.kishpaugh@lmunet.edu), by phone at (423) 869-6401, or schedule an appointment online at [https://www.lmunet.edu/student-life/counseling/schedule-an-appointment](https://www.lmunet.edu/student-life/counseling/schedule-an-appointment).

If you have experienced any form of discrimination or harassment and would like report information, please contact: Jeana Horton, J.D., Title IX Coordinator/Institutional Compliance Officer, by email at [titleixcomplaints@lmunet.edu](mailto:titleixcomplaints@lmunet.edu), or by phone at (423) 869-6618.

You may make a report online at [http://www.emailmeform.com/builder/form/WCcZ1kg83c48D6b0w721mhL](http://www.emailmeform.com/builder/form/WCcZ1kg83c48D6b0w721mhL). The Title IX Coordinator/Institutional Compliance Officer’s office is located at D.A.R. 210 and the Duncan School of Law, Room 404. The Harassment, Discrimination, and Sexual Misconduct Policy is located in the Student Handbook.

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations. In addition, LMU Campus Police is available to provide security escorts and/or additional security on campus.
HAZING: Hazing is any reckless or intentional act, occurring on or off campus, that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule directed toward other students or groups (regardless of their willingness to participate), that is required or expected for affiliation or initiation. This includes any activity, whether it is presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.

Hazing is strictly prohibited by the University and the State of Tennessee. Any individual or organization found in violation of this policy is subject to disciplinary action and/or criminal prosecution. Retaliation against any person who is involved or cooperates with an investigation of hazing is strictly prohibited. If you are aware of an incident of Hazing, you must report such incident to the Dean of Students.

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).

The expected levels to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum are:

- Essay Writing - greater than a rating of 2
- ETS Proficiency Profile – greater than one standard deviation less than the three-year LMU average on this exam. Score from repeated exams are not included in this average calculation.

LMU’S INCLEMENT WEATHER POLICY can be found at the following link to LMU’s website: http://www.lmunet.edu/student-life/weather-cancellation-notification. Students should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

INSTRUCTIONAL CONTINUITY IN CASE OF TEMPORARY CAMPUS CLOSURE POLICY: Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

INTENT TO GRADUATE: Students planning to graduate at the end of the current semester need to apply for graduation by submitting an Intent to Graduate form to Erin Brock (erin.brock@lmunet.edu) by the deadline indicated in the Important Dates section of the syllabus. Graduation forms and additional information can be found at www.lmunet.edu/education.

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.

FOR OUT-OF-STATE STUDENTS: LMU does not guarantee out of state certification. Students seeking certification should contact their State Department of Education to verify the individual’s state certification regulations.

VIII. MISSION STATEMENTS:

LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT can be found at the following link to LMU’s website: http://www.lmunet.edu/about/mission.shtml.
Hybrid Learning Model
This course is offered in a hybrid learning model. Hybrid learning models are based on contemporary learning theory and exemplary teaching practices in the classroom. This particular model is based on an understanding about how adults learn and an understanding of the rich resources offered through collaboration with peers and interaction with the extensive resources on the Internet. The hybrid learning model is comprised of anchored instruction (seat time), professional learning communities (collaboration), web-enhanced learning strategies (technological learning), expository presentation (student engagement) and problem-based learning (case studies and field-based activities).

Anchored instruction – 1,620 minutes – Attendance and participation in all class sessions, attentive to lectures, participate in class discussions, class presentations, etc.
Professional Learning Communities – 300 minutes. Structured collaboration with peers
Use of Technology within Research, Clinical/Key Assignments, and Class Assignments – 360 minutes.

Total Carnegie Units: 2,280 minutes/38 hours

IL 561 KA #1 ADA Facilities Analysis and Organizational Management
IL 561 KA #2 Technology Policy Review
IL 561 Assignment #3 Presentation of Law Topic

Key Assignment #1: ADA Facilities Analysis and Organizational Management
Group Project #1: Examine your school’s procedures for the opening of school, particularly in relation to following the Americans with Disabilities Act (ADA) guidelines and requirements. Improve and revise the plans by focusing on the following:
• Review of federal ADA facility requirements
• Interview Special Education Director in regard to ADA facility requirements
• Interview System Maintenance/Facilities Director in regard to ADA compliance
• Review most recent ADA Compliance Report for system
• Conduct a facilities analysis for ADA of your school building and grounds (What should be done to make the building and grounds accessible and responsive to the dignity/safety issues that are the core of ADA?)
• Submit to VIA/LiveText a written summary of the assignment, including a copy of the ADA Compliance checklist of your school.

Assessment: KA #1: ADA Facilities Analysis and Organizational Management Rubric

Key Assignment #2: Technology Policy Review
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. Technology guidelines and responsibilities for students and educators
   b. Cyber-bullying
   c. Equity in access to hardware and software, including smart phones
   d. Legal, ethical and safety use of digital information and technology
   e. 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, litigious age.

4. Submit to VIA/LiveText on date assigned by faculty.
5. Submit to E-Portfolio sections as appropriate.

Assessment: KA#2 – Technology Policy Rubric

Required Assignment #3: Presentation of Law Topic as assigned by Faculty

Assessment: Law Topic Presentation Rubric

X. 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 for 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:

   o Cite sources within the text for all phrases or ideas that are quoted or paraphrased.
   o 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.)

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/student-life/student-service-initiative or contact the Associate Dean of Students,
Elise Syoen, at Elise.Syoen@LMUnet.edu.

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.
### IL 561 KA #1: ADA Facilities Analysis and Organizational Management

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<tr>
<th>Element</th>
<th>Capstone (3)</th>
<th>Milestone (2)</th>
<th>Milestone (1)</th>
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<tbody>
<tr>
<td>Analysis of Federal ADA Requirements</td>
<td>A detailed, comprehensive analysis of ADA requirements was conducted through research and collaboration with peers to ensure a safe, accessible environment for all that assured the local school system was in compliance with state and federal policies.</td>
<td>An appropriate analysis of ADA requirements was conducted through research to ensure a safe, accessible environment for all that assured the local school system was in compliance with state and federal policies.</td>
<td>An analysis of ADA requirements was conducted.</td>
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<td>ELCC 2, 4</td>
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<td>CAEP 1</td>
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<td>Stakeholder Collaboration</td>
<td>A detailed, well-documented collaboration with the system-level Special Education Director and the Maintenance/Facilities Director was conducted to review ADA Compliance and needs within the system and to ensure a safe environment for all.</td>
<td>A collaboration with the system-level Special Education Director and the Maintenance/Facilities Director was conducted to review ADA Compliance and needs within the system.</td>
<td>Interviews were conducted with the system-level Special Education Director and the Maintenance/Facilities Director.</td>
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<tr>
<td>Resource Management</td>
<td>Through extensive collaboration and review of the most recent system-level ADA Compliance Report, deficiencies and system response was identified to ensure safety and accessible facilities and grounds for all students.</td>
<td>Through appropriate collaboration and review of the most recent system-level ADA Compliance Report, deficiencies and system response was identified to ensure safety and accessible facilities and grounds for all students.</td>
<td>A limited review of the ADA Compliance Report identified some system-level ADA deficiencies.</td>
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<td>TILS B, D</td>
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<td>CAEP 1</td>
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<tr>
<td>Data Collection</td>
<td>A comprehensive ADA Compliance check was performed within the candidate’s school.</td>
<td>A thorough ADA Compliance check was performed within the candidate’s school.</td>
<td>An ADA Compliance check was performed within the candidate’s school.</td>
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<td>TILS D</td>
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<td>CAEP 1</td>
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<tr>
<td>Safety Recommendations</td>
<td>As a result of the ADA Compliance Check, a detailed, prioritized list of recommendations to rectify deficiencies (if any) was developed.</td>
<td>As a result of the ADA Compliance Check, a list of recommendations to rectify deficiencies (if any) was developed.</td>
<td>As a result of a limited ADA Compliance Check, a list of recommendations to rectify deficiencies (if any) was developed.</td>
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<td>TILS B</td>
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## IL 561 KA#2: Technology Policy Review

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<thead>
<tr>
<th>Element</th>
<th>Capstone (3)</th>
<th>Milestone (2)</th>
<th>Milestone (1)</th>
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<tbody>
<tr>
<td><strong>Review of System Handbooks</strong></td>
<td>A detailed, comprehensive review of the schools and system technology policy, including policy manual, faculty and student handbooks, was conducted to ensure that policies and operating procedures were legal and ethical and in place within the system’s guidelines to ensure a safe environment for all.</td>
<td>An appropriate review of the schools and system technology policy, including policy manual, faculty and student handbooks, was conducted to ensure that policies and operating procedures were legal and ethical and in place within the system’s guidelines to ensure a safe environment for all.</td>
<td>A review of the schools and system technology policy, including policy manual, faculty and student handbooks, was conducted to ensure that policies and operating procedures were legal and ethical.</td>
</tr>
<tr>
<td><strong>Analysis of Review</strong></td>
<td>A detailed analysis of the review of the systems’ technology policies was completed to ensure that issues such as cyber-bullying, equity in access, legal and ethical safety use, and that all stakeholders were involved in development of standard operating procedures and routines.</td>
<td>An analysis of the review of the systems’ technology policies was completed to ensure that issues such as cyber-bullying, equity in access, legal and ethical safety use, and that all stakeholders were involved in development of standard operating procedures and routines.</td>
<td>A analysis of the review of the systems’ technology policies was completed but provided limited assurance that issues such as cyber-bullying, equity in access, legal and ethical safety use, and that all stakeholders were involved in development of standard operating procedures and routines.</td>
</tr>
<tr>
<td><strong>Written Analysis</strong></td>
<td>Through extensive analysis of all existing technology plans and manuals, which included a diverse set of stakeholders, a detailed written report of findings and recommendations was completed and presented.</td>
<td>Through analysis of some existing technology plans and manuals, which included a diverse set of stakeholders, a clear written report of findings and recommendations was completed and presented.</td>
<td>Through analysis of existing technology plans and manuals, a written report of findings was completed.</td>
</tr>
<tr>
<td><strong>Policy Compliance</strong></td>
<td>The analysis provided detailed evidence that all schools and system policies met those aligned with state and federal policies in regard to technology.</td>
<td>The analysis provided evidence that all schools and system policies met those aligned with state and federal policies in regard to technology.</td>
<td>The analysis provided limited evidence that all schools and system policies met those aligned with state and federal policies in regard to technology.</td>
</tr>
<tr>
<td><strong>Safety Recommendations</strong></td>
<td>Through extensive collaboration with stakeholders and review of all written manuals and policies regarding technology, a comprehensive list of recommendations (if needed) to foster a safe and equitable learning environment for all was developed with timelines, strategies and responsibilities outlined to ensure continuing operating procedures was aligned with state and federal policies.</td>
<td>Through collaboration with stakeholders and review of written manuals and policies regarding technology, a list of recommendations (if needed) to foster a safe and equitable learning environment for all was developed with timelines, strategies and responsibilities outlined to ensure alignment with state and federal policies.</td>
<td>Through limited collaboration with stakeholders and review of written manuals and policies regarding technology, a list of recommendations was developed.</td>
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### IL 561 Assignment #3 – Law Topic Presentation Rubric

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<tr>
<th>Element</th>
<th>Capstone (3)</th>
<th>Milestone (2)</th>
<th>Milestone (1)</th>
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<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Organizational pattern (introduction and conclusion, sequenced material within the body, and transitions) is clear, consistent, and makes the presentation cohesive.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language is appropriate to audience.</td>
<td>Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.</td>
<td>Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Delivery techniques make the presentation compelling, and speaker appears polished, knowledgeable of topic, and confident.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.</td>
</tr>
<tr>
<td><strong>Supporting Material</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Central Message</strong></td>
<td>Central message is compelling to stakeholders.</td>
<td>Central message is clear and consistent with the supporting material.</td>
<td>Central message is basically understandable but is not memorable.</td>
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</table>
STANDARDS

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.
COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION (CAEP)  
STANDARDS FOR ADVANCED PROGRAMS

Standard 1: Content and Pedagogical Knowledge  
The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards.

Standard 2: Clinical Partnerships and Practice  
The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.

Standard 3: Candidate Quality, Recruitment, and Selectivity  
The provider demonstrates that the quality of advanced program candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that advanced program completers are prepared to perform effectively and are recommended for certification where applicable. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program’s meeting of Standard 4.

Standard 4: Program Impact  
The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Standard 5: Provider Quality Assurance and Continuous Improvement  
The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completers’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.
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 goal.
   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.
The Learner and Learning

Standard #1: Learner Development
The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The candidate uses understanding of individual difference and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The candidate works with others to create environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge
The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content

Standard #5: Application of Content
The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment
The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate’s and the learner’s decision making.

Standard #7: Planning for Instruction
The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice
The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Notes:
☑ In each standard the term “teachers” has been replaced with the term “candidate” in compliance with CAEP requirements.
☑ Full documents available at:

http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_(April_2011).html
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