HYB: IL 562
Legal, Ethical, and
Financial Issues Practicum
Fall 2017

VALUES • EDUCATION• SERVICE

Course Delivery Method: Hybrid
Course Section: Harrogate (AO), Cedar Bluff (KO), Chattanooga (M2), Kingsport (P0)
Meeting Time and Place: Saturday Cohort
Course Credit Hours: Three hours credit

Faculty Contact Information:

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Dr. Dwain Arnold, P0
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(423) 863-2259

I. Course Description: This course is designed to provide field experience in educational settings for legal, ethical, and financial components of the program to provide direct theory-into-practice work. A collection of artifacts and reflection of activities will be documented in the candidate’s electronic portfolio.

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 3: Professional Learning and Growth

Candidates who complete the program are ethical leaders who competently evaluate teacher effectiveness utilizing multiple data sources, develop collaboratively professional learning and growth opportunities, and through modeling instill the philosophy of lifelong learning among all staff members.

TILS A, C ELCC 2, 4 ISTE A 3 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.

| TILS D | ELCC 1, 3, 5 | ISTE A 3, 4, 5 | CAEP 4, 5 |

III. TEXTS/MATERIALS FOR THE COURSE:
No text required. Materials used in this course will include: School Board Policy Manuals, Board Meeting Agendas, State Department of Education Websites, Tennessee Education Law, Court Decisions, School Improvement Plans, School and System Report Cards, School and System Assessment Data, School Faculty Handbooks, School Student Handbooks, and Public Agency policies and protocols (such as Human Services, Mental Health, Criminal Justice, etc.)

IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:
The administrative licensure program requires a total of 100 hours of field based/seminar (practicum) experiences with three hours credit related to educational law, ethics and finance in this course. Field experiences may include seminar, group, and individual assignments/experiences developed in cooperation with the student/mentor and principal or school administrator. The activities related to each course in the program will be developed from, but not limited to, the list of suggested activities attached to this syllabus. Activities for each practicum shall have rigor and will equate to three hours of graduate credit. Seminars will be scheduled each semester to allow mentors and cohort member candidates to share experiences and to establish cooperative/supportive relationships. The fourth semester practicum will consist of the Capstone Project. In addition to the activities related to each course, candidates will spend a minimum of fifteen hours during the program assisting with supervisory duties. (Complete an activity summary of the complete experience: see VIA/LiveText Instructional Leadership Licensure Portfolio.) See attached assignments for semester assignments. Documented hours for the entire practicum should not be less than 100 hours (form in VIA/LiveText Instructional Leadership Licensure Portfolio). A comprehensive Practicum Licensure rubric (see p. 11) that encompasses the entire field experience will be assessed by the mentor at the end of the Licensure Program.

CANDIDATES WILL BE REQUIRED TO DEVELOP AN ELECTRONIC PORTFOLIO IN VIA/LIVETEXT TO INCLUDE ALL PRACTICUM EXPERIENCES.

Evaluation Method: Assignments will be evaluated based on program standards using various assessment tools, including VIA/LiveText adopted 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: N/A

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 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.**

**Turnitin**  
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](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](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.

**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:

**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 and/or 423.869.6401 (800-325-0900 ext. 6401).

DISCRIMINATION, SCHOLASTIC DISHONESTY, CHEATING, AND PLAGIARISM POLICIES can be found in the student handbook: LMU’s website: http://www.lmunet.edu/student-life/handbooks.

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, by phone at (423) 869-6401, or schedule an appointment online at 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, or by phone at (423) 869-6618. You may make a report online at http://www.emailmeform.com/builder/form/WCcZ1kq83c48D6b0w721mhL. 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.

CARTER & MOYERS GRADUATE SCHOOL OF EDUCATION MISSION STATEMENT:
http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf (page 11)

INSTRUCTIONAL LEADERSHIP MISSION STATEMENT:
http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf (Page 31)

IX. COURSE OUTLINE/ASSIGNMENT/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:

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
Research and Support for Clinical/Key Assignments – 360 minutes.
Total Carnegie Units: 2,280 minutes/38 hours
Activities in KA #1 and #2 are required to be submitted to VIA/LiveText:

Key Assignment #1 – Clinical Safety Walkthrough
(A) Conduct a walkthrough 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 VIA/LiveText on date assigned by faculty. Submit to E-Portfolio sections as appropriate.

Assessment: Clinical Safety Walkthrough Rubric

Key Assignment #2: Strategic Stakeholder Collaboration
- Interview 2 school administrators other than your own. Attempt to interview one from elementary and one from middle or high school. Interview questions should focus on the most difficult ethical, legal and financial issues they have faced, the resolution, and if that administrator were to have the chance to address those issues again, how could the process be improved. Assure that no names are used in your transcript and confidentiality is maintained.
- Interview 1 decision maker in an agency, other than a school, that serves youth (e.g., juvenile court, recreation department officials, children social services, etc.) and center your questions around the legal, ethical, and financial responsibilities they must navigate in their positions and how their work connects to the work of school administrators and educators.
- Candidates will audio record interviews and generate verbatim transcripts of the 3 interviews.

Assessment: Strategic Stakeholders Interview Rubric

Key Assignment #3: Portfolio & Professional Development Plan
All assignments completed for this course must be uploaded to the Portfolio.

Students will also create a Professional Development opportunity around a topic of your choice (to be approved by professor). This plan for your Professional Development opportunity should be attentive to: 1) Composition of the Professional Development-who does it consist of?; 2) Outline/Agenda-what will the Professional Development explore or investigate together?; 3) Materials & Resources-what will you need to make this Professional Development opportunity happen?; 4) Financials-is there a monetary requirement and if so, where will funding come from?; 5) Time-how long/how often will this Professional Development initiative meet?

Assessment: Portfolio Checklist

Required Assignment #4: School Finance Case Study Review & Analysis
- Students will read a case study on school finance and provide a narrative and analysis.
- Read the case study below and write a short reflection for it on the date listed on the class assignment sheet. In the reflection address the following central question(s):
  A. What is the fundamental question?
  B. What factors would you take into consideration as you make your decision?
  C. What are the pros and cons of each case study?
D. What is your decision?

Case 6: Where Will the Money Come From?

You are the principal of a middle school. You have an Activity Fund that has proved useful to your program. Many of the “extras” that can be provided to teachers are paid for from this account. Field trips to places that charge admission, special events performances, gifts for children in need, and other beneficial extras are not a big problem for your middle school. There always seems to be an adequate amount of money in the Activity Fund. With adequate preplanning, there are few extras that cannot be provided. Until now, that is.

Your middle school has an enrollment of 925 students, most of whom come from homes of modest means. About 65 percent of the young people receive free or reduced-price school lunch. Many participate in your breakfast program.

The problem is a decided movement in the larger school community to reconsider the machine sale of snack foods and soft drinks. Some children avoid the regular lunch and fill up on snack foods. Moreover, with increasing concern about poor diets and obesity of young people, feelings about getting rid of temptations of snack foods and sugary soft drinks are running high. It is clear that a decision is about to be made at the central-office level to discontinue the practice in all schools.

Under current conditions, your Activity Fund will not survive this lack of income, because the main source—probably as much as 85 percent of the money—comes from sales of snack food and soft drink. Your students need the extras that the fund provides. But, of course, good sense indicates that the source of this money is not the best.

So, what are you going to do?

*Diverse Clinical Experience: Each student is required to spend 10 hours in a diverse clinical setting. Complete as many hours as possible this semester and the remainder will be completed next semester.

Candidates will complete the “Diversity Experience Log Sheet” found at: https://form.jotform.com/71694752367165 as documentation of clinical practice in diverse settings. The form may be completed as many times as needed and should be completed for each different educational setting. A total of 10 hours of clinical practice in a diverse setting is required by the end of the program.

Complete a summary of your diverse clinical experience in the template provided in VIA/LiveText. Summary should include a description of your diverse clinical experience, a tally of the hours logged, and a deep and thoughtful reflection on the experience.

Assessment: Evidence of diverse clinical experiences.

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:

- 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.)
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](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.**
<table>
<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>Clinical Walkthrough</strong></td>
<td>A detailed, comprehensive safety clinical walkthrough of the school’s physical plant and grounds was collaboratively conducted with stakeholders and analyzed.</td>
<td>An appropriate safety clinical walkthrough of the school’s physical plant and grounds were completed with some collaboration with stakeholders.</td>
<td>Walkthrough was completed, however, all areas of safety concerns were not addressed.</td>
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<tr>
<td><strong>Concerns/ Discussion</strong></td>
<td>A detailed, well-documented list of safety concerns developed through collaboration with stakeholders through the clinical walkthrough was distinctly discussed with school administration. A detailed written report was presented to the administration addressing these issues.</td>
<td>A clear list of safety concerns obtained through the clinical walkthrough with some collaboration with stakeholders was discussed with school administration. A checklist was provided to the administration.</td>
<td>A list of safety concerns obtained through the clinical walkthrough was provided to the administration.</td>
</tr>
<tr>
<td><strong>Safety Interviews</strong></td>
<td>Through extensive collaboration and interviews with teachers and building-level administrators, documented issues of safety concerns and liability were identified and detailed corrective action plans were developed.</td>
<td>Through appropriate collaboration and interviews with teachers and building-level administrators, documented issues of safety concerns and liability were identified and initial steps for corrective action plans were developed.</td>
<td>Through interviews with some school personnel, issues of safety concerns and liability were identified.</td>
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<tr>
<td><strong>Safety Recommendations</strong></td>
<td>Through extensive collaboration with stakeholders, a comprehensive list of recommendations to foster a safe, effective and orderly environment for all was developed with timelines, strategies and responsibilities outlined.</td>
<td>Through collaboration with stakeholders, a list of recommendations to foster a safe environment for all was developed.</td>
<td>Through limited collaboration with stakeholders, a list of safety recommendations was developed.</td>
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<tr>
<td><strong>Evaluation/ Follow-Up</strong></td>
<td>The Safety Plan includes a detailed timeline to follow up on all recommendations to provide a safe and orderly environment for all.</td>
<td>The Safety Plan includes a timeline to follow up on recommendations to provide a safe and orderly environment for all.</td>
<td>The Safety Plan includes a checklist to follow up on some recommendations to provide a safe and orderly environment for all.</td>
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<td>Element</td>
<td>Capstone (3)</td>
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<td><strong>Analysis of Knowledge</strong></td>
<td>Through extensive collaborative interviews with experienced administrators, the candidate connects and extends knowledge (facts, theories, etc.) from one's own academic field to a leadership style and to one's own practices in school setting in regard to legal issues.</td>
<td>Through collaborative interviews with experienced administrators, the candidate connects knowledge (facts, theories, etc.) from one's own academic field to a leadership style and to one's own practices in school setting in regard to legal issues.</td>
<td>Through interviews with experienced administrators, the candidate relates knowledge (facts, theories, etc.) from one's own academic field to a leadership style.</td>
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<td><strong>Servant Leadership Identity and Commitment</strong></td>
<td>Provides detailed evidence of experience in ethical servant leadership activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of identity and continued commitment to effective leadership.</td>
<td>Provides evidence of experience in ethical servant leadership activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of identity and continued commitment to effective leadership.</td>
<td>Evidence suggests involvement in servant leadership activities is generated from expectations or course requirements rather than from a sense of identity.</td>
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<tr>
<td><strong>Continuous Growth and Learning</strong></td>
<td>As a result of the detailed interviews with both school administrators and non-educational leaders in regard to legal issues, the candidate's commitment to continuous learning is extensively reinforced.</td>
<td>As a result of the interviews with both school administrators and non-educational leaders in regard to legal issues, the candidate's commitment to continuous learning is reinforced.</td>
<td>As a result of the interviews with both school administrators and non-educational leaders in regard to legal issues, the candidate recognizes a need for continuous learning.</td>
</tr>
<tr>
<td><strong>Self-Reflection</strong></td>
<td>Through detailed interviews with both school administrators and a non-educational leader, the candidate comprehensively identifies legal issues that will require further self-study.</td>
<td>Through interviews with both school administrators and a non-educational leader, the candidate clearly identifies legal issues that will require further self-study.</td>
<td>Through interviews with both school administrators and a non-educational leader, the candidate identifies limited legal issues that will require further self-study.</td>
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<tr>
<td><strong>Application of New Knowledge and Relevance to Prior Knowledge</strong></td>
<td>Makes explicit references to previous learning and applies in an innovative way that knowledge and those skills to demonstrate comprehension and performance needed in leadership situations to enhance school safety and student achievement.</td>
<td>Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations.</td>
<td>Makes references to previous learning and attempts to apply that knowledge and those skills to demonstrate comprehension and performance in novel situations.</td>
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## IL 562 KA #3 – PORTFOLIO CHECKLIST FALL 2017

<table>
<thead>
<tr>
<th>Portfolio Component</th>
<th>Complete - 3</th>
<th>Ongoing Progress - 2</th>
<th>No Progress - 1</th>
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<tbody>
<tr>
<td>I.  Contact Information</td>
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<td>II.  Autobiographical</td>
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<td>Information CV</td>
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<td>III. Professional</td>
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<td>Credentials Fall</td>
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<td>IV.  Philosophy</td>
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<td>V (A). Course Content</td>
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<td>Assignments Summer</td>
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<td>V (B). Course Content</td>
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**For Instructional Leadership Only:**

| VIII. Field Experience      |              |                      |                 |
|    Activities Fall         |              |                      |                 |
|    Spring                 |              |                      |                 |

**Comments:**
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 INTASC Model Core Teaching Standards (April 2011)

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 encourage 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