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 4: Resource Management

Candidates who complete the program are ethical leaders who facilitate the development of a highly effective learning community through enlisting the support of diverse stakeholders and resources, which are aware of the school’s mission, vision, and goals and are involved in school improvement decisions; guided by district, state and federal guidelines and accurate, transparent budgetary policies and procedures.
**Candidate Outcome 5: Educational Advocacy**

Candidates who complete the program are ethical leaders who apply knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

**TILS D  ELCC 4, 6  ISTE A 5  CAEP 4, 5, 2**

### III. TEXTS/MATERIALS FOR THE COURSE:

- UGA COE Lecture Series on-line video, Retrieved at [http://www.youtube.com/watch?v=PqtgghYIFV8](http://www.youtube.com/watch?v=PqtgghYIFV8) (1 hour, 30 minutes in length)

### IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS:

This course is offered in a blended learning design. Blended learning designs 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 blended learning design 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 (seat time) 15 hours**
- Attendance and participation in all class sessions, attentive to lectures, participate in class discussions, class presentations, etc.
- **Assignments:**
  - **Key Assignment #2:** Presentation of a law topic as assigned by professor. This assignment can be done in groups (Due classes 1-3).
  - **Assessment:** IL 651 LAW AND ETHICS CRITICAL THINKING SKILLS RUBRIC

**Professional learning communities (collaboration) 15 hours**
- Textbook study groups, law case research, case study resolution, field-based activities, problem-based activities, reflection, etc.
- **Activity:**
  - Law topic research for presentation (group assignment – approximately 3 hours)
  - Chapters 3-7 Book study groups prior to class 2 (approximately 6 hours)
  - Chapters 8-13 Book study groups prior to class 3 (approximately 6 hours)
- **Assessment:** Professor’s observation of quality of class discussion and research product.

**Web-enhanced learning strategies (technological learning), expository presentation (student engagement) and problem-based learning (case studies and field-based activities) 15 hours**
- On-line law case research, Face time/Skype law topic discussion, Postings/discussing legal/ethical questions through blogging, electronic submission of assignments, on-line video presentations, etc.
- **Assignments:**
  - **Key Assignment #1:** Critique the assigned article, *Creating a community of difference* by Carolyn Shields. Find via on-line library data bases.
  - **Due via Live Text by class 2** - Individual assignment (3 hours)
Problem-based activity to connect standards and legal guidelines to practice (group assignment)

**On-line Resource** –
UGA COE Lecture Series on-line video, Retrieved at
http://www.youtube.com/watch?v=PqtgghYIFV8
1 hour, 30 minutes in length

**Standards** – TILS, ELCC

**Directions** – Read the *Stupid Cupid* scenario on pp. 80-81 of textbook. Watch the Dayton on-line video individually or in groups. Meet in PLC group. Using information from the textbook, and the video, argue for or against punishing the editors of the newspaper. Clarify the legal question; cite applicable TILS and ELCC standards, case law/legal guidelines regarding student speech, and ethical principles to support your resolution.

Acting in the role of principal, write a memo to the superintendent/school director or board of education chair justifying your decision. Memo should be one page.

**Assessment:** IL 651 LAW AND ETHICS DECISION MAKING MODEL RUBRIC

Due: Class 3

**Assignment length** – (12 hours)

**OUTLINE OF COURSE CONTENT**

1. School finance and taxation;
2. Law of education, ethics, and legal decision making in education;
3. Legal bodies governing education;
4. Education, religion and community values;
5. Student privacy and First Amendment Rights;
6. Due process, student discipline, athletics, and Title IXs;
7. Student search;
8. School safety;
9. Children with disabilities (IDEIA);
10. Tort liability and risk management;
11. Teacher employment, supervision, and collective bargaining;
12. Teacher constitutional law; and
13. Law, ethics, and educational leadership connection.

**Learning Outcomes**

- Establishes, communicates, and enforces a set of standard operating procedures and routines aligned with district, state, and federal policy;
- Fosters a safe, respectful, and orderly environment for all;
- An ethical and effective instructional leader facilitates professional practice that continually improves student learning;
- Takes measures to actively involve families in the education of their children; and,
- Performs all budgetary and responsibilities with accuracy, transparency, and in the best interest of students and staff.

**EVALUATION/ASSESSMENT**

1. Evaluation of article critique
2. Evaluation of law topic presentation
3. Chapter questions as assigned by professor/class discussion
4. Problem-Based case studies/Letter to School Director
5. Class participation/Observation

**V. METHODS OF INSTRUCTION:** [This section may include collaboration, demonstration, evaluation, tools, projects, themes, activities or performance tasks, labs, lectures, etc.]

**VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:**

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

**Turn-it-in**
Portions of EDUC 697 (Research Project) will be required to be submitted to Turn-It-In, the computer program designed for checking literature duplication. Submitting additional course work to Turn-It-In is at the instructor’s discretion. Instructions will be available early in the semester on the Graduate Education Office webpage.

**LiveText**
Each student will be required to establish an account with the LiveText program by the second class session. LiveText 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 will be distributed on a separate handout at your first class session. LiveText may be purchased online at [http://college.livetext.com](http://college.livetext.com) or through the LMU Bookstore. LiveText Help is available on the Graduate Office web page – see the web page address on the previous page.

**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:**

**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, ADA Coordinator to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Disability Services. The Office of Disability 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 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](http://www.lmunet.edu/student-life/handbooks).

**MANDATORY REPORTING FOR TITLE IX SEX DISCRIMINATION AND HARASSMENT:** LMU is committed to providing a campus environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, gender or sex-based bullying and stalking, etc.). As an instructor, one of my responsibilities is to help create a safe learning environment for my students.
and for the campus as a whole. As a member of the University community, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination of which I become aware. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or state or federal law, I am required to share the information with my supervisor and/or the University’s Title IX Coordinator. If you would rather share information about sexual harassment, sexual violence, or sex discrimination with an employee confidentially who does not have this reporting responsibility, you may share the information with campus counselors at the Office of Counseling Services.

If you have experienced any form of gender or sex-based discrimination or harassment and would like to file a complaint, please contact the Title IX Coordinator, Jeana Horton, at jeana.horton@lmunet.edu or titleixcomplaints@lmunet.edu or by phone at 423-869-6586. Know that help and support are available. LMU has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

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

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

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

**LMU’S INCLEMENT WEATHER POLICY** can be found at the following link to LMU’s website: http://www.lmunet.edu/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 CAMPUS CLOSURE:** 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.

**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 SCHOOL OF EDUCATION MISSION STATEMENT:**
http://www.lmunet.edu/education/about/Unit%20Conceptual%20Framework%202011.pdf (Page 6)

**INSTRUCTIONAL LEADERSHIP MISSION STATEMENT:**
http://www.lmunet.edu/education/FINAL%20Graduate%20Education%20Catalog.pdf (Page 31)
IX. COURSE OUTLINE/ASSIGNMENTS/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:

IL 651 KA #1 Critique of “Creating a Community of Difference”
IL 651 KA #2 Law Topic Presentation Critique
IL 651 Assignment #3 Stupid Cupid Letter
IL 651 Assignment #4 School Personnel Interview

Key Assignment 1: Candidate will read and critique the article “Creating a Community of Difference” by Shields via LiveText. Chapters will be assigned from the text by the professor and candidates will participate in out of class discussion in PLC groups.

Assessment: IL 651 KA #1 Critique of “Creating a Community of Difference” Rubric

Key Assignment 2: Students will select a law topic for research to be approved by the professor and provide presentations to the class. Students will continue reading assigned chapters and texts and participate in out of class discussion and PLC groups. Students will complete a problem based scenario/stupid cupid letter view online video.

Assessment: IL 651 KA #2 Law Topic Presentation Critique Rubric

Assignment #3: Problem-Based Scenario Student Response (Stupid Cupid and Dayton’s online video) – Individually write letter to a school superintendent or a school board chairperson outlining your recommendations in regards to the actions of the newspaper editors. Cite specific references to school law to support your position.

Assignment #4: Candidates will individually interview a school Superintendent, Assistant Superintendent, School Principal, or Assistant Principal in regards to what they consider the most difficult legal issues they confront and what steps they take when dealing with these legal questions. For example: implementation of Special Education policies and procedures, student behavior, personnel issues, and financial issues.

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 form and structure.

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

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

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

Student’s Signature________________    Date ______________

(This statement must be included with all written assignments.)
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.**
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<th>Element</th>
<th>Capstone (3)</th>
<th>Milestone (2)</th>
<th>Milestone (1)</th>
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<td><strong>Reading, understanding, and responding to professional literature that builds capacity of educators to develop and execute interventions to address all students learning needs (academic, social, and/or emotional).</strong>&lt;br&gt;&lt;br&gt;<strong>TILS A</strong>&lt;br&gt;&lt;br&gt;<strong>ELCC 1</strong>&lt;br&gt;&lt;br&gt;<strong>CAEP 1</strong></td>
<td>Candidate read selected professional journal article and demonstrated importance of utilizing skilled application of moral principles of social justice and academic excellence for all students while paying careful attention to relationships, understanding and dialogue in literature to develop and execute appropriate interventions that address academic, social, or emotional needs of diverse populations to improve student learning.</td>
<td>Candidate read selected professional journal article and demonstrated appropriate application of moral principles of social justice and academic excellence for most students while paying attention to relationships, and understanding using ideas from literature to develop apt interventions that address needs of diverse populations to improve student learning.</td>
<td>Candidate read selected professional journal article and discussed using ideas from literature for interventions that might address academic, social, or emotional needs of diverse populations to improve student learning.</td>
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<td><strong>Analysis of elements of an inclusive, respectful, safe environment conducive to teaching and learning</strong>&lt;br&gt;&lt;br&gt;<strong>TILS B</strong>&lt;br&gt;&lt;br&gt;<strong>ELCC 2</strong>&lt;br&gt;&lt;br&gt;<strong>CAEP 1</strong></td>
<td>Candidate thoroughly and professionally analyzes and interprets information and data exposed through a professional journal article to improve and provide thoughtful insight on fostering a safe, respectful, and orderly environment for all students in the educational setting by establishing communities of difference based on respect regardless of diversity, ethnicity, sexual orientation or religion.</td>
<td>Candidate thoroughly analyzes and interprets information and data exposed through a professional journal article to improve and provide appropriate insight on fostering a safe, respectful, and orderly environment for most students in the educational setting by establishing communities of difference based on respect.</td>
<td>Candidate interprets information and data exposed through a professional journal article to improve and provide some insight on fostering a safe, respectful, and orderly environment for some students in the educational setting.</td>
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<td><strong>Includes community partners, and diverse stakeholders to support school’s mission, vision, and goals that improve decisions.</strong>&lt;br&gt;&lt;br&gt;<strong>TILS D</strong>&lt;br&gt;&lt;br&gt;<strong>ELCC 3, 5</strong>&lt;br&gt;&lt;br&gt;<strong>CAEP 1</strong></td>
<td>Candidate thoroughly and professionally analyzes and interprets article content to improve use of multiple community resources, partners, and diverse stakeholders to promote the school’s vision, mission, and goals to vastly improve decision-making that improve learning for all students.</td>
<td>Candidate thoroughly analyzes and interprets article content to improve use of several community resources, partners, and diverse stakeholders to promote the school’s vision, mission, and goals to improve decision-making that improve learning for most students.</td>
<td>Candidate analyzes article content to improve use of community resources to promote the school’s vision to improve learning for one diverse group of students.</td>
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<td><strong>Operates legally and ethically within standard operating procedures in best interest of all students.</strong>&lt;br&gt;&lt;br&gt;<strong>TILS D</strong>&lt;br&gt;&lt;br&gt;<strong>ELCC 3, 5</strong>&lt;br&gt;&lt;br&gt;<strong>CAEP 1</strong></td>
<td>Candidate thoroughly and professionally analyzes and interprets article content to competently understand need to operate legally and ethically within standard operating procedures to efficiently and effectively promote best interest of students from all demographic communities.</td>
<td>Candidate thoroughly analyzes and interprets article content to ably understand need to operate legally and ethically within standard operating procedures to efficiently promote best interest of most students from various demographic communities.</td>
<td>Analyzes article content to understand need to operate legally and ethically within standard operating procedures to promote interest of some students from some demographic communities.</td>
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<td>Element</td>
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<td>Analysis of Limitations of Article</td>
<td>Candidate discusses key concepts of article focusing on students’ learning needs and thoroughly analyzes limitations of the study in regards to ensuring a just and caring environment and makes informed judgments regarding limitations of study in support of influencing continuous instructional improvement.</td>
<td>Candidate discusses several concepts of article and analyzes limitations of the study. Candidate makes some adjustments regarding limitations of study in support of influencing some instructional improvement.</td>
<td>Candidate discusses few concepts of article and mentions few limitations.</td>
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<td><strong>Organization of legal and ethical topics</strong>&lt;br&gt;ELCC 1, 2&lt;br&gt;CAEP 1&lt;br&gt;TILS B, D</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly, skillfully, and consistently observable and based on essential state and federal constitutional law, case law, regulations, and policy making the content of the presentation cohesive, organized, and informative.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly observable and based on state and federal constitutional law, case law, regulations, and policy making the content of the presentation organized and informative.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable and based on little state and federal constitutional law, case law, regulations, and policy lacks essential information and organization.</td>
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<td><strong>Language communicates legal and ethical terms, procedures, and concepts</strong>&lt;br&gt;ELCC 1&lt;br&gt;CAEP 1&lt;br&gt;TILS B, D</td>
<td>Language in presentation includes extensive legal and ethical terms and concepts to inform audience and provide expert guidance when establishing, communicating, or enforcing standard operating procedures and routines in an educational setting that are properly aligned with district, state, and federal policy.</td>
<td>Language in presentation includes general legal and ethical terms and concepts to inform audience and provide some guidance when establishing, communicating, or enforcing standard operating procedures and routines in an educational setting that are aligned with district, state, and federal policy.</td>
<td>Language in presentation includes few legal and ethical terms and concepts to inform audience or guide decision-making related to legal decision-making.</td>
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<td><strong>Delivery engages and informs audiences in legal and ethical standard practices</strong>&lt;br&gt;ELCC 1&lt;br&gt;CAEP 1&lt;br&gt;TILS B, C, D</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation dynamic, compelling, and focused. Speaker appears polished, eloquent and confident of legal topic.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and focused. Speaker appears confident of legal topic.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable. Speaker appears tentative and lacks confidence in presenting legal topic.</td>
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<td><strong>Supporting material provides clarity to understand legal and ethical practice, law, and procedure</strong>&lt;br&gt;ELCC 1&lt;br&gt;CAEP 1&lt;br&gt;TILS B, C, D</td>
<td>A variety of types of supporting materials (federal and state constitutional law, federal and state case law, legal definitions, explanations, and examples) make significant reference to information or analysis which substantially supports the presentation or establishes the presenter's credibility/authority on legal topic.</td>
<td>Supporting materials ((federal and state constitutional law, federal and state case law, legal definitions, explanations, and examples) make appropriate reference to information or analysis which generally supports the presentation or establishes the presenter's credibility/authority on the legal topic.</td>
<td>Insufficient supporting materials (federal and state constitutional law, federal and state case law, legal definitions, explanations, and examples) making minimal reference to information or analysis to support the presentation or establishes the presenter’s credibility/authority on the legal topic.</td>
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<td><strong>Central message communicates ethical legal district, state, and federal policy</strong>&lt;br&gt;ELCC 1&lt;br&gt;CAEP 1&lt;br&gt;TILS B, D</td>
<td>Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported) and provides expert guidance to foster a safe, respectful, and orderly school environment for all stakeholders.</td>
<td>Central message is clear and consistent with the supporting material, repeated and portions are memorable and provides adequate guidance to foster a safe, respectful, and orderly school environment for most stakeholders.</td>
<td>Central message can be deduced, but is not explicitly stated in the presentation, is not repeated and is not memorable but does provide some guidance to foster a safe, orderly school environment.</td>
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**IL 651 KA #2: Law Ethics and Presentation Rubric**

Revised 12/08/2016
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.
1. **ELCC Standard 1.0:** A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

2. **ELCC Standard 2.0:** A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

3. **ELCC Standard 3.0:** A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

4. **ELCC Standard 4.0:** A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

5. **ELCC Standard 5.0:** A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student’s academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

6. **ELCC Standard 6.0:** A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

7. **ELCC Standard 7.0:** A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.
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.