Course Description:
Schools are impacted by diverse factors, not the least of which is law and government interests. This course seeks to examine the legal and governmental aspects which increasingly influence public school administration and interpret these aspects for implementation by the school/district leader. The school/district leader will be presented with varied aspects of law and government as they affect administrative practice. Knowledge and best practice strategies will be defined and examined to prepare an individual for public sector school or district administration. Issues related to social justice, ethical decision-making, and district level decision-making will also be presented and discussed.

Conceptual Framework:
This course is designed for doctoral candidates whose goal is to become a school- or district- level leader or superintendent. *Professionalism in Service of Social Justice* represents the foundation upon which this course has been developed. In support of this fundamental tenet of leadership development, we will examine local, state, and federal law, regulations, and case law affecting Illinois public schools as well as the Chicago Public Schools. Additionally, the nature and development of social justice, service, skills, dispositions, and knowledge, within the context of an ethical environment in schools, are essential components to school and district decision-making and will be presented in this course.

Course Objectives
As a result of this course, candidates will be able to:

- Understand the law as it relates to educational leadership in general, and the superintendency, in particular.
- Demonstrate an understanding of the legal issues impacting school operations.
- Understand federal, state, and local statutory and regulatory provisions and judicial decisions governing education.
- Demonstrate an understanding of social justice issues impacting educational administration.
- Simulate ethical decision-making and moral reasoning to resolve educational issues.
- Work with school boards and local school councils.
- Comprehend parents’ rights, including the right to attend disciplinary hearings, review school records, and be represented by an attorney.
- Recognize “the principle of equal respect for [all] persons.”
- Protect the rights and confidentiality of others.
- Be aware of local operational policies and procedures.
- Apply common law and contractual requirements and procedures in an educational setting.
- Consider the general characteristics of internal and external political systems as they apply to school settings.
- Act with reasoned understanding of the legal influences affecting education.
- Learn practices and procedures of conflict resolution and conflict management.
Diversity

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

Technology

The information pertinent to school organizations and instructional leadership constantly changes. Therefore, throughout the course, students will develop and practice skills in locating and using on-line resources critical to these topics. All students MUST register their LIVETEXT account. Students must use their Loyola University Chicago email to register this account. Failure to register one’s LIVETEXT account will result in a student not being able to receive a final grade. Additional information about the School of Education’s Electronic Communication Policies and Guidelines is available for your review.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at: [http://luc.edu/education/resources/academic-policies/academic-integrity/](http://luc.edu/education/resources/academic-policies/academic-integrity/). For additional academic policies and procedures refer to: [http://luc.edu/education/resources/academic-policies/](http://luc.edu/education/resources/academic-policies/)

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at the Services for Students with Disabilities web site.

EthicsLine Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report on-line or by dialing 855-603-6988 (within the United States, Guam, and Puerto Rico).

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. Additional information about the EthicsLine Reporting Hotline can be found at [https://secure.ethicspoint.com/domain/media/en/gui/34712/index.html](https://secure.ethicspoint.com/domain/media/en/gui/34712/index.html)
COURSE STANDARDS

Loyola University Chicago School of Education Conceptual Framework Standards:
CF 7: Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others.
CF 8: Candidates apply ethical principles in professional decision-making.

CPS Principal Competencies and Principal Success Factors

Competency C: Builds a culture focused on college and career readiness: Principal works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students’ social-emotional learning.
1. Builds a culture of high aspirations and achievement for every student
   a. Links aspirations to college and career opportunities
   b. Develops student goal-setting process
2. Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school’s vision and mission.
   a. Translates the school values into specific behaviors
   b. Develops codes of conduct.
3. Leads a school culture and environment that successfully develops the full range of students’ learning capacities academic, creative, social-emotional, behavioral and physical
   a. Creates a culture that supports social emotional learning
   b. Creates a culture that supports effective effort.
4. Creates a safe, clean, and orderly learning environment
   a. Builds, evaluates, and develops a team of educators and support staff to ensure the learning environment is safe, clean, and orderly

Principal Success Factor:

• Operational Excellence: Create a safe, organized, and student-centered environment; identify and obtain the resources and personnel required to meet objectives; organize people, programs, and activities to better meet goals; develop and maintain both operational and instructional school-wide systems, processes, plans, and procedures to support the school vision and objectives; anticipate obstacles and prepare appropriate contingency plans.

Competency D: Empowers and motivates families and community to become engaged: Principal creates a collaborative school community where the school staff, families, and community interact regularly and share ownership for the success of the school.
1. Creates, develops, and sustains relationships that result in active student engagement in the learning process.
   a. Builds on-going relationships
   b. Develops strategic plan to communicate with key community leaders
2. Utilizes meaningful feedback of students, staff, families, and community in the evaluation of school programs and policies.
   a. Includes multiple voices and perspectives
3. Proactively engages families and communities in supporting their child’s learning and the school’s goals.
   a. Engages families
4. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively.
   a. Builds capacity to manage change
   b. Demonstrates personal resolve and response to challenges
   c. Expands relationships with LSC and external partnerships to facilitate budget process.
Principal Success Factors

- **Building and Maintaining Collaborative Relationships:** Identify and proactively establish effective and trusting work relationships with all internal and external stakeholders; work to understand and manage the concerns, motivations and needs of stakeholders; engage families and the community to realize the goal of college and career readiness for every student.

- **Impact and Influence:** Use presence and passion to motivate and engage others and drive change; apply knowledge of school and community dynamics to shape outcomes and achieve results; listen to stakeholder needs, effectively address concerns and make changes that will positively impact student achievement and school culture; align and engage stakeholders.

**Competency E: Relentlessly pursues self-disciplined thinking and action:**

Principal works with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others.

1. Treats all people fairly, equitably, and with dignity and respect. Protects the rights and confidentiality of students and staff.
   a. Models equity and dignity
2. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff.
   a. Protects rights and confidentiality
3. Creates and supports a climate that values, accepts, and understands diversity in culture and point of view.
   a. Recognizes the strengths of a diverse population
   b. Creates a culturally responsive climate
   c. Engages in courageous conversations about diversity
4. Relentlessly pursues reflective behavior.
   a. Reflective practitioner

**Chicago Public Schools Principal Success Factors**

- **Developing Self:** Continuously identify and pursue opportunities for self-development; reflect in order to learn; prioritize personal and professional development and growth.

- **Service Leadership:** Demonstrate a belief that all students can obtain college and career readiness; exemplify commitment and service to all stakeholders; inspire trust through demonstration of ethics and integrity; put the needs of students ahead of personal and others’ agenda and make student-focused decisions; promote multicultural awareness and demonstrate respect, sensitivity, and appreciation for individual differences.

**Competency F: Leads toward school vision:** Principal works with the staff and community to build a shared mission and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results.

1. Coordinates efforts to create and implement a vision for the school and defines desired results and goals that align with the overall school vision and lead to student improvement for all learners.
   a. Collaborates to develop and maintain a shared vision of high expectations.
2. Ensures that the school’s identity, vision, mission, drive school decisions.
   a. Ensures vision and mission drive school decisions
   b. Confronts low expectations
3. Conducts difficult, but crucial, conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing learning and results.
   a. Conducts difficult conversations to improve student results.
   b. Creates a culturally responsive climate
Chicago Public Schools Principal Success Factors

• **Leading Innovatively Toward the Vision:** *Translate a vision of learning into specific tangible action steps; use innovative approaches to achieve vision; acquire the resources and support needed to pursue vision; clearly communicate the vision and action plans to others; build culture within the school to support the vision.*

• **Strategic Thinking:** *Identify systems-based plans for achieving school and district goals; see the big picture and identify patterns and trends from complex or conflicting data and information; translate vision into tangible actions; prioritize to spend time and resources on most critical issues.*

**Interstate Leadership Licensure Consortium (ISLLC 2008):**
ISLLC 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment (Functions A-E).
ISLLC 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources (Functions A-D).
ISLLC 5: An educational leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner (Functions A-E).
ISLLC 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context (Functions A-C).

**Educational Leadership Constituent Council-District-Level (ELCC Standards 2011)**
ELCC 3.1: Candidates understand and can monitor and evaluate district management and operational systems.
ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources within the district.
ELCC 3.3: Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district.
ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment.
ELCC 4.2: Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.
ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.
ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success.
ELCC 5.2: Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.
ELCC 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity within the district.
ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision-making in the district.
ELCC 5.5: Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling.
ELCC 6.1: Candidates understand and can advocate for district students, families, and caregivers.
ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a district environment.
ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.
Southern Regional Education Board (SREB) Critical Success Factors (2009)

CSF 1: The school leader is able to create a focused mission to improve student achievement and a vision of elements of school, curriculum, and instructional practices that make higher achievement possible.
CSF 4: The school leader is able to create a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.
CSF 5: The school leader is able to use data to initiate and continue improvement in school and classroom practices and student achievement.
CSF 6: The school leader is able to keep everyone informed and focused on student achievement.
CSF 7: The school leader is able to make parents partners in their student’s education and create a structure for parent and educator collaboration.
CSF 8: The school leader is able to understand the change process and has the leadership and facilitation skills to manage it effectively.
CSF 10: The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement.
CSF 11: The school leader is able to acquire and use resources wisely.
CSF 12: The school leader is able to obtain support from the central office and from community and parent leaders for their school improvement agenda.
CSF 13: The school leader is able to continuously learn from and seek out colleagues who keep them abreast of new research and proven practices.

IDEA Objectives for ELPS 461 (objectives in bold, italic print are essential)

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)

4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

8. Developing skill in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values

11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers.
Required Texts:

Relevant Course Websites:
The following website allow candidates to access and to review Illinois State law and policy:
1. Illinois State Board of Education: www.isbe.net
2. U.S. Office of Education Website: www.ed.gov/
4. Illinois Association of School Boards: www.iasb.com
7. U.S. Courts: www.uscourts.gov
8. Supreme Court of the United States: www.supremecourtus.gov

Sakai:
• You will need to have access to, and be familiar with, Sakai Loyola University Chicago’s Electronic Classroom.

Things you will need to bring to class:

You are required to bring the course texts to class each week.
• Download and read any assigned course readings placed on Sakai.
• Secure access to your school district’s board policies.

Embedded Field Experience:
1. Conduct a tort walk of a school building within your district.
2. Survey your school’s most recent student discipline records. Research and develop an action plan to implement and use the restorative justice model at your school site.
3. Research and present of a legal topic you would provide for your faculty and staff concerning a social justice/legal issue.

Course Evaluation:
Attendance, Participation, Professional Dispositions: 11 points
Tort Walk Part One- Field Study: 9 points
Tort Law Part Two-Research and Development: 20 points
Tort Walk Part Three-Improvement Plan 15 points
Student Discipline Survey and Restorative Justice Action Plan 25 points
Legal Topic Paper and Presentation 20 points
Total 100 points

Grading Scale:
A  93% and above
A-  90-92%
B+  87-89%
B   86-84%
B-  83-80%
C   70-79%
F   Below 70%
Assignments will not be accepted past the stated due date on the syllabus.

ALL WRITTEN ASSIGNMENTS MUST BE TYPED AND DOUBLE SPACED. It is the expectation that assignments are written at a professional level using correct English grammar and syntax, organized thought and higher-level thinking skills. A rubric for each assignment is attached to this syllabus. References must be cited using APA 6th edition style.

Attendance, Participation, and Professional Dispositions 11 points
Regular attendance, class preparation, and class participation are required. Communication and interaction in class on issues are essential. Further, as a necessary part of this course, candidates will be provided case studies wherein their analysis and their thinking processes to address these case studies are an integral part of the objectives of the course. Regular attendance, preparation, and participation are therefore necessary.

Attendance for all class sessions is required. If you are going to miss a class for professional reasons (i.e., LSC meeting, report card pickup, etc.), please notify the instructor via e-mail of your intended absence at least 48 hours in advance. If you have a personal or professional emergency the night of class, you are responsible for personally notifying the instructor on her cell phone 312-262-8568. Failure to notify the instructor in a timely manner will result in an unexcused absence.

Course readings have been provided to candidates in advance, so candidates are expected to prepare for each class session. This preparation is a pre-condition to the class because the session’s activities assume candidates have read the material and thus, can make the necessary applications of the content to the school/district setting. Readings will be analyzed, and students will be demonstrate understanding of these readings in the context of the assigned class including, but not limited to, entrance slips, in-class reflections, case study analysis, and small group work.

Each course in the School of Education focuses on one or more professional dispositions. Candidates are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness, and the belief that all students can learn. The specific dispositions for this course are listed in the syllabus and the descriptions for the expected behaviors for the dispositions can be found on the rubric posted in LiveText.

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target (1)</th>
<th>Acceptable (0.5)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate meets all course deadlines</td>
<td>Candidate meets all deadlines consistently</td>
<td>Candidate meets all deadlines, with a few exceptions</td>
<td>Candidate frequently does not meet deadlines</td>
</tr>
<tr>
<td>Candidate is able to work with peers on assignments</td>
<td>Candidate consistently works with peers in a positive manner</td>
<td>Candidate works with peers in a positive manner, most of the time</td>
<td>Candidate is unable to work with peers causing disruption to the group</td>
</tr>
<tr>
<td>Candidate attends class and is punctual to class</td>
<td>Candidate consistently attends class and is always punctual</td>
<td>Candidate attends class and is always punctual, with few exceptions</td>
<td>Candidate frequently misses class and/or is often tardy.</td>
</tr>
<tr>
<td>Candidate honestly and accurately cites other’s work</td>
<td>Candidate honestly and accurately cites other’s work in a consistent manner</td>
<td>Candidate honestly and accurately cites other’s work, but is not accurate with the exact citation</td>
<td>Candidate misrepresents other’s work as his or her own</td>
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</tbody>
</table>
Candidate communicates promptly with faculty

Candidate uses technology in the classroom for academic purposes

Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards

<table>
<thead>
<tr>
<th>Fairness</th>
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<tbody>
<tr>
<td>Candidate communicates in a prompt manner (either by e-mail or phone) with faculty</td>
</tr>
<tr>
<td>Candidate consistently uses technology in the classroom for academic purposes</td>
</tr>
<tr>
<td>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards, with few exceptions</td>
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<tr>
<td>Candidate does not communicate in a prompt manner causing much disruption to the implementation of the candidate’s program</td>
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<table>
<thead>
<tr>
<th>Target (1)</th>
<th>Acceptable (0.5)</th>
<th>Unacceptable (0)</th>
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</thead>
<tbody>
<tr>
<td>Candidate respects other points of view within the university setting.</td>
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<tr>
<td>Candidate respects other points of view with few exceptions. In the case of these exceptions, the candidate reflects to remedy the situation within the university setting.</td>
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<tr>
<td>Candidate does not respect other points of view. The candidate does not reflect upon his/her unfair behavior and does not attempt to remedy the situation within the university setting.</td>
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<table>
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<tr>
<th>All Students Can Learn</th>
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<tbody>
<tr>
<td>Candidate demonstrates a belief that all students can learn within the university setting.</td>
</tr>
<tr>
<td>Candidate demonstrates respect for cultural differences within the university setting and continually seeks to gain greater inter-cultural competence.</td>
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<tr>
<td>Candidate demonstrates social justice within the university setting.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Target (1)</th>
<th>Acceptable (0.5)</th>
<th>Unacceptable (0)</th>
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<tbody>
<tr>
<td>Candidate consistently communicates in a prompt manner (either by e-mail or phone) with faculty</td>
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<tr>
<td>Candidate demonstrates a belief that all students can learn within the university setting with a few exceptions.</td>
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<tr>
<td>Candidate demonstrates respect for cultural differences within the university setting with few exceptions. The candidate seeks to gain greater inter-cultural competence.</td>
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</tr>
<tr>
<td>Candidate does not demonstrate a belief that all students can learn within the university setting.</td>
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| Description of Course Assignments and Assignment Rubrics |

District Tort Liability Data Assessment Plan and Project
Candidates are required to complete the field study component of this course. The field study has three phases: 1) the Tort Walk Assessment; 2) the Research and Development in Tort Law; and 3) the Improvement Plan. This field study has as its purpose to meld theory and practice within the school setting and help candidates envision how legal
aspects of schooling are handled. The requirements, due dates, and the rubrics for this assignment follow the assignment description below. (All course objectives)

Assignment Description:
The Tort Walk Assessment, Research and Development, and Improvement Plan Project is a comprehensive district-wide view of negligence assessment, research, development and improvement for district leadership.

There are three major, required components of the Project, all of which are graded. The three major components of the Project are:

- Phase 1: the Tort Walk Assessment
- Phase 2: the Research on Tort Law; and
- Phase 3: the Improvement Plan

Phase 1: Tort Walk Assessment and Paper 9 points
Due: September 16, 2015

The Tort Walk Assessment Component requires that the aspiring district leader conducts a comprehensive assessment of negligence risks and existent negligence related conditions within his or her current school building. Candidates are conducting the assessment through the lens of the district leader.

A tort is a civil wrong not involving contracts. The term is applied to a variety of situations where one suffers damage or loss due to the improper conduct of another. The most common tort is that of negligence. Negligence involves the existence of a legal duty of care, the breach of that duty, and a finding that the breach is the proximate cause of damage or loss that results.

For the Tort Walk Assessment, after reading the related assignments and attending the related lecture, you are required to conduct a Tort Walk Assessment using the attached Tort Walk Assessment Checklist. You are required to document what you find on the Tort Walk Assessment Checklist.

The arenas that must be examined are the following:

1. general education classrooms
2. special education classrooms
3. hallways/corridors
4. playground/field areas
5. cafeteria
6. auditorium/stage area
7. science classrooms
8. student restrooms
9. gymnasiums/multipurpose rooms
10. stairwells
11. library media center
12. electrical room

You will perform a Tort Walk Assessment of your school building. You will:

1. Inform the building principal of the assignment (if you are not the principal).
2. Visit each prescribed school arena as listed above.
3. Determine whether both supervision and equipment for each of the aforementioned 12 arenas is acceptable or have need for improvement. The checklist can be expanded, if you would like to add a school arena unique to your school.
4. Comment on your observations in the context of the entire district-wide systems perspectives within the context of the community wherein the schools are located.
5. Obtain information, both formal and informal, from multiple stakeholders, where necessary, to understand routine practice and procedures.
6. Complete a “Tort Walk Assessment Checklist” for the school building.

**Tort Walk Assessment Checklist**

<table>
<thead>
<tr>
<th>Arena</th>
<th>Acceptable</th>
<th>Need for Improvement</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>1. General Education Classrooms</td>
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<tr>
<td>2. Special Education Classrooms</td>
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<td></td>
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<td>3. Hallways/Corridors</td>
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<td>4. Playground/Field Areas</td>
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<td>5. Cafeteria</td>
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<td>6. Auditorium and Stage Areas</td>
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<td>7. Science Classrooms</td>
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<td>8. Student Restrooms</td>
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<tr>
<td>9. Gym/Multi-Purpose Room</td>
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<td>10. Stairwells</td>
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<td>11. Library/Media Center</td>
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<td>12. Electrical Room</td>
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For purposes of the Tort Walk Assessment, supervision of students is defined as “direct teacher/adult supervision by school personnel.” Equipment issues incorporate distribution of materials, class assigned equipment, fixed school equipment, and moveable school equipment having student exposure.

For the purposes of this assessment, acceptable means “acceptable within the framework of federal and state law.” For the purposes of this assessment, need for improvement means “inconsistent or in violation of federal and state law.”

After completing the Tort Walk Assessment, candidates are to write a 4-5 page scholarly paper (using APA style) of the Tort Walk experience. You are required to describe how you facilitated and engaged in this activity and how you plan to inform building-level (and if appropriate, district-level) decision-making by collecting and organizing formal and informal data information from multiple stakeholders. The first part of the Tort assignment will reveal the findings of your tort walk and summarize the process by which you obtained information and the input of stakeholders you interviewed for this purpose. Note: Including pictures of your findings for these areas of the tort walk are permitted. However, you must still provide comments in the comment section of the checklist. The checklist, with your comments, is to be included when you submit your paper.
Phase 2: Tort Law Paper Part Two-Research and Development  20 points
Due: October 14, 2015

Now that you have performed a Tort Walk Assessment, you are required to write a comprehensive Research and Development scholarly paper specifically and directly related to the issues you observed within the Tort Walk Assessment. Based upon the assigned course readings and related lectures, you are required to identify one (1) legal issue that you observed during your Tort Walk Assessment in the twelve (12) school arenas. This one (1) legal issue should be one that you consider in the need for improvement category.

For the one (1) legal issue, you are required to do the following:

1. Conduct research related to legal aspects of the identified issue. Then, for this issue you observed during the Tort Walk Assessment, you must comprehensively detail, describe, and cite at least three (3) relevant legal sources that address this particular issue. For example, legal sources can include case law, statutes, Illinois School Code, Illinois Administrative Code, legal journal articles, and appropriate citations from course readings. Apply the three research sources to the legal issue you identified that occurred in your building in which you conducted the Tort Walk Assessment. Candidates must appropriately cite all references using APA style, 6th Edition as well as prepare a complete reference list.

2. Draw conclusions regarding best district-wide practice, strategies, and policies, comprehensively analyzing how the application of the legal research directs policy development and best practice. This would include describing how specific laws at the local, state, and federal levels affect the school/district and residents.

3. Include a section on how you plan to develop the ultimate Improvement Plan (Part 3), that will evidence a respect for the rights of others with regard to confidentiality and dignity while engaging in honest interactions.

4. Include a section on how you plan to remain impartial, sensitive to ethical considerations in your interactions with district stakeholders as you proceed to address the negligence issues.

5. Include a section on the process you intend you use to make decisions based upon ethical and legal principles.

6. Include a section describing the larger political, legal, and cultural context you plan to use to develop activities and policies that benefit this building and its students.

The Phase 2 portion of this project will be graded based upon evidence of comprehensive knowledge of federal and state, constitutional, statutory, and regulatory provisions and judicial decisions in government education. There should be comprehensive research and analysis applicable to the issues raised as a result of the Tort Walk Assessment (Phase 1).

The Research and Development Component (Phase 2) also requires a major reflection and analysis section. This section should comprehensively detail the following:

1. Detail how the legal research directs comprehensive policies that can be developed that target the unique needs of a safe school environment.
2. Describe how the legal research directs comprehensive policies that promote student health and welfare.
3. Provide a comprehensive description of the processes by which federal, state, district and school-site policies should be enacted, implemented and evaluated.
4. Provide research based direction for developing strategies for influencing policy development within the school/district.
5. This paper should be between 8-10 pages.
6. Candidates are required to submit a bibliography in APA style, 6th edition, with Phase Two.
Phase 3: Tort Law Improvement Plan Paper
Due: October 28, 2015

15 Points

Based upon the Tort Walk Assessment Phase 1 and the Research and Development Phase 2, you are required to develop and write an Improvement Plan specifically and comprehensively addressing the unique issues raised in the school you assessed, using a building/district-level leadership lens.

The Improvement Plan must include:

1. A comprehensive operational plan, including processes, and strategic goals based upon the findings of the Tort Walk Data-Collection Assessment and your legal research in the Research and Development Phase. You are required to incorporate and utilize practical applications of organizational theories to establish the Improvement Plan.

2. A comprehensive building-wide description of the implementation of appropriate management techniques and group processes to be used, including defining roles, assigning functions, how those roles and functions will be delegated effectively and incorporate a means of accountability within the plan for attaining goals.

3. A budget section where you develop and detail a plan for incorporating fiscal, human and material resources, giving priority to student learning and safety, demonstrating an understanding of budgeting processes and fiduciary responsibility. You are also to include ways to use public resources and funds appropriately and include ways to encourage the community to provide new resources to address identified emerging student needs.

4. A communication section where you detail a plan for communicating the policies that resulted from the Tort Walk Data Collection Assessment Phase 1 and the Research and Development Phase 2.

5. A stakeholders section where you detail how stakeholders will be involved in district decision-making about negligence policies, including strategies to capitalize on the school’s integral role in the larger community.

6. A comprehensive professional development program to strategically integrate tort law education for district faculty as a priority to maintain student and staff safety and security. This paper should be between 8-10 pages.

A Bibliography, in APA format, is required for sections two and three of the Tort Paper.

Student Discipline Survey and Restorative Justice Action Plan
Due: November 25, 2015 via e-mail to Dr. Arresola at carreso@luc.edu

25 points

Student culture, safety, and discipline are always in the consciousness of building and district educational leaders. This assignment is designed to afford the building/district leader the opportunity to explore in depth the student culture and discipline present in his/her school while looking at best practices in addressing problem student behaviors while keeping students safe. Additionally, the school leader will be challenged to develop a restorative justice “action plan” to address student negative behavior, while keeping these students in school, and keeping all students safe.

1. Review your school district discipline policies. Compare the district board policies in regard to student discipline (code of conduct) and the student handbook. If there any discrepancies, please note them.

2. Create a table or spreadsheet to report the following:
   - number of student suspensions given during the last school year (2014-15).
   - number of student expulsions given during the last school year (2014-15).
   - delineate the student demographics of the suspensions and expulsions (i.e., male, female, ethnicity, IEP, 504, etc.).
• delineate the types of incidents that triggered suspensions (i.e., bullying, fighting, cheating, vandalism, etc.).
• breakdown the types of incidents that triggered expulsions (i.e., weapons possession, drug possession, serious bodily harm, etc.).

3. Analyze the data you have collected and discuss the following:
   • discipline trends/patterns observed.
   • the approximate number of instructional minutes lost as a result of the disciplinary measures.
   • the role of the school leader in making decisions related to discipline.

4. Using Stefkovich’s (2014) conceptual framework the “Best Interest of the Student Model” (p. 28), consider how a “restorative justice” model to address student behavior might be implemented at your school. Describe an “action plan” in which you articulate:
   • The key actors in your school that need to be involved initially in this discussion?
   • The short term and long term steps would you need to take? (i.e., training for planning team, future training for teachers, student teams, securing space, funding, etc.,)
   • The types of misconduct would be referred to the restorative justice practice?
   • The staff and other resources (both material and financial) would you need from your school or your school district to support such an effort?
   • The benefits of establishing these practices at your school for students, teachers, parents, and community.
   • The challenges of implementing such a model at your school site. How might you overcome these challenges?

This scholarly paper should be written in APA style with a reference list of sources used to outline your plan. Length should be no more than 10 pages.

Legal Topic Presentation for Faculty and Staff 20 points

As principal and/or district leaders, we are at times called upon to provide professional development for our faculty around a number of topics. For this assignment, you will select a legal topic for which you will prepare a 25-30 minute presentation for “your faculty” (us). This presentation will cover the law and administrative code surrounding this topic as well as administrative/leadership best practices to ensure compliance to the legal issues are social just, equitable, and fair to all constituents served in your school community. Research should include legal requirements for the state of Illinois as well as CPS. A reference list in APA style is to be included on the last slide(s) of your presentation.

Your presentation may be either in Power Point, Keynote, or Prezi format. You are required to provide a hard copy note sheet packet for each member of the class and e-mail the entire presentation to the instructor on the night you are scheduled to do your presentation at carreso@luc.edu.
# Rubric for Legal Topic Presentation

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria</th>
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<tbody>
<tr>
<td></td>
<td>ELCC 5.1: Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student’s academic and social success.</td>
</tr>
<tr>
<td></td>
<td>ISLLC Standard 5 A</td>
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<td></td>
<td>CPS Competency E 1</td>
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<td></td>
<td><strong>Target (2)</strong></td>
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<tr>
<td></td>
<td>• Candidate’s presentation highlights the <strong>significant legal and social justice</strong> aspects of the topic.</td>
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<tr>
<td></td>
<td>• Candidate does <strong>comprehensive</strong> research (as evidenced by the reference list) utilizing legal sources and course materials which pertain to the topic.</td>
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<tr>
<td></td>
<td><strong>Acceptable (1)</strong></td>
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<tr>
<td></td>
<td>• Candidate’s presentation demonstrates <strong>some of legal and social justice</strong> aspects of the topic.</td>
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<tr>
<td></td>
<td>• Candidate does <strong>adequate</strong> research (as evidenced by the reference list) utilizing legal sources and course materials which pertain to the topic.</td>
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<td><strong>Unacceptable (0)</strong></td>
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<tr>
<td></td>
<td>• Candidate’s presentation <strong>fails</strong> to demonstrate <strong>some</strong> of legal and social justice aspects of the topic.</td>
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<tr>
<td></td>
<td>• Candidate does <strong>inadequate</strong> research (as evidenced by the reference list or the reference list is missing) utilizing legal sources and course materials which pertain to the topic.</td>
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<td><strong>Score</strong></td>
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<td><strong>20 points</strong></td>
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ELCC 5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.

ISLLC Standard 5 B
CPS Competency E 4

• Candidate **clearly models** self-reflection, reflective practice, ethical behavior and transparency related to his/role in district while presenting the legal topic to the audience.

• Candidate **partially models** self-reflection, reflective practice, ethical behavior and transparency related to his/role in district while presenting the legal topic to the audience.

• Candidate fails to model self-reflection, reflective practice, ethical behavior and transparency in presenting the legal topic to the audience.
| ELCC 5.3 | Candidates understand and can safeguard the values of democracy, equity, and diversity.  
ISLLC Standard 5 C  
CPS Competency E 2 |
|---|---|
| **Candidate** demonstrates a **deep** understanding of the values of democracy, equity, and diversity in the presentation of the **assigned topic**.  
**Candidate’s presentation** accurately depicts the role of social justice while ensuring compliance with the law. | **Candidate** demonstrates an **acceptable**, **surface** level of understanding of the values of democracy, equity, and diversity in the presentation of the **assigned topic**.  
**Candidate’s presentation** accurately depicts the role of social justice while ensuring compliance with the law. | **Candidate** demonstrates an **unacceptable** level of understanding of the values of democracy, equity, and diversity in the presentation of the **assigned topic**.  
**Candidate’s presentation** fails to depict the role of social justice while ensuring compliance with the law. |

| ELCC 5.4 | Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.  
ISLLC Standard 5 D  
CPS Competency E 3 |
|---|---|
| **Candidate's presentation** **clearly and completely** presents the moral and legal consequences of making decision around this topic.  
**Candidate fully engages** the audience in an interesting presentation and discussion around the topic. | **Candidate's presentation** **adequately** presents the moral and legal consequences of making decision around this topic.  
**Candidate somewhat engages** the audience in an interesting presentation and discussion around the topic. | **Candidate's presentation** **inadequately** presents the moral and legal consequences of making decision around this topic.  
**Candidate fails** to engage the audience in an interesting presentation and discussion around the topic. |

| ELCC 5.5 | Candidates understand and can promote social justice within a school culture that individual students needs inform all aspects of schooling.  
ISLLC Standard 5 E  
CPS Competency E 1-4 |
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<tbody>
<tr>
<td><strong>Candidate's presentation</strong> <strong>strongly</strong> promotes social justice in compliance with the legal topic within the school setting to ensure faculty understand the importance to serve the needs of all students equitably and fairly.</td>
<td><strong>Candidate's presentation</strong> <strong>acceptably</strong> promotes social justice in compliance with the legal topic within the school setting to ensure faculty understand the importance to serve the needs of all students equitably and fairly.</td>
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</table>
### Tort Walk Assessment: Phase One

<table>
<thead>
<tr>
<th>Score</th>
<th>ISLLC And ELCC (NATE) Standards</th>
<th>Target (4.5)</th>
<th>Acceptable (3)</th>
<th>Unacceptable (0)</th>
</tr>
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<tbody>
<tr>
<td><strong>ELCC 4.3</strong></td>
<td>Candidates understand and respond to community interests and needs by building and sustaining positive district relationships with families and caregivers.</td>
<td>In the Tort Walk Assessment /Phase 1, the candidate describes how he/she facilitated and engaged in activities that reflected an ability to inform district decision-making by collecting and organizing formal and informal data information from multiple stakeholders.</td>
<td>In the Tort Walk Assessment /Phase 1, the candidate describes how he/she facilitated and engaged in activities that reflected an ability to inform district decision-making, but failed to collect and organize informal information from multiple stakeholders.</td>
<td>In the Tort Walk Assessment /Phase 1, the candidate fails to describe how he/she facilitated and engaged in activities that reflected an ability to inform district decision-making, and failed to collect and organize informal information from multiple stakeholders.</td>
</tr>
<tr>
<td><strong>ISLLC 4: Function C</strong></td>
<td>CPS Competency D</td>
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<tr>
<th>Score</th>
<th>ISLLC And ELCC (NATE) Standards</th>
<th>Target (4.5)</th>
<th>Acceptable (3)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELCC 3.1</strong></td>
<td>Candidates understand and can monitor and evaluate district management and operational systems.</td>
<td>In the Tort Walk Assessment /Phase 1, the candidate includes the Tort Walk Assessment Checklist with comprehensive comments about each of the 12 arenas</td>
<td>In the Tort Walk Assessment /Phase 1, the candidate includes the Tort Walk Assessment Checklist with adequate comments about each of the 12 arenas</td>
<td>In the Tort Walk Assessment /Phase 1, the candidate includes the Tort Walk Assessment Checklist but omits comments from one or more areas of the checklist.</td>
</tr>
<tr>
<td><strong>ISLLC 3: Function A</strong></td>
<td>CPS Competency D</td>
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### Tort Law Research and Development: Phase Two

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<tr>
<th>Score</th>
<th>ISLLC And ELCC (NATE) Standards</th>
<th>Target (4)</th>
<th>Acceptable (3)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELCC 5.1</strong></td>
<td>Candidates understand and can act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success.</td>
<td>The Research and Development/Phase 2 evidences in written form a respect for the rights of others with regard to confidentiality and dignity and engagement in honest interactions.</td>
<td>The Research and Development/Phase 2 evidences in written form a respect for the rights of others with regard to confidentiality, but fails to address dignity and engagement in honest interactions.</td>
<td>The Research and Development/Phase 2 fails to include in written form a respect for the rights of others with regard to confidentiality, and fails to address dignity and engagement in honest interactions.</td>
</tr>
<tr>
<td><strong>ISLLC 5: Function B</strong></td>
<td>CPS Competency E</td>
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<tr>
<th>Score</th>
<th>ISLLC And ELCC (NATE) Standards</th>
<th>Target (4)</th>
<th>Acceptable (3)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELCC 5.2</strong></td>
<td>Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district.</td>
<td>In the Research and Development/ Phase 2, the candidate, in writing, describes impartiality, sensitivity to student diversity, and ethical considerations in his/her interactions with others.</td>
<td>In the Research and Development/ Phase 2, the candidate, in writing, describes impartiality, sensitivity to student diversity, but fails to incorporate ethical considerations in his/her interactions with others.</td>
<td>In the Research and Development/ Phase 2, fails to describes impartiality, sensitivity to student diversity, and fails to incorporate ethical considerations in his/her interactions with others.</td>
</tr>
<tr>
<td><strong>ISLLC 5: Function C</strong></td>
<td>CPS Competency E</td>
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<tr>
<td>Score</td>
<td>ISLLC And ELCC (NATE) Standards</td>
<td>Target (4)</td>
<td>Acceptable (3)</td>
<td>Unacceptable (0)</td>
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</table>
|       | **ELCC 5.4** Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district.  
ISLLC 5: Functions D and E  
LOYOLA CF 7 and 8 CPS Competency E | In the Research and Development/Phase 2, the candidate describes a process whereby decisions are made and explained based upon ethical and legal principles. | In the Research and Development/Phase 2, the candidate describes a process whereby decisions are made and explained based upon legal principles, but fails to incorporate ethical principles. | In the Research and Development / Phase 2, the candidate describes a process whereby decisions are made without an explanation based upon ethical and legal principles. |
|       | **ELCC 6.2** Candidates understand and can act to influence local, school, state, and national decisions affecting student learning in a district environment.  
ISLLC 6: Function B CPS Competency F | The Research and Development/Phase 2 comprehensively describes how specific laws at the local, state, and federal level affect school districts and residents. | The Research and Development/Phase 2 describes how specific laws at the local, state and federal level affect the school districts, but fails to address how they affect residents. | The Research and Development/Phase 2 fails to describe how specific laws at the local state and federal level affect either school districts or residents. |
|       | **ELCC 6.1** Candidates understand and can advocate for district students, families, and caregivers.  
ISLLC 6: Function A CPS Competency F | The Research and Development/Phase 2 comprehensively describes the larger political, legal and cultural context to develop activities and policies that benefit the school district and its students with regard to the socioeconomic status of the community. | The Research and Development/Phase 2 describes the larger political, legal and cultural context, but fails to develop activities and policies that benefit the school district and its students with regard to the socioeconomic status of the community. | The Research and Development/Phase 2 fails to describe the larger political, legal and cultural context, and fails to develop activities and policies that benefit the school district and its students with regard to the socioeconomic status of the community. |

**Tort Law Improvement Plan Paper: Phase Three**

<table>
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<tr>
<th>Score</th>
<th>ISLLC And ELCC (NATE) Standards</th>
<th>Target (2.5)</th>
<th>Acceptable (1)</th>
<th>Unacceptable (0)</th>
</tr>
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</table>
|       | **ELCC 3.1** Candidates understand and can monitor and evaluate district management and operational systems.  
ISLLC 3: Function A CPS Competency C | In the Improvement Plan / Phase 3, the candidate incorporates fiscal, human, and material resources, giving priority to student learning and safety, and demonstrates an understanding of district budgeting processes and fiduciary responsibilities. | In the Improvement Plan /Phase 3, the candidate incorporates fiscal, human and material resources, giving priority to student learning and safety, but fails to demonstrate an understanding of district budgeting processes and fiduciary responsibilities. | In the Improvement Plan/Phase 3, the candidate incorporates fiscal, human and material resources, but fails to give priority to student learning and safety and fails to demonstrate an understanding of district budgeting processes and fiduciary responsibilities. |

15 points
<table>
<thead>
<tr>
<th>Score</th>
<th>ISLLC And ELCC (NATE) Standards</th>
<th>Target (2.5)</th>
<th>Acceptable (1)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELCC 3.2</td>
<td>Candidates understand and can efficiently use human, fiscal, and technological resources within the school district</td>
<td>In the Improvement Plan / Phase 3, the candidate articulates a plan for communicating the policies that resulted from Phases 1 and 2 that will be integrated into all district schools and divisions.</td>
<td>In the Improvement Plan /Phase 3, the candidate articulates a plan for communicating the policies that resulted from Phases 1 and 2 but fails to plan for integration into all district schools and divisions.</td>
<td>In the Improvement Plan/Phase 3, the candidate fails to articulate a plan for communicating the policies that resulted from Phases 1 and 2 and fails to plan for integration into all district schools and divisions.</td>
</tr>
<tr>
<td>ISLLC 3: Function C</td>
<td>CPS Competency C</td>
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<tr>
<td>ELCC 3.3</td>
<td>Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of student and staff across the district.</td>
<td>Within the Improvement Plan/Phase 3, the candidate evidences an understanding of district finance structures and models to ensure that adequate financial resources are allocated equitably for the district.</td>
<td>Within the Improvement Plan/Phase 3, the candidate evidences an understanding of district finance structures but fails to incorporate models to ensure that adequate financial resources are allocated equitably for the district.</td>
<td>In the Improvement Plan/Phase 3, the candidate fails to give evidence of an understanding of district financial structures and fails to incorporate models to ensure that adequate financial resources are allocated equitably for the district.</td>
</tr>
<tr>
<td>ISLLC 3: Function B</td>
<td>CPS Competency C</td>
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<tr>
<td>ELCC 4.1</td>
<td>Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment.</td>
<td>The Improvement Plan /Phase 3 describes how community members, groups and other stakeholders will be involved in district decision-making, including strategies to capitalize on the district’s integral role in the larger community. A comprehensive professional development plan to strategically integrate tort law education for school faculty is included.</td>
<td>The Improvement Plan /Phase 3 describes how community members, groups and other stakeholders will be involved in district decision-making, but fails to include strategies to capitalize on the building’s integral role in the larger community. An acceptable professional development plan to strategically integrate tort law education for school faculty is included.</td>
<td>The Improvement Plan/Phase 3 fails to describe how community members, groups and other stakeholders will be involved in district decision-making and fails to include strategies to capitalize on the district’s integral role in the larger community. Professional development plan is either omitted or inadequate.</td>
</tr>
<tr>
<td>ISLLC 4: Function A</td>
<td>CPS Competency D</td>
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<tr>
<td>ELCC 4.4</td>
<td>Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners.</td>
<td>The Improvement Plan/Phase 3 includes ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging facility issues and student safety concerns.</td>
<td>The Improvement Plan/Phase 3 includes ways to use public resources and funds appropriately, but fails to encourage communities to provide new resources to address emerging facility issues and student safety concerns.</td>
<td>The Improvement Plan/Phase 3 fails to include ways to use public resources and funds appropriately, and also fails to encourage communities to provide new resources to address emerging facility issues and student safety concerns.</td>
</tr>
<tr>
<td>ISLLC 4: Function D</td>
<td>CPS Competency D</td>
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<tr>
<td>Score</td>
<td>ISLLC And ELCC (NATE) Standards</td>
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<tr>
<td>ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies.</td>
<td>The Improvement Plan / Phase 3 comprehensively describes how to develop lines of communication with school and community stakeholders to actively advocate for improved policies and procedures to ensure the safety of staff and students.</td>
<td>The Improvement Plan / Phase 3 partially describes how to develop lines of communication with school and community stakeholders to actively advocate for improved policies and procedures to ensure the safety of staff and students.</td>
<td>The Improvement Plan / Phase 3 fails to describe how to develop lines of communication with school and community stakeholders to actively advocate for improved policies and procedures to ensure the safety of staff and students.</td>
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<tr>
<td>ISLLC 6: Function C</td>
<td><strong>Student Discipline Survey and Restorative Justice Action Plan</strong> 25 points</td>
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<tr>
<td>Score</td>
<td>Criteria</td>
<td>Target (2.5)</td>
<td>Acceptable (1)</td>
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<tr>
<td>The candidate includes a student discipline table in the body of the paper</td>
<td>• Candidate provides a complete table for all required student demographic data.</td>
<td>• Candidate provides a mostly complete table for all required student demographic data.</td>
<td>• Candidate provides an incomplete table which is missing several components of required data.</td>
<td></td>
</tr>
<tr>
<td>CPS Competency C</td>
<td>Disciple trends/patterns observed</td>
<td>• Candidate provides complete analysis of discipline trends/patterns for the data provided.</td>
<td>• Candidate provides an adequate analysis of discipline trends/patterns for the data provided.</td>
<td>• Candidate provides an incomplete analysis of discipline trends/patterns or fails to notice trends presented in the data provided.</td>
</tr>
<tr>
<td>ISLLC Standard 4</td>
<td>Discussion of the loss of instructional time due to suspension or expulsions</td>
<td>• Candidate provides a clear and thoughtful discussion in regard to lost instructional time and how the loss of instructional time was determined.</td>
<td>• Candidate provides a clear discussion in regard to lost instructional time, but fails to explain how the lost instructional time was determined.</td>
<td>• Candidate fails to provide a discussion in regard to lost instructional time due to suspension and expulsion.</td>
</tr>
<tr>
<td>Incidents that triggered suspensions or expulsions</td>
<td>• Candidate clearly and thoroughly provides and explains incidents that resulted in suspensions or expulsions.</td>
<td>• Candidate provides adequately explains incidents that resulted in suspensions or expulsions.</td>
<td>• Candidate fails to provide incidents that triggered suspensions or expulsions.</td>
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</tr>
<tr>
<td>Role of the school leader in making decisions related to discipline</td>
<td>CPS Competency C ISLLC Standard 4</td>
<td>• Candidate <strong>clearly and thoroughly</strong> applies best practice in leadership and ethical decision making theory in the discussion of the school leader’s role in making decisions in regard to student discipline</td>
<td>• Candidate applies <strong>some</strong> best practice in leadership and ethical decision making theory in the discussion of the school leader’s role in making decisions in regard to student discipline</td>
<td>• Candidate <strong>fails</strong> to apply best leadership practice and ethical decision making theory in discussion of the school leader’s role in regard to student discipline.</td>
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<tr>
<td>Restorative Justice Action Plan: Stefkovich “Best Interests of Student” Model</td>
<td>CPS Competency C ISLLC Standard 4</td>
<td>• Candidate <strong>thoroughly</strong> and completely outlines a restorative justice action plan using Stefkovich’s conceptual framework “Best Interests of the Student” model&lt;br&gt;• Candidate <strong>fully</strong> articulates how the use of restorative justice reflects this model</td>
<td>• Candidate <strong>adequately</strong> outlines a restorative justice action plan using Stefkovich’s conceptual framework “Best Interests of the Student” model&lt;br&gt;• Candidate <strong>partially</strong> articulates how the use of restorative justice reflects this model</td>
<td></td>
</tr>
<tr>
<td>Restorative Justice Action Plan: Key Actors</td>
<td>CPS Competency C and D ISLLC Standard 4 and 5</td>
<td>• Candidate <strong>thoroughly and completely</strong> outlines a restorative justice action plan which includes a description of <strong>all</strong> the key actors involved and the importance of their roles to the process.</td>
<td>• Candidate <strong>partially</strong> outlines a restorative justice action plan which includes a description of <strong>some</strong> the key actors involved and the importance of their roles to the process.</td>
<td>• Candidate <strong>fails to</strong> outline a restorative justice action plan using Stefkovich’s conceptual framework “Best Interests of the Student” model&lt;br&gt;• Candidate fails to articulate how the use of restorative justice reflects this model</td>
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<td>Restorative Justice Action Plan: Short/Long Term Goals and types of misconduct to be referred using this model</td>
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<td>CPS Competency C ISLLC Standard 4 and 5</td>
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<td>- Candidate <strong>clearly articulates and outlines</strong> the short term and long term steps needed to bring an effective Restorative Justice Model to his/her school.</td>
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<td>- Candidate <strong>justifies</strong> the types of misconduct that would be referred to the restorative justice practice.</td>
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<td>- Candidate <strong>mentions, but does not justify</strong> the types of misconduct that would be referred to the restorative justice practice.</td>
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<td>- Candidate <strong>fails to articulate and outline</strong> the short term and long term steps needed to bring an effective Restorative Justice Model to his/her school.</td>
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<td>- Candidate <strong>fails to mention</strong> the types of misconduct that would be referred to the restorative justice practice.</td>
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<tr>
<th>Restorative Justice Action Plan: Staff and resources needed</th>
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<tr>
<td>CPS Competency C and D ISLLC Standard 4 and 5</td>
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<tr>
<td>- Candidate is <strong>creative</strong> in using currently available school resources to implement the restorative justice model.</td>
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<td>- Candidate <strong>justifies</strong> the need (both human and fiscal) for additional resources from the district of community to support this effort.</td>
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<tr>
<td>- Candidate <strong>partially describes using currently available school resources to implement the restorative justice model.</strong></td>
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<td>- Candidate <strong>partially justifies</strong> the need (both human and fiscal) for additional resources from the district of community to support this effort.</td>
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<td>- Candidate <strong>fails to describe</strong> using currently available school resources to implement the restorative justice model.</td>
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<td>- Candidate <strong>fails to mention</strong> the need (both human and fiscal) for additional resources from the district of community to support this effort.</td>
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<tr>
<th>Restorative Justice Action Plan: Challenges and Benefits</th>
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<tr>
<td>CPS Competency C and D ISLLC Standard 4 and 5</td>
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<tr>
<td>- Candidate <strong>reflectively and thoughtfully articulates and weighs the benefits and challenges of incorporating such the restorative justice model at his/her school.</strong></td>
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<td>- Candidate <strong>adequately articulates and weighs the benefits and challenges of incorporating such the restorative justice model at his/her school.</strong></td>
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<tr>
<td>- Candidate <strong>fails to articulate and weigh the benefits and challenges of incorporating such the restorative justice model at his/her school.</strong></td>
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<td>Class Session</td>
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| **08/26/15**  | • Introductions  
• Course Overview  
• Syllabus  
• Assignments, Dispositions, and Expectations  
• *Top 10 Legal Issues* |  | Buy your textbooks for next week and do the assigned readings for next week. |
| Session 1     | **09/02/15**  | • Introduction: Education Law  
• Tort Liability  
• Negligence in the School  
• The Tort Walk- Phase One  
• Case Study Discussion- Tort Liability and IDEA | **09/09/15**  | **09/16/15**  | **09/23/15**  | **09/30/15**  | **10/07/15**  |
| Session 2     | **09/09/15**  | • Social Justice and the Law  
• Law, Ethics, Morals, Values  
• Ethics and Educational Leaders  
• Ethical, Legal, and Educational Themes  
• Compulsory Schooling  
• Case Law | **Braun, Chapter 11**  
**Stefkovich, Chapters 1-3** | Questions Regarding Tort Walk Assessment, Part One? |
| Session 3     | **09/16/15**  | • Curriculum  
• Religious and Moral Objections to curriculum  
• Free speech related to objections to school program. | **Braun, Chapter 10**  
**Stefkovich, Chapters 12 and 13** |  | Tort Walk Assessment Part One Paper with completed Check List Due |
| Session 4     | **09/23/15**  | • Introduce Tort Part Two: Research and Development  
• Student Freedom of Expression |  |  |  |  |
| Session 5     | **09/30/15**  | • Student Freedom of Expression (continued)  
• Religious Freedom | **Braun, Chapter 15**  
**Stefkovich, Chapter 7 and 8** |  |  |  |  |
<table>
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<tr>
<th>Class Session</th>
<th>Topics</th>
<th>Readings to be done prior to Class</th>
<th>Assignments Due</th>
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<tr>
<td>10/07/15</td>
<td>INDEPENDENT RESEARCH</td>
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| 10/14/15 Session 7 | • Introduce Tort Part Three: The Improvement Plan  
• Student Discipline  
• Due Process  
• Progressive Discipline  
• Restorative Justice  
• Suspension, Expulsion | • Braun, Chapter 12  
• Stefkovich, Chapters 9 - 11  
• Articles on Restorative Justice (download from Sakai) | Tort Part Two: Law Research and Development Paper Due |
| 10/21/15 Session 8 | • Search and Seizure  
• Discrimination  
• Equal Educational Opportunity: Race, Gender, and National Origin | • Stefkovich, Chapters 14 |                  |
| 10/28/15 Session 9 | • Special Education  
• IDEA  
• ADA  
• IEP | • Stefkovich, Chapter 15 | Tort Law Part Three: Improvement Plan Paper Due |
| 11/04/15 Session 10 | Legal Social Justice Presentations |                  | 4-5 presentations |
| 11/11/15 Session 12 | Legal Social Justice Presentations |                  | 4-5 presentations |
| 11/18/15 Session 13 | Legal Social Justice Presentations |                  | 4-5 presentations |
| 11/25/15      | No Class Thanksgiving Holiday             |                  | Student Discipline Survey and Restorative Justice Action Plan Paper Due via e-mail to Dr. Arresola on Wednesday, November 25, by 10 p.m. to carreso@luc.edu. |
| 12/02/15 Session 14 Last Class | Legal Social Justice Presentations |                  | 4-5 presentations |

24  8/2015
References


APPENDIX ONE

Code of Ethics

AASA's Statement of Ethics for Educational Leaders

An educational leader's professional conduct must conform to an ethical code of behavior, and the code must set high standards for all educational leaders. The educational leader provides professional leadership across the district and also across the community. This responsibility requires the leader to maintain standards of exemplary professional conduct while recognizing that his or her actions will be viewed and appraised by the community, professional associates and students.

The educational leader acknowledges that he or she serves the schools and community by providing equal educational opportunities to each and every child. The work of the leader must emphasize accountability and results, increased student achievement, and high expectations for each and every student.

To these ends, the educational leader subscribes to the following statements of standards.

The educational leader:
1. Makes the education and well-being of students the fundamental value of all decision making.
2. Fulfills all professional duties with honesty and integrity and always acts in a trustworthy and responsible manner.
3. Supports the principle of due process and protects the civil and human rights of all individuals.
4. Implements local, state and national laws.
5. Advises the school board and implements the board's policies and administrative rules and regulations.
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals or that are not in the best interest of children.
7. Avoids using his/her position for personal gain through political, social, religious, economic, or other influences.
8. Accepts academic degrees or professional certification only from accredited institutions.
9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
10. Honors all contracts until fulfillment, release, or dissolution mutually agreed upon by all parties.
11. Accepts responsibility and accountability for one's own actions and behaviors.
12. Commits to serving others above self.
APPENDIX II

AASA Mission Statement

AASA, the School Superintendents Association, advocates for the highest quality public education for all students, and develops and supports school system leaders.

AASA Belief and Position Statements

100 Public Education
Public education is the foundation of American democracy and is the primary vehicle for preparing each generation of adult citizens to become contributing members of a democratic society.

100.1 Public Education is the Cornerstone of our Democracy and a Civil Right
100.2 Getting Children Ready for Success in School
100.3 Vouchers and Tuition Tax Credits
100.4 Public School Choice and Charter Schools
100.5 School Finance Systems Focused on Proficiency for all Students
100.6 Local Funding
100.7 Unfunded Mandates

200 Equity and Diversity
School leaders have a responsibility to create school cultures that recognize and value diversity.

200.1 Equity for All Children
200.2 Overcoming Racial and Economic Isolation in Schools
200.3 Diversity
200.4 Bullying
200.5 Verification of Citizenship and Legal Status of School Age Children

300 Learning Environments
Environments conducive to learning require that all variables that influence a student’s ability to succeed should be addressed.

300.1 Advocates for Children
300.2 Appropriate Early Education Programs for All Children
300.3 Getting Schools Ready for Children
300.4 Facilities
300.5 Technology
300.6 Individuals with Disabilities Education Act (IDEA)
300.7 Elementary and Secondary Education Act (ESEA)
300.8 Criminal Background Checks

400 Leadership
Stable and consistent leadership by the superintendent is vital to the success of the public school system.

400.1 Licensure for Administrators
400.2 Portability of Professional Credentials and Pensions
400.3 Professional Compensation
400.4 Highly Effective Teachers and Leaders
500 Student Learning and Accountability

All public schools must provide a quality education for each student, which requires meeting high standards. A system of accountability which clearly demonstrates the level of progress attained by schools or school districts is essential to fulfilling our mission of increasing student achievement.

500.1 Preparation for Living in an Interdependent Global Society
500.2 21st Century High School Completion
500.3 National Testing
500.4 School and District Accountability
500.5 Equity in Accountability

600 Collaborative Partnerships

Building partnerships among the many stakeholders contributes to the education and well-being of our children and therefore is the responsibility of the entire community.

600.1 Community Collaboration and Partnerships for Children
600.2 Communicating Effectively with the Public
600.3 Leaving Decisions Regarding Commercial Affiliations with Local School Districts