Course Description:
This course covers the topics of school law and policy formation designed for candidates seeking to become principal building leaders. The emphasis in this course will be the application of school law and policy formation in the context of community involvement. Educational administrators must grasp the importance of school law and policy formation to provide ethical, reflective leadership needed in today’s schools. This course will provide the basis for understanding school law and ethical decision making with particular attention given to building safety, current legal “hot topics,” and understanding the governance of the local school board. It is to be taken simultaneously with course #16.

Conceptual Framework:
This course is designed for students whose goal is to become a principal building leader. “Professionalism in Service of Social Justice” represents the foundation upon which this course has been developed. In support of this fundamental tenant of leadership development, we will begin to comprehend state and federal laws, regulations, and case law affecting Illinois public schools. In particular, the following School of Education conceptual framework standards will be directly assessed using LIVE-TEXT:

CF 7: Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others.

Introduction:
This course explores the various aspects of school organizational theory and is designed as a survey of various facets of education administration. Topics covered in this course will be grouped into a system’s framework. Students will explore inputs, transformation processes and outputs as they relate to the workings of educational leadership and school improvement. In particular, candidates will gain an understanding of:

- State and federal laws, regulations and case law affecting Illinois public schools.
- State and federal laws, regulations and case law regarding programs for students with disabilities and English language learners.
- How school law is then promulgated into policies at the state and local level.
- How school administrators promulgate policies and procedures that can best serve P-12 students and their families.
- How to work with school boards and local school councils.
- How to create partnerships with parents, community and business stakeholders.

Course Standards:

LOYOLA UNIVERSITY CHICAGO’S SCHOOL OF EDUCATIONS’ CONCEPTUAL FRAMEWORK STANDARDS:

CF 7: Candidates demonstrate how moral and ethical decisions shape actions directed toward service to others.

SREB 13 Critical Success Factors/Functions (2007):
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 facilitations skills to manage it effectively.
CSF 9: The school leader is able to understand how adults learn and knows how to advance meaningful change through quality sustained professional development that benefits students.
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.

ISSLC STANDARDS (2008):
ISLLC 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth (Functions A-I).
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 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).

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION (NCATE) (2011):
ELCC 3.1: Candidates understand and can monitor and evaluate school management and operational systems.
ELCC 3.2: Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.
ELCC 3.3: Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of student and staff within the school.
ELCC 4.1: Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.
ELCC 4.3: Candidates understand and can respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.
ELCC 4.4: Candidates understand and can respond to community interests and needs by building and sustaining productive school relationships with community partners.
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.
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 school.
ELCC 5.4: Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.
ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.
ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.
ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.

Required Texts:
The following will be provided to you in class:
- The syllabus and additional readings/documents can be found on SAKAI or distributed in class.

Things you need to find and bring to class:
- You will need a copies of your school student and staff handbooks.
- You will need a copy of your teacher contract.
- You will need a copy of building safety and security procedures.
- You will need to have access to, and be familiar with, SAKAI – Loyola University Chicago’s electronic classroom.
- You must register your LIVE TEXT account.

Supporting Reference Literature:
See list of references on last page.

Embedded Field Experiences:
- Conduct a tort walk in a school building (NCATE Assessment).
- Review and analyze school building handbooks and their alignment with school handbooks.
- Attend a school board meeting and reflect on the policies discussed that directly affect students and/or families.

NCATE Core Assessment: Assessment #

Evaluation:
- Class Participation and Attendance 10 points
- Tort Walk assessment Documents 48 points
- School Board Meeting Analysis Paper 12 points
- PowerPoint Presentation on Hot Topic 30 points

100 points

Assignments will not be accepted past the stated due date on the syllabus. References must be cited using APA 6th edition style.

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. If a student is not satisfied with his or her grade, assignments (except for the group project and final) may be rewritten and resubmitted for reevaluation.

Description of Assignments:

Class Participation, Attendance and Professional Disposition: 10 points
Students will participate in discussions based on lectures, student presentations, assigned readings and hand-outs as well as extemporaneous role play. It is expected that students will attend class every day. Your participation score will be based on your attendance pattern as well as on your contributions to class discussions and activities. (All course objectives)
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.

**Professional Dispositions for Administration and Supervision**

<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>
</tr>
<tr>
<td>Candidate communicates promptly with faculty</td>
<td>Candidate consistently communicates in a prompt manner (either by e-mail or phone) with faculty</td>
<td>Candidate usually communicates in a prompt manner (either by e-mail or phone) with faculty</td>
<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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<tr>
<td>Candidate uses technology in the classroom for academic purposes</td>
<td>Candidate consistently uses technology in the classroom only for academic purposes</td>
<td>Candidate consistently uses technology in the classroom only for academic purposes, with few exceptions</td>
<td>Candidate consistently uses technology inappropriately often checking personal e-mail and/or web surfing in the classroom</td>
</tr>
<tr>
<td>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards</td>
<td>Candidate consistently demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards</td>
<td>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards, with few exceptions</td>
<td>Candidate demonstrates unethical behavior (such as dishonesty, cheating, or spreading gossip) in graduate work</td>
</tr>
<tr>
<td>Fairness</td>
<td>Target (1)</td>
<td>Acceptable (0.5)</td>
<td>Unacceptable (0)</td>
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<tr>
<td>Candidate is able to reflect and respect other points of view within the university setting.</td>
<td>Candidate consistently reflects and respects other points of view within the university setting.</td>
<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>
<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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</tbody>
</table>

<table>
<thead>
<tr>
<th>All Students Can Learn</th>
<th>Target (1)</th>
<th>Acceptable (0.5)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate demonstrates a belief that all students can learn within the university setting.</td>
<td>Candidate consistently demonstrates a belief that all students can learn within the university setting.</td>
<td>Candidate demonstrates a belief that all students can learn within the university setting with a few exceptions.</td>
<td>Candidate does not demonstrate 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</td>
<td>Candidate consistently demonstrates respect for cultural differences within the university setting and continually seeks to gain greater inter-cultural competence.</td>
<td>Candidate demonstrates respect for cultural differences within the university setting with few exceptions. The candidate seeks to gain greater inter-cultural competence.</td>
<td>Candidate does not demonstrate respect for cultural differences within the university setting and does not seek to gain inter-cultural competence.</td>
</tr>
<tr>
<td>Candidate demonstrates social justice within the university setting.</td>
<td>The candidate advocates strongly for social justice within the university setting in both word and deed.</td>
<td>The candidate supports social justice within the university setting in both word and deed.</td>
<td>The candidate’s words and deeds within the university setting do not support the principles of social justice.</td>
</tr>
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</table>

**Tort Walk School Building Assessment**

**48 points**

**Building Tort Liability Data Assessment Plan and Project:**

The Tort Walk Assessment, Research and Development, and Improvement Plan Project is a comprehensive building-wide view of negligence assessment, research, development and improvement for building 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 and Development; and
- Phase 3: the Improvement Plan

**Phase 1: Tort Walk Assessment**

The Tort Walk Assessment Component requires that the aspiring building leader conducts a comprehensive assessment of negligence risks and existent negligence related conditions within the home school building through the lens of the building 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 Phase 1, 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. classrooms,
2. hallways,
3. playground/recess,
4. lunchroom,
5. before school,
6. after school,
7. field trips,
8. bus/transportation,
9. science class,
10. physical education class; and
11. shop/tech/art class.

For the following assignment you are prohibited from identifying school, school building, or any individuals. All data should be anonymous and stripped of identifying markers.

You will perform a Tort Walk Assessment in your home school building. You will:
1. obtain permission from the building principal.
2. visit each prescribed school arena as listed above.
3. determine whether both supervision and equipment for each of the aforementioned 11 arenas is acceptable or need for improvement.
4. comment on your observations in the context of the entire school wide systems perspectives within the context of the community wherein the schools are located.
5. Get information, both formal and informal, from multiple stakeholders, where necessary, to understand routine practice and procedures.

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.”

In Phase 1, you are required to describe how you facilitated and engaged in this activity and how you planned on informing building-level decision-making by collecting and organizing formal and informal data information from multiple stakeholders.

Phase 2: Research and Development

Now that you have performed a Tort Walk Assessment, you are required to write a comprehensive Research and Development Paper specifically and directly related to the issues you observed within the Tort Walk Assessment. Based upon the assigned readings and related lecture, you are required to identify three legal issues that you observed during your Tort Walk Assessment in the eleven (11) school arenas. These three (3) legal issues may be those in either the “acceptable” or “need for improvement” category.

For each of the three (3) legal issues, you are required to do the following:

1. Conduct research related to legal aspects of these identified issues. Then, in this Phase 2, for each issue you observed during the Tort Walk Assessment (Phase 1), you must comprehensively detail and describe at least three sources. (For example, sources can include case law, statutes, journal articles,
book chapters, newspaper descriptions, and the internet.) Apply the three research sources to the legal issues you identified that occurred in the building in which you conducted a Tort Walk Assessment.

2. Draw conclusions regarding best school-wide practice, strategies and policies, comprehensively analyzing how the application of the 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 on developing the ultimate Improvement Plan (Phase 3) that will evidence a respect for the rights of others with regard to confidentiality and dignity and engagement in honest interactions.

4. Include a section on how you plan to remain impartial, sensitive to student diversity and sensitive to ethical considerations in you interactions with others 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 above 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 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 research directs comprehensive policies that can be developed that target the unique needs of a safe school environment.

2. Describe how the research directs comprehensive policies that promote student health and welfare.

3. Provide a comprehensive description of the processes by which federal, state, school 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.

Phase 3. Improvement Plan

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-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 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 school-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 school decision-making about negligence policies, including strategies to capitalize on the school’s integral role in the larger community.

6. An emergency planning section where you detail how you plan on developing lines of communication with local, state and federal authorities about negligence policies in the school. This includes how you plan on actively advocating for improved policies, laws and regulations that affect the building/school and how you plan on working with organizations representing schools, educators and others with similar interests.

7. A comprehensive professional development program to strategically integrate school priorities, to build faculty as a resource and to focus on improving student outcomes.

A Bibliography, in APA format, is required for the Tort Walk paper.

**School Board Meeting Analysis Paper**  
12 points  
The student will attend a school board/ local school council meeting and describe the Members in term of background, issues discussed at the meeting as well as the interactions between and among the Members. Interactions should also be described between the Members and the administrators present.

**PowerPoint Presentation on Legal Hot Topic**  
30 points  
The student will do a PowerPoint presentation to the class on a legal hot topic selected from among those discussed in class or taken from one of the required text books.
<table>
<thead>
<tr>
<th>Score</th>
<th>Standard/Element</th>
<th>Target (4)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (1)</th>
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</thead>
</table>
| ELCC 3.1 | *Candidates understand and can monitor and evaluate school management and operational systems.*  
**ISLLC 3: Function A**  
**SREB CSF 8** | In the Improvement Plan / Phase 3, the intern incorporates fiscal, human, and material resources, giving priority to student learning and safety, and demonstrates an understanding of building budgeting processes and fiduciary responsibilities. | In the Improvement Plan / Phase 3, the intern incorporates fiscal, human and material resources, giving priority to student learning and safety, but fails to demonstrate an understanding of building budgeting processes and fiduciary responsibilities. | In the Improvement Plan / Phase 3, the intern incorporates fiscal, human and material resources, but fails to give priority to student learning and safety and fails to demonstrate an understanding of building budgeting processes and fiduciary responsibilities. |
| ELCC 3.2 | *Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.*  
**ISLLC 3: Function C**  
**CSF 11** | 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 the school. | 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 the school. | 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 the school. |
| ELCC 3.3 | *Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of student and staff within the school.*  
**ISLLC 3: Function B**  
**SREB CSF 11** | Within the Improvement Plan / Phase 3, the candidate evidences an understanding of school building finance structures and models to ensure that adequate financial resources are allocated equitably for the school. | 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 building 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 building budgeting processes and fiduciary responsibilities. |
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<tr>
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<tr>
<td></td>
<td>ELCC 4.1</td>
<td>The Improvement Plan / Phase 3 describes how community members, groups and other stakeholders will be involved in building decision-making, including strategies to capitalize on the building’s integral role in the larger community.</td>
<td>The Improvement Plan / Phase 3 describes how community members, groups and other stakeholders will be involved in building decision-making, but fails to include strategies to capitalize on the building’s integral role in the larger community.</td>
<td>The Improvement Plan / Phase 3 fails to describe how community members, groups and other stakeholders will be involved in building decision-making and fails to include strategies to capitalize on the building’s integral role in the larger community.</td>
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<tr>
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<td>ISLLC 4: Function A</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 building 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 building decision-making but only collected and organized formal information and failed to collect and organize informal 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 building decision-making but only collected and organized formal information, failed to collect and organize informal information and failed to collect information from multiple stakeholders.</td>
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<td>SREB CSF 7</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 student problems.</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 student problems.</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 student problems.</td>
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<td></td>
<td>ELCC 4.3</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 student problems.</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 student problems.</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 student problems.</td>
</tr>
<tr>
<td></td>
<td>ISLLC 4: Function D</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 building 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 building decision-making but only collected and organized formal information and failed to collect and organize informal 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 building decision-making but only collected and organized formal information, failed to collect and organize informal information and failed to collect information from multiple stakeholders.</td>
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<tr>
<td></td>
<td>SREB CSF 7</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 student problems.</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 student problems.</td>
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<tr>
<td>ELCC 5.1</td>
<td>Candidates understand and can act with integrity and fairness to ensure that schools are accountable 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>ISLLC 5: Function B</td>
<td>SREB CSF 4</td>
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<tr>
<td>ELCC 5.2</td>
<td>Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.</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 and sensitivity to student diversity but fails to incorporate ethical considerations related to his/her interactions with others.</td>
<td>In the Research and Development/Phase 2, the candidate fails to describe impartiality and sensitivity to student diversity and fails to incorporate ethical considerations related to his/her interactions with others.</td>
</tr>
<tr>
<td>ISLLC 5: Function C</td>
<td>SREB CSF 4</td>
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<tr>
<td>ELCC 5.4</td>
<td>Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.</td>
<td>In the Research and Development/Phase 2, the candidate describes a process whereby decisions are made and explained based upon ethical and legal principles.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>ISLLC 5: Functions D and E</td>
<td>SREB CSF 4</td>
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<td>LOYOLA CF 7</td>
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<tr>
<td>ELCC 6.2</td>
<td>Candidates understand and can act to influence local, school, state, and national decisions affecting student learning in a school environment.</td>
<td>The Research and Development/Phase 2 comprehensively describes how specific laws at the local, state, and federal level affect school building/district and residents.</td>
<td>The Research and Development/Phase 2 describes how specific laws at the local, state and federal level affect school building/district but fails to address how they affect residents.</td>
<td>The Research and Development/Phase 2 fails to describe how specific laws at the local state and federal level affect either school building/district or residents.</td>
</tr>
<tr>
<td>ISLLC 6: Function B</td>
<td>SREB CSF 12</td>
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<tr>
<td>ELCC 6.1</td>
<td>Candidates understand and can advocate for school students, families, and caregivers.</td>
<td>The Research and Development/Phase 2 comprehensively describes the larger political, legal and cultural context to develop activities and policies that benefit the building and its students.</td>
<td>The Research and Development/Phase 2 describes the larger political, legal and cultural context but fails to develop activities and policies that benefit the building and its students.</td>
<td>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 building and its students.</td>
</tr>
<tr>
<td>ISLLC 6: Function A</td>
<td>SREB CSF 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ELCC 6.3</td>
<td>Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.</td>
<td>The Improvement Plan / Phase 3 comprehensively describes how to develop lines of communication with local, state and federal authorities and actively advocate for improved policies, laws and regulations that affect the school/district, both directly and through organizations representing schools, educators, or others with similar interests.</td>
<td>The Improvement Plan / Phase 3 describes how to develop lines of communication with local, state and federal authorities and actively advocate for improved policies, laws and regulations that affect the school/district, but fails to include how to develop lines of communication through organizations representing schools, educators, or others with similar interests.</td>
<td>The Improvement Plan / Phase 3 fails to describe how to develop lines of communication with local, state, and federal authorities and fails to actively advocate for improved policies, laws and regulations that affect the school/district, both directly and through organizations representing schools, educators, or others with similar interests.</td>
</tr>
<tr>
<td>ISLLC 6: Function C</td>
<td>SREB CSF 12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SREB Critical Success Factors ISLLC Standards</td>
<td>Target (3)</td>
<td>Acceptable (2)</td>
<td>Unacceptable (1)</td>
<td></td>
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<td>---------------------------------------------</td>
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</tr>
<tr>
<td>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. ISLLC 6: Function B</td>
<td>Candidate fully describes the background of school board members (i.e., CEO of a company, housewife/parent, accountant, etc.). And provides a description of the type of school, the number of students served, geographic and demographic information.</td>
<td>Candidate fully partially describes the background of school board members (i.e., CEO of a company, housewife/parent, accountant, etc.). And partially provides a description of the type of school, the number of students served, geographic and demographic information.</td>
<td>Candidate fails to describe the background of school board members (i.e., CEO of a company, housewife/parent, accountant, etc.). And fails to provide a description of the type of school, the number of students served, geographic and demographic information.</td>
<td></td>
</tr>
<tr>
<td>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. ISLLC 6: Function A</td>
<td>Candidate comprehensively describes the agenda items and related issues discussed at the school board meeting. Candidate provides a copy of the agenda and related meeting artifacts.</td>
<td>Candidate partially describes the agenda items and related issues discussed at the school board meeting. Candidate provides a copy of the agenda and related meeting artifacts.</td>
<td>Candidate fails to describe the agenda items and related issues discussed at the school board meeting. Candidate provides the agenda, but fails to provide the related artifacts.</td>
<td></td>
</tr>
<tr>
<td>CSF 8: The school leader is able to understand the change process and has the leadership and facilitation skills to manage it effectively. ISLLC 3: Functions A, D 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. ISLLC 6: Function C</td>
<td>Candidate comprehensively describes the actions taken by the school board on the agenda including a description of the nature and reasoning the school board provided, if any, for the actions taken.</td>
<td>Candidate partially describes the actions taken by the school board on the agenda including a description of the nature and reasoning the school board provided, if any, for the actions taken.</td>
<td>Candidate fails to describe the actions taken by the school board on the agenda.</td>
<td></td>
</tr>
<tr>
<td>CSF 8: The school leader is able to understand the change process and has the leadership and facilitation skills to manage it effectively. ISLLC 3: Functions B and D</td>
<td>Candidate comprehensively describes an aspect of the school administrator’s performance during the meeting which was effective. Candidate reflects on why such action was effective and how the action translates into positive school leadership.</td>
<td>Candidate partially describes an aspect of the school administrator’s performance during the meeting which was effective. Candidate reflects on why such action was effective and how the action translates into positive school leadership.</td>
<td>Candidate fails to describe an aspect of the school administrator’s performance during the meeting which was effective. Candidate fails to reflect on why such action was effective.</td>
<td></td>
</tr>
</tbody>
</table>
## Rubric for Hot Legal Topic PowerPoint Presentation

<table>
<thead>
<tr>
<th>SREB Critical Success Factors</th>
<th>ISLLC Standards</th>
<th>Target (15)</th>
<th>Acceptable (10)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSF 13: The school leader is able to continuously learn and seek out colleagues who keep them abreast of new research and proven practices.</td>
<td>ISLLC 4: Function A</td>
<td>Candidate does comprehensive research using legal texts on-line sources and school law survey to select a hot topic acceptable to the professor. Candidate reviews the legal issues involved.</td>
<td>Candidate does adequate research using legal texts on-line sources and school law survey to select a hot topic acceptable to the professor. Candidate reviews the legal issues involved.</td>
<td>Candidate does inadequate research using legal texts on-line sources and school law survey to select a hot topic acceptable to the professor. Candidate reviews the legal issues involved.</td>
</tr>
<tr>
<td>CSF 13: The school leader is able to continuously learn and seek out colleagues who keep them abreast of new research and proven practices.</td>
<td>ISLLC 4: Function A</td>
<td>•Candidate does a PowerPoint presentation that presents a legal issue in a clear, concise, and interesting manner. •Candidate clearly defines the legal points of view related to this hot topic and identifies the most important aspects of this hot topic as they relate to the principalship. •Candidate effectively uses technology in the PowerPoint.</td>
<td>•Candidate does a PowerPoint presentation that presents a legal issue in a less than clear, concise, and interesting manner. •Candidate partially defines the legal points of view related to this hot topic and partially identifies the most important aspects of this hot topic as they relate to the principalship. •Candidate uses technology in the PowerPoint.</td>
<td>•Candidate does a PowerPoint presentation that does not present a legal issue in a less than clear, concise, and interesting manner. •Candidate does not define the legal points of view related to this hot topic and does not identify the most important aspects of this hot topic as they relate to the principalship. •Candidate fails to use appropriate technology.</td>
</tr>
</tbody>
</table>
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/. For additional academic policies and procedures refer to: 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 website.

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
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Material: Burgett</th>
<th>Reading Material: Braun</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Class 1</td>
<td>August 25, 2015</td>
<td>Introduction &amp; Overview</td>
<td>Chapter 1</td>
<td>Chapter 1</td>
<td>In-class background information</td>
</tr>
<tr>
<td>Class 2</td>
<td>September 1, 2015</td>
<td>Legal Authority to Operate Schools in Public, Private, and Parochial Schools</td>
<td>Chapter 2</td>
<td>Chapters 2 and 3</td>
<td>Contact to be made for Tort Walk</td>
</tr>
<tr>
<td>Class 3</td>
<td>September 8, 2015</td>
<td>Legal Issues in Schools related to Liability</td>
<td>Chapter 3</td>
<td>Chapter 4 and 5</td>
<td>Report on Success of Contact for Tort Walk</td>
</tr>
<tr>
<td>Class 4</td>
<td>September 15, 2015</td>
<td>Continue Liability Issues. Begin Discussion of Governance Issues</td>
<td>Chapter 4</td>
<td>Chapters 6 and 7</td>
<td></td>
</tr>
<tr>
<td>Class 5</td>
<td>September 22, 2015</td>
<td>Continue Discussion of Governance Issues. Begin Discussion of Discipline Issues</td>
<td>Chapter 5</td>
<td>Chapters 8 and 9</td>
<td></td>
</tr>
<tr>
<td>Class 6</td>
<td>September 29, 2015</td>
<td>Continue Discussion of Discipline, Due Process, and Disability Issues</td>
<td>Chapter 6</td>
<td>Chapters 10 and 11</td>
<td>Contact to be made for Board Visit</td>
</tr>
<tr>
<td><strong>October 6, 2015</strong></td>
<td><strong>FALL BREAK</strong></td>
<td>NO CLASS</td>
<td></td>
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<tr>
<td>Class 7</td>
<td>October 13, 2015</td>
<td>Legal Aspects of Teacher Hiring and Dismissal</td>
<td>Chapter 7</td>
<td>Chapters 12 and 13</td>
<td></td>
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<tr>
<td>Class 8</td>
<td>October 20, 2015</td>
<td>Legal Aspects of Teacher Supervision</td>
<td>Chapter 8</td>
<td>Chapters 14 and 15</td>
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<tr>
<td>Class 9</td>
<td>October 27, 2015</td>
<td>Legal Aspects of Student and Faculty Handbooks</td>
<td>Chapter 9</td>
<td>Chapters 16 and 17</td>
<td>Board Visit Should be Completed</td>
</tr>
<tr>
<td>Class 10</td>
<td>November 3, 2015</td>
<td>Discussion of Student Safety and Security and Legal Implications</td>
<td>Chapter 10</td>
<td>Chapters 18 and 19</td>
<td></td>
</tr>
<tr>
<td>Class 11</td>
<td>November 10, 2015</td>
<td>Interest Based Bargaining, Getting To Yes with Parents for the Building Administrator</td>
<td>Chapter 11</td>
<td>Chapters 20 and 21</td>
<td>Hard copy, power point presentation, and loaded into LIVETEXT</td>
</tr>
<tr>
<td>Class 12</td>
<td>November 17, 2015</td>
<td>Class Presentations on Hot Topics. Lecture on Current Issues with Parents and Community</td>
<td>Chapter 12</td>
<td>Chapters 22 and 23</td>
<td>Hard copy, PowerPoint presentation, and loaded into LIVETEXT</td>
</tr>
<tr>
<td>Class 13</td>
<td>November 24, 2015</td>
<td>Continue Class Presentations on Hot Topics. Lecture on Legal Ethics and Politics</td>
<td>Chapter 13</td>
<td>Chapters 24 and 25</td>
<td>Prepare for Final Discussion of Tort Walk Results</td>
</tr>
<tr>
<td>Class 14</td>
<td>December 1, 2015</td>
<td>Tort Walk Results Issues and Conclusions</td>
<td>Chapter 14</td>
<td>Chapters 26 and 27</td>
<td>Course Evaluations</td>
</tr>
</tbody>
</table>

08/2015
SUPPLEMENTAL READING LIST


