

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

School of Education
Educational Leadership and Cultural Foundations

ELC 687: LEGAL AND ETHICAL DIMENSIONS OF LEADERSHIP

Course Syllabus
Three credits--No prerequisites

This course is a requirement for all students in the Masters in School Administration program. ELC 687 serves as an elective course for students in the Ed.S. and Ed.D. in Educational Leadership, the Ph.D. in Cultural Foundations, other departments in the School of Education, and graduate students in other programs across the University

Instructor Information

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Catalog Description:

Course Purpose: This course introduces students to the legal and ethical reasoning systems that influence the practice of school administrators. Special emphasis is given to legal and ethical deliberations that occur at the school level. Legal and ethical issues will be examined with particular consideration for their implications for school leaders in North Carolina.

Teachers Academy Conceptual Framework Mission Statement: *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

Course Objectives:

Through the experiences in this course, students will be able to:

1. discuss how school governance and decision making are affected by legal and ethical considerations;
2. understand how federal, state, district, and school regulations, policies, and procedures are utilized in school governance and decision making and discuss the roles legal and ethical reasoning play in their development;
3. understand basic principles of education law and the constitutional, ethical, and educational values that support them;
4. understand the effects of significant legal cases on issues of student rights, equal educational opportunity, teacher rights, and administrative responsibility for school-related activities;
5. articulate his/her ethical principles, relate them to recognized ethical schools of thought, and apply them to situations that face school leaders; and
6. assess the facts of a situation, identify the legal and ethical considerations involved, and use appropriate legal and ethical reasoning to determine alternative courses of action for representative school situations.

Teaching Strategies: A significant portion of this course will be presented via the Internet. Students will be expected to participate actively in the class listserv, complete assignments and submit them using email and email attachments, and use a web browser. In order to participate in the web-enhanced portions of the course, students must have access to a computer, modem or other Internet access hardware, an Internet Service Provider (ISP), an email account, a web browser (Netscape Navigator 4.0 or higher or Internet Explorer 4.0 or higher), and Adobe Acrobat Reader (available free at www.adobe.com). A certain level of computer literacy is expected at the beginning of the course, and students will develop their computing and Internet access skills as the course develops. Students who do not feel comfortable with their computing skills should make arrangements to participate in some training and/or have a computer mentor who can help with questions and problems.

Students will submit some assignments as email attachments and will work with other students in cooperative learning assignments that will require sharing written information. Students should know the brand and version of the word processing and presentation software they have available, and they should be able to save files in various formats in order to facilitate file sharing with the instructor and classmates.

Students will spend a significant amount of time outside of the class working independently and in small groups. Because of the web-based enhancements that have been made, students should plan to spend a considerable length of time each week using the Internet to participate in class activities. The amount of time that will be spent attending class on campus has been reduced accordingly.

Evaluation Methods and Guidelines for Assignments

Students' performance in this class will be evaluated on the basis of their accomplishments in six areas. Course assignments will be graded as A+ (4.25), A (4.0),

A- (3.75), B+ (3.25), B (3.0), B- (2.75), and resubmit (0.0). Assignments are due on the dates noted in the Assignment Calendar. Late assignments will result in a grade reduction of one-half letter (0.5). A rubric for grading in this course is attached for students' consideration in preparing assignments and understanding the instructor's standards.

Group Case Memoranda (8) (20% of final grade)

The purpose of this assignment is to assist students in identifying key legal and ethical concepts from cases and in developing their legal and ethical vocabularies and reasoning. During the first class, students will be divided into work groups of five, which will remain intact throughout the semester. For each case, a group leader will be chosen who will take responsibility for leading the group through its deliberations about the case and who will be responsible for submitting the group's case memorandum. Group leadership must be rotated through the group until all members have served as group leader. The group leader's name should be designated, along with the other group members' names, on the case memorandum. All group members must participate in the development of each of the eight case memoranda that are assigned for the semester.

A case memorandum examines the legal and ethical dimensions in a case, provides a course of action an administrator should take to resolve the issues in the case, and justifies that course of action on legal and ethical grounds. A case memorandum is two to three pages in length (single spaced, standard margins), and the audience (staff, parents, community, district level administrators, board of education) to whom the memorandum is addressed is provided in the *To:* line. Case memoranda will be submitted as email attachments to the [Course Assignments Submissions email address](#). Students should consult the Assignments Calendar for due dates.

Statement of Ethics (20% of final grade)

By May 4, each student will submit a ten to fifteen page statement of ethical principles that s/he will use to guide his/her professional interactions as a school leader. In the Statement of Ethics, each student will

1. articulate his/her personal and professional values and beliefs,
2. place his/her values and beliefs within one of the ethical paradigms suggested by Shapiro & Stefkovich (2001),
3. compare and contrast his/her ethical principles with codes of ethics from professional educational administration organizations, and
4. reflect upon applications of his/her ethical principles to administrative practice.

The Statement of Ethics should be developed in conformity with the *Style Manual of the American Psychological Association (4th Ed.)*. The Statement of Ethics is due May 4

Mid-Term and Final Examinations (15% of final grade each)

A mid-term examination, covering the first one-half of the course, will be given on-site on February 27, and a final examination, covering the second one-half, will be given on-site on May 8. Examinations will include multiple choice, true-false, short-answer, and short essay questions. Exams will be standard paper and pencil tests, and students will not have access to course materials, notes, etc. during the exams.

Journal (10% of final grade)

Journaling is an opportunity for students to think about course content and apply its meanings to their own previous learning, experiences, and practice. In a journal, a student writes to him/herself as the primary audience. Anyone else (including the instructor or teaching assistant) is a privileged reader. Journal entries are considered to be confidential, unless the student gives permission for journal entries to be shared.

In this course, each student will keep a journal in which s/he chronicles his/her thoughts, positions, analyses, and reflections. Students must make at least two entries (at least one full page or 200 words in length) per week in their journals. Journals may be kept either in longhand or using a computer. The final entry in the journal will be a self-evaluation (approximately 1000 words) of the student's learning and progress in the course. Journals will be submitted to the instructor.. Journal entries may address these and other issues and topics:

1. 1. comments on stories from *Education Week*
2. 2. comments on questions and answers in *The Ethicist*
3. 3. reflections on the on-line learning experience
4. 4. stories from the student's practice with an analysis
5. 5. analysis and commentary on course topics and readings
6. 6. implications of course content for the student's practice
7. 7. reflections on the group process
8. 8. ideas for additional course activities
9. 9. summaries of cases and their implications
10. 10. questions about issues of law for further research

In addition, there will be six elaborated journal entries in which the student will respond to prompts provided by the instructor. Elaborated journal entries should be approximately 1000 words in length.

Journals in which the student has submitted the minimum number of entries will receive a grade of B. Journals that show that the student has used the journaling experience as a learning tool will receive a grade of A+, A, or A- at the instructor's discretion.

Attendance and Participation (10% on-site, 10% on-line)

Students are expected to attend all classes. Active participation is integral to learning in this class. Students are encouraged to question, debate, and comment critically in a manner that is appropriately professional, civil, and scholarly. A student's participation in class will contribute to his/her learning and to the learning of his/her classmates. On-site participation will comprise 10% of students' grades. Consideration will be given for timely arrival to and departure from class. Students should disengage cellular

telephones, beepers, alarms, and other distracting electronic devices while they are in class.

Students are expected to participate actively in on-line activities, including the course listserv. Listserv discussions are intended to augment course readings and activities and to give students the opportunity to explore course content in an on-line forum. On-line participation will comprise 10% of students' grades, which will be based on the frequency and quality of student participation.

This course is part of a professional preparation program for school administrators. Students are expected to adhere to the highest standards of ethical and professional practice. Students who have questions about the propriety of any action should contact the instructor at their convenience.

Required Texts/Readings/References:

McCarthy, M., Cambron-McCabe, N., & Thomas, S. (1998). *Public school law: Teachers' and students' rights (4th Ed.)*. Boston, MA: Allyn & Bacon.

Shapiro, J.P., & Stefkovich, J.A. (2001). *Ethical leadership and decision making in education: Applying theoretical perspectives to complex dilemmas*. Mahwah, NJ: Lawrence Erlbaum Associates.

Supplementary Readings

Students in ELC 687 will subscribe to *Education Week* for the semester. Arrangements will be made for the class subscription during the first class. The cost will be \$1.50 per week, payable when the invoice is received from *Education Week*.

Students will also be reading several court cases, newspaper and Internet stories, and other items of interest as they arise. These readings will be available at a variety of websites. Particularly, students should read Randy Cohen's weekly column *The Ethicist*, which appears on Sunday in the New York Times Magazine, available at www.nytimes.com. Students should also become familiar with a legal search engine, such as FindLaw (www.findlaw.com), and the organization and research options available on the Web through a well-recognized law library, such as at the [Kathrine R. Everett Law Library](#) at the University of North Carolina at Chapel Hill or the [Cornell Law Library](#).

Topical Outline:

**Assignments Calendar
ELC 687**

Date/Topics	Readings Schedule (Weekly Readings: Education Week, <i>The Ethicist</i> at www.nytimes.com)	Assignments Due
Legal Frameworks		
Legal Frameworks, Tort Liability	5. McCarthy et al., Ch 1, 12 6. U.S. Constitution, Bill of Rights, and Amendments	
		Group Case Memorandum #1: Who Was On Duty? on the Class Website Electronic Submission
Religious Expressions, Curriculum Challenges	1. Shapiro & Stefkovich, <u>all</u> 2. McCarthy et al., Ch 2, 3 3. Joint Statement on School Prayer	
		Group Case Memorandum #2: Vivisection: A Classroom Physiologist's Dilemma in Shapiro & Stefkovich, Ch. 4 Electronic Submission
		Group Case Memorandum #3: AIDS and Age-Appropriate Education in Shapiro & Stefkovich, Ch. 4 Electronic Submission
Noninstructional Issues, Student Classifications	<ul style="list-style-type: none"> • McCarthy et al., Ch 4, 5 • At least three Statements of Ethics from Administrators' Organizations 	
		Group Case Memorandum #4: The Kids Are Praying at the Flagpole Again

		on the Class Website Electronic Submission
		Mid-term Exam (On-site)
		Group Case Memorandum #5: When All Means All in Shapiro & Stefkovich, Ch. 7 Electronic Submission
Student Discipline	<ul style="list-style-type: none"> • McCarthy et al., Ch. 6 	
		Group Case Memorandum #6: A Home for Marlon: The Foster Child Case in Shapiro & Stefkovich, Ch. 6 Electronic Submission
Teachers' Employment Issues	<ul style="list-style-type: none"> • McCarthy et al., Ch 7, 10 	
		Group Case Memorandum #7: The Adult Fantasy Center in Shapiro & Stefkovich, Ch. 3 Electronic Submission
Teachers' Civil Rights	<ul style="list-style-type: none"> • McCarthy et al., Ch. 8, 9 	
		Group Case Memorandum #8: Rising Star or Wife Beater in Shapiro & Stefkovich, Ch. 5 Electronic Submission
	Voluntary Review Session	
		Statement of Ethics (Hard Copy Submission)
		Final Examination (On-site)
		Journals (Hard Copy Submission)

Recommended Text(s) and/or Readings:

Alexander, K. & Alexander, D. M. (1992). *American public school law* (3rd ed.). St. Paul, MN: West Publishing.

Beck, L.G. (1994). *Reclaiming educational administration as a caring profession*. New York: Teachers College Press.

Beck, L.G., & Murphy, J. (1994). *Ethics in educational leadership programs: An expanding role*. Thousand Oaks, CA: Corwin Press.

Deskbook encyclopedia of American school law (2000). Rosemount, MN: Data Research.

Greenfield, W.D. (1993). *Articulating values and ethics in administrator preparation*. In C. Capper (Ed.), *Educational administration in a pluralistic society*. Albany, NY: State University of New York Press.

Gregory, G. (1992). *Desk reference on significant US Supreme Court decisions affecting public schools*. Alexandria, VA: National School Boards Association.

Grzywacz, P., McEllistrem, S. & Roth, J. (Eds.). (2000). *Students with disabilities and special education*. Birmingham, AL: Oakstone Legal and Business Publishing.

Heubert, J. (Ed.). (1999). *Law and school reform: Six strategies for promoting educational equity*. New haven, CT: Yale University Press.

Imber, M. & Van Geel, T. (1993). *Education law*. New York: McGraw-Hill.

Irons, P. (Ed.). (2000). *May it please the court: Courts, kids, and the Constitution*. New York: The New Press.

LaMorte, M. (1999). *School law: Cases and concepts*. (6th ed.). Boston: Allyn and Bacon.

Rothstein, L. F. (2000). *Special education law* (3rd Ed.). White Plains, NY: Longman.

Starratt, R.J. (1991) *Building an ethical school: A theory for practice in educational administration*. *Educational Administration Quarterly*, 27 (2), 185-202.

Starratt, R.J. (1994). *Building an ethcial school*. London: Falmer Press.

Streshly, W. A. & Frase, L. (1992). Avoiding legal hassles - What school administrators really need to know. Newbury Park, CA: Corwin Press.

Strike, K.A., Haller, E.J., & Soltis, J.F. (1998). The ethics of school administration (2nd ed.). New York: Teachers College Press.

Zirkel, P. A. & Richardson, S. N. (1988). A digest of Supreme Court decisions affecting education. Bloomington, IN: Phi Delta Kappa Educational Foundation.

U.S. Supreme Court Cases Regarding Education

School Prayer

Engel v. Vitale (1962)

School District of Abington Township v Schemp (1963)

Wallace v. Jaffree (1985)

Lee v. Weisman (1992)

Students' Rights

West Virginia State Board of Education v. Barnette (1943)

Tinker v. Des Moines School District (1969)

Goss v. Lopez (1975)

Ingraham v. Wright (1977)

New Jersey v. TLO (1985)

Bethel School District v. Fraser (1986)

Hazelwood School District v. Kuhlmeier (1988)

Honig v. Doe (1988)

Board of Education, Westside Schools v. Mergens (1990)

Franklin v. Gwinnett (1992)

Vernonio School District v. Acton (1995)

Davis v. Monroe County Board of Education (1999)

Students' Equal Opportunity

Brown v. Board of Education (1954)

San Antonio Independent School District v. Rodriguez (1973)

Lau v. Nichols (1974)

Plyler v. Doe (1982)

Board of Education of Hendrik Hudson School District v. Rowley (1982)

Tatro v. State of Texas (1984)

Aguilar v. Felton (1985)

School Committee of Burlington v. Massachusetts (1985)

Zobrest v. Catalina Foothills School District (1993)

Florence County Board of Education v. Carter, 510 U.S. 7 (1993)

Cedar Rapids Community School District v. Garret F. (1999)

Curriculum Challenges

Epperson v. Arkansas (1968)
Island Trees School District v. Pico (1982)
Edwards v. Aguilar (1987)

Teachers' Rights

Cleveland Board of Education v. LaFleur (1974)

Equity and Desegregation Cases and Legislation

Date	Case
1896	<i>Plessy v. Ferguson</i>
1954	<i>Brown v. Board of Education</i>
1955	<i>Brown v. Board of Education II</i>
1958	<i>Cooper v. Aaron</i>
1963	<i>Goss v. Board of Education</i>
1964	<i>Griffin v. Prince Edward Co.</i>
1964	<i>Title VI, Civil Rights Act of 1964</i>
1965	<i>Rogers v. Paul</i>
1968	<i>Green v. New Kent County</i>
1969	<i>Alexander v. Holmes County</i>
1971	<i>Swann v. Charlotte-Mecklenburg</i>
1973	<i>Keyes v. School District No. 1, Denver</i>
1973	<i>San Antonio Independent School District v. Rodriguez</i>
1973	<i>Section 504 of the Vocational Rehabilitation Act of 1973</i>
1974	<i>Equal Educational Opportunities Act of 1974</i>
1974	<i>Milliken v. Bradley I</i>
1974	<i>Lau v. Nichols</i>
1975	<i>Education of All Handicapped Children Act of 1975</i>
1976	<i>Pasadena City Board of Education v. Spangler</i>
1977	<i>Milliken v. Bradley II</i>
1982	<i>Plyler v. Doe</i>
1982	<i>Hendrik Hudson Board of Education v. Rowley</i>
1984	<i>Irving Independent School District v. Tatro</i>
1991	<i>Board of Education v. Dowell</i>
1992	<i>Freeman v. Pitts</i>
1994	<i>Proposition 187</i>
1995	<i>Missouri v. Jenkins</i>
1996	<i>Personal Responsibility and Work Opportunity Reconciliation Act ("Welfare Reform")</i>
1997	<i>League of United Latin American Citizens v. Wilson II</i>

1997 *Individuals With Disabilities Education Act of 1990 and Amendments of 1997*
 1999 *Cedar Rapids Community School District v. Garret F.*

**ELC 687: Legal and Ethical Dimensions of Leadership
 Spring 2001
 Grading Rubric**

Student:	Section: Tuesday or Wednesday	
Case Group #: Check cases in which student served as group leader. Notes:	Case #1	
	Case #2	
	Case #3	
	Case #4	
	Case #5	
	Case #6	
	Case #7	
	Case #8	
	Mid-term	
	Ethics Statement	
	Final	
	Journal	
	On-site Participation	
	On-line Participation	
Final Grade		

Group Case Memoranda

Grade	Criteria
A	7. 7. Provides an analysis of the legal and ethical dimensions of the case 8. 8. Provides a well-reasoned course of action 9. 9. Provides a sound justification for the course of action 10. 10. Shows evidence of involvement of all group members
B	4. 4. Reports on the legal and ethical dimensions of the case 5. 5. Provides an appropriate course of action 6. 6. Justifies the course of action 7. 7. Shows evidence of group involvement
Resubmit	Items that must be addressed: <ul style="list-style-type: none"> • Length • Involvement of all group members • Audience • Depth of analysis • Course of action • Justification

	<ul style="list-style-type: none"> • Coherence • Writing style
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Statement of Ethics

Student's Grade	Grade	Criteria
	A	<ul style="list-style-type: none"> • Articulates his/her personal and professional values and beliefs • Places his/her values within an ethical paradigm • Compares and contrasts his/her ethical principles with those of professional educational administration organizations • Reflects upon applications of his/her ethical principles to administrative practice • Is well written, coherent, and free of grammatical, style, and typographical errors
	B	<ul style="list-style-type: none"> • Describes his/her personal and professional values and beliefs • Inserts his/her values into an ethical paradigm • Relates his/her ethical principles with those of professional educational administration organizations • Lists applications of his/her ethical principles to administrative practice • Is free of grammatical, style, and typographical errors
	Resubmit	<p>Items that must be addressed:</p> <ul style="list-style-type: none"> • Length • Personal and professional values and beliefs • Ethical paradigm • Professional codes of ethics • Applications • Coherence • Writing style • Form--margins, indents, spacing • Grammatical, spelling, typographical errors

Journal

Student's Grade	Grade	Criteria
	A	<ul style="list-style-type: none"> • Includes minimum number of one-page entries (30) • Includes responses to elaborated entries (6) • Responds thoughtfully in journal entries • Appears to use journal as a learning tool

	B	<ul style="list-style-type: none"> • Includes minimum number of one-page entries (30) • Includes responses to elaborated entries (6)
	Resubmit	11.11. Insufficient number of entries

Attendance and Participation
On-site Participation

Student's Grade	Grade	Criteria
	A	<ul style="list-style-type: none"> • Attended all classes • Arrived and departed on time • Participated in all classes • Contributed to other students' learning through participation
	B	<ul style="list-style-type: none"> • Attended • Arrived and departed on time • Participated in classes

On-line Participation

Student's Grade	Grade	Criteria
	A	<ul style="list-style-type: none"> • Participated regularly and thoughtfully in listserv discussions • Participated in other on-line activities • Used technology to engage course content fully
	B	<ul style="list-style-type: none"> • Participated in listserv discussions • Participated in other on-line activities • Used technology to engage course content

**ALIGNMENT WITH
NORTH CAROLINA STANDARDS FOR SCHOOL ADMINISTRATORS**

Course # and Title: ELC 687 Legal and Ethical Dimensions of Leadership

Professor: Carl Lashley

<p>8. 8. Vision: The principal is an educational leader who facilitates the development, implementation, and communication of a shared vision of learning that reflects excellence and equity for all students.</p> <p>Corresponding ISLLC Standard*: 1</p>		
Indicator #	Indicator: THE PRINCIPAL . . .	
1.K.1	Understands community dynamics.	
1.K.2	Understands trends, issues, and research in education.	
1.K.3	Understands the concept of vision and its role in school improvement.	
1.K.4	Understands group processes.	X
1.K.5	Understands the role of education in building, sustaining, refining, and promoting our democratic way of life.	
1.K.6	Understands the broad political, social and economic issues in education.	X
1.K.7	Understands the influence of emerging global issues in shaping a shared vision of education.	
1.K.8	Understands the role of advocacy and the dynamics of political processes on the continuing evolution of a shared vision of education.	X
1.S.1	Involves stakeholders in the development of a broad vision of what the school should be and an implementation plan for how to get there.	
1.S.2	Uses organizational skills, including problem solving and decision making, to implement and refine the school's vision.	X
1.S.3	Communicates with stakeholders regarding the role of education in sustaining our democratic ideals.	
1.S.4	Evaluates progress toward achieving the school's vision.	
1.S.5	Engages stakeholders in exploring the implications of global trends in social, political and economic affairs in building a shared vision.	
1.S.6	Advocates for public policies that will promote educational excellence and equity.	X
1.S.7	Engages political leaders and community advocates in dialogue to promote educational excellence and equity.	
1.P.1	Believes all children can learn.	
1.P.2	Believes vision makes a difference in enhancing school	

	effectiveness.	
1.P.3	Values teachers as professionals.	
1.P.4	Views diversity as an asset.	
1.P.5	Values high expectations.	
1.P.6	Values innovation, creativity and risk-taking.	
1.P.7	Believes that commitment is essential to achieving vision.	
1.P.8	Believes in the role of education in sustaining and promoting our democratic way of life.	
1.P.9	Believes in excellence and equity as worthy educational goals for a democratic society.	X
1.P.10	Believes in using the political process to advocate and promote public education.	X

<p>9. 9. Learning: The principal is an educational leader who promotes the development of organizational, instructional, and assessment strategies that enhance teaching and learning.</p> <p>Corresponding ISLLC Standard*: 2</p>		
Indicator #	Indicator: THE PRINCIPAL . . .	
2.K.1	Understands teaching and learning theory.	
2.K.2	Understands the relationship between child development and teaching and learning.	
2.K.3	Understands curriculum and its alignment with instruction.	
2.K.4	Knows laws and policies which impact teaching and learning.	
2.K.5	Knows how to organize the school to enhance teaching and learning.	
2.K.6	Knows what instructional resources are available and how to allocate them.	
2.K.7	Knows how to use assessment to enhance teaching and learning.	
2.K.8	Understands major social, historical, cultural, and technical developments and their implications for what needs to be taught in schools.	
2.K.9	Knows how different teaching styles impact student learning.	
2.S.1	Works with the school community to set high standards for learning.	
2.S.2	Works with others to develop and communicate plans and procedures for enhancing teaching, learning, and student assessment.	
2.S.3	Monitors the implementation of the state and local curriculum.	
2.S.4	Monitors the alignment of curriculum and instruction to promote the achievement of high student performance.	
2.S.5.	Is able to select and retain effective teachers.	X

2.S.6	Assigns staff and other resources to enhance teaching and learning.	
2.S.7	Schedules students to maximize learning.	
2.S.8	Provides teachers with appropriate time and resources to explore alternative organizational and instructional strategies which have promise for enhancing teaching and learning.	
2.S.9	Uses own time well to enhance teaching and learning.	
2.S.10	Is involved with teachers and students in the classroom to promote teaching and learning.	
2.S.11	Identifies teaching and learning problems in a timely manner and addresses them effectively through collaboration and delegation.	
2.S.12	Ensures that teachers use assessment results to enhance teaching and learning.	
2.S.13	Uses a variety of classroom observation and teacher evaluation techniques to promote student performance.	
2.P.1	Values the role of the principal as educational and instructional leader.	
2.P.2	Commits to the success of all organizational members.	
2.P.3	Believes in personal accountability.	X
2.P.4	Is flexible and open to change.	
2.P.5	Believes all students can learn.	
2.P.6	Believes that assessment is useful When making decisions about teaching and learning.	
2.P.7	Believes parents, the community, and the schools are partners in the educational process.	

10.10. Climate: The principal is an educational leader who works with others to ensure a working and learning climate that is safe, secure, and respectful of diversity.		
Corresponding ISLLC Standard*: 2		
Indicator #	Indicator: THE PRINCIPAL . . .	
3.K.1	Understands that learning occurs best when students feel safe.	X
3.K.2	Understands how to organize for a positive and safe school climate.	X

3.K.3	Understands the culture and demographics of the school community and the need to be respectful of diversity.	
3.K.4	Understands the relationship of human behavior and development to the achievement of a positive school climate.	
3.K.5	Understands conflict resolution theory and practice.	X
3.K.6	Understands preventive and responsive strategies for dealing with school problems related to safety and security.	
3.K.7	Understands that good faculty and student morale is essential to the achievement of a positive working and learning climate.	
3.S.1	Helps develop the shared understandings and values which lead to a climate of openness, fairness, mutual respect, support, inquiry and respect for diversity.	
3.S.2	Monitors and maintains a safe, secure, and caring school environment.	X
3.S.3	Deals with student misconduct in a prompt and effective manner.	X
3.S.4	Manages and resolves conflict and crises effectively.	X
3.S.5	Models respect for diversity.	
3.S.6	Models and supports the importance of self-discipline and responsibility.	
3.P.1	Values opinions and concerns of others.	
3.P.2	Believes a nurturing, caring, and safe environment is critical to learning.	
3.P.3	Believes people will respect each other's contributions and accomplishments when diversity is appreciated.	
3.P.4	Values the public school's contribution to a culturally diverse democratic society.	
3.P.5	Believes that diversity enriches the learning environment for all members of the school community.	
3.P.6	Values a proactive stance in matters dealing with the achievement of a safe, secure, school environment that is respectful of diversity in a democratic society.	

11.11. Professional Ethics: The principal is an educational leader who demonstrates integrity and behaves in an ethical manner.		
Corresponding ISLLC Standard*: 5		
Indicator #	Indicator: THE PRINCIPAL . . .	
4.K.1	Knows the ethical standards of the profession.	X
4.K.2	Knows his/her own convictions and their ethical implications.	X
4.K.3	Knows the rights and responsibilities of members of the educational community.	X
4.K.4	Understands the complexity of ethical issues in schools.	X
4.K.5	Understands how to analyze situations ethically.	X
4.S.1	Works with the school community to establish expectations for ethical conduct.	X
4.S.2	Models good ethical judgment.	X
4.S.3	Makes decisions with impartiality, honesty, compassion, and empathy.	X
4.S.4	Takes responsibility for his/her own actions.	X
4.S.5	Treats all members of the school community fairly, equitably, and with dignity.	X
4.S.6	Directly addresses unethical behavior.	X
4.P.1	Possesses personal and professional standards of integrity.	X
4.P.2	Believes ethics should guide what we do in schools.	X
4.P.3	Understands and respects different cultural standards and beliefs.	X

12.12. Collaboration and Empowerment: The principal is an educational leader who facilitates school improvement by engaging the school community's stakeholders in collaboration, team-building, problem solving, and shared decision making.		
Corresponding ISLCC Standard: 4		
Indicator #	Indicator: THE PRINCIPAL . . .	
5.K.1	Understands the research on collaboration, empowerment, and school improvement.	
5.K.2	Understands group processes.	X
5.K.3	Understands the community's political dynamics.	
5.K.4	Knows what stakeholders can contribute.	

5.K.5	Understands the decision making process.	X
5.S.1	Works with stakeholders to set school improvement goals and plans for achieving them.	
5.S.2	Involves stakeholders in school planning and decision making.	
5.S.3	Acquires the resources necessary to achieve school improvement goals.	
5.S.4	Provides for the professional development necessary to support collaboration and empowerment.	
5.S.5	Achieves consensus and facilitates closure.	
5.S.6	Celebrates innovations and accomplishments with the school community.	
5.P.1	Values learning as the number one priority.	
5.P.2	Views all experiences as learning opportunities.	
5.P.3	Believes that stakeholders should make decisions in the best interests of students.	X
5.P.4	Views empowerment and collaboration as essential for school improvement.	
5.P.5	Celebrates innovations and accomplishments.	

13.13. School Operations: The principal is a school leader who uses excellent management and leadership skills to achieve effective and efficient organizational operations.

Corresponding ISLLC Standard*: 3

Indicator #	Indicator: THE PRINCIPAL . . .	
6.K.1	Knows pertinent local, state, and federal laws, policies, and procedures.	X
6.K.2	Knows community resources.	
6.K.3	Knows the school facilities.	
6.K.4	Knows the school staff.	
6.K.5	Understands the budget process.	
6.S.1	Develops and assesses the efficiency and effectiveness of management practices and procedures.	X
6.S.2	Anticipates problems and resolves them effectively.	X
6.S.3	Balances the needs of people with those of the organization.	
6.S.4	Uses appropriate fiscal guidelines.	
6.S.5	Nurtures the leadership abilities of others.	
6.S.6	Manages human resources responsibilities effectively, including interviewing, selecting, scheduling and evaluating staff members.	X
6.S.7	Monitors and evaluates the effectiveness of the	X

	organization.	
6.S.8	Maintains facilities that are safe and conducive to learning.	X
6.S.9	Ensures that school programs and procedures comply with local, state, and federal regulations.	X
6.S.10	Makes sure that community resources are used appropriately.	
6.P.1	Values a broad perspective.	
6.P.2	Values attention to detail.	X
6.P.3	Believes in contingency planning.	X
6.P.4	Believes in fiscal responsibility.	
6.P.5	Believes in fairness, equity, and consistency.	X

14.14. Human Relationships: The principal is an educational leader who employs effective interpersonal, communication and human relations skills.

Corresponding ISLLC Standard*: 6

Indicator #	Indicator: THE PRINCIPAL . . .	
7.K.1	Knows how to communicate effectively.	
7.K.2	Understands the importance of nonverbal communication.	
7.K.3	Understands the value of technology in enhancing communication.	X
7.K.4	Knows the importance of visibility and availability.	
7.K.5	Knows how, when, what, and to whom to delegate.	
7.K.6	Understands the culture of the school community.	
7.K.7	Knows how to build support for the school.	
7.K.8	Knows the importance of family involvement.	
7.K.9	Knows how to create and inviting "learning" community.	
7.K.10	Understands the benefit of an effective public relations program.	
7.S.1	Communicates effectively.	
7.S.2	Listens actively.	
7.S.3	Responds to issues and communicates resolutions.	X
7.S.4	Presents ideas in a convincing manner.	X
7.S.5	Uses available technology to enhance communication.	X
7.S.6	Acknowledges and respects diverse perspectives.	
7.S.7	Relates to others in an open and honest manner.	
7.S.8	Uses tact and humor effectively.	
7.S.9	Interacts effectively with the news media and public.	
7.P.1	Respects members of the school community.	
7.P.2	Believes in open and honest communication.	
7.P.3	Believes that words and actions must be consistent.	
7.P.4	Values diversity in the school community.	

7.P.5	Cares about students and members of the school community.	
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15.15. Development of Self and Others: The principal is an educational leader who demonstrates academic success, intellectual ability, and a commitment to life-long learning.

Corresponding ISLLC Standard*: 2

Indicator #	Indicator: THE PRINCIPAL . . .	
8.K.1	Knows how to model the importance of intellectual behavior and life-long learning.	
8.K.2	Knows the literature on adult development.	
8.K.3	Knows what resources are available to promote learning for self and others.	
8.K.4	Understands that physical and emotional wellness are critical to professional productivity.	
8.S.1	Models the school's vision of the educated person and helps staff to do the same.	
8.S.2	Draws upon relevant theory and research to develop personal theories of practice.	
8.S.3	Recognizes, honors, and celebrates academic success.	
8.S.4	Motivates and inspires others by projecting a model of continuous learning.	
8.S.5	Facilitates formal and informal learning opportunities for self and staff.	
8.S.6	Demonstrates effective teaching practices.	
8.S.7	Aligns the school's professional development plan with its school improvement plan.	
8.S.8	Supports the induction and development of new teachers.	
8.S.9	Mentors the professional growth of others.	
8.S.10	Promotes a wellness program for the development of self and others.	
8.P.1	Embraces high expectations for the accomplishments of self and others.	
8.P.2	Is committed to life-long learning for self and others.	
8.P.3	Values mentoring staff and teachers.	
8.P.4	Believes that time spent in reflection and discussion is essential for developing insights related to the teaching-learning relationship.	
8.P.5	Believes that a broad range of educational and cultural experiences promote life-long learning.	

16.16. Information Management, Evaluation, and Assessment: The principal is an educational leader who promotes the appropriate use of valid and reliable

information to facilitate progress, evaluate personnel and programs, and to make decisions.

Corresponding ISLLC Standard*: 6

Indicator #	Indicator: THE PRINCIPAL . . .	
9.K.1	Understands theories of supervision and evaluation.	
9.K.2	Understands policies, regulations and laws related to the evaluation of programs and personnel.	X
9.K.3	Understands concepts and limitations of measurement and assessment as they apply to school leadership.	
9.K.4	Understands the use of technology in the instructional and administrative functions within the school environment.	
9.S.1	Interprets and uses data to assist in the decision making process.	X
9.S.2	Communicates data through various media such as graphs, pictorials, and charts to explain the results, impact and implications to various audiences.	X
9.S.3	Uses available and appropriate technology tools to facilitate the management process that focuses on teaching and learning within the school environment.	X
	<i>Uses performance data with staff to . . .</i>	
9.S.4	Set challenging program goals and objectives.	
9.S.5	Monitor student progress to provide appropriate teaching and learning that promotes high student standards and performance.	
9.S.6	Monitor the effectiveness of school programs and make modifications as necessary.	
9.S.7	Supervise and evaluate personnel.	

9.S.8	Plan professional development programs to enhance teaching and learning.	
9.S.9	Address marginal or incompetent teaching effectively.	
9.S.10	Allocate resources effectively.	
9.S.11	Justify requests for additional instructional resources.	
9.P.1	Believes that measurement and assessment can be used to improve teaching and learning.	
9.P.2	Values gathering multiple kinds of data to make informed decisions.	
9.P.3	Is committed to evaluating programs and personnel on a continuous basis.	
9.P.4	Is committed to continuous growth for programs and personnel.	
9.P.5	Believes it is important to use data to make decisions.	
9.P.6	Possesses the courage to make difficult decisions.	
9.P.7	Values technology as a resource for decision making.	
9.P.8	Values technology opportunities.	

17.17. Continuous Improvement: The principal is an educational leader who fosters a culture of continuous improvement focused upon teaching and learning.

Corresponding ISLLC Standard*: 2

Indicator #	Indicator: THE PRINCIPAL . . .	
10.K.1	Knows how to access and use community resources effectively.	
10.K.2	Knows how to establish benchmarks and set goals for improvement.	
10.K.3	Understands that risk-taking and innovation are essential to meaningful improvement.	
10.K.4	Understands the principles, processes, and tools of continuous quality improvement.	
10.K.5	Understands how to engage and motivate collaborative work groups effectively.	
10.K.6	Understands the importance of responding to concerns and doing so in a timely manner.	
10.K.7	Knows the importance of history and tradition in building a positive culture for improvement.	
10.K.8	Understands the change process and how formal and informal leaders in the school community impact change.	
10.S.1	Forms collaborative work groups to set challenging goals for school improvement and to develop strategies for achieving them.	

10.S.2	Maintains and supports a school climate that supports risk taking and innovation.	
10.S.3	Facilitates, supports, and monitors the efforts of collaborative work groups.	
10.S.4	Uses available technology to access the information needed by work groups.	
10.S.5	Uses appropriate processes and tools to measure progress toward school improvement goals.	
10.S.6	Communicates evidence of (such) school improvement progress effectively.	
10.S.7	Celebrates school improvement successes.	
10.P.1	Believes all children can learn.	
10.P.2	Is committed to achieving excellence through continuous improvement.	
10.P.3	Has confidence in the abilities of self and others to improve.	
10.P.4	Believes teaching and learning can be improved through collaborative problem solving efforts of the school community.	
10.P.5	Values diverse perspectives on issues.	