Course Description:
This course explores various facets of human and fiscal resource management in educational organizations. Both theory and practical application are investigated. Specifically, building-level and site-based decision-making are addressed and simulated in relation to human and fiscal resource challenges confronting educational leaders. Topics covered in this course include organizational equity in strategic planning, budgeting and compensation, employment justice in recruitment, selection, staff development, performance appraisal and discipline, and an introduction to unionism and collective bargaining.

Conceptual Framework:
The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision, the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice. The SOE prepares our candidates to critique the knowledge base and to question knowledge through a social justice lens, and simultaneously to use and contribute to knowledge for just purposes.

The conceptual framework of Loyola’s School of Education is “Social Action through Education.” Our mission is social justice, but our responsibility is social action through education. The Loyola University Chicago School of Education embraces the diversity of our school community and that of the city of Chicago, the nation, and the world.

This course contributes to the realization of this framework by engaging students in the work of leading and transforming Chicago’s schools to ensure improved outcomes for all students, teachers and school communities. The School of Education is a community comprised of students, faculty, and staff whose success is dependent upon interdependence, collaboration, and mutual respect, in that we recognize, include and capitalize on our many forms of diversity, and pool these resources in our mission as educators.

While the training of the Internship candidate is centered around the concept of “hands on learning,” the professional growth of the Internship candidate is fostered through reflective analysis of his/her skills in problem solving, application, and implementation of leadership skills as
opportunities to improve student outcomes through excellence in teaching and program development. In particular, the following School of Education conceptual framework standards will be directly assessed using LIVE-TEXT:

CFS2 Candidates apply culturally responsive practices that engage diverse communities.
CFS3 Candidates demonstrate knowledge of ethics and social justice.

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.

Course Content:
This course presents concepts and strategies that guide the effective management of human and fiscal resources in education. Through readings, in-class simulations, and field experiences, this course will provide the opportunity for the candidate to acquire the knowledge, skills, and dispositions necessary to take a strategic approach to resource management in educational organizations. Candidates will gain an understanding of:

- Human capital management theory from talent acquisition to retention through termination in order to improve student outcomes.
- Senate Bill 7 – The Education Reform Act of 2011
- Performance Evaluation Reform Act (PERA)
- School finance, budgeting, and grant writing
- Stewardship of resources including: human capital, financial planning, and facility’s development and maintenance
- Sustainable vs. non-sustainable economic systems within the school

Course Standards:

LOYOLA UNIVERSITY CHICAGO’S SCHOOL OF EDUCATION’s CONCEPTUAL FRAMEWORK STANDARDS:
CFS2 Candidates apply culturally responsive practices that engage diverse communities.
CFS3 Candidates demonstrate knowledge of ethics and social justice.

SREB 13 Critical Success Factors/Functions (2009):
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.

ISSLC STANDARDS (2008):
Standard 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).

Standard 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).

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 4.2: Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community.
• 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 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 5.3: Candidates understand and can safeguard the values of democracy, equity, and diversity.
• ELCC 6.1: Candidates understand and can advocate for school students, families, and caregivers.
• ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

Required Texts:

This book will be on reserve in the library as a resource to you:

**The following will be provided to you in class:**
- The syllabus and additional readings/documents can be found on Sakai.
- Course case studies can be found on Sakai. You will also need to bring a hard copy of the cases to class on the day that they are to be discussed.

**Things you need to find and bring to class:**
- You will need to have access to, and be familiar with, Sakai – Loyola University Chicago’s electronic classroom.
- You will need a copy of your school’s mission, your school's policies dealing with Human Resources, the teachers’ and administrators’ contracts from your district, and their respective evaluation tools. The teacher evaluation tool must be the most current version used at your school. Please note the date in the course calendar these documents are required for class. These documents will also be needed for written assignments as detailed in the syllabus.

**Embedded Field Experiences:**
- Human Capitalization Project (NCATE assessment #7)
- Analysis of The PERA Teacher Evaluation tool and its implementation within your school district
- Grant Analysis for strategic use of funds to improve student outcomes
- School budget analysis

**Evaluations:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Dispositions</td>
<td>11</td>
</tr>
<tr>
<td>School Budget Analysis</td>
<td>11</td>
</tr>
<tr>
<td>Human Capitalization Project</td>
<td>30</td>
</tr>
<tr>
<td>Analysis of Teacher Evaluation Tool</td>
<td>24</td>
</tr>
<tr>
<td>Grant Analysis</td>
<td>24</td>
</tr>
</tbody>
</table>

**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.

**Description of Assignments:**

**School Budget Analysis**  
11 points = 11%

The candidate is to obtain a copy of her/his school building budget. This assignment requires the candidate to examine the school budget and understand how funds are managed at the school site. Candidates are to obtain a copy of their school budget from the building principal.
and bring the budget to class on the night required. Candidates will do an in-class analysis of the budget on the night designated in the course calendar.

**ELCC SPA Assessment and Rubric - LIVETEXT** 30 points = 30%

**Human Capitalization Project** – Attaining quality personnel to further the school mission. As a building instructional leader, one way to implement a school mission of excellence in teaching and learning is through the management of human capital. The people you hire will directly impact the lives and outcomes of students. This core assessment will ask you to collect and analyze personnel data. From these data, you will then create the documents necessary to hire the best person for a needed function within the school.

Part 1 – Description Grid of Employee Groups:
Construct a grid detailing all employee groups within the school district in which you work. The grid will detail the group, general roles and responsibilities, approximate number of employees, and when available and appropriate, the race and gender of the employees within the group. The grid will contain both certified and non-certified staff, office and school support personnel, and union and non-union members. The grid must be all-inclusive. Every paid employee working within the school must be included. However, volunteer staff and contractual consulting staff need not be included. (ELCC 3.3 – Loyola CF 5)

Here is an example for a fictional K-8 suburban school. Please remember the categories in this example are not exhaustive. Your grid should detail your situation. This example is not all-inclusive. Your school may have additional categories of employees. Please note that if you work in Chicago Public Schools or the Chicago Archdiocese, your grid should only be for your school building. If you are in a large suburban high school district, your grid should only be for your school building or department. However, if you work in a suburban elementary district, your grid should include the entire district.

<table>
<thead>
<tr>
<th>Group</th>
<th>Certification</th>
<th>Responsibilities</th>
<th>Number of Employees</th>
<th>Union Association</th>
<th>Gender</th>
<th>Ethnicity</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
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<td>Assistant Principal</td>
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<td>Pre-K Teachers</td>
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<td>1st Grade Teachers</td>
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<tr>
<td>Clerical</td>
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<td>Para-Professionals</td>
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<tr>
<td>Maintenance</td>
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</table>

Add and/or delete groups and categories as necessary to fit your situation. You should be able to obtain this information from your Director for Human Resources or your building principal.
Part II: Interviewing Potential Candidates:
The Board of Education has hired you to create a streamlined system for recruiting, interviewing, and selecting quality candidates. Based upon data collected in part 1 and the knowledge gained in class, choose one position within your school district that needs to be filled. For this position, create the following:
• A full job description with articulated requirements, responsibilities and reporting functions, (ELCC 5.1 & 6.1)
• Eight to ten behaviorally oriented interview questions for this position, (ELCC 5.2 & 6.2)
• A rubric for each interview question (oral and written) to evaluate the candidate’s responses, and, (ELCC 5.3)
• A plan for recruiting a diverse mix of families and other community members in the subsequent candidate selection process that also details the training these stakeholders will require (ELCC 4.1 & 4.3).
You should indicate whether these questions are to be oral or written in nature. When evaluating your process, the Board of Education will be looking for alignment between the job description, the questions asked and the design of the rubric to ensure that the process maximizes the chance for obtaining a quality candidate that can fulfill the school’s mission. The Board of Education will expect that the process created is legal and ethical.

Part III: Recruitment Brochure:
Now that you have created a streamlined process for recruiting, interviewing and selecting quality candidates, you need to create a recruitment brochure to promote your school at job fairs and other networking opportunities. To create this brochure, you will need to collect information from your district website, appropriate union contracts, your district human resource director, your building administrator, and/or your union representative. You will attach this brochure to the core assessment as well as upload the brochure into LIVETEXT.

Create this brochure to include the following:
• The school’s mission
• A description of the community and its needs (ELCC 4.2)
• Financial and health benefits, (ELCC 3.1)
• Professional benefits including induction, mentoring, and professional development growth (ELCC 3.2)
• Remember, presentation does matter. (ELCC 6.3)
<table>
<thead>
<tr>
<th>Score</th>
<th>Standard/Element</th>
<th>Target (5)</th>
<th>Acceptable (3)</th>
<th>Unacceptable (1)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>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. ISLLC Standard 4: Function A SREB CSF 5</td>
<td>Within Part 3, the recruitment brochure, the candidate has provided a full description of the community and its needs.</td>
<td>Within Part 3, the recruitment brochure, the candidate has provided a description of the community. However, the candidate has not described the community’s needs.</td>
<td>Within Part 3, the recruitment brochure, the candidate has not provided a description of the community nor its needs.</td>
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<td></td>
<td>ELCC 4.2 Candidates understand and can mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community. ISLLC Standard 4: Function B SREB CSF 7</td>
<td>Within Part 2, the candidate creates a plan for identifying and recruiting families and members of the community to be part of the interview process of the potential candidate.</td>
<td>Within Part 2, the candidate creates a plan for identifying families and members of the community to be part of the interview process of the potential candidate. However the plan does not detail how to recruit these stakeholders to be part of the interview.</td>
<td>Within Part 2, the candidate does not create a plan for identifying or recruiting families and members of the community for the interview process of the potential candidate.</td>
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<td></td>
<td>ELCC 5.1 Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student’s academic and social success. ISLLC Standard 5: Function A SREB CSF 4</td>
<td>Within Part 2, the candidate creates a full job description that details accurately all of the responsibilities and duties of the position. The candidate describes the certification necessary and the minimum and maximum requirements necessary for obtaining the position.</td>
<td>Within Part 2, the candidate creates a job description that details the responsibilities and duties of the position. The candidate describes the certification necessary but does not describe the minimum and maximum requirements necessary for obtaining the position. Additionally, the candidate does not accurately detail the reporting responsibilities for the position (both superior and subordinate) for the position.</td>
<td>Within Part 2, the candidate creates a job description that details the responsibilities and duties of the position. The candidate describes the certification necessary but does not describe the minimum and maximum requirements necessary for obtaining the position. Additionally, the candidate does not accurately detail the reporting responsibilities for the position (both superior and subordinate) for the position.</td>
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<td></td>
<td>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. ISLLC Standard 5: Function B SREB CSF 4</td>
<td>The candidate creates behaviorally oriented interview questions that are aligned with the job description duties. The questions are written to elicit information that describes past behavior as an indicator for future behavior in the position.</td>
<td>The candidate creates behaviorally oriented interview questions that are aligned with the job description duties. However, the questions are not written in a manner that elicits information that describes past behavior as an indicator for future behavior in the position.</td>
<td>The candidate does not create behaviorally oriented interview questions. The interview questions are general in nature and do not illicit information that describes past behaviors.</td>
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</table>
**Group Project In-Class Analysis of Evaluation Tools: 24 points = 24%**

This paper will consist of an analysis of the certified teachers’ evaluation tool(s) that are now being used in your school (in the wake of SB7 and PERA).

1. First, candidates are to request that one colleague in their school, who supervises teachers, complete the attached survey. If the candidate already evaluates teachers, then he/she can complete the survey.
2. Then, using this information, as well as the candidate’s own experience with the school’s evaluation process, and knowledge learned from this course’s textbooks and lessons, candidates are asked to analyze the evaluation process for teachers and come to a value judgment as to whether or not the evaluation process leads to instructional improvement for teachers and validates the mission of the school.
3. In particular, candidates are to evaluate the efficacy of the new state-mandated four tier rating system.
4. Ideas to strengthen the process should be discussed.
5. This paper should not exceed 5 pages. Please attach the completed evaluation survey (found in the syllabus) to the paper.

<table>
<thead>
<tr>
<th>SREB Critical Success Factors ISLLC Standards</th>
<th>Target – 8 points</th>
<th>Acceptable – 4 points</th>
<th>Unacceptable – 2 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSF 8: The school leader is to understand the change and has the leadership and facilitations skills to manage it effectively. ISLLC Standard 3: Functions A, B, E</td>
<td>Paper clearly analyzes the teachers’ evaluation tools. The paper clearly the efficacy of the new state-mandated four-tier rating system.</td>
<td>Paper adequately analyzes the evaluation tools. The paper evaluates the efficacy of the new mandated four-tier rating system.</td>
<td>Paper minimally analyzes the teacher evaluation tools. The paper does not evaluate the efficacy of the new state-mandated four-tier rating system.</td>
</tr>
<tr>
<td>CFS 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.</td>
<td>ISLLC Standard 2:</td>
<td>CSF 11: The school leader is able to acquire and use resources wisely.</td>
<td>ISLLC Standard 3: Functions: A-E</td>
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<tr>
<td>Paper demonstrates clear rationale of ideas concerning the links between employee evaluation and student performance. Paper reflects sound persuasive evidence of dispositions of social justice.</td>
<td>Based on data and literature base, paper provides clear recommendations for improving the evaluation process. Evaluation survey is complete and included in the paper.</td>
<td>Based on data but not on literature base, paper provides some recommendations for improving the evaluation process. Evaluation survey is complete and included in the paper.</td>
<td>Paper provides some recommendations for improving the evaluation process, but these recommendations are not based on data or literature base. Evaluation survey is either incomplete or missing</td>
</tr>
<tr>
<td>Paper demonstrates limited rationale of ideas concerning the links between employee evaluation and student performance. Paper reflects limited evidence of dispositions of social justice.</td>
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<tr>
<td>Paper does not demonstrate rationale of ideas concerning the links between employee evaluation and student performance. Paper reflects limited evidence of dispositions of social justice.</td>
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</table>

**Grant Analysis:** 24 points = 24%

Choose one grant program that funds a major initiative within your school. (Examples include but are not limited to: Title Block grant, TBE/TPI grant, Truant’s Alternative & Optional Educational Program, PreK-State Block grant, STEM grant, etc.). As a candidate wanting to use financial and human resources strategically to optimize student learning opportunities, for this experience you will need to do the following:

- Using the information from the Federal Department of Education’s website at [www.ed.gov](http://www.ed.gov) and/or the Illinois State Board of Education website at [www.isbe.net](http://www.isbe.net), describe the grant fully including the intended purpose of the funds, what the funds can and cannot be used for, and the conditions placed on the use of these funds.

- Describe how the school currently uses these funds including the intended purpose of the program, the salaries, professional development and supplies purchased with these funds.

- Interview the person responsible for the administration of this grant at the instructional level (Principal, Asst. Principal, Special Education Director, ELL Coordinator etc.). From this interview, discover the opportunities and challenges inherent in administering the program and the funds associated with it.

- Using the State and Federal Administration Policy & Procedures Handbook found on the Illinois State Board of Education’s website at [www.isbe.net/funding_opps/htmls/rfsp.htm](http://www.isbe.net/funding_opps/htmls/rfsp.htm), determine if the current use of funds is appropriate.

- Using appropriate data (student achievement data, personnel usage data, scheduling data, transportation data etc.) determine if the funds are being used efficiently and effectively.
• Make recommendations for improved stewardship of these funds to improve student learning.

The candidate is to write a five- to six-page scholarly paper (with appropriate citations using APA style 6th edition) to provide a detailed description of the grant analysis performed.

<table>
<thead>
<tr>
<th>SREB Critical Success Factors ISLLC Standards</th>
<th>Target (8 points)</th>
<th>Acceptable (4 points)</th>
<th>Unacceptable (2 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS 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. ISLLC Standard 2: Functions: A; B; E-I</td>
<td>Based on interview data and grant research, the paper describes fully how the district currently uses the particular grant funds including the intended purpose of the program, the salaries, professional development and supplies purchased with these funds. Additionally, based on the interview data and grant research, the paper details the opportunities and challenges inherent in administering the program and the funds associated with it.</td>
<td>Based on interview data and grant research, the paper describes how the district currently uses the particular grant funds including the intended purpose of the program, the salaries, professional development and supplies purchased with these funds. However, the paper does not detail the opportunities and challenges inherent in administering the program and the funds associated with it.</td>
<td>The paper describes how the district currently uses the particular grant funds including the intended purpose of the program, the salaries, professional development and supplies purchased with these funds; but this description is not based on interview data or grant research. The paper does not detail the opportunities and challenges inherent in administering the program and the funds associated with it.</td>
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<tr>
<td>CSF 10: The school leader is able to organize and use time in innovative ways to meet the goals and objectives of school improvement. ISLLC Standard 3: Functions: A–E</td>
<td>Using appropriate data (student achievement data, personnel usage data, scheduling data, transportation data etc.), the paper determines if the funds are being used efficiently and effectively. Recommendations for improved stewardship of these funds to improve student learning is based on data and grant research.</td>
<td>Using appropriate data (student achievement data, personnel usage data, scheduling data, transportation data etc.), the paper determines if the funds are being used efficiently and effectively. However, recommendations for improved stewardship of these funds to improve student learning is not based on data and grant research.</td>
<td>The paper determines if the funds are being used efficiently and effectively, but this assessment is not based on data. Additionally, recommendations for improved stewardship of these funds to improve student learning is not based on data and grant research.</td>
</tr>
<tr>
<td>CSF 11: The school leader is able to acquire and use resources wisely. ISLLC Standard 3: Functions: A–C; E</td>
<td>Using the information from the Federal Department of Education’s website at <a href="http://www.ed.gov">www.ed.gov</a> and/or the Illinois State Board of Education website at <a href="http://www.isbe.net">www.isbe.net</a>, the paper describes fully the grant including the intended purpose of the funds, what the funds can and cannot be used for, and the conditions placed on the use of these funds. Using the State and Federal Administration Policy &amp; Procedures Handbook found on the Illinois State Board of Education’s website at <a href="http://www.isbe.net/funding_opps/htmls/frsp.htm">www.isbe.net/funding_opps/htmls/frsp.htm</a>, the paper describes if the current use of funds is appropriate.</td>
<td>The paper describes the grant including the intended purpose of the funds, what the funds can and cannot be used for, and the conditions placed on the use of these funds; but it is not evident what this information is based upon. Using the State and Federal Administration Policy &amp; Procedures Handbook found on the Illinois State Board of Education’s website at <a href="http://www.isbe.net/funding_opps/htmls/frsp.htm">www.isbe.net/funding_opps/htmls/frsp.htm</a>, the paper describes if the current use of funds is appropriate.</td>
<td>The paper describes the grant including the intended purpose of the funds, what the funds can and cannot be used for, and the conditions placed on the use of these funds; but it is not evident what this information is based upon. The paper describes if the current use of funds is appropriate; but this description is based on personal assumptions not on policy and procedures.</td>
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</tbody>
</table>

**Dispositions: 11 points = 11%**

The School of Education has three dispositions—*Professionalism, Inquiry, and Social Justice*—as indicators of students’ growth for different levels in their program. Your status on these dispositions is a piece of evidence considered in your overall progress in your program of study, and they also overlap with expectations for participation in the course. Your disposition will be assessed in the course along with the rubric.
<table>
<thead>
<tr>
<th>PROFESSIONALISM</th>
<th>Target</th>
<th>Acceptable</th>
<th>Poor</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate meets all deadlines</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
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<tr>
<td>Candidate meets all deadlines consistently = 1 leadership artifact every 2 weeks of 2 submissions no later than the last day of every month</td>
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<td>Candidate honestly and accurately cites other's work</td>
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<tr>
<td>Candidate honestly and accurately cites other's work in a consistent manner.</td>
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<tr>
<td>Candidate honestly cites other's work but at times is not accurate with the exact citation.</td>
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<tr>
<td>Candidate is punctual for meetings within the professional setting (internship)</td>
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<tr>
<td>Candidate is punctual on a consistent basis for meetings within the professional setting. (internship)</td>
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<tr>
<td>Candidate is punctually not punctual and or cancels consistently for meetings within the professional setting. (internship)</td>
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<tr>
<td>Candidate communicates promptly with faculty</td>
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<tr>
<td>Candidate consistently communicates/ responds/confirm when needed in a prompt manner (either by email or phone) with faculty about appointments/ assignments.</td>
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<tr>
<td>Candidate usually communicates/ respondents/confirm when needed with faculty in a prompt manner (either by email or phone).</td>
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<tr>
<td>Candidate does not communicate/ respondents/confirm when needed with faculty in a prompt manner causing much disruption to the implementation of the candidate's program.</td>
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<tr>
<td>Candidate communicates promptly with faculty</td>
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<tr>
<td>Candidate applies for 2 or more principal positions each semester</td>
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<tr>
<td>Candidate applies for 1 principal position each semester</td>
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<tr>
<td>Candidate fails to apply for principal positions.</td>
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<tr>
<td>Candidate does not have positions within school or district to apply. Or, candidate is not ready for administrative position.</td>
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<tr>
<td>Candidate actively seeks CPS Principal position: once they achieve eligibility*</td>
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<tr>
<td>Candidate uses technology in the classroom only for academic purposes</td>
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<tr>
<td>Candidate uses technology in the classroom only for academic purposes.</td>
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<tr>
<td>Candidate uses technology in the classroom for academic purposes with a few exceptions.</td>
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<tr>
<td>Candidate uses technology inappropriately often checking personal email and/or surfing the web in the classroom.</td>
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<tr>
<td>Candidate does not know how to use any technology.</td>
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<tr>
<td>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards</td>
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<tr>
<td>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards.</td>
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<tr>
<td>Candidate demonstrates ethical behavior in all graduate work as prescribed by AASA and ISLLC standards with few exceptions.</td>
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<tr>
<td>Candidate demonstrates unethical behavior (such as dishonesty, cheating, or spreading gossip) in graduate work.</td>
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<tr>
<td>Candidate consistently displays unethical behavior</td>
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<tr>
<td>Inquiry</td>
<td></td>
<td></td>
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<tr>
<td>Candidate is able to reflect and respect other points of view within the school environment (internship)</td>
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<tr>
<td>Candidate consistently reflects and respects other points of view within the school environment. (internship)</td>
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<tr>
<td>Candidate respects other points of view with few exceptions. In the case of these exceptions, the candidate reflects to remedy the situation within the school</td>
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<tr>
<td>The candidate does not reflect upon his/her unfair behavior and does not attempt to remedy the situation within the school environment (internship)</td>
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<tr>
<td>Candidate does not respect other points of view.</td>
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</tbody>
</table>

*This will apply to Candidates who have achieved CPS Eligibility, but have not yet secured a CPS principal position (contingent upon CPS principal e-bulletin).
<table>
<thead>
<tr>
<th>Social Justice</th>
<th>Target</th>
<th>Acceptable</th>
<th>Poor</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate demonstrates a belief that all students can learn within the school</td>
<td>Candidate consistently demonstrates a belief that all students can learn</td>
<td>Candidate demonstrates a belief that all students can learn within the school</td>
<td>Candidate does not demonstrate a belief that all students can learn within the school and is complacent with a culture of failure. (internship)</td>
<td>Candidates is discriminatory in words and actions.</td>
</tr>
<tr>
<td>environment (internship)</td>
<td>with the school environment with a few exceptions. The candidate is not</td>
<td>with the school environment with a few exceptions. The candidate is not</td>
<td></td>
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<tr>
<td></td>
<td>complacent with a culture of failure. (internship)</td>
<td>complacent with a culture of failure. (internship)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate demonstrates respect for cultural differences within the school</td>
<td>Candidate consistently demonstrates respect for cultural differences</td>
<td>Candidate demonstrates respect for cultural differences within the school</td>
<td>Candidate does not demonstrate respect for cultural differences within</td>
<td>Candidate is consistently disrespectful.</td>
</tr>
<tr>
<td>environment (internship)</td>
<td>within the school environment and continually seeks to gain greater</td>
<td>environment and continually seeks to gain greater inter-cultural</td>
<td>within the school environment and does not seek to gain inter-cultural</td>
<td></td>
</tr>
<tr>
<td></td>
<td>inter-cultural competence. (internship)</td>
<td>competence. (internship)</td>
<td>competence. (internship)</td>
<td></td>
</tr>
<tr>
<td>Candidate demonstrates social justice within the school environment (internship)</td>
<td>The candidate advocates strongly for social justice within the school</td>
<td>The candidate supports social justice within the school in both word and</td>
<td>The candidate’s words and deeds within the school environment do not</td>
<td>Candidates does not display respect, understanding of social justice</td>
</tr>
<tr>
<td></td>
<td>environment in both word and deed. (internship)</td>
<td>deed. (internship)</td>
<td>support the principles of social justice. (internship)</td>
<td>principles.</td>
</tr>
</tbody>
</table>

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.

Loyola University Chicago
School of Education
Syllabus Addendum

IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Fairness, and the Belief that All Students Can Learn.** The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**LiveText**

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

**Syllabus Addendum Link**

- www.luc.edu/education/syllabus-addendum/

*This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.*

*This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – **Social Action through Education.***

**IDEA Objectives** (objectives in bold print are essential, the objective in italic print is important)

1. **Gaining a basic understanding of the subject** (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. **Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course**
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. **Gaining a broader understanding and appreciation of intellectual/cultural activity** (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. **Learning to analyze and critically evaluate ideas, arguments, and points of view**
12. **Learning to apply knowledge and skills to benefit others or serve the public good**
13. **Learning appropriate methods for collecting, analyzing, and interpreting numerical information**
Teacher Evaluation Survey  
© Kersten & Israel 2005 (revised 2012)

Demographic Data:

Your Position: _____ Principal _____ Asst. Principal _____ Dept. Chair

Experience: ______ Total years in school administration

Your Building: _____ Elementary  
______ Middle School/Junior High  
_____ High School

District: _____ Elementary _____ High School _____ Unit

District Enrollment: _____ Less than 1,000  
______ 1,000 – 3,999  
_____ 4,000 or over

Teacher Evaluation Tools & Effectiveness:

Please check all that are used. Next to each tool used, please note its effect on improving teaching and learning on a 1-5 Effectiveness Rating (ER) scale with 1 as very high and 5 as no impact.

<table>
<thead>
<tr>
<th>Tool</th>
<th>Non-Tenured Effectiveness Rating</th>
<th>Tenured Effectiveness Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of the Year Summative Checklist</td>
<td></td>
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<tr>
<td>End of the Year Summative Narrative</td>
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<tr>
<td>Pre-Observation Conference</td>
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<tr>
<td>Observation Checklist</td>
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<tr>
<td>Post-Observation Conference</td>
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<tr>
<td>Portfolio</td>
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<td></td>
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<tr>
<td>Other*</td>
<td></td>
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</tbody>
</table>
*Please describe: ____________________________________________________________

Additional Questions:

How many certified faculty members did you evaluate during the 2013-2014 school year?

_______

On the average, how much time per year do you spend completing all aspects (preparation, observation process, meeting, write up, documentation, etc.) for a typical non-tenured teacher?

_______ Up to 2 hours     _______ 8 – 10 hours
_______ 2 – 4 hours       _______ Over 10 hours
_______ 5 – 7 hours

On the average, how much time per year do you spend completing all aspects (preparation, observation process, meeting, write up, documentation, etc.) for a typical tenured teacher?

_______ Up to 2 hours     _______ 8 – 10 hours
_______ 2 – 4 hours       _______ Over 10 hours
_______ 5 – 7 hours

What do you see as the primary benefit to your district’s present teacher evaluation system?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What do you see as the most significant impediment to teacher evaluation?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How has the evaluation system changed in your district with the implementation of the PERA regulations? Do you believe these regulations have made a positive or negative difference within the teacher evaluation process? Please describe.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What do you do, or would you do, to provide the greatest impact on teaching and learning?

________________________________________________________________________

________________________________________________________________________

Thank you for your assistance.
Selected References


