1. A Common Sense Approach to Sexual Harassment With Students (https://www.nhbar.org/wp-content/uploads/2017/11/LRE-LD-SexualHarassmentPrevention.pdf)
2. Adler, J. (2006, Winter). The past as prologue? A brief history of the labor movement in the United States. 35(4), 311-329.
3. Red Clay Consolidated School District Bargaining Agreement (https://wilmcoll.blackboard.com/bbcswebdav/courses/CRDV.EDL7114.Hollstein.SP2018/Red_Clay_2011-2014.pdf)
4. A School Law Primer (https://wilmcoll.blackboard.com/bbcswebdav/courses/CRDV.EDL7114.Hollstein.SP2018/Negligence-Legal-Pointers-for-Public-

Candidate includes in the plan steps toward the successful and early resolution of grievances. Candidate participates in contract negotiations, and describes and reflects on the process, the challenges, the impasses, and the solutions. Candidate will produce advocacy communication products promoting resources, finances, and staff support for learning communities for the improvement of instruction.

Candidates produces an extended reflection that describes the role of the Code of Ethics in the educational dilemma of collective bargaining and the strategies to anticipate and prevent difficulties, such as grievances, related to the moral and legal issues. Candidate describes the relationship between the district office and building leaders, and the law and professional ethical standards and the processes of collaborative bargaining. Candidate plans strategies to avoid violations of the law, the collaborative bargaining agreement, and ethical conduct. Candidate includes in the plan steps toward the successful and early resolution of grievances both advocating and proposing professional solutions. Candidate participates in contract negotiations, and describes and reflects on the process, the challenges, the impasses, and the solutions. Candidate will produce advocacy communication products promoting resources, finances, and staff support for colleagues in professional learning communities in a leadership role.

NELP 2.2 Educational Leadership Skills Candidates demonstrate skills required to evaluate ethical dimensions of issues; analyze decisions in terms of established ethical framework; and develop a communication plan to advocate for ethical decisions.	Candidate evaluates ethical dimensions of issues through personal experience. Candidate communicates ethical decisions as they occur.	Candidate evaluates ethical dimensions of issues through an analysis of an established ethical framework. Candidate develops a communication plan to advocate for ethical decisions.	Candidate evaluates ethical dimensions of issues through an analysis of an established ethical framework with the school leadership team. Candidate develops a communication plan to advocate for ethical decisions with the school leadership team.	Candidate evaluates ethical dimensions of issues through an analysis of an established ethical framework with the school leadership team,

NELP 2.2 Educational Leadership Skills Candidates demonstrate skills required to evaluate ethical dimensions of complex issues, including stewardship and use of district resources; analyze decisions in terms of established ethical frameworks; and advocate for ethical decisions.	Candidate evaluates ethical dimensions of complex issues, including stewardship and use of district resources through personal experience. Candidate advocates for ethical decisions that match personal beliefs.	Candidate evaluates ethical dimensions of complex issues, including stewardship and use of district resources through an analysis of an established ethical framework. Candidate develops a communication plan and advocates for ethical decisions.	Candidate evaluates ethical dimensions of complex issues, including stewardship and use of district resources through an analysis of an established ethical framework with the district leadership team. Candidate develops a communication plan and advocates for ethical decisions with the district leadership team.	Candidate evaluates ethical dimensions of complex issues, including stewardship and use of district resources through an analysis of an established ethical framework with the district and school leadership teams, the board and stakeholders. Candidate develops a communication plan and advocates for ethical decisions with the district and school leadership teams, the board and stakeholders.
NELP 2.3 Content Candidate knowledge of ethical practice; and approaches to cultivating ethical behavior in others.	Candidate knows ethical practice.	Candidate knows ethical practice and approaches to cultivate ethical behavior in others.	Candidate understands ethical practice and approaches to cultivate ethical behavior in others.	Candidate understands and synthesizes ethical practice and approaches to cultivate ethical behavior in others.
NELP 2.3 Educational Leadership Skills Candidates demonstrate skills required to model ethical behavior in their personal conduct and relationships with others; and cultivate ethical behavior in others.	Candidate models ethical behavior on occasion.	Candidate models ethical behavior in his/her personal conduct and relationships with others. Candidate cultivates ethical behavior in others.	Candidate models ethical behavior in his/her personal conduct and relationships with others in cooperation with the district leadership team. Candidate cultivates ethical behavior in others in cooperation with the district leadership team.	Candidate models ethical behavior in his/her personal conduct and relationships with others in cooperation with the district and school leadership teams, the board and stakeholders. Candidate cultivates ethical behavior in others in cooperation with the district and school leadership teams, the board and stakeholders.

Domain 7: Advocating for Student Learning and the Profession				

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