GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Education Leadership Program

EDLE 612, Section 602 Fall 2016
Education Law – 3 credits

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Office Hours: Before and after class or by appointment.

Schedule Information
Meeting Times: September 7, 2016 through December 7, 2016
                                  Wednesdays, 4:45 -7:45
Location: Loudoun Administrative Center, Ashburn, Room 420/421

Students are expected to attend every class session. Personal problems that prevent students from attending class should be reported ahead of time to the instructor via telephone or e-mail.

University Catalog Course Description
EDLE 612 Education Law (3:3:0)
Provides legal foundations of U.S. public schools. Examines general principles of statutory and case law, and applies judicial decisions to educational environments. Focuses on legal responsibilities, constraints, and opportunities of public school officials. Includes component of Special Education law.

Prerequisite(s): EDLE 620 or EDSE 743; EDLE 690 and EDLE 791.

Course Overview
Content:
Legal problems with students, parents, and community organizations are increasing in number and complexity and official reactions and solutions to these problems are likely to be subjected to judicial review. A wrong step can land the school administrator in court—with the accompanying expense, notoriety and always embarrassment. Litigation cannot be avoided entirely, but school systems, administrators and teachers can minimize it and increase their chances of success in suits that are filed by knowing the law, anticipating problems and taking precautionary steps. The body of school law, both statutory and case has increased by leaps and bounds in the last decade. Colleges and universities preparing prospective teachers and administrators have offered courses in school law. Some state legislatures and state boards of education have prescribed training in school law as one of the prerequisites for certification.

Program vision: The Education Leadership Program is dedicated to improving the quality of pre-K - 12 education through teaching, research, and service. Candidates and practicing administrators engage in course work devoted to experiential learning, professional growth opportunities, and doctoral research that informs practice. We educate exceptional leaders who act with integrity as they work to improve schools.

Teaching and Learning:

1. Discussion is an important part of this course. All candidates are expected to make multiple, thoughtful contributions to each class discussion, based on careful reading of the text and consideration of what classmates have previously said.

2. Writing is an important activity for many roles within schools. Therefore, the process of writing will be emphasized so that candidates will achieve the following objectives:

   - develop greater confidence in their ability to write expository, analytical, and persuasive prose;
   - learn how to review their own work and the work of others to eliminate errors and maximize clarity; and
   - produce written products immune to criticism from a skeptical public.

All written work is expected to be submitted on time as indicated below. All written work must be edited carefully before being submitted so that candidates are turning in their best work.

Classroom Climate:
A positive climate depends on cooperation among all students and with the instructor. Candidates need to work together to ensure that everyone has the confidence to participate honestly and energetically. Every candidate is expected to:
1. be fully prepared for each class session;
2. be attentive to others and respond thoughtfully and respectfully;
3. work toward a common purpose;
4. persevere through the common challenge of understanding education law; and
5. affirm one another's successes and help one another overcome weaknesses.

Course Delivery Method
A variety of instructional methods are used in this course including: large-and small-group instruction, cooperative learning activities, Internet assignments, lectures, guest practitioner presentations (if possible), individual presentations, case studies, role-play, and written and verbal assignments.

Course Objectives
This course serves as the foundation for understanding the legal process related to education in the Master's sequence in Education Leadership. All of the program goals are active, to a greater or lesser degree, in this course. Students taking this course will:

1. Engage in reflective practice and analysis with regard to education law;
2. Strengthen and improve their communication skills through class discussion and written legal analysis;
3. Understand the legal implications and responsibilities associated with cultural, economic, and learning diversity;
4. Reflect on the intersection of law and ethics and the ethical implications of applying education law to everyday situations in schools and school divisions; and

5. Learn how to use the Internet to obtain legal information.

Student Outcomes
The outcomes below are related to both suggested and required performances. All instructors are required to include the following three performances:

1. Legal Issue Analysis
2. Special Populations Paper & Presentation
3. Code of Ethics Development and Ethical Case Study Analysis

Students will focus on major legal and ethical issues in education. At the end of this course, successful students will be able to:

1. verbally demonstrate an informed perspective on major topics in education law;
2. analyze a case study involving the identification, placement and provision of programs and services for a student who is eligible pursuant to special education provisions; and
3. analyze key educational law issues in a manner which reveals comprehension of political, social, ethical, and legal influences, specifically the principles, laws, policies, cases & regulations that are applicable in education.

Relationship of Course Goals to Program Goals
This course will enable students to develop knowledge, skills and dispositions that will prepare them to create and maintain learning environments that value diversity, continual knowledge acquisition, instructional leadership, innovative and ethical decision-making, reflective practice, and successful achievement of all school-aged youth.

Relationship of Course to Internship
Although the internship is a separate course, the Education Leadership program has integrated "embedded experiences" into course work. This means that some of the work for this class is related to your internship. You may write about embedded experiences in your internship journal and Collective Record, but they can only count over and above the minimum 320 hours required for the internship.

National Standards and Virginia Competencies
The course addresses VADOE Competencies, ISLLC Standards, and ELCC (NCATE) Standards dealing with the legal, ethical, and political context of education. Specific ELCC Standards addressed include: 3.3, 5.1, 5.2, 5.3, 5.4, 5.5, 6.1, 6.2, and 6.3. Virginia competencies include: c (6) Legal issues and e (1) Philosophy of education that reflects honesty, fairness, caring, and equity. In addition to these competencies, candidates will develop an explicit understanding of Virginia's "Child Abuse and Neglect Recognition and Intervention Act (Code of Virginia 22.1-98). Such understanding will include:
1. Recognizing child abuse and neglect
2. Reporting child abuse and neglect
3. Intervention following a child protective services investigation

Required Text
Alexander & Alexander (2012). *American Public School Law* (8th Ed.). Wadsworth
Cengage Learning.

The required text is available in the Mason Bookstore in the Johnson Center. Additional
materials and hand-outs will be posted on Blackboard and/or distributed in class.

Classroom Materials:
In order to successfully complete required assignments, students must have access to a
personal computer with internet access, be able to use basic word processing and e-mail,
and access appropriate websites (see recommended websites) for supplemental materials.

Outside-of-Class Resources:
Candidates are required to use Blackboard as part of this course. Vital information for the
course may be posted on Blackboard; and we may communicate regularly through this
site. Candidates are required to submit their course assignments electronically using the
Blackboard website. Online access is vital for the distance learning aspects of the course
and is an important part of course participation grade. **All students are required to
activate and monitor their GMU e-mail accounts**. **Correspondence by e-mail must
be via your Mason e-mail account.**

Cancellation Policy: If a cancellation is necessary, the class will be made up via an
electronic activity. Specifically, candidates are expected to log-on to the computer in
order to participate in an electronic discussion/activity as directed, which will replace the
missed class.

Course Requirements, Performance-based Assessment, and Evaluation Criteria
Participation and Attendance (15 points)
Students are expected to attend every class for its entirety. **Maximum class
participation points will be earned by students who attend all classes, are on time
and do not leave early**. Part of your course grade is earned through ongoing assessment
of your attendance, performance, communication and professional disposition in class
discussions. Punctual attendance and regular class participation are vital to your success
in this course. Participation includes, but is not limited to the following:

- Coming to class prepared (*i.e.,* reading the assigned material)
- Demonstrate respect and civility (**please avoid side conversations**, **multi-tasking, use of cell phone, etc.)**
- Professional behavior and presentation
- Willingness to volunteer for a class activity
- Contributing to class discussion in a meaningful manner
- Sticking to the topic at hand
- Respect for others' questions and responses
- Use of appropriate problem solving techniques
- Appropriate use of allotted time
- Sharing experiences from work that are relevant to the class discussion

Written Assignments (85 points)
Since this is a graduate-level class, **high quality work** on all written assignments is expected. Students should refer to the appendices and rubrics for specific guidance on written assignments. Candidates are expected to submit their work on time.

1. Ethics Analysis (25 points)   Directions and Due Date: Appendix A
2. Legal Issue Analysis (30 points)   Directions and Due Date: Appendix B
3. Special Populations Paper & Presentation (30 points) Directions Due Date: Appendix C

TK20 Performance-Based Assessment submission Requirement
Every student registered for any EDLE course with a required performance-based assessment is required to submit these assessments, **Ethical Analysis and Special Populations Paper**, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Expectations for Written Work

Use appropriate grammar.	Spell correctly.
Writing should be the caliber of a graduate student.	Type all work.
Use Times New Roman or Arial 12-font.	Write clearly.
Include a cover page with name, date & assignment.	Find a good proofreader!

Follow **APA guidelines** (double space, references, etc.)   **Avoid plagiarism!**

Grade Appeals: Candidates must present grade appeals in writing and must put forth a reasonable written explanation that supports their request for a grade change.

Grading scale:			
	A+	=	100 percent
	A	=	95 - 99 percent
	A -	=	90 - 94 percent
	B+	=	86 - 89 percent
	B	=	83 - 85 percent
	B-	=	80 - 82 percent
	C	=	75 - 79 percent
	F	=	74 percent or below

Professional Disposition
Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/

Mason Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see http://writingcenter.gmu.edu/).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Class Schedule and Discussion Topics

		Topic	Readings	Assignments Due
1	September 7	Overview of Course and Syllabus Introduction to the Legal System, School Laws and Case Law	Chapters 1 and 2	
2	September 14	Role of the Federal Government Governance of Public Schools	Chapters 3 and 4	
3	September 21	Separation of Church and State Religion in Schools, Prayer, and Equal Access Act	Chapter 5	
4	September 28	School Attendance The Instructional Program	Chapter 6 Chapter 7	**Legal Analysis Due**
5	October 5	Student Speech and Expression Search and Seizure ***Dr. Sturrock will be in class for Q&A**	Chapter 8 Chapter 9	
6	October 12	Student Rights: Common Law, Constitutional Due Process and Statutory Protections	Chapter 10	
7	October 19	Rights of Students with Disabilities	Chapter 11	
8	October 26	Education Law and Ethics In class group exercise Tort Liability	Handouts to be distributed	**Ethics Assignment Due**
9	November 2	Defamation and Student Records Education Law and Ethics Introduction	Chapter 12 Chapter 13	
10	November 9	School District Liability (In class exercise) Certification, Contracts and Tenure	Chapter 14 Handouts to be distributed Chapter 15	
11	November 16	Teacher Rights and Freedoms Due Process Rights of Teachers	Chapter 16 Chapter 17	
12	November 30	In-Class Presentations		**Special Populations Paper and Presentations Due**
13	December 7	Discrimination in Employment Desegregation of Public Schools	Chapter 18 Chapter 20	

NOTE: *The above represents an approximation of the items to be covered and the respective dates. True coverage will depend on the pace of the discussion, the collective needs of students and the professor and the demands of time. You are expected, however, to keep pace with the calendar of assigned readings.*

APPENDIX A

Ethics Code, Case Study & Analysis and Rubric

This is a performance based assessment and must be submitted through TK20

This assignment has three parts as described below and in detail in the Ethical Case Study

Rubric:

ASSIGNMENT VALUE: 25 Points
DUE DATE: Wednesday, October 26, 2016

I. Develop a Code of Ethics.
- Examine several existing public school codes of ethics.
- Identify key moral, ethical and legal principles and personal values that relate, or should relate, to public school administrators.
- Develop your own personal code of ethics.

II. Identify and develop a case study of an ethical dilemma in your school system, and then use your Code of Ethics to analyze the case study. The ethical dilemma can be an actual or a hypothetical event.
- Identify the rights and interests of all individuals involved in the case study.
- Explain how you used your code of ethics to analyze the ethical dilemma in your case study and formulate a detailed leadership response to the ethical dilemma that includes an analysis of the moral and legal consequences of your decision.
- Your discussion should clearly demonstrate your commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others.

III. Seek feedback from a colleague in your school system about how you used your Code to analyze the identified ethical dilemma case study in your school system.
- Explain briefly why you chose this colleague and describe the general nature of the discussion.
- Share how your colleague reacted and any advice or insights that your colleague shared with you regarding the application of your ethics code to the case study analysis.

Ethical Case Study Assessment Rubric

Criteria	Levels of Achievement			
	exceeds expectations	meets expectations	approaching expectations	falls below expectations
ELCC 5.1 Candidates demonstrate understanding of need for integrity and fairness through the development of an ethical code based on ethical and legal principle**s**. Weight 15.00%	**90 to 100 %** The candidate develops a code of ethics that includes clearly identified ethical and legal principles from at least 3 different professional codes of ethics, and clearly explains how the developed code may be used to promote fairness, integrity, and equitable practices.	**80 to 89 %** The candidate develops a code of ethics that includes ethical and legal principles from 3 different professional codes of ethics, and explains how the developed code may be used to promote fairness, integrity, and equitable practices.	**70 to 79 %** The candidate develops a code of ethics that includes ethical and legal principles from only 2 codes of ethics, and/or discussion of how the developed code may be used to promote fairness, integrity, and equitable practices.	**0 to 69 %** The candidate develops a code of ethics but fails to identify ethical and legal principles as the primary source and foundation of the code.
ELCC 5.3 Candidates develop or evaluate school policies and procedures to support democratic values, equity, and diversity Weight 20.00%	**90 to 100 %** The candidate thoroughly describes an ethical dilemma and carefully evaluates several school policies and procedures that would support resolution of the dilemma. The candidate demonstrates in-depth understanding of the need to promote democratic values, equity, and respect for diversity.	**80 to 89 %** The candidate sufficiently describes an ethical dilemma and evaluates several school policies and procedures that would support resolution of the dilemma. The candidate demonstrates understanding of the need to promote democratic values, equity, and respect for diversity.	**70 to 79 %** The candidate poorly describes an ethical dilemma and evaluates school policy and procedures that would support resolution of the dilemma. The candidate demonstrates limited understanding of the need to promote democratic values, equity, and respect for diversity.	**0 to 69 %** The candidate fails to describe an ethical dilemma, and also fails to evaluate school policies and procedures that would support resolution of the dilemma. The candidate fails to demonstrate understanding of the need to promote democratic values, equity, and respect for diversity.
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. Weight 20.00%	**90 to 100 %** The candidate thoroughly describes discussion with a colleague to formulate a detailed leadership response to an ethical dilemma; and analyzes the leadership decision demonstrating specific awareness of established ethical standards and practices.	**80 to 89 %** The candidate sufficiently describes discussion with a colleague to formulate a leadership response to an ethical dilemma; and analyzes the leadership decision, explaining established ethical standards and practices.	**70 to 79 %** The candidate poorly describes discussion with a colleague to formulate a leadership response to an ethical dilemma; and analyzes the leadership decision, explaining established ethical standards and practices.	**0 to 69 %** The candidate fails to describe discussion with a colleague to formulate a leadership response to an ethical dilemma; and analyzes the leadership decision, explaining established ethical standards and practices.
ELCC 5.4 Candidates understand and can evaluate the potential moral and legal consequences of	**90 to 100 %** The candidate uses the code of ethics and four ethical lenses to analyze the case, and clearly demonstrates a commitment to	**80 to 89 %** The candidate applies the code of ethics and three ethical lenses to analyze the case, and demonstrates a commitment to	**70 to 79 %** The candidate makes limited application of the code of ethics and the ethical lenses to analyze the case, and fails to clearly	**0 to 69 %** The candidate fails to apply either the code of ethics or the ethical lenses to analyze the case and fails to demonstrate a

decision making in the school. Weight 20.00%	confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others.	confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others.	demonstrate a commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others.	commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others.
ELCC 5.5 Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling. Weight 20.00%	**90 to 100 %** The candidate demonstrates an astute capacity to use their code to resolve an ethical dilemma through decision making that promotes social justice in the best interests of the student.	**80 to 89 %** The candidate demonstrates a general capacity to use their code to resolve an ethical dilemma through decision making that promotes social justice in the best interests of the student.	**70 to 79 %** The candidate demonstrates a limited capacity to use their code to resolve an ethical dilemma through decision making that promotes social justice in the best interests of the student.	**0 to 69 %** The candidate does not demonstrate the capacity to use their code to resolve an ethical dilemma through decision making that promotes social justice in the best interests of the student.
Writing and flow of thought are clear and thorough, content is scholarly and instructive. Paper is grammatically correct. Weight 5.00%	**90 to 100 %** The paper is generally error-free, reflects extensive editing, proofreading, and graduate level work. Sentence structures and word choice are excellent.	**80 to 89 %** The paper is generally error-free, reflects sufficient editing, proofreading, and graduate level work. Sentence structures and word choice are good.	**70 to 79 %** The paper contains spelling and grammatical errors, reflects poor editing and proofreading, and is approaching graduate level work. Sentence structures and word choice are adequate.	**0 to 69 %** The paper contains numerous spelling and grammatical errors, reflects poor editing and proofreading, and is approaching graduate level work. Sentence structures and word choice are poor.

Legal Issue Analysis

Candidates are expected to respond in long essay form (***4-5 pages double-spaced***) to the scenario below. Be sure to adhere to the expectations for written work and the general guidelines in the Legal Issue Analysis Rubric.

ASSIGNMENT VALUE: 30 Points

Separation of Church and State Analysis
DUE DATE: Wednesday, September 28, 2016

Scenario: Your faculty planning committee is coordinating the graduation ceremony agenda and wants to use the Battle Hymn of the Republic as a centerpiece of the ceremony. The high school band will play and the school chorus will sing the first few verses to provide a natural break between the academic awards and the awarding of diplomas. This piece is the only one in the ceremony and has been used every year at your school's graduation ceremony since 1978.

Discussion: Make a recommendation on the use of the Battle Hymn of the Republic for use during the graduation ceremony by examining its contents and the context of its use in the ceremony. Relate specific cases where applicable.

Battle Hymn of the Republic
By Julia Ward Howe

Mine eyes have seen the glory of the coming of the Lord.
He has trampled out the vintage where the grapes of wrath are stored.
He hath loosed His fateful lightning with His terrible swift sword
His truth is marching on.

I have seen the burning watch fires of a hundred circling camps.
They have builded Him an altar in the evening dews and damps.
They have read His righteous sentence by the dim and flaring lamps.
His Word in marching on.

Chorus:
Glory, glory, halleluiah!
Glory, glory, halleluiah!
Glory, glory, halleluiah!
His truth is marching on.

Legal Issue Analysis Rubric Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Introduction Weight 5.00%	**90 to 100%** Analysis begins with a clear and concise statement of purpose. The introduction provides a comprehensive overview of the case study analysis for the reader.	**80 to 89 %** Analysis begins with a general statement of purpose. The introduction provides a basic overview of the case study analysis for the reader.	**70 to 79 %** Analysis begins with an unclear or limited statement of purpose. The introduction provides an incomplete overview of the case study analysis.	**0 to 69 %** Analysis begins with a confusing and unclear statement of purpose. The introduction fails to provide an overview of the case study analysis.
ELCC 3.3 Candidates understand and promote school-based policies and procedures that protect the welfare and safety of students and staff within the school. Candidates evaluate and propose implementation of discipline management plans (for staff and students). Weight 10.00%	**90 to 100%** The candidate identifies at least two school policies or procedures and thoroughly explains how these policies and procedures are applicable to promoting a safe school environment for staff and students. The candidate clearly evaluates and proposes the implementation of discipline management plans (for staff and students).	**80 to 89 %** The candidate identifies at least two school policies or procedures and explains the school-based policies and procedures that are applicable to promoting a safe school environment for staff and students. The candidate evaluates and proposes the implementation of discipline management plans (for staff and students).	**70 to 79 %** The candidate identifies a school policy or procedure but provides a limited explanation of how the policy or procedure is applicable to promoting a safe school environment for staff and students. The candidate evaluates but does not clearly propose the implementation of discipline management plans (for staff and students).	**0 to 69 %** The candidate identifies a school policy or procedure but fails to explain how the policy or procedure is applicable to promoting a safe school environment for staff and students. The candidate fails to evaluate or propose the implementation of discipline management plans (for staff and students).
ELCC 6.1 Candidates understand and can advocate for school students, families, and caregivers. Weight 15.00%	**90 to 100%** The candidate includes multiple citations of constitutional, statutory and case laws, policies, and regulations that inform decision making and advocacy for all members of the school community.	**80 to 89 %** The candidate includes citations of constitutional, statutory and case laws, policies, and regulations that inform decision making and advocacy for all members of the school community.	**70 to 79 %** The candidate includes citations of constitutional or statutory and case law, policies, and regulations that inform decision making and advocacy for all members of the school community.	**0 to 69 %** The candidate omits citations of constitutional, statutory and case law, policies, and regulations that inform decision making and advocacy for all members of the school community.
ELCC 6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. Weight 15.00%	**90 to 100%** The candidate's written analysis of political, social, economic, legal and cultural context is exemplary. The analysis includes clear & specific reference to the leader's communication practices to appropriate school stakeholders.	**80 to 89 %** The candidate's written analysis of political, social, economic, legal, and cultural context is adequate. The analysis includes a general reference to the leader's communication practices to appropriate school stakeholders.	**70 to 79 %** The candidate's written analysis of political, social, economic, legal, and cultural context is limited. The analysis includes a limited reference to the leader's communication practices to appropriate school stakeholders.	**0 to 69 %** The candidate's written analysis of political, social, economic, legal, and cultural context is unacceptable. The analysis neglects to reference the leader's communication practices to appropriate school stakeholders.
ELCC 5.1 Candidates understand and can act with integrity and fairness to ensure that schools	**90 to 100%** The candidate presents a comprehensive discussion that includes specific references to the use of leadership practices	**80 to 89 %** The candidate presents a general discussion that includes specific references to the use of leadership practices	**70 to 79 %** The candidate presents a general discussion that includes implied references to the use of leadership practices	**0 to 69 %** The candidate presents an inadequate discussion with no reference to the use of leadership practices characterized

	90 to 100%	80 to 89 %	70 to 79 %	0 to 69 %
are accountable for every student's academic and social success. Weight 15.00%	characterized by fairness and integrity to ensure that school policies support the academic and social success of all students.	characterized by fairness and integrity to ensure that school policies support the academic and social success of all students.	characterized by fairness and integrity to ensure that school policies support the academic and social success of all students.	by fairness and integrity to ensure that school policies support the academic and social success of all students.
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. Weight 10.00%	**90 to 100%** The candidate includes a thorough analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency.	**80 to 89 %** The candidate includes a general analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency. .	**70 to 79 %** The candidate includes a limited analysis of leadership decisions in terms of established ethical practices or self-awareness or reflective practice or transparency.	**0 to 69 %** The candidate omits an analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency.
ELCC 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. Weight 10.00%	**90 to 100%** Candidate clearly demonstrates an in-depth understanding and awareness of the need to consider moral, ethical, and legal consequences of decisions that impact the school environment.	**80 to 89 %** Candidate demonstrates a general understanding and awareness of the need to consider moral, ethical, and legal consequences of decisions that impact the school environment.	**70 to 79 %** The candidate demonstrates limited understanding and awareness of the need to consider moral, ethical, and legal consequences of decisions that impact the school environment.	**0 to 69 %** The candidate fails to demonstrate understanding and awareness of the need to consider moral, ethical, and legal consequences of decisions that impact the school environment.
Discussion of information and references is useful and instructive. Weight 10.00%	**90 to 100%** The candidate gathers numerous (8-10) high quality sources; provides clear and thorough discussion; and conducts critical evaluations of references.	**80 to 89 %** The candidate gathers several (6-7) high quality sources; provides solid discussion; and conducts evaluations of references.	**70 to 79 %** The candidate gathers several (6-7) but not high quality sources; provides some discussion; and conducts limited evaluations of references.	**0 to 69 %** The candidate gathers insufficient and poor quality sources; provides insufficient discussion; and conducts insufficient evaluations of references.
Organization, mechanics and proofreading of the paper. Weight 10.00%	**90 to 100%** The paper is well-organized and error-free; non-discriminatory language is used, clear sentence structures are used. APA format is correct.	**80 to 89 %** The paper is organized. Occasional grammatical or word errors are present. Non-discriminatory language and clear sentence structures are used. A few unclear word choices are present. APA format is used.	**70 to 79 %** The paper is somewhat organized. Several errors are present. Language is discriminatory in nature. Sentence structures are unclear and word choices are confusing. APA format is incorrect.	**0 to 69 %** The paper is poorly organized. Many errors and discriminatory language are present. Sentence structures are poor, word choices are confusing, and APA format is not used.

APPENDIX C

Special Populations Paper and Presentation

This is a performance based assessment and must be submitted through TK20

Assignment Value: 30 points (20 for the written portion, 10 for the presentation portion)
Due Date: Wednesday, November 30, 2016

Identify an issue or topic related to the larger political, social, economic, legal, and cultural context of schools that impacts educational opportunities for students with special needs as well as the rights of their families and caregivers. Prepare a 5 page report analyzing relevant statutes, regulations, and court cases that are pertinent to the issue, specifically as related to students with disabilities, English language learners, student race, economic challenges, or other significant disadvantages impacting student learning and educational opportunities. This 5 page report should provide an overview of significant laws and policies and identify *recent* case law (within the past 5 years); although you may include one or two historic or landmark cases, as appropriate. The issue or topic must be directly related to the provision and protection of educational opportunities for all students. This report should be organized to provide an overview of the issue, a legal and ethical critique of the laws, policies and cases, a synthesis of impact on practice, and suggestions for future implementation strategies. A summary of the report will be shared with colleagues during an in-class presentation. Students will have approximately 20 minutes for an in-class presentation to summarize the policies, laws, regulations, key ideas, and strategies emerging from their legal updates report. The presentation should include time for questions, discussion, and interaction with colleagues.

Special Populations Paper Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Introduction Weight 5.00%	**90 to 100 %** The citation is addressed correctly. All significant details have been included.	**80 to 89 %** The citation is addressed correctly, but minor details have been overlooked.	**70 to 79 %** The citation is addressed, but several details have been overlooked.	**0 to 69 %** The citation is either not included or is completely incorrect
ELCC 5.5 Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling. Weight 20.00%	**90 to 100 %** The candidate's written assessment of the fact pattern is comprehensive and the legal issue is clearly defined to reveal a clear understanding of the policy and practice variables that	**80 to 89 %** The candidate's written assessment of the fact pattern and legal issue reveals a general understanding of the policy and practice variables that impact equity	**70 to 79 %** The candidate's written assessment of the fact pattern and/or legal issue reveals a limited understanding of the policy and practice variables that impact equity and social justice for all	**0 to 69 %** The candidate's written assessment of the fact pattern and/or legal issue is missing or reveals a lack of understanding of the policy and practice variables that impact equity

	impact equity and social justice for all students.	and social justice for all students.	students.	and social justice for all students.
ELCC 6.2 Candidate understands local, district, state, and national decisions affecting student learning. Weight 15.00%	**90 to 100 %** The candidate provides extensive discussion of the case holdings and how the courts' judgments impact local, district, state and national laws and policies that affect student learning.	**80 to 89 %** The candidate provides sufficient discussion of the case holdings and how the courts' judgments impact local, district, state and national laws and policies that affect student learning.	**70 to 79 %** The candidate provides limited discussion of the case holdings and how the courts' judgments impact local, district, state and national laws and policies that affect student learning.	**0 to 69 %** The candidate provides insufficient discussion of the case holdings and how the courts' judgments impact local, district, state and national laws and policies that affect student learning.
ELCC 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. Weight 20.00%	**90 to 100 %** The candidate identifies 4 ethical (moral) and legal principles influencing the court's reasoning to support decision making about the identified issue.	**80 to 89 %** The candidate identifies 3 ethical (moral) and legal principles influencing the court's reasoning to support decision making about the identified issue.	**70 to 79 %** The candidate identifies 2 ethical (moral) and legal principles influencing the court's reasoning to support decision making about the identified issue.	**0 to 69 %** The candidate identifies only 2 ethical (moral) and/or legal principles influencing the court's reasoning to support decision making about the identified issue.
ELCC 6.1 Candidates demonstrate the ability to advocate for school students, families and caregivers through analysis of how law and policy is applied fairly and consistently. Weight 25.00%	**90 to 100 %** The candidate's briefs and presentation demonstrate a superior ability to understand and advocate for students, families and caregivers through analysis of how law and policy is applied consistently, fairly, and ethically.	**80 to 89 %** The candidate's briefs and presentation demonstrate an ability to understand and advocate for students, families and caregivers through analysis of how law and policy is applied consistently, fairly, and ethically.	**70 to 79 %** The candidate's briefs and presentation demonstrate some, but limited ability to understand and advocate for students, families and caregivers through analysis of how law and policy is applied consistently, fairly, and ethically.	**0 to 69 %** The candidate's briefs and presentation fail to demonstrate an ability to understand and advocate for students, families and caregivers through analysis of how law and policy is applied consistently, fairly, and ethically.
Organization, mechanics and proofing Weight 5.00%	**90 to 100 %** The briefs are evenly consistent with the prescribed format, organized and error-free; non-discriminatory language is used, clear sentence structures are used.	**80 to 89 %** The briefs are informed by the prescribed format. Occasional grammatical or word errors are present. Non-discriminatory language and clear sentence	**70 to 79 %** The briefs are somewhat organized. Several errors are present. Language is discriminatory in nature. Sentence structures are unclear and word choices are	**0 to 69 %** The briefs are poorly organized. Numerous errors and discriminatory language are present. Sentence structures are poor, word choices are confusing.

	90 to 100 %	80 to 89 %	70 to 79 %	0 to 69 %
		structures are used. A few unclear word choices are present.	confusing.	
Presentation Weight 10.00%	90 to 100 % Presentation of the topic reveals in-depth research of the legal issues, clear synthesis of key points to inform recommendations for future leadership practice, and incorporates design elements that stimulate discussion and questions.	80 to 89 % Presentation of the topic reveals general research of the legal issues, synthesis of key points to inform recommendations for future leadership practice, and incorporates design elements that stimulate discussion and questions.	70 to 79 % Presentation of the topic reveals limited research of the legal issues, synthesis of key points to inform recommendations for future leadership practice; design elements do not stimulate discussion and questions.	0 to 69 % Presentation of the topic reveals a lack of research of the legal issues, no synthesizes of key points to inform recommendations for future leadership practice; design elements do not stimulate discussion and questions.

Special Population Presentation
(Assignment Value: 10 Points)

Group Topic: _____

Group Membership: _____

Presentation
Issue and legal context are clearly presented   _____   (1 point)
Cases are identified & key points explained   _____   (2 points)
Synthesis of impact on practice is clear   _____   (1 point)
Suggestions for future implementation strategies are clear_____   (1 point)
Presentation is clear and accurate   _____   (1 point)
Summary of overall key points is provided (hand-out)   _____   (2 points)

Discussion/Engagement
Design elements incorporated to engage colleagues
in discussion, questions or input   _____   (1 point)
Overall communication skills   _____   (1 point)

Total Points   _____   (10 points)

Instructor Comments: