

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

**EDLE 612, Section 602: Education Law
3 credits, Summer 2017**

**Meeting Days: Tuesdays and Thursdays; April 25 through June 8, 2017; 4:45 - 7:45 p.m.
Independent Hill – Room 207**

Faculty

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Prerequisite(s): B- or higher in EDLE 620; EDLE 690 and EDLE 791.

University Catalog Course Description: Provides legal foundations of U.S. public schools. Examines general principles of constitutional, federal, 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.

Overview of Course Content: Legal problems with candidates, 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 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.

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.

Learner 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 objectives are active, to a greater or lesser degree, in this course. This course is designed to enable candidates to do the following:

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.

1. engage in reflective practice with regard to education law (internship-related assignments);
2. strengthen and improve their communication skills through class discussion, writing, and collaborative group work
3. demonstrate an understanding of 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. use the Internet to obtain legal information.

Learner Outcomes

Candidates will focus on major legal and ethical issues in education. At the end of this course, successful candidates 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;
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;

Teaching and Learning:

1. Discussion and collaboration are key aspects of this course. All candidates are expected to make multiple, thoughtful contributions to class discussions and assigned projects, based on assigned readings, research, and informed consideration of classmates' comments.
2. Writing is an important activity for many roles within schools. Therefore, the process of writing is incorporated so that candidates will achieve the following objectives:
 - develop greater confidence in their ability to write effectively using expository, analytical, and persuasive methods;
 - 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 candidates 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.

Relationship of Course Goals to Program Goals

This course will enable candidates 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.

Professional Standards

The course addresses VADOE Competencies, ISLLC Standards, and ELCC (NCATE) Standards dealing with the legal, ethical, and political context of education.

Upon completion of this course, candidates will have met the following professional ELCC Standards: 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

Course Materials

Required Texts:

- Alexander, M., & Alexander, M.D. (2015). *The Law of Schools, Students and Teachers* (5th ed.). West Academic Publishing
- Shapiro, Joan P. & Stefkovich, Jacqueline A. (2016). *Ethical Leadership and Decision Making in Education* (4th ed.). Routledge

Recommended Text:

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

Texts are available in the GMU Bookstore in the Johnson Center. Additional materials and hand-outs will be posted on Blackboard and/or distributed in class.

Suggested Resources:

Virginia Code: <http://legis.state.va.us/Laws/CodeofVa.htm>
United States Code: <http://uscode.house.gov/search/criteria.shtml>
US Dept. of Education: <http://www.ed.gov/index.jhtml>

George Mason University Library/LexisNexis Academic: <http://library.gmu.edu/>
Classroom Materials:

In order to successfully complete required assignments, candidates 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 suggested resources) for supplemental materials.

Correspondence by e-mail will use your Mason e-mail account.

Outside-of-Class Resources:

Candidates are required to use Blackboard as part of this course. Vital information for the course will be posted on the Blackboard site; we will 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 candidates are required to activate and monitor their GMU e-mail accounts.**

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 Performance Evaluation

Candidates are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, TK20. Hard copy).

Written and Group Performance Assignments (85 points)

Since this is a graduate-level class, **high quality work** on all assignments is expected. Candidates should refer to the appendices and rubrics for specific guidance on the preparation of assignments. The Ethics Code and Case Study Analysis and the Special Populations assignments must be submitted via TK20. The Legal Issue Analyses assignments will be submitted via Blackboard.

- | | |
|---|------------------------------------|
| 1. Ethics Code and Case Study Analysis (25 points) | Directions & Due Date: Appendix A |
| 2. Legal Issue Analyses (30 points) | Directions & Due Dates: Appendix B |
| 3. Special Populations Case Briefs & Presentation (30 points) | Directions & Due Date: Appendix C |

Expectations for Written Work

- Use appropriate grammar.
- Writing should be the caliber of a graduate candidate.
- Use Times Roman or Arial 12-point font.
- Include a cover page with name, date & assignment.
- Follow **APA guidelines** (double space, references, etc.)
- Spell correctly.
- Type all work.
- Write clearly.
- Find a good proofreader!
- **Avoid plagiarism!!!!**

Expectations for Group Work

- Each team member has a clearly identifiable role of contribution.
- Proof read multimedia in use.
- Manage time.
- Practice conflict resolution and consensus building.
- Use clear transitions.
- Conduct a practice run.

Participation and Attendance (15 points)

Candidates are expected to attend every class for its entirety. **Maximum class participation points will be earned by candidates 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 and online 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 (**avoid side conversations, multi-tasking, etc...**)
- Professional behavior and presentation
- Willingness to volunteer for a class activity
- Contributing to class and online discussions in a meaningful manner
- Sticking to the topic at hand
- Respect for others' responses and questions
- Use of appropriate problem solving techniques
- Appropriate use of allotted time
- Sharing experiences from work that that are relevant to the class discussion

Grading

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

Grading Policies

Papers are due as indicated on the reading schedule that follows. **All assignments** must be submitted **electronically, either through Blackboard or TK20.**

All work must be submitted on time, meaning no later than by midnight of the due date. If you happen to be absent on the day a paper is due, the due date remains and the paper must be submitted electronically. **Assignments will not be accepted after the due date.**¹

Every candidate registered for any Education Leadership course with a required performance-based assessment (designated as such in the syllabus) is **required to submit these assessments to TK20 through Blackboard.** In EDLE 612, the required performances are the *Code of Ethics and Case Study Analysis* and the *Special Populations Case Briefs &*

¹ At the instructor's discretion, and only under unusual and compelling circumstances, e.g., a serious illness, due dates may be renegotiated.

Presentation. These performances **must** be submitted to TK20 through Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of the performance-based assessments 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 Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Professional Dispositions

Candidates are expected to exhibit professional behaviors and dispositions at all times. Consistent with our mission to educate exceptional leaders who act with integrity and respect for others, candidates are not permitted to record a class themselves by any means without prior expressed consent of the instructor -- except for class recordings made to accommodate requests presented by the George Mason University's Office of Disability Services.

Plagiarism: Candidates must avoid plagiarizing the work of others. Specifically, when referencing a source or author, candidates must give appropriate source documentation; and when using direct quotes, candidates must use quotations, provide page numbers, and ensure that credit is given to the author of quoted material. If a candidate's work contains plagiarism, the candidate will receive no credit for the assignment.

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Class schedule:

To accommodate the learning needs of the class, the topic and reading schedule may be amended during the semester. Please check for announcements on the course website for any update to the schedule if you miss a class. You are expected, however, to keep pace with the calendar of assigned readings.

Class		Topic	Assigned Readings	Assignments
1	4/25	Syllabus Review American Legal System		
2	4/27	Developing an Ethical Code ✓ Examine ethical dilemmas ✓ Deconstruct bias ✓ Reflect on values	"Are You Prepared to Defend the Decisions You've Made?" Reflective Equilibrium, Situational Appreciation, and the Legal and Moral Decisions of School Leaders (Blackboard) "Ethical Leadership: A Case Study Framework" (Blackboard) <i>Stefkovich</i> : Chapters 1 through 3 and Chapter 5: Case Studies (3.1 – 3.5, 5.1, 5.5)	Bring samples of Codes of Ethics from three different organizations
3	5/2	First Amendment ✓ Religious Liberty ✓ Case Analyses Pair-Share: Review of Assignment One	<i>Alexander & Alexander</i> : Chapter 5 <i>Stefkovich</i> : Chapter 7: Case Studies (7.1 – 7.3)	Draft: Ethics Assignment
5/7		Ethics Assignment (posted by midnight)		
4	5/4	First Amendment ✓ Freedom of Expression ✓ Case Analyses ✓ Briefing a Case	<i>Alexander & Alexander</i> : Chapter 4 & 6 HARDWICK HARDWICK v. HEYWARD (2013) (Blackboard) <i>Stefkovich</i> : Chapter 11 ✓ Case 11.3: New Bullying for the 21 st Century: Cyber-bullying in the Middle and ✓ 11.5: Gaming Etiquette or Virtual Bullying	
5	5/9	The Instructional Program Student Records	<i>Alexander & Alexander</i> : ✓ Chapter 2 ✓ Chapter 13 pgs.503-513 <i>Stefkovich</i> : Chapter 4 pgs. 49-54 ✓ Case 4.1: Aids and Age Appropriate Education ✓ Case 9.1 The Secret Society of Test Givers ✓ Case 9.2: Whose Best Interests? A Testing Dilemma ✓ Case 6.1: A Home for Marlon	Constitutional Cases Assigned

Class schedule – continued

Class		Topic	Readings	Assignments
6	5/11	Fourth Amendment Fifth Amendment ✓ Due Process ✓ Student Discipline ✓ Search & Seizure	<i>Alexander & Alexander</i> : Chapter 3 &7 Derailing the Schoolhouse-to-Jailhouse Track (Blackboard) <i>Stefkovich</i> – Case studies ✓ Case 7.4: Moral Empathy, Vulnerability, and Discipline in the Digital Age ✓ Case 10.1: Keeping Children Safe: When is Enough Enough?	Federal Statutory Cases Assigned
7	5/16	Tort Law ✓ Liability & Negligence ✓ Student Injury	<i>Alexander & Alexander</i> : Chapter 12 Cases for Analysis (Blackboard)	Presentations of Cases
8	5/18	Title IX ✓ Sexual & Gender Discrimination	<i>Alexander & Alexander</i> : Chapter 11 <i>Stefkovich</i> : Case Study 6.3	Presentations of Cases
5/21		Constitutional Case - Transformational Task or Dissenting Opinion (posted by midnight)		
9	5/23	Teacher Employment ✓ Evaluation ✓ Expression ✓ Accommodations ✓ Intellectual Property	<i>Alexander & Alexander</i> : Chapter 15 -17 FINK V. RICHMOND et al (2009) (Blackboard) <i>Stefkovich</i> : Case Studies ✓ 4.4: School Budget Blues and Copyright ✓ 8.2: Black and White and Shades of Gray	Presentations of Cases Special Populations Assignment: ✓ Identify Topics and Groups
10	5/25	Equity, Equality, and Equal Protection ✓ Economic Disadvantage ✓ English Language Learners ✓ Segregation ✓ Homeless	Dear Colleague Letters (Blackboard) <i>Stefkovich</i> : Case Studies ✓ Case 6.3: Lost in Translation ✓ Case 6.4: Legally Permissive but Ethically Responsive? ✓ Case 6.5: Homeless Student: Discipline Must Be Maintained	Presentations of Cases
5/28		Federal Cases - Transformational Task or Dissenting Opinion (posted by midnight)		
11	5/30	Students with DisAbilities ✓ IDEA ✓ Section 504 ✓ Discipline ✓ Parental Rights	Case Studies: SPED & 504 (Blackboard)	

Class schedule – continued

Class		Topic	Readings	Assignments
12	6/1	Workshop Class ✓ Collaborative Planning		
13	6/6	✓ Class Presentations ✓ Course Evaluations		Special Populations Presentations of Analyses
14	6/8	Final Briefings	Case briefs must be posted no later than midnight on 6/8/17	

Core Values Commitment

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

George Mason University Policies and Resources for Candidates

Policies

- Candidates must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- Candidates must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Candidates are responsible for the content of university communications sent to their George Mason University 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 candidates **solely** through their Mason email account.
- Candidates with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor [See <http://ods.gmu.edu/>].
- Candidates must follow the university policy stating that all sound emitting devices shall be turned off 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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The Writing Center 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 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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

APPENDIX A

Ethics Code, Case Study & Analysis

This assignment has four parts as described below and in detail in the Ethical Case Study Rubric:

DUE DATE: May 7, 2017

ASSIGNMENT VALUE: 25 Points

- I. Develop a Code of Ethics.
 - A. Identify key ethical and legal principles, personal values, and reference to the source of authority (e.g., theoretical, philosophical, personal beliefs, morals, etc...) for these principles and values.
 - B. Examine at least 3 existing codes of ethics to support the development of your code. You should also provide the name and link to these codes in a reference list for this assignment, or a copy of each code in an appendix to the paper. Clearly explain the influence of these codes on your personal development of a code of ethics.
 - C. Develop your own personal code of ethics, demonstrating your understanding of practices and principles of integrity and fairness.

- II. Identify and write a case study about an ethical dilemma in your school system, then use your Code of Ethics to analyze the case study.
 - A. Identify the rights and interests of all individuals involved in the case study.
 - B. Explain how you used your code of ethics to analyze the ethical dilemma in your case study.
 - C. Your discussion should clearly demonstrate your commitment to confidentiality, sensitivity to diverse interests, and respect for the rights, dignity, and integrity of others.

- III. Seek feedback from a colleague in your school system about how you used your Code of Ethics to analyze the identified ethical dilemma, demonstrating your understanding of basic principles of ethical behavior, the relationships between ethical behavior and school culture, and the effects of ethical behavior on leadership practice
 - A. Explain briefly, why you chose this colleague and describe the general nature of the discussion.
 - B. Share how your colleague reacted and any advice or insights that your colleague shared with you regarding the application of your ethical code to the case study analysis.

- IV. Formulate a detailed leadership response to the ethical dilemma that includes an analysis of the moral and legal consequences of decision making in the school.

Ethical Case Study Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
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.	13.5 - 15 points 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 demonstrates thorough knowledge of how the code may be used to promote fairness, integrity, and equitable practices.	12 – 13.4 points The candidate develops a code of ethics that includes ethical and legal principles from 3 different professional codes of ethics, and demonstrates adequate knowledge of how the code may be used to promote fairness, integrity, and equitable practices.	10.5 – 11.9 points The candidate develops a code of ethics that includes ethical and legal principles from 3 different professional codes of ethics, but demonstrates inadequate knowledge of how the code may be used to promote fairness, integrity, and equitable practices.	0 – 10.4 points The candidate develops a code of ethics but fails to identify ethical and legal principles from 3 different professional codes of ethics, and demonstrates wholly inadequate knowledge of how the code may be used to promote fairness, integrity, and equitable practices.
ELCC 5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity.	18 – 20 points The candidate thoroughly describes an ethical dilemma, evaluates several school policies and procedures that would support resolution of the dilemma, and provides evidence of comprehensive knowledge of the need to promote democratic values, equity, and respect for diversity.	16 – 17.9 points The candidate sufficiently describes an ethical dilemma, evaluates several school policies and procedures that would support resolution of the dilemma, and provides evidence of adequate knowledge of the need to promote democratic values, equity, and respect for diversity.	14 – 15.9 points The candidate poorly describes an ethical dilemma, evaluates school policy and procedures that would support resolution of the dilemma, and provides evidence of inadequate knowledge of the need to promote democratic values, equity, and respect for diversity.	0 – 13.9 points The candidate fails to describe an ethical dilemma, fails to evaluate school policies and procedures that would support resolution of the dilemma, and provides evidence of wholly inadequate knowledge 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.	18 – 20 points The candidate thoroughly describes discussion with a colleague to formulate a detailed leadership response to an ethical dilemma, and analyzes the leadership decision to provide evidence of thorough knowledge of the effect of ethical behavior on one's own leadership.	16 – 17.9 points The candidate sufficiently describes discussion with a colleague to formulate a leadership response to an ethical dilemma, and analyzes the leadership decision to provide evidence of adequate knowledge of the effect of ethical behavior on one's own leadership.	14 – 15.9 points The candidate poorly describes discussion with a colleague to formulate a leadership response to an ethical dilemma, and analyzes the leadership decision to provide evidence of inadequate knowledge of the effect of ethical behavior on one's own leadership.	0 – 13.9 points The candidate fails to describe discussion with a colleague to formulate a leadership response to an ethical dilemma, and fails to analyze the leadership decision to provide evidence of knowledge of the effect of ethical behavior on one's own leadership.

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Ethical Case Study Assessment Rubric -- continued

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
ELCC 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.	18 – 20 points The candidate uses the code of ethics and four ethical lenses to analyze the case, and clearly demonstrates thorough knowledge of moral and legal consequences of decision making and strategies to prevent difficulties related to moral and legal issues in schools.	16 – 17.9 points The candidate applies the code of ethics and three ethical lenses to analyze the case, and demonstrates adequate knowledge of moral and legal consequences of decision making and strategies to prevent difficulties related to moral and legal issues in schools.	14 – 15.9 points The candidate makes limited application of the code of ethics and the ethical lenses to analyze the case, and demonstrates inadequate knowledge of moral and legal consequences of decision making and strategies to prevent difficulties related to moral and legal issues in schools.	0 – 13.9 points The candidate fails to apply either the code of ethics or the ethical lenses to analyze the case and fails to demonstrate adequate knowledge of moral and legal consequences of decision making and strategies to prevent difficulties related to moral and legal issues in schools.
ELCC 5.5 Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.	18 – 20 points The candidate uses ethical principles to resolve a dilemma through decision making that presents evidence of through knowledge of the relationship between social justice, school culture, student achievement, and theories of efficacy.	16 – 17.9 points The candidate uses ethical principles to resolve a dilemma through decision making that presents evidence of adequate knowledge of the relationship between social justice, school culture, student achievement, and theories of efficacy.	14 – 15.9 points The candidate uses ethical principles to resolve a dilemma through decision making that presents evidence of inadequate knowledge of the relationship between social justice, school culture, student achievement, and theories of efficacy.	0 – 13.9 points The candidate uses ethical principles to resolve a dilemma through decision making that presents evidence of wholly inadequate knowledge of the relationship between social justice, school culture, student achievement, and theories of efficacy.
Writing and flow of thought are clear and thorough, content is scholarly and instructive. Paper is grammatically correct.	4.5 - 5 points The paper is generally error-free, reflects extensive editing, proofreading, and graduate level work. Sentence structures and word choice are excellent.	4 – 4.4 points The paper is generally error-free, reflects sufficient editing, proofreading, and graduate level work. Sentence structures and word choice are good.	3.5 – 3.9 points The paper contains spelling and grammatical errors, reflects poor editing, proofreading, and is inconsistent with graduate level work. Sentence structures and word choice are adequate.	0 – 3.4 points The paper contains numerous spelling and grammatical errors, reflects poor editing, proofreading, and is wholly inconsistent with graduate level work. Sentence structures and word choice are poor.

APPENDIX B

Legal Issue Analysis (15 points per case)

Candidates are expected to demonstrate the capacity to evaluate school based dilemmas and subsequently make leadership decisions that are in the best interests of candidates and are both legally and ethically sound. Expertise will be demonstrated through the identification and considered application of constitutional, statutory and case laws, policies, regulations, and ethical models to resolve issues presented in each assigned case. Candidates will be expected to work in small collaborative groups to analyze court holdings, develop class presentations, and recommend implications for leadership in a similar scenario. Presentations must be consistent with the specific directions provided by the instructor as well as the requirements in the Legal Issue Analysis Rubric. This rubric will be used to evaluate each of the two case analyses. The final aspect of this assignment requires each candidate to develop a one-page narrative that presents either a comprehensive dissenting opinion for each case, or a plan for implementation of the transformational task in the leadership decision cycle. Cases and group configurations will be randomly assigned.

ASSIGNMENT VALUE: 30 Points

DUE DATE: May 16, 2017 (Constitutional Issues)

May 23, 2017 (Federal Statutory Issues)

Legal Issue Analysis - Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Introduction (5%)	Analysis begins with a clear description of the facts and legal issue in question. The crux of the dilemma is clearly and accurately presented in conjunction with a comprehensive overview of the case scenario.	Analysis begins with a general description of the facts and legal issue in question. The crux of the dilemma is clearly presented in conjunction with a basic overview of the case scenario.	Analysis begins with an unclear or limited description of the facts and legal issue in question. The crux of the dilemma is presented in conjunction with an incomplete overview of the case scenario.	Analysis begins with a confusing and unclear description of the facts and legal issue in question. The crux of the dilemma is not presented, and fails to provide an overview of the case scenario.
ELCC 3.3 Candidates understand and promote school-based policies and procedures that protect the welfare and safety of candidates and staff within the school. (10%)	At least two school policies or procedures are identified and a thorough explanation as to how these policies and procedures are applicable to promoting a safe school environment for staff and candidates is specified.	At least two school policies or procedures are identified and a general explanation as to how these policies and procedures are applicable to promoting a safe school environment for staff and candidates is specified.	A school policy or procedure is identified and a general explanation of how the policy or procedure is applicable to promoting a safe school environment for staff and candidates is specified.	A school policy or procedure is identified but no explanation as to how the policy or procedure is applicable to promoting a safe school environment for staff and candidates is specified.

Legal Issue Analysis Rubric (Part A and B) Assessment Rubric – continued

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
ELCC 6.1 Candidates understand and can advocate for school candidates, families, and caregivers. (15%)	Multiple citations of relevant constitutional, statutory and case laws, policies, and regulations that inform decision making and advocacy for all members of the school community are applied in context.	Citations of relevant constitutional, statutory and case laws, policies, and regulations that inform decision making and advocacy for all members of the school community are applied in context.	Citations of relevant constitutional or statutory and case law, policies, and regulations that inform decision making and advocacy for all members of the school community are applied in context.	Citations of relevant constitutional or statutory and case law, policies, and regulations that inform decision making and advocacy for all members of the school community are omitted.
ELCC 6.2 Candidates understand and can act to influence local, district, state, and national decisions affecting candidate learning in a school environment. (15%)	A clear analysis of the relationship between the macro environment (political, social, economic, legal and cultural elements) and the school context is exemplary. The analysis includes clear & specific reference to the leader's communication practices to appropriate school stakeholders.	An analysis of the relationship between the macro environment (political, social, economic, legal and cultural elements) and the school context is adequate. The analysis includes a general reference to the leader's communication practices to appropriate school stakeholders.	An analysis of the relationship between the macro environment (political, social, economic, legal and cultural elements) and the school context is incomplete. The analysis includes a limited reference to the leader's communication practices to appropriate school stakeholders.	An analysis of the relationship between the macro environment (political, social, economic, legal and cultural elements) and the school 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 are accountable for every candidate's academic and social success. (15%)	A comprehensive discussion is presented that analyzes leadership practices to the degree they are characterized by fairness and integrity to ensure that school policies support the academic and social success of all candidates.	A general discussion is presented that analyzes leadership practices to the degree they are characterized by fairness and integrity to ensure that school policies support the academic and social success of all candidates.	A limited discussion is presented that analyzes leadership practices to the degree they are characterized by fairness and integrity to ensure that school policies support the academic and social success of all candidates.	An inadequate discussion is presented that makes no reference to how leadership practices are characterized by fairness and integrity to ensure that school policies support the academic and social success of all candidates.

Legal Issue Analysis Rubric (Part A and B) Assessment Rubric – continued

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
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. (10%)	A thorough analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency is in evidence (philosophical, theoretical ethical paradigms).	A general analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency (philosophical, theoretical ethical paradigms).	The candidate includes a limited analysis of leadership decisions in terms of established ethical practices or self-awareness or reflective practice or transparency (philosophical, theoretical ethical paradigms).	The candidate omits an analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency (philosophical, theoretical ethical paradigms).
ELCC 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. (10%)	Candidate presents a leadership perspective that is clearly informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.	Candidate presents a leadership perspective that is generally informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.	Candidate presents a leadership perspective that is loosely informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.	Candidate fails to present a leadership perspective that is loosely informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.
Discussion of information and references is useful and instructive. (10%)	The presentation sources numerous (8-10) high quality references; provides clear and thorough discussion; and conducts critical evaluations of each.	The presentation sources several (6-7) high quality references; provides solid discussion; and conducts evaluations of each.	The presentation sources several (6-7) but not high quality references; provides solid discussion; and conducts evaluations of each.	The presentation sources insufficient and poor quality references; provides insufficient discussion; and conducts insufficient evaluations of each.
Organization, mechanics, and proofreading of the paper. (5%)	The paper is well organized and error-free; non-discriminatory language is used; clear sentence structures are used. APA format is correct.	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.	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.	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.
Presentation and Engagement (5%)	Clearly and professionally designed and presented, inspiring wide participation from the audience.	Clearly and professionally designed and presented, inspiring some participation from the audience.	Clearly and professionally designed and presented, inspiring limited participation from the audience.	Clearly presented, however, it inspires no participation from the audience.

APPENDIX C

Special Populations Paper and Presentation — 30 points: Candidates are expected to identify an issue or topic related to the larger political, social, economic, legal, and cultural context of schools that impacts educational opportunities for candidates as well as the rights of families and caregivers. The scoring rubric is presented on the following page.

- A. Candidates will first independently complete five one-page case briefs in which they analyze significant statutes, regulations, and judicial holdings that are pertinent to the issue or topic of interest, specifically an issue related to candidates with disabilities, English language learners, candidate race, economic challenges, or other significant disadvantages impacting candidate learning and educational opportunities. Each case brief should identify and analyze recent case law, although, one or two historic or landmark cases may be included as appropriate.
- B. The issue or topic must be directly related to the provision and protection of educational opportunities for all students, demonstrating your understanding of the relationship between social justice, school culture, and student achievement. Each case brief should be organized to include all elements of a court decision including: the case citation, the facts of the case, the legal issue in question, the court's holding, an explanation and analysis of the court's reasoning, as well as the implications and recommendations for school leaders, demonstrating your understanding of the legal context within which schools operate.
- C. Candidates will then collaborate with peers who have selected issues in common to develop an in-class presentation that summarizes the collective findings, key ideas, and strategies to inform education leadership practice. Groups will have approximately 20 minutes to make their presentations. The presentation should include time for questions, discussion, and facilitate audience engagement.

DUE DATE: June 8, 2017

ASSIGNMENT VALUE: 30 Points

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Special Populations – Case Briefs Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Introduction	4.5 - 5 points The citation is addressed correctly. All significant details have been included.	4 – 4.4 points The citation is addressed correctly, but minor details have been overlooked.	3.5 – 3.9 points The citation is addressed, but several details have been overlooked.	0 – 3.4 points 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 candidate needs inform all aspects of schooling. FACTS & ISSUE	18 – 20 points The candidate's written assessment of the fact pattern is comprehensive and the legal issue is clearly defined to provide evidence of comprehensive knowledge of the relationship between social justice, school culture, and student achievement.	16 – 17.9 points The candidate's written assessment of the fact pattern is adequate and the legal issue is generally defined to provide evidence of adequate knowledge of the relationship between social justice, school culture, and student achievement.	14 – 15.9 points The candidate's written assessment of the fact pattern is inadequate and the legal issue is poorly defined to provide evidence of inadequate knowledge of the relationship between social justice, school culture, and student achievement.	0 – 13.9 points The candidate's written assessment of the fact pattern is inadequate and the legal issue is poorly defined to provide evidence of wholly inadequate knowledge of the relationship between social justice, school culture, and student achievement.
ELCC 6.2 Candidate understands local, district, state, and national decisions affecting student learning in a school environment. HOLDING	13.5 - 15 points The candidate provides thorough knowledge of judicial holdings and how they impact the larger political, social, economic, legal, and cultural context.	12 – 13.4 points The candidate provides adequate knowledge of judicial holdings and how they impact the larger political, social, economic, legal, and cultural context.	10.5 – 11.9 points The candidate provides inadequate knowledge of judicial holdings and how they impact the larger political, social, economic, legal, and cultural context.	0 – 10.4 points The candidate provides wholly inadequate knowledge of judicial holdings and how they impact the larger political, social, economic, legal, and cultural context.

Special Populations – Case Briefs Assessment Rubric -- continued

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
ELCC 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.	18 – 20 points The candidate thoroughly describes the court's reasoning and identifies four moral and legal principles that provide evidence of comprehensive knowledge of moral	16 – 17.9 points The candidate thoroughly describes the court's reasoning and identifies four moral and legal principles that provide evidence of adequate knowledge of moral and legal	14 – 15.9 points The candidate thoroughly describes the court's reasoning and identifies four moral and legal principles that provide evidence of inadequate	0 – 13.9 points The candidate thoroughly describes the court's reasoning and identifies four moral and legal principles that provide evidence of wholly inadequate

REASONING	and legal consequences of decision making in schools.	consequences of decision making in schools.	knowledge of moral and legal consequences of decision making in schools.	knowledge of moral and legal consequences of decision making in schools.
ELCC 6.1 Candidates demonstrate the ability to advocate for school students, families and caregivers IMPLICATIONS	22.5 - 25 points The candidate specifies leadership implications that provide evidence of comprehensive knowledge of how policies, laws, and regulations enacted by state, local, and federal authorities affect schools	20 – 22.4 points The candidate specifies leadership implications that provide evidence of general knowledge of how policies, laws, and regulations enacted by state, local, and federal authorities affect schools	17.5 – 19.9 points The candidate specifies leadership implications that provide evidence of inadequate knowledge of how policies, laws, and regulations enacted by state, local, and federal authorities affect schools	0 – 17.4 points The candidate specifies leadership implications that provide evidence wholly inadequate knowledge of how policies, laws, and regulations enacted by state, local, and federal authorities affect schools

----- RUBRIC CONTINUED ON NEXT PAGE -----

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Organization, mechanics and proofing	4.5 - 5 points The briefs are evenly consistent with the prescribed format, organized and error-free; non-discriminatory language is used, clear sentence structures are used.	4 – 4.4 points The briefs are informed by the prescribed format. Occasional grammatical or word errors are present. Non-discriminatory language and clear sentence structures are used. A few unclear word choices are present.	3.5 – 3.9 points The briefs are somewhat organized. Several errors are present. Language is discriminatory in nature. Sentence structures are unclear and word choices are confusing.	0 – 3.4 points The briefs are poorly organized. Numerous errors and discriminatory language are present. Sentence structures are poor, word choices are confusing.

Presentation	9 - 10 points 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.	8 – 8.9 points 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.	7 – 7.9 points 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 – 6.9 points 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.
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----- PRESENTATION RUBRIC PRESENTED ON NEXT PAGE -----

Special Populations Presentation

(Total: 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: