George Mason University
College of Education and Human Development
Education Leadership Program

EDLE 612, Section D02: Education Law
3 credits, Summer 2017

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Office Hours: By appointment via Skype or Blackboard Collaborate.
                       I am also available by email or phone -- with the exception of weekends

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Prerequisites: EDLE 620 EDLE 690 and EDLE 791.

Catalogue Description: (3:3:0) 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.

Course Overview: Through reading, case studies, court cases, and presentations, students will learn how to analyze and resolve legal and ethical dilemmas, how to interpret, synthesize and apply regulations, constitutional, statutory, and case laws to PK-12 school based scenarios, and how to use legal research resources.

Course Delivery Method

This is a 100% online course using an **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available on June 1, 2017.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as

expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week: Because online courses do not have a "fixed" meeting day, our week will **start** on Monday and **finish** on Sunday.
- Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule**

section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations: Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Course Learning 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 with regard to education law (internship-related assignments);
2. Strengthen and improve their communication skills through class discussion, writing, and collaborative group work
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.

Candidate Learning Outcomes

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

1. Evaluate school based dilemmas through the use of philosophical and theoretical ethical models;
2. Identify precedent and emerging issues in education law;
3. Apply constitutional, case, and statutory law to issues of student discipline
4. Apply federal and case law to issues of sexual harassment and child abuse; and
5. Analyze key education 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 as they apply to special populations.

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, students 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 Readings

- 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
- Journal articles and case studies posted on the Blackboard course site

Recommended Text:

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

Suggested Web 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

Course Performance Evaluation

Students can earn a total of 500 points in this course. Graded assignments account for 75% (375 points) of the overall grade, while online course participation accounts for 25% (125 points). Each assignment relates to the application of ethics and law in the school context. A description of each assignment and a rubric for grading each assignment are included at the end of this syllabus. Students are expected to submit all assignments, on time, in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

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 & 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.

Assignments: (75% - 375 points)

The four graded assignments required for this course are as follows:

1. Ethics Code and Case Analysis (Required *Performance Based Assessment)*
2. Legal Issue Analysis – Search and Seizure, Due Process Cases
3. Legal Issue Analysis – Sexual Harassment Cases
4. Special Populations Analysis of Cases (Required *Performance Based Assessment)*

Participation Requirements (25% - 125 points)

To maximize learning and engagement in the online environment, students are expected to participate actively in asynchronous class discussions, asynchronous and synchronous group activities, and serve as critical friends to other students. In this course, participation points are given by unit, rather than per learning activity. Below is a list of all required learning activities, by unit, which will count toward your overall participation grade.

Orientation (5 points)
- Show What You Know Survey
- Syllabus Quiz

Unit 1 (10 points)
- Synthesis of Knowledge: Discussion Board Post
- Reflective Equilibrium: Values Assessment
- Ethical Decision Making Discussion Board Post (Responses to case study questions)

Unit 2 (50 points)
- Case Study Analysis, *Ceremonial Rights Case Study*. Discussion Board Post
- Equal Access. Short Answer Quiz
- Case Study Analysis*, A Day of Silence, A Day of Truth, and a Lawsuit.* Discussion Board Post
- Freedom of Expression: Short Answer Quiz
- Court Case Brief: Hardwick v. Heyward. Discussion Board Post (Group Activity)
- Case Study Analysis: New Bullying for the 21st Century: Cyber-bullying in the Middle
- Discussion Board Post *Case Study Analysis, Moral Empathy, Vulnerability, and Discipline in the Digital Age*
- Case Study Analysis: Gaming Etiquette or Virtual Bullying. Discussion Board Post
- Case Study Analysis: *Keeping Children Safe*. Discussion Board Post
- Show What You Know: Procedural Due Process
- Case Study Analysis: *A Home for Marlon.* Discussion Board Post

Unit 3 (20 points)
- Show What You Know: Types of Sexual Harassment
- Show What You Know: Davis Test
- Case Study Analysis: *A Football Coach for Bayou Sara*
- Case Study Analysis: *When Push Comes to Shove*

Unit 4 (30 points)
- Case Study Analysis, *When All Means All*
- Short Answer Response, Garcetti v. Ceballos
- Case Study Analysis: *Academic Integrity in a Deaf Education Setting*
- Case Study Analysis: Teacher with a Learning Disability
- Homeless Students Case Law Review
- Summary Survey

Optional Research [participation in online research study] (10 points)

Expectations for Written Work

- Use appropriate grammar.
- Writing should be the caliber of a graduate student.
- Use Times Roman or Arial 12-point font.
- Include a cover page with name, date & assignment. proofreader!
- Follow APA guidelines (double space, references, etc.)

- Spell correctly.
- Type all work.
- Write clearly.
- Find a good
- Avoid plagiarism

Expectations for Group Presentations

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

Grading Scale

A+	=	500 points	B+	=	435 - 449	C	=	375 - 399
A	=	475 – 499	B	=	415 - 434	F	=	Below 375 points
A -	=	450 - 474	B-	=	400 - 414			

Course Policies

Assignments are due by 11:59 p.m. on the dates listed on the syllabus. Late assignments will not be accepted except in emergency situations that have been discussed and approved by the instructor in advance of the due date.

Professional Dispositions

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

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Session/Date	Lessons	Reading	Activities/ Assignments
Session 1 June 5-9	Course Orientation Overview Legal and Ethical Principles	*American Public School Law:* Chapter 1 *Ethical Leadership & Decision Making:* Chapter 1	• Syllabus Quiz • Show What You Know Survey
	Unit 1 Lesson 1 Defending Your Decisions Reflective Equilibrium, Situational Appreciation, and the Legal and Moral Decisions of School Leaders	Ethical Leadership: A Case Study Framework (Blackboard) "Are You Prepared to Defend the Decisions You've Made?" (Blackboard) *Ethical Leadership & Decision Making:* Chapter 2	
	Unit 1 Lesson 2 • Philosophical Sources of Authority		• Discussion Board Post Reflective Equilibrium: Values Assessment
	Unit 1 Lesson 3 • Theoretical Sources of Authority	*Ethical Leadership & Decision Making:* Chapter 5: pgs. 67-82) Case Studies (5.1 – 5.5)	• Discussion Board Post responding to assigned case questions: 5.1.2 - 5.4.4 - 5.5.5
June 12, 2017	**Submit Assignment One:** Ethics Code & Case Study		
Session 2 June 12-16	Unit 2 Lesson 1 • Religious Liberty	*Alexander & Alexander:* Chapter 5 *Ethical Leadership & Decision Making:* Chapter 7 Case Study 7.2	• Discussion Board Post *Ceremonial Rights* Case Study • Show What You Know: Equal Access Act

Session/Date	Lessons	Reading	Activities/ Assignments
	Unit 2 Lesson 2 • Freedom of Expression • Briefing a Case	*Alexander & Alexander:* Chapters 4 & 6 HARDWICK HARDWICK v. HEYWARD (2013) (Blackboard)	• Case Brief: Hardwick Heyward • Discussion Board Post *Case Study Analysis: A Day of Silence, A Day of Truth, and a Lawsuit.*
	OPTIONAL LESSON Unit 2 Lesson 3 • Cyberspace	*Ethical Leadership & Decision Making:* Chapter 11 Case Study 11.1	
Session 3 June 19-23	Unit 2 Lesson 4 • Fourth Amendment • Fifth Amendment	*Alexander & Alexander:* Chapter 3 &7 *American Public School Law:* Chapter 9 Derailing the Schoolhouse-to-Jailhouse Track (Blackboard) *Ethical Leadership and Decision Making in Education*: pgs. 155-159 Case 10.1 Keeping Children Safe	• *Assigned case analysis (Group Activity)* • *Discussion Board Post Case Study Analysis, Keeping Children Safe* • *Show What You Know: Procedural Due Process*
	Unit 2 Lesson 5 • FERPA	*Alexander & Alexander:* Chapter 13 pgs. 504-513 *Ethical Leadership and Decision Making in Education*: Case 6.1 A Home for Marlon	• *Discussion Board Post Case Study Analysis, A Home for Marlon*
June 26, 2017	**Submit Assignment Two:** Search and Seizure, Due Process Case Analysis		
June 27, 2017	Search, Seizure, Due Process Case Reviews	Classmates' Case Analyses	Case Reviews and Discussions

Session/Date	Lessons	Reading	Activities/ Assignments
Session 4 June 26-30	Unit 3 Lesson 1 • Sexual Harassment	*Alexander & Alexander:* Chapter 11 & pgs. 645-649 *Ethical Leadership & Decision Making:* Chapter 10 (pgs. 169 – 184)	• Show What You Know: Davis Test • Show What You Know: Types of Sexual Harassment
	Unit 3 Lesson 2 Child Abuse	*Alexander & Alexander: pgs. 314-321*	
	Unit 3 Lesson 3 • Torts	*Alexander & Alexander:* Chapter 12	• Discussion Board Post Case Study Analysis, *Push Comes to Shove: When a Teacher Gets* Sued
July 10, 2017	**Submit Assignment Three:** Sexual Harassment Case Analysis		
July 11, 2017	Sexual Harassment Case Reviews	Classmates' Case Analyses	• Case Reviews and Discussions
Session 5 July 10-14	Unit 4 Lesson 1 • School Leader as Advocate	*Alexander & Alexander:* pgs. 12-18 *Alexander & Alexander:* pgs. 64-69 *Alexander & Alexander:* Chapter 9 *Alexander & Alexander:* Chapter 10 *Ethical Leadership and Decision Making in Education:* pgs. Case 8.1 When All Means All	• Discussion Board Post *Case Study Analysis, When All Means All* • Homeless Students Case Law Review
Session 5 continued	Unit 4 Lesson 2 • School Leader as State Actor	Garcetti v. Ceballos (2006) (Blackboard) *American Public School Law:* Chapter 16	• Short answer response
	Unit 4 Lesson 3 • School Leader as Supervisor	*American Public School Law:* Chapter 18 Case Study from Library, When a Teacher Has a Learning Disability (Blackboard)	• Discussion Board Post Case: When a Teacher Has a Learning Disability

Session/Date	Lessons	Reading	Activities/ Assignments
Session 6

July 17-21 | Special Populations Research | Independent Research

American Public School Law: Presents court opinions across topics | Identify, Analyze and Prepare Topical Cases
• Presentation
• Case Briefs |
| July 24, 2017 | **Submit Assignment Four:** Special Populations Cases | | |
| Open until July 28, 2017 | Special Population Case Reviews | Classmates' Case Analyses | Case Reviews and Discussions |

Core Values Commitment

The College of Education and 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/.

GMU 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/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/.

Other Reminders:

GMU Add/Drop Policy: The last day to drop this class without any penalty is provided on the GMU academic calendar page http://registrar.gmu.edu/calendar/. It is the student's responsibility to check to verify that they are properly enrolled, as no credit will be awarded to students who are not.

Plagiarism: Students must avoid plagiarizing the work of others. Specifically, when referencing a source or author, students must give appropriate source documentation; and when using direct quotes, students 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.

Copyright: Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web

sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page, unless the materials are made available through a fair use claim or consistent with the TEACH Act.

Academic Integrity & Inclusivity: This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences, meaning we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. http://integrity.gmu.edu/

Diversity, Religious Holiday: Please refer to George Mason University's calendar of religious holidays and observations (http://ulife.gmu.edu/calendar/religious -holiday-calendar/). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.

Student Privacy Policy: George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy https://registrar.gmu.edu/students/privacy/

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EDLE 612: Education Law

Ethics Code, Case Study & Analysis

Connection to standards

This assessment addresses the following ELCC standard elements, as delineated in the attached scoring rubric:

- **ELCC 5.1:** Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success.
- **ELCC 5.2:** Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.
- **ELCC 5.3**: Candidates understand and can safeguard the values of democracy, equity, and diversity.
- **ELCC 5.4:** Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.
- **ELCC 5.5:** Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.

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

I. Develop a Code of Ethics
    - 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.
    - 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.
    - Develop your own personal code of ethics, demonstrating your understanding of practices and principles of integrity and fairness **(ELCC 5.1).**

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
    - 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.
    - Your discussion should clearly demonstrate your commitment to confidentiality, sensitivity to diverse interests, democratic values, equity, and respect for the rights, dignity, and integrity of others **(ELCC 5.3).**

III. Seek feedback from a colleague in your school system about how you use 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 **(ELCC 5.2).**
    - 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 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 **(ELCC 5.4)** and a description of the relationships between social justice, school culture and achievement and your knowledge of theories of efficacy **(ELCC 5.5).**

Ethical Case Study Assessment Rubric

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Falls Below Expectations
Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success. **ELCC 5.1**	**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.
Candidates understand and can safeguard the values of democracy, equity, and diversity. **ELCC 5.3**	**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.

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Falls Below Expectations
Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. **ELCC 5.2**	**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.
Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. **ELCC 5.4**	**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.
Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling. **ELCC 5.5**	**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.

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Falls Below Expectations
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.

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Special Populations Assignment

Connection to standards

This assessment addresses the following ELCC standard elements, as delineated in the attached scoring rubric:

- **ELCC 5.4:** Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school.
- **ELCC 5.5:** Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling.
- **ELCC 6.1:** Candidates understand and can advocate for school students, families, and caregivers.
- **ELCC 6.2:** Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment

Process

In this assignment, candidates are expected to identify and demonstrate knowledge of an issue or topic related to the larger political, social, economic, legal, and cultural context of schools that impacts educational opportunities for students as well as the rights of families and caregivers.

1. 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 students with disabilities, English language learners, student race, economic challenges, or other significant disadvantages impacting student 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 **(ELCC 5.4).**

   The issue or topic will 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 **(ELCC 5.5).**

   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 **(ELCC 6.2).**

2. Candidates will then collaborate with group members to develop a presentation that summarizes the collective findings, key ideas, and strategies to inform education leadership practice, demonstrating your understanding of policies, laws, and regulations enacted by state, local, and federal authorities that affect schools **(ELCC 6.1)**.

EDLE 612 Special Populations Assignment Rubric

Criteria	Exceeds Expectations	Meets Expectations	Approaching Expectations	Falls Below Expectations
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.
Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling. **ELCC 5.5**	**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.
Candidate understands local, district, state, and national decisions affecting student learning in a school environment. **ELCC 6.2**	**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.
Candidates understand and can evaluate the potential moral and legal consequences of decision	**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 and	**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 knowledge of moral	**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 knowledge of moral and

making in the school. **ELCC 5.4**	legal consequences of decision making in schools.	consequences of decision making in schools.	and legal consequences of decision making in schools.	legal consequences of decision making in schools.
Candidates understand and can advocate for school students, families, and caregivers. **ELCC 6.1**	**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
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.