

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

**EDLE 612, Section 601: Education Law
3 credits, Spring 2018**

**Meeting Day: Thursdays; January 11 through April 19, 2018; 4:30-7:30 p.m.
TC Williams High School, Room A229**

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: This is a hybrid course delivered via a 50-50 combination of face-to-face meetings with online sessions. The online sessions are delivered in an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. The course incorporates a variety of instructional methods including: large-and small-group instruction, cooperative learning activities, Internet assignments, lectures, individual presentations, case studies, role-play, and written and verbal assignments.

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.

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.

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. 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.

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

Required Texts

- Alexander, K., & 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
- Additional required readings and research will be required. Instructions will be posted on Blackboard.

Recommended Text

- Alexander, K., & Alexander, M.D. (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. | • Use clear transitions. |
| • Practice conflict resolution and consensus building. | • Manage time. |
| • Proof read documents and multimedia. | • Conduct a practice run. |

Participation and Attendance (15 points)

Work in this class is completed both individually and in small groups. Each student is expected to be an active, contributing member of her/his small group in every class session. Every student is also expected to contribute to Blackboard discussions as necessary. If you are absent or miss part of a class session, you may lose participation points. If you must be absent, please notify me by e-mail or phone. If you are unprepared or absent for an oral activity, there will be no alternative way to engage in the activity, resulting in a loss of participation points regardless of your overall attendance record. Participation through online activities have expiration dates and should be completed within the week assigned to avoid the loss of participation points. Candidates are expected to attend every class for its entirety. 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

Course Performance Evaluation Weighting:

| | | | | | | | | |
|-----|---|-----------------|----|---|-----------------|---|---|---------------------|
| 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

Tk20 Performance-Based Assessment Submission Requirement:

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 Development* and the *Special Populations Case Briefs & Presentation*. These

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

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

See <https://cehd.gmu.edu/students/policies-procedures/>

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

Consistent with our mission to educate exceptional leaders who act with integrity and respect for others, candidates are not permitted to record a class 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.

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.

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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.

| Week | Format | | | Assignments |
|------|----------------------|--|---|--|
| | | Topic/Activities | Assigned Readings | |
| 1 | Face-to-Face 1/11 | <ul style="list-style-type: none"> ➊ Syllabus Review ➋ Ethical Decision-making Model ➌ American Legal System | <i>American Public School Law: Chapter 1 (ENRICHMENT)</i> <i>Ethical Leadership & Decision Making: Chapters 1 and 2</i> | |
| 2 | Face-to-Face 1/18 | Developing an Ethical Code <ul style="list-style-type: none"> ➊ Examine ethical dilemmas ➋ Deconstruct bias ➌ Reflect on values | Ethical Leadership: A Case Study Framework (Blackboard) "Are You Prepared to Defend the Decisions You've Made?" (Blackboard) <i>Ethical Leadership & Decision Making: Chapters 3 and 5: Case Studies (3.1 to 3.5, 5.1 and 5.5)</i> | Bring samples of Codes of Ethics from three different organizations |
| 3 | Online 1/23 | Constitutional Law First Amendment - Religious Liberty <ul style="list-style-type: none"> ➊ Case Analysis ➋ Show What You Know | <i>The Law of Schools, Students, and Teachers: Chapter 5</i> Hardwick v. Heyward | <ul style="list-style-type: none"> • Case Brief: Hardwick Heyward – post on Discussion Board • Atheist Wine Club |
| 4 | Face-to-Face 2/1 | Constitutional Law <ul style="list-style-type: none"> ➊ First Amendment - Freedom of Expression ➋ Briefing a Case ➌ Civil Liberties in Cyberspace ➍ Case Analyses ➎ Pair-Share: Review of Assignment One Drafts | <i>The Law of Schools, Students, and Teachers: Chapters 4 & 6</i> <i>Ethical Leadership & Decision Making: Chapters 7 & 11</i> Case Studies: 7.1 – 7.3 and 11.3, 11.5 <i>Ways to Keep Social Media From Being a Legal Headache</i> | Constitutional Cases Assigned <ol style="list-style-type: none"> 1. Gallimore v. Henrico SD 2. BOE v Mergens 3. Kowalski v. Berkley SD 4. Chaney v. Fayette CSD 5. Workman v. Mingo CBOE Bring Draft: Ethics Assignment |
| 2/4 | | Ethics Assignment (posted by 11:59) | | |

Class schedule – continued

| Class | | Topic | Readings | Assignments |
|-------|----------------------|---|--|--|
| 5 | Online 2/6 | Constitutional Law and Student Discipline 1 Fourth Amendment 2 Fifth Amendment | <i>The Law of Schools, Students, and Teachers:</i> Chapters 3 & 7 Derailing the Schoolhouse-to-Jailhouse Track (Blackboard) pgs. 1692-1700 <i>Ethical Leadership and Decision Making in Education:</i> pgs. 155-159 Case studies ✓ Case 7.4: Moral Empathy, Vulnerability, and Discipline in the Digital Age ✓ Case 10.1: Keeping Children Safe: When is Enough Enough? | <ul style="list-style-type: none"> • Discussion Board Post Case Study Analysis and Response • Show What You Know: Drug Testing • Show What You Know: Procedural Due Process |
| 6 | Face to Face 2/15 | The Instructional Program FERPA 1 Case Study Presentations | <i>The Law of Schools, Students, and Teachers:</i> Chapter 2 & Chapter 13 pgs.503-513 <i>Ethical Leadership & Decision Making:</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 | |
| 7 | Online 2/20 | Tort Law 1 Liability & Negligence 2 Student Injury | Cases for Analysis (Blackboard) <i>The Law of Schools, Students, and Teachers:</i> Chapter 12 Case Study from Library, <i>Push Comes to Shove: When a Teacher Gets Sued</i> (Blackboard) | Discussion Board Post Case Study Analysis and Response |
| 2/25 | | Constitutional Cases - Transformational Task or Dissenting Opinion (posted by 11:59) | | |
| 8 | Face to Face 3/1 | Title IX 1 Child Abuse 2 Sexual Harassment 3 Case Study Presentations | <i>The Law of Schools, Students, and Teachers:</i> Chapter 11 & pgs. 645-649 and pgs. 314-321 <i>Ethical Leadership and Decision Making in Education:</i> Case Study 6.3 Case Study from Library: <i>A Student's Right to a Harassment Free Education</i> Case Study from Library: <i>A Football Coach for Bayou Sara</i> | Federal and State Law Cases Assigned |

| Class | | Topic | Readings | Assignments |
|-------------|----------------------|--|---|---|
| 9 | Online 3/6 | Equity, Equality, and Equal Protection <ul style="list-style-type: none"> ● Economic Disadvantage ● English Language Learners ● Racial Segregation ● Homeless | <i>The Law of Schools, Students, and Teachers</i> : pgs. 12-18 <i>The Law of Schools, Students, and Teachers</i> : pgs. 64-69 <i>The Law of Schools, Students, and Teachers</i> : Chapter 9 | |
| 10 | Face to Face 3/15 | Teacher Employment | <i>American Public School Law</i> : Chapter 18 Case Study from Library: When a Teacher Has a Learning Disability (Blackboard) <i>Ethical Leadership and Decision Making in Education</i> : Case Studies 4.4 and 8.2 | |
| 3/18 | | Federal Cases- Transformational Task or Dissenting Opinion (posted by 11:59) | | |
| 11 | Online 3/20 | Students with DisAbilities <ul style="list-style-type: none"> ● IDEA ● Section 504 ● Discipline ● Parental Rights | Case Studies: SPED & 504 <i>The Law of Schools, Students, and Teachers</i> : Chapter 10 Autistic Student Dragged (video) Disciplining Students with DisAbilities | Identify SPED cases for analysis and briefing |
| 3/26 – 3/30 | | SPRING BREAK WEEK | | |
| 12 | Face to Face 4/5 | Workshop Class <ul style="list-style-type: none"> ● Legal Issues ● Collaborative Planning | | Bring Five Cases |
| 13 | Online 4/10 | Special Education Case Analyses | | Prepare Case Briefs |
| 4/15 | | Case Briefs- (posted by 11:59) | | |
| 14 | Face to Face 4/19 | <ul style="list-style-type: none"> ● Class Presentations ● Course Evaluations | | Special Populations Presentations of Analyses |

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/>.

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

George Mason University Policies and Resources for Candidates

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

APPENDIX A

Ethics Code, Case Study & Analysis

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

DUE DATE: February 4, 2018

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.
- 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.
 - 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.
 - C. 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 demonstrate understanding of need for integrity and fairness through the development of an ethical code based on ethical and legal principles. (15%) | The candidate develops a code of ethics that includes clearly identified ethical and legal principles from at least 3 different professional codes of ethics, and clearly explains how the developed code may be used to promote fairness, integrity, and equitable practices. | The candidate develops a code of ethics that includes ethical and legal principles from 3 different professional codes of ethics, and explains how the developed code may be used to promote fairness, integrity, and equitable practices. | The candidate develops a code of ethics that includes ethical and legal principles from only 2 codes of ethics, and/or discussion of how the developed code may be used to promote fairness, integrity, and equitable practices. | The candidate develops a code of ethics but fails to identify ethical and legal principles as the primary source and foundation of the code. |
| ELCC 5.3 Candidates understand and safeguard the values of democracy, equity, and diversity within the school. (20%) | The candidate thoroughly describes an ethical dilemma and carefully evaluates several school policies and procedures that would support resolution of the dilemma. The candidate demonstrates in-depth understanding of the need to promote democratic values, equity, and respect for diversity. | The candidate sufficiently describes an ethical dilemma and evaluates several school policies and procedures that would support resolution of the dilemma. The candidate demonstrates understanding of the need to promote democratic values, equity, and respect for diversity. | The candidate poorly describes an ethical dilemma and evaluates school policy and procedures that would support resolution of the dilemma. The candidate demonstrates limited understanding of the need to promote democratic values, equity, and respect for diversity. | The candidate fails to describe an ethical dilemma, and also fails to evaluate school policies and procedures that would support resolution of the dilemma. The candidate fails to demonstrate understanding of the need to promote democratic values, equity, and respect for diversity. |

Ethical Case Study 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. (20%) | The candidate thoroughly describes discussion with a colleague to formulate a detailed leadership response to an ethical dilemma; and analyzes the leadership decision demonstrating specific awareness of established ethical standards and practices. | The candidate sufficiently describes discussion with a colleague to formulate a leadership response to an ethical dilemma; and analyzes the leadership decision, explaining established ethical standards and practices. | The candidate poorly describes discussion with a colleague to formulate a leadership response to an ethical dilemma; and analyzes the leadership decision, explaining established ethical standards and practices. | The candidate fails to describe discussion with a colleague to formulate a leadership response to an ethical dilemma; and analyzes the leadership decision, explaining established ethical standards and practices. |
| ELCC 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. (20%) | The candidate uses the code of ethics and four ethical lenses to analyze the case, and clearly demonstrates a commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others. | The candidate applies the code of ethics and three ethical lenses to analyze the case, and demonstrates a commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others. | The candidate makes limited application of the code of ethics and the ethical lenses to analyze the case, and fails to clearly demonstrate a commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others. | The candidate fails to apply either the code of ethics or the ethical lenses to analyze the case and fails to demonstrate a commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others. |
| ELCC 5.5 Candidates understand and can promote social justice within a school to ensure that individual candidate needs inform all aspects of schooling. (20%) | The candidate demonstrates an astute capacity to use their code to resolve an ethical dilemma through decision making that promotes social justice in the best interests of the candidate. | The candidate demonstrates a general capacity to use their code to resolve an ethical dilemma through decision making that promotes social justice in the best interests of the candidate. | The candidate demonstrates a limited capacity to use their code to resolve an ethical dilemma through decision making that promotes social justice in the best interests of the candidate. | The candidate does not demonstrate the capacity to use their code to resolve an ethical dilemma through decision making that promotes social justice in the best interests of the candidate. |

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

| | Exceeds Expectations 4 | Meets Expectations 3 | Approaching Expectations 2 | Falls Below Expectations 1 |
|--|--|--|---|--|
| Writing and flow of thought are clear and thorough, content is scholarly and instructive. Paper is grammatically correct. (5%) | The paper is generally error-free, reflects extensive editing, proofreading, and graduate level work. Sentence structures and word choice are excellent. | The paper is generally error-free, reflects sufficient editing, proofreading, and graduate level work. Sentence structures and word choice are good. | The paper contains spelling and grammatical errors, reflects poor editing and proofreading, and is approaching graduate level work. Sentence structures and word choice are adequate. | The paper contains numerous spelling and grammatical errors, reflects poor editing and proofreading, and is approaching graduate level work. Sentence structures and word choice are poor. |

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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: February 25, 2018 (Constitutional Cases)

March 18, 2018 (Federal and State Cases)

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 |
|--|---|---|---|--|
| <p>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%)</p> | <p>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).</p> | <p>A general analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency (philosophical, theoretical ethical paradigms).</p> | <p>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).</p> | <p>The candidate omits an analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency (philosophical, theoretical ethical paradigms).</p> |
| <p>ELCC 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. (10%) TRANSFORMATIONAL TASK OR DISSENTING OPINION</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> |
| <p>Discussion of information and references is useful and instructive. (10%)</p> | <p>The presentation sources numerous (8-10) high quality references; provides clear and thorough discussion; and conducts critical evaluations of each.</p> | <p>The presentation sources several (6-7) high quality references; provides solid discussion; and conducts evaluations of each.</p> | <p>The presentation sources several (6-7) but not high quality references; provides solid discussion; and conducts evaluations of each.</p> | <p>The presentation sources insufficient and poor quality references; provides insufficient discussion; and conducts insufficient evaluations of each.</p> |
| <p>Organization, mechanics, and proofreading of the paper. (5%)</p> | <p>The paper is well-organized and error-free; non-discriminatory language is used; clear sentence structures are used. APA format is correct.</p> | <p>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.</p> | <p>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.</p> | <p>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.</p> |
| <p>Presentation and Engagement (5%)</p> | <p>Clearly and professionally designed and presented, inspiring wide participation from the audience.</p> | <p>Clearly and professionally designed and presented, inspiring some participation from the audience.</p> | <p>Clearly and professionally designed and presented, inspiring limited participation from the audience.</p> | <p>Clearly presented, however, it inspires no participation from the audience.</p> |

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. 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. The issue or topic must be directly related to the provision and protection of educational opportunities for all candidates. 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. 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: April 15, 2018

ASSIGNMENT VALUE: 30 Points

Special Populations – Case Briefs Assessment Rubric

| | Exceeds Expectations 4 | Meets Expectations 3 | Approaching Expectations 2 | Falls Below Expectations 1 |
|--|---|---|--|--|
| Introduction 5% | The citation is addressed correctly. All significant details have been included. | The citation is addressed correctly, but minor details have been overlooked. | The citation is addressed, but several details have been overlooked. | 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. 20% FACTS & ISSUE | The candidate’s written assessment of the fact pattern is comprehensive and the legal issue is clearly defined to reveal a clear understanding of the policy and practice variables that impact equity and social justice for all candidates. | The candidate’s written assessment of the fact pattern and legal issue reveals a general understanding of the policy and practice variables that impact equity and social justice for all candidates. | The candidate’s written assessment of the fact pattern and/or legal issue reveals a limited understanding of the policy and practice variables that impact equity and social justice for all candidates. | The candidate’s written assessment of the fact pattern and/or legal issue is missing or reveals a lack of understanding of the policy and practice variables that impact equity and social justice for all candidates. |

Special Populations – Case Briefs Assessment Rubric -- continued

| | Exceeds Expectations 4 | Meets Expectations 3 | Approaching Expectations 2 | Falls Below Expectations 1 |
|---|--|--|---|--|
| <p>ELCC 6.2 Candidate understands local, district, state, and national decisions affecting candidate learning. 15% HOLDING</p> | The candidate provides extensive discussion of the case holdings and how the courts' judgments impact local, district, state and national laws and policies that affect candidate learning. | The candidate provides sufficient discussion of the case holdings and how the courts' judgments impact local, district, state and national laws and policies that affect candidate learning. | The candidate provides limited discussion of the case holdings and how the courts' judgments impact local, district, state and national laws and policies that affect candidate learning. | The candidate provides insufficient discussion of the case holdings and how the courts' judgments impact local, district, state and national laws and policies that affect candidate learning. |
| <p>ELCC 5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. 20% REASONING</p> | The candidate identifies 4 ethical (moral) and legal principles influencing the court's reasoning to support decision making about the identified issue. | The candidate identifies 3 ethical (moral) and legal principles influencing the court's reasoning to support decision making about the identified issue. | The candidate identifies 2 ethical (moral) and legal principles influencing the court's reasoning to support decision making about the identified issue. | The candidate identifies only 2 ethical (moral) and/or legal principles influencing the court's reasoning to support decision making about the identified issue. |
| <p>ELCC 6.1 Candidates demonstrate the ability to advocate for school candidates, families and caregivers through analysis of how law and policy is applied fairly and consistently. 25% IMPLICATIONS</p> | The candidate's briefs and presentation demonstrate a superior ability to understand and advocate for candidates, families and caregivers through analysis of how law and policy is applied consistently, fairly, and ethically. | The candidate's briefs and presentation demonstrate an ability to understand and advocate for candidates, families and caregivers through analysis of how law and policy is applied consistently, fairly, and ethically. | The candidate's briefs and presentation demonstrate some, but limited ability to understand and advocate for candidates, families and caregivers through analysis of how law and policy is applied consistently, fairly, and ethically. | The candidate's briefs and presentation fail to demonstrate an ability to understand and advocate for candidates, families and caregivers through analysis of how law and policy is applied consistently, fairly, and ethically. |

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

| | Exceeds Expectations 4 | Meets Expectations 3 | Approaching Expectations 2 | Falls Below Expectations 1 |
|--|--|---|--|---|
| Organization, mechanics and proofing 5% | The briefs are evenly consistent with the prescribed format, organized and error-free; non-discriminatory language is used, clear sentence structures are used. | 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. | The briefs are somewhat organized. Several errors are present. Language is discriminatory in nature. Sentence structures are unclear and word choices are confusing. | The briefs are poorly organized. Numerous errors and discriminatory language are present. Sentence structures are poor, word choices are confusing. |
| Presentation 10% | 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. | 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. | 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. | 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. |

Commented [rb1]: The addition of this line represents a synthesis of the instructor's notes presented on page 7.

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: