GEORGE MASON UNIVERSITY
College Of Education and Human Development
Education Leadership Program

EDLE 612.601 Education Law – CRN 43945

Fall 2021, 3 credit hours
Course Term – September 7, 2021 through December 7, 2021

Instructor: Eileen Gallagher, JD

Office Hours: By appointment via Zoom or in person.
                         I am also available by email or phone.

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In Person Meeting Location: Kelly Center Building Room 2011

In Person Meeting Times: Tuesdays, 4:45 (please see the Class Session and Discussion Topics section for dates.)

Prerequisite(s): **EDLE 620; EDLE 690 and EDLE 791.**

Catalog 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 hybrid course using **in-person**, **synchronous** and **asynchronous** format via the Blackboard learning management system (LMS) housed in the MyMason portal or Zoom. You will log in to the Blackboard or Zoom course site using your Mason email name (everything before "@masonlive.gmu.edu) and email password. The course site will be available by May 17, 2021.

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 standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- 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 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 the course requirements.
- **Video/Screencasting Tools**: You will use Kaltura, Jing, or Camtasia to record presentations that are consistent with assignment descriptions and instructions.
- **Group Work:** You will use **Google Docs** to complete the collaborative aspects of your assigned group work. The work products will be posted on Blackboard Discussion Boards for class commentary and assessment.
- The following software plug-ins for Pcs and Macs respectively, are available for free download by clicking on the link next to each plug-in:
  - **Adobe Acrobat Reader: http://get.adobe.com/reader/**
  - **Windows Media Player:**
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player

  - **Apple QuickTime Player: www.apple.com/quicktime/download/**

Online Expectations

- **Course Week:** This is a hybrid session we will have a combination of in person classes, Zoom classes and asynchronous online work. Face to face or Zoom sessions will occur on Tuesdays at 4:45. A link will be provided for Zoom sessions. Our week will **start** on Tuesday and **finish** on Monday.
- **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 three times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of 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 are expected to seek assistance from the instructor and/or College or University technical services if they are struggling with technical components of the course.
- **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.

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- **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 ensure 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 about 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 achievement of all school-aged youth.

Relationship of Course to Internship

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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 and NELP Standards dealing with the legal, ethical, and political context of education. Specific NELP Standards addressed include: 2.1, 2.2, 2.3, 5.3, 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 an 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. (2018). The Law of Schools, Students, and Teachers (6th 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.

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 are expected to submit all assignments on time in the manner outlined by the instructor (*e.g.,* Blackboard, VIA, hard copy).

Participation and Reflection Requirements (20 Points)

Written Assignments: (80 percent)

The graded assignments required for this course are as follows:

- Legal Issue Analysis 25 points   Appendix A
- Ethical Issue Analyses 25 points*   Appendix B
- Special Population Analysis 30 points*   Appendix C
- Participation (to include Blackboard Discussions) 20 points

* This is a Performance-Based Assessment Required by the Program.

Expectations for Written Work

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

Expectations for Group Activities
Each team member has a clearly identifiable role of contribution.
Practice conflict resolution and consensus building.
Use clear transitions.
Proofread multimedia in use.
Manage time.
Grading Scale:

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

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 emergencies that have been discussed and approved by the instructor in advance of the due date.

Class Schedule and Discussion Topics

Week of:		Topic	Readings in Nutshell Textbook	Assignments Due/Class Schedule
1	September 7	Overview of Course and Syllabus Introduction to the Legal System Historical and Legal Perspective of Public Schools Role of the Federal Government Governance of Public Schools	No reading assignment	**Zoom class at 4:45 p.m.**
2	September 14	Church and State	Chapter 5	**In Person Class at 4:45**
3	September 21	Asynchronous Week— Read the chapters in the Ethics textbook associated with the Ethical Case Studies noted and post on Blackboard. The Plyler Case can be found in Course Content, Class 4		**Ethical Case Study 6.3 on Blackboard** **Ethical Case Study 11.4 on Blackboard** **Ethical Case Study on Blackboard** *Plyler v. Doe*

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4	September 28	School Attendance Instructional Programs Copyright	Chapters 1,2 and 14	**Zoom class at 4:45 p.m.** **Legal Issue Analysis Due—Battle Hymn**
5	October 5	Asynchronous Week— Read the chapters in the Ethics textbook associated with the Ethical Case Studies noted and post on Blackboard.		**Ethical Case Study 10.1 on Blackboard** **Ethical Case Study 8.1 on Blackboard** **Ethical Case Study 9.4 on Blackboard**
6	October 12	Student Rights: Common Law, Constitutional Due Process and Statutory Protections Every Student Succeeds Act	Chapters 3, 8 and 11	**Zoom class at 4:45 p.m.**
7	October 19	Education Law and Ethics In-Class Exercise	Materials to be Provided	**Zoom class at 4:45** **Ethics Assignment Due**
8	October 26	Student Speech and Expression Search and Seizure Student Publications	Chapters 4, 6, and 7	**Zoom class at 4:45**
9	November 2	Asynchronous Week— Read the chapters in the Ethics textbook associated with the Ethical Case Studies noted and post on Blackboard.		**Ethical Case Study 9.4** **Ethical Case Study 3.5 on Blackboard** **Ethical Case Study 5.4 on Blackboard**
10	November 9	Rights of Students with Disabilities	Chapter 10	**In Person class at 4:45 p.m.**
11	November 16	Tort Liability Defamation Student Records	Chapters 12 and 13	**Zoom class at 4:45 p.m.**
12	November 23	Certification, Contracts and Tenure Teacher Rights and Freedoms Due Process Rights of Teachers Evaluations	Chapters 15,16 and 17	**Zoom class at 4:45 p.m.**
13	November 30	Discrimination in Employment Desegregation of Public Schools English Language Learners	Chapters 12 and 18	**In Person class at 4:45 p.m.**

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				Special Populations Brief and Presentations Due
14	December 7	Course Conclusion Wrap-Up	In class exercises	**In Person Class at 4:45** **Discussion Board Submission Due: Comments to Each Special Education Brief Posted by Other Groups**

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

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

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

Core Values Commitment

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

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://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 the George Mason University Office of Disability Services (ODS). Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.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

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- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.

- **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703- 993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703- 993-8730, or emailing titleix@gmu.edu .

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

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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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APPENDIX A

Legal Issue Analysis (25 Points)

Students are expected to demonstrate the capacity to evaluate school-based dilemmas and subsequently make leadership decisions that are in the best interests of students and are both legally and ethically sound. Expertise will be demonstrated through the interpretation, analysis and the application of constitutional, statutory and case laws, policies, regulations, and ethical models to resolve the issues presented in each assigned case.

Please respond in long essay form (approximately 4-5 double spaced pages) to the scenario below:

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

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

Lyrics:
Battle Hymn of the Republic
By Julia Ward Howe

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

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

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

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Legal Issue Analysis - Assessment Rubric

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
Introduction (5%)	The 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.	The 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.	The 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.	The 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 Students understand and promote school-based policies and procedures that protect the welfare and safety of students 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 students 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 students 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 students 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 students is specified.
ELCC 6.1 Students understand and can advocate for school students, 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 Students understand and can act to influence local, district, state, and national decisions affecting student learning in a	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	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	An analysis of the relationship between the macro environment (political, social, economic, legal and cultural elements) and the school context is incomplete. The	An analysis of the relationship between the macro environment (political, social, economic, legal and cultural elements) and the school context is unacceptable. The

school environment. (15%)	& specific reference to the leader's communication practices to appropriate school stakeholders.	a general reference to the leader's communication practices to appropriate school stakeholders.	analysis includes a limited reference to the leader's communication practices to appropriate school stakeholders.	analysis neglects to reference the leader's communication practices to appropriate school stakeholders.
ELCC 5.1 Students understand and can act with integrity and fairness to ensure that schools are accountable for every student'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 students.	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 students.	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 students.	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 students.
ELCC 5.2 Students understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. (10%)	A thorough analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice, and transparency is in evidence (philosophical, theoretical ethical paradigms).	A general analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency (philosophical, theoretical ethical paradigms).	The candidate includes a limited analysis of leadership decisions in terms of established ethical practices or self-awareness or reflective practice or transparency (philosophical, theoretical ethical paradigms).	The candidate omits an analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency (philosophical, theoretical ethical paradigms).
ELCC 5.4 Students understand and can evaluate the potential moral and legal consequences of decision making in the school. (10%)	The presentation recommends a leadership perspective that is clearly informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.	The presentation recommends a leadership perspective that is generally informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.	The presentation recommends a leadership perspective that is loosely informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.	The presentation fails to recommend a leadership perspective that is loosely informed by an evaluation of moral, ethical, and legal consequences of decisions that impact the school environment.
Discussion of information and references is useful and instructive.	The presentation sources numerous (8-10) high-quality references, provides clear and thorough	The presentation sources several (6-7) high-quality references; provides solid discussion; and	The presentation sources several (6-7) but not high-quality references, provides solid discussion and	The presentation sources insufficient and poor quality references, provides insufficient

(10%)	discussion and conducts critical evaluations of each.	conducts evaluations of each.	conducts evaluations of each.	discussion, and conducts insufficient evaluations of each.
Organization, mechanics, and proofreading of the presentation. (5%)	The presentation is well-organized and error-free; non-discriminatory language is used, clear sentence structures are used. APA format is correct.	The paper is organized. Occasional grammatical or word errors are present. Non-discriminatory language and clear sentence structures are used. A few unclear word choices are present. APA format is used.	The paper is somewhat organized. Several errors are present. Language is discriminatory in nature. Sentence structures are unclear and word choices are confusing. APA format is incorrect.	The paper is poorly organized. Many errors and discriminatory language are present. Sentence structures are poor, word choices are confusing, and APA format is not used.
Presentation and Engagement (5%)	Clearly and professionally designed and presented, inspiring wide participation from the audience.	Clearly and professionally designed and presented, inspiring some participation from the audience.	Clearly and professionally designed and presented, inspiring limited participation from the audience.	Clearly presented, however, it inspires no participation from the audience.

Ethics Code, Case Study & Analysis

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

ASSIGNMENT VALUE: 25 Points

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

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

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

Ethical Case Study Assessment Rubric

Criteria	Levels of Achievement			
	Exceeds Expectations 4	**Meets Expectations 3**	**Approaching Expectations 2**	**Falls Below Expectations 1**
ELCC 5.1 Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic	**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 a	**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	**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	**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

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and social success.	thorough knowledge of how the code may be used to promote fairness, integrity, and equitable practices.	knowledge of how the code may be used to promote fairness, integrity, and equitable practices.	used to promote fairness, integrity, and equitable practices.	used to promote fairness, integrity, and equitable practices.
ELCC 5.3 Candidates understand and can safeguard the values of democracy, equity, and diversity.	**18 – 20 points** The candidate thoroughly describes an ethical dilemma, evaluates several school policies and procedures that would support resolution of the dilemma, and provides evidence of comprehensive knowledge of the need to promote democratic values, equity, and respect for diversity.	**16 – 17.9 points** The candidate sufficiently describes an ethical dilemma, evaluates several school policies and procedures that would support resolution of the dilemma, and provides evidence of adequate knowledge of the need to promote democratic values, equity, and respect for diversity.	**14 – 15.9 points** The candidate poorly describes an ethical dilemma, evaluates school policy and procedures that would support resolution of the dilemma, and provides evidence of inadequate knowledge of the need to promote democratic values, equity, and respect for diversity.	**0 – 13.9 points** The candidate fails to describe an ethical dilemma, fails to evaluate school policies and procedures that would support resolution of the dilemma, and provides evidence of wholly inadequate knowledge of the need to promote democratic values, equity, and respect for diversity.
ELCC 5.2 Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.	**18 – 20 points** The candidate thoroughly describes discussion with a colleague to formulate a detailed leadership response to an ethical dilemma and analyzes the leadership decision to provide evidence of thorough knowledge of the effect of ethical behavior on one's own leadership.	**16 – 17.9 points** The candidate sufficiently describes discussion with a colleague to formulate a leadership response to an ethical dilemma, and analyzes the leadership decision to provide evidence of adequate knowledge of the effect of ethical behavior on one's own leadership.	**14 – 15.9 points** The candidate poorly describes discussion with a colleague to formulate a leadership response to an ethical dilemma, and analyzes the leadership decision to provide evidence of inadequate knowledge of the effect of ethical behavior on one's own leadership.	**0 – 13.9 points** The candidate fails to describe discussion with a colleague to formulate a leadership response to an ethical dilemma, and fails to analyze the leadership decision to provide evidence of knowledge of the effect of ethical behavior on one's own leadership.
ELCC 5.4 Candidates understand and can evaluate the	**18 – 20 points** The candidate uses the code of ethics and four ethical lenses to	**16 – 17.9 points** The candidate applies the code of ethics and three ethical	**14 – 15.9 points** The candidate makes limited application of the code of ethics and	**0 – 13.9 points** The candidate fails to apply either the code of ethics or the ethical lenses to

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

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APPENDIX C

Special Populations Briefs and Presentation

ASSIGNMENT VALUE: 30 Points

This assignment facilitates students' understanding of how issues related to the larger political, social, economic, legal, and cultural context of school's impact educational opportunities for students with disAbilities. Students will be assigned cases to brief, and each group will be assigned one case to analyze and present. 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. The presentation must explain the key ideas in the case recommended strategies to inform education leadership practice. This presentation is to be posted on the discussion board by one group member for review by the other groups in the class. Each member of the group is responsible for facilitating the online discussion by responding to questions from classmates and elaborating on legal, ethical, and/or leadership principles.

Special Populations Assessment 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,

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				legal, and cultural context.
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 thoroughly describes the court's reasoning and identifies four legal and one ethical principle that provides evidence of comprehensive knowledge of moral and legal consequences of decision making in schools.	**16 – 17.9 points** The candidate describes the court's reasoning and identifies four legal and one ethical principle that provides evidence of adequate knowledge of moral and legal consequences of decision making in schools.	**14 – 15.9 points** The candidate describes the court's reasoning and identifies four legal and one ethical principle that provides evidence of inadequate knowledge of moral and legal consequences of decision making in schools.	**0 – 13.9 points** The candidate describes the court's reasoning and identifies four legal and one ethical principle that provides evidence of wholly inadequate knowledge of moral and 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.

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