

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

**EDLE 612 Education Law  
Summer 2013, Section 601**

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**Schedule Information**     April 29, 2013 – June 12, 2013

**Meeting Times:** Monday and Wednesdays, 4:45 p.m. – 7:45 p.m.

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

**Location:** Woodbridge HS  
3001 Old Bridge Rd, Woodbridge, VA 22192

**Course Description**

**EDLE 612 Education Law (3:3:0)**

Provides legal foundations of U.S. public schools. Examines general principles of statutory and case law, and applies judicial decisions to educational environments. Focuses on legal responsibilities, constraints, and opportunities of public school officials. Includes component of Special Education law.

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

**General Goals**

*Content:* Legal problems with students, parents, and community organizations are increasing in number and complexity and official reactions and solutions to these problems are likely to be subjected to judicial review. A wrong step can land the school administrator in court—with the accompanying expense, notoriety and always embarrassment. Litigation cannot be avoided entirely, but school

*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.*

systems, administrators and teachers can minimize it and increase their chances of success in suits that are filed by knowing the law, anticipating problems and taking precautionary steps. The body of school law, both statutory and case has increased by leaps and bounds in the last decade. Colleges and universities preparing prospective teachers and administrators have offered courses in school law. Some state legislatures and state boards of education have prescribed training in school law as one of the prerequisites for certification.

### *Teaching and Learning:*

1. Discussion is an important part of this course. All candidates are expected to make multiple, thoughtful contributions to each class discussion, based on careful reading of the text and consideration of what classmates have previously said.
2. Writing is an important activity for many roles within schools. Therefore, the process of writing will be emphasized so that candidates will achieve the following objectives:
  - develop greater confidence in their ability to write expository, analytical, and persuasive prose;
  - learn how to review their own work and the work of others to eliminate errors and maximize clarity; and
  - produce written products immune to criticism from a skeptical public.

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

*Classroom Climate:* A positive climate depends on cooperation among all students and with the instructor. Candidates need to work together to ensure that everyone has the confidence to participate honestly and energetically. Every candidate is expected to:

1. be fully prepared for each class session;
2. be attentive to others and respond thoughtfully and respectfully;
3. work toward a common purpose;
4. persevere through the common challenge of understanding education law; and
5. affirm one another's successes and help one another overcome weaknesses.

### **Nature of Course Delivery**

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

## **Course Objectives**

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

1. Engage in reflective practice with regard to education law (internship-related assignments);
2. Strengthen and improve their communication skills through class discussion and paper writing
3. Understand the legal implications and responsibilities associated with cultural, economic, and learning diversity;
4. Reflect on the intersection of law and ethics and the ethical implications of applying education law to everyday situations in schools and school divisions; and
5. Learn how to use the Internet to obtain legal information.

## **Student Outcomes**

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

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

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

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

## **Relationship of Course Goals to Program Goals**

This course will enable students to develop knowledge, skills and dispositions that will prepare them to create and maintain learning environments that value diversity, continual knowledge acquisition, instructional leadership, innovative and ethical

decision-making, reflective practice, and successful achievement of all school-aged youth.

### **Relationship of Course to Internship**

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

### **National Standards and Virginia Competencies**

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

1. Recognizing child abuse and neglect
2. Reporting child abuse and neglect
3. Intervention following a child protective services investigation

### **Course Materials**

*Readings:*

#### ***Required Text:***

Stader, David L. (2013) Law and Ethics in Educational Leadership (2nd ed.). Upper Saddle, NJ: Pearson.

#### ***Recommended Text:***

Poliner Shapiro, Joan (2010) Ethical Leadership and Decision Making in Education: Applying Theoretical Perspectives to Complex Dilemmas (3<sup>rd</sup> ed.). NY, NY: Routledge.

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

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, students must have access to a personal computer with internet access, be able to use basic word processing and e-mail, and access appropriate websites (see recommended websites) for supplemental materials. **Correspondence by e-mail will use your Mason e-mail account.**

*Outside-of-Class Resources:*

Candidates are required to use Taskstream (<http://taskstream.gmu.edu>) as part of this course. Vital information for the course will be posted on Taskstream, and we will communicate regularly through this site. Candidates are required to submit their course assignments electronically using the Taskstream website. Online access is vital for the distance learning aspects of the course and is an important part of course participation grade. **All students are required to activate and monitor their GMU e-mail accounts.**

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

## Course Requirements, Performance-based Assessment, and Evaluation Criteria

### *Participation and Attendance (15 points)*

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

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

### *Written Assignments (85 points)*

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

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

### *Expectations for Written Work*

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

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

Grading scale:

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

## **GMU POLICIES AND RESOURCES FOR STUDENTS**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honorcode/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

## Weekly Schedule and Reading Assignments

NOTE: The following 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. **\*Online activities are in lieu of face-to-face class meetings.**

Class				Assignments Due
		Topic	Readings	
1	4/29	Review Syllabus & Course Intro to Law & Education Legal Brief (Understanding Cases) Finding Cases & Legal Resources	PowerPoint's	
2	5/1	Law & Ethics Work on Ethics assignment – --Brainstorm ethical dilemmas --Discuss ethical codes	Reading Assignment Stader:Chapters 1 & 2  Case Study (assigned)  PowerPoint(taskstream)	
3	5/6	Religion in Schools, Prayer, Equal Access Act Discuss Ethics assignment	Reading Assignment Stader:Chapter 3  Case Study:Religion vs. Culture  Ethical leadership: A Case Study Framework	<b>Bring samples of Codes of Ethics from three different organizations</b>
4	5/8	Student Free Speech Rights FERPA, Student Discipline	Reading Assignment Stader:Chapters 4 & 5  Free Speech, FERPA, and Discipline PowerPoint's (taskstream)	
5	5/13	Educational Governance Compulsory Attendance Homeschooling Choice Plans, Homeless Students	Reading Assignment Taskstream Articles  PowerPoint(taskstream)	<b>Bring a draft version of your Professional Code of Ethics</b>
6	5/15	<b>No Face-to-Face Class</b> Ethical Case Study[online]	Reading Assignment  Ethical Case Study (Communications Taskstream tab)	



**Weekly Schedule and Reading Assignments -- continued**

<b>Class</b>		<b>Topic</b>	<b>Readings</b>	<b>Assignments Due</b>
7	5/20	Search & Seizure Athletics and Out of School Conduct	Reading Assignment Stader:Chapter 6 PowerPoint(taskstream)  Case Study Privacy vs. Safety	<b>Ethics Assignment Due</b>
8	5/22	Liability & Negligence Child Abuse Bullying Sexual Harassment	Reading Assignment Stader:Chapter 7 Taskstream Articles  Liability, Abuse, Harassment PowerPoint, (taskstream)	
	5/27	<b>MEMORIAL DAY HOLIDAY</b>		
9	5/29	Teacher Employment Rights Free Speech Instructional Issues	Reading Assignment Stader:Chapter 11 Taskstream Articles Employment, Speech & Instruction PowerPoint's (taskstream)  Case Study Personal Codes vs. Professional Codes	<b>Legal Analysis Assignment Due</b>  <b>Scenario A</b>
10	6/3	Students with Disabilities IDEA and Section 504	Reading Assignment Stader:Chapter 9 Taskstream Articles  PowerPoint's (taskstream)  Case Study Equality vs. Equity	<b>Legal Analysis Assignment Due</b>  <b>Scenario B</b>
11	6/5	Students with Disabilities (cont.)  Equal Protection, ELL and Desegregation	Reading Assignment Stader: Chapter 8 Taskstream Articles  PowerPoint's (taskstream)	

**Weekly Schedule and Reading Assignments -- continued**

<b>Class</b>		<b>Topic</b>	<b>Readings</b>	<b>Assignments</b>
12	6/10	<b>Class Presentations</b>		<b>Legal Updates Assignment Paper and Presentation Due</b>
13	6/12	Choice Plans, Homeless Students  ESEA Flexibility <b>Last Class</b>	Reading Assignment for PowerPoint's & Articles (taskstream)  Bring article on NCLB/ESEA	

## 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: May 20, 2013**

**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 use to support development of your code. You should also provide the name and link to these codes in a reference list for this assignment, as well as 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 about a case study that involved 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 Ethics Code 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 ethics 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

	<b>Exceeds Expectations 4</b>	<b>Meets Expectations 3</b>	<b>Approaching Expectations 2</b>	<b>Falls Below Expectations 1</b>
<b>ELCC 5.1</b> 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 reflects understanding of the ethical and legal principles that are critical to school leadership.	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 reflects general understanding of the ethical and legal principles that are critical to school leadership.	The candidate develops a code of ethics that includes ethical and legal principles from only 2 codes of ethics; and discussion of the developed code lacks evidence of understanding the ethical and legal principles that are critical to school leadership.	The candidate develops a code of ethics but fails to identify ethical and legal principles as the primary source and foundation of the code; discussion of the developed code lacks evidence of understanding the ethical and legal principles that are critical to school leadership.
<b>ELCC 5.3</b> Candidates understand and safeguards the values of democracy, equity, and diversity within the school. (25%)	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 briefly 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.
<b>ELCC 5.2</b> Candidates understand and can model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school. (25%)	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 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.
<b>ELCC 5.4</b> Candidates understand and can	The candidate uses the code of ethics to analyze the case and	The candidate applies the code of ethics to the case and demonstrates	The candidate inadequately applies the code of ethics to the	The candidate fails to apply the code of ethics to the case and

## Ethical Case Study Assessment Rubric - continued

	<b>Exceeds Expectations 4</b>	<b>Meets Expectations 3</b>	<b>Approaching Expectations 2</b>	<b>Falls Below Expectations 1</b>
evaluate the potential moral and legal consequences of decision making in the school. (25%)	clearly demonstrates commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others.	commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others.	case and fails to clearly demonstrate commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others.	fails to demonstrate commitment to confidentiality, sensitivity to diverse interests, and respect for rights, dignity, and integrity of others.
Writing and flow of thought are clear and thorough, content is scholarly and instructive. Paper is grammatically correct. (10%)	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 far too many spelling and grammatical errors, reflects poor editing and proofreading, and is approaching graduate level work. Sentence structures and word choice are poor.

## APPENDIX B

### Legal Issue Analysis (15 points per scenario)

Students are expected to respond thoroughly to the issues presented in sections A and B. Be sure to adhere to the expectations for written work, to the specific directions provided for each issue, and to the general guidelines in the Legal Issue Analysis Rubric for each segment. For each scenario, carefully explain how you ~ assume the role of an assistant school principal ~ would proceed in this scenario given your astute legal knowledge.

**DUE DATE: Scenario A: May 29, 2013**

**Scenario B: June 3, 2013**

#### **ASSIGNMENT VALUE: 30 Points**

A. Students' Rights (focus on discipline, search & seizure): Focus on the key issues - discipline and search & seizure. Jane I. and Jack B. are two students who are suspected of being involved in a gang because other kids with whom they are friends are suspected gang members. As the assistant principal you have been keeping a fairly close watch over them because of your gang suspicion and because of their recent discipline incidents – both students were suspended for fighting in the past month. You then witnessed both students after school, still on school grounds, passing around what appeared to be an illegal substance, specifically a marijuana joint. Is this enough information to conduct a search of Jane and Jack's pockets, book bags, and lockers to find out additional information to support your investigation into their activities? Explain why or why not. Would Jane or Jack be suspended under your school policy? Explain how your policy applies and what due process must be afforded to the students. Be sure your responses to these questions are clearly supported using local policies, key cases, state statutes, and constitutional provisions. Conclude your discussion with sound legal, ethical, and practical advice regarding the fair and ethical treatment of students and identify school-wide practices that administrators should adopt and follow in their quest to maintain a safe and secure school while also protecting the educational and constitutional rights of students.

B. Non-constitutional issues (focus on sexual harassment, child abuse, immunity, liability): Identify and discuss the key cases and state and federal statutes that are applicable to the following fact pattern – focus on the issues identified – sexual harassment, child abuse, immunity, liability. You were conducting a safety inspection of the athletic fields and stadium area on Friday after school and observed an unusual incident on the soccer field. At first you just dismissed the interaction between coach and player; specifically you observed a hug that appeared to be intimate and lasted far too long. You have encouraged coaches to limit the degree of familiarity between coach and player given increasing news reports of inappropriate relationships. You are worried that what happened between the student-player and her coach was sexual harassment or maybe even child abuse. As the assistant principal, you realize that you have both an ethical and legal obligation to protect students from sexual harassment, to report

suspected child abuse or sexual harassment, and to limit the school system's liability for negligence. At the same time, you are aware that the coach has rights also and so you are hesitant to risk ruining the coach's reputation if you simply misinterpreted the incident. Identify the various issues involved in this scenario and provide a careful discussion of the statutory laws, cases, school policies and ethical principles that guide your reasoning and ultimate resolution of the issues.



## Legal Issue Analysis Rubric (Part A and B) Assessment Rubric

	<b>Exceeds Expectations 4</b>	<b>Meets Expectations 3</b>	<b>Approaching Expectations 2</b>	<b>Falls Below Expectations 1</b>
Introduction (5%)	Analysis begins with a clear and concise statement of purpose. The introduction provides a comprehensive overview of the case study analysis for the reader.	Analysis begins with a general statement of purpose. The introduction provides a basic overview of the case study analysis for the reader.	Analysis begins with an unclear or limited statement of purpose. The introduction provides an incomplete overview of the case study analysis.	Analysis begins with a confusing and unclear statement of purpose. The introduction fails to provide an overview of the case study analysis.
<b>ELCC 3.3</b> Candidates understand and promote school-based policies and procedures that protect the welfare and safety of students and staff within the school. Candidates evaluate and propose implementation of discipline management plans (for staff and students). (10%)	The candidate identifies at least two school policies or procedures and thoroughly explains how these policies and procedures are applicable to promoting a safe school environment for staff and students. The candidate clearly evaluates and proposes the implementation of discipline management plans (for staff and students).	The candidate identifies at least two school policies or procedures and explains the school-based policies and procedures that are applicable to promoting a safe school environment for staff and students. The candidate evaluates and proposes the implementation of discipline management plans (for staff and students).	The candidate identifies a school policy or procedure but provides a limited explanation of how the policy or procedure is applicable to promoting a safe school environment for staff and students. The candidate evaluates but does not clearly propose the implementation of discipline management plans (for staff and students).	The candidate identifies a school policy or procedure but fails to explain how the policy or procedure is applicable to promoting a safe school environment for staff and students. The candidate fails to evaluate or propose the implementation of discipline management plans (for staff and students).
<b>ELCC 6.1</b> Candidates understand and can advocate for school students, families, and caregivers. (15%)	The candidate includes multiple citations of constitutional, statutory and case laws, policies, and regulations that inform decision making and advocacy for all members of the school community.	The candidate includes citations of constitutional, statutory and case laws, policies, and regulations that inform decision making and advocacy for all members of the school community.	The candidate includes citations of constitutional or statutory and case law, policies, and regulations that inform decision making and advocacy for all members of the school community.	The candidate omits citations of constitutional, statutory and case law, policies, and regulations that inform decision making and advocacy for all members of the school community.
<b>ELCC 6.2</b> Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment. (15%)	The candidate's written analysis of political, social, economic, legal and cultural context is exemplary. The analysis includes clear & specific reference to the leader's communication practices to appropriate school stakeholders.	The candidate's written analysis of political, social, economic, legal, and cultural context is adequate. The analysis includes a general reference to the leader's communication practices to appropriate school stakeholders.	The candidate's written analysis of political, social, economic, legal, and cultural context is limited. The analysis includes a limited reference to the leader's communication practices to appropriate school stakeholders.	The candidate's written analysis of political, social, economic, legal, and cultural context is unacceptable. The analysis neglects to reference the leader's communication practices to appropriate school stakeholders.

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

<p><b>ELCC 5.1</b> Candidates understand and can act with integrity and fairness to ensure that schools are accountable for every student's academic and social success. (15%)</p>	<p>The candidate presents a comprehensive discussion that includes specific references to the use of leadership practices characterized by fairness and integrity to ensure that school policies support the academic and social success of all students.</p>	<p>The candidate presents a general discussion that includes specific references to the use of leadership practices characterized by fairness and integrity to ensure that school policies support the academic and social success of all students.</p>	<p>The candidate presents a general discussion that includes implied references to the use of leadership practices characterized by fairness and integrity to ensure that school policies support the academic and social success of all students.</p>	<p>The candidate presents an inadequate discussion with no reference to the use of leadership practices characterized by fairness and integrity to ensure that school policies support the academic and social success of all students.</p>
<p><b>ELCC 5.2</b> 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>The candidate includes a thorough analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency.</p>	<p>The candidate includes a general analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency.</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.</p>	<p>The candidate omits an analysis of leadership decisions in terms of established ethical practices, self-awareness, reflective practice and transparency.</p>
<p><b>ELCC 5.4</b> Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. (10%)</p>	<p>Candidate clearly demonstrates an in-depth understanding and awareness of the need to consider moral, ethical, and legal consequences of decisions that impact the school environment.</p>	<p>Candidate demonstrates a general understanding and awareness of the need to consider moral, ethical, and legal consequences of decisions that impact the school environment.</p>	<p>The candidate demonstrates limited understanding and awareness of the need to consider moral, ethical, and legal consequences of decisions that impact the school environment.</p>	<p>The candidate fails to demonstrate understanding and awareness of the need to consider moral, ethical, and legal consequences of decisions that impact the school environment.</p>
<p>Discussion of information and references is useful and instructive. (10%)</p>	<p>The candidate gathers numerous (8-10) high quality sources; provides clear and thorough discussion; and conducts critical evaluations of references.</p>	<p>The candidate gathers several (6-7) high quality sources; provides solid discussion; and conducts evaluations of references.</p>	<p>The candidate gathers several (6-7) but not high quality sources; provides some discussion; and conducts limited evaluations of references.</p>	<p>The candidate gathers insufficient and poor quality sources; provides insufficient discussion; and conducts insufficient evaluations of references.</p>
<p>Organization, mechanics and proofreading of the paper. (10%)</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>

## APPENDIX C

**Legal Updates Paper and Presentation** — 30 points: Students 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 students as well as the rights of families and caregivers. Students will then complete a 5 page report in which they analyze significant statutes, regulations, and court cases that are pertinent to the issue or topic of interest, specifically an issue related to students with disabilities, English language learners, student race, economic challenges, or other significant disadvantages impacting student learning and educational opportunities. This 5 page report should provide an overview of significant laws and policies and identify recent case law (within the past 5 years); although students may include one or two historic or landmark cases as appropriate. The issue or topic must be directly related to the provision and protection of educational opportunities for all students. The 5 page report must include an appendix with at least 5 case briefs that lay the foundation for the issue and concepts discussed in the paper. This report should be organized to provide an overview of the issue, a legal and ethical critique of the laws, policies and cases, a synthesis of impact on practice, and suggestions for future implementation strategies. A summary of the report will be shared with colleagues during an in-class presentation. Students will have approximately 20 minutes for an in-class presentation to summarize the policies, laws, regulations, key ideas, and strategies emerging from their legal updates report. The presentation should include time for questions, discussion, and interaction with colleagues.

### Special Populations Paper Assessment Rubric

	<b>Exceeds Expectations 4</b>	<b>Meets Expectations 3</b>	<b>Approaching Expectations 2</b>	<b>Falls Below Expectations 1</b>
Introduction 5%	Analysis begins with a clear and concise statement of purpose. The introduction provides a comprehensive overview.	Analysis begins with a brief statement of purpose. The introduction provides a basic overview.	Analysis begins with an unclear or limited statement of purpose. The introduction fails to provide a sufficient overview.	Statement of purpose is confusing and unclear. The introduction fails to provide an overview.
<b>ELCC 5.5</b> Candidates understand and can promote social justice within a school to ensure that individual student needs inform all aspects of schooling. 20%	The candidate's written analysis of school policies and practices is outstanding and reveals clear commitment to promote equity and social justice for all students.	The candidate's written analysis of school policies and practices is thorough and reveals commitment to promote equity and social justice for all students.	The candidate's written analysis of school policies and practices is sufficient and reveals commitment to promote equity and social justice for all students.	The candidate's written analysis of school policies and practices is minimal and fails to reveal commitment to promote equity and social justice for all students.

## Special Populations Paper Assessment Rubric - continued

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Falls Below Expectations 1
<b>ELCC 6.2</b> Candidate understands local, district, state, and national decisions affecting student learning. 20%	The candidate provides extensive discussion of the local, district, state and national policies, laws and court decisions that affect student learning.	The candidate provides sufficient discussion of the local, district, state and national policies, laws and court decisions that affect student learning.	The candidate provides limited discussion of the local, district, state and national policies, laws and court decisions that affect student learning.	The candidate provides insufficient discussion of the local, district, state and national policies, laws and court decisions that affect student learning.
<b>ELCC 5.4</b> Candidates understand and can evaluate the potential moral and legal consequences of decision making in the school. 15%	The candidate identifies at least 3-4 ethical (moral) and legal principles from highly relevant sources that support decision making about the identified topic/issue.	The candidate identifies at least 3-4 ethical (moral) and legal principles from appropriate sources that support decision making about the identified topic/issue.	The candidate identifies 2-3 ethical (moral) and legal principles from acceptable sources that reasonably support decision making about the identified topic/issue.	The candidate identified only 2 ethical (moral) and legal principles from questionable sources that insufficiently support decision making about the identified topic/issue.
<b>ELCC 6.1</b> Candidate advocates for school students, families, and caregivers. 15%	The candidate's written analysis includes clear and specific reference to the leader's role as an advocate committed to overcoming complex causes of poverty and disadvantages in education.	The candidate's written analysis includes several references to the leader's role as an advocate committed to overcoming complex causes of poverty and disadvantages in education.	The candidate's written analysis includes minimal reference to the leader's role as an advocate committed to overcoming complex causes of poverty and disadvantages in education.	The candidate's written analysis fails to include references to the leader's role as an advocate committed to overcoming complex causes of poverty and disadvantages in education.
Discussion of information and references is useful and instructive 15%	The candidate gathers at least 8 high quality reference sources; provides clear & thorough discussion; and explains applicability of references.	The candidate gathers 6-8 references, but not all are from high quality sources; provides solid discussion; and explains applicability of references.	The candidate gathers at least 6 references sources, but few are from high quality sources; provides some discussion; and weakly explains applicability of the references.	The candidate gathers insufficient and poor quality sources; provides insufficient discussion; and poorly explains applicability of the references.
Organization, mechanics and proofing of the paper 10%	The paper is well-organized and error-free; non-discriminatory language is used, clear sentence structures are used. APA format is correct.	The paper is organized. Occasional grammatical or word errors are present. Non-discriminatory language and clear sentence structures are used. A few unclear word choices are present. APA format is used.	The paper is somewhat organized. Several errors are present. Language is discriminatory in nature. Sentence structures are unclear and word choices are confusing. APA format is incorrect.	The paper is poorly organized. Many errors and discriminatory language are present. Sentence structures are poor, word choices are confusing, and APA format is not used.