

ELM 7820: School Law and Ethics

University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice:** Alliant's educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship:** Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence:** Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement:** Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

Educational Leadership and Management Program Objectives (PO)

- 1 **PO1:** Lead change in educational organizations in a diverse and global society while practicing inclusive excellence.
- 2 **PO2:** Understand the philosophical and social underpinnings of world educational systems, multiculturalism, and futuristic educational trends and developments.
- 3 **PO3:** Evaluate the political, societal, economic, legal, and cultural influences on learning organizations.
- 4 **PO4:** Demonstrate and articulate effective theories and principles of teaching and leading adult learner.
- 5 **PO5:** Model personal and professional ethics, integrity, justice, and fairness.
- 6 **PO6:** Evaluate and design research that addresses educational issues.

The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education's mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

Mission: CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

Vision: To develop and promote transformative educational experiences that optimize human potential.

Goals: The California School of Education has a set of overarching goals that drive the direction of the School's programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

Unit Guiding Principles

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

L= Leadership: Innovation with Accountability

E= Engagement: Active Learning

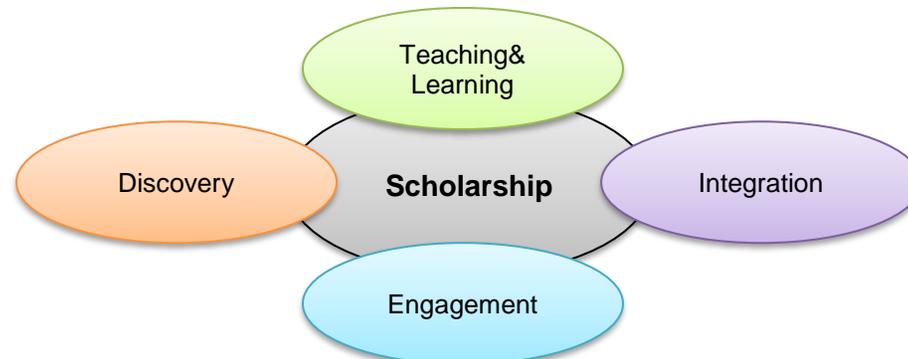
A=Application: Theory to Practice

D=Dedication: Inclusive Excellence

Theoretical Framework

CSOE is based on two main theoretical frameworks: Boyer's applied scholarship of learning and constructivist theory.

CSOE utilizes Boyer's model of the scholarship of application:



Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;

Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;

Application – Taking the new knowledge acquired and utilizing to solve society's problems; and

Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

Scholarship of Discovery (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

Scholarship of Teaching (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

Scholarship of Professional Practice (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

Scholarship of Integration (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Faculty recognize the insider knowledge that candidates bring to courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

California Administrator Performance Expectations (CAPE)

- 1A: Developing a Student-Centered Vision of Teaching and Learning
- 1B: Developing a Shared Vision and Community Commitment
- 1C: Implementing the Vision
- 2A: Personal and Professional Learning
- 2B: Promoting Effective Curriculum, Instruction, and Assessment
- 2C: Supporting Teachers to Improve Practice
- 2D: Feedback on Instruction
- 3A: Operations and Resource Management
- 3B: Managing Organizational Systems and Human Resources
- 3C: Managing the School Budget
- 4A: Parent and Family Engagement
- 4B: Community Involvement
- 5A: Reflective Practice
- 5B: Ethical Decision-Making
- 5C: Ethical Action
- 6A: Understanding and Communicating Policy
- 6B: Representing and Promoting the School

California Administrator Performance Assessment (CalAPA)

- [Leadership Cycle 1](#): Analyzing Data to Inform School Improvement and Promote Equity
- [Leadership Cycle 2](#): Facilitating Communities of Practice
- [Leadership Cycle 3](#): Supporting Teacher Growth



Course Description

This course integrates the study of legal and financial frameworks as each framework interacts with political processes and policy-making, including philosophical influences and political jurisdictions affecting educational policies and practices, influence of legal aspects to educational control, political and sociological aspects to educational control, political and sociological forces directly and indirectly affecting school practices, and theory of individual and group dynamics in achieving compromise, consensus, and coalitions to achieve educational goals. This course introduces students to federal and state laws and court cases that regulate public education operations and financing in California. The course focuses on current issues facing educators including the interaction between law, politics, and public education.

Course Learning Outcomes

Standards Alignment

California School of Education (CSOE)	California Commission on Teacher Credentialing
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CLO	Theoretical Framework	CAPE	CaIAPA Cycle Integration when applicable
CLO1: Define the legal framework as it pertains to K-12.	Application	2A; 3A; 3C; 4A; 4B; 5A; 5B; 5C	
CLO2: Examine legal and contractual policies, agreements, and records that foster a professional work environment while insuring confidentiality for all students	Application	2A; 3A; 3C; 4A; 4B; 5A; 5B; 5C	1
CLO3: Interpret legal and contractual policies as to align fiscal, faculty and staff as to foster a learning environment for all students.	Engagement	2A; 3A; 3C; 4A; 4B; 5A; 5B; 5C	1
CLO4: Compare and contrast staff recruitment, selection, and induction to those principles outside of an educational setting	Leadership	2A; 3A; 3C; 4A; 4B; 5A; 5B; 5C	
CLO5: Analyze the collective bargaining process as it pertains to the role of the administrator and union.	Application	2A; 3A; 3C; 4A; 4B; 5A; 5B; 5C	
CLO6: Examine the concept of discrimination in an educational environment	Application	2A; 3A; 3C; 4A; 4B; 5A; 5B; 5C	1
CLO7: Analyze how K-12 public schools are financed	Integrate	2A; 3A; 3C; 4A; 4B; 5A; 5B; 5C	3
CLO8: Understanding a legal brief	Integrate	2A; 3A; 3C; 4A; 4B; 5A; 5B; 5C	

Student Expectations

Respectful Speech and Actions: As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

Professional Behavior: This program is a graduate-level professional program, and each member of the program, both candidates and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect with their interactions with other candidates, staff, and faculty. Candidates will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

Expected In-class (Online) and Preparation Time per Week

Weeks	In-Class (Online) Time (Discussions, interactions, delivering presentations, viewing lectures, exams)	Preparation Time (reading, major assignments, homework)
Week 1	5.5 hours	12 hours
Week 2	4 hours	11 hours
Week 3	5 hours	12 hours
Week 4	5 hours	11 hours
Week 5	4 hours	11 hours
Week 6	5 hours	11 hours
Week 7	5 hours	11 hours
Week 8	5 hours	11 hours

Note. Expected weekly time is calculated at the number of hours per unit, times the number of units, divided by the number of weeks in the course for the following:

- Online time: $(15 \times \# \text{ of units}) / \# \text{ of weeks}$
- Preparation time: $(30 \times \# \text{ of units}) / \# \text{ of weeks}$

Required Course Materials

Frank Kermerer and Peter Sansom, (2013). California School Law, 3rd edition, 2013
ISBN – 13: 978-0-8047-8515-0

[California Education Code](#) and [Title 5 Regulations](#) available online.

Other articles will be assigned in the weekly readings. All articles will be available free on the internet

Instructor Policies

Late Assignments

If assignments are not posted by 11:59 p.m. Pacific Standard Time (PST) on the day they are due they are considered late. Technological issues are not considered valid grounds for late assignment submission. In the event of a server outage, students should submit assignments to the instructor directly through email and when systems are restored, submit those assignments according to syllabus instructions.

Unless an Incomplete/In Progress grade has been granted, learner assignments submitted after the last day of class will not be accepted.

Feedback

Each week, your instructor will provide grades/scores and comments on assignments within 4 days of the last day of the week unless you instructor notifies you otherwise.

Syllabus/Schedule

This syllabus does not constitute a contract between the instructor and the students in the course. While every effort will be made to present the material as described the instructor retains the right to alter the syllabus for any reason at any time. When such changes are made every effort will be made to provide students with both adequate notification of the changes and to provide them with sufficient time to meet any changes in the course requirements. The weekly schedule for this course may be viewed online.

RISE Model for Online Discussions

The Discussions in this course are designed for us to explore diverse viewpoints. Please think critically about the important issues in our course and develop substantial responses. We are here to learn from each other.

For each Forum Discussion you will participate in the Discussions at least three times.

1. Respond initially by responding with a summary of the readings, including a response to a general question. Your response must be valuable and reflect not only your own experiences and opinions, but also cite expert opinions, either from your course readings or other sources.
 2. Comment and ask questions related to **two different classmates' responses**. However you respond, you must meet the standards of the [RISE model](#).
 3. Answer or comment further on a question to your original response.
- You may contribute to the Discussion as freely and frequently as you wish, but two responses to your classmate's entries each week are a minimum.

University Administrative Policies & Student Resources

Administrative policies and students resources for the university can be accessed in the most current catalog posted on the university website <http://catalog.alliant.edu/index.php>.

Academic Code of Conduct and Ethics

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.

An act of plagiarism (defined in the University catalog as "Any passing off of another's ideas, words, or work as one's own") is considered to be a violation of the *University's Student Code of Conduct and Ethics: Academic* and will be addressed using the Policies and

Procedures outlined in the University's Catalog located at <http://catalog.alliant.edu>. The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism.

Disability Accommodations Request

The University provides reasonable access to facilities and services and to programs for which students are otherwise qualified without unlawful discrimination based upon qualified disability. The University will provide reasonable accommodations to individuals who currently have a disabling condition, either physical or mental, that is severe enough to substantially limit a major life activity.

Students with disabilities may obtain details about applying for services from the Office of Accessibility at each campus. Students must provide documentation from a qualified professional to establish their disability, along with suggested reasonable and necessary accommodations. Students should request accommodations at the start of each semester. For more information, visit the Office of Accessibility Services at your campus or go to <http://www.alliant.edu/about-alliant/consumer-information-heoa/disability-services/index.php>.

Policy on Religious/Cultural/Spiritual Observance by Students, Staff and Faculty

In keeping with the institution's commitment to respect and affirm cultural, religious, and spiritual diversity, the University supports the rights of students, staff, and faculty to observe religious/cultural/spiritual obligations that conflict with the University's schedule. Faculty instructors and staff/administrative supervisory personnel are expected to make reasonable accommodations when a student or an employee is absent from class or work because of religious/cultural/spiritual observance.

Technology Requirements and Support

Answers to the most common issues are found in the Canvas Guides which are accessible by clicking "Help" link located on the canvas course Web Page.

For any other Canvas or technical issues please contact the Alliant Help Desk by email at: Helpdesk@alliant.edu or by phone at: 1-844-313-4357.

Additionally, students have access to Starfish, an early alert & connect system used to communicate concerns and facilitate access to extensive academic support systems. Starfish can be accessed by clicking on the Starfish icon located on the left-hand side of the canvas course Web Page.

Course Grading Criteria

Percentage	Letter Grade
93-100	A
90-92	A-

87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
61-63	D-
< 61%	F

Final grades will be based on the points in these categories:

Artifact Categories		% of Grade
I.	Class Participation and Collaboration	25
II.	Measurable Artifacts <ul style="list-style-type: none"> • Artifacts and Presentations • Current Trends Reflections 	50
III.	Competency-Based Artifact <ul style="list-style-type: none"> • Signature Assignment 7820 	25
Total		100

Course Assessments

Assessment	Due	Assignment Category	Point Value
Week 1			
Assignment: Response to Reading		Assignment	50
Discussions: Forum Discussions		Discussion	35
Week 2			
Assignment: Response to Readings		Assignment	50
Discussions: Forum Discussions		Discussion	50
Week 3			
Assignment: Response to Readings		Assignment	70
Discussion: Forum Discussions		Discussion	70
Week 4			
Assignment: Response to Readings		Assignment	80
Discussions: Forum Discussions		Discussions	80
Week 5			
Assignment: Responses to Readings		Assignment	60

Discussions: Forum Discussions	Discussions	60
Week 6		
Assignment: Responses to Readings	Assignment	50
Discussions: Forum Discussions	Discussions	50
Policy Review Paper	Paper	100
Week 7		
Assignment: Responses to Readings	Assignment	40
Discussions: Forum Discussions	Discussions	
Week 8		
Assignment: Responses to Readings	Assignment	50
Discussions: Forum Discussions	Discussions	50
Final Paper: Legal Brief	Assignment	40
Total Points		1000

Assignments

Course Requirements and General Description of Assignments:

The assignments and readings are Theory and practice & principles of adult learning theory are aligned to the California Administrator Performance Expectations (CAPEs).

I. Current Trends Reflections/Artifacts (*Measurable Artifact*)

Candidates read scholarly research trends and respond using various tools to promote constructive interpersonal and communication skills.

II. Measurable Artifacts:

- a. Write a 200-300-Word document provide a response to your view of policies/rules regarding student discipline in California public schools.

III. Signature assignment (*Competency Based Artifact*):

- a. Candidates will be assigned a specific court case to research and will write a legal brief using the template.

Writing Legal Briefs

Case: (Cite the exact name of the case)

Citation: Case number (e.g. 484 U.S. 260 (1998))

1. *Facts of the Case*
2. *Question*
3. *Rulings*
4. *Rationale Implications*

Week 1: The Legal Framework

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO1: Define the legal framework as it pertains to K-12.	Application	1A;1B;1C;4A.1; 4A.4;4B;4B.2
CLO2: Examine legal and contractual policies, agreements, and records that foster a professional work environment	Application	1A;1B;1C;4A.3; 4B.1;4B.2;4B.3
Readings		
Kemerer, F. & Sansom, P. (2013). California school law (3 rd ed.), Chapter 1		
Assignment		
Write a 200-400 word response on your understanding of California school law.		
Discussion		
<p>Respond to the following prompt: What is your assessment of parent rights' in California schools K-12): good, neutral, or need more? You must also respond to two of your classmates' posts</p>		

Week 2: Student Rights

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO2: Examine legal and contractual laws/policies that ensure confidentiality and due process for all students	Application	1A;1B;1C;4A.1; 4A.4;4B;4B.2
CLO3 Examine legal and contractual policies pertaining to faculty and staff as to foster a learning environment for all students.	Application	1A;1B;1C;4A.3; 4B.1;4B.2;4B.3
Readings		
Readings:		

<i>California School Law, Chapters 9 & 10</i>
Assignment: Student Rights
Write a 200-300 word response to your view of policies/rules regarding student discipline in California public schools
Discussion: Student rights versus faculty and staff
Respond to the following prompt: Do you think that the due process and privacy afforded to students offer faculty and staff the best environment in which to maximize educational productivity? Also, respond to two of your classmates posts.

Week 3: Employment Practices

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO4: Understand the process of faculty/staff recruitment, and selection, as well as employee rights and due process	Application	1A;1B;1C;4A.1;4A.4;4B;4B.2
Readings & Resources:		
<ul style="list-style-type: none"> • California School Law, Chapter 5 • http://www.onrec.com/news/news-archive/essay-recruitment-and-selection-process-in-education • https://www.brookings.edu/research/the-power-of-teacher-selection-to-improve-education/ 		
Discussion: The teacher hiring process		
Respond to the following discussion prompt: Given what you have reviewed in the readings, what would you recommend to improve the hiring process and due process for faculty once they are hired? Also, respond to two posts of your classmates		

Week 4: The Collective Bargaining Process

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO5: Analyze the collective bargaining process as it pertains to the role of the administrator and union.	Application	1A;1B;1C;4A.1; 4A.4;4B;4B.2
CLO6: How to maintain an environment of civility once the collective bargaining process is over	Integrate	1A;1B;1C;4A; 4B
Readings:		
California School Law, Chapter 4 https://sites.hks.harvard.edu/pepg/PDF/Papers/BetterBargain.pdf		
Assignment:		
<p>Discussion: Respond to one of the following prompts:</p> <p>What would you suggest to improve the collective bargaining process? Once the collective process is over, what would you do, as a school administrator/manager, to maintain an environment of civility in the educational setting? Respond to two of your classmates' posts.</p>		

Week 5: Racial and Gender Discrimination in Educational environment

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO6: Examine the concept of racial and gender discrimination in an educational environment	Application	1A;1B;1C;4A.1; 4A.4;4B;4B.2
CLO7: Analyze the historical processes of discrimination	Integrate	1A;1B;1C;4A; 4B
Readings:		
California School Law, Chapter 11		

<http://masshumanities.org/files/programs/harvest/timeline.pdf>

<https://www.thedailybeast.com/california-leads-the-way-teaching-lgbt-history-to-schoolchildren>

Assignment:

Write a 300-500 word reflection paper that addresses how you believe California has made progress in racial and gender equality in K-12 education

Discussion:

Respond to the following prompt:

What has been your experience, positive or negative, in California schools that has served to improve racial and gender equity. Also, respond to two posts of your classmates

Week 6: School and Religion

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO1: Define the legal framework of religion in schools as it pertains to K-12.	Application	1A;1B;1C;4A.1; 4A.4;4B;4B.2
CLO6: Examine the concept of religion in public schools in California	Integrate	1A;1B;1C;4A; 4B
CLO7: Analyze the historical processes of schools becoming secular	Discovery	1A;1B;1C;4A; 4B
Readings:		
<i>California School Law, Chapter 7</i>		
Assignment:		
Write a 300-600-word response on your understanding of maintaining secularism in public schools		
Discussion:		
Respond to the following prompt: How would you as a school administrator handle a situation of an overzealous religious employee or student that you had received complaints about? Also, respond to two of your classmates posts.		

Week 7: School Finance

Course Learning Objective(s)	Theoretical Framework	CAPE
CLO7: Analyze and understand how K-12 public schools are financed	Application	1A;1B;1C;4A.1; 4A.4;4B;4B.2
Readings:		
California School Law, Chapter 3 https://www.ppic.org/publication/school-finance/		
Assignment:		
Write a 300-400-word response on your understanding of how California Schools are financed		
Discussion: Respond to the following prompt:		
The argument for school spending and student achievement has been on the minds of Americans since the 1960's. How has federal rulings impacted California funding for schools? In your opinion, what has been the most impactful ruling and why do you think that? Be sure to post to at least two of your fellow students' comments.		

Week 8: Understanding Legal Briefs

Course Learning Objective(s)	Theoretical Framework		CAPE
CLO 8 Understanding a legal brief	Integrate	1A;1B;1C;4A; 4B	
Discussion: Respond to the following prompt: What are the benefits, if any, in a school administrator understanding a legal brief: Respond to one of your classmates posts.			
Reading:			
https://legal-dictionary.thefreedictionary.com/brief (Definition of a legal brief)			

<https://associatesmind.com/2017/01/11/how-to-write-a-legal-brief/>

Assignment:

Candidates will be assigned a specific court case to research and will write a legal brief using the template that follows.

Writing Legal Briefs

Case: (Cite the exact name of the case)

Citation: Case number (e.g. 484 U.S. 260 (1998))

1. *Facts of the Case*
2. *Question*
3. *Rulings*
4. *Rationale*
5. *Implications*

Signature Assignment 7820 Requirements and Rubric

Candidates will be assigned a specific Educational court case to research and will write a legal brief using the template that follows.

Writing Legal Briefs

Case: (Cite the exact name of the case)

Citation: Case number (e.g. 484 U.S. 260 (1998))

1. *Facts of the Case*
2. *Question*
2. *Rulings*
3. *Rationale*
4. *Implications*

Elements	Excellent	Moderate evidence	Minimal or no evidence
Facts of the Case Question Rulings Rationale Implications	The Candidate accurately identifies all the elements of the court case. The legal brief is accurate, concise and uses precise language. The interpretation and analysis of the case are supported by the evidence	The Candidate presents an acceptable overview of the elements of the court case. The brief is written in general terms. The interpretation is a broad and may not be supported by cited evidence	The Candidate presents a limited analysis of the court case. The brief is written in broad terms and does not provide evidence to support the Rationale or Implications