EDA 6232

Public School Law

Fall Semester, 2013
Web-Based

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Overview

The heart of the body of knowledge commonly identified as education or school law is statutory and case law. This course provides an analysis of the most important aspects of the law regarding K-12 public education. The course addresses the needs and requirements of public school administrators in the area of legal aspects of public elementary and secondary education. The course is designed to assure that students successfully completing this course have the opportunity to learn basic legal principles and concepts outlined in the Law Domain of the Florida Certification Level 1 Program as well as the Standards of Practice Indicators.

Since this is a totally online course, federal law requires the publishing of the following link to UF’s student complaints page. The link is http://www.distance.ufl.edu/student-complaints.

Texts and Other Course Resources and Materials

Required Resources


Optional Resources


Additional readings provided via the course website.

Course Objectives

- Apply knowledge of the legal system, including federal, state and local courts systems, to analyze legal cases.
- Use an understanding of the process of legal research to read, analyze and/or write case law, case briefs, publication descriptions and legal issues.
· Show knowledge of federal constitutional provisions that apply to the public K-12 education system, including individual rights of students and teachers guaranteed by the First Amendment and judicially recognized Fourth Amendment and Fourteenth Amendment rights applicable to students and teachers.
· Describe federal statutory and regulatory provisions which influence public education, particularly those that prohibit discrimination in public education.
· Identify federal and state statute, case law and issues pertaining to education of students with disabilities.
· Demonstrate knowledge of state constitutional, statutory and regulatory provisions governing the Florida public school system, including the statutory powers and duties of various school officers and officials.
· Identify standards and procedures pertaining to Florida administrative law, criteria applicable to certifying, hiring and disciplining professional employees and statutory provisions for school attendance, curriculum and facilities.
· Explain tort and liability as related to the operation of public K-12 schools.
· Identify and apply knowledge of legal constraints and describe the process of deciding when to obtain legal advice when uncertain.
· Describe the legal tests for establishing safe and secure school environments.
· Develop skills for researching legal issues related to K-12 public education.

Course Expectations

1. Students are expected to read all required resources as assigned.
2. Students will complete the web assignments as indicated in the modules on the course website.
3. Students will regularly monitor and provide substantive responses to questions and prompts on discussion forums as indicated on the course website. This includes “replying” and “replying to replies” to posts by peers.
4. Students will write and complete Case Briefs as indicated on the course website.
5. Students will complete one final exam demonstrating knowledge of the legal concepts of the course.

Evaluation and Assessment

1. Readings and Related Assignments 10%
2. Discussion Forums and Peer Responses 30%
3. Case Briefs 30%
4. Final Exam  

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Final Exam</td>
<td>30%</td>
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Total 100%

Final grades are computed by compiling total percentage points awarded for each of the above categories. Percentage breakdowns for grades are as follows:

- A 95 % and above
- A- 90 to 94 %
- B+ 87 to 89 %
- B 82 to 86 %
- B- 79 to 81 %
- C+ 76 to 78 %
- C 73 to 76 %
- C- 70 to 72 %  

Per UF guidelines, a grade of C- is not considered a passing grade.

When issuing grades, the instructor will consider whether 1) the written work is concise and accurate, 2) there is evidence of personal reflection and application to a current or future administrative position, 3) grammar, spelling, style and syntax are correct, and 4) APA format is accurate.

Assignments

Assignments are due on the date indicated. Late assignments will be accepted only in extreme cases, with a grade reduction and after consultation with the instructor.

Attendance

This course is conducted through asynchronous web-based instruction. There are no requirements to be “on-line” at certain times. It is the student’s responsibility to regularly monitor the course web-site and UF e-mail for instructions, assignments and updates.

Incompletes

Incompletes will not be given in this course except for extreme cases and only after individual consultation with the instructor.
Citation and Writing Style

All written work must be stylistically correct and cited using the current *Harvard Blue Book/Chicago Manual of Style*. All other forms of citation should conform to the *Chicago Manual of Style*. The *Harvard Blue Book* is necessary as you are writing legal case briefs. The latest edition of the Blue Book can be ordered on-line from any major outlet. The study of education law and the resultant research skills require that one become familiar with proper writing and citation. The research styles acceptable in this course are found in the *Chicago Manual of Style*, the latest edition. Under no circumstances will any work be accepted in APA. The reason is very simple, no scholarly work in the field of law is written in this style.

Included in the format is
- Double spacing using 12 point font
- Numbered pages and make your name and title of the work visible
- Check your work for grammar and spelling

Writing Resources

University of Florida’s Online Writing lab [http://web.cwoc.ufl.edu/owl/index.html](http://web.cwoc.ufl.edu/owl/index.html)

Reading and Writing Center [http://at.ufl.edu/rwcenter/](http://at.ufl.edu/rwcenter/)

Florida Principal Leadership Standards

This course includes activities which meet current Florida Principal Leadership Standards. Those standards are stated as follows:

(1) Purpose and Structure of the Standards.
   (a) Purpose. The Standards are set forth in rule as Florida’s core expectations for effective school administrators. The Standards are based on contemporary research on multi-dimensional school leadership, and represent skill sets and knowledge bases needed in effective schools. The Standards form the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and educator certification requirements.
   (b) Structure. There are ten (10) Standards grouped into categories, which can be considered domains of effective leadership. Each Standard has a title and includes, as necessary, descriptors that further clarify or define the Standard, so that the Standards may be developed further into leadership curricula and proficiency assessments in fulfillment of their purposes.

(2) The Florida Principal Leadership Standards.
(a) Domain 1: Student Achievement:

1. Standard 1: Student Learning Results. Effective school leaders achieve results on the school’s student learning goals.
   a. The school’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula; and
   b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

2. Standard 2: Student Learning as a Priority. Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:
   a. Enables faculty and staff to work as a system focused on student learning;
   b. Maintains a school climate that supports student engagement in learning;
   c. Generates high expectations for learning growth by all students; and
   d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

(b) Domain 2: Instructional Leadership:

1. Standard 3: Instructional Plan Implementation. Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:
   a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;
   b. Engages in data analysis for instructional planning and improvement;
   c. Communicates the relationships among academic standards, effective instruction, and student performance;
   d. Implements the district’s adopted curricula and state’s adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
   e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

2. Standard 4: Faculty Development. Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:
   a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
   b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
   c. Employs a faculty with the instructional proficiencies needed for the school population served;
d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

3. Standard 5: Learning Environment. Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population. The leader:
   a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
   b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
   c. Promotes school and classroom practices that validate and value similarities and differences among students;
   d. Provides recurring monitoring and feedback on the quality of the learning environment;
   e. Initiates and supports continuous improvement processes focused on the students’ opportunities for success and well-being; and
   f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

(c) Domain 3: Organizational Leadership:

1. Standard 6: Decision Making. Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. The leader:
   a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;
   b. Uses critical thinking and problem solving techniques to define problems and identify solutions;
   c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;
   d. Empowers others and distributes leadership when appropriate; and
   e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

2. Standard 7: Leadership Development. Effective school leaders actively cultivate, support, and develop other leaders within the organization. The leader:
   a. Identifies and cultivates potential and emerging leaders;
   b. Provides evidence of delegation and trust in subordinate leaders;
c. Plans for succession management in key positions;

d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and

e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

3. Standard 8: School Management. Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The leader:

a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;

b. Establishes appropriate deadlines for him/herself and the entire organization;

c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and

d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

4. Standard 9: Communication. Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community. The leader:

a. Actively listens to and learns from students, staff, parents, and community stakeholders;

b. Recognizes individuals for effective performance;

c. Communicates student expectations and performance information to students, parents, and community;

d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;

e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.

f. Utilizes appropriate technologies for communication and collaboration; and

g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

(d) Domain 4: Professional and Ethical Behavior:

1. Standard 10: Professional and Ethical Behaviors. Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. The leader:

a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.;

b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;
c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;
e. Demonstrates willingness to admit error and learn from it; and
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

Rulemaking Authority 1001.02, 1012.34, 1012.55(1), 1012.986(3) FS. Law Implemented 1012.55, 1012.986, 1012.34 FS.
History—New 5-24-05, Formerly 6B-5.0012, Amended 12-20-11.

<table>
<thead>
<tr>
<th>A = Standards Assessed</th>
<th>C = Standards Covered</th>
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<tbody>
<tr>
<td><strong>Instructional Leadership</strong></td>
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<tr>
<td>1. Knowledge of instructional leadership standard as related to curriculum development and continuous school improvement process</td>
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<tr>
<td>Given a scenario, assess the curriculum and school-wide professional development needs of an instructional program</td>
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<tr>
<td>Given a set of school data, identify appropriate objectives and strategies for developing, implementing, assessing, and revising a school improvement plan</td>
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<tr>
<td>Given a school data set, determine an appropriate instructional improvement strategy</td>
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<td>Identify functions and implications of various curriculum designs</td>
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<td>Given grade level data on reading, identify strategies to align curriculum, instruction, and assessment</td>
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<tr>
<td>2. Knowledge of instructional leadership standard as related to research-based best practices</td>
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<tr>
<td>Given school-based student assessment data on reading performance, identify research-based reading instruction to improve student achievement.</td>
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<tr>
<td>Given school-based student assessment data on reading performance, identify instructional strategies to facilitate students’ phonemic awareness, phonics, fluency, vocabulary, and reading comprehension throughout the content areas.</td>
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<td>Given a scenario, which may include data, identify programs or initiatives that are research-based to integrate reading, writing, and mathematics across all subject areas to increase student achievement.</td>
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<tr>
<td>Given a description of recurring problems in student performance in a content area, select strategies for engaging teachers in ongoing study of current best practices</td>
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<tr>
<td>Identify scientifically based research applications to effective teaching and learning methods</td>
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<tr>
<td>Identify practices in teacher planning, instructional organization, and classroom management that enhance student learning and achievement</td>
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<tr>
<td>Identify instructional delivery methods that enhance student learning and achievement</td>
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<tr>
<td>3. Knowledge of instructional leadership standard as related to school culture</td>
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<tr>
<td>Given data from a school climate survey, identify appropriate strategies for improving student learning</td>
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<tr>
<td>Given data from a school climate survey, identify factors contributing to morale and performance</td>
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</tbody>
</table>
4. Knowledge of instructional leadership standard as related to instructional design, teaching and learning

Given taxonomy of learning, identify instructional objectives to facilitate varying levels of learning

Identify age-appropriate learning strategies based on principles of human growth and development

Identify practices for evaluating the appropriateness of instructional strategies

Identify practices for evaluating the appropriateness of instructional materials

5. Knowledge of instructional leadership standard as related to instructional program for students with special needs

Given student special needs characteristics in a specific classroom and walk-through observation notes, identify an appropriate instructional adaptation/ modification to provide for students with special needs in that classroom

Given an IEP, determine whether or not provisions made are adequate to meet student needs

A 6. Knowledge of instructional leadership standard as related to state law in education and schooling

C Given a scenario, identify the state requirements for students to participate in interscholastic or extracurricular student activities

A 7. Knowledge of instructional leadership standard as related to federal law in education and schooling

C Given a scenario, identify employee and student rights and responsibilities under federal statutes

Managing the Learning Environment

A 1. Knowledge of managing the learning environment standard as related to tort and contract liability in the operation of Florida public schools

C Given a scenario, identify legal standards of negligent tort liability applicable to school employees and districts.

C Given a scenario, identify legal standards of intentional tort liability applicable to school employees and districts

C Given a scenario, identify legal standards that are applicable to site administrators in negotiating contracts for goods and services

2. Knowledge of managing the learning environment standard as related to funding of Florida Schools

Given an FTE report, identify, interpret, and apply each formula factor used in computing the Florida Education Finance Program allocation

Given a school budget, identify funding categories available to a school beyond the Florida Education Finance Program allocation

3. Knowledge of managing the learning environment standard as related to financial accounting and auditing

Given an FTE audit report (i.e., State, district, or school), identify categories that are out of compliance with Florida Statutes (e.g., Attendance records, teacher certification, vocational time cards, ESE and ESOL student records).

Given a school internal funds audit report, identify violations of the State Board of Education policies and procedures for the administration and accounting of internal funds (e.g., fund raisers, purchases, monthly financial reports, bonding of the treasurer).

4. Knowledge of managing the learning environment standard as related to facilities management
Given a State request for a school room utilization update, identify the requirements of the Florida Inventory of School Houses as specified in Florida Statutes (e.g., space requirements for ESE, vocational courses, class size reduction).

Given a school building’s security plan, determine compliance with Florida Statutes and State Board of Education rules

A 5. Knowledge of managing the learning environment standard as related to student services

C Given a school guidance report, determine compliance with Florida Statutes

C Given a faculty handbook, identify the duties of school administrators governing student discipline and school safety per Florida Statutes (e.g., zero tolerance, discipline of exceptional students, emergency management plan, Student Code of Conduct).

C Given a parent request to administer medication, identify the guidelines in Florida Statutes regulating the administration of prescribed medications to students by public school employees

A 6. Knowledge of managing the learning environment standard as related to student and parental rights

C Given the student/parent handbook, determine compliance with Florida Statutes governing parents’ and/or student’s rights and privacy to access student educational records (e.g., deny, release, challenge content).

C Given a scenario, identify standards and procedures applicable to United States Citizenship and Immigration Services and students attending public schools

A 7. Knowledge of managing the learning environment standard as related to federal law for education and schooling

C Given a scenario, identify exceptional education entitlements, equal access for students and staff with disabilities, and related rights under federal statutes

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**Learning, Accountability, and Assessment**

A 1. Knowledge of learning, accountability and assessment standard as related to state law for education and schooling

C Given a scenario, identify legal standards and procedures applicable to school accountability legislation

C Given a scenario, identify the standards and procedures applicable to the Meta Consent Decree

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Given data (e.g., national, state, district, school, classroom, individual student), analyze student achievement

Given school data, analyze and construct science class schedule to conform to statewide and national requirements for FCAT science and No Child Left Behind

Given a scenario, calculate the Lower 25% of reading and mathematics

Given school data sets with differing grade designations (i.e., A, B, C, 3F schools) compare and contrast multiple measures of data (e.g., demographic data, parent/student/teacher surveys, graduation rate, AP enrollment, extracurricular programs) to analyze school needs

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3. Knowledge of learning, accountability and assessment standard as related to assessment instruments and their applications

Given a scenario, identify the appropriate type of formal assessment instrument (e.g., norm referenced, criterion referenced) to determine student strengths and needs
Given a scenario, identify the appropriate informal assessment instrument (e.g., observations, checklists, inventories, interviews) to determine student strengths and needs

4. Knowledge of learning, accountability and assessment standard as related to diagnostic tools to assess, identify, and apply instructional improvement

| Given a data set of reading test results for ESE or ESOL students, identify diagnostic tools appropriate for assessing student learning needs |

| Given a data set of reading test results for ESE or ESOL students, identify appropriate instructional strategies to improve student performance in reading. |

**Technology**

1. Knowledge of technology standard in the use of technology for teaching and learning

| Given a technology plan, identify hardware, software, and related technologies appropriate to design and delivery of instruction |

| Given a technology plan to integrate technology to improve student performance in a subject area identify appropriate technology applications to address student performance needs |

2. Knowledge of technology standard related to school operations

| Given a school technology plan, assess compliance with State technology goals (e.g., digital learning environment, instructional leadership, Florida's digital educators, access to technology, infrastructure, support). |

| Given a scenario, select computer hardware and software appropriate to school operations |

| Given a scenario, identify components of a technology infrastructure related to school and student safety |

| Given a scenario, select Web-based communication applications |

| Given a scenario, select presentation software applications |

**Human Resource Development**

A 1. Knowledge of human resource development standard as related to recruitment, selection, induction, and retention of staff

| C Given policies for teacher recruitment, selection, induction, professional development, and retention, determine compliance with Florida Statutes and No Child Left Behind legislation |

| C Given an out-of-field teacher report, identify various methods for acquiring Florida Teacher Certification (e.g., highly qualified teachers, critical shortage, special needs). |

| C Given a sample of an interview, identify violations of federal and State laws that protect an applicant from job discrimination (e.g., AIDS, civil rights, American with Disability Act). |

A 2. Knowledge of human resource development standard as related to performance assessment procedures

| C Given an instructional assessment instrument, determine compliance with Florida Statutes and State Board regulations for employee evaluation (i.e., management of students, maintenance of discipline, knowledge of subject matter, pay for performance, use of technology, criteria for continuous improvement). |

<p>| C Given an unsatisfactory performance evaluation, identify the Florida statutory requirements to facilitate employee growth (i.e., the performance improvement plan, notification of deficiencies, conference for the record). |</p>
<table>
<thead>
<tr>
<th><strong>C</strong> Given an individual professional development plan, determine compliance with Florida Statutes governing the School Community Professional Development Act (i.e., requirement to establish and maintain an Individual Professional Development Plan for each teacher).</th>
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</thead>
<tbody>
<tr>
<td><strong>A 3.</strong> Knowledge of human resource development standard as related to managing personnel records</td>
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<tr>
<td><strong>C</strong> Given a sample of content from an employer’s personnel file, determine compliance with Florida Statutes governing personnel files</td>
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<tr>
<td><strong>C</strong> Given public information requests, determine compliance with Florida Statutes governing access to personnel files and records (e.g., medical records, complaints related to investigation, payroll deduction records, social security numbers).</td>
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<tr>
<td><strong>A 4.</strong> Knowledge of human resource development standard as related to processes and procedures for discipline, dismissal, and nonrenewal of school employees</td>
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<tr>
<td><strong>C</strong> Given a recommendation to terminate an employee’s contract, identify the school site administrator’s responsibilities regarding termination as required in Florida Statutes (e.g., union contract, professional service contract, annual contract, continuing contract).</td>
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<tr>
<td><strong>C</strong> Given case studies with accompanying documentation, identify and apply the Standard of Just Cause for any adverse employment decision as required by Florida Statutes (e.g., dismissal, suspension, demotion, reinstatement).</td>
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<td><strong>A 5.</strong> Knowledge of human resource development standard as related to collective bargaining agreements</td>
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<tr>
<td><strong>C</strong> Given a collective bargaining agreement, identify the role of the administrator in managing the contract per Florida Statutes (e.g., grievances, school policies, enforcement, and punitive actions related to all classifications of school personnel).</td>
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<tr>
<td><strong>A 6.</strong> Knowledge of human resource development standard as related to data analysis</td>
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<tr>
<td><strong>C</strong> Given school or classroom data, analyze teacher performance over time</td>
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<td><strong>A 7.</strong> Knowledge of human resource development standard as related to state law for education and schooling</td>
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<tr>
<td><strong>C</strong> Given a scenario, identify standards and procedures applicable to State certification, selection, evaluation, discipline, and reappointment of school district employees.</td>
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**Ethical Leadership**

1. Knowledge of ethical leadership standard as related to ethical conduct

| **C** Given the Code of Ethics of the Education Profession in Florida, identify violations of ethical conduct as stated in Florida Statutes (e.g., conviction of a crime involving moral turpitude, gross insubordination, misconduct in office, neglect of obligations to students, public, school personnel). |  |
| **A 2.** Knowledge of ethical leadership standard as related to federal and state law for education and schooling |  |
| **C** Given a scenario, identify judicially recognized rights and responsibilities guaranteed under the Constitution (e.g., 1st, 4th, 14th amendments). |  |
| **C** Given a scenario, identify the statutory powers and duties of the Florida Board of Education, Commissioner of Education, local school boards, superintendents, and principals. |  |
**C** Given a situation, identify standards and procedures of State administrative law, public disclosure, record keeping, and child welfare.

### Decision Making Strategies

**A** 1. Knowledge of decision making strategies standard as related to state law for education and schooling

**C** Given a scenario, identify standards and procedures applicable to State statutory provisions for accomplished practices, pupil progression, compulsory school attendance, sexual harassment, charter schools, alternative schools, safe schools, curricula, and facilities.

2. Knowledge of decision making strategies standard as related to change

   - Apply current concepts of leadership (e.g., systems theory, change theory, situational leadership, visionary leadership, transformational leadership, learning organizations).
   - Select examples of organizational conditions or leadership actions that create positive attitudes toward change.

3. Knowledge of decision making strategies standard as related to data analysis

   - Given school data, perform school grade calculation.
   - Given an Instructional Leadership Plan-of-Action, identify criteria for learning gains of varying subgroups using disaggregated data.

### Vision

1. Knowledge of vision standard as related to data analysis

   - Given school data, develop and organize a school action-plan that includes methods and approaches to communicate the need for the plan to teachers, students, and the community.

2. Knowledge of vision standard that works to relate state standards, the needs of the students, the community, and the goals of the school

   - Identify effective strategies for communicating relevant information about state standards, student needs, community needs, and the goals of the school to appropriate stakeholders.
   - Identify effective strategies for communicating relevant information about the instructional program to the community, staff, and district personnel.

3. Knowledge of vision standard as related to effective use of written English, appropriate word choice, and its articulation

   - Given a school-based document, identify the conventions of standard written English and appropriate word choice.
   - Given a school-based document, identify diction and tone appropriate to a given audience

### Community and Stakeholder Partnerships

1. Knowledge of community and stakeholder partnerships standard as related to community relations

   - Select strategies to promote community cooperation and partnerships.

2. Knowledge of community and stakeholder partnerships standard as related to assessment instruments and their applications

   - Given an audience, interpret standardized test results (e.g., percentiles, stanines, raw scores, scale scores).

### A** 3. Knowledge of community and stakeholder partnerships standard as related to state law for education and schooling

**C** Given a situation, identify reporting procedures of the Florida Department of Law Enforcement’s Missing Children Program.
Given a scenario, interpret school advisory committee (SAC) requirements as identified in State statutes.

4. Knowledge of community and stakeholder partnerships standard as related to student services
   Given case studies of students with disabilities, identify the accommodations and services required per Florida Statutes (e.g., diagnostic and learning resource centers, ADA facilities, interagency support services).

A 5. Knowledge of community and stakeholder partnerships standard as related to student and parental rights
   C Given the student/parent handbook, identify rights and responsibilities of students, parents, and guardians per Florida Statutes (i.e. notification, due process hearings, student academic progress, school choice preference, health examinations/immunizations, student academic improvement plan, truancy procedures, instructional materials).

Diversity
   C Given a scenario, apply legal interpretations of the purpose and intent of federal statutes related to equal access and the prohibition of all forms of discrimination in public schools.

2. Knowledge of diversity standard as related to organizational communication
   Given a scenario, identify effective, research-based communication strategies

3. Knowledge of diversity standard as related to conceptual and organizational skills in written and oral communication
   Given a school-based document, identify logical order in a written passage.
   Given a school-based document, identify irrelevant sentences in a written passage
   Given an audience and an occasion, identify an appropriate topic for an oral presentation
   Given a school-based example, identify logical fallacies.

ACADEMIC HONESTY

The Academic Honesty Guidelines at the University of Florida are designed to develop and engender a community of honor, trust and respect. The academic community of students and faculty at the University of Florida strives to develop, sustain and protect an environment of honesty, trust and respect. Students within the system receive the benefits of the academic pursuit of knowledge, free from the obstacles of lying, cheating and stealing. In return, the Academic Honesty Guidelines demand that students act with integrity in all of their endeavors. Exhibiting honesty in academic pursuits and reporting violations of the Academic Honesty Guidelines will encourage others to also act with integrity. Every student who approaches their studies with honesty and forthrightness suffers when another student attains an unfair advantage by cheating.

An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida
student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student's duty to report observed academic honesty violations.

Note: The full version of the Honor Code and Academic Honesty Guidelines can be found at the website [http://www.dso.ufl.edu/judicial/procedures/academicguide.php](http://www.dso.ufl.edu/judicial/procedures/academicguide.php) or at the Dean of Students Office, Room 203 Old Main.

**ADA STATEMENT**

Students with disabilities, who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria, are encouraged to meet with the instructor as early in the course as possible to identify and plan specific accommodations. Students WILL be asked to supply a letter from the [Office for Students with Disabilities] to assist in planning accommodations.

**COURSE TIMELINE**

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