

## EDUCATIONAL ADMINISTRATION RUBRIC

### EDFA 609 LEGAL ASPECTS OF AMERICAN EDUCATION BRIEFS ARTIFACT

EDFA 609 is the first law course that candidates are required to take. The topics covered include religious issues, student rights/responsibility issues, and teacher rights/responsibilities issues. Candidates, therefore, will have ample opportunity to continue the building of their personal values and beliefs systems with emphasis on how their administrative responsibilities will necessitate equal treatment of all members of the school community. They will learn how to interpret the law so that diversity is honored and maintained and so that all members of the school community will be protected from discrimination and unequal treatment of policy whether intended or accidental.

The Briefs activity will also continue to provide the candidate with the opportunity to relate personal learning to the ELCC and GSE administration standards that define the job parameters of the building administrator. Also, the Briefs activity addresses all three parts of the SOE Conceptual Framework. If the candidate scores at least a “2” on each of the following categories, the Constructing Knowledge Standard, the Developing Practice Standard, and the Fostering Relationships Standard of the SOE Conceptual Framework will be met.

<b>ELCC 6:</b> The candidate has the knowledge and ability to promote the success of all students and staff by understanding, responding to, and influencing the larger political,	<b>Performance is Unacceptable (The candidate does not show evidence of understanding or ability for the criterion and must redo the criterion)</b> (Score of 0)	<b>Performance is Developing (The candidate has shown some understanding or ability for the criterion and is developing toward competency, but must redo the criterion)</b> (Score of 1)	<b>Performance is Competent (The candidate has successfully met the standard for this criterion)</b> (Score of 2)	<b>Performance is Exemplary (The candidate has not only proved competency, but has gone beyond the required expectation for this criterion)</b> (Score of 3)
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<b>social, economic, legal, and cultural context</b>				
<p>ELCC 6 Legal Context</p> <p>Candidate writes and presents legal briefs on assigned cases</p> <p>GSE 5 Educational Research</p> <p>ELCC 2 School Culture</p> <p>GSE 7 Knowledge Base</p> <p>GSE 2 Individuals with Special Needs</p> <p>GSE 3 Diversity</p> <p>GSE 4 Communication</p> <p>GSE 6 Community</p>	<p>There are no indications that the student can locate assigned cases, can analyze the cases, can write a brief of the cases, and can present the cases to the class as a whole</p>	<p>There are some indications that the candidate can locate assigned cases, can analyze the cases, can write a brief of the cases, and can present the cases to the class as a whole</p>	<p>The candidate demonstrates a satisfactory ability to locate assigned cases, to analyze the cases, to write a brief of the cases, and to present the cases to the class as a whole</p>	<p>The candidate demonstrates an exemplary ability to locate assigned cases, to analyze the cases, to write a brief of the cases, and to present the cases to the class as a whole</p>
<p>ELCC 6 Legal Context</p> <p>Candidate exhibits the ability to reflect on personal growth and development as a future</p>	<p>The candidate provides no evidence of using thinking skills to reflect on personal growth and development as a potential administrator. There is no evidence of self-analyzation, of</p>	<p>The candidate applies some thinking skills to reflect on personal growth and development as a potential administrator, but there is little evidence of self-analyzation, of personal implications, of</p>	<p>The candidate, using sufficient thinking skills, reflects on personal growth and development as a potential administrator. There is sufficient evidence</p>	<p>The candidate, using exemplary thinking skills, reflects on personal growth and development as a potential administrator. There is ample evidence of the ability to self</p>

<p>administrator</p> <p>GSE 4 Communication GSE 5 Educational Research</p>	<p>personal implications, of predictive evaluation as a result of the study of the artifact</p>	<p>predictive evaluation as a result of the study of the artifact</p>	<p>of the ability to self analyze, to recognize personal implications, to evaluate one's thinking and predict how this thinking will change understanding of administration</p>	<p>analyze, to recognize personal implications, to evaluate one's thinking and predict how this thinking will change understanding of administration</p>
<p>ELCC 6 Legal Context</p> <p>Candidate uses appropriate grammar and punctuation at a publishable level</p> <p>GSE 4 Communication GSE 5 Educational Research</p>	<p>There is no evidence that the candidate possesses appropriate graduate writing skills or the ability to follow APA requirements</p>	<p>There is some, but not enough, evidence that the candidate possesses appropriate graduate writing skills or the ability to follow APA requirements</p>	<p>The candidate's writing skills display sufficient evidence that the candidate is an effective writer and is able to follow APA requirements</p>	<p>The candidate displays evidence of superior writing skills and exemplary use of APA requirements</p>
<p>ELCC 6 Legal Context</p> <p>Candidate presents artifact in a visually and technologically effective manner</p> <p>GSE 1 Technology GSE 4 Communication</p>	<p>There is no evidence that the candidate displays any skills in presenting a visually and technologically effective artifact</p>	<p>The candidate displays some, but not enough, skills in presenting a visually and technologically effective artifact</p>	<p>The candidate displays sufficient skills in presenting a visually and technologically effective artifact</p>	<p>The candidate displays exemplary skills in presenting a visually and technologically effective artifact</p>

**CONSTRUCTING KNOWLEDGE, DEVELOPING PRACTICE, FOSTERING RELATIONSHIPS**