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Educational Administration  
Faculty Center 224  361-825-6017 (office)  
Israel.aguilar@tamucc.edu  361-825-3377 (fax)  
Office hours: By appointment  

Syllabus: EDAD 5366/6366 School Personnel Management (100% On-line)  
Term: Summer I (06/01/15 – 07/02/15)  
Room:  
Dates & Times: MW 6:00-9:45

COE MISSION STATEMENT
The College of Education at Texas A&M University-Corpus Christi, devoted to excellence in instruction, research, and service, prepares leaders representing diverse backgrounds and experiences to serve the educational needs of the global community.

COURSE DESCRIPTION
This course is designed as an integral part of the Principalship Certificate Program and Master of Science in Educational Administration Program by focusing on the issues of school personnel management. Theories, principles and practices related to personnel administration will be addressed, particularly as they relate to human resources leadership, planning, selection, evaluation, motivation, induction, professional development, appraisal, compensation, legal issues, collective bargaining, and management of conflict in schools.

GENERAL DESCRIPTION AND ORIENTATION OF CLASS
The purpose of this class is to help individuals better understand how positive interpersonal relationships contribute to the process of potentiality, actualization and efficacy development. Class will meet from 6:00 to 9:45 p.m. every Monday & Wednesday beginning June 1, 2015 and ending July 2, 2015. On-line work and independent work will be the primary medium in which this course is carried out.

Six meetings will be held via WebEX: 6/1, 6/3, 6/15, 6/17, 6/24, 6/29. On all other days, students will work independently via Black Board tools. (See calendar for specific assignments/due dates). For WebEX access please log on to: tamucc.webex.com; Find the name of meeting: School Personnel Management (summer 2015); The name of your professor, Israel Aguilar, will appear next to the title. Students should log on by clicking on the “Join” button five to ten minutes before 6:00 PM to ensure one’s technology is working properly.

There will be readings due prior to every class meeting and there will be discussions of the readings during class sessions when there is a synchronized meeting scheduled. Class discussions will focus on developing and leading schools where all students perform at high levels of achievement. This class is also writing intensive. Finally, when possible, guest speakers—administrators and teachers in schools who have been successful in creating schools where all children succeed—will be invited to interact with the class.

INSTRUCTIONAL OBJECTIVES
As a result of activities, course readings, and experiences, students will be invited to:
- effectively collaborate with peers, providing support through guidance, feedback, and reflective activities
- become more proficient in APA style
- Examine and understand human resources leadership and its impact on effective schools.
- Plan effectively for staffing needs.
- Evaluate and select applicants for various positions in the school district.
- Understand the importance of managing conflict, building consensus, and communicating effectively both orally and in writing.
- Understand the relationship between theory and research in educational administration.
- Understand the relationship between theory and practice.
- Recognize and understand the importance of the induction process and its long term effects on both certificated and non-certificated personnel.
- Understand why some employees are highly motivated while others lack drive and commitment.
- Understand the importance of professional development for all school personnel.
- Understand the importance of the appraisal process for school personnel.
- Recognize and determine the legal issues that impact personnel decisions.
- Explore and understand current trends in compensation and rewards.
- Examine and understand productive work environments.
- Examine and understand collective bargaining in schools.
- Examine and understand termination and reduction of force.
- Identify, understand and reflect upon self-perceptions and others’ perceptions of you.
- Identify, understand and reflect upon the impact one has on others in the school and community environment.
- Assess one’s ability to communicate orally and in writing.
- Apply theory to practice.
- Assess one’s abilities to build and sustain positive and meaningful relationships within the context of your school and community.

ISLCC Standards:
ISLCC Standard 2 – Developing a school culture and instructional program conducive to student learning and staff professional growth.
An educational leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

ISLCC Standard 4 – Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
An educational leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

SBEC/TExES Framework for Principal Certification
DOMAIN III- ADMINISTRATIVE LEADERSHIP
Competency 008
The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management, and technology use.

DOMAIN II- INSTRUCTIONAL LEADERSHIP
Competency 005
The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.
Competency 006
The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.

COURSE REQUIRED TEXTBOOK


Other readings assigned and posted on Blackboard:


COURSE REQUIREMENTS/EVALUATION CRITERIA

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Semester Research Paper</td>
<td>50</td>
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<tr>
<td>Critical Reflection</td>
<td>30</td>
</tr>
<tr>
<td>Participation and Engagement</td>
<td>20</td>
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<tr>
<td><strong>Maximum Total Points</strong></td>
<td><strong>100</strong></td>
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</table>

**Grading Scale:** 90-100 = A, 80-89 = B, 70-79 = C, 69 and below is failing

**Rubrics:** See rubrics for each assignment in the appendix.

**Incompletes:** Incompletes will not be given for this course.
COURSE EXPECTATIONS

Engagement and participation are requisite components of the course, and involve both in and out of class activities. The best stance for meaningful conversation and participation is one of listening and speaking – listening to the texts, to the life experiences of students and adults in schools, to the issues of society and ways they are theorized and researched. Out of that, ponder, reflect, ask questions of one another and the texts, search for new possibilities, and voice the contributions of your thinking and experiences. In this manner, participation ought to evidence **thoughtful reflection on assigned readings** and **advance the learning of the whole group** in relation to the topic/s under study. Conversations may become contested or uncertain at times, and so commitment to scholarly and respectful discourse is important. Students are expected to come to class having completed assigned readings and activities, and be prepared with discussion issues and questions related to the readings. In addition to the major assignments, out of class activities will be assigned and should be completed on time. Please bring readings to class in electronic or hard copy format, as we will refer to them during our discussion and activities. Attendance is expected for all classes. Each absence (full or partial) does lower a final grade and **two (2) or more absences across the semester may warrant a failing grade for the course.**

Note, 1 absence = no penalty • 2 absences = Minus one letter grade off final grade • 3 absences = Minus two letter grades off final grade • 4 absences = Fail (missing the last day of the semester will count for two absences)

It is the student’s responsibility to contact a classmate to catch up on missed class content and/or to obtain class handouts from another student or download from Blackboard.

**Group work**- Some of the assignments of this course will require you to work with an assigned group of students in this course who have similar and/or research interest in mind. It is expected that you will meet with your group outside of class. A convenient time that groups should consider is to meet a few hours before class to discuss that day’s class, the readings, and upcoming assignments, or during research days. Because this course is so compact, access to a small group of peers in the course regularly would be highly advantageous for each student. In addition, you are highly encouraged to use the online Blackboard communications resources, such as email, discussion board, and text-chat.

Course evaluations during the summer 2015 semester will be conducted at the end of the term. **Completion of this instrument is encouraged** as I use the results of the course evaluations to improve the way that I structure the course and my teaching delivery. In addition to how evaluations assist me as a faculty member, the University uses course evaluations as a factor in evaluating my teaching effectiveness.

**Policies**

**Classroom:** Attend each class meeting and arrive on time. Turn all cell phones and pagers to silent mode. Do not answer cell phones or send/respond to text messages during class. If you need to keep your cell phone out please inform me before class.

**Communication:** Email is the best way to reach me. I will do my best to return your email within 48 hours of receiving it (excluding weekends). You must communicate with the instructor on a weekly basis.
Statement of Academic Continuity: In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Technology-- Blackboard and Email: All assignments are to be uploaded onto the Blackboard before the start of class on the due date unless specified otherwise. Additional readings will also be uploaded onto Blackboard; hard copies will not be provided in class. Access your TAMUCC email on a regular basis, as course announcements/resources will be emailed to this account. Also, while there is internet availability throughout the campus, during class, please limit your use of the internet to class work only.

Assignment Format: All assignments are to be submitted electronically and hardcopy and in APA format (including citations, cover sheet with statement of authorship, abstract, headers, and page numbers). Special attention will be paid to citations and reference pages. Papers ought to be double-spaced in 12 pt font (Times New Roman, preferred) with 1” margins. All sentences should be divided by a double space. Electronic documents/files should be labeled with the student’s name, for example: Aguilar-Abstracts.doc

The CASA Writing Center: The Center for Academic Student Achievement writing center is a wonderful resource provided to all TAMUCC students. The writing center is available online and at their office hours and by appointment. If you are struggling in any way with writing for any course at TAMUCC, or would like an independent opinion of your writing to help you improve, please do not hesitate to use this resource.
http://casa.tamucc.edu/wc_services.php

Late/Missed Assignments: All assignments are due on the date assigned unless other arrangements have been successfully negotiated with the instructor for compelling reasons. Late work will not be accepted in this course.

Illness/Emergencies/Unforeseeable Absences: If an illness/emergency or unforeseeable circumstance arises and you cannot attend class, please email or call me ASAP.

Accommodations: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101. It is the student’s responsibility to register
with Disability Services Office and to contact the faculty member in a timely manner to arrange for appropriate accommodations.

**Academic Honesty Policy.** Learning and teaching take place best in an atmosphere of intellectual freedom, openness, and honesty. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in an “F” in the course. Texas A&M University- Corpus Christi is a community of scholars where integrity, excellence, inclusiveness, respect, collaboration, and innovation are fostered:
The Islander Pledge
Texas A&M University-Corpus Christi

It is a privilege to be a member of the community of scholars at Texas A&M University-Corpus Christi.

As an Islander, I pledge to:
Strive for personal and intellectual growth and excellence
Demonstrate integrity and accountability
Lead with courage and innovation
Exhibit pride in my university and its traditions
Embrace our unique identities and
Commit to life-long learning.
With these values held true, we are ISLANDERS!


Statement of Authorship
The following statement must be completed and turned in with each paper submitted for grading. This statement must be signed by the student and should appear on the cover page.

I certify that I am the author of this paper titled ______________________ and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas, or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course and has not been submitted before in any class by me or anyone else. I understand that falsification of information will affect my status as a graduate student.

______________________________
Student’s Signature

______________________________
Date
COURSE ASSIGNMENT DESCRIPTIONS

Critical Reflection Assignments (1) 30 points
The reflection process is an inward search for meaning. As you read, listen, and participate in class, take time to write your impressions, ideas, applications, and emotional reactions. The context of your reflections should be your developing self-awareness of values, beliefs, and attitudes related to yourself, your life and school leadership as it relates to supervision and administration of personnel. Setting aside a few minutes each day to write down your reactions is good practice. Each reflection will be NO MORE THAN THREE PAGES in length (word-processed, double-spaced, 12 point font). Papers BEYOND THIS PAGE LENGTH will not be accepted and receive credit. Your reflection should be written in first person. Avoid the urge to write editorials or position papers. Work to personalize your efforts with connections to the readings, your work, your experience, and your life. The reflection is about you, not other people. The reflection process will help you construct your ideas and progress towards completion of the final paper. Bring one copy for review on the day reflections are due. You will be teamed with other students, read each other’s papers, and provide feedback. By the next class meeting, students will submit papers/reflectios again in electronic and in hard copy to the instructor as evidence of completion along with any changes deemed necessary after the peer review. In addition, you are expected to include at least 2 references to support your discussion.

Administration and Supervision Principles and Plan Paper 50 points
Students will write a 10-page paper (excluding cover page and references) using double-spaced 12-point Times New Roman font, one-inch margins, with no “extra” or “larger” spaces between paragraphs and using current APA style and formatting. Your paper will not be graded if you write this in an outline or if you present the information in a question/answer format. You need to use your writing skills to synthesize and present your thoughts logically and analytically. Use the following outline to guide your work—the rubric for this assignment will be adapted from this outline.
1. Cover page (does not count toward 10 page limit) (Do not forget statement of authorship)
   a. Title of paper
   b. Name
   c. Course number and semester
   d. Date of submission
2. Introduction (approximately .5 – 1 page)
   a. Brief explanation of your experiences with administration and supervision
   b. Research-based statement of your perspective on administration and supervision
   c. Brief overview of the paper
3. Five Principles of Supervision and Administration (approximately 4-5 pages)
   a. In this section, identify the five principles you believe are essential to high-quality supervision and administration. Each assertion should be supported by research, this will primarily mean that you use direct quotes and citations from class readings, though you may also incorporate research-based support for your positions from other sources as well.
4. Plan for Personal and Organizational Supervision and Administration (approximately 4-5 pages)
a. In this section of your paper, identify your own strengths and weaknesses in relation to administration and supervision. Explain your plan for personal improvement and also explain the kinds of culture, structure and norms you will strive to establish in your school. Put differently, this is a plan for personal and organizational improvement.

5. Conclusion (approximately .5 – 1 page)
   a. Briefly summarize your perspective on supervision and administration

6. References (does not count toward the 10 page limit)
   a. Must use APA Style
   b. Must include scholarly, peer-reviewed resources

**Guidelines for Critical Reading:** As a critical reader of a particular text (a book, article, speech, proposal), you need to use the following questions as a framework to guide you as you read:
1. What's the point? This is the analysis issue: what is the author's angle?
2. Who says? This is the validity issue: On what (data, literature) are the claims based?
3. What's new? This is the value-added issue: What does the author contribute that we don't already know?
4. Who cares? This is the significance issue, the most important issue of all, the one that subsumes all the others: Is this work worth doing? Is the text worth reading? Does it contribute something important?

If this is the way critical readers are going to approach a text, then as an analytical writer you need to guide readers toward the desired answers to each of these questions. Consider the following:

**Guidelines for Analytical Writing:** In writing papers for this (or any) course, keep in mind the following points. They apply in particular to the final paper or take-home exam for this class. Many of the same concerns apply to critical reaction papers as well, but these short papers can be more informal than the final paper.

1. **Pick an important issue:** Make sure that your analysis meets the "so what" test. Why should anyone care about this topic, anyway? Pick an issue or issues that matters and that you really care about.
2. **Keep focused:** Don't lose track of the point you are trying to make and make sure the reader knows where you are heading and why.
3. **Aim for clarity:** Don't assume that the reader knows what you're talking about; it's your job to make your points clearly. In part this means keeping focused and avoiding distracting clutter. But in part it means that you need to make more than elliptical references to concepts and sources or to professional experience. When referring to readings (from the course or elsewhere), explain who said what and why this point is pertinent to the issue at hand. When drawing on your own experiences or observations, set the context so the reader can understand what you mean. Proceed as though you were writing for an educated person who is neither a member of this class nor a professional colleague, someone who has not read the material you are referring to.
4. **Provide analysis:** A good paper is more than a catalogue of facts, concepts, experiences,
or references; it is more than a description of the content of a set of readings; it is more than an expression of your educational values or an announcement of your prescription for what ails education. A good paper is a logical and coherent analysis of the issues raised within your chosen area of focus. This means that your paper should aim to explain rather than describe. If you give examples, be sure to tell the reader what they mean in the context of your analysis. Make sure the reader understands the connection between the various points in your paper.

5. **Provide depth, insight, and connections:** The best papers are ones that go beyond making obvious points, superficial comparisons, and simplistic assertions. They dig below the surface of the issue at hand, demonstrating a deeper level of understanding and an ability to make interesting connections.

6. **Support your analysis with evidence:** You need to do more than simply state your ideas, however informed and useful these may be. You also need to provide evidence that reassures the reader that you know what you are talking about, thus providing a foundation for your argument. Evidence comes in part from the academic literature, whether encountered in this course or elsewhere. Evidence can also come from your own experience. Remember that you are trying to accomplish two things with the use of evidence. First, you are saying that it is not just you making this assertion but that authoritative sources and solid evidence back you up. Second, you are supplying a degree of specificity and detail, which helps to flesh out an otherwise skeletal argument.

7. **Draw on course materials:** Your paper should give evidence that you are taking this course. You do not need to agree with any of the readings or presentations, but your paper should show you have considered the course materials thoughtfully.

8. **Recognize complexity and acknowledge multiple viewpoints:** The issues in the history of American education are not simple, and your paper should not propose simple solutions to complex problems. It should not reduce issues to either/or, black/white, good/bad. Your paper should give evidence that you understand and appreciate more than one perspective on an issue. This does not mean you should be wishy-washy. Instead, you should aim to make a clear point by showing that you have considered alternate views.

9. **Challenge assumptions:** The paper should show that you have learned something by doing this paper. There should be evidence that you have been open to changing your mind.

10. **Do not overuse quotations:** In a short paper, long quotations (more than a sentence or two in length) are generally not appropriate. Even in longer papers, quotations should be used sparingly unless they constitute a primary form of data for your analysis. In general, your paper is more effective if written primarily in your own words, using ideas from the literature but framing them in your own way in order to serve your own analytical purposes. However, selective use of quotations can be very useful as a way of capturing the author's tone or conveying a particularly aptly phrased point.

11. **Cite your sources:** You need to identify for the reader where particular ideas or examples come from. This can be done through in-text citation: Give the author's last name, publication year, and (in the case of quotations) page number in parentheses at the end of the sentence or paragraph where the idea is presented -- e.g., (Ravitch, 2000, p. 22); provide the full citations in a list of references at the end of the paper. You can also identify sources with footnotes or endnotes: Give the full citation for the first reference to a text and a short citation for subsequent citations to the same text. (For critical reaction
papers, you only need to give the short cite for items from the course reading; other sources require full citations.) Note that citing a source is not sufficient to fulfill the requirement to provide evidence for your argument. As spelled out in #6 above, you need to transmit to the reader some of the substance of what appears in the source cited, so the reader can understand the connection with the point you are making and can have some meat to chew on. The best analytical writing provides a real feel for the material and not just a list of assertions and citations. Depth, insight, and connections count for more than a superficial collection of glancing references. In other words, don't just mention an array of sources without drawing substantive points and examples from these sources; and don't draw on ideas from such sources without identifying the ones you used.

12. **Take care in the quality of your prose:** A paper that is written in a clear and effective style makes a more convincing argument than one written in a murky manner, even when both writers start with the same basic understanding of the issues. However, writing that is confusing usually signals confusion in a person's thinking. After all, one key purpose of writing is to put down your ideas in a way that permits you and others to reflect on them critically, to see if they stand up to analysis. So you should take the time to reflect on your own ideas on paper and revise them as needed. You may want to take advantage of the opportunity in this course to submit a draft of the final paper, revise it in light of comments, and then resubmit the revised version. This, after all, is the way writers normally proceed. Outside of the artificial world of the classroom, writers never turn in their first draft as their final statement on a subject.

**Participation and Engagement**

Each class period students should bring all readings. In addition, students are required to bring notes of talking points on the daily readings. These talking points should include: 2-3 questions based on the readings to provoke conversation, (these questions may be related to a particular article/chapter, but also try to create questions that cut across articles touching on overall themes). Also, make sure to either record or highlight the most significant sentence/idea(s) from the readings that you connected to or disturbed your thinking for reference during discussions. These talking points/questions are to help stimulate your reflection about the readings and will not be turned in. Credit for readings will be given only when readings are completed before class and the student participates meaningfully in class discussions. Each student is expected to actively contribute to each class discussion by making connections to the assigned text SUPPLEMENTARY readings (i.e., theories and concepts) and to their own work experiences. Students will be prepared, forthcoming in sharing of their own ideas and thoughts, inviting and considerate of the thoughts and ideas shared by others. Students are encouraged to listen openly to different views and respectfully engage when disturbed or disagree. The instructor will note each student’s participation in class discussions. Students are expected to actively participate in out-of-class activities and/or work sessions when appropriate. **Keep in mind if you are absent, you cannot participate and your participation grade will be affected.**

On Independent Work days: Inside of the weekly folder, there will be a discussion forum where students will continue the dialogue that is traditionally held via WebEX. Students are required to respond to the prompt and comment on another student’s response.
Notes: The instructor reserves the right to make modifications throughout the semester to the course syllabus, calendar, and readings as needed

### EDAD 5366 – summer I 2015
Course Overview and Calendar
Tentative

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<tr>
<th>Week:</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
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<tbody>
<tr>
<td>06/01</td>
<td>Introductions</td>
<td><strong>Week 1</strong>&lt;br&gt;Review of Course Syllabus&lt;br&gt;Blackboard&lt;br&gt;Defining HR Leadership (What is/should be)&lt;br&gt;Workshop aspect of course&lt;br&gt;OCT 24, 2015 ELCI Conference</td>
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<tr>
<td>06/03</td>
<td>HR. Leadership and Effective Schools</td>
<td><strong>Week 1</strong>&lt;br&gt;Planning for Staff Needs&lt;br&gt;Lifeworld vs. Systems World</td>
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<td>06/08</td>
<td>SuperVision</td>
<td><strong>Week 2</strong>&lt;br&gt;Infusing Neuroscience into Teacher PD</td>
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<td>06/10</td>
<td>Professional Dev., Indiv. Teacher Dev.</td>
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<td>06/15</td>
<td>Recruitment; Selection &amp; Placement (Certified and Support)</td>
<td><strong>Week 3</strong>&lt;br&gt;SuperVision cont.: Finding sources and methods to help TINA (implications for Evaluation)</td>
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<tr>
<td>06/17</td>
<td>Ethics/Caring/Relationships</td>
<td><strong>Week 3</strong>&lt;br&gt;Evaluation&lt;br&gt;Teacher Leadership</td>
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<td>06/22</td>
<td>Termination</td>
<td><strong>Week 4</strong>&lt;br&gt;Conflict</td>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
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<tbody>
<tr>
<td>06/24</td>
<td>Diversity</td>
<td>Gay (2005)</td>
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<td>Equity Audits</td>
<td>Munoz &amp; Thomas (2006)</td>
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<td>Skrla, Scheurich, Garcia, Nolly (2010)</td>
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<td>06/29</td>
<td>Compensation Process</td>
<td>Seyfarth (2008) Ch. 9</td>
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<td>SuperVision (cont.)</td>
<td>Zepeda (2005)</td>
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<td>Creating Productive Work Settings</td>
<td>Seyfarth (2008) Ch. 10</td>
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<td>Draft 1 of Admin/Supervision</td>
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<td>Paper Due for Peer Review</td>
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<tr>
<td>07/01</td>
<td>Administration and Supervision</td>
<td>Administration and Supervision</td>
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<td>Principles and Plan Paper Due</td>
<td>Principles and Plan Paper Due</td>
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### Appendix A: Class Participation & Engagement Rubric (20 points)

<table>
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<tr>
<th>Quality of Comments</th>
<th>5</th>
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<tr>
<td><strong>Quality of Comments</strong></td>
<td>Timely and appropriate comments, thoughtful and reflective, responds respectfully to other student's remarks, provokes questions and comments from the group</td>
<td>Volunteers comments, most are appropriate and reflect some thoughtfulness, leads to other questions or remarks from student and/or others</td>
<td>Volunteers comments but lacks depth, may or may not lead to other questions from students</td>
<td>Struggles but participates, occasionally offers a comment when directly questioned, may simply restate questions or points previously raised, may add nothing new to the discussion or provoke no responses or question</td>
<td>Does not participate and/or only makes negative or disruptive remarks, comments are inappropriate or off topic</td>
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<tr>
<td><strong>Resource/Document Reference</strong></td>
<td>Clear reference to text being discussed and connects to it to other text or reference points from previous readings and discussions</td>
<td>Has done the reading with some thoroughness, may lack some detail or critical insight</td>
<td>Has done the reading; lacks thoroughness of understanding or insight</td>
<td>Has not read the entire text and cannot sustain any reference to it in the course of discussion</td>
<td>Unable to refer to text for evidence or support of remarks</td>
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<tr>
<td><strong>Active Listening</strong></td>
<td>Posture, demeanor and behavior clearly demonstrate respect and attentiveness to others</td>
<td>Listens to others most of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows consistency in responding to the comments of others</td>
<td>Listens to others some of the time, does not stay focused on other's comments (too busy formulating own) or loses continuity of discussion. Shows some consistency in responding to the comments of others</td>
<td>Drifts in and out of discussion, listening to some remarks while clearly missing or ignoring others</td>
<td>Disrespectful of others when they are speaking; behavior indicates total non-involvement with group or discussion</td>
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<tr>
<td><strong>Preparation</strong></td>
<td>Prepared with 2-3 talking points; students bring all reading(s) to class; student takes high levels of initiative</td>
<td>Prepared with 2 talking points; students bring all reading(s) to class; student takes medium levels of initiative</td>
<td>Prepared with 1 talking point; student bring mostly all readings to class; student takes somewhat initiative</td>
<td>Prepared with 0-1 talking points; students bring few to no reading(s) to class; student takes little to no initiative</td>
<td>Not Prepared with any talking points; student bring no reading(s) to class; student takes no initiative</td>
</tr>
</tbody>
</table>

(note) Attendance: While Attendance is part of this grade, please reference information on the implications of attendance on final grades in the course expectation section of this syllabus.
### Appendix B: Critical Reflection Assignment Rubric (30 points)

<table>
<thead>
<tr>
<th>Categories</th>
<th>Exemplary (6)</th>
<th>Intermediate (4)</th>
<th>Beginning (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-disclosure</strong></td>
<td>Seeks to understand concepts by examining <em>openly</em> your own experiences in the past as they relate to the topic, to illustrate points you are making. Demonstrates an <em>open, non-defensive ability to self-appraise</em>, discussing both growth and frustrations as they related to learning in class. Risks asking probing questions about self and seeks to answer these.</td>
<td>Seeks to understand concepts by examining <em>somewhat cautiously</em> your own experiences in the past as they relate to the topic. Sometimes defensive or one-sided in your analysis. Asks some probing questions about self, but do not engage in seeking to answer these.</td>
<td><em>Little self-disclosure, minimal risk</em> in connecting concepts from class to personal experiences. Self-disclosure tends to be superficial and factual, without self-reflection.</td>
</tr>
<tr>
<td><strong>Connection to one’s outside experiences</strong></td>
<td><em>In-depth synthesis</em> of thoughtfully selected aspects of readings related to the topic. Makes <em>clear connections</em> between what is learned from readings and the topic. Demonstrates further analysis and insight resulting from what you have learned from reading. Includes reference to at least two readings from class. Includes readings other than those assigned for class.</td>
<td>* Goes into some detail* explaining some specific ideas or issues from outside experiences related to the topic. Makes <em>general connections</em> between what is learned from outside experiences and the topic. Goes into more detail explaining some specific ideas or issues from readings related to the topic. Makes general connections between what is learned from readings and the topic. Includes reference to at least one reading from class. Includes other readings than those assigned for class.</td>
<td><em>Identify some general ideas</em> or issues from outside experiences related to the topic. Identify some general ideas or issues from readings related to the topic. No readings are included.</td>
</tr>
<tr>
<td><strong>Connection to readings (assigned and ones you have sought on your own)</strong></td>
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<tr>
<td><strong>Validates how the reflective piece influences one’s thinking process contributing to practice, improvement, creation of schools that advocate for all children</strong></td>
<td>Includes explicit evidence of how one’s thought process regarding practice, improvement, creation of schools that advocate for all children is influenced</td>
<td>Includes implicit evidence of how one’s thought process regarding practice, improvement, creation of schools that advocate for all children is influenced</td>
<td>Includes minimal to no evidence of how one’s thought process regarding practice, improvement, creation of schools that advocate for all children is influenced</td>
</tr>
<tr>
<td><strong>Connection to class discussions &amp; course objectives</strong></td>
<td>Synthesize, analyze and evaluate thoughtfully selected aspects of ideas or issues from the class discussion as they relate to this topic.</td>
<td>Synthesize clearly some directly appropriate ideas or issues from the class discussion as they relate to this topic.</td>
<td>Restate some general ideas or issues from the class discussion as they relate to this topic.</td>
</tr>
<tr>
<td><strong>Spelling &amp; grammar errors</strong></td>
<td>No spelling or grammar errors. 3 pages in length. Follows APA guidelines. Reflection was peer-reviewed.</td>
<td>Few spelling and grammar errors. 1-2 pages in length. Minimally follows APA guidelines. Reflection was peer-reviewed.</td>
<td>Many spelling and grammar errors, use of incomplete sentences, inadequate proof reading. Over 3 pages in length. Minimally follows APA guidelines. Reflection was not peer-reviewed.</td>
</tr>
</tbody>
</table>
**APPENDIX C: Evaluation Form for Semester Paper (50 points)**

<table>
<thead>
<tr>
<th>Name of student</th>
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<table>
<thead>
<tr>
<th></th>
<th>EXCELLENT (12.5 POINTS)</th>
<th>GOOD (8.0 POINTS)</th>
<th>FAIR (4.0 POINTS)</th>
<th>POOR (1 POINTS)</th>
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</thead>
<tbody>
<tr>
<td>1. Introduction</td>
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<td>2. Five Principles of</td>
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<tr>
<td>Supervision and</td>
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<td>Administration</td>
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<td>3. Plan for Personal</td>
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<tr>
<td>and Organizational</td>
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<td></td>
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<tr>
<td>Supervision and</td>
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<td></td>
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<tr>
<td>Administration</td>
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<tr>
<td>4. Conclusion &amp;</td>
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<tr>
<td>References</td>
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**TOTAL POINTS:** _________

**Comments:**

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