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

**Syllabus:** EDAD 5378 Application of Administrative Concepts  
(25-49% On-line)  
**Term:** Spring 2015 (01/27/15 – 05/05/15)  
**Room:** CS-111  
**Dates & Times:** W 7:00-9:30

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**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.

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**COURSE DESCRIPTION**

The use of administrative concepts in the solution of problems in a simulated school; assessment of student ability to apply knowledge in the solution of practical problems; time management techniques for administrators; conflict management strategies. Instructor approval required. Doctoral students will complete a scholarly paper on a given topic relevant to this course. Students who have taken EDAD 5378 may not enroll in EDAD 6378.

**COURSE RATIONALE**

This course is designed to assist students in applying theory to practice. Through discussions, case study analyses, and assessments students will demonstrate the educational administration knowledge base acquired in this course and throughout their educational administration course work. This course emphasizes the TExES Competencies and prepares students to take the Texas Examination of Educator Standards (TExES) Principal 068.

**GENERAL DESCRIPTION AND ORIENTATION OF CLASS**

Class will meet from 7:00 to 9:30 p.m. on Wednesdays beginning January 28, 2015 and ending May 05, 2015. **Five face-to-face meetings will be held on: 1/28, 2/11, 3/11, 4/8, 4/29. (See calendar for medium/delivery method (Black Board/WebEx) used on all other dates during the semester.)**  
For WebEX access please log on to: tamucc.webex.com and find the name of class meeting: Application of Administrative Concepts (spring 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 minutes before 7:00 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. Class discussions will focus on developing and leading schools where all students perform at high levels of achievement. Activities that allow students to learn about themselves and others will be included. Finally, when possible, guest speakers--administrators and teachers in schools who have been successful in creating schools where all students succeed--will be invited to interact with the class.

This course takes a “problems based approach” of applying administrative concepts and
techniques to simulated educational administration issues and concepts. With the exception of 5X’s, this course will be delivered primarily online via WebEx and or via BlackBoard tools. It will include face to face discussions, student-led dynamics, discussion forums, and group assignments to stimulate critical thinking and share real world experiences, case study analyses, and course assessments.

Although this course is delivered primarily online, we will have five face to face meetings throughout the semester in order to:

- introduce one to the course,
- explain the syllabus,
- explain the requirements in detail,
- answer any questions one might have,
- address any concerns one might have,
- check for understanding and mastery of course concepts,
- enhance your active participation in the learning process,
- discuss TExES competencies,
- discuss your real world examples,
- discuss and simulate real world examples, and
- stimulate your critical thinking about school leadership and its complexities.

**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
- Identify, understand, and reflect upon one’s personal experiences
- Assess one’s abilities to build and sustain positive and meaningful relationships within the context of your school and community.
- Analyze and discuss the ways in which a principal promotes the success of all students by acting with integrity and fairness and in an ethical manner.
- Analyze and discuss the ways in which a principal promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
- Analyze and discuss the ways in which a principal promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selecting and implementing appropriate models for supervision and staff development and applying the legal requirements for personnel management.
- Analyze and discuss the ways in which a principal promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- Analyze and discuss the ways in which a principal promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- Analyze and discuss the ways in which a principal promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth.

**The Interstate School Leaders Licensure Consortium (ISLLC)**

**ISLLC Standard 1:** An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

**ISLLC Standard 2:** An education 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.

**ISLLC Standard 3:** A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

**ISLLC Standard 4:** A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community members, responding to diverse community interests and needs, and mobilizing community resources.

**ISLLC Standard 5:** A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

**ISLLC Standard 6:** An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

**SBEC/TExES Framework for Principal Certification**

**Domain I- School Community Leadership**

**Competency 001:** The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

**Competency 002:** The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.


**Competency 003**
The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

**DOMAIN II—INSTRUCTIONAL LEADERSHIP**

**Competency 004**
The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.

**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.

**Competency 007**
The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.

**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.

**Competency 009**
The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.
COURSE REQUIRED TEXTBOOK


Other readings assigned and posted on Blackboard:


COURSE REQUIREMENTS/EVALUATION CRITERIA

Participation and Engagement………………………………………………………….. 20 points maximum
In-basket activities (4)………………………………………………………………….. 10 points
Case study Analyses (5)………………………………………………………………… 30 points
Critical Reflection 1…………………………………………………………………… 20 points
Critical Reflection 2…………………………………………………………………… 20 points

Maximum Total Points 100

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. Also, issues about schools, teachers, administrators and district issues should remain in the classroom and not be shared outside the classroom. Confidentiality and integrity are first and foremost.

At times, I will intentionally leave doors partially open or ambiguous in hopes that you will shape and alter activities to meet your individual needs and interests. Please use this course as an opportunity to try something new or to force yourself to see things from a different perspective. This course is not about “what I want you to do” – I am merely a guide – exposing you to new things throughout the semester – it is up to you to shape the course into a meaningful and enjoyable experience.

Furthermore, 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 lend themselves to work with an assigned group of students who have similar and/or research interest in-mind. Therefore, if you do decide to work in a group on some assignments, 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 spring 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 should 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-Reflection1.doc

**The CASA Writing Center:** The Center for Academic Student Achievement writing lab 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](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:
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 (2)  20 pts. each (40 pts. Total)
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**. 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 reflection and educational platform. 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/reflections again in electronic and in hard copy to the instructor as evidence of completion along with any changes deemed necessary after the peer review. You will be expected to complete **2 entries** during the course. In addition, you are expected to include at least 2 references to support your discussion.

Case Study Analyses (5)  6 pts. each (30 pts. Total)
Students will analyze and solve given cases. (Individually or in groups)

A case study is a written description of a problem or situation requiring analysis and decision. Most cases depict real situations. In some instances, the data are disguised. Typically, a case focuses on a single incident or problem. Cases are not intended to be comprehensive or exhaustive; indeed, most cases are “snap-shots” or a particular situation within a complex environment. For example, most focus around a particular experience or brief series of experiences than trying to cover many months or years. A single critical event (or brief sequences of events) usually works best. (a challenging project, a critical meeting, a tough decision, or a major conflict). Obstacles, conflict, or dilemmas are likely to be the ingredients that make a case interesting and challenging. The purpose of the case method is to develop and enhance skills in: analysis of problems, decision making, and planning. This method allows participants to learn from one another as well as from the material and from faculty members. Because of this, the case method is an especially effective pedagogy for educational administration.

Because it describes reality, a case study may be frustrating. “Real life” is ambiguous, and reflects that reality. The case method places the participants in the role of decision makers, asking them to distinguish pertinent from peripheral facts, to identify central problems among several issues competing for attention, and to formulate policy recommendations. In the case method, participants are obliged to deal with such data as are available: a “right” answer or “correct” solution is rarely apparent. The following is a list of general possible elements of a
1. Structural issues (structure, goals, technology, size)
2. Personnel issues (issues of management style, group process, interpersonal relationships)
3. Politics (Was there conflict, about what? Between who?)
4. Symbols (think about organizational culture, symbols, myths, and rituals; were there any questions about what really happened, or about what it meant?)

Analyzing and proposing a solution to a case varies with the background, concerns, and natural interests of participants. In general, however, students should follow these steps:

- Read the case carefully and become very familiar with the details of the case.
- Analyze the case. Students should break the case down to make sure they understand the issues embedded in the case. Determine the decisions that need to be made. (Identify and elaborate those issues for your presentation.) Consider the consequences of decisions, and articulate priorities and alternatives.
- Using the TExES Domains and Competencies as a framework, propose a solution (or solutions) by developing recommendations and making decisions to the case.
- Provide a 1-2 page handout for class that includes your work on the previous three bullets (See rubric at the end of the syllabus)
- If working in a group, each student will write a 1-2 page summary of his or her work and collaborative efforts.

Upload all necessary documents to Blackboard in each weekly folder when cases are due. See link inside the folder with the title of the assignment.

In-basket activities (4)  2.5 pts. each  (10 points)
On days the class does not meet in person, students will be given a set amount of time to work independently in order to demonstrate their decision-making skills and articulate their sense making. By sifting through real-world tasks, students will simulate the art of leadership and prioritize and produce artifacts for as evidence of mastery. Based upon the quantity (all questions answered) and quality (artifacts) of completion, students will receive Full credit or No Credit for each of these mini-assessments.

Participation and Engagement**  (20 points)
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. However, students will lead all
conversation and may be called on to share a question, thought, comment, etc. 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.

Notes: The instructor reserves the right to make modifications throughout the semester to the course syllabus, calendar, and readings as needed.
# Week 1
**Introduction activity**
- Review of Course Syllabus
- Blackboard; WebEX
- Read/Discuss role of the Principal
- What is a case study/in-basket activity
- Group work formulate (optional)

**Readings & Assignments (listed on Due date)**
- Configure Islander Email
- Technology Check!

**Week 2**
**Leadership**

**Readings & Assignments (listed on Due date)**
- Gorton & Alston (2012) Ch 1
- Nelson & Aguilar (2011)

**Week 3**
**Decision Making**
- Social Justice Staff Development

**Readings & Assignments (listed on Due date)**

**Week 4**
**In-basket #1**
- (in class-activity: 60 Min.)
- Case Study 1 (Bring complete and ready to discuss; practice)

**Readings & Assignments (listed on Due date)**

**Week 5**
**Authority, power, influence**
- Immigration/ National Origin

**Readings & Assignments (listed on Due date)**
- Arnot, Pinson, Candappa (2009)

**Week 6**
**Communication**

**Readings & Assignments (listed on Due date)**
- Gorton & Alston (2012) Ch 4
- Case Study #2 (Bring complete and ready to discuss; Practice)

**Week 7**
**Conflict Mgt.**
- Religion and Schools

**Readings & Assignments (listed on Due date)**

**Week 8**
**Org. Culture**

**Readings & Assignments (listed on Due date)**
- Case Study #7 or #9 (pick one)
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Activity/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/15</td>
<td>Week 11</td>
<td>In-basket#4 (Upload revised Reflection 2) (in class-activity: 60 Min.) Video/discussion forum quest. Individual Work (See wk 11 folder)</td>
</tr>
<tr>
<td>04/22</td>
<td>Week 12</td>
<td><strong>Independent Work Day</strong> Case Study #16 or #19 or #20 (pick one)</td>
</tr>
<tr>
<td>04/29</td>
<td>Week 13</td>
<td>(WORK SHOP) Gorton &amp; Alston (2012) Ch. 7 Case Study #21, or #23, or #27 (pick one)</td>
</tr>
<tr>
<td>05/06</td>
<td>Week 14</td>
<td>Sexual Orientation; Disability and Public Schools Video: Capper, Rodriguez, McKinney Munoz &amp; Thomas (2006) Case Study #36 or #39, or #41 (pick one) Meet via WebEX</td>
</tr>
<tr>
<td>05/13</td>
<td>Week 15</td>
<td>EXAM DAY Course Wrap Up Case Study #<strong><strong>#</strong></strong> (timed)</td>
</tr>
</tbody>
</table>
### Appendix A: Class Participation & Engagement Rubric (20 points)

<table>
<thead>
<tr>
<th>Quality of Comments</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timely and appropriate comments, thoughtful and reflective, responds respectfully to other student's remarks, provokes questions and comments from the group</td>
<td></td>
<td></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>
</tr>
</tbody>
</table>

| Resource/Document Reference | Clear reference to text being discussed and connects to it to other text or reference points from previous readings and discussions | Has done the reading with some thoroughness, may lack some detail or critical insight | Has done the reading; lacks thoroughness of understanding or insight | Has not read the entire text and cannot sustain any reference to it in the course of discussion | Unable to refer to text for evidence or support of remarks |

| Active Listening | Posture, demeanor and behavior clearly demonstrate respect and attentiveness to others | Listens to others most of the time, does not stay focused on others' comments (too busy formulating own) or loses continuity of discussion. Shows consistency in responding to the comments of others | Listens to others some of the time, does not stay focused on others' comments (too busy formulating own) or loses continuity of discussion. Shows some consistency in responding to the comments of others | Drifts in and out of discussion, listening to some remarks while clearly missing or ignoring others | Disrespectful of others when they are speaking; behavior indicates total non-involvement with group or discussion |

| Preparation | Prepared with 2-3 talking points; students bring all reading(s) to class; student takes high levels of initiative | Prepared with 2 talking points; students bring all reading(s) to class; student takes medium levels of initiative | Prepared with 1 talking point; student bring mostly all readings to class; student takes somewhat initiative | Prepared with 0-1 talking points; students bring few to no reading(s) to class; student takes little to no initiative | Not Prepared with any talking points; student brings no initiative |

*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 (20 points)

<table>
<thead>
<tr>
<th>Categories</th>
<th>Exemplary (4)</th>
<th>Intermediate (3)</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 open, non-defensive ability to self-appraise, 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>Little self-disclosure, minimal risk 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 clear connections between what is learned from readings and the topic.</td>
<td>Goes into <em>some detail</em> explaining some specific ideas or issues from outside experiences related to the topic. Makes <em>general</em> connections between what is learned from outside experiences and the topic.</td>
<td>Identify some <em>general ideas</em> or issues from outside experiences related to the topic</td>
</tr>
<tr>
<td><strong>Connection to readings</strong></td>
<td>Demonstrate 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 more <em>detail</em> explaining some specific ideas or issues from readings related to the topic. Makes <em>general</em> connections between what is learned from readings and the topic.</td>
<td>Identify some general ideas or issues from readings related to the topic. No readings are included.</td>
</tr>
<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</td>
</tr>
</tbody>
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EDAD 5304 spring 2015 Aguilar18
APPENDIX C

Case Study Groups Presentation

<table>
<thead>
<tr>
<th>Group</th>
<th>Student</th>
<th>Student</th>
<th>Student</th>
<th>Date</th>
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APPENDIX E

Rubric for Case Study Analysis

<table>
<thead>
<tr>
<th>Points</th>
<th>CONTENT</th>
<th>MECHANICS AND APA</th>
<th>VOCABULARY</th>
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<tbody>
<tr>
<td>Exemplary</td>
<td>The issues are clearly stated, all questions are answered in an in-depth manner, and answers to each question consist of supporting details related specifically to the TExES competencies.</td>
<td>The paper is mechanically correct. There are no errors of punctuation, spelling, grammar or sentence structure. All APA guidelines outlined in the syllabus have been followed.</td>
<td>The student uses theory related vocabulary and language.</td>
</tr>
<tr>
<td>6 Points</td>
<td>The paper is mechanically correct. There are no errors of punctuation, spelling, grammar or sentence structure. All APA guidelines outlined in the syllabus have been followed.</td>
<td>The student uses theory related vocabulary and language.</td>
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<tr>
<td>Proficient</td>
<td>The issues are generally stated. Some questions are answered in an in-depth manner, and some answers to each question consist of supporting details related specifically to the TExES competencies.</td>
<td>There are no more than 3 errors of mechanics in the paper. Some of the APA guidelines outlined in the syllabus have been followed.</td>
<td>The student’s vocabulary is appropriate and some theory related language is used.</td>
</tr>
<tr>
<td>5 Points</td>
<td>There are no more than 3 errors of mechanics in the paper. Some of the APA guidelines have been followed.</td>
<td>The student’s vocabulary is appropriate and some theory related language is used.</td>
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<tr>
<td>Developing</td>
<td>The issues are somewhat difficult to ascertain. Answers to questions are limited in scope and supporting details related specifically to the TExES competencies are limited.</td>
<td>There are no more than 4 errors of mechanics in the paper. Some of the APA guidelines have been followed.</td>
<td>The student’s vocabulary is more suited to a “lay” audience and does not reflect educator preparation or experience.</td>
</tr>
<tr>
<td>4 Points</td>
<td>There are no more than 4 errors of mechanics in the paper. Some of the APA guidelines have been followed.</td>
<td>The student’s vocabulary is more suited to a “lay” audience and does not reflect educator preparation or experience.</td>
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<td>Unacceptable</td>
<td>The issues are not discoverable, questions are not answered in an in-depth manner, and answers to each question do not consist of supporting details related specifically to the TExES competencies.</td>
<td>There are 5 or more errors of mechanics in the paper. APA guidelines have not been followed.</td>
<td>The language in the analysis is unclear and void of theory.</td>
</tr>
<tr>
<td>0-3</td>
<td>There are 5 or more errors of mechanics in the paper. APA guidelines have not been followed.</td>
<td>The language in the analysis is unclear and void of theory.</td>
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