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
Introduction to the Principalship: This course serves as an orientation to learner-centered leadership and the A&M-Corpus Christi administrator preparation program. Course activities include an assessment of student potential for learner-centered leadership and the development of an initial personal educational platform. Based on active class participation and discussion of simulated and real issues, students will reflect and grow personally and professionally while exploring principles of professional ethics. Doctoral students will complete a research study on a given topic relevant to the principalship. Students who have taken EDAD 5304 may not enroll in EDAD 6304.

GENERAL DESCRIPTION AND ORIENTATION OF CLASS
Class will meet from 7:00 to 9:30 p.m. on Tuesdays beginning Jan. 26, 2016 and ending May, 3 2016. Five meetings in person will be held on: 1/26, 2/2, 2/23, 3/29, 4/12. (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; Find the name of meeting: Introduction the Principalship (SPRING 2016); 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. With the exception of 5X’s, this course will be delivered primarily online via Web Ex and or via Black Board 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.

**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
- Understand the position of the building level principal and the demands of the position.
- Understand the roles and responsibilities of the principal.
- Understand the importance and responsibility of exercising leadership in positive ways.
- Identify and understand the characteristics of an effective leader and an effective school.
- Understand the importance of managing conflict, building consensus, and communicating effectively both orally and in written form.
- Understand the relationship between theory and research in educational administration.
- Identify the key elements of organizational structure.
- Identify the key components of an organizational culture and its impact on all individuals in the school and school district.
- Understand why some employees are highly motivated while others lack drive and commitment.
- Identify and understand why decision-making is such an important activity for the school activity.
- Identify and understand the major forces for change that schools face today.
- 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.
- Identify, understand, and reflect upon one’s personal educational platform.
- Assess one’s abilities to build and sustain positive and meaningful relationships within the context of your school and community.

**ISLCC Standards:**

ISLCC Standard 1 – Setting a widely shared vision for learning.
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.

ISLCC Standard 5- Developing a school culture and instructional program conducive to student learning and staff professional growth
An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

**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, responds to diverse interests and needs, and mobilizes resources

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

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

COURSE REQUIRED TEXTBOOK


Other readings assigned and posted on Blackboard:

Other readings assigned and posted on Blackboard:
Sergiovanni, T.J. (2007). The Life world of leadership. Rethinking leadership: A collection of


## COURSE REQUIREMENTS/EVALUATION CRITERIA

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<th>Requirement</th>
<th>Points</th>
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<td>Participation and Engagement</td>
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<td>Case study Analysis &amp; Presentation (1)</td>
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**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 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 2016** 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:
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
Critical Reflection Assignments (2) 15 each (30 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 Analysis & Presentation (1) 15 each (15 pts. Total)
Students will analyze and solve a given case and then make a brief presentation to the class.

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
Part 1:

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.
- You can answer the questions at the end of the case study, but they are only there to help you.
- 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
- 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 assignment/Week 10 folder.

Part 2

Each group or individual will have no more than 10 minutes to present their case study and solution. 5 additional minutes for audience comments/questions will be provided, too. If using power point, please do not read slides. Consider adult learning strategies when addressing your classmates.

While students may be given time in class to work on this assignment, students will meet/work on their own to complete the majority of this assignment. **Students will present on one case assigned at the following meetings: DATE 3/29** Professor Aguilar will assign everyone 1 case study narrative at the first class meeting of the semester.

**Final Reflection & Educational Platform 40 points**

As a capstone for this course, You will complete a critical analysis and reflection paper (6-8 double-spaced, typed pages) where you will critically analyze the readings for the semester and how they relate to your own values, beliefs, and practices as an educator and future leader. You
should focus on how and why the readings have changed, challenged, or aligned with your personal and professional self. The final reflection should highlight the intellectual growth of each student and provide evidence of transformative experience as a graduate learner.

Along with your final reflection, you will also embed your leadership platform. A leadership platform is a concise philosophical statement of one’s beliefs about education. The platform should clearly articulate your position on the nature and purpose of education. The platform should reference concepts articulated by others (i.e. culturally responsiveness, professional development, organizational structure, organizational culture, motivation, decision making, communication, organizational change, human relations, conflict, management), particularly educational and philosophical scholars. However, clear connections between the ideas as of others and your own beliefs must be made. Moreover, you should avoid writing an amalgamation of all ideas presented in class. The leadership platform will be dynamic as you go through the program, but it will serve as a good benchmark to assess your growth during this semester and beyond. This platform should be no longer than 3 pages within your final reflection.

You are expected to include at least 6 references to support your discussion.

*Students will make reference to information such as strengths, weaknesses, stumbling blocks & blind spots gleaned from the LSI 1 and LSI 2 inventories that were provided.*

To complete the leadership platform section of the paper, address section one and two below:

**Part 1**

1. Describe yourself in terms of your background, interest in leadership and any past leadership roles you have had.
2. What is your “vision for learning”?
3. What is your current definition of leadership?
4. Describe your understanding of the most important things leaders do.

**Part 2**

1. What do you believe about students, teachers, staff and parents? What do you believe about yourself?
2. How will you structure the school?
3. What is organizational culture and how will you go about assimilating into the school’s culture?
4. What theories of motivation will you utilize and why?
5. How do management and leadership differ? When will you manage and when will you lead?
6. How will you garner the trust, respect and support of students, faculty, staff and parents?
7. How will you effectively communicate with students, faculty, staff and parents? What skills do you need in order to do so?
8. How will you effectuate meaningful and sustaining change? What skills do you need in order to do so?
Participation and Engagement** 15 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.
<table>
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<th>Week</th>
<th>Topic</th>
<th>Readings &amp; Assignments (listed on Due date)</th>
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<tr>
<td>1/26</td>
<td>Introduction activity</td>
<td><strong>Configure TAMUCC email</strong></td>
</tr>
<tr>
<td>Week 1</td>
<td>Review of Course Syllabus Blackboard; WebEX</td>
<td>Read/Discuss role of the Principal Assign Case Study (1 each) ELCI Dept. Conference: March 5, 2016 Volunteer Opportunity with ISD</td>
</tr>
<tr>
<td>2/23</td>
<td>Change Pass out Book: Action Research</td>
<td>Marion &amp; Gonzales (2014) Ch.7 Nelson &amp; Aguilar (2011) Be ready to share results of LSI 1&amp; 2 with class (list of strengths, stumbling blocks &amp; blind spots and scored and plotted graph to class)</td>
</tr>
<tr>
<td>3/1</td>
<td>Special Populations</td>
<td>Capper, Rodriguez, McKinney (2010) Stinger (2014): Ch 1 Critical Reflection 1 Due (Peer Review through email/send to another student of choice) ATTEND March 5 Leadership Conference 8-4 at TAMUCC</td>
</tr>
<tr>
<td>3/8</td>
<td>Teaching &amp; Learning</td>
<td>(Upload revised Reflection 1)</td>
</tr>
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</table>
| Week 7 | Legal Issues | Oldendorft & Green (2005)  
Maegillivray (2000)  
Stinger (2014): Ch 2  
Independent Work/Discussion Forum |
| 3/15 | SPRING BREAK | |
Marion & Gonzales (2014) Ch.2  
WebEX |
| Week 9 |  | |
| 3/29 | Review of last 2 wks readings & forums | Stinger (2014): Ch 4  
Critical Reflection 2 Due (Peer Review)  
Student Presentations of Case Analysis  
(Upload revised Reflection 2)  
Marion & Gonzales (2014) Ch.3  
Sergiovani (2007)  
Stinger (2014): Ch. 5  
WebEX |
| Week 10 |  | |
| 4/05 | Structural Functionalism  
Life World of Organization |  |
| Week 11 |  |  |
| 4/12 | Creating Safe Schools & Ethics |  
Shannon & Escamilla (1999)  
Arnot, Pinson, Candappa, (2009)  
Stinger (2014): Ch 6  
Return Action research books to Dr. Aguilar |
| Week 12 |  | |
| 4/19 | Decision Making/Sense Making  
Community Relations |  
Marion & Gonzales (2014) Ch. 9  
Moll, Amanti, Neff, Gonzalez (1992)  
Draft of Reflection & Platform Due for Peer Review  
Presentations Pending  
WebEX |
| Week 13 |  | |
| 4/26 | Principal Professional Development  
Community/Relationships |  
Peterson (2002)  
Hausman, Crow, Sperry (2000)  
Marion & Gonzales (2014) Ch.6  
Independent Work/Discussion Forum |
| Week 14 |  | |
| 5/3 |  |  
Final Reflection & Platform Due |
| Week 15 |  | |
| 5/10 | EXAM Day |  |
| Week 16 |  | |
# Appendix A: Class Participation & Engagement Rubric (15 points)

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<tr>
<th>Quality of Comments</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</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>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>
<td></td>
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<table>
<thead>
<tr>
<th>Resource/Document Reference</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<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>
<td></td>
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<tr>
<th>Active Listening</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
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<tbody>
<tr>
<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>
<td></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.
<table>
<thead>
<tr>
<th>Categories</th>
<th>Exemplary (3)</th>
<th>Intermediate (2)</th>
<th>Beginning (1)</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>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 of thoughtfully selected aspects of readings related to the topic. Makes clear connections between what is learned from readings and the topic.</em> 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 <em>some detail</em> explaining some specific ideas or issues from outside experiences related to the topic. Makes general connections between what is learned from outside experiences and the topic.</td>
<td>Identify some general ideas or issues from outside experiences related to the topic</td>
</tr>
<tr>
<td><strong>Connection to readings (assigned and ones you have sought on your own)</strong></td>
<td></td>
<td></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 <em>explicit evidence of how one’s thought process regarding practice, improvement, creation of schools that advocate for all children is influenced.</em></td>
<td>Includes <em>implicit evidence of how one’s thought process regarding practice, improvement, creation of schools that advocate for all children is influenced.</em></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: Final Critical Reflection & Platform Assignment Rubric (40 points)
<table>
<thead>
<tr>
<th>Categories</th>
<th>Exemplary (5)</th>
<th>Intermediate (3)</th>
<th>Beginning (1)</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>Little self-disclosure, <em>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>References</strong></td>
<td>Includes reference to at least six readings from class.</td>
<td>Includes reference to at least three reading from class.</td>
<td>Includes reference to at least one reading from class.</td>
</tr>
<tr>
<td><strong>Focus on how and why the readings have changed, challenged, or aligned with one’s personal and professional self</strong></td>
<td>Includes explicit evidence of one’s intellectual growth and transformative experience as a graduate learner. Critically analyzes the readings for the semester and how they relate to one’s own values, beliefs, and practices as an educator and future leader.</td>
<td>Includes implicit evidence of evidence of one’s intellectual growth and transformative experience as a graduate learner. Summarizes or briefly discusses the readings for the semester and how they relate to one’s own values, beliefs, and practices as an educator and future leader.</td>
<td>Includes minimal to no evidence of evidence of one’s intellectual growth and transformative experience as a graduate learner. The readings for the semester and how they relate to one’s own values, beliefs, and practices as an educator and future leader is not evident.</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>Platform</strong></td>
<td>Clearly articulates one’s position on the nature and purpose of education. The platform references concepts articulated by others, particularly educational and philosophical scholars. Clear connections between the ideas of others and one’s own beliefs are evident. All questions from part 1 and 2 are answered. Clear references to data from LSI1 and LSI2 is made.</td>
<td>Some-what articulates one’s position on the nature and purpose of education. The platform references concepts articulated by others, not particularly educational and philosophical scholars. Few connections between the ideas of others and one’s own beliefs are evident. Most questions from part 1 and 2 are answered. Somewhat clear references to data from LSI1 and LSI2 is made.</td>
<td>Does not articulate one’s position on the nature and purpose of education. Includes an amalgamation of all ideas presented in class rather than include purposeful references. Few to no questions from part 1 and 2 are answered. unclear references to data from LSI1 and LSI2 is made.</td>
</tr>
</tbody>
</table>
### APPENDIX D

**Case Study Groups Presentation (Part 1)**

<table>
<thead>
<tr>
<th>Group</th>
<th>Student</th>
<th>Student</th>
<th>Student</th>
<th>Date: 1 / 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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<tr>
<td>B</td>
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<tr>
<td>G</td>
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</tr>
</tbody>
</table>
APPENDIX E

Evaluation Form for Solution to Case Study (Part 1)

<table>
<thead>
<tr>
<th>Solution to Case</th>
<th>EXCELLENT (2.0 POINTS)</th>
<th>GOOD (1.0 POINTS)</th>
<th>POOR (0.0 POINTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Addresses issues discussed in the case.</td>
<td></td>
<td></td>
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<tr>
<td>2. Focus on solution based on TExES competencies, research, practice/ Utilizes additional resources to solve cases</td>
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<tr>
<td>3. Considers the consequences of decisions, and articulate priorities and alternatives.</td>
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<tr>
<td>4. Provides 1-2 page handout for class</td>
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<tr>
<td>5. Provides a 1-2 page summary of his or her work and collaborative efforts.</td>
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</tbody>
</table>

TOTAL POINTS: ___________ /10

Comments: ______________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
______________________________________________________________
# Evaluation Form for Case Study Presentation (Part 2)

**PRESENTER (S)**

Rater: ___________________________________________________________

<table>
<thead>
<tr>
<th>START _______</th>
<th>FINISH _______</th>
<th>EXCELLENT (1.0 POINTS)</th>
<th>GOOD (.5 POINTS)</th>
<th>POOR (0.0 POINTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:__________</td>
<td>---------------</td>
<td>-------------------------</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRESENTATION/ DISCUSSION</th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ADEQUATELY ARTICULATES ISSUES DISCUSSED IN THE CASE?</td>
<td></td>
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<tr>
<td>2. ENGAGES WITH THE CLASS AS OPPOSED TO JUST PRESENTING MATERIAL?</td>
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<tr>
<td>3. USES A VARIETY OF APPROACHES/STRATEGIES (HANDOUTS, MULTIMEDIA, QUESTIONS, ETC.)?</td>
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</tr>
<tr>
<td>4. ARTICULATES SOLUTION BASED ON TExES COMP., RESEARCH &amp; PRACTICE/ UTILIZES ADDITIONAL RESOURCES TO SOLVE CASE?</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. MAKES CONTENT BOTH UNDERSTANDABLE AND INTERESTING?</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS: ________/5**

Comments:____________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

EDAD 5304/6304 spring 2016 Aguilar22