Course Description: This course will examine the basic elements of successful school renewal programs with emphasis on systematic approaches to educational innovation and the process of change; studies of successful innovative programs.

Rationale: Education, whether postsecondary or K-12, could be considered the foundation of American life. Even though education is not always held in the highest esteem among citizens, such as politicians, business leaders, activists, administrators, and parents, education serves them in a manner that no other industry does. Microsoft is about helping “people and businesses throughout the world realize their potential.” Walmart is about “saving people money to help them live better.” General Motors is “passionate about designing, building and selling the world’s best vehicles.” Starbucks seeks “to inspire and nurture the human spirit—one person, one cup, and one neighborhood at a time.” Subway is “committed to providing an influence in the communities we serve around the world.” No enterprise—business, political, or social—other than K-12 and higher education prepares people, overall, to be able to realize their potential, or understand how to live better, or design, build, and sell the best products, or have a positive influence in communities, or to be productive citizens. Enterprises are beneficiaries of the quality of educated citizens. Yet, in order to meet the demands of enterprises, educators must constantly be creative and innovative. Education is the foundation of American life, and the life-blood of America’s future.

Walmart: http://walmartstores.com/AboutUs/
General Motors: http://www.gm.com/company/aboutGM.html
Starbucks: http://www.starbucks.com/about-us/our-heritage
III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors n/a

IV. TExES Competencies: n/a

V. CPED Principles:

**Principle 1:** Framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.

**Principle 2:** Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.

**Principle 4:** Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.

**Principle 6:** Emphasizes the generation, transformation, and use of professional knowledge and practice.

VI. Course Objectives/Learning Objectives:

1. Relate a series of educational innovations relevant to the success of education systems
2. Assess the quality of educational innovations application to various levels of k-12 and higher education
3. Explain an educational innovation in light of its critical impact on education
4. Analyze the value of an educational innovation for contributions to society
5. Synthesize how scholarly literature relates to an educational innovation
6. Interpret how scholarly literature applies to an educational innovation

VI. Course Topics:

I. Educational Innovations
II. The Process of Change
III. Scholarly Literature Related to Educational Innovation
IV. Studies of Successful Innovative Educational Programs

Text/Resources:


* All papers must strictly adhere to APA citation format.
Course Format

Given the broad scope of topics to be covered, this online course will rely heavily on extensive reading as well as instructor facilitated and student-led discussions via BlackBoard. Specifically, critical dialogue will require students to engage in analytical discussions that synthesize course readings with current events via case studies and course portfolio.

Adobe Spark

We will be utilizing Adobe Spark for various course components this semester. Adobe Spark allows you to upload and create sites with images, pictures, text, and audio. Please take the time to learn how to use Adobe Spark via their site (https://spark.adobe.com/home/). YouTube is also a great resource for tutorials on how to use Adobe Spark; search “how to use Adobe Spark” for a variety of videos that are both informational and helpful.

GRADING AND COURSE REQUIREMENTS

You determine your grade by the number of points earned on the various course activities. With this approach, there is no pre-conceived distribution of grades. Everyone or no one can receive an “A.” There are five different course requirements (with assigned point values) specified below.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Weekly Discussion Posts (2@10pts)</td>
<td>20</td>
</tr>
<tr>
<td>2. Innovations Reflection Paper</td>
<td>60</td>
</tr>
<tr>
<td>3. Individual Chapter Jigsaw</td>
<td>40</td>
</tr>
<tr>
<td>4. Team Case Study Paper</td>
<td>160</td>
</tr>
<tr>
<td>5. Group Member Evaluation</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>305</strong></td>
</tr>
</tbody>
</table>

**NOTE:** You are expected to turn in all assignments by the dates outlined in the tentative course calendar (Appendix A) to avoid a 10% penalty. **NOTE:** Any assignment submitted after 24 hours from the initial due date will result in your complete forfeit of all points for that respective assignment. Extenuating circumstances will be evaluated on an individual basis.

GRADES

Final grades will be assigned as follows:

For a grade of:

“**A**” At least 275 total points
“**B**” An accumulated point total between 244 and 274
“**C**” An accumulated point total between 214 and 243
“**D**” An accumulated point total between 183 and 213
“**F**” Any point total 182 and below
COURSE ASSIGNMENTS/REQUIREMENTS

1. **WEEKLY DISCUSSION POSTS**  
   20 points

   This course requirement necessitates you to respond to a question or prompt by synthesizing the specified course readings each week BY 6:00pm AND respond to a classmate’s response BY 6:00pm the subsequent day via the Discussion Forum tab on Blackboard. Discussion posts should be a minimal of 300 words for each response (both initial response to instructor question AND response to classmate). Failure to post before the assigned deadlines result in the automatic forfeit of ALL points for that week. I encourage you to be thoughtful in your responses so as to illustrate your comprehension and connection to weekly course reseadings at a critical level; the ONLY limitation is that you may NOT use direct quotes from the course readings. Please avoid rambling on and going off the topic. Weekly discussion posts are set for Week 2, July 9-13 and Week 4, July 23-27. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix B) for further details regarding this course activity. Weekly discussion posts for the semester are worth (2 @ 10 pts) 20 points.

2. **INDIVIDUAL CHAPTER JIGSAW**  
   40 points

   This course component requires you to utilize Adobe Spark to convey the most salient aspects of the assigned course reading. You will each be randomly assigned chapters to report out throughout the course. You will present the concepts that you deem the most important from your assigned chapters. This is not to suggest that you must report EVERY concept; rather, you must determine which concepts you deem to be important for your peers to know. Regardless of assigned chapters to report, you must read ALL assigned chapters for the week and the semester.

   **Technical Requirements:** Utilize Adobe Spark to report out assigned chapters. You must NOT include any information verbatim from the text. Be creative by using images, videos, etc as well as provide thought provoking questions to illustrate your chapter. You must submit the generated link from Adobe Spark in the respective Week folder in “Unit” tab on BlackBoard by noon by the individually assigned due date. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix C) for further details regarding this course activity. Individual chapter jigsaw is worth 40 points.

4. **INNOVATIONS REFLECTION PAPER**  
   60 points

   An integral component of the transmission of new knowledge is the need to critically reflect on the course content via your experiences or respective paradigmatic views. More specifically, this paper will require you to reflect on your notions and perceptions of educational innovations. In addition to including an introduction and conclusion to this assignment, it is critical for you to reflect and effectively address the following: 1). Definition of educational innovation; 2). Characteristics/Traits inherent in educational innovation; 3). Examples from personal experience of what educational innovation “should” entail; 4). Provide two concrete examples and rationales for educational innovation; and, lastly, 5). Identify and offer a rationale for a minimal of three specific areas where educational innovation (secondary, postsecondary, or both) is warranted. **NOTE:** This assignment does NOT require references as this paper should be a reflection of
your thoughts on the aforementioned queries. **As such, your inclusion of ANY form or shape of a reference will result in the automatic forfeit of ALL points for this assignment.**

Utilize Adobe Spark to creatively present a thoroughly developed reflection addressing all of the aforementioned questions (See #1-5 above) prior to the time and designated due date as noted in the course calendar (Appendix A). **NO EXCEPTIONS.** Adobe Spark generated link should be posted on the “Innovation Reflection” assignment found in the Unit tab of Week 1. Reflections after the designated time (whether it be five minutes or two hours late) will automatically be penalized 10%. Any reflection posted 24 hours after the due date will result in your automatic forfeit of ALL points. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix D) for further details regarding this course activity. **Innovations reflection is worth 60 points.**

5. **GROUP CASE STUDY PAPER** 120 points

This course component requires you to choose a current event that exemplifies an educational innovation within the context of education (either secondary or postsecondary) in which you can offer an in-depth and critical analyses as it relates to course material throughout the semester. More specifically, the current event of your choosing MUST lend itself to extensive research via peer-reviewed journals as a means to build your analyses beyond the scope of the issue itself. The **ONLY** requirement is that the current event that will be analyzed via an educational innovation lens MUST fall within the realm of a social justice issue. Below are the criteria expected to be found within this course component:

A. **Introduction/Conclusion:** Both the introduction and conclusion must be seamlessly, effectively, and succinctly written to given an overview of the current event you will discuss in the paper. The introduction should include an explicit roadmap that details the outline of the paper. The roadmap, in other words, will efficiently guide the anticipation of what I am to read in your paper. This roadmap should be followed and, if done so correctly, will help to frame and to organize your paper.

B. **Case Study:** Within these sections, you must provide an ample discussion of the current event you have chosen to examine. You should explicitly address the following queries: What is the educational innovation presented in the case? What facts are essential for understanding and dealing with the educational innovation? What additional information is needed to address the issues identified within the scope of the educational innovation? Who are the principal decision makers and what roles do they play? What course of action (short- and long-term) should be taken? **Note:** The sources utilized to explain the case study as it pertains to the specific educational innovation do NOT have to be peer-reviewed as such current events as it relates to educational innovations can be found on *The Chronicle of Higher Education*, etc.

C. **Educational Innovation/Current Literature:** These sections should explicitly make a connection to educational innovations concepts discussed in class as well as literature researched independently via peer-reviewed journal articles. These sections provide an opportunity to amplify and evidence comprehension of what was discussed throughout the semester as well as additional resources that were not a part of the required readings. You must explicitly discuss what concepts associated with educational innovation are prevalent and/or relevant within the current event you chose to analyze at a sophisticated and critical level. **NOTE:** This section should comprise a majority of the paper.

D. **Social Justice:** This section requires you to make an explicit connection between the educational innovation you chose AND literature that illuminates the case as a social justice issue. Provide
evidence to support your rationale.

E. **Deconstruct & Problematize**: This section requires you to deconstruct and problematize the weaknesses in the concepts of educational innovation you discussed in the previous sections. *What is lacking from the discussed concepts and literature? What ways can these concepts be improved?* Explain your rationale with evidence to illustrate your synthesis of course material at a sophisticated level.

F. **Recommendations**: This section requires you to offer three recommendations on how to improve the concepts of educational innovations discussed within the context of the paper. This section, in other words, should reconstruct what was deconstructed in the previous section. Be explicit on the recommendations AND offer rationales to support your conceptualizations.

**Paper Requirements**: Your team of two must provide a 20-25 page (double-spaced) research paper (including references and appendices, if needed) with a minimal of 20 outside peer-reviewed references. If you are in a team of three, your team must provide a 25-30 page (double-spaced) research paper (including references and appendices, if needed) with a minimal of 25 outside peer-reviewed references. **NOTE**: You may not use more than three direct quotes throughout the entire paper; You may NOT use blocked quotes. Papers are expected to be succinctly written with no more than three grammatical mistakes and free of APA errors.

Case study research paper must be emailed to rosie.banda@tamucc.edu prior to the designated time and due date. **NO EXCEPTIONS**. Case study research papers emailed after the designated time and due date will automatically be penalized 10%. Any assignment emailed 24 hours after the due date will result in your automatic forfeit of ALL points. Please see the tentative calendar (**Appendix A**) and the evaluation form (**Appendix E**) for further details regarding this course activity. **Team Case Study Paper is worth 120 points.**

6. **GROUP MEMBER EVALUATIONS**

It is each team member’s ethical responsibility to fairly and equitably contribute to this assignment. The process will be arduous on several levels, particularly in regards to writing styles. It is imperative for this assignment to read in a coherent, seamless, and effective manner. With that said, peer review at all stages of this writing project with group members is a must. For group with more than two members, the average of evaluations by the two group members will determine points awarded for this course component.

Group member evaluation(s) must be emailed to me at rosie.banda@tamucc.edu no later than designated time and due date. Please see the tentative calendar (**Appendix A**) and the evaluation form (**Appendix F**) for further details regarding this course activity. **Group Member Evaluation is worth 25 points.**

**Academic Integrity Policy**

Professional conduct is expected in this course. Professional conduct includes, among others, interactions with peer colleagues, faculty, timely completion of assigned tasks and responsibilities; adherence to professional ethical standards; and adherence to University policies regarding plagiarism (see Student Handbook). Cheating, plagiarism and other forms of academic honesty will result in disciplinary actions.

All written work submitted must be the student’s original work and conform to the guidelines of the *American Psychological Association* (APA) available online and via their publications. This means that any substantive ideas,
phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. It is the student’s responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.

Office of Disability Services

Texas A&M University-Corpus Christi welcomes students with disabilities into all of the University's educational programs. 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 accommodation of their disabilities. In order to receive consideration for reasonable accommodations, students with disabilities should contact the Disabilities Services office to make the necessary arrangements if modifications are required to facilitate the classroom teaching and learning process. This Office of Disability Services (disability.services@tamucc.edu) is located at 116 Corpus Christi Hall. They may be contacted directly at (361)825-5816.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Office of Disability Services (disability.services@tamucc.edu) for assistance at (361)825-5816.

Diversity Statement

The department aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group perspectives. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Departmental courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.

Student Conferences

Because this is an online course, I will be available via phone conference. Please feel free to contact me electronically and allow for a 24 hour window before a phone conference is scheduled. I encourage each of you to electronically contact me as often as you need, if you have any questions, comments, concerns, or need clarification on any course components.

End of Semester Negotiations

Without a doubt, I maintain high expectations for all my students in my courses. I will support you in every way possible during the semester to ensure that you perform well in the class, if you communicate any difficulties or concerns with the material with me. Therefore, I recommend that you take full advantage of a supportive learning environment designed to ensure your success. However, I will NOT entertain any end of semester negotiations about your grades. Your grade in the course is a direct reflection of your engagement in your own learning process.
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.
# APPENDIX A
## TENTATIVE CALENDAR

<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Readings/Assignments</th>
</tr>
</thead>
</table>
| *July 02-06/Week 1* | Introduction and Course Overview/Expectations  
MacTaggart-Chapters 1&2  
Stewart-Chapter 1  
_Revitalization, Success, and Globalization_  
[DUE: Innovations Reflection Paper by Midnight on Friday, July 6]  
[DUE: Chapter Jigsaw by Noon on Saturday, July 7]  
*Course introductions/team member assignment for case study and electronic portfolio/review course expectations, July 5 @ 7:00pm |
| July 9-13/Week 2 | MacTaggart-Chapters 3 & 4  
Stewart-Chapters 2 & 3  
_Marketing and Branding, Turnaround Promise, World Success, and Elements of Success_  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm Thursday, July 12]  
[DUE (BlackBoard): Response to a Colleague’s Post by 6:00pm Friday, July 13]  
[DUE: Chapter Jigsaw by Noon on Saturday, July 14] |
| **July 16-20/Week 3** | MacTaggart-Chapters 5 & 6  
Stewart-Chapters 4 & 5  
_Finance, Public Higher Education, Developing Leaders, and Modernizing_  
[DUE: Chapter Jigsaw by Noon on Saturday, July 21]  
**Opportunity to Submit Team Case Study Paper for Feedback Due by Noon on Tuesday, July 17** |
| July 23-27/Week 4 | MacTaggart-Chapters 7 & 8  
Stewart-Chapter 6  
_Distress, Advice, and the Future_  
[DUE (BlackBoard): Initial Response to Professor Post by 6:00pm Thursday, July 26]  
[DUE (BlackBoard): Response to a Colleague’s Post by 6:00pm Friday, July 27]  
[DUE: Chapter Jigsaw by Noon on Saturday, July 28] |
| Jul. 30-Aug.03/Week 5 | **Conclusion**  
[DUE: Case Study Paper by Noon on Wednesday, August 1]  
[DUE: Group Member Evaluation by Noon on Wednesday, August 1] |

*Subject to change at instructor’s discretion*

NOTE: All assignments are electronically due prior to the noted time on designated due date
# APPENDIX B
## WEEKLY DISCUSSION POST EVALUATION FORM

---

**PRESENTER**

**RATING DEFINITIONS**
EXCELLENT - SURPASSED EXPECTATIONS
GOOD - ONLY SLIGHT ROOM FOR IMPROVEMENT
FAIR - MARGINALLY ACCEPTABLE
INADEQUATE - DID NOT MEET CRITERIA

---

<table>
<thead>
<tr>
<th></th>
<th>EXCELLENT 5.0 POINTS</th>
<th>GOOD 3.0 POINTS</th>
<th>FAIR 1.0 POINTS</th>
<th>INADEQUATE 0.0 POINTS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEKLY POSTING (10 TOTAL POSSIBLE POINTS)</td>
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**RESPONSE #1 (To Instructor)**
1. PROVIDE A THOUGHTFUL AND INSIGHTFUL ANALYSES THAT UTILIZES COURSE READINGS THAT SUCCINCTLY ARTICULATE AN ANSWER QUERY POSED BY PROFESSOR?

**RESPONSE #2 (To Colleague)**
1. PROVIDE A THOUGHTFUL AND INSIGHTFUL ANALYSES THAT UTILIZES COURSE READINGS THAT SUCCINCTLY ARTICULATE A RESPONSE TO COLLEAGUE’S POST?

---

TOTAL POINTS/GRADE: RESPONSE #1 _____ + RESPONSE #2 _____ = ____________ TOTAL POINTS
COMMENTS/SUGGESTIONS:

---
# APPENDIX C
## CHAPTER JIGSAW EVALUATION FORM

**PRESENTER(S)**

**RATING DEFINITIONS**
- **EXCELLENT** - ONLY SLIGHT ROOM FOR IMPROVEMENT
- **GOOD** - OK, BUT SOME ROOM FOR IMPROVEMENT
- **FAIR** - MARGINALLY ACCEPTABLE
- **INADEQUATE** - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th></th>
<th>EXCELLENT 20.0 POINTS</th>
<th>GOOD 15.0 POINTS</th>
<th>FAIR 10.0 POINTS</th>
<th>INADEQUATE 5.0 POINTS</th>
<th>COMMENTS</th>
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</thead>
<tbody>
<tr>
<td><strong>JIGSAW CHAPTER</strong> (40 TOTAL POSSIBLE POINTS)</td>
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</tr>
<tr>
<td>1. PROVIDE A THOUGHTFUL REPORT VIA ADOBE SPARK OF MOST SALIENT ASPECTS OF ASSIGNED CHAPTER(S)?</td>
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<tr>
<td>2. UTILIZE GRAPHICS, TEXT, AND AUDIO EFFECTIVELY TO REPORT CHAPTER?</td>
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**TOTAL POINTS/GRADE:**
**COMMENTS/SUGGESTIONS:**
## APPENDIX D
### INNOVATIONS REFLECTION EVALUATION FORM

**PRESENTER**

**RATING DEFINITIONS**
- EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT
- GOOD - OK, BUT SOME ROOM FOR IMPROVEMENT
- FAIR - MARGINALLY ACCEPTABLE
- INADEQUATE - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th>REFLECTION (60 TOTAL POSSIBLE POINTS)</th>
<th>EXCELLENT 10.0 POINTS</th>
<th>GOOD 8.0 POINTS</th>
<th>FAIR 5.0 POINTS</th>
<th>INADEQUATE 2.0 POINTS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PROVIDE A PERSONAL DEFINITION OF EDUCATIONAL INNOVATION?</td>
<td></td>
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<tr>
<td>2. PROVIDE CHARACTERISTICS/TRAITS INHERENT IN EDUCATIONAL INNOVATION?</td>
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<tr>
<td>3. PROVIDE EVIDENCE VIA PERSONAL EXPERIENCE OF WHAT EDUCATIONAL INNOVATION ENTAILS?</td>
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<tr>
<td>4. PROVIDE TWO CONCRETE EXAMPLES AND PROVIDE A RATIONALE FOR EDUCATIONAL INNOVATION?</td>
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<tr>
<td>5. PROVIDE TWO SPECIFIC AREAS WHERE EDUCATIONAL INNOVATION IS WARRANTED?</td>
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<tr>
<td>6. WRITTEN CONCISELY, SEAMLESSLY, AND EFFECTIVELY WITH LESS THAN TWO GRAMMATICAL ERRORS AS WELL AS PROPERLY FORMATTED APA COVER SHEET?</td>
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</table>

**TOTAL POINTS/GRADE:**

**COMMENTS/SUGGESTIONS:**
## APPENDIX E
### TEAM CASE STUDY EVALUATION FORM

**PRESENTER**

**RATING DEFINITIONS**
EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT
GOOD - OK, BUT SOME ROOM FOR IMPROVEMENT
FAIR - MARGINALY ACCEPTABLE
INADEQUATE - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th></th>
<th>EXCELLENT 20.0 POINTS</th>
<th>GOOD 15.0 POINTS</th>
<th>FAIR 10.0 POINTS</th>
<th>INADEQUATE 0.0 POINTS</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td><strong>CASE STUDY RESEARCH PAPER (160 POSSIBLE POINTS)</strong></td>
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</tr>
<tr>
<td>1. PROVIDE AN EFFECTIVE AND CONCISE INTRODUCTION AND CONCLUSION?</td>
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<tr>
<td>2. OFFER AN IN-DEPTH UNDERSTANDING OF CURRENT EDUCATIONAL INNOVATION?</td>
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<tr>
<td>3. OFFER A SYNTHESIS OF THE CURRENT THEORIES AND LITERATURE RELATED TO EDUCATIONAL INNOVATION?</td>
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<tr>
<td>4. IDENTIFY AND EXPLICITLY RATIONALIZE HOW EDUCATIONAL INNOVATION EVIDENCES SOCIAL JUSTICE?</td>
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<tr>
<td>5. EFFECTIVELY SYNTHESIS A RESEARCH-BASED ARGUMENT THAT DECONSTRUCTS AND PROBLEMATIZES EDUCATIONAL INNOVATION LITERATURE AS IT RELATES TO CHOSEN TOPIC?</td>
<td></td>
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<tr>
<td>6. OFFER THREE PRACTICAL RECOMMENDATIONS ON HOW TO IMPROVE THE EDUCATIONAL INNOVATION CONCEPTS DISCUSSED WITHIN PAPER?</td>
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<tr>
<td>7. CONTAIN LESS THAN THREE GRAMMATICAL ERRORS AND FREE OF APA ERRORS?</td>
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<tr>
<td>8. OVERALL, COMPONENTS WERE CONCISELY AND CLEARLY SYNTHESIZED SEAMLESSLY WITH RESEARCH AT A SOPHISTICATED LEVEL?</td>
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**TOTAL POINTS/GRADE:**

**COMMENTS/SUGGESTIONS:**
## APPENDIX F
### TEAM MEMBER EVALUATION FORM

Team Member Evaluated: _________________  
Evaluator: _________________

<table>
<thead>
<tr>
<th>Team Member Evaluation (25 Possible Points)</th>
<th>Strongly Agree (5 pts)</th>
<th>Agree (4 pts)</th>
<th>Neutral (2.5 pts)</th>
<th>Disagree (1 pts)</th>
<th>Strongly Disagree (0 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attends all group meetings.</td>
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<tr>
<td>2. Comes to group meetings prepared with relevant information.</td>
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<tr>
<td>3. Assumes expected share of responsibility.</td>
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<td>4. Contributes equitably to the written requirements of the assignment.</td>
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<tr>
<td>5. Listens to and respects the ideas of others.</td>
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</tbody>
</table>

Comments:

TOTAL POINTS: ________