Instructor:  Dessynie Edwards, Ph.D.       Syllabus:  EDAD 5366/6366 School Personnel Management

Educational Administration
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Phone: 361-825-5866 (Office)
       361-825-3377 (Fax)
Email: Dessynie.Edwards@tamucc.edu

Term: Spring 2019 (01/14 – 05/01)
Room: (100% On-line)
Day &Time: (On-line) (01/14 – 05/01)
Office Hours: T & W (By Appointment) FC 121

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

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

GENERAL DESCRIPTION AND ORIENTATION OF CLASS
The purpose of this class is to help individuals better understand the importance of School Personnel Management in creating schools where all children succeed. This course will be delivered 100% online. Students are expected to be able to utilize technology tools needed for success in this type of course delivery. Blackboard will be the primary means of communication of material and course discussions. Students are encouraged to access the IT Help Desk if you are unsure about how to access your Blackboard account. This is a graduate course. As such, the reading and requirements of this course are intensive and intended to build your knowledge and expertise in the area of personnel management in schools.

COURSE EXPECTATIONS
Engagement, participation, and active participation in all Blackboard Discussion Forums are expected and required. It is expected that course discussions be respectful, professional and productive. Although the class assignments are independently completed, you will be required to participate in the Peer Review Process for most assignments. The Peer Review Process is a reciprocal teaching and learning opportunity that allows you to provide and receive feedback which
aligns and adheres to the assignment expectations, guidelines and requirements. In addition to Peer Reviews, you are highly encouraged to form networks early in your professional career. The academic arena and graduate courses are conducive environments to cultivate these professional networks.

Course evaluations during the spring 2019 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: Log in to Blackboard often/daily and post and respond to discussion threads on assigned readings and questions. Also, post talking points and questions for course colleagues’ responses. Contact the instructor if you have any questions or concerns with the online classroom. Please be an active participant in class.

Communication: TAMUCC email and Blackboard communications will be the best way to communicate with the instructor outside of class meetings. You can also schedule appointments for meeting.

Statement of Academic Continuity: In the event of an unforeseen adverse event, such as a major hurricane 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 by the assigned due date at 10 p.m. for Discussion Board/Forum Posts and Assignments for grading. The Peer Review Process documents are exchanged and returned to peers via email, as follows: 7 p.m. (documents exchanged with peers for review) and 10 p.m. (documents returned to peers with electronically, completed review/feedback).

Assignment Format: All assignments are to be submitted electronically on Blackboard and in MS WORD DOC format ONLY. PDF files or Google Docs will not be accepted due to incompatibility. See the required text, APA Manual (6th Edition) for all guidelines.

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

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

Illness/Emergencies/Unforeseeable Absences: If an illness/emergency or unforeseeable circumstance arises and you cannot complete your face-to-face or online requirements of 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. Self-plagiarism is the presentation, resubmission or repurposing of work/assignments submitted and graded in other courses; without acknowledgement of the author’s original work and submission. Plagiarism software and applications are used for assignments. 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.

**STATEMENT OF AUTHORSHIP**

The following statement must be completed and submitted on the bottom portion of the required Cover Page for the Critical Reflection and the Final Research Paper assignments submitted for grading.

“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                       Peer Reviewer’s Name & Date of Review
INSTRUCTIONAL OBJECTIVES

As a result of activities, course readings, and interactive experiences, students will be able to:

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

This course covers the following Professional Standards for Educational Leaders 2015 (formerly ISLCC Standards):

▪ **Standard 2 – Ethics and Professional Norms**: Act ethically and according to professional norms to promote each student’s academic success and well-being.

▪ **Standard 6 – Professional Capacity of School Personnel**: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

▪ **Standard 7 – Professional Community for Teachers and Staff**: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.

This course also covers the following Standards and Competencies for the State Board of Educator Certification Texas Examinations of Educator Standards (SBEC/TExES) Framework for Principal Certification

▪ **STANDARD III- HUMAN CAPITAL**—The principal:
  o Competency 6- Creates opportunities for effective staff to take on a variety of
leadership roles and appropriately delegates responsibilities to staff and administrators on the leadership team.

- Competency 7 - Collaboratively develops, implements and revises a comprehensive and on-going plan for professional development of campus staff that addresses staff needs based on staff appraisal trends, goal, and student information.
- Competency 8 - Ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources.
- Competency 9 - Implements effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff.
- Competency 10 - Plans for and adopts early hiring practices.

- **STANDARD V - STRATEGIC OPERATIONS**—The principal:
  - Competency 1 - Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.

- **STANDARD VI - ETHICS, EQUITY, AND DIVERSITY**—The principal:
  - Competency 3 - Ensures that reports of educator misconduct, including inappropriate relationships between educators and students are properly reported so appropriate investigations can be conducted.
  - Competency 4 - Models and promotes the continuous and appropriate development of all learners in the campus community.
  - Competency 5 - Ensures all students have access to effective educators and continuous learning opportunities.

**REQUIRED COURSE TEXTBOOKS**


**Other readings assigned and posted on Blackboard:**


professionals need to know and do. New Directions for Adult and Continuing Education, 112. 85-96.


COURSE REQUIREMENTS/EVALUATION CRITERIA

Professional Resume ................................................................. 10 points
Critical Reflection Paper ......................................................... 20 points
Participation and Engagement .................................................. 30 points
Research Paper on School Personnel Management ................... 30 points
Research Paper Presentation ..................................................... 10 points
Total Possible Points .................................................................. 100 points

Grading Scale: 90-100 = A, 80-89 = B, 70-79 = C, 69 and below is failing
Incompletes: Incompletes will not be given for this course.

COURSE ASSIGNMENT DESCRIPTIONS

Professional Resume 10 points Due: Week 4
A benchmark for this course is to complete a professional resume. Ultimately, you will want to secure a position as a principal or an assistant principal. There will not be a prescribed resume format, however pay careful attention to the literature in Chapter 4 as well as the discussions on selection of administrative personnel. Your resume should include the core ideas covered in those assigned readings and discussions as much as possible.

Critical Reflection Paper 20 points Due: Week 9
The reflection process is an important aspect of being a school leader. By this point, you will have read and participated in many discussions on school personnel management. This assignment will give you time to reflect on what you have learned and help you decide on a specific interest for your final paper. It is good practice for you to set aside time to write your impressions, ideas, applications, and emotional reactions as you read and as you participate in class. The context of these reflections should help you develop self-awareness of values, beliefs, and attitudes related to yourself, your life and school leadership as it relates to supervision and administration of personnel.

Specific format for this assignment is as follows: 1.) Your reflection should be NO MORE THAN THREE PAGES (Word-processed, entire document double-spaced, 12 point Times New Roman font, APA formatted, Cover Page with Statement of Authorship & Name of Peer Reviewer, and Reference Page with correct APA format) 2.) It should be written in first person, 3.) Avoid the urge to write editorials or position papers, 4.) Work to personalize your efforts with connections to the readings, your work, your experience, and your life, and 5.) Please remember, the reflection is about you, not other people. Focus your reflections on what you’ve learned thus far. (Rubric-Appendix B)

Participation and Engagement** 30 points Due: Ongoing
Each week students should be prepared for class discussions by having previously read the assigned readings. Students must post responses to the Blackboard Discussion Board Forum prompt or questions and provide talking points on the assigned readings in Blackboard. Talking points could 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. In order to foster critical conversations, students must reply to a minimum of two (2) threads initiated by other students. You need to be an active participant in Blackboard each day/week to earn full credit. You will also provide a self-assessment. (Rubric-Appendix A)

Semester Research Paper and Presentation 40 points Due: Week 12/14
Students are required to write a research paper on any topic or aspect of school personnel management they choose. Topics are due and posted at the end of Week 3. You need to have at least 5 references from peer-reviewed sources in your paper. The paper needs to be a minimum of five to seven (5-7) pages in length; this excludes the cover page and reference page. You are to use double-spaced, 12-point Times New Roman font, one-inch margins, without “extra” or “larger” spaces between paragraphs and use current APA style and formatting. Your paper will not be graded if you write it in an outline or if you present the information in a question/answer format. You need to use your writing skills to synthesize and present your thoughts logically and analytically. Use the following outline to guide your work and provide section titles in the paper.

Research Paper: 30 Points
1. Cover page (Centered items & centered on the page; not counted in 5-7 page limit) [2 Points]
   a. Title of paper
   b. Name
   c. Course name, number and semester
   d. Professor’s Name (Dr. Dessynie Edwards)
   e. Date of submission
   f. Statement of Authorship (Bottom portion of page)
   e. Name of Peer Reviewer (first and last name)
2. Introduction (approximately .5-1 page) [5 Points]
   a. Brief explanation of your experiences with administration and supervision
   b. Research-based statement of your perspective on administration and supervision
   c. Brief overview of the paper specifying the specific researched area of school personnel management
3. Literature Review (approximately 2-3 pages) [8 Points]
   a. In this section, complete a literature review of the existing literature you found on the topic of choice
   b. Subtitles for the specific areas in the literature
   c. Direct quotes from literature must be accurately cited using APA format. APA format is determined by the number of words in the direct quote. Explanations is the author’s own words should introduce the quote and explanations after the quote should provide clarity for use of the quote.
4. Personal and Organizational Supervision and Administration Plan (1-2 pages) [8 Points]
   a. In this section of your paper, identify your own strengths and weaknesses in relation to administration and supervision and the topic you chose. Based on the research you’ve completed, explain your plan for personal improvement and also explain the kinds of culture, structure and norms you will strive to establish in your school.
5. Conclusion (approximately .5 – 1 page) [4 Points]
   a. Briefly summarize your research, findings, and personal perspective on supervision and administration and specifically the topic you chose.
6. References (does not count toward the 5-7 page limit) [3 Points]
   b. Must include a minimum of (5) scholarly, peer-reviewed resources; those academic publications that have been assessed for quality, accuracy & validity of research methods and procedures by reviewers specializing in the same scholarly area as the author. Locate resources that are described as peer-reviewed publications.
**Research Paper Presentation: 10 Points**

Each student will a.) Review your research-based statement of your perspective on administration and supervision, b.) Provide a brief overview of the specific researched area of school personnel management and c.) Complete a summary of the literature reviewed to include the main themes and salient points of the existing literature you found on the topic. Additionally, the presentation will include: d.) A brief review of the findings from the research paper and e.) Your personal perspective on supervision and administration and specifically the topic you chose.

The presentation will be a **maximum of ten (10) minutes**, including a format for questions and answers. A one-page, downloadable hand-out with an outline and graphics must be provided. Students are expected to use creative and engaging presentation formats, inclusive of a minimum of three (3) and a maximum of seven (7) slides/frames. Students should be familiar with the presentation topic and prepare only salient points on slides/frames. Presentations will be posted in a Discussion Board Forum for course colleagues to view, give feedback and pose/post questions. These detailed guidelines and components will be used to determine points earned for grading.
## COURSE CALENDAR AND DUE DATES

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC(S)</th>
<th>READINGS</th>
<th>ASSIGNMENTS &amp; DUE DATES</th>
</tr>
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</table>
| 1    | Thur. 1/17 | Review of Syllabus & Introduction to School Personnel Management & SuperVision | Course Syllabus | Connect TAMUCC email  
Post Response to Discussion Board (By 10pm)  
Power of Three Engagement Activity |
Stotko, Pajak, Goldsberry (2005) | Video: 1. NYC teachers stuck in rubber rooms  
2. Link Teacher pay to student performance?  
Post Response to Discussion Board (By 10pm) |
*Post Research Paper Topic in Blackboard-Due  
(Use the textbook Table of Context and Indexes) |
| 4    | Thur. 2/7 | Selection & Placement | Seyfarth (2008) Ch.4  
Gordon Ch. 12 | Post Response to Discussion Board (by 10pm)  
*Resume Due- Post in Blackboard (by 10pm) |
| 5    | Thur. 2/14 | Motivation & Induction | Seyfarth (2008) Ch. 5 & 6 | Post Response to Discussion Board (by 10pm)  
*Self-PD Plan (Part1) completed to Exchange for Peer Review (by 7:00 p.m.) |
| 6    | Thur. 2/21 | Professional Development & Individual Teacher Development | Seyfarth (2008) Ch. 7  
Gordon (2004) | *Self-PD Plan (Part 1) Returned for Peer Review (by 10:00 p.m.) |
| 7    | Thur. 2/28 | Lifeworld vs. Systems World Conflict | Seyfarth (2008) Ch. 13  
Sergiovanni (2010) | Post Response to Discussion Board (By 10pm)  
*Critical Reflection Draft Due-Peer Review Exchange (By 7:00 pm) |
| 8    | Thur. 3/7 | Evaluation & Termination Ethics/Caring/Relationships | Seyfarth (2008) Ch.8 & 14  
Starratt (1991)  
3/12-16 | Post Response to Discussion Board (By 10pm)  
*Critical Reflection 1-Peer Review Return to Peer (By 10:00 pm) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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<tr>
<td></td>
<td></td>
<td>Nelson, de la Colina, Boone (2008)</td>
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<td>(Posted in Blackboard by 10 pm)</td>
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<tr>
<td>10</td>
<td>Thur 3/28</td>
<td>Role of Leader Overrated?</td>
<td>Waite (2002)</td>
<td>Post Response to Discussion Board (By 10pm)</td>
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<td>Skrla, de la C., &amp; B. (2008)</td>
<td>(By 7:00 pm)</td>
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<td>Productive Environment</td>
<td>Sergiovanni (2010)</td>
<td>(By 7:00 pm)</td>
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<td></td>
<td>Munoz &amp; Thomas (2006)</td>
<td>(By 10:00 pm)</td>
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<tr>
<td>12</td>
<td>Thur 4/18</td>
<td>Self-PD Plan</td>
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<td>*Self-PD Plan (Part 2) Peer Review Return</td>
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<td>(By 10:00 pm)</td>
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<td>Research Paper</td>
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<td>* Research Paper Due for Grading</td>
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<td>* Participation &amp; Engagement Self-Assessment-Due</td>
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<td></td>
<td>Presentations</td>
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<td>* Research Paper Presentation &amp; Handout-Due for Grading</td>
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<td>14</td>
<td>Wed 5/1</td>
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### Appendix A: Class Participation & Engagement Rubric (30 points)

<table>
<thead>
<tr>
<th><strong>Discussion Quality of Comments</strong></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timely and appropriate posts and comments. Thoughtful, reflective and responds respectfully to other student’s comments/posts. Provides and provokes questions and comments to/from colleagues.</td>
<td>Timely comments, most are appropriate and reflect some depth and thoughtfulness. Post leads to other questions and/or comments from colleagues. Provides/provokes with some questions and comments.</td>
<td>Timely comments, but these lack depth and clarity; may or may not lead to other questions comments from colleagues. Adds some new insights and perspectives to the discussion.</td>
<td>Comments/posts lack clarity and depth. Participates, occasionally, offers a comment when directly questioned, restates questions or points previously raised. Minimally adds new insights to the discussion.</td>
<td>Untimely posts/comments or does not participate and/or only makes negative or disruptive remarks, comments are inappropriate or off topic.</td>
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</table>

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<tr>
<th><strong>Discussion Resource/Document Reference</strong></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Clear reference to text(s) being discussed and connects to other text(s) or reference points from previous readings and discussions.</td>
<td>Has completed the readings with some thoroughness, may lack some detail or critical insights and perspectives related to the text(s)/readings.</td>
<td>Has completed the readings, but lacks thoroughness, understanding or insight and alignment with the text(s)/readings.</td>
<td>Has not read the entire text and cannot sustain any reference to the course readings in the discussions.</td>
<td>Unable to refer to text(s) or readings for evidence or support of posts or comments in the discussion.</td>
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</table>

| **PD Plan Part 1 & Peer Review** | Timely and appropriate posts and comments. Thoughtful, reflective and responds respectfully to other student’s comments/posts. Provides and provokes questions and comments to/from colleagues. | Timely comments, but these lack depth and clarity; may or may not lead to other questions comments from colleagues. Adds some new insights and perspectives to the discussion. | Comments/posts lack clarity and depth. Participates, occasionally, offers a comment when directly questioned, restates questions or points previously raised. Minimally adds new insights to the discussion. | Untimely posts/comments or does not participate and/or only makes negative or disruptive remarks, comments are inappropriate or off topic. |
| PD Plan is relevant and related to the person’s assignment or position. Data analysis is detailed and specific goals, actions, targeted completion dates and evidence of goal attainment are identified. Peer review feedback is indicative of these requirements. | PD Plan is relevant and related to the person’s assignment or position. Data analysis is detailed and specific goals, actions, targeted completion dates and evidence of goal attainment are identified. Peer review feedback is indicative of these requirements. | PD Plan has some relevance and is somewhat related to the person’s assignment or position. Data analysis is minimal and specific goals, actions, targeted completion dates are partially completed with minimal evidence of goal attainment. Peer review feedback is loosely related to the requirements. | PD Plan lacks relevance and relation to the person’s assignment or position. Data analysis is vague or incomplete and specific goals, actions, targeted completion dates lack clarity and there is minimal evidence of goal attainment. Peer review feedback is minimally aligned with the requirements. | PD Plan lacks relevance and relation to the person’s assignment or position. Data analysis is vague or incomplete and specific goals, actions, targeted completion dates lack clarity and goal attainment is not indicated. Peer review feedback is misaligned with the requirements. |

| **PD Plan Part 2 & Peer Review** | PD Plan-2 data analyses are detailed and progress monitoring completed for the specific actions, targeted completion dates and evidences goal attainment status. Peer review feedback is indicative of these requirements. | PD Plan-2 data analyses are detailed and progress monitoring completed for the specific actions, targeted completion dates and evidences goal attainment status. Peer review feedback mostly aligns with these requirements. | PD Plan-2 data analyses are minimal and progress monitoring is mostly complete for the specific actions, targeted completion dates and evidences goal attainment status is referenced. Peer review feedback somewhat aligns with these requirements. | PD Plan-2 data analyses are minimal and progress monitoring is mostly complete for the specific actions, targeted completion dates and evidences goal attainment status is referenced. Peer review feedback is minimally aligned with these requirements. | PD Plan-2 lacks data analyses and progress monitoring is incomplete for the specific actions, targeted completion dates and evidence of goal attainment status is not referenced. Peer review feedback is misaligned with these requirements. |

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<tr>
<th>Peer Review Critical Reflection 1</th>
<th>Provides comprehensive and thorough review of peer’s assignment based on the guidelines and requirements. Feedback is specific, aligned with requirements, and provides comments and questions. Evidences peer review process is specifically used for improvement or enhancement of final assignment.</th>
<th>Provides thorough review of peer’s assignment based on the guidelines and requirements. Feedback is mostly specific, aligned with requirements, and provides comments and questions. Evidences peer review process is mostly used for improvement or enhancement of final assignment.</th>
<th>Provides thorough review of peer’s assignment based on the guidelines and requirements. Feedback is somewhat specific, aligned with requirements, and provides some comments and questions. Some evidence of peer review process is used for improvement or enhancement of final assignment.</th>
<th>Provides review of peer’s assignment based on some guidelines and requirements. Feedback is minimally specific and minimally aligned with requirements, and provides minimal comments and questions. Minimal evidence of peer review process use for revisions, edits, improvements or enhancements of the final assignment.</th>
<th>Provides review of peer’s assignment based on one or two guidelines and requirements. Feedback lacks specificity and is misaligned with requirements, and provides vague comments and/or questions. Lacks evidence of peer review process used for revisions, edits, improvements or enhancements of the final assignment.</th>
</tr>
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<tbody>
<tr>
<td>Peer Review Research Paper</td>
<td>Provides comprehensive and thorough review of peer’s assignment based on the required paper components, guidelines and requirements. Feedback is specific, aligned with requirements, and provides accurate comments and questions. Evidences peer review process is used for revisions, edits, improvements or enhancements of final assignment.</td>
<td>Provides thorough review of peer’s assignment based on the required paper components, guidelines and requirements. Feedback is mostly specific, aligned with requirements, and provides comments and questions. Evidences peer review process is mostly used for revisions, edits, improvements or enhancements of the final assignment.</td>
<td>Provides thorough review of peer’s assignment based on the required paper components, guidelines and requirements. Feedback is somewhat specific, aligned with requirements, and provides some comments and questions. Some evidence of peer review process is used for revisions, edits, improvements or enhancements of the final assignment.</td>
<td>Provides review of peer’s assignment based on some required paper components, guidelines and requirements. Feedback is minimally specific, aligned with requirements, and provides minimal comments and questions. Some evidence peer review process is used for revisions, edits, improvements or enhancements of the final assignment.</td>
<td>Provides review of peer’s assignment based on one or two required paper components, guidelines and requirements. Feedback lacks specificity, aligned with requirements, and provides some comments and questions. Lacks evidence peer review process is used for revisions, edits, improvements or enhancements of the final assignment.</td>
</tr>
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Appendix B: Critical Reflection Assignment Rubric (20 points)

<table>
<thead>
<tr>
<th>Categories</th>
<th>Exemplary (4)</th>
<th>Acceptable (3)</th>
<th>Marginal (2)/Inadequate (1)</th>
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<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. 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 <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. Goes into more detail explaining some specific ideas or issues from readings related to the topic. Makes general connections between what is learned from readings and the topic. Includes reference to at least one reading from class. Includes other readings than those assigned for class.</td>
<td>Identify some <em>general ideas</em> or issues from outside experiences related to the topic. Identify some general ideas or issues from readings related to the topic. No readings are included.</td>
</tr>
<tr>
<td><strong>Connection to readings (assigned and ones you have sought on your own)</strong></td>
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<tr>
<td><strong>Validates how the reflective piece influences one’s thinking process contributing to practice, improvement, creation of schools that advocate for ALL children</strong></td>
<td>Includes explicit evidence of how one’s thought process regarding practice, improvement, creation of schools that advocate for all children is influenced</td>
<td>Includes implicit evidence of how one’s thought process regarding practice, improvement, creation of schools that advocate for all children is influenced</td>
<td>Includes minimal to no evidence of how one’s thought process regarding practice, improvement, creation of schools that advocate for all children is influenced</td>
</tr>
<tr>
<td><strong>Connection to class discussions &amp; course objectives</strong></td>
<td>Synthesize, analyze and evaluate thoughtfully selected aspects of ideas or issues from the class discussion as they relate to this topic.</td>
<td>Synthesize clearly some directly appropriate ideas or issues from the class discussion as they relate to this topic.</td>
<td>Restate some general ideas or issues from the class discussion as they relate to this topic.</td>
</tr>
<tr>
<td><strong>Spelling &amp; grammar errors</strong></td>
<td>No spelling or grammar errors. 3 pages in length. Follows APA guidelines. Reflection was peer-reviewed.</td>
<td>Few spelling and grammar errors. 1-2 pages in length. Minimally follows APA guidelines. Reflection was peer-reviewed.</td>
<td>Many spelling and grammar errors, use of incomplete sentences, inadequate proof reading. Over 3 pages in length. Minimally follows APA guidelines. Reflection was not peer-reviewed.</td>
</tr>
</tbody>
</table>