**Instructor:** Dessynie Edwards, Ph.D.  
**Educational Administration**  
**Faculty Center 221**  
361- 825-3866 (office) 361-825-3377 (fax)  
Dessynie.Edwards@tamucc.edu  
**Office hours:** Tuesdays & Wednesdays  
**By appointment**

**Syllabus:** EDAD 5378/6378 Application of Administrative Concepts (25-49% On-line)  
**Term:** Fall 2019 (8/26 – 12/4)  
**Room:** CS 112  
**Dates & Times:** Tuesdays (7:00-9:30 pm )

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

**COURSE DESCRIPTION**

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

**COURSE RATIONALE**

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

**GENERAL DESCRIPTION AND ORIENTATION OF CLASS**

Class will meet from 7:00 to 9:30 p.m. on Tuesdays beginning August 26, 2019 and ending December 4, 2019. Seven (7) in-person meetings will be held on: . See Course Calendar for medium/delivery method (Black Board) used on all other dates during the semester. For WebEX access please log on to: tamucc.webex.com and find the name of class meeting: Application of Administrative Concepts (Fall 2019; the name of your professor, Dessynie Edwards, will appear next to the title. Students should log on by clicking on the “Join” button five minutes before 7:00 PM to ensure your technology is working properly.

There will be readings due prior to every in-person class meeting and there will be discussions of the readings during class. Class discussions and on-line Discussion Board Forums will focus on developing and leading schools where all students perform at high levels of achievement. Activities that allow students to learn about themselves and others will be included. Finally, when possible, guest speakers--administrators and teachers in schools who have been successful in creating schools where all students succeed--will be invited to interact with the class.
This course takes a “problems based approach” of applying administrative concepts and techniques to simulate educational administration issues and concepts. With the exception of the seven face-to-face meetings, 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.

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

- introduce students/scholar-practitioners to the course,
- explain the syllabus,
- explain the requirements in detail,
- answer pertinent questions,
- address any issues or concerns,
- check for understanding and mastery of course concepts,
- enhance your active participation in the learning process,
- discuss Principal Certificate Standards and TExES competencies,
- discuss your real world examples,
- discuss and simulate real world examples, and
- stimulate your critical thinking about school leadership and its complexities.

**INSTRUCTIONAL OBJECTIVES**

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

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

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

- **Standard 3 – Equity and Cultural Responsiveness:** Strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.
- **Standard 5 – Community of Care and Support for Students:** Cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
- **Standard 8 – Meaningful Engagement of Families and Community:** Engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.
- **Standard 9 – Operations:** Manage school operations and resources to promote each student’s academic success and well-being.
- **Standard 10 – School Improvement:** Act as agents of continuous improvement 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 I- SCHOOL CULTURE**—The principal:
  - Competency 4- Implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
  - Competency 5- Establishes processes to assess and modify the plan of implementation to ensure achievement of the campus vision.
  - Competency 8- Uses strategies to ensure the development of collegial relationships and effective collaboration of campus staff.
  - Competency 9- Develops and uses effective conflict management and consensus building skills.

- **STANDARD II- LEADING LEARNING**—The principal:
  - Competency 1- Creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.
  - Competency 5- Facilitates campus participation in collaborative school district planning, implementation, monitoring, appropriate and curriculum revision to ensure, appropriate scope, sequence, content and alignment.
• **STANDARD III- HUMAN CAPITAL**—The principal:
  o Competency 5- Facilitates the campus’s professional learning community to review data, processes, and policies in order to improve teaching and learning in the school.
  o Competency 8- Ensures the effective implementation of a continuum of professional development by the appropriate allocation of time, funding, and other needed resources.

• **STANDARD IV- EXECUTIVE LEADERSHIP**—The principal:
  o Competency 1- Reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn and grow.
  o Competency 2- Engages in ongoing and meaningful professional growth and to model lifelong learning.
  o Competency 4- Develops and implements a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies.
  o Competency 8- Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high quality decisions.
  o Competency 9- Develops, implements, and evaluates change processes for organizational effectiveness.
  o Competency 10- Uses effective planning, time management, and organization of work to maximize attainment of school district and campus goals.

• **STANDARD V- STRATEGIC OPERATIONS**—The principal:
  o Competency 1- Assesses current campus needs, reviewing a wide set of evidence to determine the campus’s priorities, and sets ambitious and measurable goals, targets, and strategies that form the campus’s strategic plan.
  o Competency 2- Outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.
  o Competency 4- Establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness.

• **STANDARD VI- ETHICS, EQUITY, AND DIVERSITY**—The principal:
  o Competency 1- Implements policies and procedures that encourage all campus personnel to comply with Chapter 247 & (the Educators’ Code of Ethics).
  o Competency 2- Models and promotes the continuous and appropriate development of all learners in the campus community.
  o Competency 6- Promotes awareness and appreciation of diversity throughout the campus community.
  o Competency 9- Communicates productively with all audiences through strong communication skills and understands how to communicate a message in different ways to meet the needs of various audiences.
  o Competency 10- Treats all members of the community with respect and develops strong, positive relationships with them.
COURSE REQUIRED TEXTBOOK AND TEXTS


Other readings assigned and posted on Blackboard:


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, discretion and integrity** are first and foremost. At times, the instructor 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. **Your Success is My Success!**—Dr. Edwards

Engagement and participation in **the Peer Review Process** is required 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. The academic arena and graduate courses are conducive environments to cultivate these professional networks.

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 download from Blackboard and/or contact the professor to catch up on missed class content and/or to obtain class handouts from in-class meetings.

**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 Fall 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:** 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 cannot 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 formatted using MS Word documents and submitted electronically and hardcopy and in APA format (including citations, cover sheet with statement of authorship-include peer reviewer, abstract, headers, and page numbers). Special attention will be paid to citations and reference page(s). Papers should be double-spaced in 12 point font (Times New Roman, required) with 1” margins. All sentences should be divided by a double spaced throughout the entire document. **Electronic documents/files should be labeled with the student’s last name, first initial, -name of assignment, .doc; for example:** Edwards-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

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. 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, Case Study Analyses and the In-Basket Activities 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 & Date of Peer Review ___________________________
COURSE REQUIREMENTS/EVALUATION CRITERIA

Participation and Engagement ................................................................. 20 points
In-basket activities (4) ............................................................................... 20 points
Case study Analyses and Presentations (3) ............................................. 30 points
Critical Reflection 1 ............................................................................... 15 points
Critical Reflection 2 ............................................................................... 15 points

Maximum Total Points 100

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

Rubrics: See Appendix for Critical Reflections and Participation and Engagement
Incompletes: Incompletes will not be given for this course.

COURSE ASSIGNMENT DESCRIPTIONS

Participation and Engagement** (20 points)
Each class period students should bring all readings. In addition, students are required to bring
notes of talking points on the daily readings. These talking points should include: 2-3 questions
based on the readings to provoke conversation, (these questions may be related to a particular
article/chapter, but also try to create questions that cut across articles or readings touching on
overall themes). Also, make sure to either record or highlight the most significant
sentence(s)/idea(s) from the readings that you connected to or disturbed your thinking for
reference during discussions. These talking points and questions are to help stimulate your
reflection about the readings and will not be turned in. However, students will actively lead and
facilitate conversations and may be called on to share a question, thought, comment, etc. Credit
for readings will be earned 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.,
thories and concepts) and to their own work experiences.

Although most class assignments are independently completed, you will be required to
participate in the Peer Review Process for some 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. 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.
Each student will also provide a Self-Assessment of performance in this area using the
Participation and Engagement Rubric. (See the Appendix for the Participation and
Engagement Rubric)
In-basket activities (4)  
5 pts. each  (20 points)
Students will be given a set amount of time to work independently in order to demonstrate their decision-making skills and articulate their sense making. By sifting through real-world tasks, students will simulate the art of leadership and prioritize and produce artifacts as evidence of mastery. The Priority Worksheet on page 224 of the course textbook may be used for the initial prioritization for the In-basket activities. An In-basket Activity Template has been designed by the professor to ensure students provision of rationales for prioritization decisions. (See Appendix for the required In-Basket Activity Template)

Case Study Analyses and Presentations (3)  
10pts. each (30 pts. Total)
Students will analyze and solve three (3) given cases. (In small groups). A case study is a written description of a problem or situation requiring analysis and decision. Most cases depict real situations. In some instances, the data are disguised. Typically, a case focuses on a single incident or problem. Cases are not intended to be comprehensive or exhaustive; indeed, most cases are “snap-shots” or a particular situation within a complex environment. For example, most focus around a particular experience or brief series of experiences than trying to cover many months or years. A single critical event (or brief sequences of events) usually works best. (a challenging project, a critical meeting, a tough decision, or a major conflict). Obstacles, conflict, or dilemmas are likely to be the ingredients that make a case interesting and challenging. The purpose of the case method is to develop and enhance skills in: analysis of problems, decision making, and planning. This method allows participants to learn from one another as well as from the material and from faculty members. Because of this, the case method is an especially effective pedagogy for educational administration.

Because it describes reality, a case study may be frustrating. “Real life” is ambiguous, and reflects that reality. The case method places the participants in the role of decision makers, thought leaders, sense-makers and thought-partners, 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 possible general elements of a case:

1. **Structural** issues (structure, goals, technology, size)
2. **Personnel** issues (issues of management style, group process, interpersonal relationships)
3. **Politics** (Was there conflict, about what? Between who?)
4. **Symbols** (think about organizational culture, symbols, myths, and rituals; were there any questions about what really happened, or about what it meant?)
Analyzing and proposing a solution to a case varies based on 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.
- Identify and explain the appropriate element(s) of the case detailed above.
- Answer all the questions under Suggested Learning Activities at the end of each case. Complete all the questions under the following categories: Analyze the case, Discuss the larger issues, and Be a Problem Solver.
- Using the Principal Standards and Competencies as a framework, propose a solution (or solutions) by developing recommendations and making decisions to the case.

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

Case Study Analyses Presentations:
Each student group will a.) Briefly review the details of the case, b.) Identify and explain the appropriate element(s) of the case c.) Review responses to the questions in the Suggested Learning Activities d.) Provide a brief review of the proposed solution (or solutions) and recommendations and decisions for the case, and e.) Detail the Principal Standards and Competencies used as a framework for the Case Study Analysis.

The presentation will be a maximum of twenty (20) minutes, including time (1-2 minutes) for questions and answers. A one page 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 ten (10) slides/frames. Students must be familiar with the presentation and prepare talking points; as such, reading slides/frames is not permitted and points will be deducted. These detailed guidelines and components will be used to determine points earned for grading.

Critical Reflection Assignments (2) 10 pts. each (20 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. 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.

Each reflection will be NO MORE THAN TWO (2) PAGES in length (MS Word Doc processed, entire document double-spaced, and use Times Roman 12 point font). Papers BEYOND TWO PAGES IN LENGTH will not be accepted and receive credit. You will be expected to complete 2 entries during the course. In addition, you are expected to include a minimum of four (4) peer-reviewed references on the required Reference Page in each Critical Reflection, to support your discussion. (See Appendix for Critical Reflection Rubric)
# EDAD 5378/6378 – SPRING 2019
## Course Overview and Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings &amp; Assignments (Listed on Due date)</th>
</tr>
</thead>
</table>
| Week | Students Practicum Meeting | Review of Course Syllabus | Read/Discuss Role of the Principal  
| 8/27 | **Introduction Activity**  
| | **A case study & In-basket activity**  
| | **Blackboard Discussion Forums** |  |
| **Week 1** | **Leadership**  
| | **Curriculum Leadership**  
| | **In-basket #1**  
| | **Case Study #3 (pgs. 236-242)**  
| | **The New Principal** | **Gorton & Alston (2012) Ch 1**  
| | | **Garza (2008)**  
| | | **(In class-activity: 60 Min./Bring computer)** |
| / | **Week 2** | **Social Justice Staff Development** | **Nelson & Guerra (2008) (2007)**  
| | | **Indep. Work/Discussion Forum** |
| / | **Week 3** | **Decision Making** | **Gorton & Alston (2012) Ch 2**  
| | | **(In class-activity: 60 Min./Bring computer)**  
| | | **Critical Reflection 1: Peer Review-Due** |
| / | **Week 4** | **Immigration/ National Origin** | **Arnot, Pinson, Candappa (2009)**  
| | | **Indep. Work/Discussion Forum**  
| | | **Critical Reflection 1: Upload Due** |
| / | **Week 5 & 6** | **Authority, Power, Influence Communication** | **Gorton & Alston (2012) Ch 3**  
| | | **Gorton & Alston (2012) Ch 4**  
| | | **Case Study Analysis 1: Case Studies #6, #21 & #28 (group presentations)** |
| / | **Week 7** | **Conflict Management** | **Gorton & Alston (2012) Ch 5**  
| | | **Gorton & Alston (2012) Ch 6** |
| / | **Week 8** | **Organizational Culture** | **Critical Reflection 2: Peer Review** |
| / | **Week 9** | **In-basket #3**  
| | | **Case Study #46 (pgs. 366-373)**  
| | | **Principal’s Midyear Problems & Priorities** |
| / | Change | Gorton & Alston (2012) Ch. 7  
| / | Week 11 & 12 | Independent Work/Discussion Forum  
| / | | Critical Reflection 2: Upload Due  
| / | Week 13 | Case Study Analysis 3:  
| / | | Case Studies #56, or #57, & #58  
| / | | (Individual/Group presentations)  
| / | Week 14 | In-basket #4  
| / | | Case Study #47 (pgs. 373-379)  
| / | | Principal’s End-of-The-Year Problems & Priorities  
| / | Week 15 | (In class-activity: 60 Min. Bring computer)  

**Note:** The instructor reserves the right to make modifications throughout the semester to the
course syllabus, calendar, and readings as needed.

Appendix A: Class Participation & Engagement Rubric (20 points)

<table>
<thead>
<tr>
<th>Quality of Comments</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<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>
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<td></td>
<td></td>
<td></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>
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<tr>
<td>Volunteers comments, most are appropriate and reflect some thoughtfulness, leads to other questions or remarks from student and/or others</td>
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<td>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>Resource/Document Reference</th>
<th>5</th>
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<tr>
<td>Clear reference to text being discussed and connects to it to other text or reference points from previous readings and discussions</td>
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<td></td>
<td></td>
<td>Unable to refer to text for evidence or support of remarks</td>
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<tr>
<td>Has done the reading with some thoroughness, may lack some detail or critical insight</td>
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<td></td>
<td>Disrespectful of others when they are speaking; behavior indicates total non-involvement with group or discussion</td>
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<tr>
<td>Has done the reading; lacks thoroughness of understanding or insight</td>
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<tr>
<td>Has not read the entire text and cannot sustain any reference to it in the course of discussion</td>
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<thead>
<tr>
<th>Active Listening</th>
<th>5</th>
<th>4</th>
<th>3</th>
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<tbody>
<tr>
<td>Posture, demeanor clearly demonstrate respect and attentiveness to others</td>
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<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>
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<tr>
<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>
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<td>Drifts in and out of discussion, listening to some remarks while clearly missing or ignoring others</td>
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<table>
<thead>
<tr>
<th>Peer Reviews Critical Reflection 1 And Critical Reflection 2</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides comprehensive and thorough review of peer’s assignment based on the guidelines and requirements. Feedback is specific, aligned with requirements, and provides accurate comments and questions. Evidences peer review process is specifically used for improvement or enhancement of final assignment.</td>
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<td></td>
<td>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.</td>
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<tr>
<td>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.</td>
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<td></td>
<td>Lacks evidence of peer review process used for improvement or enhancement of final assignment.</td>
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<tr>
<td>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 used for improvement or enhancement of final assignment.</td>
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<tr>
<td>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 improvement or enhancement of final assignment.</td>
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**Attendance Note:** While Attendance is part of this grade, please reference information on the implications of attendance on final grades in the course expectation section of this syllabus.
# Appendix B: Critical Reflection Assignments Rubric (15 points)

<table>
<thead>
<tr>
<th>Categories</th>
<th>Exemplary (3)</th>
<th>Acceptable (2)</th>
<th>Marginal (1)/Inadequate (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-disclosure</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>Connection to one’s outside experiences</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. 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 <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 <em>some general ideas</em> or issues from outside experiences related to the topic. Identify some general ideas or issues from readings related to the topic. No readings are included.</td>
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<tr>
<td>Connection to readings (assigned and ones you have sought on your own)</td>
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<tr>
<td>Validates how the reflective piece influences one’s thinking process contributing to practice, improvement, creation of schools that advocate for all children is influenced</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>Connection to class discussions &amp; course objectives</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>Spelling &amp; grammar errors</td>
<td>No spelling or grammar errors. 2 pages in length. Follows APA guidelines. Reflection was peer-reviewed.</td>
<td>Few spelling and grammar errors. 1 page 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 2 pages in length. Minimally follows APA guidelines. Reflection was not peer-reviewed.</td>
</tr>
</tbody>
</table>
### Appendix C: In-Box Activity Template

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Priority (High, Moderate, or Low)</th>
<th>Priority Rationale</th>
<th>Action</th>
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<tbody>
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# Appendix D: Presentation Rubric

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<tbody>
<tr>
<td><strong>Introduction</strong></td>
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<tr>
<td>- objective(s) articulated</td>
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<tr>
<td>- background details</td>
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<td>- importance and/or relevance</td>
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<td><strong>Organization</strong></td>
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<td>- clear objectives</td>
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<tr>
<td>- logical structure</td>
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<tr>
<td>- references included</td>
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<td>- aligned handouts</td>
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<td><strong>Mastery of Subject</strong></td>
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<td>- pertinence</td>
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<td>- depth of commentary</td>
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<td>- spoken, not read</td>
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<td>- able to answer questions</td>
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<td><strong>Visual/Audio Format</strong></td>
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<td>- appealing</td>
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<td>- accurate</td>
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<td>- spelling and grammar</td>
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<td>- correct/appropriate</td>
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<td>formatting</td>
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<td>- viewable</td>
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<tr>
<td><strong>Conclusion</strong></td>
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<td>- summarizes major points</td>
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<td>- provides message.</td>
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<td><strong>Presence</strong></td>
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<td>- eye contact</td>
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<td>- audience engagement</td>
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<td>- poise</td>
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<tr>
<td><strong>Speaking</strong></td>
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<td>- spoken, not read</td>
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<td>- appropriate vocabulary</td>
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<td>and grammar</td>
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<td>(rhythm, intonation, accent)</td>
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<td>- volume/ easily heard</td>
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