



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

EDLD 5318 ADMINISTRATIVE LAW AND PERSONNEL ADMINISTRATION SYLLABUS

SUMMER 2022 SEMESTER

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I. CATALOG COURSE DESCRIPTION

A comprehensive study of public school law as it relates to contractual and at-will personnel. Emphasis is placed on advertising, interviewing, selecting, and evaluating personnel. Special attention is given to Equal Employment Opportunity guidelines, Federal Right to Privacy Act, employee contracts, and records. Additional attention is given to employee induction and student records. Prerequisite: Admission into the Educational Leadership program and principal certification.

II. STANDARDS FOR THE SUPERINTENDENT CERTIFICATE

The State Board for Educator Certification (SBEC), requires that the curricula for all Texas superintendent preparation programs be based on the Standards for the Superintendent Certificate. The eight identified [standards](#) are as follows:

(1) Learner-Centered Values and Ethics of Leadership.

A superintendent is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

(2) Learner-Centered Leadership and School District Culture.

A superintendent is an educational leader who promotes the success of all students and shapes district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

(3) Learner-Centered Human Resources Leadership and Management.

A superintendent is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects appropriate models for supervision and staff development, and applies the legal requirements for personnel management.

(4) Learner-Centered Policy and Governance.

A superintendent is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context and by working with the board of trustees to define mutual expectations, policies, and standards.

(5) Learner-Centered Communications and Community Relations.

A superintendent is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

(6) Learner-Centered Organizational Leadership and Management.

A superintendent is an educational leader who promotes the success of all students by leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

(7) Learner-Centered Curriculum Planning and Development.

A superintendent is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources and assessment; and the use of various forms of assessment to measure student performance.

(8) Learner-Centered Instructional Leadership and Management.

A superintendent is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a district culture and instructional program conducive to student learning and staff professional growth

The full set of Standards for the Superintendent Certification (TAC §242.15) may be found on the State Board for Educator Certification (SBEC) website under the adopted rules section for Chapter 242 of the Texas Administrative Code.

This course is designed to address expectations associated with the following Texas standard:

- Texas Standards for the Superintendent Certificate—Learner-Centered Human Resources Leadership and Management (all skill statements are covered)

The course is also designed to align with the Texas Educator Standards (TExES) Superintendent examination, a test of the content and professional knowledge required of an entry-level superintendent. The test framework is based on the certification standards for superintendents. The content covered by the test is organized into sets of related concepts called domains. The three domains of the test are Domain I—

Leadership of the Educational Community, Domain II—Instructional Leadership, and Domain III—Administrative Leadership. Within each domain, the content is defined by a set of competencies. The ten competencies are organized by domain: Domain I—Competencies 001, 002, 003, and 004; Domain II—Competencies 005, 006, and 007; Domain III—Competencies 008, 009, and 010. Each competency is composed of two major parts: the *competency* statement, which broadly defines what an entry-level superintendent should know and be able to do, and the *descriptive* statements, which describe in greater detail the knowledge and skills eligible for testing. Information about the Domains and competencies for the superintendent examination may be found at:

http://www.texas.ets.org/assets/pdf/testprep_manuals/064_superintendent_55069_web.pdf

The TExES competencies for the superintendent examination considered to be related to EDLD 5318 Administrative Law and Personnel Administration are as follows:

- Competency 001: The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students, including the code of ethics and standard practices for Texas educators, appropriate relationships, boundaries, and communications, and the skills that educators are required to possess and accept with high expectations
- Competency 007: The superintendent knows how to implement a staff evaluation and development system to improve the performance of all staff members and select appropriate models for supervision and staff development.
- Competency 008: The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology use.

III. KNOWLEDGE BASE

This course utilizes the literature and research on school personnel administration and human resource management as primary resources for informing the student about the role of the superintendent in personnel administration. Specific topics addressed in the course include (1) human resource planning, (2) recruitment of personnel, (3) selection of personnel (4) assignment and placement of personnel, (5) training and development of personnel, (6) employee performance appraisal, (7) employee compensation, (8) employee-employer relations, and (9) personnel contractual and at-will employment. Special attention is given to the legal requirements impacting all personnel administration activities.

Specific resources used in the course are the required texts, supplemental readings, student research, personal experience, and additional resources supplied by the instructor.

Required textbook:

- Walsh, Jim. (2018). *The Educator's Guide to Texas School Law* (9th) ISBN-10 : 1477315314, ISBN-13 : 978-1477315316
- Documenting Employee Performance by John Crain

Optional textbook:

- Rebores, R. (2011). *The Essentials of Human Resources Administration in Education*. New York: Pearson/Prentice Hall. (ISBN# 9780137008537)

IV. COURSE LEARNING FRAMEWORK:

The instructional processes used in the course will include lecture, group discussions, individual projects, critical analyses of readings, case studies, individual presentations, and group activities. Print and video media will be used as resources. Approximately 49% of the course content will be delivered in an online format utilizing the TAMUCT Canvas Learning System.

FOCUSING QUESTIONS:

- Focusing Question One:
What and how do federal laws, state laws, and school board policy impact the personnel administration function in Texas public school districts?
- Focusing Question Two:
On what bases do administrators make decisions regarding planning, staffing, developing, maintaining human relations, and evaluating human resources?
- Focusing Question Three:
What theory and models may be used systematically by administrators to maximize effectiveness in the personnel decision-making process?

Course Objective #1: Cultivate leadership capacity for personnel functions (including planning, staffing, developing, maintaining human relations, and evaluating) aligned with legal parameters

Learning objectives	Learning activities	Assessment for learning	Assessment of learning
1.1 Develop and utilize personnel skills that include planning, staffing, developing, maintaining human relations, and evaluating	Essentials of Human Resources: Chapter discussions online reflective dialogue Guided practice Analyzing formative and summative evaluation instruments Researching resources: Texas Education Code Board policies TASB materials SHRM materials Websites	Completed modules: Planning Staffing Developing Maintaining human relations Evaluating Synthesis of resources: Texas Education Code Board policies TASB materials SHRM materials Websites	Course final assessment Superintendent TExES Exam SLPPS Completers Survey Internship Actions District Satisfaction Survey
1.2 Understand and identify star performance skills for emotional intelligence	Chapter discussions: Working with Emotional Intelligence Guided practice	Individual Professional Performance Plan *	

1.3 Develop an individualized professional performance plan that focuses on emotional intelligence star performance skills	Chapter discussions: Working with Emotional Intelligence Guided practice	Individual Professional Performance Plan*	
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* Denotes practicum activity

Course Objective #2: Develop and utilize an understanding of the performance management diagnostic system that comprises and characterizes leadership in educational administration human resources.

Learning objectives	Learning activities	Assessment for learning	Assessment of learning
2.1 Analyze the issues and opportunities found in the learning organization's performance/human resources system	Online reflective dialogue: Leading for Optimal Results Guided practice, diagnostic system framework	Development of diagnostic system framework addressing an issue or opportunity found in actual professional context*	Course final assessment Superintendent TExES exam SLPPS Completers Survey
2.2 Develop an action plan that leverages issues and opportunities in the learning organization's human resources system	Online reflective dialogue: Leading for Optimal Results Guided practice, diagnostic system framework	Development of diagnostic system framework addressing an issue or opportunity found in actual professional context*	Internship Actions District Satisfaction Survey

* Denotes practicum activity

V. CLASS SCHEDULE

The class is scheduled to meet from 1:00 p.m. – 5:00 p.m. on the following Saturdays during the Summer 2022 semester: June 4, 25, July 9, 23, and August 6. The class sessions will be held at the Warrior Hall Room 305. Online, independent, and group work will also be assigned. Any changes in the class schedule will be announced by the instructor. Students are expected to check their email before coming to class. Failure to attend one or more face-to-face class sessions may result in a failing grade or being dropped from the course.

VI. ASSIGNMENTS AND ACTIVITIES

- ONLINE DIALOGUE (150 POINTS)
DUE: AS INDICATED ON CANVAS
Students will use Canvas to discuss salient points in *The Essentials of Human Resources Administration in Education*. Participation in the online dialogues will be assessed using these criteria: content addressed, responding to others' entries, drawing connections to prior learning, and reading others' entries.
- PRINCIPAL SELECTION PROCESS (100 POINTS)
Due: June 25, 2022
Students will develop a selection process for an elementary, middle school, or high school principal selection process. The assignment will be graded using the rubric for written work (pages 12 and 13).
- NON-RENEWAL PROCESS (120 POINTS)
DUE: July 9, 2022
Students will develop a selection process for the non-renewal of a term contract teacher. The assignment will be graded using the assessment tool designed for this purpose and the rubric for written work (pages 12 and 13).
- APPLICATION FOR SUPERINTENDENT POSITION (200 POINTS)
DUE: July 23, 2022
Students will apply for the superintendent position for a district that is currently in the process of a superintendent search. This process will include research of the district/community and completion of a cover letter, resume, and any other required documents. The assignment will be graded using the assessment tool designed for this purpose and the rubric for written work and class presentations (pages 12 and 13).
- CLASS ATTENDANCE/PARTICIPATION (120 POINTS)
DUE: THROUGHOUT THE COURSE
Students are expected to be in attendance and participate fully during the entire timeframe of each face-to-face class session. Participation as a learner is expected including preparedness for class and full adherence to classroom norms. Students who miss most or all of any class session will be required to complete and submit one or more assignments to make up for the lost learning time. Collaborative participation will be used to assess each student's participation (page 11).

VII. EVALUATION AND GRADING:

The instructor will determine grades for the course assignments and assessments through the use of assignment criteria and assessment rubrics outlined in the syllabus. Instructor, self, and peer evaluation will be utilized as means of assessing growth and learning. Assignments turned in from 1-6 days after the posted due date are subject to a maximum of 10% per day reduction of points based on the date received by the instructor. Assignments that are more than one week late will not be accepted. In no case should materials be those submitted for another course; neither should the materials submitted from a collection of file materials. You must complete and submit all assignments to be eligible for an A in the course. A course grade of Incomplete (K) will not be given except in extremely unusual cases. [Note: Points designed in the parentheses () following items are the maximum number of points to be earned.] ***

To earn the grade of A:

- Total of 90% (486) or more accrued points on the following learning activities/items:
 - Online Dialogues (150 points)
 - Application for Superintendent Position (200 points)
 - Principal Selection Process (100 points)
 - Teacher Non-Renewal Process (120 points)
 - Class Attendance/Participation (120 points)

AND

- 90% or higher on the final assessment

To earn the grade of B:

- Total of 80% (432) or more accrued points on the following learning activities/items:
 - Online Dialogues (150 points)
 - Application for Superintendent Position (200 points)
 - Principal Selection Process (100 points)
 - Teacher Non-Renewal Process (120 points)
 - Class Attendance/Participation (120 points)

AND

- 80% or higher on the final assessment

***Point system may be revised if necessary to accommodate unexpected changes in the course schedule.

VIII. SELECTED RESOURCES:

NOTE: This list of works is not exhaustive and represents only a sampling of the body of work related to the field and issues of cultural change in relation to school improvement.

Clifton, D., and Nelson, P. (1992). *Soar with Your Strengths*. New York: Bantam Books

Collins, J. (2001). *Good To Great*. New York: Harper Collins

Collins, J. (2009). *How the Mighty Fall*. New York: Harper Collins

Colvin, G. (2008) *Talent Is Overrated*. London: Penguin

Covey, S. (2004). *The 8th Habit*. New York: Free Press.

Department of Justice. www.usdoj.gov, 2009

Department of Labor. www.dol.gov, 2009

Goleman, D. (2006). *Emotional Intelligence*. New York: Bantam Books

Guskey, T. (2000). *Evaluating Professional Development*. Thousand Oaks: Corwin

Jones, L. (1996). *The Path*. New York: Hyperion

Learning Forward. (2011). *Standards for Professional Learning*. Oxford, Ohio: Author

Maxwell, J. (2001). *The 17 Indisputable Laws of Teamwork*. Nashville: Thomas Nelson

McQueen, M. (2011). *The "New" Rules of Engagement*. www.TheNexgenGroup.com: Nexgen Group

Rath, T. (2007). *Strengths Finder 2.0*. New York: Gallup Press

Society for Human Resource Management (SHRM). www.shrm.org (2009)

Senge, P. (1990). *The Fifth Discipline*. New York: Doubleday

*Professor reserves the right to amend this syllabus at any time.

DROP POLICY - If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors cannot drop students; this is always the responsibility of the student. The record's office will give a deadline for which the form must be returned, completed, and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Duck Trax and confirm that you are no longer enrolled. If you are still enrolled, FOLLOW-UP with the records office immediately. You are to attend class until the procedure is complete to avoid a penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

ACADEMIC INTEGRITY: Texas A&M University-Central Texas expects all students to maintain high standards of personal and scholarly conduct. Students guilty of academic dishonesty are subject to disciplinary action. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. The faculty member is responsible for initiating action for each case of academic dishonesty. More information can be found at www.tamuct.org/studentconduct.

DISABILITY SUPPORT SERVICES: 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. If you believe you have a disability requiring an accommodation, please contact Ryan Thompson, Academic Support Programs Coordinator, at (254) 519-5796 or by email at rthomp8@ct.tamus.edu.

WRITING PROFICIENCY: Students who struggle with mechanics and format issues related to course written work are encouraged to seek additional outside support services to achieve writing proficiency in course assignments. TAMU-CT offers at no charge an online tutoring platform – Tutor.com - that enables TAMU-CT students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in Writing, Statistics, and other areas. Students may gain access by going to www.tutor.com/tamuct and entering their University Student ID as their username and Birthday (mmddyyyy) as their password. Once you log in, you have the option to change your log-in information. If you have difficulties contact Student Affairs at www.ct.tamus.edu/AcademicSupport or 254.519.5496.

TUTORING: TAMUCT offers its students tutoring, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing (MLA and APA). For hours, or if you're interested in becoming a tutor, contact Academic Support Programs at 254-519-5496 or by emailing gnichols@ct.tamus.edu. Tutor.com is an online tutoring platform that enables TAMU-CT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. Chat live with a tutor 24/7 for any subject on your computer, or use the Tutor.com To Go App on your iPhone, iPod touch, or iPad. Visit www.tutor.com/togo to download the app for free. For access please visit www.ct.tamus.edu/AcademicSupport and click the link for Tutor.com.

LIBRARY SERVICES: INFORMATION LITERACY focuses on research skills that prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, yet is not limited to exploration of information resources such as library collections and services, identification of subject databases and scholarly journals, and execution of effective search strategies. Library Resources are outlined and may be accessed at <https://tamuct.libguides.com/index>

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account. Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

GRADING CRITERIA AND RUBRICS

EVALUATION OF STUDENT PAPERS, PROJECTS, AND PARTICIPATION

The focus of the evaluation process is on improving professional performance. Just as there is no silver bullet, secret formula, or set of foolproof steps for ensuring success as a school administrator, there is no magic formula for assigning grades in a graduate class focused on professional preparation. The value of the learning that occurs as a result of being in a class is the ultimate measure of success—not the grade that is assigned. Graduate students are generally evaluated on their overall performance in a course, not on a single criterion or performance. To facilitate the assigning of grades, a standard set of criteria and grading rubrics will be used in evaluating student performance. Use of the criteria and rubrics is at the discretion of the instructor. In all cases, the awarding of grades is not automatic. The judgment of the instructor will determine whether or not each assignment is satisfactorily completed. Accuracy and care in preparing materials are essential.

The grading criteria and rubrics on the following pages will be used in the course. Rubrics are scoring guidelines (criteria) for evaluating work (a performance or a product) and for giving feedback. Students should check their work against the criteria to ensure they are providing evidence of quality work. It is important to let your audience know the purpose of your work, what you have learned, and the level of mastery you have obtained. If you don't show it or share it—it will not be known. Throughout the course, students will be asked to evaluate their work through reflection. Students will also be asked to evaluate the work of their class members through peer evaluation. Evaluation is used to support learning, not to discredit or embarrass.

- **Class Participation**
Attendance at all class meetings is expected. When absence is unavoidable, students are expected to contact the professor before the beginning of the class session. Students are expected to come to class prepared for previously-assigned activities and to contribute to the richness of the in-class discussion.
- **Written Papers**
Written papers are evaluated on both content and style. Your writing demonstrates how you think and reason. It reflects your ability to communicate what you know or have discovered in a clear and organized manner. The official style guide for written papers is APA.
- **Presentations**
Presentations are evaluated on both the content and the style of presentation. Students are expected to apply sound principles of oral communication, nonverbal communication, and adult learning when making presentations. The use of technology and effective graphics should enhance, not replace, the content of the presentation.
- **Teamwork**
One of the goals of the program is to enhance your ability to work in teams and in team settings. The problem-based learning projects and/or action learning projects undertaken in the program will reinforce learning in team settings. Performance in various team roles (member, leader, facilitator, and recorder) will be evaluated in team settings.

CAVEAT: The awarding of grades is not automatic. The judgment of the instructor will determine whether or not each assignment is completed satisfactorily. Neatness and care in preparing materials are essential. In no case should materials be those submitted for another course; neither should the materials submitted be a collection of file materials. A grade of Incomplete (I) will be given only in very unusual cases.

COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC

Dimensions	5 4	3 2	1 0
Dimension 1: Engagement	Present, prompt, and prepared; consistently participates by developing ideas and posing questions from a comprehensive and reflective perspective	Present, generally prompt and prepared; frequently participates by offering ideas and asking questions from a more inclusive perspective	Non-attendance and/or pattern of tardiness and/or lack of preparation; participates infrequently with contributions offered from a narrowly focused perspective; may demonstrate off-task behavior
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes and concepts	Generally demonstrates an organized and logical examination of major themes and concepts	Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth
Dimension 3: Connections/ Critique	Consistently contributes unique and insightful connections and critique linking major themes/concepts, prior learning, current research and the field of practice	Generally offers clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice	Offers infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice
Dimension 4: Mechanics/ Communication Skills	Consistently uses professional language and correct grammar when speaking; consistently listens actively while others speak; consistently seeks feedback to ensure understanding is achieved during course activity	Generally uses professional language and correct grammar when speaking; generally listens actively while others speak; frequently seeks feedback to ensure understanding is achieved during course activity	Seldom uses professional language and/or correct grammar when speaking; rarely listens actively while others speak; seldom seeks feedback to ensure understanding is achieved during course activity

WRITTEN PRODUCT ASSESSMENT RUBRIC

Dimensions	5	4	3	2	1	0
Dimension 1: Engagement	Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion		Introduction, body, and conclusion provide logical flow of ideas that engages reader		Product lacks structure and coherence to engage reader in a meaningful flow of ideas	
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes and concepts		Generally demonstrates an organized and logical examination of major themes and concepts		Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth	
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes/concepts, prior learning, current research and the field of practice		Clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice		Infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice	
Dimension 4: Mechanics/ APA Format	Mechanically sound and follows APA format with less than two errors (mechanical or formatting)		Mechanically sound and follows APA format, with two to three errors (mechanical or formatting)		Not mechanically sound; four or more mechanical and/or formatting errors	

CLASS PRESENTATION ASSESSMENT RUBRIC

Dimensions	5	4	3	2	1	0
Dimension 1: Engagement	Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion		Introduction, body, and conclusion provide logical flow of ideas that engages audience		Product lacks structure and coherence to engage reader in a meaningful flow of ideas	
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes and concepts		Generally demonstrates an organized and logical examination of major themes and concepts		Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth	
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes/concepts, prior learning, current research and the field of practice		Clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice		Infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice	
Dimension 4: Mechanics/ Communication Skills	Establishes and maintains an open, thoughtful, and facilitative relationship with the audience; speaks with appropriate modulation, pace, and volume; no grammatical or pronunciation errors		Establishes and maintains an instructional relationship with the audience; speaks clearly; two or fewer errors in grammar and/or pronunciation		Minimal or no connection with the audience; lacks clarity in speaking; three or more errors in grammar and/or pronunciation.	

CRITERIA AND RUBRIC FOR ASSESSING PROFESSIONAL PORTFOLIO

ASSESSMENT AREA	EXCEPTIONAL	ACCEPTABLE	UNACCEPTABLE
CONCEPTUALIZATION	Selection of entries is carefully made to demonstrate in-depth comprehension of preparation goals and Texas Principal standards and dispositions, as well as a high degree of insight regarding their interdependence with professional practice.	Selection of entries demonstrates knowledge of preparation goals and Texas Principal standards and dispositions, and an adequate understanding of their interdependence with professional practice.	Selection of entries reflects insufficient evidence of knowledge of preparation goals and/or Texas Principal standards and dispositions, and/or an inadequate understanding of their interdependence with professional practice.
COHERENCE	Portfolio is enhanced by adherence to thematic framework grounded in student's leadership philosophy and reinforced by selection of entries. Theme provides a unique perspective that allows for creative development of ideas.	Student's leadership philosophy provides thematic unity for portfolio, allowing for logical development of ideas.	No visible thematic framework exists to explain relationships between and among entries. Development of ideas is vague and student's leadership philosophy is unclear.
PERSONAL/ PROFESSIONAL GROWTH	Portfolio demonstrates sustained reflection and critical thought. Assimilation of knowledge, both propositional and procedural, is central to the presentation, providing evidence of reflection and development of knowledge/skill/values. Presentation demonstrates ability to engage in reflection-on-action as well as reflection-in-action. Strong evidence of self-guided self-assessment of learning and growth.	Portfolio demonstrates evidence of reflection and critical thought. A degree of insightfulness is apparent in the student's work, and elements of reflection and development of knowledge/skill/values are recognizable. Presentation addresses process of portfolio development and rationale for selection of entries. Evidence of self-assessment of learning and growth.	Portfolio demonstrates little evidence of reflection or critical thought. Presentation addresses neither the processes of portfolio development nor reasons for inclusion of selected entries. Little evidence of reflection or development of knowledge/skill/values. Little or very limited assessment of own learning and growth.
PRESENTATION	Ideas expressed cogently and with attention to detail. Portfolio and presentation are enhanced by creative application of range of media options, and there are no mechanical errors to detract from the presentation.	Ideas are expressed in a clear fashion. Connections between and among portfolio entries are made clear through logical use of media options and there are few mechanical errors.	Presentation does not conform to expectations for graduate work. Media options are confusing or absent, resulting in a portfolio of discrete entries. Ideas are poorly articulated and multiple mechanical errors detract from the presentation.

Note: Rubric adapted from portfolio rubric used in Marshall University Leadership Studies Program



TEXAS A&M UNIVERSITY
CENTRAL TEXAS

for Life's Next Chapter

EDAD 5318, Summer 2022
1:00 p.m. – 5:00 p.m.
Warrior Hall Room 305
Reading Schedule

6/04/22 Read Chapters 3 and 4

6/25/22 Read Chapters 7

7/09/22 Read Chapters 1 and 2

7/23/22 Read Chapter 8

8/06/22 Read Chapter 10