

**George Mason University**  
**Graduate School of Education**  
**EDSE 662 5S1: Consultation and Collaboration**  
**Spring 2011**

**Instructor:** Jill E. Jakulski, Ph.D.

**Phone:** 703-426-7300 (work); 703-380-2289 (cell)

**Course Day/Time:** Mondays, 4:30 – 7:10 p.m.

**Office Hours:** By appointment

**E-mail:** jjakulsk@gmu.edu

**Location:** Kellar Annex, Room 103

**COURSE DESCRIPTION**

EDSE 662 provides professionals in special education, regular education, and related fields with knowledge and communications skills necessary for collaborative consultation and technical assistance to other educators and service providers.

**Prerequisites**

Teaching licensure, or enrollment in graduate degree program in education.

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

**STUDENT OUTCOMES**

The expectations for professionals who work in schools have changed dramatically over the past decade. Special educators routinely collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. Few educators, however, can be effective unless they (a) develop and refine skills for interacting effectively with other professionals and parents, and (b) understand the context, process, and content of collaborative consultation.

EDSE 662 is designed to prepare graduate students to interact with other professionals about students with special needs. Graduate students will refine targeted skills for communication and begin to develop the skills needed to provide professional development opportunities for colleagues. At the conclusion of this course, students should be able to:

- Define collaboration, consultation, and teamwork and explain the essential characteristics of each;
- Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings;
- Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts;
- Apply problem-solving techniques in collaborating with professional colleagues, parents, and related and ancillary personnel to provide for students' learning and behavioral needs; and
- Develop self-assessment techniques for improving consultative and collaboration skills.
- Plan activities that implement effective consultation and collaboration techniques.

## **NATURE OF COURSE DELIVERY:**

Experiential, observational, and interactive strategies are used to facilitate fulfillment of the outcomes established for the course. Course sessions include a variety of formats and integrate instructional technology with lecture, discussion, guest presenters, small group activities, and student presentations. Students are expected to know and use email for course communication with the professor and other students.

## **REQUIRED TEXTS:**

Custom Text Order Information Available on Blackboard  
Relevant readings will also be assigned.

## **COURSE OBJECTIVES & RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION:**

EDSE 662 is part of the George Mason University, Graduate School of Education (GSE) program for teacher licensure in the Commonwealth of Virginia and is aligned with the National Council for the Accreditation of Teacher Education (NCATE)/Council for Exceptional Children (CEC) performance-based standards for the preparation and licensure of special educators. As such, the curriculum for EDSE 662 is aligned primarily with Standard #10 (Collaboration) of CEC's *Common Core of Knowledge for Beginning Teachers of Special Education* (as well as for teachers of students with learning and emotional disabilities). Acknowledging the many dimensions of teaching, EDSE 662 draws secondarily from most CEC/NCATE Standards.<sup>1</sup> The table below describes the CEC Knowledge and Skills (Standard 10) in relation to course outcomes and requirements.

---

<sup>1</sup> **Standard 1: Foundations.** *Special educators understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies; Standard 3: Individual Learning Differences.*

*Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's disability to impact the individual's academic and social abilities, attitudes, values, interests, and career options; Standard 5: Learning Environments and Social Interactions.* *Special educators help their general education colleagues integrate individuals with disabilities in environments with their nondisabled peers and engage them in meaningful learning activities and interactions; Standard 6: Language.* *Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences; Standard 7: Instructional Planning.* *Special educators facilitate instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate; Standard 8: Assessment.* *Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making; Standard 9: Professional and Ethical Practice.* *Special educators practice in multiple roles and complex situations across wide age and developmental ranges and across diverse cultures. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit students with disabilities, their families, colleagues, and their own professional growth. Special educators are aware of how their own and other's attitudes, behaviors, and ways of communicating can influence their practice.*

### <sup>2</sup>**Skills:**

- *Maintain confidential communication about individuals with exceptional learning needs.*
- *Collaborate with families and others in assessment of individuals with exceptional learning needs.*
- *Foster respectful and beneficial relationships between families and professionals.*

**Alignment of Course Outcomes & Requirements with NCATE/CEC Standard #10**

CEC/INTASC Standard#10 Collaboration Common Core Knowledge & Skills <sup>2</sup>	Course Outcomes	Course Requirements
Models and strategies of consultation and collaboration; collaborative and consultative roles of the special education teacher in the reintegration of individuals with emotional/behavioral disorders.	Define collaboration, consultation, and teamwork and explain the essential characteristics of each.	<i>Small group discussions; large group class participation.</i>
Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members; services, networks, and organizations that provide support across the life span for students with LD and BD; role of professional groups and referral agencies in identifying, assessing, and providing services to individuals with emotional/behavioral disorders.	Identify variables that may facilitate or constrain participation in collaboration, consultation, or teamwork settings	<i>Interviews; case studies; website readings.</i>
Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.	Demonstrate communication skills of listening, avoiding communication roadblocks, dealing with resistance, being appropriately assertive, and resolving conflicts	<i>Small group discussions; large group class participation.</i>
Roles of students, families, and school and community personnel in planning of an individualized program; co-planning and co-teaching methods to strengthen content acquisition of students with learning disabilities; parent education programs and behavior management guides that address severe behavioral problems and facilitate communication for students with emotional/behavioral disorders.	Apply problem-solving techniques in collaborating with professional colleagues, parents, and related personnel to provide for students' learning & behavioral needs	<i>Small group discussions; community resources directory; information packet; professional development activity.</i>
Special educators reflect on and are aware of how their own and other's attitudes, behaviors, and ways of communicating can influence their practice (Standard 9).	Develop self-assessment techniques for improving consultative and collaboration skills	<i>Small and large group discussions.</i>
See Standard #10 Skills ( <sup>b</sup> )	Plan a professional development activity	<i>Professional development activity.</i>

- 
- *Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team.*
  - *Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families.*
  - *Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings.*
  - *Use group problem solving skills to develop, implement, and evaluate collaborative activities.*
  - *Model techniques and coach others in the use of instructional methods and accommodations. Observe, evaluate, and provide feedback to para-educators Communicate with school personnel about the characteristics and needs of individuals with exceptional learning needs.*
  - *Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.*
  - *Teach parents to use appropriate behavior management and counseling techniques (SED).*

## EVIDENCE-BASED PRACTICES

This course will incorporate the evidence-based practices (EBPs) relevant to communication, collaboration, and consultation. These EBPs are indicated with an asterisk (\*) in this syllabus' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

## ASSESSMENT OF COURSE REQUIREMENTS:

All assignments should be word-processed and are due on the dates indicated. Consult with the instructor in advance if there is a problem. In fairness to students who make the effort to submit papers on time, points per day will be deducted from your grade for late papers. Please retain a copy of your assignments in addition to the one you submit. All assignments should reflect graduate-level spelling, syntax, and grammar. If you experience difficulties with the writing process you will need to document your work with the GMU Writing Center during this course to improve your skills.

Course participants wishing to suggest other learning activities may, *with prior instructor approval*, substitute these for a required activity. The major portion of your learning in this course will be the result of our personal involvement in the materials provided and in your application of the principles to your own situation. My role in your learning is to be a facilitator and to provide a favorable environment in which learning can take place; however, the major responsibility must necessarily remain with you.

## GRADING SCALE:

96-100% = A  
92-95% = A-  
89-91% = B+  
85-88% = B  
80-84% = B-  
70-79% = C  
< 70% = F

### *Late Work Penalty*

**Five percent of the available points** for the assignment will be deducted for late submissions during the **first week after the due date**. **After one week** from the due date, assignments will be penalized **an additional 10% of the total available score for each week they are late**. Thus an assignment that is three weeks late is able to obtain only 75% of the points for the assignment regardless of the quality of the work. After three weeks, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The point deduction will be made after the grading is complete. For example: In the case of an assignment that earned 9 out of 10 points, the student grade would be a score of 6.5 (9-2.5). The points are deducted for each week at the time that the assignment was originally due. The date that the assignment was **received in hand by** the instructor will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

**The Graduate School of Education (GSE) expects that all students abide by the following:**

- Students are expected to exhibit professional behaviors and dispositions at all times. See [gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions.
- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- It is recommended that students retain copies of all course products to document their progress through the GSE ED/LD program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.
- This syllabus may change according to class needs.

**EXPECTATIONS**

- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Absences: Understanding you are individuals with full and active lives, who have made the intellectual and financial commitment to regularly attend class, there may be an instance when you are not able to attend. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments due as if in attendance. Please be sure to notify the classmate in sufficient time for them to be of assistance to you. Please notify me by email in advance if you will not be able to attend class, and arrange for a classmate to pick up handouts/provide notes.
- In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class study and preparation for *each* credit hour weekly in addition to papers and assignments.
- Use APA guidelines for all course assignments. This website links to APA format guidelines:  
<http://www.psywww.com/resource/apacrib.htm>
- Please subscribe to the GMU/GSE Special Education list serve if you do not already receive list serve announcements. Send an email to [listproc@gmu.edu](mailto:listproc@gmu.edu) and type the following in the message of the text: Subscribe (special-education-program) (your full name). For example: subscribe special-education-program John Doe. Send the email message and you will receive an email confirmation of your subscription to the list. This allows you to receive important notices from special education.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

GMU's Blackboard will be used to post important information for this course and for you to respond to discussions and assignments. Your email address should be entered in the **Blackboard** system. The following is how you will access the **Blackboard-GSE Login Page**: Enter the URL <http://blackboard.gmu.edu> into your browser location field. Click on the **Login** button. Enter your **Username & Password** assigned to you. Most likely it will be **your** first initial of your first name and **your** entire last name (for example - ejohnson). This will serve as both your username and password. Click **Login**. You will begin using Blackboard following class session #1 of this course.

### **TaskStream**

The signature assignment required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>) by 9:00 am the day of the last class meeting. Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to begin submitting signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN) which will turn into a F nine weeks into the following semester if not changed by the instructor. A grade change will be submitted only upon posting the Signature Assignment to TASKSTREAM.

### **MAJOR LEARNING ACTIVITIES:**

#### **I. Chapter Presentation (15 points)**

Each student will participate in a group "reading" activity. Each group will sign up for and read one of five book chapters. Working as a group, they will develop a 30 minute content presentation plus a 30 minute discussion/activity period regarding the chapter content. Particular attention should be focused on the content applicability and relating it to development as a special educator. Supplemental topical research is encouraged. Relevant handouts should be provided and PowerPoint used for the presentation, with copies for each class member. All students in class are responsible for reading the chapters in preparation for each presentation.

#### **II. Interviews (20 points)**

Using the questions developed in our class (posted on Blackboard), interview three (3) school professionals, from the following options: general education teacher; special education teacher; related services professional (i.e. speech/language, occupational therapy, vision, etc.); or instructional assistant. You will interview them to find out their views about, and experiences with, consulting personnel in schools, collaboration among school educators, and teamwork among educators, and inclusive education. You can approach this by giving your interviewees definitions of terms if they ask, or by suggesting when they ask that they reply by using their own perceptions of the terms. Use no names of school personnel, schools, or towns. (It will be helpful

to the task to assure interviewees that this is a course assignment, so they do not feel "put on the spot."). Your paper will be no less than five pages in length. Specifics to remember about this assignment:

- Attach your list of interview questions. Use the same questions for all three interviews.
- Summarize interviews in a short essay. As appropriate, reference relevant material from the text and other readings, connecting it to your interviews.
- Include your reactions and thoughts, based on what you learned through the interviews and based on your own experiences. Your paper will be *at least* 5 pages in length.

## II. Professional Code of Ethics: (15 points)

Review the GMU CEHD Professional Dispositions at <http://gse.gmu.edu/facultystaffres/profdisp.htm>. Then reflect upon all you've learned about students, families, instruction, and collaborative practices in your program and work-related experiences. Develop a minimum of 10 professional ethics that you will strive to honor and abide by as you work in the field of special education. Each ethic should have a brief but thorough rationale accompanying it. You do not need to cite specific research, but it should be clear to the reader that your values are informed by your studies and professional experiences. This paper should have an introduction and conclusion in narrative format and individual ethics may be presented in a list form. Your paper will be approximately 3-4 pages in length.

## III. Co-Teaching Activity – Diad (15 points)

A 15 – 20 minute co-teaching activity should be planned with a partner. The activity should demonstrate logical, sequential steps in the instructional process and teach “students” a new skill. The purpose of this co-teaching assignment is to give students an experience in both 1) co-planning and 2) co-teaching. Presentations should be as creative and engaging as possible! A co-planning worksheet is required a week prior to the presentation.

## IV. Group Professional Development Presentation (25 points) \*\*signature assignment

Design a professional development activity. The purpose of this assignment is twofold: (1) to develop a 45- 60-minute staff development presentation which will be presented to the class on the last class meeting; and, (2) to provide students with the opportunity to hone their collaborative skills. This project will introduce the staff development process, best practices, and provide the opportunity to work in and reflect upon group dynamics and teamwork. The presentation should deal specifically with some aspect of instruction or an area of need for your group, for example, in the area of instruction, you might consider **a research-based instructional practice, co-teaching**, or you might consider **positive behavioral supports**. Your presentation should include each of the following handouts for classmates:

- agenda or outline;
- PowerPoint;
- related reading and/or list of references; and
- a list of definitions of terms that might be unfamiliar to your audience.

All materials and activities should reflect key concepts in the presentation. Finally, you will need to prepare an evaluation form to be distributed to the group at the end of your presentation.

## V. Attendance and Participation (10 points)

Attendance and participation in the in class is required. These points can only be achieved through class participation, including group assignments, activities and collaborative opportunities

## TENTATIVE CALENDAR

	<u>Date</u>	<u>Topics</u>	<u>Assignments Due</u>
1	9/01	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course Overview</li> <li>• Context for Collaboration</li> <li>• Begin Development of Interview Questions</li> <li>• Identify Chapter Groups and Co-Teachers</li> <li>• Sign-Up for Chapter Presentations, Co-Teaching Assignment, and Professional Development Assignment</li> </ul>	
2	9/08	<ul style="list-style-type: none"> <li>• Continue with Interview Question Development</li> <li>• Survival Activity</li> </ul>	
3	9/15	<ul style="list-style-type: none"> <li>• Working Together in Collaboration, Consultation, and Co-Teaching</li> <li>• Context for Collaboration</li> <li>• Communication Assessment Activity</li> </ul>	Presentation: Chapter One
4	9/22	<ul style="list-style-type: none"> <li>• Foundations and Frameworks for Collaboration, Consultation, and Teamwork</li> <li>• Co-Teaching</li> </ul>	Presentation: Chapter Two
5	9/29	<ul style="list-style-type: none"> <li>• Communication Process in Collaborative Schools Consultation and Co-Teaching</li> <li>• Effective Teams</li> <li>• Small-Group Work (Co-Teaching)</li> </ul>	Presentation: Chapter Three DUE: Ethics Assignment
6	10/06	<ul style="list-style-type: none"> <li>• Problem-Solving Strategies for Collaborative Consultation and Teamwork</li> </ul>	Presentation: Chapter Four Co-Teaching Lesson One
7	10/13	<ul style="list-style-type: none"> <li>• Working Together with Families and Communities</li> <li>• Race and Culture</li> </ul>	Presentation: Chapter Five Co-Teaching Lessons Two
8	10/20	<ul style="list-style-type: none"> <li>• Collegiality</li> <li>• Interpersonal Styles</li> </ul>	Co-Teaching Lessons Three and Four
9	10/27	<ul style="list-style-type: none"> <li>• Effective Teams</li> </ul>	Co-Teaching Lessons Five and Six
10	11/03	<ul style="list-style-type: none"> <li>• Conflict Resolution</li> <li>• Dealing with Resistance</li> <li>• Active and Reflective Listening</li> </ul>	DUE: Interview Assignment
11	11/10	<ul style="list-style-type: none"> <li>• Coping with Burnout</li> <li>• Working with Staff Who Work with Different Populations</li> </ul>	Co-Teaching Lessons Seven and Eight
12	11/17	<ul style="list-style-type: none"> <li>• Topic TBD</li> </ul>	Co-Teaching Lessons Nine and Ten
	11/24	NO CLASS ~ THANKSGIVING	
13	12/01		professional development presentations: groups 1 & 2
14	12/08		professional development presentations: groups 3 & 4
15	12/15		professional development presentations: groups 5 & 6



## INTERVIEW REPORT RUBRIC

(\*\*\*\*Copy This Page & Include with Assignment\*\*\*\*)

Name: \_\_\_\_\_

Date \_\_\_\_\_

Content	Pts Poss.	Pts	Benchmarks			
			Unsatisfactory	Minimal	Competent	Outstanding
Interviewed 3 school professionals (general, special, administrative) Identified in introductory paragraph	0 - 6		Omitted or does not minimally meet requirements	Rationale & methods are not thorough, with major omissions. Data collection conforms to some requirements in topics, sources, & formats. Descriptions are sketchy with major omissions.	Rationale & methodology are basically thorough. Data collection conforms to most requirements in topics, sources, and formats. Descriptions are basically thorough, with minor commissions.	Rational & methodology are sound and thorough. - Methods of collecting data are consistent. -Data collected from different sources and participants. -Purpose statement included. -Descriptions are thorough.
Includes interviewees' views on: 1) consulting personnel in schools; 2) collaboration among school personnel; 3) teamwork among educators 4) relevant references to text & literature	0 - 6		Omitted or does not minimally meet requirements.	Surface analysis. Reflection does not contemplate many possibilities.	Analysis and reflection are thoughtful for all areas. However, not as thorough or does not include as much depth in each of the four areas.	Analysis & reflection are thoughtful for all areas: -Includes synthesis & analysis (summation and relationships) -metacognitive evaluation of perceptions -references to literature & class text -generation of relevant questions/ideas.
Summary of Interviews (can be presented in a table form)	0 - 4		Omitted or does not minimally meet requirements.	Summaries are minimal; more information is needed.	Summaries are basically thorough with minor omissions.	Summaries are through.
<b>Other Criteria</b>						
Included list of interview questions & responses (can be summarized in a table)	0 - 2		Omitted or does not minimally meet requirements.	Questions/answers are minimal & additional information is needed.	Questions/answers are basically thorough with minor omissions.	Questions/answers are thorough.
Submitted on time & APA	0 - 2		Not submitted on due date.	Submitted as soon as possible.	Emailed on due date; hard copy to follow.	Submitted on due date in class.
<b>Total points</b>	/20					

Comments:

## CO-TEACHING ACTIVITY RUBRIC

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Purpose: The purpose of this co-teaching assignment is: 1) to give students an experience in co-planning and 2) to give students an experience in co-teaching.

Directions: With a partner, plan and present a 20-minute co-teaching activity. The activity should demonstrate the steps of the Instructional Process and teach your "students" a new skill. Be as **creative and entertaining** as possible! You will hand in your co-planning worksheet.

CO-TEACHING ACTIVITY SCORING RUBRIC				
Exemplary	Adequate	Marginal	Inadequate	Unacceptable
4	3	2	1	0
<p><u>Exemplary:</u> The co-teachers kept within the 20-minute time limit and reflect poise, clarity, knowledge and interest in the content being presented. The co-planning worksheet was detailed and there was evidence that roles and responsibilities were shared. Both "teachers" were active participants and supportive of each other. Logical, sequential steps were followed. The co-teachers made effective use of overheads, handouts, demonstrations, media, etc. They kept the audience engaged and entertained. Audience ratings were primarily 9-10.</p> <p><u>Adequate:</u> The co-teachers presented a good overall presentation, but may have lacked in one or two of the criteria specified in the exemplary presentation. They may seem a little less polished or prepared. The co-teaching planning worksheet is vague or disorganized. Co-teaching roles do not appear to be evenly dispersed. Steps in the process were missing or did not seem logical and/or sequential. The presentation was a little boring or may have failed to completely engage the audience. Audience ratings were primarily 7-8.</p> <p><u>Marginal:</u> The co-teachers provided relevant information but demonstrated a limited understanding of the concept of co-teaching. They do not appear to have practiced the presentation. The co-teaching planning worksheet lacked detail and organization. Logical, sequential steps were not evident in the presentation. The presentation did not engage the audience and activities may not have enhanced the presentation. Audience ratings were frequently 5-6.</p> <p><u>Inadequate:</u> Weak overall presentation that reflected little understanding of the concept of co-teaching. There was little evidence of planning and/or preparation. The co-teaching planning worksheet was perfunctory. The presentation did not follow the logical, sequential steps. The presentation did not engage the audience. Audience ratings were 3-4.</p> <p><u>Unacceptable:</u> This was a completely unsatisfactory presentation. There was no evidence of co-planning and no evidence that the co-teachers grasped the concept of co-teaching. Audience ratings were 0-2.</p>				

## CO-TEACHING ASSESSMENT

(\*\*\*\*copy for each class member & submit with assignment\*\*\*\*)

Co-Teachers: \_\_\_\_\_

Date: \_\_\_\_\_

Lesson Taught: \_\_\_\_\_

1. \_\_\_\_ The presenters kept **within the 20-minute** time limit.
2. \_\_\_\_ The **co-planning worksheet** was developed and complete with sufficient **detail**.
3. \_\_\_\_ The presenters were **prepared and showed poise, clarity and knowledge of the content** being presented.
  - Each person faced the audience (no backs) \_\_\_\_
  - Each person could be heard clearly \_\_\_\_\_
4. \_\_\_\_ Logical sequential steps in the instructional process were clear and evident.
  - If a skill was to be learned, the presenters demonstrated the process \_\_\_\_\_
  - Guided practice was implemented \_\_\_\_\_
  - Steps were repeated, if needed as participants attempted independent practice \_\_\_\_\_
5. \_\_\_\_ This was a **true partnership**. Each participant was an active member of the team.
  - There was a good "balance" between the amount of information that each presented \_\_\_\_\_
6. \_\_\_\_ **Effective use of media/instructional props** was demonstrated.
  - Power Point Presentation (that was not "read", but used as a cue to provide information) \_\_\_\_
  - Overhead transparencies were effectively used \_\_\_\_\_
  - Handouts were relevant and used during the presentation \_\_\_\_
7. \_\_\_\_ The lesson kept the audience **completely engaged** and, if possible, entertained.

\_\_\_\_/15 points total

Comments here & on back:

**PROFESSIONAL DEVELOPMENT ACTIVITY RUBRIC**

(\*\*\*\*Copy & submit with assignment\*\*\*\*)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	4 Exemplary	3 Good	2 Accept- able	1 In- adequate	0 Un- acceptable
<b>Cover</b> Reflects the topic of the in-service and will catch attention & interest of audience 1 point					
<b>Agenda</b> Reflects good organization, creativity & planning 1 point					
<b>Quality of Content</b> Assignment is well written, reflects all requirements in syllabus description, reflects excellent knowledge of the topic, as well as, realistic in-service capabilities 8 points					
<b>Use of Media</b> Power point, overheads, video clips and/or other media is part of the presentation plan and is appears to be professional quality 3 points					
<b>Resources</b> References and linkages to other resources for further readings, teaching, and learning in general 3 points					
<b>Overall Potential for Engaging Audience</b> Is planned & organized in such as way as to actively engage the audience in the topic via role play and/or hands-on activity(ies) that help put "theory into practice" 5 points					
<b>Evaluation Form</b> A session <u>evaluation form</u> has been developed that reflects knowledge of the subject by audience at completion of the in-service, as well as, the effectiveness of the presentation 3 points					

**Total: \_\_\_\_\_/25 possible**

## PROFESSIONAL DEVELOPMENT PRESENTATION RUBRIC

Name(s): \_\_\_\_\_

Date: \_\_\_\_\_

**Purpose:** The purpose of this team assignment is twofold: (1) to develop a 40/60-minute staff development activity to be presented at the last class meeting; and (2) to provide you with the opportunity to improve your collaborative skills. This project will allow you to participate in the staff development process, apply effective practices for teaching adult learners and reflect upon group dynamics and teamwork.

**Directions:** With a team of your classmates, design a 40/60-minute professional development activity to acquaint your audience with the concept of collaboration. Your audience is a school faculty used to working in isolation. The activity should appeal to the characteristics of the adult learner and follow the Instructional Process. You may include handouts, PowerPoint, a related reading and/or list of references, an agenda or outline, and definitions of related terms that might be unfamiliar to your audience. All materials and activities, such as simulations, should reflect effective communication and collaborative strategies. Finally, you will need to prepare an evaluation form to be distributed to the audience at the end of your presentation.

### PROFESSIONAL DEVELOPMENT ACTIVITY SCORING RUBRIC

Exemplary	Adequate	Marginal	Inadequate	Unacceptable
4	3	2	1	0

**Exemplary:** Group keeps within time limits; reflects poise, clarity, knowledge and interest in the content being presented; reflects a high level of preparation of all group members; makes effective use of overheads, handouts, demonstrations, media; keeps the audience engaged and entertained; provides information of interest and value to the audience. Creativity abounds!!

**Adequate:** Good overall presentation, but may be lacking in one or two of the criteria specified in exemplary presentation. May seem a little less polished or prepared, may be vague or disorganized. Team member roles and responsibilities do not appear to be evenly dispersed. The presentation may fail to completely engage the audience. There is some evidence of creativity.

**Marginal:** Presentation provides relevant information, but demonstrates only a limited understanding of the concept of collaboration. Handouts, visual aids and activities may not enhance the presentation.

**Inadequate:** Weak overall presentation that reflects very little knowledge of the topic. May appear very poorly prepared or may not have followed directions. Handouts, visual aids and participatory activities may be inadequate or lacking.

**Unacceptable:** Completely unsatisfactory presentation, with no reasonable reference to the topic or no presentation made.

**PROFESSIONAL DEVELOPMENT ACTIVITY**

**RUBRIC FOR WHOLE CLASS EVALUATION**

(\*\*\*\*improve & copy for use with whole class during presentation\*\*\*\*)

**Your Name:** \_\_\_\_\_

**Names of Team Members:**

\_\_\_\_\_

**Topic:** \_\_\_\_\_

**Date:** \_\_\_\_\_

- \_\_\_\_\_ Presenters keep within time limits
- \_\_\_\_\_ Presenters reflect poise, clarity, knowledge & interest in content
- \_\_\_\_\_ Each member actively contributes to the presentation
- \_\_\_\_\_ Presenters demonstrate a high level of preparation
- \_\_\_\_\_ Presenters keep audience engaged via hands-on activity(ies) or other means
- \_\_\_\_\_ Presenters make effective use of media
- \_\_\_\_\_ Presenters provide information of interest and value to audience
- \_\_\_\_\_ Presenters demonstrate a high level of creativity

Total Points: \_\_\_\_\_/25 points

**Comments:**

**PROFESSIONAL DEVELOPMENT ACTIVITY**  
**GROUP EVALUATION**  
**(\*\*\*\*copy & submit one per person\*\*\*\*)**

**Names of Team Members:**

\_\_\_\_\_

**Your Name:** \_\_\_\_\_

**On a scale of 1-4, rate your team's collaborative effort.**

\_\_\_\_\_ Team members worked to identify mutually-convenient planning times and met that commitment.

\_\_\_\_\_ The team used time productively.

\_\_\_\_\_ Each member actively contributed to the presentation.

\_\_\_\_\_ Each team member followed through on their commitment and met group-established timelines.

\_\_\_\_\_ Communication was accomplished in an efficient manner.

\_\_\_\_\_ The team respected and utilized the varying learning styles of each member.

\_\_\_\_\_ This project was valuable to my understanding of the collaborative process.

**Comments:**

## Chapter Presentation Rubric

Student: \_\_\_\_\_

	<b>4</b> <b>Exemplary</b>	<b>3</b> <b>Good</b>	<b>2</b> <b>Acceptable</b>	<b>1</b> <b>Inadequate</b>	<b>0</b> <b>Unacceptable</b>
<b>Background (4 points)</b> Student has clearly completed the reading activity prior to developing presentation					
<b>Quality (4 points)</b> Addresses all aspects of the chapter.					
<b>Presentation ( 5 points)</b> <ul style="list-style-type: none"> <li>• Summarizes content, insights, thoughts about chapter read and information gleaned &amp; includes rationales for the statements made.</li> <li>•</li> <li>• Depth of reflection &amp; depth of linkages to other course readings, teaching, and learning in general.</li> </ul>					
<b>Writing (2 points)</b> Reflection is written to graduate-level standards and there are very few writing or printing errors.					

**Total:     /15 possible**