

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION**

Teaching Culturally & Linguistically Diverse and Exceptional Learners

**EDCI 776: 6F1
Consulting and Collaboration in Diverse K-12 Settings
3 Credits**

Summer 2017: July 7th-July 18th
Monday-Friday
8:30 A.M.-3:20 P.M.
Nguyen Engineering Building—Room #1108

PROFESSOR

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Office Hours: Available by appointment before and after class

Blackboard Collaborate & Skype: Available by appointment

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Prerequisites/Corequisites:

Completion of 12 credits in degree concentration.

University Catalog Course Description:

Focuses on ways in which practicing education professionals collaborate in serving diverse learners and their families. Explores methods for co-planning and co-teaching in the general education classroom and ways for sharing responsibilities for instruction and assessment. Includes ways for dealing with difficult interactions are part of understanding how to implement collaborative and inclusive models of education for diverse learners.

Course Overview

Not Applicable

LEARNER OUTCOMES or OBJECTIVES

This course is designed to enable students to do the following:

1. Identify key elements of successful educator consultation and collaboration (Proposition 4);
2. Examine models of collaboration and consultation in K-12 settings (Proposition 5);
3. Discuss the rationale for using consultation and collaboration in K- 12 settings (Proposition 5);

4. Explain the importance of consulting and collaboration for the delivery of effective instruction for TCLDEL (Proposition 4);
5. Explain the importance of consulting and collaboration as part of reflective practice (Proposition 4);
6. Demonstrate essential communication skills including: consensus building, conflict management, negotiation and persuasion (Proposition 4); and
7. Describe and apply the steps in the collaborative consulting process to problem solving student issues (Proposition 5).

PROFESSIONAL STANDARDS

As part of the advanced capstone coursework for the master's degree, this course encompasses [The Five Core Propositions](#) from National Board for Professional Teaching Standards:

Proposition 4: Teachers think systematically about their practice and learn from experience.

- NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
- They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Proposition 5: Teachers are members of learning communities. NBCTs collaborate with others to improve student learning.

- They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- They work with other professionals on instructional policy, curriculum development and staff development.
- They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
- They know how to work collaboratively with parents to engage them productively in the work of the school.

REQUIRED TEXTS

Friend, M., & Cook, L. (2017). *Interactions: Collaboration skills for school professionals* (8th ed.). Upper Saddle River, NJ: Pearson Education.

Pugach, M., Johnson, L., Drame, E., & Williamson, P. (2012). *Collaborative practitioners, collaborative schools* (3rd ed.). Denver: Love Publishing.

Note: Additional readings may be posted on Blackboard.

COURSE ASSIGNMENTS

Performance Based Assessment (PBA) Requirements: All TCLDEL licensure courses have required PBAs. The required PBA for this course is the Co-teaching/Demonstration Episode. This PBA must be uploaded to Tk20 where it will reviewed and graded.

<i>Assignment</i>	<i>Grade %</i>	<i>Brief Description</i>
Critical Reflective Journal	20	Participants will maintain a reflective journal throughout the course. This journal process is designed to help participants develop a frame of reference for consulting and collaboration as a worldview in teaching. Systematic and regular journaling will be used to provide evidence of growth as a reflective educator.
Conflict Analysis Essay	20	This essay will be designed around the major points of conflict and strategies to address them. Identify one specific conflict that you have had to manage in the past. List the sequence of events and make specific text connections to support your reflection about what happened and why. Which aspects of the conflict were easiest/hardest to resolve and why?
Document/Resource Analysis List	15	Focusing on a specific school setting (i.e., one in which you are employed or wish to be employed), construct a resource list with names, titles, contact information and areas of expertise for individuals and/or agencies that might serve as consultants in your classroom.
*Co-teaching/Demonstration Episode & Reflection (PBA)	30	This performance-based assessment is multilayered and will involve a minimum of three individuals per group. Paired participants will design a co-teaching episode, submit lesson plans outlining the shared responsibilities, and conduct a micro-teaching demonstration in class. Further, each participant will evaluate the contribution of their peers. The overall demonstration will be evaluated by the instructor (see detailed instructions and rubric at the end of this syllabus). This PBA must be submitted to Tk20 for scoring.
Class Participation (i.e., including Blackboard discussions and activities)	15	This class is based upon informed and active participation. Students are expected to come to class prepared to discuss the assigned content using examples from the text or other readings and previous courses to support classroom experiences and knowledge about collaboration and consulting in professional learning communities. While your current knowledge as a teacher is important to your understandings, finding evidence and research-based support is critical to expanding your knowledge as a practitioner. Further, students are expected to actively participate in in-class activities, be supportive of their classmates and conduct themselves in a professional manner during the course. Finally, students are expected to arrive to class on time and be mindful of breaks and departure times from class. Any departure from the above expectations will result in a deduction of points in the participation grade (i.e., simply “being” in class is insufficient to obtain full participation points).

*This project is a required performance-based assessment (PBA) for the ESOL Portfolio and must be submitted to Tk20 in Blackboard for a secondary evaluation.

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any TCLDEL course with required performance-based assessments is required to submit these assessments to Tk20 through Blackboard (i.e., regardless of whether the student is taking the course as an elective, a one-time course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit these assessments to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Performance-Based Assessment (PBA)

The required PBA for this course is the Co-Teaching Episode. This assignment must be submitted to Tk20, where it will be reviewed and scored by the instructor and a second evaluator.

GRADING POLICY

At George Mason University, coursework is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education

Students must maintain a 3.0 average and a grade of B or higher for licensure and master’s degree. All course assignments must be satisfactorily completed before the final grade is awarded.

INCOMPLETE (IN)

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following

semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

COURSE EXPECTATIONS AND DELIVERY

This course is designed to model the effective elements of collaboration and consultation in the classroom. Therefore, we will engage in a wide variety of learning opportunities including but not limited to the following: discussions, mini-lectures, demonstrations, videos/online learning, and reflection both in writing and orally. As a result of the dynamic nature of the class, all participants are expected to actively participate.

INTEGRITY OF WORK

TCLDEL students must adhere to the guidelines of the [George Mason University Honor Code](http://oai.gmu.edu/the-mason-honor-code-2/) (<http://oai.gmu.edu/the-mason-honor-code-2/>). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work); and
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>.

LATE WORK/SUBMISSION POLICY:

At the graduate level, all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* If you have any extraordinary circumstances that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

GMU EMAIL AND WEB POLICY

Mason uses electronic mail (<http://masonlive.gmu.edu/>) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog). All communication sent for this course will be sent to your Mason email account.

ONLINE PARTICIPATION/ATTENDANCE POLICY

Students are expected to participate in all online components of this course and attend all required classes. Not participating in a class or an online component will be reflected with a zero for the day and as an absence. *Students with more two or more unexcused absences will not receive credit for the course.*

PROFESSIONAL DISPOSITIONS AND NETIQUETTE

Students are expected to exhibit professional behaviors and dispositions at all times.

As we will be working together online during certain times for this course, netiquette will be significantly important in terms of creating a community of thinkers and learners. Netiquette is a way of defining professionalism through network communication; it is a way to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

For our class, here are the netiquette guidelines for working and communicating online:

- Do not use offensive language.
- Never make fun of someone's ability to read or write.
- Keep an "open-mind" and be willing to express even your minority opinion.
- Think before you push the "Send" button.
- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them

COURSE WITHDRAWAL

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

CORE VALUES COMMITMENT

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

PROPOSED COURSE SCHEDULE

Class Date	Topics	Readings	Assignments Due
Day 1 7/7 (Friday)	<ul style="list-style-type: none"> • Introductions • Pre-course Survey • Conceptual Context for Collaboration: Multidimensional Framework • Building Collaborative Classrooms • Worldviews of Teaching: Roles & Responsibilities 	<p>Pugach, Johnson, Drame, & Williamson (P, J, D, & W): Ch. 1 & 2</p> <p>Friend & Cook (F&C): Ch. 1</p> <p>Implementing the Common Core State Standards for English Learners: The Changing Role of the ESL Teacher</p> <p>Ndura, E. (2004). Teachers' discoveries of their cultural realms: Untangling the web of cultural identity. <i>Multicultural Perspective</i>, 6(3), 10-16. (see .pdf in "Readings" folder in Bb)</p> <p>ELL Educators & Classroom Teachers: Collaborating for Success</p>	
Day 2 7/10 (Monday)	<ul style="list-style-type: none"> • Basis for Collaboration: Communication Skills • Communication Style Self-Assessment • Intercultural Competency for Teaching in Culturally Responsive Classrooms • Intercultural Competency Assessment/Quiz • Learning the Skills for Successful Collaboration & Consulting • Listening and Consensus Building 	<p>P, J, D, & W: Ch. 3, 4, 5, & 6</p> <p>F&C: Ch. 2, 3, & 4</p> <p>DeJaeghere, J., & Cao, Y. (2009). Developing U.S. teachers' intercultural competence: Does professional development matter? <i>International Journal of Intercultural Relations</i>, 33, 437-447 (see .pdf in "Readings" folder in Bb)</p> <p>Moyer, A. & Clymer, J. (2009). What Does It Mean to be Culturally Proficient?</p> <p>Gay, G. (2002). Preparing for culturally responsive teaching. <i>Journal of Teacher Education</i>, 53(2), 106-111.</p>	<p>Journal Entry #1 due SUBMIT TO Blackboard (Bb) Journal</p>

<p>Day 3 7/11 (Tuesday)</p>	<ul style="list-style-type: none"> • Collaboration in Practice • Models of Collaboration and Consulting in Diverse Classrooms • Meeting Student Needs through Co-teaching • Collaborative Problem Solving • Conflict Management: Negotiation & Persuasion 	<p>P, J, D, & W: Ch. 7, 8, & 9 F&C: Ch. 5, 6, 7, 8, & 9</p> <p><u>The Effectiveness of Co-Teaching Models: A Review of the Literature.</u> (2012). The Hanover Report</p> <p>Mastropieri, M.A., Scruggs, T.E., Graetz, J., Norland, J., Gardizi, W., and McDuffie, K. (2005). Case studies in co-teaching in the content areas: Successes, failures and challenges. <i>Intervention In School And Clinic</i>, 40(5), 260-270. (see .pdf in “Readings” folder in Bb)</p>	<p>Document/Resource Analysis List due UPLOAD to Bb Assignment</p>
<p>Day 4 7/12 (Wednesday)</p>	<ul style="list-style-type: none"> • Collaboration: A Community Approach • Professional Learning Communities (PLCs) • Meeting Student Needs through Collaborative Consulting • Meeting Student Needs through Response to Intervention (RTI) <p>NOTE: Small-group Co-teaching/Demonstration Episode meetings with instructor in the afternoon</p>	<p>P, J, D, & W: Ch. 10 & 11 F&C: Ch. 10, 11, & 12</p> <p>Leatherman, J. (2009). Teachers' voices concerning collaborative teams within an inclusive elementary school. <i>Teaching Education</i>, 20(2), 189-202. (see .pdf in “Readings” folder in Bb)</p> <p>Magiera, K., Lawrence-Brown, K., Bloomquist, K., Foster, C., Figueroa, A., Glatz, K., Heppeler, D., & Rodriguez, P. (2006). <u>On the road to more collaborative teaching: One school's experience.</u> <i>Teaching Exceptional Children Plus</i>, 2(5), 1-11</p> <p><u>Effective RTI Strategies for Teachers</u></p> <p><u>Reading Rockets: RTI Articles</u></p>	<p>Journal Entry #2 due SUBMIT TO Bb Journal</p>
<p>Day 5 7/13 (Thursday)</p>	<ul style="list-style-type: none"> • Developing positive environments for collaboration • Problem Identification: Assessment & Goal Setting • Ethics of Collaborative Practice 	<p>TBD</p>	<p>Conflict Analysis Essay due UPLOAD to Bb Assignment</p>

Day 6 7/14 (Friday)	<ul style="list-style-type: none"> Evaluation and Follow Up: Principles & Techniques Co-teaching/ Demonstration Episode presentations 	TBD	Journal Entry #3 due SUBMIT TO Bb Journal
Day 7 7/17 (Monday)	<ul style="list-style-type: none"> Co-teaching/ Demonstration Episode presentations 	TBD	
Day 8 7/18 (Tuesday)	<ul style="list-style-type: none"> Co-teaching/ Demonstration Episode presentations Synthesis Final Thoughts GSE Course Survey Course Ends 		Co-teaching/Demonstration Episode Lesson Plan & Reflection (PBA) due Tuesday, July 18 th by 11:59 P.M. (EST) SUBMIT TO Tk20 in Blackboard Journal Entry #4 due SUBMIT TO Bb Journal

DETAILED PBA ASSIGNMENT INFORMATION AND GRADING RUBRICS

Co-Teaching/Demonstration Episode Description & Rubric-30% PBA (Due July 17th & 18th)

Working in teamed pairs (e.g. ESL & FL, ESL & Elementary, SPED & Elementary...) each team will prepare a teaching demonstration that reflects a model of collaboration (e.g., parallel, station, alternative, or team). Each team will give a 45-minute demonstration of their collaborative teaching plan to the class. Each team will provide an evaluation of the contribution of each member of the team to the overall plans and demonstration. For the purposes of the PBA, the detailed **lesson plans** will be uploaded to Tk20 by each member of the team. Lesson plans will be scored on Tk20 in the first four areas (highlighted in yellow). The remaining scores will come from the demonstration.

Each team will prepare:

- a) **Detailed lesson plans**-Plans should address specific objective(s) for the 45-minute lesson, phases of instruction, what each teacher will be doing at each phase (e.g., work agreement), accommodations for specific students, and evaluation of co-teaching. Documentation of student outcomes related to instructional objectives including the types of student work to be included. See lesson planning format on Bb.
- b) **Reflection**-Reflect on the contribution made to the co-teaching demonstration by **each** member. Your independent written reflection should answer each of the questions below **providing two or three specific examples** or occurrences in your team that come to mind:
 - i. What specific examples or occurrences did you have that demonstrates joint work on connecting or integrating ideas, strategies, or skills from sessions offered during this class?

- ii. What specific examples or occurrences did you have with your teammates that show joint/shared contributions to the planning and demonstration presentation?
- iii. What specific examples or occurrences did you have with your teammates that show joint/shared contribution to the development of resources to the planning and demonstration presentation?
- iv. What specific examples or occurrences did you have with your teammate that show joint/shared contribution to the development of assessment of potential student outcomes to the planning and demonstration presentation?
- v. Evaluating your contribution and that of your teammate, rate the experience as to the level and quality of the contribution by each of you using the following:
4=We jointly shared all preparation and demonstration planning and implementation.

3=We shared some planning and preparation but did most of our work separately and only came together for the demonstration.

2=We each made some contribution to planning and preparation but (I/colleague) did the majority of the work for the demonstration.

1=We divided the assignment and came together only for the purposes of the demonstration.

0=Our team did not work well together at all; it was a mess.

Your written report should be less than 5 pages, double spaced, and size 12 Time or Times New Roman font with 1-inch margins. Please save as a .pdf or .docx file and upload to Tk20 along with your lesson plan.

Rubric for Co-Teaching/Demonstration Episode

	Does Not Meet Standards (0/1)	Beginning to meet standards (2)	Meets standards (3)	Exceeds Standards (4)
Planning Collaborative planning is modeled by the team of educators focused on SOL grade level content standards	Lesson plan does not have sufficient evidence to determine it was jointly planned around grade level standard(s)	Lesson plan provides some evidence of joint planning but one team member appears to have taken the lead.	Lesson plan provides evidence of joint contributions reflecting the expertise of each team member	Lesson plan clearly identifies equal and integrated contributions by team members and reflects content expertise and teaching strengths
Resource Development Teachers plan and model the implementation of classroom instruction that includes a variety of print, media, electronic and technology resources aligned with student needs.	No evidence in planning that indicates an equal distribution of resource development (e.g. handouts, hands on activities...)	Some evidence in planning that resource ideas were generally shared but one member appears to have taken the lead.	Lesson plan provides evidence of joint resource development with contributions reflecting the expertise of each team member.	Lesson plan clearly identifies equal and integrated resource development by team members and reflects content expertise and teaching strengths.
Instruction Educational professionals plan and model sharing roles and responsibilities for working with students in such a way that the distinction between generalist and specialist is not obvious.	Instruction is divided and appears to be unconnected to the learning goals. Both team members appear to be lead and it is disruptive to the flow of the lesson.	Instruction appears to be a ‘trade off’ with little flow or accomplishment of the goals of the lesson. One team member appears to be the lead.	Instruction appears to be equally shared but timing and pacing are impeding the flow of the lesson and accomplishing the goals.	Instruction is equally shared, pacing and timing are engaging and there appears to be no ‘lead’ teacher as the goals are accomplished.
Assessment Teachers plan and model pre/post-assessment of student learning and use the information to plan, implement and adjust future instruction. Both teachers are actively engaged in delivering content and assessing student learning.	No attempt is made to use assessment during the demonstration.	Teachers provide a discussion of assessment practices but do not engage students nor use it to modify instruction.	Teachers conduct a pre-assessment of student learning however they do not actively use it to differentiate or guide instruction.	Teachers are actively engage in assessment student learning and instruction. Pre-assessment of student learning is used to differentiate and guide instruction.
Engagement Teachers model the use of a variety of instructional materials/methods to	Limited or no variety of instructional materials are used; one of the team	Some variety of instructional materials are used jointly during the demonstration	Multiple options are provided to address different learner needs. Both teachers engage	Targeted materials are used with specific students to engage and allow students to

engage students and provide options for the students to demonstrate mastery of the content.	appears to use all materials for the lesson demonstration.	however only one member of the team uses the material.	students in an equitable manner.	demonstrate mastery of the content; both teachers are highly engaged with the demonstration.
Joint Involvement Both teachers share the delivery and have equally active roles in leading the class. Both teachers are actively engaged in the delivery of core instruction.	There is no attempt to share or balance instruction; at least one team member takes over the demonstration.	There is an unbalanced approach to the teaching demonstration with minimal engagement during delivery.	There is some balance between the team during the demonstration, both members display their expertise.	Both teachers share equally in the demonstration lesson, providing evidence of their expertise and skills relevant to their teaching assignments.

Rubric for Class Participation

Meets or Exceeds Standards (A) 15-14 points	Partially Meets Standards (B) 13-12 points	Attempts Standards (C) 11-10 points
Consistently demonstrates strong determination in the pursuit of solutions and monitors his/her level of involvement.	Consistently shows determination in the pursuit of solutions.	Sporadically shows determination in the pursuit of solutions.
Often cites from readings; uses readings to support contributions/ often associates readings with the topics being discussed.	Occasionally cites from readings; sometimes uses readings to support contributions; occasionally associates readings with topics being discussed.	Rarely able to cite from readings; rarely uses readings to support contributions; rarely associates readings with topics being discussed.
Always actively participates; responds frequently to questions/comments; contributes insightful point of view.	Often actively participates; occasionally responds to questions/comments; occasionally shares point of view	Rarely actively participates; rarely able to respond to questions/comments; rarely shares point of view.
Always hands in assignments on time and completes Bb activities in a timely manner.	Most assignments are on time and completes Bb activities.	Assignments handed in after the due date and/or completes Bb activities late or not at all.
Always demonstrates commitment through preparation (e.g., readings, research, postings, journal reflections, etc.).	Generally prepared.	Generally unprepared.

Rubric for Conflict Analysis Essay

Criteria	UNACCEPTABLE 13 & below	BEGINNING: Does not adequately meet expectations 14-15	DEVELOPING: Meets expectations adequately 16-18	ACCOMPLISHED: Strongly meets expectations 19-20
Personal conflict	Personal conflict and descriptions are limited or unclear; the length is not adequate for development. No evidence of exploring personal conflict.	Some personal conflict details and descriptions loosely connected; ineffective transitions, seems random. Little evidence of exploring personal conflict.	Some personal conflict details and descriptions present. Adequately explores personal conflict.	Paper contains relevant and meaningful personal conflict and descriptions. Thoroughly engages and explores personal conflict.
Content	Many details are not in a logical or expected order. There is little sense that the writing is organized.	Some details are not in a logical or expected order, and this distracts the reader. Includes information on three major points of conflict.	Details are placed in a logical order, but the presentation style sometimes makes the writing less interesting. Includes information on three major points of conflict.	Details are placed in a logical order and the way they are presented effectively keeps the reader's attention. Includes information on three major points of conflict.
Quality of analysis	Essay is superficial and/or with very little analysis.	Essay is thoughtful but lacks depth or complexity	Essay shows thoughtful analysis that communicates sincere grappling with the questions	Essay reflects thoughtful analysis that shows complexity of thinking and a well-constructed argument. Analysis is highly provocative. There is a "wow" factor.
Mechanics: language, grammar usage, APA style	There are many misspellings or grammatical errors and/or paper does not follow APA 6th ed. formatting requirements.	Although only some formatting requirements are followed and a significant number of misspelled words or poorly constructed sentences exist, the main ideas can still be identified.	Most of the formatting requirements are met fairly consistently, the layout used is easy to read and follow, grammar, mechanics and spelling used are basically correct, and there are only a few misspelled words.	All format requirements are met consistently, required sections are in the correct order; the essay is easy to read and understand; and all sentences are grammatically correct with only a few spelling or mechanical errors.