George Mason University
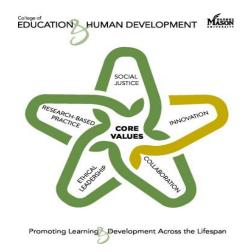**College of Education and Human Development**
Teaching Culturally & Linguistically Diverse and Exceptional Learners

Teaching Culturally & Linguistically Diverse and Exceptional Learners
EDCI 776 – DL1
Consultation and Collaboration in Diverse K-12 Settings
3 Credits
CRN: 76420
Fall 2019

Instructor: April Mattix Foster, PhD
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Office Hours: By appointment
Office: Virtual
Meeting Dates: August 26 – December 9
Meeting Time: online
Meeting Location: online

Prerequisites/Corequisites

Recommended Corequisite: EDCI 777; Required Prerequisite: EDCI 790.

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 Delivery Method

This course will be delivered fully online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available by **August 19th at 9:00AM.**

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

This online course is **not self-paced. You will be expected to complete one module every week**. Completing a Weekly Module includes reading, participating in Discussion Board, and completing any assignments and/or activities within that Week Module. You are asked to engage deeply with the course content, to take risks in your thinking, and to listen to and learn from your classmates.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
  - https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Tuesdays, and finish on Mondays.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [3] times per week. In addition, students must log-in for all scheduled online synchronous meetings.

- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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).

7. Describe and apply the steps in the collaborative consulting process to problem solving student issues (Proposition 5).

Professional Standards (National Board of Professional Teaching Standards)

Upon completion of this course, students will have met the following professional standards:

As part of the advanced capstone coursework for the master's degree this course encompasses standards from National Board of 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.

See more at: http://www.nbpts.org/five-core-propositions#sthash.mqOb4pjx.dpf

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.

See more at: http://accomplishedteacher.org/proposition-5/

Required Texts
Friend, M., & Cook, L. (2017). *Interactions: Collaboration for school professionals* (8th ed).
Upper Saddle River, NJ: Pearson. ISBN: 978-0134256795
*There is an e-text version available, too. ISBN: 978-0134256801

Additional *Recommended* Readings:
Datnow, A. and Park, V. (2019). *Professional collaboration with purpose*. New York, NY:
Routledge. ISBN-13: 978-0815348818

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard or hard copy).

FIELDWORK REQUIREMENT

Field Experience Record and Evaluation
The **field experience is a required component** of the teacher preparation program at George Mason University. For this course, you will conduct a teaching collaboration in a classroom, but you are not required to submit a fieldwork hours log. Please see the following sections for how to secure an approved fieldwork site for your project.

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs and other assignments. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: https://cehd.gmu.edu/endorse/ferf. You will check the box indicating that: *"I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace."* The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate "TCLDEL Cohort" on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with "6F" (e.g. EDUC 511.6F1). **If you are an international student, please submit your fieldwork request to Amanda Jenkins at ajenki4@gmu.edu.**

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: https://cehd.gmu.edu/endorse/ferf. You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate "TCLDEL Cohort" on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with "6F" (e.g. EDUC 511.6F1). **If you are an international student, please submit your fieldwork request to Amanda Jenkins at ajenki4@gmu.edu**

Virginia state or county cohort teachers: Cohort Students are required by their district and by TCLDEL to complete field experiences as required by the Virginia Department of Education for this program. Each district has arranged for candidates to be able to work at K-12 grade levels in order to complete all licensure requirements. Please contact your district coordinator for further information.

- **Assignments and/or Examinations**

Assignment	Percent of Final Grade	Outcomes Addressed	Due Date
Discussion Board	20	1, 2, 3, 4, 5, 6, 7	Weekly
Collaborative self portrait	15	1, 5	September 30
Co-Teaching Portfolio	30	1, 2, 3, 4, 5, 6, 7	November25
PBA Co-Teaching Episode	35	1, 2, 3, 4, 5, 6, 7	December 9

- **Grading**

  At George Mason University course work 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
See the University Catalog for details: http://catalog.gmu.edu/policies/academic/grading/

Honor Code & Integrity of Work
Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (https://catalog.gmu.edu/policies/honor-code-system/). 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);
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 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.* Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) 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.*

Course Withdrawal with Dean Approval
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 prevent course completion (Mason catalog). *Students must contact an academic advisor* in APTDIE to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

Online Participation/Attendance Policy
Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with two absences will receive a one-letter grade deduction in their final grade; students with three absences will receive a two-letter grade deduction in their final grade; students with four absences will not receive credit for the course.**

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.

GMU E-MAIL AND WEB POLICY:

Mason uses electronic mail (www.gmu.edu/email) 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.

All communication sent for this course will be sent to your Mason email account. I will respond to emails as soon as I can, but always within 24 hours.

OTHER GMU POLICIES

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/undergraduate#profdisp

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- 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 silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

EDUC 776 Class Schedule

Module 1	*Introductions and Reflections on Collaboration*
Dates	August 26 – September 2
Readings	• Watch Brené Brown: Daring Classrooms
Assignments	1. Read through syllabus 2. Post self-introduction 3. Watch video 4. Participate in Discussion Board 1 5. Complete pre-assessment (email to professor)

Module 2	*Defining Collaboration*
Dates	September 3 – September 9
Readings	• Friend & Cook, chapter 1 • View Research on Collaboration PPT
Assignments	1. Read Module 2 readings 2. Participate in Discussion Board 2

Module 3	*Collaboration Mindsets*
Dates	September 10 – September 16
Readings	• Datnow, chapter 2 (on Blackboard)
Assignments	1. Read Module 3 reading 2. Participate in Discussion Board 3

Module 4	*Effective Communication*
Dates	September 17 – September 23
Readings	• Friend & Cook, chapter 2
Assignments	1. Read Module 4 reading 2. Participate in Discussion Board 4

Module 5	Building on Our Strengths
Dates	September 24 – September 30
Readings	• No Readings
Assignments	1. Complete Gallup Strengths Finder 2. Complete Myers-Briggs Type Finder 3. Collaborative Self Portrait **(Due September 30)**

Module 6	Listening, Responding, Giving Feedback
Dates	October 1 – October 7
Readings	• Friend & Cook, chapter 3
Assignments	1. Read Module 6 reading 2. Participate in Discussion Board 6

Module 7	Handling Conflict
Dates	October 8 – October 14
Readings	• Friend & Cook, chapter 9 • We Have to Talk (on Blackboard)
Assignments	1. Read Module 7 readings 2. Complete Conflict Management Survey at the end of the chapter 3. Participate in Discussion Board 7

Module 8	Building Teams
Dates	October 15 – October 21
Readings	• Friend & Cook, chapter 6 • Tools for Teams (on Blackboard) • What Do You Know about Effective Meetings (on Blackboard)
Assignments	1. Read Module 8 readings 2. Participate in Discussion Board 8

Module 9	Building Trust/Building Relationships
Dates	October 22 – October 28
Readings	• Watch Brené Brown: Anatomy of Trust
Assignments	1. View Video

Module 10	Group Problem Solving
Dates	October 29 – November 4
Readings	• Friend & Cook, chapter 5
Assignments due	1. Read Module 10 reading 2. Complete quiz

Module 11	Co-Teaching
Dates	November 5 – November 11
Readings	• Friend & Cook, chapter 7 • Friend, M. (2016). Welcome to Co-Teaching 2.0. *Educational Leadership, 74 (4), 16-22.* (On Blackboard) • What Co-Teaching Is handout (On Blackboard) • Co-Teaching Checklist (On Blackboard)
Assignments due	1. Read Module 11 readings 2. Participate in Discussion Board 11

Module 12	Consultation, Coaching, and Mentoring
Dates	November 12 – November 18
Readings	• Friend & Cook, chapter 8
Assignments	1. Read Module 12 reading 2. Participate in Discussion Board 12

Module 13	Collaboration with Families
Dates	November 19 – November 25
Readings	• Friend & Cook, chapter 11
Assignments	1. Read Module 13 reading 2. Participate in Discussion Board 13 3. Portfolios due **(Due November 25)**

Module 14	Special Considerations
Dates	November 26 – December 2
Readings	• Friend & Cook, chapter 12
Assignments	1. Read Module 14 reading 2. Participate in Discussion Board 14

Module 15	Conclusions
Dates	December 3 – December 9
Readings	• No Reading
Assignments	1. Participate in Discussion Board 15 2. PBA – **(Due December 9)**

COURSE PERFORMANCE EVALUATION

All assignments should be turned in on the due date indicated in the schedule below via Blackboard. The submission deadline for assignments is 11:59 pm EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point font, with one-inch margins, and double-spaced. **All writing assignments should be submitted as Word documents, or a word-processor based format**. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, except for in extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe.

1. **Discussion board participation (20%)**
Due: Weekly

Each week in our class we will have an online group discussion of the readings that are assigned for the module. You are expected to participate in this discussion in a substantive way (by both responding directly to the prompt and by responding to others' comments). Your participation in discussion board conversations is **15%** of your final grade.

Please note, as this is an online course, all our discussion will be in the form of the electronic discussion board. It is not acceptable to wait until the end of the week to post your comments as you will not be able to engage fully in the discussion, and others will not have an opportunity to engage with your thoughts and comments. **Each module will begin on a Tuesday and run through the following Monday. You must start posting for each module by *Friday at midnight (EST)* so that the class will have Friday through Monday to engage in conversation.

**Students will be expected to respond to each of the discussion questions that the instructor posts.
Additionally, students should respond to **at least two posts from other classmates.

Discussion Board is particularly important in a class such as this as it provides us with a forum for discussion of the topics we will be exploring and an open space to work through our own thoughts and ideas. Some of the richest and most robust discussions I have ever heard (seen) have taken place on a discussion board, and it is my hope that you will actively engage your colleagues in this medium. To provide a bit of a framework for participating in Discussion Board, please see the general "criteria for Blackboard Discussions" below.

Important Note: Discussion board for each module will be "open" only during the week that the module is active. You will always be able to go back and read earlier responses, but you will only be able to physically post in that week's discussion board during the week we are working on it.

Criteria for Blackboard Discussions
1. Responses to the *initial questions* that I post to start the discussion should be a minimum of one short paragraph.
2. Each module begins on a Tuesday. You should *begin* posting by Friday at midnight (at the latest). This will give us time to engage in discussion over the remainder of the module.

3. Postings should be distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).
   *Please note: it is acceptable to post your responses to my initial questions at the same time. **However, your responses to your colleagues should be distributed throughout the course of the module and not done at one fail swoop.**

4. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.
   *Please note: it is perfectly fine to send "agree" or "great idea" responses with a brief comment on why you agree (or perhaps disagree). These responses do **not** have to be a paragraph in length.

5. Every week you should respond to **each** of the discussion questions that I post. Additionally, you should respond to at least **two** posts from other classmates **unless** otherwise noted in the discussion board prompt.

6. Address the questions as much as possible (don't let the discussion stray).

7. It is a **good idea** to use quotes from the articles that support your postings. Include page numbers when you do quote.

8. Bring in related prior knowledge if/when you can (work experience, prior coursework, readings, etc.). This greatly adds to the richness of the conversation.

9. Use proper etiquette (proper language, typing, etc.). Please avoid using "text" talk (such as "C U," "B4," "cuz," etc.). It is a graduate level course, so it is important that, while the Discussion Board is meant to be an open and safe space for discussion and exchanges, we should aim to maintain appropriate adherence to grammar and style.

Evaluation of Discussion Board

At the end of each module, you will receive a score on your participation in the discussion board conversation. Below is the rubric that will be used to provide your scores.

Weekly Online Discussion Rubric			
Criteria	Excellent (3 points)	Average (2 points)	Needs Improvement (1 point)
Content quality: Responsive to discussion and lesson of knowledge and understanding gained from assigned reading	It is very clear that readings were understood and incorporated well into responses.	The readings appear to be generally understood and there is some incorporation into responses.	It is not evident that readings were understood and/or not incorporated into discussion.
Writing quality: Responses are professionally crafted and sources are cited	Writing is professionally crafted, and any sources are properly cited.	Writing is generally clear. Sources are not properly cited.	Writing is unclear and full of errors. Sources are not cited properly.
Timeliness: Posts are well distributed throughout the module	Postings are well distributed throughout the module. (Posts span three or more time periods). Initial posting is on time.	Postings minimally distributed. (Responses are posted from two time periods). Initial posting is on time.	Postings are not distributed throughout the week. (Responses are posted at one time). Initial posting is late.
	Met (1 point)		Not Met (0 points)

Responsiveness: At least posts from two others have been responded to during the module	At least two posts from two others have been responded to during the module	One or no others have been responded to during the module

2. Self Portrait as a Collaborator (15%)
Due: September 30

This exercise is an opportunity for students to self-reflect on their own strengths and obstacles as collaborators. After completing online self-assessments of style, preference, and personality, each student will craft a 3-4 page paper that 1) highlights the students strengths as a collaborator, 2) suggests ways in which his or her strengths can serve to support collaborative efforts, 3) explains areas the student would like to focus on or acknowledge as potential challenges to collaborative efforts, and 4) provides suggestions for how he or she might address those challenges in the future.

More information and a rubric are available on Blackboard.

3. Co-Teaching Portfolio (30%)
Due: November 25

The purpose of the portfolio is to provide a space in which students are able to collect and share information about themselves as well as resources that resonate with their teaching ideas and beliefs. The portfolios will be built in Blackboard Portfolio.

Detailed information on the portfolio and a rubric are provided on Blackboard. Information on how to navigate and use Blackboard Portfolio will be provided by the professor.

4. Performance Based Assessment: Co-Teaching Episode (35%)
Due: December 9

The Performance Based Assessment for this course is a collaborative **Co-Teaching / Lesson Episode.** Each student will work with at least one other teacher to prepare and deliver a lesson that reflects a model of collaboration (e.g., parallel, station, alternative, team). The co-teacher will need to provide an evaluation of the contribution of student member of the team to the overall plans and lesson enactment.

Each student will submit:

a) **Detailed lesson plans:** Plans should address specific objective(s) for the lesson, phases of instruction, what each teacher will be doing at each phase, accommodations for specific students, and evaluation of the lesson.

b) **Video Segment:** The student should record the lesson (focusing on the teachers, not the students) and select **one ten-minute maximum** clip of the lesson that exemplifies the co-teaching that took place.

c) **Reflection** on the contribution made to the co-teaching lesson. This written reflection

should answer each of the questions below **providing two or three specific examples** or occurrences in your team that come to mind:

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?

What specific examples or occurrences did you have with your co-teacher that show joint/shared contributions to the planning and teaching of the lesson?

What specific examples or occurrences did you have with your co-teacher that show joint/shared contribution to the development of resources for the lesson?

What specific examples or occurrences did you have with your co-teacher that show joint/shared contribution to the development of assessment of potential student outcomes?

d) **Co-teacher rubric:** The student should also submit the co-teacher's rubric and reflection of the students' participation in the activity.

Rubric for Co-Teaching Episode

	Does Not Meet Standards (0/1)	Beginning to meet standards (2)	Meets standards (3)	Exceeds Standards (4)
Planning (10) 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 teacher appears to have taken the lead.	Lesson plan provides evidence of joint contributions reflecting the expertise of each teacher.	Lesson plan clearly identifies equal and integrated contributions by teachers and reflects content expertise and teaching strengths.
Resource Development (5) 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 teacher appears to have taken the lead.	Lesson plan provides evidence of joint resource development with contributions reflecting the expertise of each teacher.	Lesson plan clearly identifies equal and integrated resource development by teachers and reflects content expertise and teaching strengths.
Instruction (5) 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 teachers appear to be the 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 teacher 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 (5) 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 lesson.	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 engaged in assessment student learning and instruction. Pre-assessment of student learning is used to differentiate and guide instruction.
Engagement (5) Teachers model the use of a variety of instructional materials/methods to engage students and provide options for the students to demonstrate mastery of the content.	Limited or no variety of instructional materials are used; one of the teachers appears to use all materials for the lesson.	Some variety of instructional materials are used jointly during the lesson however only one teacher uses the material.	Multiple options are provided to address different learner needs. Both teachers engage students in an equitable manner.	Targeted materials are used with specific students to engage and allow students to demonstrate mastery of the content; both teachers are highly engaged with the lesson.
Joint Involvement (5) 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 teacher takes over the lesson.	There is an unbalanced approach to the teaching lesson with minimal engagement during delivery.	There is some balance between the teachers during the lesson, both teachers display their expertise.	Both teachers share equally in the lesson, providing evidence of their expertise and skills relevant to their teaching assignments.