Auburn University

Department of Special Education, Rehabilitation, and Counseling

**1**. **COURSE NUMBER:** RSED 4910/7910 On Campus and Distance Sections

**COURSE TITLE:** Practicum (Early Childhood/Elem Special Education and Collaborative Teacher)

**CREDIT HOURS:** 1

 **PREREQUISITES:** Junior standing or above, admission to teacher education and/or Departmental and Instructor approval

 **CO-REQUISITES:** None

# **University Supervisor Information**

Dr. Schweck

1230 Haley Center

(334)844-3588

vmh0002@auburn.edu - I will make every effort to respond to your email in a timely manner. I cannot guarantee a quick response to emails sent after 6:00 p.m. It is your responsibility to be proactive with any questions you might have and allow a reasonable amount of time for a response.

Office/Zoom hours by appointment

**2**. **TERM**: Summer 2023

**Day/Time:** On Campus StudentPlanning days:

5/17 – 9:00-11:45 a.m., Zoom

 5/23 – 5/26 7:15 a.m. - 11:55 a.m. HC 1218

5/30 – 6/23 7:15 a.m. – 11:55 a.m. Loachapoka Elementary School

Distance Students 2023

Location and times are documented by the request form.

**DATE SYLLABUS PREPARED:** April 2023

**3**. **TEXT**: AL Mathematics Standards Course of Study

**4**. **COURSE DESCRIPTION (**variable): The practicum provides the student the opportunity during his or her career preparation to translate theory and research into practice in an educational or community service delivery setting aligned with degree program option.

1. **STUDENT LEARNING OUTCOMES**: A general course objective for all students taking practicum is to translate theory and research into practice in an educational or community service delivery setting aligned with degree program option. Specific practicum objectives will vary however with each individual student according to his or her needs and the nature of the assigned experience (e.g., disability types, severity of disability, assessment, instruction, placement, etc.). The student will:

###  All candidates will:

1.1.2 Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

2.1.1 Collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

2.1.2 Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

2.1.3 Know how to intervene safely and appropriately with individuals with exceptionalities who are in crisis.

3.1.1 Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. [“General curricula” means the academic content of the general curricula including math, reading, English language arts, science, social studies, and the arts. “Specialized curricula” means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.]

3.1.2 Understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3.1.3 Modify general and specialized curricula to make them accessible to individuals with exceptionalities.

4.1.1 Select and use technically sound formal and informal assessments that minimize bias.

4.1.2 Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.1.3 Collaborate with colleagues and families to use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.1.4 Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

5.1.1 Consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. (Instructional strategies include intervention used in academic and specialized curricula.)

5.1.2 Use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.1.3 Use augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.1.4 Use strategies to enhance language development and communications skills of individuals with exceptionalities.

5.1.6 Teach to mastery and promote generalization of learning.

5.1.7 Teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

6.1.1 Use Professional Ethical Principles and Professional Practice Standards to guide their practice.

6.1.2 Understand how foundational knowledge and current issues influence professional practice.

6.1.4 Understand the significance of lifelong learning and participate in professional activities and learning communities.

6.1.6 Provide guidance and direction to paraeducators, tutors, and volunteers.

7.1.1 Use theory and elements of effective collaboration.

7.1.3 Use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

*P-3 (EC) candidates will also:*

3.2 Determine the appropriateness of and implement curricula to meet the needs of children with various exceptionalities across a variety of settings.

6.2 Understand and apply Alabama standards for pre-school education.

*6-12 candidates will also:*

2.4.1 Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.

3.3 Provide transition planning to address academic planning; personal and social development; occupations and careers; and daily living.

4.2 select and use appropriate assessments for transition planning in the areas of academic needs, personal and social development, occupations and careers; and daily living.

5.2.1 Support students in the development of appropriate skills for independent daily living and social interactions, including personal relationships and workplace interactions.

5.2.2 Teach and promote self-determination and self-advocacy skills.

7.2 Cooperate with other agencies to address post-school outcomes.

**6.** **COURSE CONTENT:** SEE SUMMER PROGRAM SCHEDULE AND ADDITIONAL INFORMATION ON CANVAS

1. **COURSE REQUIREMENTS:**

**On Campus Assignments:**

On Campus Program Participation: The summer program involves direct services to individuals with disabilities. Students are required to attend all pre-planning meeting days before the program begins. Students must attend and actively provide instruction for all days of the summer program. A make up day is expected for the excused absence. No unexcused absences permitted. Active participation includes research of instruction, planning and implementation of instruction with fidelity checks, large group instruction, and small group activities. Each student will sign in daily with the instructor during planning sessions, and with the school and clinical educator at the on site location. The clinical educator is to initial the verification log. Failure to meet these requirements will be considered a failure to meet the personal and professional dispositions and attendance requirements. Late arrival and early departure will also affect one’s personal and professional dispositions evaluation; more than two unexcused occurrences of late arrival or early departure will result in failure to meet personal and professional dispositions and result in failure of the course.

Memorandum of Understanding and Syllabus Signature Page (no points/must have to participate): Students must sign the Memorandum of Understanding and the Syllabus Signature Page and submit on Canvas. (Forms on Canvas)

Daily Attendance Verification Log (200 points): Students are expected to attend pre-planning days and sign in/out each day at practicum using exact arrival and departure times. The log must be initialed by the clinical educator or the grade will be a 0.

Personal and Professional Dispositions Evaluation (600 points): Students will be evaluated by a university supervisor with input from program staff. All indicators listed on the Personal and Professional Dispositions Evaluation must be met at the Development of Principles and Practice Level. This includes requirements in the Memorandum of Understanding. The demonstration of all 5 indicators in at least the Development of Principles and Practice Level will result in 600 points toward the final grade. Failure to meet the Development of Principles and Practice Level for any of the indicators will result in a loss of 120 points per indicator. (Form is available on Canvas).

Article Review CRA (50 points):Each student will **independently** read and summarize a research article using concrete-representational-abstract mathematics methods. The summary is to be paraphrased and include the reason for the research, the participants, the method, and the findings.

Behavior Module (50 points):Each student will **independently** develop two behavior intervention plans based on case studies provided by the instructor. The plans will involve a simple contract, positive behavior supports, and an identified method of data collection.

The project will be completed in four parts: an initial plan submitted the second week of the semester, synthesis of the functional behavioral assessment data provided in the scenarios with identification of the hypothesis, development of an intervention plan, and reflection upon changes in plans from the initial to final product and learning that will be applied in the future. The components of each part are below.

Part 1: Initial Plan (1pts): Read the scenarios about Reggie and Riley. On Canvas, respond to questions about your plan for intervention.

Part 2 (19 pts): Using the scenarios, respond to questions on Canvas about how data gathered through different assessments within the FBA support a specified function for each student’s behavior.

Part 3 (28 pts): Using the identified function, respond to prompts on Canvas about a simple contract for Reggie and Riley, positive behavioral supports for Reggie and Riley, and the method of data collection that will be used to monitor progress. You will create a sample data collection sheet for each student and upload to Canvas.

Part 4: Reflection (2 pts): Review your initial plan for intervention. Compare it to your plan submitted for Part 3. Tell about differences between the two and what you learned and will apply in your future classroom. This commentary will be submitted on Canvas.

Observation of Teaching Fidelity Checks (300): Practicum students will be observed by the instructor and clinical educator while providing instruction using fidelity checks and collaborative feedback. Feedback will be provided in relevant areas included on collaborative planning form and disposition requirements. Feedback could be provided from university supervisors or program administrators in either verbal or written form. Students are expected to accept and act on constructive criticism and suggestions in appropriate ways. Performance in this area will be evaluated on the personal and professional dispositions evaluation form. In order to earn a grade of satisfactory in the course, all personal and professional dispositions ratings must be met at the Development of Principles and Practice level.

**Distance Education Assignments:**

Distance Program Participation: Students must have active participation and meet the hours outlined in the request form. Active participation includes research of instruction, planning and implementation of instruction, large group instruction, and small group activities. Each student will document verification of hours and the form must be signed by administration. Failure to meet these requirements will be considered a failure to meet the personal and professional dispositions and attendance requirements. Late arrival and early departure will also affect one’s personal and professional dispositions evaluation. The instructor reserves the right to reach out to administration to inquire about students’ performance and verify hours. If hours and professional dispositions are not met a failure of practicum will result.

Request Form (no points/must have to participate): Students must email Dr. Hinton the information about the district, school, and grade levels. Dr. Hinton will then send a request form that is signed by the administrator at the site of the summer program. The signed request form is to be uploaded in Canvas.

Memorandum of Understanding and Syllabus Signature Page (no points/must have to participate): Students must sign the Memorandum of Understanding and the Syllabus Signature Page and submit on Canvas. (Forms on Canvas)

Daily Attendance Verification Log (200 points): Students are expected to attend pre-planning days and sign in/out each day at practicum using exact arrival and departure times. The log must be signed by the administrator for the summer program or the grade will be a 0.

Personal and Professional Dispositions Evaluation (600 points): Students will be evaluated by a university supervisor with input from program staff. All indicators listed on the Personal and Professional Dispositions Evaluation must be met at the Development of Principles and Practice Level. This includes requirements in the Memorandum of Understanding. The demonstration of all 5 indicators in at least the Development of Principles and Practice Level will result in 600 points toward the final grade. Failure to meet the Development of Principles and Practice Level for any of the indicators will result in a loss of 100 points per indicator. (Form is available on Canvas).

Professional Plan and Reflection (25 points each for a total of 50 points): Students will create a professional development plan that aligns with at least 2 of the Personal and Professional Dispositions Evaluation. After performing the activities a reflection will be written. The reflection is to be a page in length.

Lesson Plans (50 points each):Each student will independently complete a lesson using the lesson plan template to that coincides with the lesson that is recorded for observational purposes.

Observation of Teaching (100 points each): Practicum students will be observed while providing instruction. The instruction is to coincide with the lesson that was planned using the template. Students may schedule live zoom observations or record observations for feedback. Feedback will be provided in relevant areas included on the classroom observation form. Feedback could be provided either verbal or written form. Students are expected to accept and act on constructive criticism and suggestions in appropriate ways. Performance in this area will be evaluated on the personal and professional dispositions evaluation form. In order to earn a grade of satisfactory in the course, all personal and professional dispositions ratings must be met at the Development of Principles and Practice level.

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Part 3 (28 pts): Using the identified function, respond to prompts on Canvas about a simple contract for Reggie and Riley, positive behavioral supports for Reggie and Riley, and the method of data collection that will be used to monitor progress. You will create a sample data collection sheet for each student and upload to Canvas.

Part 4: Reflection (2 pts): Review your initial plan for intervention. Compare it to your plan submitted for Part 3. Tell about differences between the two and what you learned and will apply in your future classroom. This commentary will be submitted on Canvas.

1. **GRADING AND EVALUATION:** Grades will be either S (satisfactory) or U (unsatisfactory). Evaluation will occur based on observational ratings given by the course instructor/on-site supervisor as well as the timeliness and quality of projects assigned. In order to receive a S for the course, the following criteria must be met:
* All assignments must be completed.
* Participation and Attendance requirements must be met (see course policies)
* Revisions must be made to assignments until they are considered satisfactory by the supervisor.
* Students must demonstrate behaviors consistent with the Alabama Educator Code of Ethics and Memorandum of Understanding (both available on Canvas) throughout the course. Failure to meet this expectation will result in a U for the course and the student will have to repeat the practicum before proceeding to the next field experience.
* Students must adhere to all policies outlined in the syllabus and Memorandum of Understanding (e.g. attendance, absence, confidentiality policies).

Grades will be assigned according to the following scale:

 **85%- 100% = Satisfactory/Pass course**

 **0-84.9% points = Unsatisfactory/Fail course**

9. **CLASS POLICY STATEMENTS:**

**Attendance Policy**

Students are required to attend ALL orientation and training meetings and be present and providing instruction for all days of the summer program. One absence allowed that is excused is to be made up. No unexcused absences permitted. Students should arrive at the summer program no later than 7:15 a.m. each day, sign in at the school, and document the time on the attendance log that is initialed by the clinical educator. Students must remain at the summer program for the entire practicum time period.

**Absence Policy**

During the summer program, only one excused absence is allowed. More than one will result in a grade of FA/U. Exceptions are up to the discretion of Dr. Hinton and will be considered only under extreme circumstances (i.e. death in the family, serious illness, etc.). If there is a condition or circumstance that will prevent you from meeting this expectation, it is suggested that you drop the course.

Excused Absences**:** Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than 24 hours after the absence. Appropriate documentation for all excused absences is required within 24 hours of the absence. Please see the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).

**In the case of an absence, contact Dr. Hinton immediately. This notification should be at least one day in advance when possible. If this is not possible, then notification should take place prior to 7:00 a.m. of the day of absence. Students should also contact their clinical educator. For each program day missed, teachers must participate in the instructional session of the summer program as a make up day for 4 hours. Excuses must be submitted within 24 hours of the absence.**

**Assignments:** All assignments should be typed (unless otherwise instructed) and prepared in a professional manner (e.g., neat, correct grammar, spelling). Additionally, assignments are due on the date listed in the syllabus at the time noted. **There is no credit for late assignments; any assignment turned in after the time noted on the assigned due date will be assigned a grade of 0.** Exceptions are at the discretion of the instructor in cases of verified university approved absences. If a student misses turning in an assignment and has a university approved excuse, he or she will have **one day** from the time he or she returns to class to turn in the assignment. Electronic assignments should be in one of the following formats: .doc, .docx, .pdf. Revisions for assignments are due within 3 days feedback from the instructor is provided and should be in a different color font.

**Program Meetings**

A brief meeting will be held during intermediate session of the instructional day. These meetings will last approximately 15 minutes. Attendance is required. You are also required to meet with your clinical educator and make preparations for the following day before you leave each day.

**Confidentiality**

All events, student program information, and material related to the program are confidential and are not to be shared outside of the program setting or with people not directly related to the summer program. Failure to comply will result in a U for the course and a meeting with your advisor and/or the SERC SARA Committee.

**Planning**

Teachers should walk into the “classroom” each morning ready to teach. All lesson materials should be ready and instruction for each student prepared for. As a general rule, teachers should not leave the summer program without completing the next day’s instructional preparations.

**Transportation**

You are to provide your own transportation to the school. Carpooling is recommended but not required.

***Do not transport any children in your vehicle.***

**Copying/Equipment**

Development of lesson materials and copying are the responsibility of each teacher. The summer program does not have access to copiers, computers, or printers. Teachers are responsible for preparing lesson materials using their own resources outside of the program setting.

**Area Maintenance/Cleaning**

All furniture and equipment should be taken care of by each group. You are expected to maintain your area and clean up after yourselves and your group daily.

**Safety Issues**

Be familiar with your students. Know them and their habits. You are not permitted to participate in any physical restraint procedures. Follow Lee County procedures and policies. Please be sure to report all questionable incidents to your clinical educator.

**Electronics**: Cell phones are not permitted at the summer program and should remain at home or in your vehicle. Laptops, ipads, etc., are not permitted at the summer program unless being used during a lesson that is being taught.

**Participation:** Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments will not be accepted. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the *AU Bulletin* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Diversity Welcome Statement:** In this course, each voice has something of value to contribute. Please take care to respect the different experiences, beliefs, and values expressed by students and staff involved in this course. We support Auburn University’s recognition of the importance of promoting an inclusive and diverse environment that supports the growth and success of all. We believe that the contributions of diverse cultures, ideas, and life experiences combine to create an enriched and engaged campus community for the Auburn Family.

**Accommodations for Students with Disabilities:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with office hours, an alternate time can be arranged. To set up this meeting, please contact your supervisor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Honesty Code:** All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Auburn University Policy on Classroom Behavior**: *The following policy applies to all settings (i.e., university, school setting, and off campus locations pertaining to the field experience).* “. . . Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions . . . Students have the responsibility of complying with behavioral standards. . . Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun, eating or drinking, use of tobacco products, monopolizing discussion, persistent speaking out of turn, distractive talking, including cell phone usage, audio or video recording of classroom activities or the use of electronic devices without the permission of the instructor, refusal to comply with reasonable instructor directions, employing insulting language or gestures, verbal, psychological, or physical threats, harassment, and physical violence.” (See Student Policy eHandbook at www.auburn.edu/studentpolicies)

**Course contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

**Professionalism**: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

• Engage in responsible and ethical professional practices

• Contribute to collaborative learning communities

• Demonstrate a commitment to diversity

• Model and nurture intellectual vitality

**Student Academic Grievance Policy**: The purpose of this university policy is to “resolve academic

grievances of students, which results from actions of faculty or administration. This resolution should

be achieved at the lowest level and in the most equitable way. The burden of proof rests with the

complainants.” See the Auburn University Policy Site <https://sites.auburn.edu/admin/universitypolicies/default.aspx> for steps toward redress.

**Dress Code**

The program takes place in a gymnasium building that is usually warm. You should dress casually but professionally in a way in which you can physically interact with the students in a comfortable way. It is mandatory that you wear casual closed toed shoes (i.e. tennis shoes) each day of the program. Please refrain from wearing jewelry. Tattoos should not be visible. Piercings in places other than your ears are not allowed.

Recommended Attire: Clothes that are not permitted:

Capri pants Scrubs

Shorts (2-inch rule) Short shorts/leggings

Crewneck t-shirts (containing appropriate content) Flip flops, sandals, heels, dressy flats

Closed toe full coverage shoes Tank tops, Shirts with deep v-necks or scoops, Tight fitting shirts

**The syllabus is subject to change at the discretion of the class instructor. Students will be notified in a timely manner of any syllabus changes via Canvas announcement or email.**

I have read and reviewed the **RSED 4910/7910 Special Education Summer Practicum (Secondary) Syllabus for the current semester**. In compliance with the information outlined, **I agree to adhere to the policies and procedures outlined in this document.** I understand that it is my responsibility to ensure that I am following the policies and procedures and meeting all requirements in order to pass practicum and protect confidentiality for my students and any information pertaining to them.

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Student Signature Date

**Rubric for Instruction and Collaboration**

Rater:

Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 *(Circle the appropriate score for each criterion for each member of your group.)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Member Rated(Be sure to rate yourself, too!) | Listening Skills | Openness to others’ ideas | Preparation | Contribution | Leadership |
|  | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |
|  | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |
|  | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |
|  | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |
|  | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 | 0 1 2 3 4 5 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Criterion | Excellent (5) | Good (4) | Fair (3) | Needs to Improve (2) | Unacceptable (1) | Missing (0) |
| Listening | Routinely restates | Often restates what | Sometimes restates | Rarely restates what | Doesn’t restate | Never shows |
| Skills | what others say | others say before | what others say | others say before | what others say | up and |
|  | before responding; | responding; usually | before responding; | responding; often | when responding; | never |
|  | rarely interrupts; | does not interrupt; | sometimes interrupts; | interrupts; rarely | often interrupts; | contributes. |
|  | frequently solicits | often solicits others | sometimes asks for | solicits others | doesn’t ask for |  |
|  | others | contributions; | others contributions; | contributions; does | contributions from |  |
|  | contributions; | makes eye contact | sometimes makes | not make eye contact; | others; is readily |  |
|  | sustains eye |  | eye contact. | sometimes converses | distracted; often |  |
|  | contact |  |  | with others when | talks with others |  |
|  |  |  |  | another team | when another team |  |
|  |  |  |  | member is speaking | member speaks |  |
| Openness | Listens to others | Listens to others | Sometimes listens to | Interrupts others | Interrupts others | Never shows |
| to others | ideas without | ideas without | othersideas without | articulation of their | articulation of their | up and |
| ideas | interrupting; | interrupting; | interrupting; | ideas; does not | ideas; makes | never |
|  | responds positively | responds positively | generally responds to | comment on the | deprecatory | contributes. |
|  | to ideas even if | to the ideas even if | the ideas | ideas | comments and/or |  |
|  | rejecting; asks | rejecting |  |  | gestures |  |
|  | questions about the |  |  |  |  |  |
|  | ideas |  |  |  |  |  |
| Preparation | Always completes | Typically completes | Sometimes | Sometimes | Typically does not | Never shows |
|  | assignments; | assignments; | completes | completes | complete | up and |
|  | always comes to | typically comes to | assignments; | assignments; | assignments; | never |
|  | team sessions with | team sessions with | sometimes comes to | sometimes comes to | typically comes to | contributes. |
|  | necessary | necessary | team sessions with | team sessions with | team sessions |  |
|  | documents and | documents and | necessary documents | necessary documents | without necessary |  |
|  | materials; does | materials | and materials | and materials | documents and |  |
|  | additional research, |  |  |  | materials |  |
|  | reading, writing, |  |  |  |  |  |
|  | designing, |  |  |  |  |  |
|  | implementing |  |  |  |  |  |
| Contribution | Always contributes; | Usually contributes; | Sometimes | Sometimes | Rarely contributes; | Never shows |
|  | quality of | quality of | contributes; quality of | contributes; quality of | contributions are | up and |
|  | contributions is | contributions is | contributions is fair | contribution is | often peripheral or | never |
|  | exceptional | solid |  | inconsistent | irrelevant; frequently | contributes. |
|  |  |  |  |  | misses team |  |
|  |  |  |  |  | sessions |  |
| Leadership | Seeks opportunities | Is willing to lead; in | Will take lead if group | Resists taking on | May volunteer to | Never shows |
|  | to lead; in leading | leading is attentive | insists; not good at | leadership role; in | lead but does not | up and |
|  | is attentive to each | to each member of | being attentive to | leading allows | follow through; | never |
|  | member of the | the team, | each member of the | uneven contributions | misses team | contributes. |
|  | team, articulates | articulates general | team, sometimes | from team members, | sessions, does not |  |
|  | outcomes for each | direction for each | articulates direction | is unclear about | address outcomes |  |
|  | session and each | session and each | for sessions, has | outcomes or | or direction for |  |
|  | project, keeps team | project, attempts to | some trouble keeping | direction, does not | sessions or |  |
|  | on schedule, | keep team on | team on schedule | make plans for | projects, team |  |
|  | foregrounds | schedule |  | sessions or projects | members become |  |
|  | collaboration and |  |  |  | anarchical |  |
|  | integration of |  |  |  |  |  |
|  | individual efforts |  |  |  |  |  |

Group Process Questions

Describe any communication problems within your group or describe how well members of your group were able to communicate with each other.

Did you meet outside of class to establish goals and stay in tune with each other?

What worries you the most when working in groups?

Did you think you did your fair share?

Did others do their fair share?