Auburn University

Department of Special Education, Rehabilitation, and Counseling

**1**. **COURSE NUMBER:** RSED 4910

**COURSE TITLE:** Practicum (Collaborative Teacher – Secondary, Therapeutic Camp)

**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

COE Building, Office 3153

(334) 844-3588

[brumbka@auburn.edu](http://brumbka@auburn.edu)

Office/Zoom hours by appointment

Ms. Tucker

[tsr0020@auburn.edu](mailto:tsr0020@auburn.edu)

Office/Zoom hours by appointment

**2**. **TERM**: Summer 2025

**Day/Time:** Planning days:

5/19 – 5/30 – 8:30 a.m.-11:45 a.m. COE Building 1102

Service days: 6/2-6/5, 6/9-6/12, 6/16-6/18, 6/20 7:45 a.m. – 11:45 a.m., See daily schedule for additional details

**Place**: COE Building 1102 (May)/ East Samford School (June)

**DATE SYLLABUS PREPARED:** April 2025

**3**. **TEXT**: AL Alternate Content Standards, Transition Standards, Literacy and Numeracy Standards

**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:**

**Program Participation:** The summer program involves direct services to individuals with disabilities. Students are required to attend all pre-planning meeting days before camp begins. Students must attend and actively provide instruction for all 11 days of the summer program (10 of 11 days if the one absence is excused). No unexcused absences permitted. Active participation includes planning and implementation of instruction and large and small group activities. Each student will sign in daily with university supervisor. Failure to meet these requirements will be considered a failure to meet the personal and professional dispositions and attendance requirements resulting in an unsatisfactory grade assignment and repeating the course the following summer which will delay graduation. 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 will also result in an unsatisfactory grade assignment and repeating the course the following summer which will delay graduation.

**Assignments:**

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)

Publicity Release (no points/must have to participate): Students must submit a signed publicity release on Canvas. (Form on Canvas).

Volunteer Waiver and Emergency Info (no points/must have to participate): Students must submit any waivers and permission forms required by Auburn City Parks and Recreation to participate in the summer practicum experience.

Daily Attendance 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. Late arrivals and early departures will incur a 10 point penalty per occurrence.

Reflection Reports (25 points each): Students will complete the Reflection Report form weekly and submit on Canvas. Each section on the form should contain 5 or more descriptive sentences. The purpose is to reflect on your performance. What did you do well? What could you do differently? What do you need to learn more about? What do you need to change for next week?

Personal and Professional Dispositions Evaluation (1000 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 1000 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 300 points per indicator. (Form is available on Canvas).

Student Intervention and Progress Reports (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.

Instruction and Collaboration (515 points, graded individually):

|  |  |  |
| --- | --- | --- |
| **Parent Letters**  **(20 points)** | Groups will write letters to parents at the beginning and end of camp. Week 1 will be an introductory letter. Week 3 will be a closing letter. Closing letters must include personalized comments. | Hard copies of *rough drafts* are due 8:00 a.m. on Wednesdays upon arrival. Letters will be reviewed for necessary revisions.  Hard copies of final versions are due at 8:00 a.m. on Thursdays to be sent home with campers.  Letter 1: due 5/28 and 5/29  Letter 2: due 6/17 (Tuesday) and 6/18 (Wednesday) \*adjusted due to 6/19 holiday |
| **Morning Gym Activities**  **(10 points)** | Each practicum student will plan and lead large group activities at the beginning of each day. Activities are to be approved in advance. Students will turn in plans for each week including who will be responsible (lead and assist) and a description of the activity with any necessary materials.   * Assigned activities approved in a week in advance (2.5 points) * Adequate description for each assigned activity (activity and assistants) (2.5 points) * Preparation for each assigned activity (materials, directions, correction procedure) (2.5 points) * Delivery of each assigned activity (2.5 points) | Due the last day of the preceding week to Ms. Tucker. |
| **Weekly Lesson Plan Overview**  **(15 points)** *Form on Canvas* | Students will complete the weekly lesson plan form together and post on designated Canvas page AND post station specific plans in each station where it is visible to observers. | Hard copies due prior to departure on Thursdays (5/29, 6/5, 6/12) |
| **Individual Lesson and Assessment Planning, Self-Evaluation, and Reflection, (300 points)** | Each practicum student will design and submit a lesson sequence in literacy, create a plan for data collection to measure effect on student learning, record implementation of the lesson to GoReact, review their recordings on GoReact and reflect on their implementation using the template provided and complete a self-evaluation using the classroom observation form.  Part 1: Submit Lesson Plan(s) using template on Canvas.  Part 2: Submit Plan for Assessment  Part 3: Implementation and Reflection – Record yourself implementing at least one of your literacy lessons using the GoReact tool in Canvas. Then, evaluate yourself using the classroom observation form and reflect on your lesson implementation using the template provided on Canvas. | Part 1: due 5/28 (100 points)  Part 2: due 5/28 (50 points)  Part 3: due 3 days after implementation (see schedule) (150 points)  *Alli- 6/6*  *Caroline- 6/6*  *Ana- 6/10*  *Olivia- 6/10*  *Abbie- 6/13*  *Katy- 6/13*  *Carolyn- 6/17* |
| **Literacy Portfolio Checklist** | Students will submit their updated literacy portfolio to their box folders. Students are required to implement and reflect on a lesson in each area of the checklist by the end of their final practicum. | Due: Same day as Part 3 of assignment above  No points – must complete each semester to pass practicum with all components checked off to pass the final practicum. |
| **Collaboration and Teamwork Rubrics**  **(100 points)**  *Form on Canvas* | Each student will evaluate their peers’ contribution to the summer program. All students are expected to participate in planning, preparation, instruction, and support daily, including planning meetings that occur prior to serving students.  Points awarded as follows:  Average rating of 5 = 20 points each  Average rating of 4 = 18 points each  Average rating of 3 = 10 points each  Average rating of 2 = 5 points each  Average rating of 1 or 0 = 0 points each | Rubrics will be completed weekly and submitted on Canvas. Feedback will be gathered from these rubrics and shared confidentially without identifying the individual who provided the feedback with each student if there are any concerns.   * Weeks 1- 4: Due on Thursdays * The final rubric is due 6/18 and will be used to determine points. |
| **Technology Portfolio** | Add to your technology portfolio from last semester if possible. You do not need to submit it to me but be sure you document any resources to submit next semester. Remember, the entire technology portfolio must be completed by the end of your third practicum. |  |

Observation of Teaching: Practicum students will be observed while providing instruction. Feedback will be provided in relevant areas included on the classroom observation form. 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. Students are expected to meet all personal and professional dispositions ratings at least at the Development of Principles and Practice level.

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:**

**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.

**Attendance:**

Students are required to attend ALL orientation and training meetings and be present and providing instruction for all 11 days of the summer program (10 of 11 days if the one absence is excused). No unexcused absences permitted. Students should arrive at the summer program no later than 7:45 a.m. each day and sign in on the attendance log. Students must remain at the summer program for the entire day.

Large and small group meetings occur until 11:45. All students are to remain at the camp until all preparations for the next day are completed. Students will depart only will instructed it is permissible.

You must sign out on the attendance log each day. Note: Times may be adjusted once camp starts. If this occurs, you will be notified in writing.

**Absences:**

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. Schweck 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. Schweck and Ms. Tucker 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 7:30 a.m. of the day of absence. Students should also contact their classmates. For each program day missed, teachers must participate in alternate activities 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 at the conclusion of each day. These meetings will last approximately 20-30 minutes. Attendance is required. You are also required to meet with your classmates and prepare for the following day each day before you leave.

**Confidentiality:**

All events, camper 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:**

You must walk into the “classroom” each morning ready to teach. A copy machine is not available at the gym. This means that all copying should be done before or after program hours at least one day in advance. All lesson plans should be ready in a clipboard, file folder, etc., and teachers should be prepared with all necessary instructional materials. You must complete the next day’s instructional preparations prior to leaving each day.

**Transportation:**

On occasion, there will be program activities that you must attend that do not take place at your practicum location. You must provide your own transportation to these events. Carpooling is recommended.

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

**Copying/Equipment:**

Development of lesson materials and copying are the responsibility of each student. The summer program does not have access to copiers, computers, or printers. Students 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 campers. Know them and their habits. Talk to Ms. Elizabeth or your staff leader if you have questions about specific campers regarding medical issues or behavior. If a camper becomes ill or aggressive follow the procedures given to you while another group member escorts the rest of your campers to the gym and gets Ms. Elizabeth, Dr. Schweck, or Ms. Tucker. You are not permitted to participate in any physical restraint procedures. Auburn City Parks and Recreation requires incident reports to be filled out in case of illness or injury. Please be sure to report all questionable incidents to Ms. Elizabeth, Dr. Schweck, and Ms. Tucker.

**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.

**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. Visible body art must not be distracting or inappropriate for school settings.

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

**AI Policy: Permitted when Assigned in this Course with Attribution**

In this course, students are permitted to use Generative AI Tools such as ChatGPT or Copilot for specific assignments, as designated by the instructor. To maintain academic integrity, students must disclose any use of AI-generated material. As always, students must properly use attributions, including in-text citations, quotations, and references. Students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

A student should include the following statement in assignments to indicate use of a Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment].”

**Communication:** Students are expected to use professional communication skills in verbal and written communication. They are also responsible for checking their email and Canvas pages regularly. Students should set up notifications in Canvas to alert them when announcements are posted, assignments are due, grades are released, etc. Follow this link for help on how to set these up: ["Getting Started with Canvas" (video and transcipt)](https://vimeo.com/74677642).

**Disability Accommodations:** Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow-up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility, but need accommodations, should contact the Office of Accessibility at: [ACCESSIBILITY@auburn.edu](mailto:ACCESSIBILITY@auburn.edu) or [(334) 844-2096](tel:(334)844-2096) (V/TT). The Office of Accessibility is located in Haley Center 1228.

**Academic Honesty:** 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.

**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 all students

• Model and nurture intellectual vitality

**Classroom Behavior:** The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the [Student Policy eHandbook](https://auburnpub.cfmnetwork.com/B.aspx?BookId=12839) for details of this policy.

**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.

**Mental Health:** If you or someone you know needs support, you are encouraged to contact Auburn Cares at 334 844-1306 or auburn.edu/auburncares. Auburn cares will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

Student Counseling and Psychological Services provides confidential, no-cost mental health counseling and psychiatric services to Auburn Students. You can speak with a counselor 24/7/365 by calling 334 844-5123. Learn more about mental health information on campus at auburn.edu/scps.

**Basic Needs:** Any student experiencing food insecurity or an unexpected financial crisis is encouraged to contact Auburn Cares at 334 844-1305 or auburn.edu/auburncares for resources and support.

**Sexual Misconduct Resources:** Auburn University faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the Title IX Office, who can assist you with filing a formal complaint, No-Contact Directives, and obtaining supportive measures. Find more information at auburn.edu/titleix.

If you would like to speak with someone confidentially, Safe Harbor (334-844-7233) and Student Counseling & Psychological Services (334-844-5123) are both confidential resources. Safe Harbor provides support to students who have experienced sexual or relationship violence by connecting them with academic, medical, mental health, and safety resources. For additional information, visit auburn.edu/safeharbor.

**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.

**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 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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AU Candidate Signature Date

**Rubric for Instruction and Collaboration**

Rater:

*(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 |
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|  | 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 |
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|  | 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 |

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| --- | --- | --- | --- | --- | --- | --- |
| 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?