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EDSP 607-01P Gifted/ Talented: Teaching Practicum and Seminar

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Collaborate Innovate Educate

XAVIER UNIVERSITY
College of Professional Science
Department of Secondary and Special Education
GIFTED/TALENTED: TEACHING PRACTICUM & SEMINAR
EDSP 607-01 (3 credits)

COURSE INFORMATION:

Dates: **Aug. 29, 2018, Sept. 12, 2018, Sept. 26, 2018, Oct. 10, 2018, Nov. 7, 2018, Dec. 5, 2018, Dec. 12, 2018**

Location: **Southern Ohio Educational Service Center (3321 Airborne Road, Wilmington, Ohio 45177)**

INSTRUCTOR INFORMATION:

Instructor: Curt Bradshaw, M.Ed.

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Phone (cell): 937-725-1603

Field Coordinator: Renee Mattson, M.Ed.

Email: mattsonrr@xavier.edu

Phone: 513-745-3990

COURSE DESCRIPTION:

This clinical experience is taken at the successful completion of all other coursework required for endorsement.

The purpose of this experience is to fully transition the information and skills learned in the previous gifted/talented coursework to the skillful problem solving, coordinating, leading, and teaching of students who are identified as gifted and talented and the best practices and supports needed to help them succeed. Seminar sessions will be held to set goals, monitor progress, and discuss issues and learn final concepts in the field of gifted education.

The candidate will design and participate in a 30-hour practicum, with the guidance of the course instructor, university supervisor, and a cooperating teacher/district mentor from their school district.

- ★ ***Traditional Student-Teaching Practicum:*** 4 gifted lessons that the student observes in action, and 8 planned, implemented, and observed lessons
- ★ ***Project-Based Experience Practicum:*** the student works to solve a gifted education problem in the form of a cumulative capstone project, with the support of multiple reviewers

REQUIRED TEXT:

Lencioni, Patrick and Kensuke Okabayashi. (2002). *The Five Dysfunctions of a Team, A Leadership Fable*. San Francisco: Jossey-Bass.

DISPOSITION STATEMENT: In order to be recommended for endorsement, students must meet the professional dispositions required by Xavier University's School of Education. Please note the [Disposition Form](#) which is on the Canvas Page. (<https://www.xavier.edu/education/documents/1disposition.pdf>)

RISK MANAGEMENT PROCEDURES: Students will be expected to complete a form for Risk Management and liability for every new placement they visit. The form they will use to complete this waiver will be available in the field documents folder in Canvas.

ENDORSEMENT STATEMENT:

Immediately after completing all program requirements for endorsement, it is strongly suggested the candidate apply for the endorsement. State requirements for licensure and endorsement can change at any time. Changes could include: state testing requirements, required hours for clinical experiences, additional coursework and/or other

changes/ requirements. Candidates are required to meet any new mandated licensure requirements based on date of application and issue date. [Directions for Applying for Endorsement](https://www.xavier.edu/college-of-professional-sciences/documents/ApplyingforanEndorsement.pdf) (<https://www.xavier.edu/college-of-professional-sciences/documents/ApplyingforanEndorsement.pdf>)

CLASS PARTICIPATION AND ATTENDANCE EXPECTATIONS:

It is expected that all students will read all assigned materials and professionally contribute/participate in class discussions. The instructor may not lecture from the assigned readings. The purpose of these readings is to assist students in their process of obtaining a job in the field of education with students who are gifted and talented. If you do not fully understand certain material addressed in your textbooks and those details specifically covered during class time, it is your responsibility to ask the instructor to clarify that information or suggest possible resources. Currently, there is no Ohio Assessment for Educators (OAE) required for gifted endorsement but if an exam is implemented prior to the completion of your coursework, you will be required to pass the test for licensure. Distracting behaviors such as, texting, talking, and unrelated computer use during class are not acceptable and will reduce your participation grade. Class attendance is required and an essential part of the course. Failing to attend, to be tardy, to leave early, and/or not participate in class discussions will affect your grade.

COMMUNICATION:

This is very important! Like you, I have a responsibility to this learning situation. Please feel free to contact me at any reasonable time. If life circumstances interfere with class performance, requirements or attendance, contact me, immediately. Individual needs will be addressed. Communication is necessary and expected.

| Learning Objectives EDSP 607 | CEC/ NAGC | OTS P | Assignments |
|--|----------------------|------------------|---|
| Students will organize professional documentation that will provide evidence of a planned, evaluated teaching, consulting, and program planning experience leading to teacher licensure. (OSTP* 1-6) | 1-6 | 1-6 | Lesson Plans and Rubrics Instructional Plans Documentation of Hours Focus Plan and Progress Field Practicum Project |
| Students will analyze their teaching performance, identifying successful behaviors, areas of needed improvements, and specific changes to be made. (OSTP 1-5) | 1-5 | 1-5 | Lesson Plan Reflection Midterm and Final Evaluation |
| Students will analyze and reflect on the Ohio Standards for the Teaching Profession noting areas of competency and areas of needed growth. (OSTP 1-7) | 1-5 | 1-7 | E-Portfolio Field Practicum Project Reflections Midterm and Final Evaluation |
| Students will demonstrate the mastery of technology skills by developing professional electronic career portfolios and projects. | 5 | 3-4 | E-Portfolio and Field Practicum Reflections Field Practicum Project |
| Students will discern the personal beliefs and emotions affecting their interactions with students and collaborators for GT supports and state strategies that will improve relationships. | 1, 6, 7 | 1-5 | E-Portfolio and Field Practicum Reflections Collaborative Coaching Rubric Field Practicum Project <i>Five Dysfunctions of a Team</i> |
| Students will analyze skills needed to work in collegial/professional relationships and state strategies that will improve relationships. | 6, 7 | 6, 7 | <i>Five Dysfunctions of a Team</i> Collaborative Coaching Rubric Field Practicum Project |
| Students will analyze goals, instructional strategies and curriculum, and use assessments that offer information that improves teaching. | 1-5 | 4 | Instructional Plan, Lesson Plans Field Practicum Project Field Practicum Project Reflections |
| Students will design supports, programs, and environments that foster personal and social responsibility and communication skills for the 21 st century. | 5 | 3-4 | Field Practicum Project Lesson Plans, Instructional Plans and Rubrics Collaborative Coaching Rubrics |

Calendar for Traditional Student-Teaching Practicum

| Date | Description of Class | Things to Work on Going Forward | Assignments Due |
|---|---|--|---|
| Spring 2018 | <p>Whole Group Pre-discussion about teaching practicum</p> <p>Introduction to <i>The Five Dysfunctions of a Team</i></p> | <p>Begin to think about your plan for teaching in the fall.</p> <p>Book Study of <i>Five Dysfunctions of a Team</i> Throughout Summer and Semester (Due November 7, 2018)</p> <p>Come to First Class in August ready to share a 3-4 minute presentation.</p> | |
| August 29 CLASS #1 | <p>First Class, Introductions, and Review of Options, Handbook, and Course Syllabus</p> <p>3-4 minute presentation on practicum plan with Course Instructor (CI) and whole group feedback</p> | <p>Professional Focus and Plan (Forms 1 and 2)</p> <p>CTA (Cooperating Teacher Agreement) STA (Student Teacher Agreement) FBI/BCI Background Check</p> | <p>Be prepared to give 3-4 minute presentation on your proposed:</p> <p>Project-Based Experience Practicum OR Traditional Student-Teaching Practicum Plan</p> |
| September 12 CLASS #2 | <p>Whole group collaboration and shared problem solving</p> <p>Demonstration of tech supports, exemplary projects, and e-portfolios</p> <p>Instructional Planning Introduced</p> <p>E-portfolio Expectations Reviewed</p> | <p>Professional Focus and Plan (Forms 1 and 2)</p> <p>CTA (Cooperating Teacher Agreement) STA (Student Teacher Agreement) FBI/BCI Background Check</p> | |
| September 26 CLASS #3 | <p>Discuss, and go over as a group, instructional plan and lesson plans</p> <p>Instructional Planning and practice with University Supervisor(s) who will be on hand</p> | <p>Instructional Plan (IP)</p> <p>Work on E-portfolio/project (Due December 5, 2018)</p> | <p>CTA (Cooperating Teacher Agreement)</p> <p>STA (Student Teacher Agreement)</p> <p>Professional Focus and Plan (Forms 1 and 2)</p> <p>FBI/BCI Background Check Due (if teaching kids)</p> |
| October 10 CLASS #4 | <p>Lesson Study in Class or One-on-One conferencing with Cooperating Teacher (CT) and/or Course Instructor (CI) (possibly via email with instructional plans and meet-ups)</p> | <p>Instructional Plan Second Draft</p> <p>Lesson Plans for Lessons within Instructional Plan</p> <p><i>Five Dysfunctions of a Team Paper</i> (Due November 7, 2018)</p> | <p>Instructional Plan First Draft</p> |
| Between CLASS #4 (October 10) & CLASS #5 (November 7) | | <p>Meet with Course Instructor (CI) and Cooperating Teacher (CT) and complete Mid-Term Assessment. Begin to work through lessons out in the field with Cooperating Teacher (CT) and University Supervisor (US) observing.</p> <ul style="list-style-type: none"> ● Mid-Term Assessment ● Lesson Implementation Rubrics from CT and US <p>Work on e-Portfolio/project (Due December 5, 2018)</p> | <p>Instructional Plan Second Draft</p> <p>Lesson Plans for Instructional Plan (IP)</p> |

| | | | |
|--|--|--|--|
| <p>November 7 CLASS #5</p> | <p>Share Field Work Progress and collaborate with classmates, course instructor (CI), and university supervisor (US)</p> <p><i>Five Dysfunctions of a Team</i> Class Discussion</p> | <p>Lesson Implementation Rubrics from Cooperating Teacher (CT) and University Supervisor (US)</p> <p>Final Check-in on Forms 1 and 2 and Connect this to Reflection</p> <p>Prepare for 20-minute presentation on e-Portfolio and Student-Teaching Practicum experience on December 5, 2018.</p> | <p>Upload Any Rubrics in Canvas Mid-Term Assessment Due November 7, 2018</p> <p><i>Five Dysfunctions of a Team</i> Paper Due November 7, 2018</p> |
| <p>December 5 CLASS #6</p> <p>FINAL PRESENTATIONS</p> | <p>Discuss Licensure Information for Applying for Gifted Endorsement</p> <p>Presentations of Final Practicum Work and e-Portfolios</p> <ul style="list-style-type: none"> • <i>Cooperating Teachers (CT), District Mentors (DM), and University Supervisor (US) Invited to Class for Presentations</i> • <i>Snacks and Drinks Served with School Representatives</i> | <p>Final Assessment from Cooperating Teacher (CT)</p> <p>ALL Field Forms</p> | <p>Turn in Form 1 and 2 with Goals and Progress</p> <p>e-Portfolio Due December 5, 2018</p> |
| <p>December 12 CLASS #7</p> | <p>Final Class Review and Course Wrap-Up</p> | <p>Licensure/Endorsement Application Process with ODE and Xavier University</p> | <p>ALL Field Forms Due</p> |

Calendar for Project-Based Field Practicum Experience Assessment

| Date | Description of Class | Things to Work on Going Forward | Assignments Due |
|--|--|--|---|
| Spring 2018 | <p>Whole Group Pre-discussion about teaching practicum</p> <p>Introduction to <i>The Five Dysfunctions of a Team</i></p> | <p>Begin to meet with District Mentor (DM) about plan for project. Communicate with Course Instructor (CI) about plan for project.</p> <p>Book Study of Five Dysfunctions of a Team Throughout Summer and Semester (Due November 7, 2018)</p> <p>Come to First Class in August ready to share a 3-4 minute presentation.</p> | |
| <p>August 29 CLASS #1</p> | <p>First Class, Introductions, and Review of Options, Handbook, and Course Syllabus</p> <p>3-4 minute presentation on practicum plan with Course Instructor (CI) and whole group feedback using Collaborative Coaching Rubric #1</p> | <p>Collaborative Coaching Rubric #1 (CI)</p> <p>Professional Focus and Plan (Forms 1 and 2)</p> <p>CTA (Cooperating Teacher Agreement)</p> <p>STA (Student Teacher Agreement)</p> <p>FBI/BCI Background Check (if necessary)</p> | <p>Be prepared to give 3-4 minute presentation on your proposed:</p> <p>Project-Based Experience Practicum OR Traditional Student-Teaching Practicum Plan</p> |
| <p>September 12 CLASS #2</p> | <p>Whole group collaboration and shared problem solving</p> <p>Demonstration of tech supports, exemplary projects, and e-portfolios</p> <p>Instructional Planning Introduced</p> <p>E-portfolio Expectations Reviewed</p> | <p>Professional Focus and Plan (Forms 1 and 2)</p> <p>CTA (Cooperating Teacher Agreement)</p> <p>STA (Student Teacher Agreement)</p> <p>FBI/BCI Background Check (if necessary)</p> | <p>Collaborative Coaching Rubric #1 (Course Instructor - CI)</p> |
| <p>September 26 CLASS #3</p> | <p>Discuss, and go over as a group, instructional plan and lesson plans</p> <p>Instructional Planning and practice with University Supervisor(s) using Collaborative Coaching Rubric #2</p> | <p>Collaborative Coaching Rubric #2 (US)</p> <p>Work on e-Portfolio/project (Due December 5, 2018)</p> | <p>CTA (Cooperating Teacher Agreement)</p> <p>STA (Student Teacher Agreement)</p> <p>Professional Focus and Plan (Forms 1 and 2)</p> <p>FBI/BCI Background Check Due (if teaching kids)</p> |
| <p>October 10 CLASS #4</p> | <p>One-on-One Conferencing with Course Instructor via scheduled times in class to discuss your project using Collaborative Coaching Rubric #3.</p> | <p>Collaborative Coaching Rubric #3 (CI)</p> <p>Work on e-Portfolio/project (Due December 5, 2018)</p> <p>Five Dysfunctions of a Team Paper (Due November 7, 2018)</p> | <p>Collaborative Coaching Rubric #2 (University Supervisor - US)</p> |
| <p>Between CLASS #4 (October 10) & CLASS #5 (November 7)</p> | | <p>Meet with Course Instructor (CI) and District Mentor (DM) and complete Mid-Term Assessment and Collaborative Coaching Rubric #4. Begin to work through lessons out in the field with Cooperating Teacher (CT) and University Supervisor (US) observing.</p> <ul style="list-style-type: none"> ● Mid-Term Assessment (DM) ● Collaborative Coaching Rubric #4 (DM) | |

| | | | |
|--|---|--|--|
| | | Work on e-Portfolio/project (Due December 5, 2018) | |
| November 7 CLASS #5 | Share Field Practicum Project Progress and collaborate with classmates and course instructor (CI) <i>Five Dysfunctions of a Team</i> Class Discussion | Final Check-in on Forms 1 and 2 and Connect this to Reflection Work on e-Portfolio/project (Due December 5, 2018) Prepare for 20-minute presentation on e-Portfolio and Project-Based Experience Practicum on December 5, 2018. | Collaborative Coaching Rubric #3 (CI) Due November 7, 2018 Mid-Term Assessment Due November 7, 2018 Collaborative Coaching Rubric #4 (DM) Due November 7, 2018 <i>Five Dysfunctions of a Team</i> Paper Due November 7, 2018 |
| December 5 CLASS #6 FINAL PRESENTATIONS | Discuss Licensure Information for Applying for Gifted Endorsement Presentations of Final Project-Based Practicum Experience and e-Portfolios <ul style="list-style-type: none"> • <i>Cooperating Teachers (CT), District Mentors (DM), and University Supervisor (US) Invited to Class for Presentations</i> • <i>Snacks and Drinks Served with School Representatives</i> Collaborative Coaching Rubric #6 (CI) completed in class during final sharing. | Complete Collaborative Coaching Rubric #5 (US) Complete Collaborative Coaching Rubric #6 (CI) ALL Field Forms | Final Assessment Due December 5, 2018 |
| December 12 CLASS #7 | Final Class Review and Course Wrap-Up | Licensure/Endorsement Application Process with ODE and Xavier University | ALL Field Forms Due |

COURSE ASSIGNMENTS for Traditional Student-Teaching Practicum

- 1) See **Gifted Field Experience Handbook** for implementation and supervision of lessons.
 - Students will work with a Cooperating Teacher (CT) who meets one of the following criteria:
 - At least one year experience teaching with a Gifted Endorsement or License
 - Administrator or Supervisor of Gifted Educators in the school district
 - Xavier University hired Cooperating Teacher from the list of adjunct faculty
 - Students will observe and critique 4 lessons taught by a G/T Intervention Specialist using the Lesson Implementation Rubric. (These may be video lessons shared with the class via the course instructor.)
 - Candidates will design an Instructional Plan (IP) with three lessons. **The Course Instructor (CI) and Cooperating Teacher (CT) will approve the Instructional Plan (IP) and first lesson prior to teaching.**
 - Candidates will design 8 lessons (at least three related to their Instructional Plan) and teach each lesson to a group of students including children who are gifted/talented. Most Candidates will choose to teach these lessons in their home classroom.
 - 3 Lessons will be observed by the Cooperating Teacher (CT) (These should be related to the Instructional Plan.)
 - 5 Lessons will be observed by the University Supervisor (US) (2 video and 3 in person)
 - At least 1 Lesson must be observed by the Cooperating Teacher (CT) prior to the University Supervisor (US) observations.
- 2) **INSTRUCTIONAL PLAN (IP) or UNIT AND LESSON PLAN**
 - Students will write an Instructional Plan (IP) and at least three supporting lesson plans to meet the needs of the students they are instructing. After meeting with their Cooperating Teacher (CT) for guidance, the students will complete this Instructional Plan on the given template and will be instructed on how to write this plan in class.
- 3) **PROFESSIONAL E-PORTFOLIO**
 - Each student will create an electronic showcase portfolio as an exit criterion for licensure. There is some flexibility in the structure of the e-Portfolio, but it should contain the following elements:
 - i. **Home page** that contains all personal identifying information such as: name, address, phone numbers, photo, and licensure area(s).
 - ii. **Links** to your resume, coursework, and field placements (throughout the program)
 - iii. **Reflections** are 2-3 paragraphs on each of the seven ***Ohio Standards for the Teaching Profession*** and **Two Artifacts** (evidence) for each of the seven standards demonstrating that the student has met the criteria for each standard. Evidence may be taken from past Xavier courses or the teaching candidate's current work in the field. Artifacts should use several types of media. A class will be devoted to further explanation of the e-Portfolio. Sample e-Portfolios will be provided for reference.
 - iv. **Any other information that will indicate your professional competencies** for knowledge, skills, and dispositions as a Gifted Intervention Specialist.
- 4) **THE FIVE DYSFUNCTIONS OF A TEAM**
 - Students will read and analyze *The Five Dysfunctions of a Team*. They will write a two-page paper analyzing and comparing the "team" they are participating in (as a student teacher or in the setting where they are working on their project-based practicum) to the five dysfunctions discussed in the book. The student will address each dysfunction and state how the selected team compares.
- 5) **MIDTERM/FINAL EVALUATION**
 - Students will complete a Self-Evaluation/Reflection to be compiled with the help of the Cooperating Teacher (CT) and University Supervisor (US). Students may come to the midterm class ready to show their evaluation and reflection and the University Supervisor (US) and Cooperating Teacher (CT) will add

comments to support the evaluation. This evaluation is to be used as a self-reflection to show how in the lessons or in your school setting you understand how to implement these standards of teaching. **The Midterm and Final Evaluations will be signed by applicable parties and turned in at midterm and final points within the semester.**

COURSE ASSIGNMENTS for Project-Based Practicum Experience Assessment

- 1) See **Gifted Field Experience Handbook** for implementation and supervision of Project-Based Practicum Experience Assessment.
 - **5 Meetings with Reviewers** (Course Instructor-CI, District Mentor-DM, University Supervisor-US)
 - **Gain Feedback:** At each meeting, the student shares their project-based assessment with the reviewer and gains feedback either through design of the initial Focus Plan and Progress or through the Collaborative Coaching Rubric.
 - **Meet with the District Mentor (DM)** in the late summer/early fall to design initial focus plan (interview mentor to see learn about district needs). This will count as their 6th meeting for their evaluation. The plan they develop will be the documentation.
 - **Meet with Course Instructor (CI)** during late summer/early fall via email or phone describing plan.
 - **Students may work through summer** on research and collecting some hours towards the 30-hour project field practicum.
 - **At First Class**, students will share and collaborate with fellow students and Course Instructor (CI) on proposed Focus Plan.
 - **Meet with Course Instructor (CI), District Mentor (DM), and University Supervisor (US) throughout the semester (see calendar)** and use Collaborative Coaching Rubric and Midterm and Final Assessments to show progress with the project-based assessment.
 - **At Final Class**, students will present project to the class and will invite District Mentor and/or University Supervisor.
- 2) **INSTRUCTIONAL PLAN (IP) and Lesson Plans**
 - Student will participate in writing an Instructional Plan (IP) and lesson plans.
- 3) **PROFESSIONAL Project-Based Experience Assessment and E-PORTFOLIO**
 - e. Each student will create an electronic showcase portfolio as an exit criterion for licensure. There is some flexibility in the structure of the e-Portfolio, but it should contain the following elements:
 - v. **Home page** that contains all personal identifying information such as: name, address, phone numbers, photo, and licensure area(s).
 - vi. **Links** to your resume, coursework, and field placements (throughout the program)
 - vii. **Reflections** are 2-3 paragraphs on each of the seven **Ohio Standards for the Teaching Profession** and **Two Artifacts** (evidence) for each of the seven standards demonstrating that the student has met the criteria for each standard. Evidence may be taken from past Xavier courses or the teaching candidate's current work in the field. Artifacts should use several types of media. A class will be devoted to further explanation of the e-Portfolio. Sample e-Portfolios will be provided for reference.
 - viii. **Any other information that will indicate your professional competencies** for knowledge, skills, and dispositions as a Gifted Intervention Specialist.
- 4) **THE FIVE DYSFUNCTIONS OF A TEAM**
 - Students will read and analyze *The Five Dysfunctions of a Team*. They will write a two-page paper analyzing and comparing the "team" they are participating in (as a student teacher or in the setting where they are working on their project-based practicum) to the five dysfunctions discussed in the book. The student will address each dysfunction and state how the selected team compares.

5) MIDTERM/FINAL EVALUATION

- Students will complete a Self-Evaluation/Reflection to be compiled with the help of the Cooperating Teacher (CT) and University Supervisor (US). Students may come to the midterm class ready to show their evaluation and reflection and the University Supervisor (US) and Cooperating Teacher (CT) will add comments to support the evaluation. This evaluation is to be used as a self-reflection to show how in the lessons or in your school setting you understand how to implement these standards of teaching. **The Midterm and Final Evaluations will be signed by applicable parties and turned in at midterm and final points within the semester.**

EVALUATION

PARTICIPATION IN DISCUSSION AND ATTENDANCE EXPECTATION

It is expected that all students will participate in class discussions and be active members of the learning community. Class attendance is required and an essential part of the course. More than two absences or more than two tardies may result in withdrawal from the class.

Class Participation Rubric

| SATISFACTORY | UNSATISFACTORY |
|---|---|
| Participates in group discussions, frequently asks questions or volunteers information. | Rarely asks questions or volunteers information, sleeping and/or inattentive in class; text messaging or obvious lack of participation in group activities. |

ASSIGNMENTS AND PROJECTS

All work must comply with the Academic Honesty Policy stated in the Xavier University Catalog. Please refer to it. Assignments and projects are due on posted calendar dates or dates adjusted during class times. **No late assignments or projects will be accepted without a doctor's note or prior approval of instructor.** All work must be typed. All assignments must be submitted at a satisfactory level to obtain a satisfactory grade. Course assignments and requirements may be changed to meet the needs of the students and/or instructor.

EDSP 607 is graded as satisfactory (S) or unsatisfactory (U). In order to receive a grade of satisfactory, a student must satisfactorily complete the following assignments on the dates indicated on the course syllabus at a satisfactory level.

The Five Dysfunctions of a Team

Scoring Rubric for *The Five Dysfunctions of a Team*

| ELEMENTS | SATISFACTORY | UNSATISFACTORY |
|---------------------|--|---|
| <i>Organization</i> | Individual message and at least two responses posted on or before due dates. | Postings not made or replies are made on the same day indicating lack of ongoing involvement in the discussion. |

| | | |
|--------------------------------------|--|---|
| <i>Quality of Post and Responses</i> | Well-developed ideas – stimulates discussion. Shows evidence of critical thinking. | Restates previous posts, thoughts not clearly expressed, or posts not relevant to topic. |
| <i>Writing Mechanics</i> | Contains few spelling, punctuation, or grammatical errors | Contains errors in punctuation and/or grammatical errors that interfere with the meaning. |

Midterm and Final Evaluation 30 Hour Field Practicum

This is a midterm and final assessment tool based upon the *Ohio G/T Teaching Standards* to be used by the university supervisor and cooperating teacher/district mentor with the student in the 30-hour G/T Field Experience. It will be completed at the middle and end of the semester in which you complete your practicum. A copy will be submitted to the Canvas Page for both midterm and final evaluation.

As a professional tool, it is expected that this assessment tool will address student improvement and growth.

To be Satisfactory the Assessment MUST address all requirements listed below.

- **If the responses in a standard are indicated in the 1 and 2 areas, please indicate in the reflection section how you plan to address these areas.**
- **Also, please note within the Reflection/Comments any connections between your practicum work that are related to each particular standard.**
- **This is to be filled out as a self reflection from the student and then in collaboration with the University Supervisor (US) and Cooperating Teacher (CT) or District Mentor (DM) signing off and commenting on.**

Professional e-Portfolio

Scoring Rubric for Reflections for E-Portfolio

| SATISFACTORY | UNSATISFACTORY |
|---|---|
| Reflections are at least 2 to 3 paragraphs in length. They describe why artifacts demonstrate achievement of each teaching standard and element. If a student is currently employed, reflections include professional growth goals for future learning. | Reflections are 1 or less paragraphs in length. Few reflections describe why artifacts demonstrate achievement of each teaching standard and element and do not outline future professional learning. |

Scoring Rubric for e-Portfolio

| ELEMENTS | SATISFACTORY | UNSATISFACTORY |
|---|---|---|
| <i>Selection of artifacts that address teaching standards</i> | Artifacts are related to the teaching standards and elements and provide evidence of excellent professional practice. | Few artifacts are related to the teaching standards and elements and evidence of professional practice is unclear. |
| <i>Use of Multimedia</i> | Photographs, graphics, sound, and/or video enhance reflective statements and are appropriate examples for teaching standards and elements. The use of media is varied and of good quality. | Few of the photographs, graphics, sound, and/or video enhance reflective statements and are appropriate examples for one or more teaching standards. Media is not varied and/or the quality is poor. |
| <i>Ease of Navigation</i> | Hyperlinks operate properly and are clearly indicated. | Some hyperlinks do not operate correctly or are not clearly indicated. |
| <i>Layout and Text Elements</i> | Presentation is pleasing to the eye, using colors, text, and graphics in mutually reinforcing and uncluttered arrangements. | Presentation uses color that is not complementary or is difficult to see. Some elements seem out of place in the layout. |
| <i>Writing Mechanics</i> | Writing uses accepted rules of spelling, grammar, construction, and syntax. | The writing has frequent errors in spelling, grammar, construction, and syntax and is a serious detractor. |

EVALUATED PROJECTS Teaching Practicum

1. Completed documents as outlined in the **Gifted Field Experience Handbook** including Instructional Plan (Unit) and Lesson Plans and Rubrics
2. Professional e-Portfolio
3. *Five Dysfunctions of a Team* Assignment

Students who submit work that is unsatisfactory as graded by the rubrics will be given one opportunity to resubmit the work.

Scoring Rubrics for 30-Hour Field Work (See Handbook for Rubrics and Scoring Related to Field Work)

EVALUATED Projects for Field Practicum Project-Based Experience Assessment

EDSP 607 is graded as satisfactory (S) or unsatisfactory (U). In order to receive a grade of satisfactory, a student must satisfactorily complete the following assignments on the dates indicated on the course syllabus at a satisfactory level. Students who submit work that is unsatisfactory as graded by the rubrics will be given one opportunity to resubmit the work.

- Completed documents as outlined in the **Gifted Field Experience Handbook** Project-Based Experience Assessment and Rubrics.
- 5 Collaborative Coaching Rubrics and an initial plan from meeting with District Mentor
- Field Project Reflection Form
- Mid Term and Final Assessments
- Professional e-Portfolio, which will include a link to the Project-Based Experience Assessment
- *Five Dysfunctions of a Team* Assignment

Scoring Rubrics for 30-Hour Field Work (See Handbook for Rubrics and Scoring Related to Field Work)

- Students will turn in 5 Collaborative Coaching Rubrics and their initial plan from their meeting with District Mentor (1 from District Mentor, 2 from Course Instructor, and 2 from University Supervisor)
- Students will complete a Project-Based Experience Assessment with a Rubric and share link of project on Canvas

Field Project Reflection Form

This form should include three paragraphs covering the following information:

To be Satisfactory, the Summary & Reflection MUST address all three of the items below & be one-page, typed.

- Discuss the rationale behind the field experiences you chose and the project.
- Discuss any discrepancies between the plan and final project.
- Discuss how this project will be utilized to enhance the supports and education of students who are gifted and talented.

COUNCIL FOR EXCEPTIONAL CHILDREN – SPECIAL EDUCATION PROFESSIONAL ETHICAL PRINCIPLES

Professional special educators are guided by the CEC professional ethical principles, practice standards, and professional policies in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families.

They are committed to upholding and advancing the following principles:

1. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
2. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
3. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
4. Practicing collegially with others who are providing services to individuals with exceptionalities.
5. Developing relationships with families based on mutual respect and actively involving families and individuals with exceptionalities in educational decision making.
6. Using evidence, instructional data, research, and professional knowledge to inform practice.
7. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
8. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
9. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in the laws, regulations, and policies.
10. Advocating for professional conditions and resources that will improve learning outcomes of individuals with exceptionalities.
11. Engaging in the improvement of the profession through active participation in professional organizations.
12. Participating in the growth and dissemination of professional knowledge and skills.

ACADEMIC SUPPORT

Learning Assistance Center

The [Learning Assistance Center](#) (LAC) provides support services to facilitate learning. The LAC has two main purposes: tutoring and disability services. The tutoring services include subject specific tutoring, drop-in sessions, study skills assistance, and Supplemental Instruction (SI). For students with documented disabilities, services include accommodations such as extended time on exams, reduced distraction testing environment, note-taking assistance, and assistive technology. Services are provided in a positive and encouraging environment, which promotes appreciation for diversity and *cura personalis*. Students in an online course can contact the LAC at 513-745-3280 to set up an appointment. The LAC is located in the Conaton Learning Commons room 514. <http://www.xavier.edu/lac/>

Writing Center

The [Writing Center](#) offers free one-on-one tutoring on writing assignments for all Xavier students. Students in an online course can contact the Writing Center at 513-745-2875 to set up an appointment. Sessions can be conducted in multiple ways, including discussions by phone and by email at writingcenter@xavier.edu. The Writing Center is located in the Conaton Learning Commons room 400. <http://www.xavier.edu/writingcenter/>

Mathematics Tutoring Lab

The [Mathematics Tutoring Lab](http://www.xavier.edu/mathematics/Math-Lab.cfm) offers mathematics tutoring for all Xavier students. Students in an online course can contact the Lab at 513-745-3069 to set up an appointment. The Mathematics Tutoring Lab is located in the Conaton Learning Commons room 419. <http://www.xavier.edu/mathematics/Math-Lab.cfm>

UNIVERSITY POLICIES

Academic Honesty Policy

The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical behavior will not be

tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation.

All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own.

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Students with Disabilities

Xavier University is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodations letter from Disability Services, it is essential that you email the letter and meet with me as soon as possible to discuss your disability-related accommodation needs for this course.

If you have not yet met with Disability Services to arrange accommodations, it is necessary that you do so as soon as possible as accommodations are not retroactive. If you would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact Cassandra Jones, Director of Disability Services, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu to coordinate reasonable accommodations as soon as possible. Please contact Disability Services well in advance of needing an accommodation as the registration process can take several weeks.

It is important to note that any disability-related information including accommodations is confidential.