COURSE DESCRIPTION

The overall purpose of this course is to help students understand and apply the principles of effective collaborative teaming as related to their professional roles in a variety of educational settings serving young children with disabilities. A range of topics will be addressed throughout the course, including collaboration, teaming, adult learning principles, consultation, coaching, inclusion, co-teaching, programming transitions, service responsibilities, and in-service training.

This class will be highly interactive and experiential; therefore, students’ attendance and participation is critical. The experiences, knowledge, ideas, and opinions of students are respected and welcomed as an integral part of the course.

REQUIRED TEXTS


Additional required readings will be located in the IRC in White Hall for coping or posted online in Vista. Each reading will be number to correspond to the reading assignments on the course calendar.

• ALL assigned text and additional readings are to be completed prior to each class.

COURSE COMPETENCIES

The readings, class discussions, activities, and assignments of this course are intended to provide you with opportunities to develop these skills, as outlined by the CEC Special Education standards:
## SPED 63954 Practical Applications Five to Eight

<table>
<thead>
<tr>
<th><strong>Knowledge:</strong></th>
<th><strong>Competency Description:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>CC1K3</td>
<td>Relationship of special education to the organization and function of educational agencies.</td>
</tr>
<tr>
<td>CC6K3</td>
<td>Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.</td>
</tr>
<tr>
<td>CC7K5</td>
<td>Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service.</td>
</tr>
<tr>
<td>CC9K2</td>
<td>Importance of the teacher serving as a model for individuals with exceptional learning needs.</td>
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<tr>
<td>CC9K3</td>
<td>Continuum of lifelong professional development.</td>
</tr>
<tr>
<td>CC10K1</td>
<td>Models and strategies of consultation and collaboration.</td>
</tr>
<tr>
<td>CC10K4</td>
<td>Culturally responsive factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, and community members.</td>
</tr>
<tr>
<td>EC10K1</td>
<td>Dynamics of team-building, problem-solving, and conflict resolution.</td>
</tr>
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<thead>
<tr>
<th><strong>Skills:</strong></th>
<th><strong>Competency Description:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>CC5S7</td>
<td>Establish and maintain rapport with individuals with and without exceptional learning needs.</td>
</tr>
<tr>
<td>CC5S14</td>
<td>Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.</td>
</tr>
<tr>
<td>CC5S15</td>
<td>Structure, direct, and support the activities of paraeducators, volunteers, and tutors.</td>
</tr>
<tr>
<td>CC6S2</td>
<td>Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.</td>
</tr>
<tr>
<td>CC9S4</td>
<td>Conduct professional activities in compliance with applicable laws and policies.</td>
</tr>
<tr>
<td>CC9S5</td>
<td>Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.</td>
</tr>
<tr>
<td>EC9S4</td>
<td>Apply models of team process in early childhood.</td>
</tr>
<tr>
<td>EC9S6</td>
<td>Participate in activities of professional organizations relevant to the field of early childhood special education.</td>
</tr>
<tr>
<td>CC10S8</td>
<td>Model techniques and coach others in the use of instructional methods and accommodations.</td>
</tr>
<tr>
<td>CC10S11</td>
<td>Observe, evaluate and provide feedback to paraeducators.</td>
</tr>
<tr>
<td>EC10S3</td>
<td>Apply models of team process in early childhood settings.</td>
</tr>
<tr>
<td>EC10S4</td>
<td>Apply various models of consultation in early childhood settings.</td>
</tr>
</tbody>
</table>

### Course Policies

#### Grading Policy
1. All assignments are due on the date specified in the syllabus. Assigned readings (URLs, chapters, and articles etc.) should be completed prior to each class in order to maximize student understanding and participation. Five points will be subtracted for each day the assignment is late. If an assignment is later than one week, and prior arrangements have not been made, the assignment will not be accepted. **NOTE:** If you are overwhelmed or feeling behind, please contact me at least 24 hours before the assignment is due to discuss alternative options.

- Procedures for submitting electronic assignments and/or e-mail
  - Electronic submission of assignments is encouraged and can be sent to the instructor’s sljackso@kent.edu address or through VISTA (SPED 63954).
  - The instructor will send an e-mail confirmation that the assignment was received within 48 hours. The confirmation will be sent to participants’ VISTA account or “regular” @kent e-mail depending upon the source used to submit the work. *It is participants’ responsibility to ensure the electronic or hard copy of any assignment reaches its final destination.*
  - When submitting work electronically, the following procedures must be followed:
    - The subject of the e-mail must include three pieces of information: (a) participant’s full name, (b) date of submission, and (c) assignment name (see syllabus for assignment names)
    - The document itself must be saved as a WORD document (.doc) or a rich text format (.rtf). The document must have page numbers and the participant’s full name should be included on a title page or as a header to the document.

2. All participants are expected to meet graduate standards by obtaining a "B" average on all assignments. This graduate standard indicates that the work was well done, complete, met stated criteria, represents a strong professional effort, and was turned in on time. Students seeking an "A" will need to demonstrate superior performance through critical thinking, exemplary products, positive and supportive interactions with colleagues, and sustained active participation across course activities.

3. Any assignment that receives less than an 80% may be reworked and resubmitted. In order to gain additional points, participants must indicate what they would like to improve upon and how they plan to do so. Participants will have 7 days from the notification of the grade to make revisions to the assignment and resubmit the work to the instructor. Participants are encouraged to work with their peers and share their work in order to receive feedback prior to due dates. A grade of higher than 89% can not be obtained on work that is revised.

4. Grading - Points Total 100 (Note this course is for licensure and students must receive a B or better or they will have to retake the course)
   - 90-100 Points = A
   - 80-89 Points = B
   - 70-79 Points = C
Participation Policy

Each student will be expected to participate fully in all face-to-face (f2f) and on-line course activities. Participation is generally defined as working consistently in a collaborative manner by representing and fulfilling various roles as a team member to ensure the success of the group dynamics. Participation is also defined as being responsive by attending to diverse or individual learning styles of other members and listening actively during group discussions and presentations. Lastly, participation is defined as being supportive of all other participants, the course instructor, and guest presenters by encouraging critical thinking and diverse ideas. Students are also expected to participate actively during all sessions. Examples of active participation include actively listening, commenting, asking follow-up questions, working collaboratively, sharing resources/ideas, and providing solutions.

Attendance Policy

Participants are expected to attend all scheduled class sessions (face-to-face and online). One point will be subtracted from overall course grade for each class missed. **NOTE:** If special circumstances interfere with a student’s attendance, they must see me as soon as a conflict arises so options can be discussed. In general, students may be excused from one class session if necessary for professional, health, or family reasons without penalty. Important topics that may not appear in the assigned readings may be discussed during class sessions. Therefore, students are responsible for all material covered, regardless of whether or not they were in attendance.

Professionalism Policy

A key competency related to the ECIS program is ensuring that each interventionist possesses the ability to reflect on their practices, articulate a philosophy and rationale for decisions, continually self-assess and evaluate the effects of their choices and actions on others as a basis for program planning and modification and continuing professional development. To that end, students and faculty are expected to engage in the following behaviors over the course of the semester:

- discontinue the use of cell phones or other electronic devices (e.g., iPods, blackberries, surfing the internet on a laptop) during regularly scheduled course time
- conduct themselves in a mature, professional, and civil manner
- respectful of ideas presented by people of different cultures, races, genders, religions, sexual orientations, and national origins
- exercise the highest integrity in taking examinations, in collecting, analyzing, and presenting research data, and in teaching practice
- take primary responsibility to inform themselves about the specific regulations and policies governing their graduate studies at the department and Graduate School levels
- manage time effectively for maximum professional development as well as personal health and well being, balancing competing demands such as being a student, a graduate assistant, a parent, a spouse, a caregiver, etc.
- respect faculty members’ need to allocate their time and other resources in ways that are academically and personally productive
- recognize that the faculty advisor is responsible for monitoring the accuracy, validity, and integrity of the student’s work, so that careful, well-conceived products will reflect favorably on the student, the faculty advisor, and the University
- maintain the confidentiality of the families and children, or community personnel who participate in related activities
- ensure professional development through any of the following activities:
  - participate in discipline-based activities, such as seminars and conferences
  - participate in university, departmental, or program governance as a component of professional development
  - uphold the public service mission of the university at an appropriate level
Behaviors were adapted from the University of Wisconsin’s Graduate School’s Guidelines for Good Practice in Graduate Education.

Copyright and Plagiarism Policy

Across course assignments (e.g., research projects, applied projects, or group projects) you will be asked to review, synthesize, and reference relevant sources. In the beginning, locating the sources is the greatest challenge, but later, the difficulty comes in synthesizing and summarizing the work of others. As you begin or continue developing scholarly skills, please understand that honest learning mistakes are accepted, but deliberate cheating or fraud will not be accepted. Please do not hesitate to contact me if you are not sure about how to appropriately site the work of others or how to incorporate your review of the literature into your products.

The following is a brief description of what plagiarism is, how to avoid it.

Plagiarism includes, but is not limited to, representing the work of others as your own and not providing full and correct credit/citations for the work of others. It is important to note that copying materials from other students, authors, or the WWW, and pasting them into your work without permission or full citations, will result in the assignment not being accepted for credit. The issue of digital plagiarism has raised concerns about ethics, student writing experiences, and academic integrity. A digital plagiarism detection program may be used to check papers submitted in this course. You may be asked to submit your papers in electronic format so that your paper can be checked against web pages and databases of existing papers. Although you may never have engaged in intentional plagiarism, many students do incorporate sources without citations; this program can alert us to your academic needs.

Please visit the following websites to learn more about plagiarism and how to avoid it.

http://owl.english.purdue.edu/owl/resource/589/01/
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml

Resources for students on plagiarism

http://www.library.kent.edu/page/11299

Site with information and resources regarding copyright laws and fair use
http://www.siec.k12.in.us/~west/online/copy.htm

Please review KSU’s policy on cheating and plagiarism
http://imagine.kent.edu/policyreg/print_view.asp?ID=505&Table=Archive

For a copy of KSU’s digest of rules see the following
http://www.kent.edu/CurrentStudents/upload/0311252RulesandRegs.pdf

The following is a list of things you should do when completing assignments for this course.

1. Share ideas with others.
2. Gain feedback from others (i.e., have them edit drafts of your work).
3. Ask questions.
4. Feel free to incorporate knowledge, sources, information, and products created in other classes as you create, refine, or revise products for this course.
5. Do expect to make mistakes and receive feedback from others and me.
6. Use different strategies when creating products. For example, use a different colored font when directly quoting the work of others and then go back and try to reduce the number of direct quotes, or find a way to elaborate upon the work of others. Also, try to write before, during, and after your review of relevant literature.
7. Cite all materials created by others used in your products (including PowerPoint slides). Use APA Vol.5 guidelines when citing the work of others.

The copyright and plagiarism policy implies one basic concept, that is, all academic work (e.g., papers, projects, exams, presentations) represent the student’s own original ideas and efforts. Ideas taken from other sources or developed by other individuals must be given due credit and proper citation. For the purposes of this course, students are expected to develop their work independently. Papers and projects prepared in
collaboration with other student(s) (unless required by the assigned project) or from materials previously submitted (either for some other academic purpose or for this course in previous semesters), or copied from published works are considered to be in violation of the KSU policy on academic integrity.

Registration Policy

It is the student's responsibility to ensure proper enrollment in classes. You are advised to review your official class schedule during the first week of the semester to ensure proper enrollment. Should you determine an error in your class schedule, you need to correct it with the advising office. If registration errors are not corrected and you continue to attend this class although you are not officially enrolled, you will not receive a grade at the conclusion of the semester. Further, in order to avoid the $100.00 late registration fee or a re-registration fee due to nonpayment, all fees must be paid in accordance with KSU policies. See the following websites for additional information.

http://www.kent.edu/bursar/Tuition-FeeSchedules/index.cfm
http://www.registrar.kent.edu/home/info/AboutReg.htm

Students with Disabilities Policy

University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

Calendar of Events

<table>
<thead>
<tr>
<th>AUGUST 28</th>
<th>September 5</th>
<th>Review Syllabus and Access Vista</th>
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</thead>
<tbody>
<tr>
<td>Week One</td>
<td>Collaborative Teaming</td>
<td>Chapter 1 from Collaboration Guide</td>
</tr>
<tr>
<td>• Syllabus Review</td>
<td>• Models of</td>
<td>Chapter 10 from Collaboration Guide</td>
</tr>
<tr>
<td>• Intro to</td>
<td></td>
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<tr>
<td>Collaboration</td>
<td></td>
<td></td>
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<tr>
<td>• Changing Roles of Educators in Early Childhood Intervention</td>
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<td></td>
</tr>
</tbody>
</table>
| Week Two | Collaboration  
• Effective Collaborative Teaming | Reading 1 from Packet  
Reading 11 from Packet |
|----------|--------------------------------|------------------|
| SEPTEMBER 12  
Week Three | Collaborative Teaming  
• Communication  
• Culturally Responsive Teaming  
• Conflict Resolution  
• Overcoming Barriers to Collaboration | Chapter 7 from Collaboration Guide  
Chapter 8 from Collaboration Guide  
Reading 2 from Packet  
Vista Reading (Myths) |
| SEPTEMBER 19  
Week Four | Co-Teaching | Chapter 3 from Collaboration Guide |
| SEPTEMBER 26  
Week Five | Consultation Model | Packet Reading 5  
Packet Reading 6  
Packet Reading 7 |
| OCTOBER 3  
Week Six | Facilitating Inclusion | Packet Reading 4  
Vista Reading (Framework for Inclusion)  
Vista Reading (Inclusion Reality) |
| OCTOBER 10  
Week Seven | Facilitating Transitions  
Developing Interagency Agreements | Packet Reading 10  
Vista Reading Early Intervention Trans. |
| OCTOBER 17  
Week Eight | Various Roles in a Preschool and K-3 setting  
IFSP, IEP and IAT, MFE, Development through Collaboration | Packet Reading 3  
Vista Reading (Enhancing the IEP)  
Vista Reading (Participation) |
| OCTOBER 24  
Week Nine | Various Roles in an Early Intervention Setting | Chapter 6 from Collaboration Guide  
Packet Reading 12  
Vista Reading (Early Intervention)  
Vista Reading (Service Coordination) |
| October 31  
Week Ten | Supporting Professional Development | Handouts to be provided in class |
| NOVEMBER 7  
Week Eleven | Adult Learning Principles | Panel Questions Due  
In-Service Topic Due |
| NOVEMBER 14  
Week Twelve | Collaborating with Paraeducators | Chapter 4 from Collaboration Guide  
Vista Reading Para Educators  
Vista Reading What they want you to know |
| NOVEMBER 21  
Week Thirteen | Speaker Panel | What do you want to know about your first years in the profession? |
| NOVEMBER 28  
Week Fourteen | Professional Development Plan Work Day | NO CLASS  
NO CLASS |
| DECEMBER 5  
Week Fifteen | Coaching, Mentoring, and Supervising | Chapter 2 from Collaborative Guide  
Packet Reading 8  
Packet Reading 9 |
| DECEMBER 12  
Finals Week | Professional Development Plan Presentations | Professional Development Plan Due |

**GRADING SCALE – POINT DISTRIBUTION**
(NOTE: This course is for licensure and students must receive a B or better or they will have to retake the course)

<table>
<thead>
<tr>
<th>Participation:</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Panel Questions</td>
<td>5 points</td>
</tr>
<tr>
<td>Choice Activity 1</td>
<td>30 points</td>
</tr>
<tr>
<td>Choice Activity 2</td>
<td>30 points</td>
</tr>
<tr>
<td>Professional Development Plan</td>
<td>25 points</td>
</tr>
<tr>
<td>Professional Development Plan Presentation</td>
<td>5 points</td>
</tr>
</tbody>
</table>

TOTAL POSSIBLE POINTS: 100 points

INDIVIDUAL COURSE ASSIGNMENTS

WRITTEN REFLECTION GUIDELINES

While completing the reflective portion of a written assignment, keep in mind these guiding questions:

- Does my reflection show evidence of **metacognitive thinking** (thinking about my own thinking)? Have I re-thought my perspective, posed further questions?
- Does my reflection show evidence of **interpretation/evaluation/analysis** of situations that I have observed or topic(s) that I have reflected upon?
- Have I supported my thoughts or observations with information from class readings, discussions, lecture, activities, etc?
- Have I discussed personal reactions to my observations or the topic(s) that I have reflected upon? Does my reflection show depth of thought/emotion/insight?
- Have I discussed the "personal meaningfulness" of my reflections?
- Have I discussed a topic or thought from more than one perspective?
- Have I supported my reflective statements with anecdotal accounts of situations or observations that relate to the topic(s) that I have reflected upon?

Choice Activities:
Select two activities to complete from the list below

Final Due Date: December 5
Suggested Due Dates October 3 and November 14

Option 1:
COLLABORATION and TEAMING CRITIQUE FROM OBSERVATION:
Choose an assessment, programming, transition, or departmental team meeting to observe in your practicum or work setting, or at an area agency or school. Choose a team whose meeting agenda focuses on child development and/or related educational issues. The team you choose may include yourself, as long as you are able to be observant of the collaborative styles that take place during the meeting.

As you observe the team meeting, take notice of the behaviors and interactions within the meeting and make judgments about team effectiveness. Specifically, evaluate it with respect to the characteristics of an effective collaborative team, looking at team purpose, process, communication, dynamics, decision making, etc.

Make sure to relate all items referenced in your paper to information you have read and presented in class on the topic. Make sure to include appropriate citations to support your ideas using APA 5th edition guidelines.

Your 3-5 page written assignment (general guideline – may extend beyond 5 pages) should contain a DESCRIPTION of the teaming situation that you observed, your CRITIQUE of the team meeting, and a personal REFLECTION about your experience.

Option 2:
RELATED PROFESSIONAL OR PARAPROFESSIONAL INTERVIEW:
30 points

Choose a related services provider (e.g., speech and language pathologist, occupational therapist, respiratory therapist, physical therapist, adaptive physical education teacher, school psychologist) or a paraprofessional (e.g., classroom assistant, individual aide) who works or has worked with young children with disabilities. Develop a set of questions to ask the individual during an interview.

The interview should explore the following areas:

- Job Title and Description
- Opportunities for Collaboration with others – be specific about teaming participation and opportunities to engage in Consultation, Co-Teaching, and/or Coaching; fully explain using definitions and characteristics of these approaches as described in class
- Describe Staff Development Needs identified by the individual

Make sure to relate all references in your paper to information you have read and presented in class on the topic. Make sure to include appropriate citations to support your ideas using APA 5th edition guidelines.

Your 3-5 page written assignment (general guideline – may extend beyond 5 pages) should contain the following:

- A LIST of the INTERVIEW QUESTIONS
- A NARRATIVE SUMMARY of the information gained from the interview
- A REFLECTION of your experience and the information obtained

Option 3:
REVIEW OF AN INTERAGENCY AGREEMENT OR TRANSITION PLAN
30 points

Review an interagency agreement or transition plan from early intervention to preschool services or from preschool to kindergarten. Provide a written document no less than 3 pages including the following information:

- Involvement of all agencies/individuals who created the interagency agreement/transition plan
- What is the role of all individuals involved in the interagency agreement
- What are the provisions of the interagency agreement/transition plan
- Interview at least two individuals or members from the different agencies involved with the plan/agreement include the following information, but do not limit the interview to these elements
  - Identify what the individual think are strengths of the interagency agreement/transition plan
  - Identify what the individuals think are the weakness of the interagency agreement/transition plan
  - Identify the individuals involvement and experience with the interagency agreement/transition plan
Identify the individual's involvement in the development of the interagency agreement/transition plan

Include a personal reflection about the interagency agreement/transition plan

Make sure to relate all items referenced in your paper to information you have read and presented in class on the topic. Make sure to include appropriate citations to support your ideas using APA 5th edition guidelines.

Your 3-5 page written assignment (general guideline – may extend beyond 5 pages) should contain the following:

- A written document including all information
- A list of interview questions and summary of interview
- A reflection of your experience and the information obtained

Option 4:
DEVELOP OR REVISE A TRANSITION PLAN
30 points

Develop or revise a transition plan that support children moving from birth to three services or from preschool to Kindergarten. Provide a written document that encompasses the critical elements that are outlined in class on October 10.

- Minimum critical elements represented in transition plans
  - Procedures outlined for gathering and sharing information
  - Outlined responsibilities and role of all team members (service providers, family members, participating agencies)
  - Responsibility for assessment (if applicable to the transition process)
  - Determining eligibility for services (if applicable)
  - Convening the multidisciplinary conference
  - Writing the IFSP or IEP and completing other important documentation
  - Selection of most appropriate program option
  - Supporting the family through the transition
  - Focusing on the strengths and interests of the family and child
  - Timing of transition events
  - Transfer of records
  - Orientation and training of staff as appropriate (to carry out transition plan)
  - Post-placement communication
  - Evaluating the transition
  - Focus on Family Strengths
  - Tailor practices to individual needs
  - Form collaborative relationships
  - Ensures children receive the services they need
  - Long term implications

You will turn in the following items:
- A clear description of the intended purpose and use of the transition plan
- A written document including all of the above information
- A resource list of where you obtain information to support the elements within the document (APA 5th Edition citation procedures are required)

Option 5:
INCLUSION INTERVIEW
30 points

Interview a professional involved in an inclusive setting in either an early intervention center-based program, a preschool setting, or a kindergarten-third grade setting. Develop a set of questions to ask the individual during an interview.
The interview should explore the following areas:

- Job Title and Description
- Information about inclusive setting, development of the inclusive programming, individuals involved
- Ways in which collaboration takes place in regard to the implementation, development, monitoring of the inclusive environment

Make sure to relate all items referenced in your paper to information you have read and presented in class on the topic. Make sure to include appropriate citations to support your ideas using APA 5th edition guidelines.

Your 3-5 page written assignment (general guideline – may extend beyond 5 pages) should contain the following:

- A LIST of the INTERVIEW QUESTIONS
- A NARRATIVE SUMMARY of the information gained from the interview
- A REFLECTION of your experience and the information obtained

**Option 6:**
INCLUSION SETTING OBSERVATION

30 points

Choose an inclusive setting in either an early intervention center-based program, preschool classroom, or kindergarten through third grade setting to observe.

As you observe the inclusive setting, take notice of the how the individuals in the classroom support the inclusive environment, how effective is the implementation of this setting, how collaboration takes places, models of collaboration that you observe, how the individuals in the classroom overcome barriers encountered, how the inclusive setting benefits all of the children present, how are the needs of all students meet in this environment.

Make sure to relate all items referenced in your paper to information you have read and presented in class on the topic. Make sure to include appropriate citations to support your ideas using APA 5th edition guidelines.

Your 3-5 page written assignment (general guideline – may extend beyond 5 pages) should contain the following:

- A description of the inclusive setting
- Your critique of the inclusive setting
- A reflection about your experiences

**Required Projects**

**Professional Development Plan:**
DUE DECEMBER 13, 2006
25 points

You will develop a plan to present a 2-hour in-service focusing on a professional area of choice.

The following topics should be addressed in your plan:

- Purpose of In-Service
- Organization
- Presentation Outline and/or Agenda
• Evaluation Methods are Discussed
• Rationale

Topic area/target audience is to be submitted on NOVEMBER 30th.

The required components of this assignment include:

• The written Professional Development Plan – to follow the outline reviewed in class

**Professional Development Plan Presentation**
**DUE DECEMBER 13, 2006**
5 points

Oral presentation of your Professional Development Plan to the class based on the presentation rubric. Your presentation should support the various learning needs to your audience and encompass the principles of universal design for learning.

The required components of the assignment are

• Your written feedback to the other students in the class, as guided by the Feedback Form provided in class
• Optional: You can provide a copy of your professional development plan as a handout for your presentation

**Panel Discussions Questions:**
**DUE November 7, 2006**
5 points

Generate 5 questions for the panel discussion to be held on November 8. To receive full credit students must ask one of their questions during the discussion. Questions should be related to collaboration and the roles and responsibilities of speakers.

**Participation:**
**On-going**
5 points

**General Description** – A critical aspect of any learning experience is the active and sustained participation by the learner.

• Participation will be evaluated in terms of how actively members participate in class sessions (online and f-2-f). Examples of active participation include listening, commenting, asking follow-up questions, working collaboratively, sharing resources/ideas, providing solutions, and engaging in discussion.

• Participation will be evaluated in terms of readiness to discuss issues related to class topics. Participants demonstrate readiness by conducting Internet searches, reading supplemental or recommended readings, and/or talking to community experts. Evidence of being ready for class will come in the form or ability to: answer questions, provide brief summaries and solutions during discussions, have materials ready for discussions and group activities, and provide resources to share with other class members.