

**7.7 Participates in collegial activities such as school functions, interdisciplinary team teaching, and curriculum development designed to make the schools a productive learning environment.**

	<b>Basic</b>	<b>Developing</b>	<b>Proficient</b>	<b>Advanced</b>	
<b>CSU-P</b>	No evidence of participation in collegial activities OR limited "passive" involvement in collegial activities in education and/or content area (e.g., membership in the Teacher Education Association, but no evidence of attendance or participation in activities); athletics and social or cultural activities unrelated to education are not counted	Evidence of participation in collegial activities in education and/or in content area; may be limited to membership and attendance at several functions or activities	Proficient is defined as participation in K-12 activities	Proficient is defined as participation in K-12 activities	
<b>School Functions</b>	No evidence of involvement in K-12 school functions OR activities or participation limited to requirements for classes or family (e.g., attending own child's activities)	Evidence of some involvement in K-12 school functions or activities, including co-curricular activities	Evidence of participation in 1) a variety of school functions and activities, including co-curricular activities OR 2) sustained involvement in one activity.	Meets criteria for "proficient" and assumes a leadership role in some school function	
<b>School and Classroom</b>	<b>Team Teaching</b>	No evidence of involvement in co-teaching OR attempts co-teaching but does not complete own responsibilities or implement role in a successful way	Participates in one teach/one support or alternative teaching (pulling a small group of students aside and working with them while teacher works with larger group); may plan other examples of co-teaching but does not implement them	Participates in at least 3 of the following examples of co-teaching: collaborating with a teacher and successfully completing the teacher role and responsibilities: one teach/one support, one teach/one asisst, station teaching, parallel teaching, team teaching	Meets the criteria for "proficient" and demonstrates advanced skills by working with more than one teacher in co-teaching or successfully demonstrating all examples
	<b>Collegial Activities</b>	No evidence of involvement in K-12 school collegial activities listed below: interdisciplinary team teaching, curriculum development, school committee work, co-curricular or extracurricular activities that are collegial	Some or limted evidence of involvement in K-12 school collegial activities listed below: curriculum development, school committee work, co-curricular or extracurricular activities that are collegial	Takes an active role in at least one of the following collegial activities: curriculum development, planning of school functions (not just with the cooperating teacher), school committee work, co-curricular or extracurricular activities that are collegial	Meets the criteria for "proficient" and demonstrates participation as an active participant in more than one collegial activity, providing some leadership
<b>Quality of Participation</b>	No evidence OR evidence of ineffective participation (e.g., does not assume responsibility and does one's own part in group activities)	Some evidence of active participation, on doing one's own part, carrying one's own weight in planning and/or implementing group/learning community activities	Evidence of consistant, active and effective participation (consistent = does own part/carries own weight in planning and/or implementing group/learning community activities)	Demonstrates sustained leadership role in K-12 community, actively participating in collegial activities	

**Note: Quality of skills at collaborating and working with other professionals is included in Standard 7.8.**

## **Operationalization/Criteria:**

**Guidelines for Admission at Education:** *Not evaluated at admission to education*

**Guidelines for Admission to Student Teaching:** *Participates in collegial activities related to education or content area*

The benchmark at admission is "developing" on dimensions 1 and 2, AND team teaching component of dimension 3 -- students building leadership skills, skills at collaborating with colleagues, and professionalism, as well as planning co-teaching activities. Many students will have participated, even planned some K-12 school activities.

### **Examples of Evidence:**

Resume (with list of activities and involvement), lesson plans documenting co-teaching, exhibits from school/CSU-P activities,

### **Guidelines for Program Completion/Student Teaching:**

1. Required for program completion is a rating of "proficient" on all dimensions (NOTE: dimension 1, row 1 is not evaluated during student teaching).
2. Evaluate portfolio evidence, as well as interviewing teacher and cooperating teacher for student teachers; interview the principal and others in the school as needed.
3. The OVERALL rating is an average of ratings across the dimensions.
4. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *Throughout all weeks of student teaching, he co-taught, assuming increasing responsibility for planning and implementing each of the co-teaching strategies; parallel, station, and team teaching were all successfully implemented in his TWS.*

### **Examples of Evidence:**

TWS, lesson plans, unit plan, documentation of participation (activities, role, time) in logs, on resumes, or agendas, interview data with teacher, coop. teacher, or others in school

### **Rationale:**

Carr, J.F., Herman, N., & Harris, D.E. (2005). *Creating dynamic schools through mentoring, coaching, and collaboration*. Alexandria, VA: ASCD.

Friend, M., & Bursuck, W.D. (2002). *Including students with special needs: A practical guide for classroom teachers*. Boston: Allyn & Bacon.

Friend, M., & Cook, L. (2003). *Interactions: Collaboration skills for school professionals* (4th ed.). Boston: Allyn & Bacon.

Glatthorn, A. (1987). Cooperative professional development: peer-centered options for teacher growth. *Educational Leadership*, 44, 31-35.

Griffin, G. (1995). Influences of shared decision making on school and classroom activity: Conversations with 5 teachers. *Elementary School Journal*, 96, 29-46.

Richardson, J. (2004). Lesson Study: Teachers learn how to improve instruction. *NSDC, Tools for Schools*, Feb/Mar.

Rosenholtz, S. (1989). *Teachers' workplace: The social organization of schools*. NY: Longman.

Shulman, L. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.

Wald, P.J., & Castleberry, M.S. (2000). *Educators as learners: Creating a professional learning community in your school*. Alexandria, VA: ASCD.