

**7.8 Participates successfully as a member of a team, sharing, encouraging, and accepting responsibilities.**

	<b>Basic (1.0 - 1.9)</b>	<b>Developing (2.0 - 2.9)</b>	<b>Proficient (3.0 - 3.9)</b>	<b>Advanced (4.0)</b>
<b>Quality of Participation &amp; Collaboration</b>	One or more of the following describe the student's consistent performance in groups/teams:  a. Participates passively in activities; often off-task	All of the following describe participation in group/team activities, although performance in one or more areas may be inconsistent:  a. Participates actively in learning communities in group or team activities; usually on-task	All of the following consistently describe participation in group/team activities:  a. Participates actively, on-task in group activities	Consistently participates actively in group or team activities, meeting criteria for "proficient" AND provides evidence of leadership in group activities in one or more of the following areas:
	b. Does not do his/her part in activities to be completed by the group; lets others assume responsibility for his/her work	b. Does his/her part in activities to be completed by the group; assumes responsibility for his/her work	b. Does his/her part in activities to be completed by the group; assumes responsibility for his/her work	a. Volunteering for leadership in group assignments and/or responsibility for group activities
	c. Cannot/does not assume a variety of roles in group (e.g., recorder, encourager)	c. Assumes a variety of roles in group (e.g., recorder, encourager) with support	c. Assumes a variety of roles in group (e.g., recorder, encourager) with minimal support	b. Supporting or assisting peers
	d. Does not offer support or assistance to peers	d. Offers support or assistance to peers	d. Offers support or assistance to peers	
	e. Frequently provides negative input to group, contributing to negative climate	e. Seldom (if ever) contributes to negative climate of group (e.g., by providing negative, non-constructive input)	e. Provides positive input to group and contributes to positive climate	
	f. Doesn't assume responsibility for decision-making or accountability for decisions	f. Assumes responsibility for decision-making and accountability for decisions	f. Assumes responsibility for decision-making and accountability for decisions	
	g. Participates ineffectively in problem solving (e.g., questioning, generating alternatives, assessing potential solutions)	g. Participates effectively in problem solving (e.g., questioning, generating alternatives, assessing potential solutions)	g. Participates effectively in problem solving (e.g., questioning, generating alternatives, assessing potential solutions)	
	h. Exhibits ineffective communication strategies (e.g., listening, non verbal behavior, empathizing, not arguing)	h. Exhibits effective communication strategies (e.g., listening, non verbal behavior, empathizing, not arguing)	h. Exhibits effective communication strategies (e.g., listening, non verbal behavior, empathizing, not arguing)	

<b>Student Teaching Cohort</b>	No evidence is provided OR one or more of the following occurs <u>consistently</u> : a) fails to use colleagues for assistance or to share challenges in own teaching; b) asks for assistance and overly relies on others when able to solve own challenges, requesting feedback without prior thought and effort; c) fails to offer assistance to others, even when requested	Any of the following occur at times: a) fails to use colleagues for assistance or to share challenges in own teaching; b) asks for assistance and overly relies on others when able to solve own challenges, requesting feedback without prior thought and effort; c) fails to offer assistance to others, even when requested	All of the following occur consistently: a) uses colleagues for assistance or to share challenges in own teaching; b) asks for assistance and/or shares challenges in own teaching, requests for feedback indicate prior thought and effort in solving independently; and c) provides ongoing support, mentoring, and assistance to all members of the group; d) promotes problem-solving by all	Meets all the criteria for "proficient" and demonstrates leadership in the group during the student teaching semester. Leadership could include exceptional examples of support of other colleagues, leadership in planning and completing group activities, and leadership in facilitating group process.
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**Operationalization/Criteria:**

**Guidelines for Admission to Education:**

1. Benchmark for admission is "*works collaboratively with others in completing tasks*," a rating of "developing" for dimension #1 (*Quality of Participation*) based on the recommendations of faculty who work with the student and the student's self evaluation in the reflection to Goal 7.
2. To determine the OVERALL rating, average the ratings of the three faculty evaluations and the final field experience teacher recommendation. The student's own evaluation and other evidence may also be considered in determining the rating; failure to address the criteria in dimension #1 in the reflection for Goal 7 should lower the rating.
3. Ratings in the "basic" range may result in a recommendation of admission to the program "with reservation" and development of a support plan.

**Evidence to be Evaluated:**

Field experience teacher final evaluation, 3 faculty recommendations, reflection for Goal 7

**Guidelines at Admission to Student Teaching:**

1. Benchmark for admission is "*consistency in working collaboratively with others in completing tasks*," a rating of "developing" for dimension #1 (*Quality of Participation*) based on evidence submitted at admission to education and additional evidence supporting development of collaborative skills/effective participation in learning communities.
2. To determine the OVERALL rating, consider the initial rating (at admission to education) and review additional portfolio artifacts, reflection for Goal 7, and field experience evaluations since admission to education.

**Evidence to be Evaluated:**

Rating of standard at admission to education, field experience evaluations, reflection for Goal 7, additional artifacts provided by the student (e.g., list of collaborative activities)

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

1. Required for program completion is a rating of "proficient" on both dimensions of the standard.
2. To evaluate, observe student participation and interaction with peers in group meetings, as well as interactions with other school personnel; interview teacher and others in building if necessary.
3. Evaluate portfolio information relative to student participation in other groups, teaming activities, etc.
4. Evaluate for evidence for collaborative behavior as well as consistency in participation.
5. (Alternative) Have student complete an evaluation of others' attitudes towards his/her participation.

**6. NOTE: Dimension 2: Student Teaching Cohort is not applicable to TiR teachers.**

7. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *during student teaching she met on a weekly basis with her team and assumed responsibility for numerous group activities (care of technology equipment, researching a activities for a co-teaching activity with a peer).*

**Examples of Evidence:**

Records of evaluation forms of previous field experience teachers and those of university faculty, direct observation of participation interviews with others if necessary, log of participation in team activities, evidence/artifacts from group activities

**Rationale:**

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- DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, IN: National Education Service.
- Edwards, J. L., & Green K. E. (1997). *The effects of cognitive coaching on teacher efficacy and empowerment*. (Research Report No. 1997-1). Evergreen, CO: Author.
- Friend, M., & Bursuck, W.D. (2002). *Including students with special needs: A practical guide for classroom teachers*. Boston: Allyn & Bacon.
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- Goddard, R., Hoy, W., & Hoy, A.W. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American Educational Research Journal*, 37(2), 479-507.
- Hollingsworth, H.L. (2001). We need to talk: Communication strategies for effective collaboration. *Teaching Exceptional Children*, 33(5), 6-9.
- Mostert, M.P. (1998). *Interprofessional collaboration in the schools*. Boston: Allyn & Bacon.
- Pughach, M.C., & Johnson. L.J. (1995). *Collaborative practitioners: Collaborative schools*. Denver: Love.
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- Showers, B., & Joyce, B. (1996). The evolution of peer coaching. *Educational Leadership*, 53(6), 12-16.
- Thousand, J.S., Villa, R.A., & Nevin, A.I. (2002). *Creativity and collaborative learning: The practical guide to empowering students, teachers, and families* (2nd ed.). Baltimore: Paul H. Brooks.
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