

Developing Meaningful and Legally Defensible IFSPs and IEPs for Young Children

Summer 2013

Assignment One – Participation (description and rubric)



Points – 25
DUE - Ongoing

Purpose – To encourage and support active participation in all course related activities.; to give participants opportunities to promote critical thinking, enhance team collaboration skills, and improve communication skills.

General Description – A critical aspect of any learning experience is the active and sustained participation by the learner. 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, independently, and as a collaborative team member. Participation is also defined as being responsive by attending to the 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(s), and guest presenters by encouraging critical thinking and diverse ideas.

- Participation will be evaluated in terms of how actively members participate in class sessions (asynchronously for this course). 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 an ability to answer questions, provide brief summaries and solutions during discussions (asynchronously through threaded discussions), and/or provide examples and resources to share with other class members.
- Participation will be evaluated in terms of *following through* with requests from the instructor designed to develop, sustain, and improve the learning experience.
- Specifically, the following activities will be evaluated towards participation:
 - BBL Activity (Practice section)
 - Myth Posting (Module 1)
 - Narrative Critique Posting (Module 2)
 - Critique of an IEP (Module 3)
 - Critique of an IFSP (Module 3)
 - Reading required materials or reviewing required video, etc. (all modules)

*See course policies for more on participation.
Participation will be evaluated using the following rubric
Feedback will be given upon request, at midterm, and at the end of the semester*

NOTES: _____

Participation Rubric

Active Participant	Participant	Non-Participant
<p>Consistently met course expectations and followed all course policies, particularly around acceptance of others, netiquette, and systematic/timely access of course materials.</p> <p>Consistently posted the required number of times per online activity, posted on time to allow for rich exchange of ideas, and exceeded expectations in terms of quality posts (i.e., reflection, depth of understanding, insight). Quality posts have the following characteristics:</p> <ul style="list-style-type: none"> • <i>Own postings relate new content to what had been previously learned, tie back to course readings/materials, relate to personal experiences, are logically reasoned and supported, and include synthesized comments of others</i> • <i>Postings to other posts extend discussions taking place and ideas being formed; opinions, suggestions, and conclusions are supported by recommended practice and/or research</i> <p>Showed a consistent willingness to try new things, explore challenging topics, and encouraged such attributes in others.</p> <p>Responsive member who attended to diverse or individual learning styles of others and listened/participated actively during</p>	<p>Followed most course policies, including acceptance, netiquette, and systematic/timely access of course materials.</p> <p>Sometimes posted the required number of times per online activity, was sometimes late in posting, and/or met basic expectations in terms of quality posts (i.e., adequate reflection, depth of understanding, insight).</p> <p>Sometimes showed willingness to try new things (sometimes showed resistance to unfamiliar techniques or procedures), sometimes was willing to explore challenging topics (sometimes stuck with topics that were familiar and safe), and sometimes encouraged such attributes in others.</p> <p>Participant was a responsive member, but at times forgot to attend to diverse or individual</p>	<p>Inconsistently followed course policies, including acceptance, netiquette, and systematic/timely access of course materials.</p> <p>Did not post the required number of times per online activity, and/or consistently did not post on time to allow for rich exchange of ideas, and did not meet basic expectations in terms of quality posts.</p> <p>Did not show a willingness to try new things, explore challenging topics, or encourage such attributes in others.</p> <p>The participant made very little effort to factor in diverse or individual learning styles or to</p>

<p>discussions (pairings, groups, threaded) and presentations.</p> <p>Showed awareness or an appreciation for diversity through the use of respectful and unbiased language in relation to diversity in cultures, ability (e.g. using “person-first” language), gender, SES, experiences, and age.</p> <p>Participated fully in all or most modules by:</p> <ul style="list-style-type: none"> • <i>Commenting or asking follow-up questions</i> • <i>Sharing resources/ideas</i> • <i>Providing solutions</i> • <i>Considering alternative points of view</i> • <i>Asking probing and thoughtful questions</i> • <i>Timely access of materials and depth of postings</i> <p>Was supportive of all other participants, the course facilitators, and guest presenters by encouraging critical thinking and diverse ideas.</p> <p>Participant was always ready to discuss issues and complete tasks as evidenced by an ability to answer questions, provide summaries and solutions, and/or by providing examples and resources to share with others.</p> <ul style="list-style-type: none"> • <i>Conducted comprehensive searches</i> • <i>Read supplemental or recommended readings</i> <p>Participant followed through with requests/ from the instructor and other participants in an effort to develop, sustain, and improve the learning experience.</p>	<p>learning styles of other members, and/or to listen/participate actively during group discussions (parings, groups, threaded) and presentations.</p> <p>Sometimes showed awareness or an appreciation for diversity through the use of respectful and unbiased language in relation to diversity in cultures, ability (e.g. using “person-first” language), gender, SES, experiences, and age.</p> <p>For the most part, participated fully in most class Modules by:</p> <ul style="list-style-type: none"> • <i>Commenting or asking follow-up questions</i> • <i>Sharing resources/ideas</i> • <i>Providing solutions</i> • <i>Considering alternative points of view</i> • <i>Asking probing and thoughtful questions</i> • <i>Timely access of materials and depth of postings</i> <p>Was supportive of most other participants, the facilitators, and guest presenters by encouraging critical thinking and diverse ideas.</p> <p>Participant was ready most of the time to discuss issues and complete tasks, was often able to answer questions, provide summaries, and solutions and/or examples and resources to share with other participants.</p> <p>Some follow through with requests/feedback from the instructor and/or other participants in an effort to develop, sustain, and improve the learning experience</p>	<p>actively listen/participate during group discussions and presentations.</p> <p>Did not show awareness or an appreciation for diversity through the use of respectful and unbiased language in relation to diversity in cultures, ability (e.g. using “person-first” language), gender, SES, experiences, and age.</p> <p>Did not participate fully in most Modules by:</p> <ul style="list-style-type: none"> • <i>Commenting or asking follow-up questions</i> • <i>Sharing resources/ideas</i> • <i>Providing solutions</i> • <i>Considering alternative points of view</i> • <i>Asking probing and thoughtful questions</i> • <i>Timely access of materials and depth of postings</i> <p>Was not supportive of other participants by encouraging critical thinking and diverse ideas.</p> <p>Participant was not ready to discuss issues and/or complete tasks, was not able to answer questions provide summaries and solutions, and/or provide examples and resources to share with other participants.</p> <p>Little or no follow through with requests/feedback from the instructor and/or other participants in an effort to develop, sustain and improve the learning experience</p>
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