BED 3344 * Parent/Community Advocacy
CRN 14629
Spring 2015

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COURSE INFORMATION
BED 3344 Parent/Community Advocacy
3 Credit Hours
Spring 2015, Jan. 21 – May 6
Wednesdays 1:30 – 4:20 PM
Education Building, Room 305

COURSE DESCRIPTION
The development of advocacy within families and community as a means of participation in the educational process of their children with particular emphasis on parents of children in Bilingual/ESL education programs. Emphasis on appreciation of cultural diversity and alternative ways of knowing among family and community.

COLLEGE'S CONCEPTUAL THEME
The course aligns with the College of Education's mission and vision addressing the preparation of educators with a special emphasis and support for student learning and development within linguistically and culturally diverse settings.

COURSE OBJECTIVES
- ❖ Domain I, Competency 2:
  - ➢ The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.
- ❖ Domain IV, Competency 11:
  - ➢ The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.
- ❖ Domain IV, Competency 12:
  - ➢ The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities;
- ❖ Domain IV, Competency 13:
  - ➢ The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

REQUIRED TEXT/READINGS/SUPPLIES
- ✓ G. Valdés, (1996). *Con Respeto: Bridging the Distances Between Culturally Diverse Families and Schools*. New York: Teachers College Press
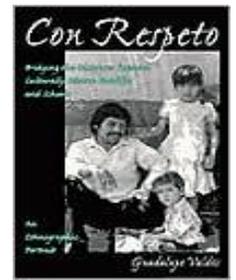
- ✓ B. Newman, Ph.D. (2014). *TExES PPR EC-12.* New Jersey: Re-Search & Education Association. ISBN-13: 978-0-7386-1142-6.
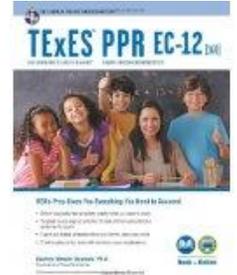
- ✓ Additional Articles (on Blackboard)

- ✓ New Spiral Notebook (75 – 100 pages; no more, no less), multicolored construction paper, scissors, stick glue, markers, colored pencils, decorative stickers, etc. for creating an interactive notebook.

ONLINE RESOURCES
1. Texas Essential Knowledge and Skills for different grade levels and subject matters: http://www.tea.state.tx.us/index2.aspx?id=6148 ; State law and Chapter
2. 89: Commissioner's Rule (TAC Chapter 89) http://ritter.tea.state.tx.us/rules/tac/chapter089/ http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html
3. ELPS: English Language Proficiency Standards http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html

STUDENT LEARNING OUTCOMES AND ASSESSMENTS

Domain I, Competency 002	
The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.	
By the end of course, the student will be able to:	*To evaluate these outcomes, the faculty member will use the following assessment procedures:*
2.1 Demonstrate knowledge of students with diverse personal and social characteristics and the significance of student diversity for teaching, learning and assessment. 2.2 Understand, accept, and respect students with diverse backgrounds and needs. 2.3 Use knowledge of diversity in the classroom and the community to enrich all students' learning experiences. 2.4 Apply strategies for enhancing one's own understanding of students' diverse backgrounds and needs. 2.5 Understand the instructional significance of varied student learning needs and preferences.	a. Discussions in class b. Quizzes (Discussions; power points; readings) c. Interactive journal d. Student Portfolio e. Parent interviews

Domain IV, Competency 011

The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

By the end of course, the student will be able to:	To evaluate these outcomes, the faculty member will use the following assessment procedures:
11.1 Apply knowledge of appropriate ways (including electronic communication) to work and communicate effectively with families in various situations. 11.2 Explain how to engage families, parents, guardians and other legal caregivers in various aspects of the educational program. 11.3 Understand how to interact appropriately with all families, including those that have diverse characteristics, backgrounds and needs. 11.4 Identify ways to have effective communication with families on a regular basis (e.g., to share information about students' progress) and respond to their concerns.	a. Discussions in class b. Quizzes (Discussions; power points; readings) c. Interactive journal d. Student Portfolio e. Parent interviews

Domain IV, Competency 012

The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

By the end of course, the student will be able to:	To evaluate these outcomes, the faculty member will use the following assessment procedures:
12.1 Understand the importance of interacting appropriately with other professionals in the school community (e.g., vertical teaming, horizontal teaming, team teaching, mentoring). 12.2 Identify how to maintain supportive, cooperative relationships with professional colleagues and collaborates to support students' learning and to achieve campus and district goals. 12.3 Distinguish the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, technology coordinator, special education professional). 12.4 Understand the value of participating in school activities and contributing to school and district (e.g., by participating in decision making and problem solving, sharing ideas and expertise, serving on committees, volunteering to participate in events and projects). 12.5 Use resources and support systems effectively (e.g., mentors, service centers, state initiatives, universities) to address professional development needs. 12.6 Explain the importance of working productively with supervisors, mentors and other colleagues to address issues and to enhance professional knowledge and skills.	a. Discussions in class b. Quizzes (Discussions; power points; readings) c. Interactive journal d. Student Portfolio e. Parent interviews

Domain IV, Competency 013	
The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.	
By the end of course, the student will be able to:	**To evaluate these outcomes, the faculty member will use the following assessment procedures:**
13.1 Understand knowledge of ethical guidelines for educators in Texas (e.g., those related to confidentiality, interactions with students and others in the school community), including policies and procedures described in the Code of Ethics and Standard Practices for Texas Educators. 13.2 Use advocacy for students and for the profession in various situations.	a. Discussions in class b. Quizzes (Discussions; power points; readings) c. Interactive journal d. Student Portfolio e. Parent interviews

Classroom Policies

- This class is web-enhanced. The descriptors for this course allow up to 49% online work on BlackBoard. It is highly recommended you use Mozilla Firefox or Google Chrome when accessing BlackBoard for any reason. IMPORTANT: If you get a pop-up blocker, you must click on "allow" to avoid problems when taking quizzes. Becoming very familiar with BlackBoard is essential for doing well in this class. All of your quizzes/tests will be online. You will need to make time to go to the labs at UTEP or if you are going to use your laptop or home technology, you need to check that you can successfully use BlackBoard.

- **Source of technology assistance:** The ATLAS Lab/Academic Technologies is located in the Undergraduate Learning Center (UGLC), Room 202. Their hours of operation are Monday thru Thursday, 7:00 AM – 11:00 PM and Friday 7:00 AM – 3:00 PM and 4:00 PM – 10:00 PM. Contact information is at@utep.edu, (915)747-5058.

- **Source of technology assistance:** The Help Desk is located in the UTEP library, Room 300. Their hours of operation are Monday thru Friday, 7:00 AM – 8:00 PM; Saturday, 9:00 AM – 1:00 PM; Sunday, 12:00 PM – 4:00 PM. Contact information is 915-747-5257.

- All students are expected to be prepared and check **BlackBoard on a daily basis** for emails. Students should check their Blackboard email daily for any announcements and important information I may send. You must have a UTEP email ID and a password before you can access Blackboard. UTEP automatically generates an email ID for you when you are entered into the system. If you do not have your ID or do not remember the ID or password, call the Helpdesk at (915) 747-5257.

- All writing assignments must be well thought out and appropriate for each topic that is discussed. All writing needs to be organized, clear, grammatically correct, and must include correct APA forms for citations and references. Use the following link as your resource: http://owl.english.purdue.edu/owl/resource/560/01/

- Students are responsible for working with their groups and maintaining a high level of professionalism and respect for one another as we engage in discussions and group work.

- **Quizzes:** All tests will be taken online on BlackBoard. You are required to take tests during the assigned window. You must adhere to the open/close dates for test windows. Pay attention to the due dates. Tests will NOT reopen. **No make-up tests will be given without medical proof (hardcopy) of illness.**

- Tests will be administered from textbook chapter assigned readings and PPR competency readings. In order to do well on each test, you must read critically. Reading, studying, highlighting, and outlining or taking notes will be most helpful to you. Reading the assigned pages once or skimming through them will not promote CONCEPTUAL UNDERSTANDING of the text.

- All quizzes are multiple choice questions and **timed.** All content is taken from your readings. Test items require understanding of the content and critical thinking.

- **PreTest:** All students are required to take a 90 minute online timed pretest consisting of 40 questions. Even though this pretest will not be graded, you will be given a score. It is a course requirement.

Additional Course Expectations, Requirements, and Etiquette

- Arriving on time for each class meeting and remaining in class for its duration is required. Please plan accordingly. Attendance is taken beginning the first day of class.

- Your attendance and active participation are vital to this course. The Teacher Education Department considers missing more than one day of class as excessive. The student may be dropped for lack of attendance. If you miss one day of class, contact me immediately.

- Absence from a class meeting means missed work. You should seek out a class peer about any missed work. It is **your responsibility** to obtain the information covered during any missed class from a student class member as soon as possible so you may be prepared for the next class meeting. If absent, assignments are, nonetheless, to be turned in on time via a classmate or by turning it in at an earlier date. Any in-class assignments done while you are absent from class cannot be made-up.

- All students are expected to be prepared and to be active participants and check their course online, emails, assignments, etc. on a regular basis. No excuses for incomplete or late assignment will be accepted. It is recommended that you do the quizzes at a computer lab at UTEP, otherwise any technology problems at home will not be excused.

- It is imperative you read each assigned chapter to ensure success in any class discussions and tests. Be ready to ask questions and/or discuss the reading assignment, bringing any additional insight to what the textbook authors have to say. Engaging in class discussions will affect your grade in a positive manner. Not engaging in class discussions will affect your grade in a negative manner.

- Classroom discussion and participation in presentations and activities are essential to learning from this course. Class activities will include participation in whole class and small group discussions, respectfully and insightfully engaging in discussions with the instructor and other students.

- Students should follow good classroom etiquette in class. Listening to each other's questions and comments during class discussions and adding to each other's questions and comments is an invaluable experience which I expect you to follow through with each other. Participation is required. It is not an option. Listening and interacting with the instructor and students in a thoughtful and respectful manner is expected. **Refrain from engaging in non-class related conversations or having side discussions with those seated near.** Conduct yourself in a courteous and professional manner at all times.

- **TURN OFF YOUR CELL PHONES WHILE IN CLASS! NO TEXT-MESSAGING! USE OF LAPTOPs IN CLASS IS PROHIBITED UNLESS OTHERWISE SPECIFIED FOR CERTAIN ACTIVITIES/ASSIGNMENTS.**

Students with Disabilities:
If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of Disabled Student Services. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a problem with testing, studying or learning, including a handicapping condition, such as a learning disability, vision or hearing impairment, or physical disability, you must notify the instructor by the end of the third week of class if you wish to request accommodation. You are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. The Disabled Student Services Office can be reached at Web: http://www.utep.edu/dsso/ Phone: (915) 747-5148 voice or TTY FAX: (915) 747-8712 E-Mail: dss@utep.edu

Academic Dishonesty:
The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by their individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others. Refer to http://www.utep.edu/dos/acadintg.htm for further information.

GRADE DISTRIBUTION

1. **Textbook Quizzes [10 Points]**
   Students will take five textbook quizzes on the dates shown on the tentative calendar. Students must take the quiz within the allotted time frame. Most quizzes will be taken online and must be taken within the quiz window time frame. Quizzes will not reopen. The professor reserves the right to administer some quizzes in a face to face format or as pop-quizzes.

2. **PPR Quizzes [10 Points]**
   Students will be offered opportunities to prepare for their upcoming state exam, PPR, through class participation in developing critical reading skills, critical thinking skills, test-taking strategies, and PPR practice quizzes as part of this course (Domain I, Competencies 1 & 2; Domain IV, Competencies 11, 12, & 13). Most quizzes will be taken online and must be taken within the quiz window time frame. Quizzes will not reopen. The professor reserves the right to administer some quizzes in a face to face format or as pop-quizzes.

3. **Group Presentations [10 Points]**
   Students will work in groups to present a powerpoint and lead a class discussion in their assigned readings and online research in a period of 30 to 40 minutes. Refer to the attached rubric.

4. **Interview and Interview Reflection [20 Points]**
   Students will submit "Questions"(hardcopy), "Questions and Answers" (hardcopy of interviews; 3 required), and a "Discussion/Reflection" on BlackBoard. See *Interview Rubric* attached to this syllabus.

5. **Interactive Notebook [20 Points]**
   Students will maintain a notebook which will be submitted twice throughout the semester. This notebook should include four sections as follows: New Information; Summary; Additional information through research; and Reflection. See Rubric.

6. **Parent Rights and Responsibilities [10 Points]**
   You will be required to submit a *research portfolio* for this class. Students must demonstrate critical thinking by making connections between new learning and knowledge. Students will apply new learning and knowledge to self, to research readings or other courses, and to the world (actual future classroom application). See *Rubric.*

7. **Final Exam [20 Points]**
   Students will take a final exam on the date scheduled in the calendar. Students must take the quiz within the allotted time frame which will not be reopened.

GRADING SUMMARY OF COURSE ASSIGNMENTS

ASSIGNMENTS/ASSESSMENT	Points
1. Online textbook quizzes (5 X 2 points)	10
2. Online competency quizzes (5 X 2 points)	10
3. Group presentations (1 X 10 points)	10
4. Interview (questions, questions & answers, and Discussion/Reflection (1 X 20 points)	20
5.Interactive Notebook (2 X 10 points)	20
6. Parent Rights and Responsibilities Project	10
7. Final Exam	20
TOTAL POINTS	**100**

Tentative Calendar

Class Meeting Date	Class Work Description	Assignment in preparation for next class meeting
January 21	↓ Introductions ↓ Review of Syllabus ↓ Group presentation assignments	↓ Read textbook **Con Respeto**, Intro. pp.1-13
January 28	↓ Textbook Introduction (lecture & discussion) ↓ The New York Times Article ↓ Overview of the Interactive Notebook ↓ Overview of Parent Rights and Responsibilities Project	↓ Read Ch. 1, pp.15-40 ↓ Read article "Formation and Transformation of Funds of Knowledge Among U.S. Mexican Households"
February 4	↓ PPR introduction ↓ Ch.1 (lecture & discussion) ↓ Ch. 1 Small group discussion ↓ Practice PPR Quiz	↓ *Ch. 1 Quiz Online Opens 2/4 – 2/5* ↓ Read textbook **Con Respeto,** Ch. 2, pp.41-57 ↓ Read **PPR** Domain I, Competency 1, pp.7-20
February 11	↓ Ch. 2 (lecture & discussion) ↓ Ch. 2 Small group discussion ↓ PPR review- Competency 1 ↓ Practice PPR Quiz	↓ Read textbook **Con Respeto,** Ch. 3, pp.58-71 ↓ No quiz for Ch. 2
February 18	↓ Group presentations of Ch. 3 ↓ Ch. 3 Small group discussions ↓ PPR review- Competency 1 ↓ Practice PPR Quiz	↓ *Competency 1 Quiz Online Opens 2/18 - 2/19* ↓ Read textbook **Con Respeto,** Ch. 4, pp.72-93 ↓ Read **PPR** Domain I, Competency 2, pp.21-31
February 25	↓ Group presentations of Ch. 4 ↓ Ch. 4 Small group discussions ↓ PPR review- Competency 2 ↓ Practice PPR Quiz ↓ Parent Interview Question Development	↓ *Ch. 3 Quiz Online Opens 2/25 – 2/26* ↓ Read textbook **Con Respeto** Ch. 5, pp.94-115 ↓ No quiz for Ch. 4 ↓ Read article "Learning from Bilingual Family Literacies"
March 4	↓ Group presentations of Ch. 5 ↓ Ch. 5 Small group discussions ↓ PPR review- Competency 2 ↓ Practice PPR Quiz ↓ Interactive Notebooks Due (Includes Competency 1 and 2)	↓ *Competency 2 Quiz Online Opens 3/04 – 3/05* ↓ *Read textbook Con Respeto, Ch. 6 pp. 116-139* ↓ *Read PPR Domain IV, Competency 11, pp. 127-134*

March 18	↓ Group presentations of Ch. 6 ↓ Ch. 6 small group discussions ↓ PPR review-Competency 11 ↓ Practice PPR Quiz	↓ *Ch.5 & Ch. 6 Quiz Online Opens 3/18 – Closes 3/19* ↓ Read textbook **Con Respeto**,Ch. 7, 140-168 ↓ Read article "Parent's Lack of Understanding of their Children's Bilingual Education Program"
March 25	↓ Group presentations of Ch. 7 ↓ Ch. 7 small group discussions ↓ PPR review- Competency 11 ↓ Practice PPR Quiz	↓ *Competency 11 Quiz Online Open 3/25 – 3/26* ↓ Read textbook **Con Respeto**, Ch. 8, 169-189 ↓ Read **PPR** Domain IV, Competency 12, pp.135-141
April 1	↓ Group presentations of Ch. 8 ↓ Ch. 8 small group discussions ↓ PPR review-Competency 12 ↓ Practice PPR Quiz	↓ *Ch.7 & Ch. 8 Quiz Online Opens 4/1 – Closes 4/2* ↓ Read textbook **Con Respeto**, Ch. 9, 190-205
April 8	↓ Group presentations of Ch. 9 ↓ Ch. 9 small group discussions ↓ PPR review-Competency 12 ↓ Practice PPR Quiz	↓ *Ch.9 Quiz Online Opens 4/8 – Closes 4/9* ↓ Read **PPR** Domain IV, Competency 13, pp. 143-152
April 15	↓ PPR review – Competency 13 ↓ Competency 13 small group discussion ↓ Practice PPR Quiz	↓ *Competency 12 Quiz Online Opens 4/15 – Closes 4/16*
April 22	↓ PPR review-Competency 13 ↓ Competency 13 small group discussion ↓ Practice PPR Quiz	↓ Competency 13 Quiz Online Opens 4/22 – Closes 4/23
April 29	↓ Comprehensive review session ↓ Practice PPR Quiz ↓ Interactive Nobebook Due (Includes Competency 11, 12 and 13)	
May 6	↓ Comprehensive review session ↓ Practice PPR Quiz ↓ Parent Rights and Responsibilities Project Due	
May 13	↓ **FINAL EXAM**	↓ *Final Exam is face to face.*

❖ **All online quizzes close at 11:30 P.M.**
❖ **This syllabus is subject to change.**

Portfolio Parents Rights and Responsibilities

Project Guidelines

You will be required to submit a *research portfolio* for this class. The research portfolio will consist of four sections:

- *Research on parent involvement.* The idea is to choose a research topic of interest that you can use as a future teacher. For example, topics of interest can be parent involvement in relation to student academic achievement; student behavior success; student engagement; student learning; teacher-parent communication; teacher-parent conferences; home-school partnership; parent advocacy; community advocacy and so forth. This is a three page minimum document that follows APA format for the inclusion of references and in text citations.

- *Information about bilingual education.* As future BED teachers, you need to be familiarized with state and local policies referring to bilingual education. Include three pages minimum of the following information: Definition of ELLs; National Bilingual Programs and their characteristics; State Bilingual Programs and their characteristics; and relevant research information about the programs (positive and negative outcomes of each bilingual/biliterate program). Use APA format to reference the information and for in-text citations

- *Parents' rights and responsibilities.* The task is to research parents' local and state policies that offers parents of English Language Learners rights and responsibilities. Include three pages minimum. Use APA format to reference the information and for in-text citations.

- *Important tips for parents and teachers.* Describe important tips or strategies you would use as a teacher to enhance parent and teacher connections and promote

student engagement and learning. Support this information with research and include references in APA format. This is a minimum two page document.

The complete research portfolio should be kept in a separate binder that will be handed in at the end of the course. Each section should be separated by a divider; the margins on the pages should be 1" by 1"; 12 Font Arial, Times New Roman or Calibri.

Please remember, APA format must be used in this portfolio.   Refer to the following web page for further information http://owl.english.purdue.edu/owl/resource/560/01/ or contact the writing center at (915) 747-5000.

For further information on the grading policy, check the Portfolio Rubric that is on your syllabus.

Please feel free to email me or discuss in person questions or comments about the portfolio assignment.

❖ Portfolio: Parents Rights and Responsibilities Rubric
❖

Criteria	90-100%	80-85%	70-75%	65% or less
Elements	Includes all of the elements and describes them in detail	Includes most of the elements (80%) and describes them with some detail.	Includes some of the elements (70%) and does not describe them in detail.	Does not include most of the components and does not describe them in detail.
Organization	Portfolio portrays exceptional evidence of ability to organize material and to respond in a thoughtful, critical manner.	Portfolio portrays adequate evidence of ability to organize material and to respond in a thoughtful, critical manner.	Portfolio portrays some limited evidence of ability to organize material and to respond in a thoughtful, critical manner.	Portfolio portrays little or no evidence of ability to organize material and to respond in a thoughtful, critical manner.
Knowledge of Content	Demonstrates solid knowledge and understanding of the topic and research done.	Demonstrates good knowledge and understanding of the topic and research done.	Demonstrates some knowledge and understanding of the topic and research done.	Demonstrates weak knowledge and understanding of the topic and research done.
Communication Accuracy	Is clear and organized; has required length; and no grammatical errors, typos or APA errors.	Is organized; has fewer words than required; and has few grammatical errors, typos and APA errors.	Is not well organized; has fewer words than required; and has many grammatical errors, typos and APA errors.	Is not organized and not clear; required length is not met; and has many grammatical errors, typos and APA errors.
Connections	The message **clearly and strongly connects** new learning to self, literature, and the world (self, previous research readings, and classroom).	The message **connects** new learning to self, literature, and the world (self, previous research readings, and classroom).	The message **somewhat connects** new learning to self, literature, and the world (self, previous research readings, and classroom).	The message has a **weak connection** of new learning to self, literature, and the world (self, previous research readings, and classroom).
Creativity	The portfolio is very appealing, attractive and has art connected to the knowledge and research. Great effort and time is reflected in the work.	The portfolio is appealing, attractive and has some art connected to the knowledge and research. Effort is reflected in the work.	The portfolio is somewhat appealing, attractive and has some art connected to the knowledge and research. Some effort is reflected in the work.	The portfolio is not appealing or attractive and does not have art connected to the knowledge and research. Effort is not reflected in the work.

Group Presentation Scoring Guide

Group Members:	Chapter Number & Title
	Chapter:_____ Title:_____
Delivery (Each behavior is worth 2 pts.) ☐ Appropriate volume, rate and is varied to show emphasis and interest. ☐ Appropriate posture, eye contact, facial expressions and gestures. ☐ Language choice directly and clearly presents topic and content is effectively communicated.	
Content (Each behavior is worth 2 pts.) ☐ Speaker demonstrates substantial knowledge of subject and connections are made between topic of interest and chapter reading. ☐ Clear and consistent focus with appropriate transitions between main ideas. ☐ Main ideas are clearly supported through research.	
Organization (Each behavior is worth 1 pt.) ☐ Organized with appropriate beginning, body, and conclusion. ☐ Speech organization is clear and logically sequenced; message is clearly presented. ☐ Exhibits research by use of various supporting materials.	
Visual Aids (Each behavior is worth 1 pt.) ☐ Visual aids are well done and add to presentation. ☐ Clear connection between visual aids and message. ☐ Visual aids reflect thought and creativity.	
Leading Discussion (Each behavior is worth 2 pts.) ☐ Leaders propose questions or statements that engage students in the discussion encouraging them to refer to the readings and reflect on the main points. ☐ Leaders make comments on classmates' opinions and help participants focus on the discussion points. ☐ Discussion leaders are well prepared, demonstrate facilitation skills such as eye contact, active listening, paraphrasing, summarizing and redirecting the questions.	

Evidence of Student Learning (Each behavior is worth 2pts.)
   ☐ Able to respond intelligently and accurately to questioning.
   ☐ Demonstrates thorough understanding of topic.
   ☐ Clearly explains the implications of findings to the classroom.	

COMMENTS:	**TOTAL POINTS**:

Interview Reflection Rubric

Criteria	(100-90%)	(80-70%)	(70% and less)
Connections	The message **clearly and strongly connects** new learning to self, literature, and the world (self, previous research readings, and classroom).	The message **somewhat connects** new learning to self, literature, and the world (self, previous research readings, and classroom).	The message has a **weak connection** of new learning to self, literature, and the world (self, previous research readings, and classroom).
Analysis and Interpretation	The message uses and clearly states sources. It includes and clearly states various outside sources as well as required reading. In addition, it demonstrates that the student has gained new understanding of the topic.	Some messages do analysis or interpretation well, but a significant number do not. It includes the required reading, but no outside sources. This might be because the analysis was not done well or because it was not attempted (that is, was simply opinion).	Messages generally show little evidence of analysis, consisting instead of opinion and feelings and impressions.
Communication Accuracy	Is clear and organized, and has no grammatical errors or typos.	Is organized, and has few grammatical errors or typos.	Is not well organized, and has many grammatical errors, or typos.