

George Mason University
College of Education and Human Development
Collaborative Learning Team Assessment Task
Instructor’s Guide

Introduction

Over the past several years, teams of faculty members have developed, revised, piloted, and refined five “common assessments” used across all teacher licensure programs associated with the College of Education and Human Development at Mason. The Common Assessments were developed to assess InTASC standards as part of the CAEP accreditation process.

Training modules have been developed for each of the five assessments. This training provides you with the rationale and research-based context, and specific directions for presenting the assessment to students, in addition to a detailed explanation of the scoring rubric for each assessment. This guide was developed to supplement the training modules and serve as a resource for APCs and assessors.

Each common assessment uses a common structure and rubric, though programs may have modified the instructions or added content specific terminology. This guide will use the “template version” of the common assessment as the example. Make certain to check with your program coordinator or course lead if you have questions about your specific assessment.

Getting started with the Common Assessment

Each Common Assessment Task provides information for both instructors and candidates. Prior to reviewing the rubric with candidates, review the assessment task, including the standards to be met, the rationale for the assessment, and the assessment directions.

This guide will provide additional guidance to instructors/assessors that support the information in the training modules.

The Anatomy of a Common Assessment

This assessment requires candidates to document professional collaborations to improve teaching and learning. Candidates work with other education professionals to use data to identify a learning gap for a student(s) and plan, teach, and assess a research-based lesson. Candidates will collect data, analyze assessment results, and reflect upon the data and how results will be used to plan future instruction.

From Assessment Task	<i>Instructor’s Guide</i>
<p>Assessment Information This assessment is completed during _____. In the _____ program, the Collaborative Learning Team Task is completed during _____ and is assessed by _____. The candidate must earn a score of 3 to be successful on this assignment. If a candidate does not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to both identify best practice and gaps in developing a collaborative team and/or assessing a</p>	<p>This section places the assessment in a specific course and provides information on the assessor.</p> <p>Programs edit this to reflect when and where the assessment is administered and by whom. This section</p>

specific impact on learning.

also introduces the candidates to the TARGET score- the candidate must earn to be successful on this assignment. If a candidate does not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. Please reinforce this with your candidates. Very few students will “exceed” standards-especially in every rubric row. Provide this guidance when you introduce the assessment and review the rubric.

The last sentence in this section provides a general statement related to what is assessed and how the data will be used.

For this assessment, the statement reads, *The data from this assessment are used to identify both best practice and identified gaps in developing and assessing a specific lesson plan to impact learning.*

Standards addressed in this assessment

InTASC Standards: 3, 4, 5, 6, 7, 8, 9 and 10

VDOE: 1, 2, 3, 4, 5, 6

CAEP Standards: CAEP 1.1, 1.3, 1.4, 1.5, 2.3

Technology



Diversity



College-

and-Career-Ready



This section lists all standards assessed in this task.

These standards include the InTASC Standards, CAEP Standards, VDOE Standards, and any specific SPA standards each program wants to include.

For this assessment, you should be familiar with the following standards:

InTASC Standards: 3, 4, 5, 6, 7, 8, 9 and 10

VDOE: 1, 2, 3, 4, 5, 6

CAEP Standards: CAEP 1.1, 1.3, 1.4, 1.5, 2.3

In this assessment, all three crosscutting themes are addressed.

	<p>Icons from CAEP cross-cutting themes: If your program does not require videotaping due to program issues or concerns, you can remove this icon. The Technology and Diversity icons are used by CAEP in their documentation. A variation on the graduation cap is used by VDOE when addressing College-and-Career Ready skills.</p> <p>See the Appendix for resources that provide additional information for these standards and the cross-cutting themes</p>
<p>SPA Standards</p>	<p>SPA Standards Specialized Professional Association (SPA) standards may or may not be assessed in your specific program. Some programs use the common assessment as one of the key assessments needed for their SPA report.</p> <p>Check with the assessment task provided to you by your APC or Course Lead to see if the SPA standards are included.</p> <p>If SPA standards are addressed in your program, please review the specific standards so you can support candidates in being successful with this assessment task. See Appendix for list of SPAs and links to their websites.</p>
<p>Assessment Objective</p> <ul style="list-style-type: none"> • The candidate will collaborate with teachers in a school context to improve teaching and learning. • The candidate will collaboratively evaluate individual learner and/or group learning progress and use this data to make instructional decisions. • The candidate will collaboratively develop and/or revise instructional plans and assessments with the goal of improving learning, including addressing Virginia SOLs, 	<p>Each assessment identifies the objectives being assessed. The product or critical element for each objective is highlighted here.</p> <p>Read the objectives-what might this look like in your</p>

ASOLs, and/or College-and-Career-Ready skills.

- The candidate will teach the collaboratively designed lesson(s).
- The candidate will analyze results of the lesson assessment and reflect upon the impact instruction had on learning.

program? In a specific clinical setting? What prior knowledge can candidates use to complete this assessment? Will new content be taught to support this assessment? How will this assessment successfully completed-especially if it will take place in a clinical experience?

For this assessment, the objectives are:

- The candidate will **develop a research-supported lesson plan** that effectively meets the needs of a specific population of learners.
- The candidate will **collaborate with teachers** in a school context **to improve teaching and learning.**
- The candidate will **collaboratively evaluate individual learner and/or group learning** progress and **use this data to make instructional decisions.**
- The candidate will **collaboratively develop and/or revise instructional plans and assessments** with the goal of improving learning, **including addressing Virginia SOLs, ASOLs, and/or College-and-Career-Ready skills.**
- The candidate will **teach the collaboratively designed lesson(s).**
- The candidate will **analyze results of the lesson assessment**

	<p>and reflect upon the impact instruction had on learning.</p> <p>Programs might have edited the objectives for more program or SPA related language. For example, “learners” may become “exceptional learners” in special education programs.</p>
<p>Rationale</p> <p>Today’s teachers play a teacher leadership role, with each professional (novice and veteran) facilitating not only their own but also their colleagues’ professional development—all focused on the achievement of the learners they work together to educate. As a candidate, you will enter schools where collaboration with your colleagues in the service of your learners is required. Professional collaborations and teacher leadership must begin and end with joint considerations of the evidence of learning.</p> <p>Webb’s research on collaborative learning teams notes that they think at a higher level and retain the knowledge longer than people who work alone. Effective collaboration in learning teams include “discussion, clarification of ideas, and evaluation of other’s ideas.” (Webb, 1995). Successful interpersonal communication must exist in teams. Building trust is essential.</p> <p>You will complete the Collaborative Learning Team Task during a field experience or internship placement to ensure that you have an active responsibility for instruction and learning. This task can be completed in conjunction with other program requirements (e.g., a teacher research project or a teacher work sample assignment). Please read the directions for each section and review the rubric rows that correspond to that section. When developing your response, make certain to use the rubric to guide your work.</p>	<p>Please review this section on the program-specific assessment you will be assessing in your course or an internship placement you are supervising.</p> <p>Introducing the assessment: When introducing the assignment to the candidates, make certain to help candidates understand the expectations by also reviewing the rubric line-by-line and provide examples that are specific to program or clinical experiences.</p> <p>Resources are included to help instructors place the assessment in context for their course, as well as, provide supports for candidates as they complete the task.</p> <p>Make certain to read the Rationale and review any resources provided to support learning. For this task, the rationale notes: You will complete the Collaborative Learning Team Task during a field experience or internship placement to ensure that you have an active responsibility for instruction and learning. If this is NOT the case in your program, make certain the language in the directions given to candidates is clear and aligns to the rubric rows.</p>

	<p>Make notes for ways you can reinforce or introduce the content necessary for your candidates to be successful. Be prepared to help candidates build a bridge to new content and to understand the standards and criteria necessary to be successful with the rubric.</p> <p>Thoroughly review the directions for each section and examine each rubric row that correspond to that section. Please review each rubric row with the candidates to ensure they understand what is required to successfully complete the assessment.</p>
<p>Directions To complete this task you will:</p> <ul style="list-style-type: none"> • Collaborate with at least two teacher colleagues to discuss individual learner or group learning progress toward broad learning goal(s). One of these colleagues should be the mentor teacher. Collaboration with a team of teacher colleagues is recommended. (Submit documentation of collaboration) • With the learning team, review existing assessment results and make responsive instructional decisions that promote learning for an individual or a group. (Submit documentation of collaboration) • Provide input to the team and collaboratively identify lesson plan(s) or revision(s) to lesson plans, instructional delivery methods, or instructional strategies affecting learning progress. (Submit documentation of collaboration) • Plan a lesson(s), agreed upon by the team, which will that will promote academic achievement (including Virginia SOLs, ASOLs, and College and Career Ready skills) for an individual or a group. (Submit the detailed lesson plan) • Create assessment(s) aligned to lesson objectives and describe how assessment results will be used to determine changes in learning. (Submit the assessment) • Teach the lesson(s). (Submit lesson plan.) • Assess learner mastery of lesson and summarize impact on learning. (To do this, work with the learning team to outline “next steps” teachers should take in order to continue to move the individual 	<p>Please read the directions for each section and review the rubric rows that correspond to that section. If your program modifies the directions or embeds this assessment in a key assessment or other assignment, make certain to use the rubric to guide your work.</p> <p>Resources are included in the Appendix to help instructors place the assessment in context for their course, as well as, provide supports for candidates as they complete the task.</p> <p>The directions provide details and steps to complete the assessment successfully.</p> <p>When reviewing the assignment with the candidates, make certain to help candidates understand the expectations by also reviewing the rubric line-by-line and by providing examples that are specific to program or clinical</p>

learner/learners toward the broader learning goal(s). Consider the level of success of the implementation of the lesson plan(s).) (Submit work samples, data analysis, and use of data for future instruction)

- Reflect on the learner's work and determine progress toward the broader learning goal. As you give and receive feedback from the team, reflect deeply on any personal biases that may affect decision making for the particular learner/learners. (Submit a reflection of the impact your lesson had on learning.)

Submission Directions

You will submit a brief paper that addresses each section of the assignment. Your paper will include a cover sheet, a 2-3 paragraph narrative of each section of the assignment, and an Appendix to the paper that includes the documentation you are providing as evidence of your collaboration, instruction and assessment, and the analysis of data. Provide a clear description and rationale for each item included in the Appendix. Use titles, captions, and annotations on documents to provide context and further explanation of how instructional decisions impact student learning.

Section 1: Collaboration with Colleagues (related to individual learner or group learning)

Briefly describe how you have collaborated to complete this task. Identify the members of the collaborative team, their roles, how often you meet, etc. Be specific. Documentation to include in Appendix: summary or examples of existing assessment results, meeting agenda, minutes, learner data, reflections, etc.

Section 2. Planning Instruction (based upon collaboration)

Briefly describe the context of your lesson plan (is it for an individual, small group, whole class). Include information on where the lesson fits within a larger unit, identify the specific objectives to be met, and how and why they were selected. Be specific. Virginia Standards of Learning (SOLs), ASOLs, College-and-Career-Ready skills, and other content specific objectives should be included in lesson plans. Documentation to include in Appendix: evidence that you built upon the initial assessment and the specific instructional decisions made in response to the assessment results.

Section 3. Assessment (alignment of objectives, instruction, and assessment)

Briefly describe the assessment plan-the format, what and when formative assessments will occur, if formal assessments are used, how assessments align with the objectives, and any modifications made for individual learners. Be specific. Documentation to include in Appendix: alignment of objectives; assessment outcomes; how assessment results will be used to design instruction.

experiences.

Submission requirements are provided to guide candidates and instructors in the process. If your program's requirements differ, please edit the directions to align with your submission process.

Review each section and the related directions. Make any necessary modifications to the directions for your program.

Make certain candidates annotate the evidence presented in the Appendix.

Across all sections, descriptions and/or reflections should be specific, thorough and related to the evidence provided in the Appendix. Each section provides examples of appropriate evidence to include in the Appendix.

The CAEP visiting team will need for candidates and instructors/assessors to know and reference both SOLs/ASOLs in any lesson plans, and also be able to speak to Career-and-College-Ready skills. Make certain that lesson plans clearly note national standards as well as SOLs/ASOLs.

Section 3 Make certain candidates demonstrate how the assessments closely aligned to the objectives.

Section 4 includes an

<p>Section 4. Analysis of Assessment Results Briefly describe the results of the assessment and include a data chart. Analyze the results related to the impact your instruction had on learning. Then, reflect upon the data and how you will use the assessment results to plan future instruction. Be specific. Documentation to include in Appendix: will include a data chart and examples of the work of the learner.</p> <p>Appendix Include authentic documents/instruments developed to complete this assignment. Each item should be labeled with the section number and a title. Consider also including annotations on documents to provide context and further explanation of how instructional decisions impact student learning.</p>	<p>analysis and reflection on the data. The reflection should include how data will be used in planning future instruction. A data chart must be included in the Appendix.</p> <p>Remind candidates to use titles, captions, and annotations on documents to provide context and further explanation of how instructional decisions impact student learning.</p>
<p>Reference Webb, N. M., Troper, J. D. & Fall, R., (Sep, 1995). Constructive activity and learning in collaborative small groups. <i>Journal of Educational Psychology</i>, Vol 87(3), 406-423. http://dx.doi.org/10.1037/0022-0663.87.3.406</p>	<p>Please review the resources cited to improve your ability to support the candidates in your program.</p>
<p>CAEP Common Assessment Collaborative Learning Team Assessment Task Rubric</p>	
<p>This assessment is completed during _____. In the _____ program, the Collaborative Learning Team Task is completed during _____ and is assessed by _____. The candidate must earn a score of 3 to be successful on this assignment. If a candidate does not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to both identify best practice and gaps in developing a collaborative team and/or assessing a specific impact on learning.</p> <p>Scoring Guidelines 4-Exceeds Standard: Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard. 3-Meets Standard: This is the TARGET score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard. 2-Approaching Standard: Candidates receive this score when their understanding and effort does not meet the Target but shows basic understanding of the content being assessed. 1-Does not meet standard: Candidates who do not submit</p>	<p>This is the same introductory paragraph from page one of the task. This contextual information was added to the rubric because only the rubric is uploaded by AERO into TK20. Programs will edit this section to reflect when and where the assessment is administered and by whom.</p> <p>Introducing the assessment When introducing the assignment to the candidates, make certain to help candidates understand the expectations by also reviewing the rubric line-by-line and provide examples that are specific to program or clinical experiences.</p> <p>Initial assessment review strategy We suggest that you reread the directions and the rubric, including the scoring</p>

<p>work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.</p>	<p>guidelines, prior to your first read of the assessment.</p> <p>As you score the assessment, consider if each section is a 3 (meets standard) or a 4 (exceeds standard). Or if the score is 2 (approaching the standard) or 1 (does not meet the standard), then please go back and review the criteria in the rubric to refine your score.</p> <p>In this training guide rubric, the key components of criteria are highlighted to help guide scoring.</p>
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Rubric Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
Section 1. Collaboration with Colleagues				
<p>The candidate collaborates with school professionals to plan and facilitate learning to meet diverse needs of learners.</p> <p><i>InTASC 10</i> <i>VDOE 6</i> <i>SPA</i></p> <p>Diversity </p>	<p>The candidate does not provide evidence of discussion, clarification of ideas, and evaluation of others' ideas with school professionals to plan and/or jointly facilitate learning to meet diverse needs of learners.</p>	<p>The candidate provides evidence that he/she collaborates through discussion, clarification of ideas, and evaluation of others' ideas only occasionally or less than effectively with school professionals to plan and jointly facilitate learning to meet diverse needs of learners, but did not take advantage of all opportunities.</p>	<p>The candidate provides evidence that he/she collaborates through discussion, clarification of ideas, and/or evaluation of others' ideas of school professionals to effectively plan and jointly facilitate learning that meets the diverse needs of learners.</p>	<p>The candidate provides evidence that he/she collaborates regularly and in a highly effectively manner through discussion, clarification of ideas, and evaluation of others' ideas with a variety of school professionals, to plan and jointly facilitate learning to meet diverse needs of learners. The candidate provides evidence of advanced preparation for the collaborative</p>

				meeting by researching ideas and strategies, analyzing data or demonstrating other advanced preparation in order to contribute to the discussion.
<p>The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</p> <p><i>InTASC 10</i> <i>VDOE 6</i> <i>SPA</i></p>	<p>The candidate does not provide evidence of collaboration with school professionals to engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she only occasionally or less than effectively collaborates with school professionals to engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she effectively collaborates with school professionals to jointly engage in research-based professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she collaborates regularly and effectively with a variety of school professionals to jointly engage in research-based professional learning that advances practice. The candidate demonstrates highly effective practice by reflecting on the impact of his/her collaboration and new knowledge.</p>
Section 2. Planning Instruction				
<p>Independently and in collaboration with colleagues, the candidate uses data (e.g., systematic observation, information about learners, research) to</p>	<p>The candidate does not show evidence of collaboration with colleagues in the use of data to evaluate outcomes of teaching and learning or to adapt planning and practice.</p>	<p>The candidate independently or in collaboration with colleagues uses data to evaluate outcomes of teaching and learning but inaccurately or ineffectively adapts planning</p>	<p>The candidate independently and in collaboration with colleagues uses data to effectively evaluate the outcomes of teaching and learning, and</p>	<p>The candidate independently, and in collaboration with colleagues, uses multiple sources of data to accurately evaluate the outcomes of</p>

<p>evaluate teaching and learning to adapt planning and practice.</p> <p><i>InTASC 6 VDOE 4 SPA</i></p>		<p>and practice.</p>	<p>adapts planning and practice.</p>	<p>teaching and learning. The candidate effectively adapts planning and practice for all learners. The candidate includes an analysis of how assessment results will be used to impact future instructional decisions.</p>
<p>The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</p> <p><i>InTASC 7 VDOE 2 SPA Diversity</i></p> 	<p>The candidate exhibits a limited or no understanding of the strengths and needs of individual learners nor how to plan instruction that is responsive to strengths and needs.</p>	<p>The candidate exhibits a limited understanding of the strengths and needs of individual learners, and uses that knowledge to plan instruction that is responsive to these strengths and needs of a limited number of learners.</p>	<p>The candidate exhibits an understanding of the strengths and needs of individual learners and effectively plans instruction that is responsive to these strengths and needs.</p>	<p>The candidate builds upon the strengths and addresses the needs of diverse learners in multiple ways. The candidate plans effective instruction that is responsive to learner strengths and needs throughout the lesson.</p>
<p>The candidate encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p><i>InTASC 3 VDOE 5 SPA</i></p> <p>College-and-Career-Ready</p>	<p>The classroom is a teacher-centered environment. Activities and assignments are inappropriate for learners' age or background. Learners are not engaged in learning.</p>	<p>The classroom is a teacher-centered environment. Candidate attempts to accommodate learners' questions or interests.</p> <p>Activities and assignments are appropriate to some learners and engage them mentally,</p>	<p>The classroom is a learner-centered environment. Candidate successfully accommodates learners' questions or interests.</p> <p>Activities and assignments are appropriate to learners, and learners are cognitively</p>	<p>Candidate seizes every opportunity to enhance learning, building on learner interests or a spontaneous event.</p> <p>The candidate creates opportunities for all learners to be cognitively</p>

		<p>but other learners are not engaged or self-motivated.</p>	<p>engaged in exploring content. Learners are self-motivated.</p>	<p>engaged in the activities and assignments in their exploration of content. Learners initiate or adapt activities and projects to enhance their understanding.</p>
<p>The candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery.</p> <p><i>InTASC 5 VDOE 2 SPA</i></p> <p>Technology </p> <p>Diversity </p> <p>College-and-Career-Ready </p>	<p>Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others.</p>	<p>Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners.</p> <p>Candidate accepts responsibility for the success of learning but displays a limited repertoire of instructional strategies.</p>	<p>Candidate conveys knowledge of the content, and learners demonstrate commitment to its value. Candidate accepts responsibility for the success of all learners through a repertoire of instructional strategies.</p>	<p>Candidate conveys extensive knowledge of the content, and demonstrate their initiative through the application of pedagogical content knowledge in planning and instruction.</p>

<p>The candidate uses a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways.</p> <p><i>InTASC 5 VDOE 2 SPA</i></p>	<p>The instructional strategies used by the candidate do not encourage an understanding of content .</p>	<p>The candidate uses limited instructional strategies to encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.</p>	<p>The candidate uses a variety of instructional strategies that encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.</p>	<p>The candidate uses pedagogical content knowledge to implement a variety of instructional strategies that encourage all learners to develop both an understanding of the content and apply knowledge in authentic ways.</p>
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Section 3. Assessment

<p>The candidate articulates how assessment strategies will be used to effectively assess impact on learning.</p> <p><i>InTASC 8 VDOE 3 SPA</i></p>	<p>The candidate provides limited evidence of understanding assessment strategies and no connection to objectives and assessment procedures.</p>	<p>The candidate provides evidence of assessment strategies; there is minimal connection to objectives and procedures.</p>	<p>The candidate provides specific evidence of assessment strategies (formative and/or summative). There is evidence of alignment between the assessment and the states learning objectives and procedures)</p>	<p>The candidate provides detailed, best practice strategies to formative and summative assessment; assessments clearly and effectively assess the objectives. There is evidence of a strong alignment between the assessment and the states learning objectives and all instructional procedures.</p>
<p>The candidate designs assessments that align with standards and learning objectives.</p>	<p>The candidate provides no evidence that he/she designs assessments that match learning objectives with</p>	<p>The candidate provides little evidence that he/she designs assessments that match learning objectives with</p>	<p>The candidate provides clear evidence that he/she designs effective assessments that closely match learning</p>	<p>The candidate provides multiple pieces of evidence that he/she designs effective assessments</p>

<i>InTASC 8 VDOE 3 SPA</i>	assessment methods.	assessment methods.	objectives with assessment methods.	that align learning objectives with a variety of assessment methods.
Section 4. Analysis of Assessment Results				
The candidate analyzes test data to identify the impact of instruction on learning. <i>InTASC 8 VDOE 3 SPA</i>	The candidate does not provide evidence of use of assessment data to understand the impact of instruction on learning.	The candidate provides minimal evidence of use of assessment data to understand the impact of instruction on learning.	The candidate correctly uses assessment data to examine the impact of instruction on learning.	The candidate examines and analyzes multiple sources of data to understand the impact of instruction on learning for every learner. The candidate uses this analysis to determine next steps for the learner.
The candidate reflects upon assessment results to plan additional relevant learning experiences. <i>InTASC 9 VDOE 6 SPA</i>	The candidate describes rather than provides specific examples of additional learning experiences relevant learning experiences.	The candidate describes rather than reflects on personal biases and accesses some resources to create additional relevant learning experiences.	The candidate reflects on some personal biases and accesses a range of resources to create additional relevant learning experiences.	The candidate reflects on personal biases and provides evidence a broad range of resources to create additional relevant learning experiences.
Appendix				
Appendix includes authentic and appropriate documentation of collaboration, planning, instruction, assessment, and data analysis. <i>InTASC 9 VDOE 6 SPA</i>	Appendix is missing.	Appendix includes minimal or inappropriate documentation of collaboration, planning, instruction, assessment, and/or data analysis.	Appendix includes authentic and appropriate documentation of collaboration, planning, instruction, assessment, and data analysis.	Appendix includes a comprehensive documentation of collaborations using authentic and appropriate evidence of collaboration, planning, instruction, assessment, and data analysis.

Appendix

Links to

CAEP Standards

InTASC Standards

VDOE Standards

VDOE Tech Standards

Course Resources:

Webb, N. M., Troper, J. D. & Fall, R., (Sep, 1995). Constructive activity and learning in collaborative small groups. *Journal of Educational Psychology*, Vol 87(3), 406-423.<http://dx.doi.org/10.1037/0022-0663.87.3.406>