

EDU 278: Exhibition

Spring 2020

4 class teams (min of 3 on a team)

Select & read articles with topics of interest

- Include Social Emotional needs of students as one of the several topics

Identify 2 or 3 topics to research and address for the exhibition

- Gather evidence for the need of change in educational practices
- Solidify a position: list pros and cons for each topic

Prepare responses to an oppositional position from Admin, teachers, parents, etc.

Develop an Action Plan to implement changing site practices, as related to one of the topics.

- Consider how and when to educate all participants (staff, admin, faculty, parents, students, bus drivers, etc.)
- Develop a sequence of: communications, interventions and assessments for this plan.
- Map out a plan to implement this change into the site/service practices.
- Present this to the other class members and judges, 2 weeks before the exhibition.
 - Create a document that offers insight and organizational activities for this plan
 - Share in class (including judges) so that they can prepare their challenge for the exhibition.

Exhibition: You will formally **present your “topic of change”** to the judges and other students.

- A simple 1 page document of facts is prepared for all attendees. (20 attendees)
- A 1 page timeline of the change process, or Action Plan is prepared.
- Research articles both (2) formal and (3+) informal are collected in a 1/2” binder as a reference tool. Pro and con evidence must be included.
- All candidates **MUST** have equal time for verbally sharing. Points will be reduced if a candidate speaks too often. Encourage your peers to come forward.
- The panel will present the:
 - The value of change for this topic
 - the positive and negative aspects of the change
 - what the change process must consider
 - how change will influence, improve services to students
 - how financial resources will be found and utilized, if needed
 - the plan to involve and move all parties forward into the process
 - when and where meetings will take place
 - How the community will be informed of this change
 - How problem solving and concerns will be addressed and by whom
 - How an agreement for all participants will be designed
 - When and how the change and change process will be assessed
 - A timeline for all activities, meetings and how to plan for delays
- The judges will challenge the team
 - Team members will address questions –
 - All team members will need to verbally contribute, when appropriate
 - Any oversights will be discussed
- Classmates are required to craft one constructive question per team for the presenters.
 - Each team will confer and design an in-depth question regarding the topic/change process
 - Peers observe for gaps in info. & presentation
 - The research for this question will begin when topics are selected in class.
- A rubric will designate the successes of each team’s performance.

Presentation Note:

1. you will have about 20 min. to present and then 10 to discuss and answer questions. Then you want to organize your presentation for a "cold listener", so design how you could best start this conversation off. Also state your "concern" and support for it.
2. Then provide a brief oral background and move into your action plan with a schedule.
3. The written documents will have more detail for the admin to later review. (Hint: only 5 min of background info is reasonable. The rest is more about application and getting the involvement of your listeners on board.
4. The time will move FAST so come prepared to meet all collaborative objectives and to sell this idea.

To judges:

Note the following prep info sent to judges:

1. Each team has selected a topic that they would like to see improved at a school site.
2. Teams are researching the topic, collaborating on how to resolve the issues and are preparing an action plan on how they would like to work with the personal at the site to make the improvements.
3. They will introduce their ideas to you and you are to "challenge them" just as admin, parents and peers would do in the REAL World.
4. There will be 3-4 judges. And we are not looking for the "easy pathway" here. So, some drama will be expected from the judges and the teams will be ready for it. You know...real life reactions!
5. We will start at 5:30 and should end at 8:30. We have 5 teams and each member will be actively engaged.(2/3/or 4 are on a team)

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Presentation Rubric

30 points

Team Members: _____ **Evaluator:** _____

Goal: *The goals of this course attend to the development of a candidate's ability to assume a leadership role at their school site. The demonstration of specific skills for working together as a team member and leader with school personnel and a student's family is required. Document and presentation quality are highly valued for the challenge level of content and professional level of presentation.*

All team members demonstrate the skills necessary to demonstrate the following qualities of performance.

Performance Tasks	Rank	Points & Notes
2 Pts - Problem/Topic: <ul style="list-style-type: none"> • Authentic, clear, focused • Documented evidence • Pros & cons cited • Goal & reward of change 	Outstanding	
	Fully	
	Basic	
	Partial	
13 Pts – 1 Page Action Plan: <ul style="list-style-type: none"> • Clear change process • Performance plan • Sequence of who involved 	Outstanding	
	Fully	

<ul style="list-style-type: none"> • When & where of meetings • Timeline of intervention • financial considerations • Resources required • Community involvement • Who manages process • United agreement expected • Delays resolved by • Expected outcomes • Assessment 	Basic	
	Partial	
13 Pts - Panel: <ul style="list-style-type: none"> • Equal presentation time • Expertise demonstrated • Explicit responses to judges • Aligned judges' challenges to topic & respond • Authentic resolution proposed • Shared responsibility • Effective emotional responses • Explicit responses to peers 	Outstanding	
	Fully	
	Basic	
	Partial	
2 Pts. - Hand out & documentation: <ul style="list-style-type: none"> • Clear, simple 1 pg. plan • 3+ Informal related docs • 1-2 Formal related docs 	Outstanding	
	Fully	
	Basic	
	Partial	

Team Evaluation Form

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Turn in to: **Dr. Diana Taylor**

Due Date: _____

Team Members: Self 1st 2nd

Rank each member and yourself for each category. 1-5 points

Performance Category	Self grade:	1 st Partner	2 nd Partner
On Time	_____	_____	_____
Thorough Work	_____	_____	_____
Evaluation w/o bias	_____	_____	_____
Positive Direction Given	_____	_____	_____
Positive/Proactive Comm.	_____	_____	_____

Total points Max. 25 pts. per person _____

Date	Notes of on-going evidence, which must support evaluation and points earned.

