ELED 571 Leadership, Math and Technology Education
Spring 2023 Syllabus

Instructor	Office	Phone	Email
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Prerequisite: Elementary Teacher Certificate or Instructor Permission

Required Texts:

McGatha, M., Bay-Williams, J., Kobett, B. M., & Wray, J. A. (2018). *Everything you need for mathematics coaching: Tools, plans, and a process that works for any instructional leader.* Thousand Oaks, CA: Corwin.

Primary Course Website: BlackBoard

Graduate Catalog Description:
This course focuses on increasing elementary grades teachers' knowledge of mathematics and pedagogy, leadership development, current research on mathematics education, and advances in technology.
"Leadership and pedagogy for integrating mathematics and technology initiatives within elementary school settings."

Course Objectives:
At the conclusion of the course students will be able to:

1. apply their understanding of personal leadership and skills in leadership that apply to elementary mathematics and technology education.
2. employ skills in the school/clinical setting of mathematics coaching to impact Mathematical Practices, student learning of mathematics, content pedagogy, instructional strategies, mathematical learning environment, professional learning, ethical practice while modeling leadership and collaboration.
3. develop a plan for Mathematics and Technology Leadership, incorporating actions for how to improve and a design for implementation.

Course Content Outline:
Students will be evaluated based on their performance in completing assignments such as the following:

- Through the use of technology integration, interview and collaborate with a colleague/teacher using mathematics coaching tools. (Math Coaching Interview Technology Product – Part I and II)
- Develop a Blog Journal correlating to the readings regarding the impact of leadership and technology integration of mathematics instruction in their classroom and school. (Blog Journal)
- Apply math coaching and personal leadership to discussion board work. (Discussion Board)
- Develop a Math and Technology Growth Plan: Leadership (focus). (Written Plan)

Graduate Program Student Learning Outcomes (SLOs):

1. Candidate Knowledge, Skills, and Professional Dispositions
2. Professional Development
3. Data and research-driven decision making
4. Integration of technology in the discipline
5. Clinical Practice (Integrated practices of diversity)

Course Assignments, Projects, and Evaluation: ELED 571

Major Course Experiences	Course Objectives	Graduate Program Student Learning Outcomes (SLOs)	SPA Standard(s): NCTM/CAEP Elementary Math Specialist	KY Teacher Performance Standards
Math Coaching Interview, Part I: Leadership (Key Assessment) ☒Clinical; hours 7	1 & 2	4, 5	Standards: 2a 4 a, c 7a, b	KTPS Standard 3a, b KTPS Standard 9 KTPS 10 b, c
Math Coaching Interview, Part II: Leadership (Key Assessment) ☒Clinical; hours 7	1 & 2	4, 5	Standards: 3 a, b, d 7 a, b	KTPS Standard 3a, b KTPS Standards 9 KTPS Standard 10 a, b, c
Discussion Board and Blog Journals ☒Clinical; hours 6	2		Standards: 2a 3 a, b, d 4 a, c, d 6 a, b, c, d	KTPS Standard 8 KTPS Standard 9 KTPS Standard 10 a, b, c
Math and Technology Growth Plan: Leadership (Key Assessment) ☒Clinical; hours 4	3	1,2,3,4,5	Standards: 2a 3 a, b, d 4 a, c, d 6 a, b, c, d 7 a, b	KTPS Standard 8 KTPS Standard 9 KTPS Standard 10 a, b, c

Standards addressed in this course:

Kentucky Teacher Performance Standards (KTPS):	ELED 571 Alignment: Assignments/Assessments
KTPS 3: Learning Environments – The teacher shall work with others to create environments that: a. Support individual and collaborative learning; and b. Encourage positive social interaction, active engagement in learning, and self-motivation.	**Math Coaching Interview, Part I: Leadership (Key Assessment) KTPS 3a, b** **Math Coaching Interview, Part II: Leadership (Key Assessment)KTPS 3a, b**
KTPS 8: Instructional Strategies: The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.	**Math Coaching Interview, Part II: Leadership (Key Assessment)** Discussion Boards Blog Journals
KTPS 9: Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community and shall adapt practice to meet the needs of each learner.	**Math Coaching Interview, Part I: Leadership (Key Assessment)** **Math Coaching Interview, Part II: Leadership (Key Assessment)** Discussion Boards Blog Journals **Math and Technology Growth Plan: Leadership (Key Assessment**
KTPS 10: Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to: a. Take responsibility for student learning; b. Collaborate with learners, families, colleagues, other school professional, and community members to ensure learner growth; and c. Advance the profession.	**Math Coaching Interview, Part I: Leadership (Key Assessment)** **KTPS 10 b, c** **Math Coaching Interview, Part II: Leadership (Key Assessment) KTPS 10 a, b, c** Discussion Boards KTPS 10 a, b, c Blog Journals KTPS 10 a, b, c **Math and Technology Growth Plan: Leadership (Key Assessment) KTPS 10a, b, c**

CAEP/NCTM Elementary Mathematics Specialist Standards (2012) aligned to ELED 571 Standards for Elementary Mathematics Specialists	ELED 571 Alignment: Assignments/Assessments
Standard 3: Content Pedagogy Effective elementary mathematics specialists apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains in teaching elementary students and coaching/mentoring elementary classroom teachers. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching and coaching/mentoring to develop all students' mathematical understanding and proficiency. As teacher, lead teacher, and coach/mentor, they provide and assist teachers in providing students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and assist teachers in the incorporation of formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice. In their role as teacher, lead teacher, and/or coach/mentor, elementary mathematics specialist candidates: • **3a)** Apply knowledge of curriculum standards for elementary mathematics and their relationship to student learning within and across mathematical domains in teaching elementary students and coaching/mentoring elementary classroom teachers. • **3b)** Analyze and consider research in planning for and leading students and the teachers they coach/mentor in rich mathematical learning experiences. • **3d)** Provide students and teachers with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.	Discussion Boards – 3a, b, d Blog Journals – 3a, b, d **Math Coaching Interview, Part II: Leadership (Key Assessment): 3a, b, d** **Math and Technology Growth Plan: Leadership (Key Assessment): 3a, b, d**
Standard 4: Mathematical Learning Environment Effective elementary mathematics specialists exhibit knowledge of child, pre-adolescent, and adult learning, development, and behavior. They use this knowledge to plan, create, and assist teachers in planning and creating sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate, promote, and assist teachers in demonstrating and promoting a positive disposition toward mathematical practices and learning and exhibit and support the equitable and ethical treatment of and high expectations for all students. They include and assist teachers in embracing culturally relevant perspectives in teaching, in recognizing individual student differences, and in using instructional tools such as manipulatives, digital tools, and virtual resources to enhance student learning, while recognizing the possible limitations of such tools. In their role as teacher, lead teacher, and/or coach/mentor, elementary mathematics specialist candidates: • **4a)** Exhibit knowledge of child, pre-adolescent, and adult learning, development, and behavior and demonstrate and promote a positive disposition toward mathematical processes and learning. • **4c)** Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include and assist teachers in embracing culturally relevant perspectives as a means to motivate and engage students. • **4d)** Demonstrate and encourage equitable and ethical treatment of and high expectations for all students.	Discussion Boards: 4a, c, d Blog Journals: 4a, c, d **Math Coaching Interview, Part I: Leadership (Key Assessment): 4 a, c, d** **Math and Technology Growth Plan: Leadership (Key Assessment): 4a, c, d**
Standard 6: Professional Knowledge and Skills Effective elementary mathematics specialists are lifelong learners and recognize that learning is often collaborative. They participate in and plan mathematics-focused professional development experiences at the school and/or district level, draw upon mathematics education research to inform their practice and the practice of colleagues, continuously reflect on their practice, use and assist teachers in using resources from professional mathematics organizations, and demonstrate mathematics-focused instructional leadership. In their role as teacher, lead teacher, and/or coach/mentor, elementary mathematics specialist candidates: • **6a)** Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics and to their development as a mathematics instructional leader. • **6b)** Engage in and facilitate continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' and teachers' mathematical knowledge development; involve colleagues and other school professionals, families, and various stakeholders; and advance the development in themselves and others as reflective practitioners. • **6c)** Plan, develop, implement, and evaluate mathematics-focused professional development programs at the school and/or district level; use and assist teachers in using resources from professional mathematics education organizations such as teacher/leader discussion groups, teacher networks, and print, digital, and virtual resources/collections; and support teachers in systematically reflecting on and learning from their mathematical practice. • **6d)** Demonstrate mathematics-focused instructional leadership through actions such as coaching/mentoring; building and navigating relationships with teachers, administrators, and the community; establishing and maintaining learning communities; analyzing and evaluating educational structures and policies that affect students' equitable access to high quality mathematics instruction; leading efforts to assure that all students have opportunities to learn important mathematics; evaluating the alignment of mathematics curriculum standards, textbooks, and required assessments and making recommendations for addressing learning and achievement gaps; developing appropriate classroom or school-level learning environments; and collaborating with school-based professionals to develop evidence-based interventions for high and low-achieving students.	Discussion Boards: 6a, b, c, d Blog Journals: 6a, b, c, d **Math and Technology Growth Plan: Leadership (Key Assessment): 6a, b, c, d**
Standard 7: Elementary Mathematics Specialist Field Experiences and Clinical Practice Elementary mathematics specialists engage in a planned sequence of field experiences and clinical practice under the supervision of an experienced and highly qualified mathematics educator. They develop a broad experiential base of knowledge and skills working with a range of student and adult learners including elementary students (e.g., primary, intermediate, struggling, gifted, and English language learners) and elementary school teachers, both novice and experienced, in a variety of school and professional development settings. They develop and use interpersonal and leadership skills to	**Math Coaching Interview, Part I (Key Assessment): 7a, b**

engage school-based and other professionals in the improvement of mathematics programs at the school and/or district levels. Elementary mathematics specialist candidates: • **7a)** Engage in a sequence of planned field experiences and clinical practice under the supervision of an experienced and highly qualified mathematics educator that involves the development of a broad experiential base of knowledge and skills working with a range of student and adult learners in a variety of school and professional development settings and the development of interpersonal skills critical for mentoring other teachers and working with school-based personnel, district administrators, and others. • **7b)** Develop and use leadership skills to improve mathematics programs at the school and/or district level, e.g., coaching/mentoring new and experienced teachers to better serve students; sharing critical issues, policy initiatives, and curriculum trends related to mathematics teaching; keeping abreast of local, state, or national policy decisions related to mathematics education; communicating to educational constituents about students, curriculum, instruction, and assessment; collaborating to create a shared vision and to develop an action plan for school improvement; and partnering with school-based professionals to improve each student's achievement.	**Math Coaching Interview, Part II: Leadership (Key Assessment): 7a, b** **Math and Technology Growth Plan: Leadership (Key Assessment): 7a, b**

AMTE Elementary Mathematics Specialist Standards Alignment:

This course is connected to the AMTE Elementary Mathematics Specialist Standard III -- Leadership knowledge and skills: Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics and to their development as a mathematics instructional leader; this may include using professional organization networks, journals, and discussion groups to stay informed about critical issues, policy initiatives, and curriculum trends.

1. Engage in and facilitate continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' and teachers' mathematical knowledge development; involve colleagues and other school professionals, families, and various stakeholders; and advance the development in themselves and others as reflective practitioners as they utilize group processes to collaboratively solve problems, make decisions, manage conflict, and promote meaningful change.
2. Plan, develop, implement, and evaluate professional development programs at the school and/or district level; use and assist teachers in using resources from professional mathematics education organizations such as teacher/leader discussion groups, teacher networks, and print, digital, and virtual resources/collections; and support teachers in systematically reflecting and learning from practice.
3. Evaluate educational structures and policies that affect students' equitable access to high quality mathematics instruction, and act professionally to assure that all students have appropriate opportunities to learn important mathematics. e.g., evaluate the alignment of mathematics curriculum standards, textbooks, and required assessments and make recommendations for addressing learning and achievement gaps; collaborate with school-based professionals to develop evidence-based interventions for high and low-achieving students; advocate for the rights and/or needs of all students and to secure additional resources as needed.
4. Use mathematics-focused instructional leadership skills to improve mathematics programs at the school and district levels, e.g., serve as coach/mentor/content facilitator – providing feedback to colleagues to strengthen practice and improve student learning; develop appropriate classroom- or school-level learning environments; build relationships with teachers, administrators and the community; collaborate to create a shared vision and develop an action plan for school improvement; establish and maintain learning communities; partner with school-based professionals to improve each student's achievement; mentor new and experienced teachers to better serve students.
5. Select from a repertoire of methods to communicate professionally about students, curriculum, instruction, and assessment to educational constituents—parents and other caregivers, school administrators, and school boards.

International Society for Technology Education (ISTE) Standards for Educators aligned to ELED 571:

Standard 2. Leader; Standard 3. Citizen; Standard. 4 Collaborator

Required Experiences of EMS WKU Sequence	ELED 571 Assignments
A. depth of knowledge beyond elementary preparation	All assignments
B. learn how to provide professional development in math	**Math and Technology Growth Plan: Leadership (Key Assessment)** **Math Coaching Interview, Parts I and II: Leadership (Key Assessment)** **Discussion Board** and **Blog Journal**: EMS Candidates work on and deliver professional development to peers.
C. deepen understanding of how math procedures work	**Discussion Board** and **Blog Journal**: EMS Candidates work on problems, examine student work, and discuss math procedure intricacies.
D. promote mathematical reasoning, sense making, problem solving, computational fluency, justification	**Discussion Board** and **Blog Journal**: EMS Candidates work on problems, examine student work, and discuss mathematical reasoning, problem solving, fluency.
E. how to use different texts and design instruction to meet individual learning needs	**Discussion Board** and **Blog Journal**: EMS Candidates work on problems, examine student work, and discuss individual learning needs of students.
F. learn how to determine what students know and understand, using formative assessments as guide	(in ELED 573)
G. provide strategies and resources for teaching mathematics, including differentiated instruction	(in ELED 572)
H. ensure understanding of vertical nature of mathematics K-8	**Discussion Board** and **Blog Journal**: EMS Candidates work on problems, examine student work, and discuss on

LOLDB: Lenses on Learning Discussion Board (in BlackBoard)
TDB: Technology Discussion Board
BJ: Blog Journal – Blackboard

Course Evaluation: (based on accumulated points)

Content Strands for Course	Points
Lenses on Learning –Discussion Board: --Blog Journal 4 sessions	 60 195
Technology: Personal Introduction with Technology **Math Coaching Interview, Parts I and II: Leadership (Key Assessment)** —2 parts (100 points per part)	 10 200
Leadership: Leadership Blog Entries (80 pts) **Math and Technology Growth Plan: Leadership (Key Assessment)** (100 pts)	 140 100
TOTAL	705

Grading Scale
A = 90% = 635-705
B = 80% = 564-634
C = 70% = 494-563

(See Schedule in separate file)
All assignments are due by midnight of the due date.

Course Assignments, Projects, and Evaluation

Mathematics Content:

Lenses on Learning Discussion Board (255 Points)
Lenses on Learning is a set of seminars designed to help instructional leaders think through the ideas that underlie standards-based reform in elementary mathematics and relate those ideas to their own work. Instructional leaders consider the following topics: the nature of mathematical understanding, the development of children's mathematical understanding, discourse-based mathematics instruction, and professional development for teachers. In this course we will complete Module 1: Instructional Leadership in Mathematics. Participation in each of the four sessions will be worth 75 points each.

Technology:

Personal Introduction with Technology (10 points)
Using a Web 2.0 tool, introduce yourself to the class. Tell us about your leadership or coaching experience in mathematics instruction. (See Create Excellence Website in the Resources section for other Web 2.0 tool ideas.)

Leadership:

Math Coaching Interview Part 1: Leadership (Key Assessment) (100 pts.)
Collaborate with a colleague or current teacher in grades K-6 to interview and observe. Topics will include the shifts in math education, the Standards for Mathematical Practice, learning environment. This is completed in the Clinical Setting under professor supervision.

Math Coaching Interview Part 2: Leadership (Key Assessment) (100 pts.)
Collaborate with a colleague or current teacher in grades K-6 to interview and observe. Topics will include coaching in content pedagogy with curriculum, planning, and providing students/teachers opportunities to communicate about mathematics. . This is completed in the Clinical Setting under professor supervision.

Leadership Blog Entries (140 pts)
Participants will have an opportunity to discuss and debrief math leadership questions.

ELED 571 Culminating Project – Math and Technology Growth Plan: Leadership (Key Assessment) (100 points)
If you are completing the Elementary Math Specialist Endorsement, you will begin this portfolio in the three courses during the first during which ever of the pedagogy courses you start with by developing a Professional Growth Plan (PGP) for Leadership (ELED 571), Instruction of Diverse Learners (ELED 572), and Assessment (ELED 573). Your final portfolio will be submitted in the third course.

Submission of Assignments:

1. You will maintain your own blog journal through Blackboard. It should be private but allow your instructors access to read your reflections.
2. There will be various methods used for class discussions. Some will be Discussion Boards through BlackBoard; however, other Web 2.0 discussion tools will also be used.
3. **The preferred method for submission of your assignments is to upload your assignment file through BlackBoard.**
    a. View the assignment description under Assignments in our BlackBoard course.
    b. Click on the link "View/Complete Assignment: Assignment Name" under the assignment description.
    c. Type a comment to your instructor about your assignment. It will not submit if you do not type something.
    d. Click "Browse" and locate your assignment file.
    e. If you have another file to upload, click "Add Another File" and Browse to locate your file. Be sure to add all files that you need to submit before you click Submit. You cannot come back to this screen.
    f. Click "Submit" to send your file to your instructor.

Class Time Management:
Management of your personal "class time" is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any university course whether face-to-face or online. (Travel time has been a major consideration for many of you in face-to-face classes.) It is not advisable to procrastinate not only because of the time involved but the technical issues you may face and the time required to teach your lesson.

Emails to Instructor:

1. ALL emails should be to both of your instructors and MUST be in the following format:

   ELED 571, First Initial, Last Name, Topic

   Emails without this format will (gently) be returned to you to revise the subject. We are not trying to be rude! Our email programs sort mail according to the class number. If you do not use this standard email format, your message may get lost and many have been lost in past courses. Please help us with this!
2. Please set your email options such that when you reply to any message, it will include the original message. When you email me, my email software will retain your original message when I reply. If you reply back, your message should retain both your original message and my response. This helps to remind me of our ongoing conversations. Thanks!!
3. Please avoid emails with "humorous" attachments or emoticons, texting abbreviations, and viruses by using virus-checking software. Use correct English grammar and spelling in all emails to your instructor. Remember that your emails are professional communication with your instructor.

Naming Files:
In general, all files submitted should begin with your last name, then a period, then the module code, and a description of the assignment. For example, "Tassell.Leadership.Plan.doc".

Participation and Communication:
Students in this online course are not expected to attend any class at WKU; however, student class participation is required. You ARE a part of a distributed class, i.e., you and your classmates are spread around the US and even the world! Each time you come to class via Blackboard on the web, please check Announcements for any current or relevant new information. You must discipline yourself to complete assignments on time. It is strongly suggested that the student notify the instructor in advance of a possible absence for three or more days. Students' participation grade includes completion of class assignments, reading all assigned materials, turning in assignments on time, maintaining contact with the instructor, use of the Q & A Discussion board, and maintaining a positive professional attitude.

Students' participation grade includes completion of class assignments, reading all assigned materials, turning in assignments on time, maintaining contact with the instructor, use of the Q & A Discussion board, and maintaining a positive professional attitude. Your instructor is happy to make an appointment (either in person or by phone) with any student to help with any assignment or answer any questions. However, it is easier for your instructor to respond more quickly to email than regular postal mail or phone messages.

Title IX/Discrimination & Harassment:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Deborah Wilkins, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.

Statement of Diversity:
Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and

employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. To that end, this classroom is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated.

While the majority of students are comfortable with the pronoun sets "he/him" or "she/her," there is a growing population who prefer "they/them" pronouns, or another pronoun sets like ze/zir, per/pers, ey/em, or xe/xem, to avoid binary gender association. Participants in this course may choose to go by the pronoun sets with which they identify and are most comfortable. In addition to pronouns, all students have the right to indicate their preferred first name on TOPNET; this will appear on class rosters. If you did not specify your preferred name on TOPNET, please let me know what name and pronouns I should use for you. Student's chosen names and pronouns will be respected at all times in the classroom.

Plagiarism:

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be the student's own. One must give any author credit for source material borrowed from another. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

For more information about the Process for Academic Dishonesty

Blog Journals and Discussion Boards: (partial points may be given)
Refer to course calendar for Blog Journals or Discussion Board due dates. Rubric below will be used to grade all discussion posts and responses.

Rubric scores	Quality of Participation
93-100%	• Discussion/blog postings are submitted on time. • Contributions are meaningful and demonstrate understanding and synthesis of ALL assigned activities, readings and videos. • Discussion forums: In-depth thought and contributions that encourage intellectual growth of other participants. APA references are added for further information located by student. • Reflections: demonstrates in-depth thought and reflection. APA references added often. • Adds significant resources such as links to articles, websites, videos, blogs, podcasts, etc. that contribute to the week's topics and ties them into your discussion. • Discussion postings are respectful and courteous. • Two or more comments are added to other students' posts.
70-92%	• Discussion/blog postings are submitted on time. • Contributions are meaningful and demonstrate understanding and of most assigned activities, readings and videos. • Discussion forums: Some thought and contributions encourage intellectual growth of other participants. One APA reference added for further information located by student. • Reflections: demonstrates some thought and reflection. APA reference added sometimes. • Adds a few resources such as links to articles, websites, videos, blogs, podcasts, etc. that contribute to the week's topics and ties them into your discussion. • Discussion postings are respectful and courteous. • One comment added to other students' posts.
40-69%	• Discussion/blog postings are late. • Overall contribution/response is lacking in that readings are only sometimes incorporated into the discussions and postings are not always on topic. • Discussion forums: Adds one resource that does not significantly contribute to the week's topics or does not really tie them into the discussion. No APA reference added. • Reflections: • Discussion postings are respectful and courteous.
1-39%	• Overall contributions are not meaningful. For example, the posts do not go beyond "I agree" or "Good post." • Very little evidence of having read course materials or giving any in-depth thought to the topic. • No additional resources added.
0	• No contribution to discussion or reflection.