Bring School Choice to Life

**Authentic Learning:** School Visits with Service Learning: 300 points

1. Secure a middle or high school listed on the Community Partners list or one of your choice to complete Journals 1 through 4 according to the instructions below. Be sure to furnish the letter of introduction (attached) and syllabus, if requested.
2. Submit the Service Learning Registration Form on or before the first School Paperwork due date. *(Completed/Signed Paperwork: 25 points)*
3. Complete the four interviews according to the instructions below and submit the four journals on the scheduled due dates. *(Journals: 100 points--#1-4 25 points each)*
4. Complete 10 hours of service to a particular classroom and teacher according to the agreement arranged in your Service Learning paperwork. The type of service that you are performing and the teacher that you are serving must be outlined specifically on your Service Learning Registration Form submitted in #2 above in order for you to be eligible for the credit for completing the hours. Submit a signed and completed Service Learning Time Sheet on or before the due date in the Course Agenda. *(Completed/Signed Time Sheet: 25 points, Hours: 100 points, Each hour is worth 10 points.)* Additionally, you must reflect on the service in your final journal as per the instructions below. *(Journal #5, 50 points)*

**School Visits Journal Questions**

You will be required to complete five journals based on the parameters outlined below, and you will submit these journals at different assigned dates throughout the semester. These journals are to be written in essay format and not in Question and Answer format. Journals #1-4 should be 1 to 2 pages in length, and Journal #5 should be 3 to 4 pages in length. Consider Journals #1-4 as an opportunity to tell the story of what happened during your school visits, and Journal #5 is to reflect on the experience--what you learned during your time in the school and how it relates to coursework and materials experienced throughout the semester.

**Visit/Journal #1: Literature Review, Tour, and Interview with the Principal, Director, Head Master/Mistress**

A. Review literature and/or a website that new/prospective students and families receive, and write about the content of these documents.
B. Take a tour of the school, and then write about what the school looks like inside and out.
C. Interview the Principal, Director, Head Master/Mistress, and then write about the answers that you received to the following questions:
   a. How long have you been an administrator in this school?
   b. How long have you been an administrator?
   c. Have you held other positions in the field of Education?
   d. How long have you been in the field of Education?
   e. What do you see as the greatest satisfaction in your job?
   f. What do you see as the greatest challenge in your job?
   g. What is your philosophy when working with parents and community members?
   h. What is the greatest strength and weakness of your school?
   i. What are the goals of the school this year, and how will they be assessed?
   j. How have the recent events of Hurricane Sandy and the tragedy in CT affected your school?
   k. Feel free to ask any additional questions that you might find necessary.

**Visit/Journal #2: Classroom Observation, Tour, and Interview with the Classroom Teacher**
A. Observe a full lesson, and then write about the answers that you gathered to the following questions:
   a. What type of class did you visit? (grade level, subject, number of students)
   b. What was the topic being taught?
   c. What activities were the teacher and students involved in?
   d. How did the teacher and students interact and relate to one another?
   e. What were the strengths and weaknesses of the lesson?

B. Take a tour of the classroom, and then write about what the classroom looks like and how it is arranged.

C. Interview the teacher, and then write about the answers that you received to the following questions:
   a. How long have you been a teacher in this school?
   b. What class(es) are you teaching this school year?
   c. How long have you been a teacher?
   d. Have you held other positions in the field of Education?
   e. How long have you been in the field of Education?
   f. What do you see as the greatest satisfaction in your job?
   g. What do you see as the greatest challenge in your job?
   h. What is your philosophy when working with parents and community members?
   i. What is the greatest strength and weakness of your teaching style?
   j. How have the recent events of Hurricane Sandy and the tragedy in CT affected your teaching?
   k. Feel free to ask any additional questions that you might find necessary.

Visit/Journal #3: Literature Review and Interview with a Child Study Team/Special Services Department Member (Director of Special Services, Learning Disabilities Teacher Consultant, Speech Therapist, Occupational Therapist, Physical Therapist, Social Worker, or Psychologist)

A. Review literature that is given to classified students and their families, and then write about the contents of that literature.

B. Interview a Child Study Team/Special Services Department Member, and then write about the answers that you received to the following questions:
   a. What is your role in the school and/or district?
   b. How long have you had this position?
   c. How long have you been in the field of Education?
   d. What other roles in the field of Education have you held?
   e. What is the percentage of Special Education to General Education students in the school/district?
   f. What types of classified students are enrolled in the school/district?
   g. What services are offered to classified students?
   h. What is the policy on inclusion?
   i. What are the Child Study Team’s/Special Services Department’s goals for the year, and how will they be assessed?
   j. What are the biggest challenges in your role?
   k. What do you see as the greatest challenge in your job?
   l. What do you see as the greatest satisfaction in your job?
   m. How have the recent events of Hurricane Sandy and the tragedy in CT affected your department?
   n. Feel free to ask any additional questions that you may find necessary.

Visit/Journal #4: Interview with a Support Staff Member (Custodian, Secretary, Nurse, Cafeteria Worker, Bus Driver, Security Guard, Crossing Guard, Teacher’s Aide, or Guidance Counselor)
A. Interview a Support Staff Member, and then write about the answers that you received to the following questions:
   a. What is your job title and job description?
   b. How long have you been in this role at this school?
   c. Have you held any other roles at this school or elsewhere in the field of Education?
   d. What do you see as the biggest challenge of your job?
   e. What do you see as the biggest satisfaction of your job?
   f. What are the greatest strengths and weaknesses of the school?
   g. How are your interactions with the teachers and other staff members?
   h. How have the recent events of Hurricane Sandy and the tragedy in CT affected your position?

Journal #5: Reflective Essay-No Visit Necessary (continued on page 9)

A. Reflect on the visits and information that you learned while you were in the school, and then write answers to the following questions that incorporate course materials from the text and classroom activities:
   a. Would you want to be a student in this school? Why or why not?
   b. Would you want to be a teacher in this school? Why or why not?
   c. If you were a student in the classroom that you observed, how would you feel about the teacher and the subject? Explain.
   d. If you were a classified student, how would you feel about being a part of the Special Education program at this school? Explain.
   e. What is the best aspect of this school?
   f. What is the worst aspect of this school?
   g. What is the most memorable aspect of your visits to this school?
   h. What do you look forward to most and least about pursuing a career in teaching?
   i. Reflections of Service Learning hours in your cooperating teacher’s classroom:
      1. What did you do?
      2. Did you enjoy it or not?
      3. What did you learn from your duties?
      4. What was the most memorable moment in your role in this Service Learning project?
      5. Did the ten hours of Service Learning add to or take away from your desire to want to be teacher? Explain why.
   6. Reflect on the process of becoming a Service Learner in this school.
      a. Was it easy to get the paperwork completed before, during and after?
      b. Would you recommend that more students visit this school? Explain.
      c. If the school wasn’t on the community partners list, would you recommend that Lori Moog contact them to have them added? Explain.
      d. If you said yes to b and/or c, please provide a contact name and title and email and/or phone number for that person.
School Visits with Service Learning: 350 points

5. You will be assigned to a team based on geography, where possible, to visit a particular school: parochial, public, charter public, vocational/technical, private, or special ed/alternative.
6. Exchange schedules and contact information with your teammates, and select a spokesperson for the team to facilitate the scheduling of an initial, organizational meeting with your school’s contact person, whose name and information will be provided to you.
7. Meet at the school AS A GROUP for the initial, organizational meeting in the month of September to discuss and/or decide on the task/project that you will participate in at the school, and create a schedule of visits for the duration of the semester (to end the last week of November).
8. Present an overview of what you will be doing at your school and what your initial perceptions of the school and the assignment are to your classmates. This should be a group presentation that can be as simple as a discussion or as elaborate as an infographic to outline the course of action that you intend to take. (50 points)
9. Complete the Service Learning Registration form for each team member in conjunction with the school’s contact person. Part A is the student’s information; Part B is the school’s information and the description of the task/project; and Part C is for me to complete. Submit the Service Learning paperwork on or before the first School Paperwork due date in the Course Agenda. (Completed/Signed Paperwork: 25 points)
10. Complete the task/project throughout the months of October and/or November, and get initials on your time sheet for each visit that you complete. Each team member must complete a minimum of 15 hours of service to the school. These hours may be completed individually or with teammates based upon the agreement made with the supervisor/contact person.
11. Submit a signed and completed Service Learning Time Sheet on or before the due date in the Course Agenda. (Completed/Signed Time Sheet: 25 points, Hours: 150 points, Each hour is worth 10 points.)
12. Work as a team to craft a final presentation of what you did and what you learned during your time there about being a teacher. This presentation should include a description of the school, a description of the task/project, the most memorable aspects of the visits, and how the visits impacted your decisions to pursue or depart from the field of Education. This can be in any format that you choose, but it should include some type of visual. If you choose to include photographs of any people at the school, particularly students, written consent must be submitted along with the presentation. (Presentation, 100 points)
Dear Colleague:

I am pleased to introduce ____________________________ as a student in my Foundations of Education class at Raritan Valley Community College. This student is considering an Associate’s Degree in Education, and this course will give him/her an initial opportunity to gain an appreciation for school organization and culture and the teaching profession.

One course assignment, School Visits, is organized so that the student will get exposure to many different facets of a school community: administration, support staff, faculty, classroom setting and management, and student services. Therefore, he/she will be petitioning to conduct interviews with different staff members and to visit with and observe one faculty member in particular. The course syllabus specifically outlines the type of information he/she is to garner during his/her time in your district; so please feel free to ask this student for a copy of the School Visits Journal Questions from the Foundations of Education syllabus to maintain for your records. Additionally, this student will be required to participate in a 10 hour Service Learning experience in your school under the supervision of a classroom teacher. This experience might include in-class support for a student or a small group of students, reading to or with students, helping with a long term project, or simply being a teacher’s assistant. The students are there to serve your staff and students as needed. This will require additional paperwork, namely a completed Service Learning Registration Form at the start and a completed Time Sheet at the end, which the student has been given and can provide.

Thank you, in advance, for your consideration and support of this student’s academic endeavors; if you should need further information, please do not hesitate to contact me. I am sure that this student will conduct himself/herself in a professional manner and will be a pleasure to have around. If this is not the case, please contact me immediately so that I may intervene to manage the situation. Once again, thank you for being a beacon of inspiration for this future educator!

Respectfully,

Kathryn Suk, M. Ed.
Education Program Coordinator and Instructor (5-12)
Field Placement Coordinator (P-12)
(908) 526-1200 x 8983
ksuk@raritanval.edu
Dear Colleague:

Thank you for your interest in Raritan Valley Community College’s Service Learning Program for students enrolled in EDUC 212 Foundations of Education as part of the Associate of Arts in Education (5-12) degree program. I am pleased to invite you and your colleagues to partner with us during the fall 2013 semester as my students and I embark on a new design of this important authentic learning component in this introductory course!

The students will be required to participate in Service Learning by engaging in the following tasks.

1. Students will be assigned to work in teams to visit one of six types of schools—traditional public, charter, parochial, private, vocational and special education or alternative—on the middle and/or high school level (Grades 5 through 12).

2. Each team will be required to visit with the administrator or designated Service Learning supervisor at their assigned school to discuss the school’s needs during the month of September. Essentially, the students will be asking, “What can we provide for you, your teachers, your students, your school? How can we help you and learn to be teachers simultaneously?”

   Ideas may include, but are certainly not limited to, providing in-class support for an on-going project, designing a new school website, developing an eduClipper or Pinterest board for the teachers to use in content areas, creating a social media presence or avenue for the parents to correspond with a specific teacher, or maybe helping to facilitate a specific fundraiser or schoolwide initiative such as bully prevention or your own service learning idea!

3. Once the target need is decided, the students will work with the appropriate staff and/or students to help complete the task throughout the months of October and November as mutually agreed upon by the parties involved. Each student must complete a minimum of 15 hours on the project, excluding the initial meeting outlined in #2 above. Therefore, the team will log a total of 60 + hours (based on a team of four students) at your school.

4. Finally, the students will present their efforts to their fellow classmates in the beginning of December as part of their final semester assessment.

Thank you, in advance, for your time and support of these pre-service teachers as they embark on this noble profession that we all love. My students and I are grateful for your commitment and inspiration. Please feel free to contact me should you wish to discuss this further. I look forward to partnering with you soon!

Respectfully,

Kathryn Suk, M. Ed.
Education Program Coordinator and Instructor (5-12)
ksuk@raritanval.edu
908.526.1200 x8983
## Written Assignment Rubric:

<table>
<thead>
<tr>
<th>Contents</th>
<th>Exemplary</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student...</td>
<td>completes the assignment according to the instructions and the submission guidelines.</td>
<td>completes the assignment according to most of the instructions and/or the submission guidelines.</td>
<td>completes the assignment according to some of the instructions and/or the submission guidelines.</td>
<td>completes the assignment according to a few of the instructions and/or the submission guidelines.</td>
<td>does not complete the assignment according to the instructions or the submission guidelines.</td>
</tr>
</tbody>
</table>

| Organization | organizes thoughts in a logical sequence where ideas flow from a catchy introduction, to vivid supporting details, to a comprehensive conclusion. | organizes thoughts in a logical sequence where most ideas flow from a good introduction, to thorough supporting details, to a good conclusion. | attempts to organize thoughts in a logical sequence where some ideas flow from a weak introduction, to minimal supporting details, to a weak conclusion. | attempts to organize thoughts in a logical sequence where few ideas flow from an introduction, to supporting details, to a conclusion. | does not organize thoughts in a logical sequence and ideas don’t flow from an introduction, to supporting details, to a conclusion. |

| Connections | makes clear connections to course materials with appropriate citations and references. | makes clear connections to course materials with inaccurate citations and/or references. | attempts to make connections to course materials with some clarity and with incomplete citations and/or references. | attempts to make connections to course materials with little clarity and without citations or references. | does not make connections to course materials and does not include citations or references. |

| Expression | takes many risks to express personal insights. | takes risks to express personal insights. | takes some risks to express personal insights. | takes few risks to express personal insights. | does not take risks to express personal insights. |

<p>| Mechanics | writes with excellent grammar, capitalization, punctuation, and spelling skills. | writes with good grammar, capitalization, punctuation, and spelling skills. | writes with fair grammar, capitalization, punctuation, and spelling skills. | writes with limited grammar, capitalization, punctuation, and spelling skills. | writes with poor grammar, capitalization, punctuation, and spelling skills. |</p>
<table>
<thead>
<tr>
<th></th>
<th>Exemplary</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The student...</td>
<td>The student...</td>
<td>The student...</td>
<td>The student...</td>
<td>The student...</td>
</tr>
<tr>
<td><strong>Volume</strong></td>
<td>spoke loudly enough to reach all areas of the classroom.</td>
<td>spoke loudly enough to reach most areas of the classroom.</td>
<td>spoke loudly enough to reach many areas of the classroom.</td>
<td>spoke loudly enough to reach some areas of the classroom.</td>
<td>spoke loudly enough to reach few areas of the classroom.</td>
</tr>
<tr>
<td><strong>Clarity</strong></td>
<td>always spoke slowly and clearly.</td>
<td>often spoke slowly and/or clearly.</td>
<td>sometimes spoke slowly and/or clearly.</td>
<td>rarely spoke slowly and/or clearly.</td>
<td>never spoke slowly or clearly.</td>
</tr>
<tr>
<td><strong>Eye Contact</strong></td>
<td>always made eye contact.</td>
<td>often made eye contact.</td>
<td>sometimes made eye contact.</td>
<td>rarely made eye contact.</td>
<td>never made eye contact.</td>
</tr>
<tr>
<td><strong>Posture</strong></td>
<td>always stood tall.</td>
<td>often stood tall.</td>
<td>sometimes stood tall.</td>
<td>rarely stood tall.</td>
<td>never stood tall.</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>adhered to the time limit.</td>
<td>attempted to adhere to the time limit.</td>
<td>attempted to adhere to the time limit.</td>
<td>did not adhere to the time limit.</td>
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</tbody>
</table>
Please choose the word/phrase in each statement below that best reflects your position/feeling in regard to the Service Learning assignment thus far. Below each statement, please provide an explanation to elaborate on why you made the choice that you did. (5 pts. each)

1. The service learning assignment is ...very necessary, necessary, partially necessary, unnecessary.

2. The service learning assignment has been...very easy, easy, challenging, frustrating.

3. The service learning assignment makes this course...much better, better, no different, worse.

4. The service learning assignment should be...as a group, with a partner, independent, a choice of the three.

5. The service learning assignment should be completed at...a school of the student’s/students’ choice, a school assigned based on geography, a school assigned based on interest, a school assigned based on interest and geography.

6. My group is...very cooperative, cooperative, mildly cooperative, uncooperative.

7. The process of organizing and attending a meeting with a school level administrator or supervisor has been...productive and professional, professional but unproductive, productive by unprofessional, unprofessional and unproductive.

8. The instructor (Prof. Suk) has been...informative and supportive, informative but not supportive, supportive but not informative, not informative and not supportive.

9. The instructor (Prof. Suk) has offered...too much time, just the right amount of time, too little time, not enough time to meet with my team.

10. Social Media has...a place in the assignment, a possible place in this assignment, has no place in this assignment.
EDUC 212-01 Service Learning Presentations Rubrics

Before (At the start of the semester/project)

Due: Monday, 10/14—PLEASE UPDATE YOUR SYLLABUS as this is a change of due date!!!!

Each team will present an overview of what its members will be doing at the assigned school and what the initial perceptions of the school and the assignment are to the entire class. This should be a group presentation that can be as simple as a discussion or as elaborate as an infographic to outline the course of action that you intend to take. Each team member will score the group, and the total points on each rubric will be averaged in with Professor Suk’s evaluation and then multiplied by two to equal 50 points.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>5 The students...</th>
<th>4 The students...</th>
<th>3 The students...</th>
<th>2 The students...</th>
<th>1 The students...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of Project at School</td>
<td>clearly outlined the purpose and the intended outcome of the task that they are completing at the school and all of the activities and staff and/or students that they will be working with there.</td>
<td>adequately outlined the purpose and the intended outcome of the task that they are completing at the school and most of the activities and staff and/or students that they will be working with there.</td>
<td>partially outlined the purpose and the intended outcome of the task that they are completing at the school and some of the activities and staff and/or students that they will be working with there.</td>
<td>partially outlined the purpose and/or the intended outcome of the task that they are completing at the school and some/few of the activities and staff and/or students that they will be working with there.</td>
<td>insufficiently outlined the purpose or the intended outcome of the task that they are completing at the school and few, if any, of the activities and staff and/or students that they will be working with there.</td>
</tr>
<tr>
<td>Initial Description and Perceptions of School</td>
<td>specifically described the school and their unique, initial perceptions of it.</td>
<td>adequately described the school and their initial perceptions of it.</td>
<td>partially described the school and some of their initial perceptions of it.</td>
<td>partially described the school and/or some of their initial perceptions of it.</td>
<td>insufficiently described the school and few, if any, of their initial perceptions of it.</td>
</tr>
<tr>
<td>Outline of Course of Action</td>
<td>clearly and specifically defined the schedule and the tasks that are to be completed by each team member.</td>
<td>clearly defined the schedule and the tasks that are to be completed by the team throughout the duration of the semester.</td>
<td>loosely defined the schedule and the tasks that are to be completed by the team throughout the duration of the semester.</td>
<td>Slightly defined the schedule and/or the tasks that are to be completed by the team throughout the duration of the semester.</td>
<td>did not define the schedule or the tasks that are to be completed by the team throughout the duration of the semester.</td>
</tr>
<tr>
<td>Involvement of Members</td>
<td>project at the school.</td>
<td>project at the school.</td>
<td>semester/ project at the school.</td>
<td>project at the school.</td>
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<tr>
<td>equitably distributed involvement in the presentation to their classmates and instructor.</td>
<td>attempted to equitably distribute involvement in the presentation to their classmates and instructor.</td>
<td>attempted to distribute involvement in the presentation to their classmates and instructor.</td>
<td>poorly distributed involvement in the presentation to their classmates and instructor.</td>
<td>did not distribute involvement in the presentation to their classmates and instructor.</td>
<td></td>
</tr>
</tbody>
</table>

| Initial Perception of the Assignment Overall | took many risks to express constructive criticism and positive feedback about the assignment design, purpose, assessment measures, and evaluations. | took some risks to express constructive criticism and positive feedback about the assignment design, purpose, assessment measures, and evaluations. | took few risks to express constructive criticism and/or positive feedback about the assignment design, purpose, assessment measures, and/or evaluations. | took no risks to express constructive criticism or positive feedback about the assignment design, purpose, assessment measures, or evaluations. | did not provide their perceptions of the assignment overall. |

**Total Points Awarded:**

**Comments:**
EDUC 212-01 Service Learning Presentations Rubrics

After (At the end of the semester/project)

Due: Wednesday, 12/4

Each team will craft a final presentation of what it did and what was learned about being a teacher during the time at the school. This presentation should include an informed description of the school, a retrospective description of the task/project, the most memorable aspects of the visits, and how the visits impacted the team members’ decisions to pursue or depart from the field of Education. This can be in any format that the team chooses, but it should include some type of visual. If the team chooses to include photographs of any people at the school, particularly students, written consent must be submitted along with the presentation. Each team member will score the team, and these scores will be averaged in with Professor Suk’s evaluation and multiplied by four for a total of 100 points.

<table>
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</thead>
<tbody>
<tr>
<td>Informed Description and Final Perceptions of School</td>
<td>specifically described the school and their unique, final perceptions of it.</td>
<td>adequately described the school and their final perceptions of it.</td>
<td>partially described the school and some of their final perceptions of it.</td>
<td>partially described the school and/or some of their final perceptions of it.</td>
<td>insufficiently described the school and few, if any, of their final perceptions of it.</td>
</tr>
<tr>
<td>Description of the Project at the School</td>
<td>clearly outlined the purpose and the outcome of the task that they completed at the school and all of the activities and staff and/or students that they worked with there.</td>
<td>adequately outlined the purpose and the outcome of the task that they completed at the school and most of the activities and staff and/or students that they worked with there.</td>
<td>partially outlined the purpose and the outcome of the task that they completed at the school and some of the activities and staff and/or students that they worked with there.</td>
<td>partially outlined the purpose and/or the outcome of the task that they completed at the school and some/few of the activities and staff and/or students that they worked with there.</td>
<td>insufficiently outlined the purpose or the outcome of the task that they completed at the school and few, if any, of the activities and staff and/or students that they worked with there.</td>
</tr>
<tr>
<td>Memorable Aspects of the Visits</td>
<td>selected a few memorable aspects that afforded them with valuable skills to utilize in their future careers.</td>
<td>selected some memorable aspects that afforded them with valuable skills to utilize in their future careers.</td>
<td>selected many memorable aspects that may afford them with valuable skills to utilize in their future careers.</td>
<td>selected many memorable aspects that may afford them with skills to utilize in their future careers.</td>
<td>selected many memorable aspects that may or may not afford them with skills to utilize in their future careers.</td>
</tr>
<tr>
<td>Impact of the Visits</td>
<td>reflected on the positive and negative influences that the visits had on their individual decisions to continue or to depart from their pursuits in Education.</td>
<td>reflected on the positive and negative influences that the visits had on their collective decision to continue or to depart from their pursuits in Education.</td>
<td>reflected on the positive and/or negative influences that the visits had on their collective decision to continue or to depart from their pursuits in Education.</td>
<td>reflected on the positive or negative influences that the visits had on their collective decision to continue or to depart from their pursuits in Education.</td>
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<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
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**Total Points Awarded:**

**Comments:**