



School Psychology Program
Signature Assignment for EDP 536
In-Service Training Presentation

Student Learning Outcome(s) Assessed:

SLO #5: Knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

Description of the Signature Assignment

Candidates are required to demonstrate the ability to organize and carry-out an in-service presentation as well as ongoing plan of evaluation for staff development in schools, for colleagues at professional conferences, and/or for local community agencies. The topic is to cover issues related to culture, diversity, gender, sexuality, in relation to youth and staff well being, and specifically student achievement.

Directions for Students

This course involves practice and direct instruction on preparing and presenting an in-service training to educators. The selected in-service topic area is "Diversity." Groups of students will choose from among a variety of theory and research based programs and strategies effective for use in schools. Each group (e.g. 2 to 3 students) will give an oral presentation on a particular program or strategy, and provide class members with informational materials that will enable others to present the material. Thus, the entire class will have the knowledge, skills and resources to assist schools in creating a violence prevention program. The cross-cultural competencies, objectives, and overall standards of the American Counseling Association (n.d.) as well as Best Practices for the National Association of School Psychologists (Miranda, 2008) will be adhered to for this assignment. Also, current literature, should guide the delivery of information and examples within the presentation. For example Ingraham's (2000) cross-cultural consultation or Henning-Stout's "white consultant" considerations.

References

- American Counseling Association. (n.d.). *Cultural competences and objectives*. Retrieved 09/12/2010 from www.counseling.org
- Henning-Stout, M. (1994). Thoughts on being a white consultant. *Journal of Educational and Psychological Consultation*, 5, 269-273.
- Ingraham, C. (2000). Consultation through a multicultural lens: Multicultural and cross-cultural consultation in Schools. *School Psychology Review*, 29 (3), 320-343.
- Miranda, A. (2008). Best practices in increasing cross-cultural competence. In A. Thomas' and J. Grimes' (Eds.). *Best Practices in School Psychology (5th Edition)*. Bethesda, MD: National Association of School Psychologists.

Scoring Rubric:

	Beginning	Developing	Accomplished	Exemplary
Participation (4 points)	One main speaker; little participation from other group members	Most group members participate but unequal contributions	All group members have significant participation	Well-balanced participation by all group members
Content & Information (4 points)	Essential information is lacking; numerous errors present. Lacks details and examples. Evidence of limited or no research or preparation	Essential information is included but errors present. Few details and examples included. Evidence of some research and preparation	Knowledge of subject and program is good. Includes several details and examples. Evidence of research and preparation	Knowledge of subject and program is excellent. Includes numerous details and examples. Evidence of extensive research and preparation.
Visuals (2 points)	No visuals	Weak visuals that do not contribute to audience understanding	Adequate visuals	Interesting, original, factual, colorful visuals
Audience Participation (2 points)	Presenters offered no opportunities for audience interaction with one another, the presentation content, and/or presenters	Presenters offered an opportunity for audience to interact, but the activity(ies) did not advance audience learning about the content	Presenters offered an opportunity for audience to meaningfully interact with one another, the presentation content, and/or presenters	Presenters offered more than one opportunity for audience to meaningfully interact with one another, presentation content, and/or presenters
Delivery (8 points)	Poorly organized; hesitant; shows lack of rehearsal No audience eye contact, distracting mannerisms	Some organization and rehearsal Very little eye contact, relies heavily on notes	Good organization. Smooth. Obviously rehearsed Good eye contact, only somewhat dependent on notes	Very professional; polished. Confident. Excellent flow Excellent eye contact, minimal reliance on notes
Total Points: /20				

Legend

Total Points	College of Education Assessment Scale Equivalent
18-20	4 (Exceeds Expectations)
15-17	3 (Meets Expectations)
11-14	2 (Meets Some Expectations)
08-10	1 (Does Not Meet Expectations)
<7	0 (Can't Score)