

Handout 8

Individual Collaborative Skills Action Plan and Journal Description and Evaluation Criteria

I. Description

The purpose of the collaborative skills action plan and journal is for you to identify a collaborative skill that is challenging for you and to focus on improvement of this skill through the development of related goals and the use of specific strategies and journal reflections. To accomplish this, you will use the checklist provided in *Handout 6* to assess yourself and identify three individual skills related to interpersonal relationships, and/or communication and collaboration that you would like to improve upon. Based upon your identification of three skills, you will 1) develop a goal and at least two strategies within each goal that are designed to help you improve upon the skill, and 2) use a weekly reflective journal format to reflect on actions you have taken in your professional role that relate to your targeted goals and strategies. The entries should document progress being made in relation to your goals, as well as connections between your targeted skill and assigned readings and/or class discussions. Completed journals must include a cover page outlining the rationale for selecting your three skills, at least one goal and two strategies per skill area, twelve journal entries that are the equivalent of 1 typed, single-spaced page, and a final reflective summary of 1 – 2 pages. The reflective summary needs to address the degree to which implementation of the plan has helped you to improve your skills as a collaborative leader, and enhance your effectiveness in collaborating and communicating with colleagues, family members and students. In particular, the summary should address the ways in which your growth as a collaborative leader enhances outcomes for children with disabilities and those placed at risk of school failure. Finally, the summary should comment on areas in need of further improvement and your plans for addressing these needs.

Individual Collaborative Skills Action Plan and Journal

I. Skill 1: General Description of Skill in Need of Improvement

- **Rationale for selection of skill (must be tied to self-assessment):**
- **Goal related to skill 1:**

Strategy #1 for attainment of goal 1:

Strategy #2 for attainment of goal 1:

II. Skill 2: General Description of Skill in Need of Improvement

- **Rationale for selection of Skill (must be tied to self-assessment):**
- **Goal related to skill 2:**

Strategy #1 for attainment of goal 2:

Strategy #2 for attainment of goal 2:

III. Skill 3: General Description of Skill in Need of Improvement

- **Rationale for selection of skill (must be tied to self-assessment):**
- **Goal related to skill 3:**

Strategy #1 for attainment of goal 3:

Strategy #2 for attainment of goal 3:

Evaluation Criteria for Individual Collaborative Skills Action Plan and Journal

Total points possible = 25

1. Action Plan (7 points)

Criteria:

- Target skills clearly described
- Rationale for selecting skill is provided and is connected to results of self-assessment
- Scope of targeted skill is appropriate (e.g., “do-able” yet meaningful)
- At least 1 goal per skill is identified (include timeline for completion)
- At least 2 strategies per goal are stated

2. Journal entries (12 points)

Criteria:

- 12/12 entries are completed
- Entries contain a clear description of context and outcomes related to goal/strategy
- Goal(s) and/or strategy (ies) being addressed are identified within the entry
- Connections to readings and discussions link theory and practice
- Reflections are thoughtful and reveal ability to conduct ongoing self-assessment of the development of specific collaboration and communication skills

3. Summary reflection (6 points)

Criteria:

- Final summary shows evidence of in-depth reflection and movement towards attainment of goals
- Summary outlines degree to which implementation of the plan has helped to enhance collaboration and communication with colleagues, family members and students
- Summary addresses the degree to which improved skills in collaboration enhance outcomes for students with disabilities and those placed at risk
- Areas in need of improvement are articulated and discussed in terms of future plans