

Name: _____

Class: _____

Culture Project Rubric

Part 1 – Information Sheet and Research Notes

	10	8	6	4	Mark
Research Notes	<ul style="list-style-type: none"> • All components of the organizer are completed • Recorded neatly onto the organizer. • Correct spelling. • Accurate information. • Well researched (at least 5 websites used). 	<ul style="list-style-type: none"> • Most components of the organizer are completed. <p>Or</p> <ul style="list-style-type: none"> • Only 3 websites used to gather information. 	<ul style="list-style-type: none"> • Some components of the organizer are completed <p>and/or</p> <ul style="list-style-type: none"> • Only 3 websites used to gather information. 	<ul style="list-style-type: none"> • Very little of the organizer is completed. 	
	10	8	6	4	Mark
Culture Poster	<ul style="list-style-type: none"> • Culture is clearly represented through words <u>and</u> pictures • Colourful • Neat • Correct Spelling. • Contains a title. • At least 5 facts about the culture are represented. 	<ul style="list-style-type: none"> • Culture is represented using only pictures <u>or</u> words. <p>Or</p> <ul style="list-style-type: none"> • Lacking colour <u>and</u> neatness. <p>Or</p> <ul style="list-style-type: none"> • 3 facts about the culture are included. 	<ul style="list-style-type: none"> • Culture is represented using only pictures <u>or</u> words. <p>And</p> <ul style="list-style-type: none"> • Lacking colour <u>and</u> neatness. <p>Or</p> <ul style="list-style-type: none"> • 3 facts about the culture are included. 	<ul style="list-style-type: none"> • Culture is represented using only pictures <u>or</u> words. <p>And</p> <ul style="list-style-type: none"> • Lacking colour <u>and</u> neatness. <p>And</p> <ul style="list-style-type: none"> • 3 or fewer facts about the culture are included. 	
Comments			TOTAL MARK _____ 20		

Grading Rubric Social Work

**Lisa E. Cox, Carolyn J. Tice, Dennis D.
Long**

Grading Rubric Social Work:

Introduction to Social Work Lisa E. Cox, Carolyn J. Tice, Dennis D. Long, 2021-08-30 The award winning Introduction to Social Work An Advocacy Based Profession takes students on an exploration of what social work is what it was historically and how to be an effective advocate as a social worker moving forward Built on a unique advocacy practice and policy model comprised of four components economic and social justice a supportive environment human needs and rights and political access the book provides a crucial lens for viewing today s social issues Best selling authors Lisa E Cox Carolyn J Tice and Dennis D Long emphasize advocacy throughout all sectors of social work with a focus on environmental international and military social work The Third Edition closely aligns with the latest Educational Policy and Accreditation Standards EPAS from the Council on Social Work Education CSWE references the 2018 Code of Ethics from the National Association of Social Workers NASW and includes profound discussions of societal impacts on areas of public health policy juvenile justice race inequality social movements and self care This title is accompanied by a complete teaching and learning package

Introduction to Social Work: A Writing Approach to Professional Discovery Michael A. Wright, 2015-11-23 In this Introduction to Social Work text the Hegelian Dialectic thesis antithesis synthesis is introduced An example essay is provided at the end of each chapter A rubric is also provided in this text to support evaluation of the form requirement The goal is for students to learn and practice logical writing and receive an introduction to synthesis integration Students practice the ability to articulate how two contradictory ideas can coexist The reward reveals itself in later classes Logic discussions and literature review are potentially less dualistic Students evidence a greater tolerance for ambiguity and opposing viewpoints during discussions

Trauma-Informed Pedagogies Phyllis Thompson, Janice Carello, 2022-08-05 This book centers equity in the approach to trauma informed practice and provides the first evidence based guide to trauma informed teaching and learning in higher education The book is divided into four main parts Part I grounds the collection in an equity approach to trauma informed care and illustrates one or more trauma informed principles in practice Chapters in Part II describe trauma informed approaches to teaching in specific disciplines In Part III chapters demonstrate trauma informed approaches to teaching specific populations Part IV focuses on instruments and strategies for assessment at the institutional organizational departmental class and employee levels The book also includes a substantial appendix with more than a dozen evidence based and field tested tools to support college educators on their trauma informed teaching journey

Teaching in Social Work Jeane W. Anastas, 2022-02-22 This book is a comprehensive survey of the theories principles methods and formats that are most appropriate and applicable to teaching in the field of social work Drawing from her extensive classroom and field experience the renowned social work researcher and educator Jeane W Anastas merges practice wisdom with rigorous research on instruction and learning identifying the factors that produce effective educational outcomes Built around a teacher and student in situation framework Teaching in Social Work examines the effect of social issues professional norms

and needs and educational settings on the interactions among educators students and subjects Anastas draws on the theories and research findings of higher education and social work education literature She illuminates the critical aspects of teaching and learning as an adult the best uses of different modalities of instruction and the issues of diversity that influence all aspects of teaching and learning The book also engages with ethics teaching and learning assessments and faculty work in full time social work education This second edition is thoroughly updated to reflect the many important developments in the years since the book s original publication including new accreditation standards the rise of online instruction changes in higher education hiring practices and more

Social Work and Service Learning Meryl Nadel, Virginia Majewski, Marilyn Sullivan-Cosetti, 2007 Service learning and social work education comprise an exciting yet underutilized partnership This book represents the first comprehensive overview of this active and empowering approach to learning in social work Both educators and practitioners will discover conceptual and practical guidance for developing productive community based projects Often envisioned as located at the midpoint on a continuum from volunteer work to internship service learning combines the opportunity to serve with the opportunity to learn It offers community agencies a chance to collaborate with academic colleagues to meet identified community needs frequently with an explicit social justice dimension The contributors illustrate how service learning facilitates students understanding and interacting with community members as partners not clients Service learning encourages students to use critical thinking skills to reflect on their work and its implications This combination of study action reflection in conjunction with course content is highly effective The book explores its subject from several perspectives The first section serves as a conceptual and theoretical orientation to service learning in social work The second section offers models that illustrate many ways of implementing service learning across the components of the social work curriculum The final two parts of the book focus on evaluation and service learning in the broader context of civic engagement

Social Work Practice John Poulin, PhD, MSW, Selina Matis, PhD, LCSW, LICSW, 2019-11-15 This primary social work practice text built around the nine core 2015 CSWE competencies is the only book available that provides students with the benefits of a fully integrated competency based approach Social Work Practice A Competency Based Approach immediately immerses students in the competencies required for social work practice at the micro mezzo and macro levels Designed for use in both upper level BSW and foundation level MSW social work practice courses the book is uniquely structured to deliver the knowledge and skills students need to develop mastery of the professional social work competencies Chapters provide a comprehensive overview of the theories concepts and practice components related to each competency Engaging vignettes chapter objectives that outline key concepts abundant case examples critical thinking questions and a detailed case summary with discussion questions in each chapter help students deepen their understanding of practical applications of the nine core competencies Each chapter uses the same case to perfectly illustrate the complexity of social work practice and the interconnections among the professional competencies A robust supplementary instructor

package includes PowerPoints competency based class assignments with grading rubrics and sample syllabi Print version of book includes free searchable digital access to entire contents Key Features Uniquely organized with a fully integrated competency based approach Devotes one or more chapters to each of the nine CSWE professional competencies Delivers abundant case studies that facilitate in depth understanding and integration of competencies Provides case vignettes critical thinking and discussion questions and chapter summaries Includes supplementary instructor resources such as PowerPoints group discussion questions and competency based written assignments with grading rubrics Offers sample syllabi for two separate one semester courses and a seven week online course Includes Student Resources featuring online forms templates exercises plans and more to provide students with ample practice opportunities

Management and Leadership in Social Work Todd W. Rofuth, Julie M. Piepenbring, 2019-06-05 Full of expert guidance on leadership and management this unique book is geared specifically to the needs of social work administrators educators and practitioners in both academic and agency settings The contents are fully comprehensive and encompass both theoretical approaches to management and leadership plus a wide variety of practical strategies that can be directly applied to practice Topics blend the art and science of leadership and management and incorporate all competencies and practice behaviors required by Network for Social Work Management NSWM and Council on Social Work Education CSWE These include understanding different leadership styles practicing self reflection and self care methods to motivate teams and mentor others developing strategic plans understanding financial management marketing fundraising human resources program evaluations community collaboration and much more Additionally the text illustrates the parallels disparities between social work practice skills knowledge and ethics and those of leadership and management Instructor resources include PowerPoints for each chapter lecture notes and sample syllabi Print version of the book includes free searchable digital access to entire contents KEY FEATURES Geared specifically to the needs of social work educators and practitioners in academic and agency settings Incorporates all competencies and practice behaviors required by NSWM and CSWE as cited in each chapter Discusses the differences between management and leadership along with best practices Fosters knowledge and skill development through the use of competency based real life cases self reflective exercises and thought provoking questions Offers examples of how to motivate and work with different age cohorts community groups and other stakeholders Addresses the challenges of financial management and fundraising Exhibits specific problem solving and decision making strategies

Introduction to Social Work Rex Austin Skidmore, 1988 *Social Work Education and the Grand Challenges* R. Paul Maiden, Eugenia L. Weiss, 2023-04-04 The Grand Challenges for Social Work GCSW provides an agenda for society and for the social work profession The 13 GCSW have been codified by the American Academy of Social Work and Social Welfare and are emerging as a significant underpinning in the education of undergraduate and graduate social work students throughout the USA This volume serves as a guide as to how this can best be achieved in alignment with the 2022 Educational Policy and

Accreditation Standards EPAS from the Council of Social Work Education Divided into four parts Individual and Family Well Being Stronger Social Fabric A Just Society The Grand Challenges in the Field Each chapter introduces a Grand Challenge situates it within the curricula and provides teaching practices in one of the targeted domains as well as learning objectives class exercises and discussions By showing how to facilitate class discussion manage difficult conversations and address diversity equity and inclusion as part of teaching the topic this book will be of interest to all faculty teaching at both undergraduate and graduate levels It should be noted that there are additional supplementary chapters beyond the 13 GCSW that provide further context for the reader

A Complete Guide to Rubrics Audrey M. Quinlan, 2012 This book takes a developmental perspective at the use of scoring rubrics to assess student work Citing developmental characteristics of each age the author presents examples and adaptations of assessment rubrics on a variety of subjects for teachers from kindergarten through adult college After a presentation of foundation information on rubrics separate chapters are devoted to each grade level from primary through adult Written so that each chapter can be addressed independently the book provides additional chapters devoted to assessing technological topics and using rubrics with students with special needs The final chapters provide practical information to help teachers to create their own rubrics and to convert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included

Rubric Assessment Goes to College Mary J. Goggins Selke, 2013-01-25 On campuses across the United States and beyond schools of business education law liberal arts management medical professions pharmacy and physical or social sciences are beginning to use assessment rubrics for purposes of formative and summative evaluation A concise yet comprehensive guide to rubric usage this book is an essential tool for university professional school college community college and upper level secondary school faculty members It contains one stop rubric shopping for key considerations common problems specific design steps implementation samples standards alignment and grade focused applications Effective college level rubrics that are the right tools for objective comprehensive assessment can be constructed almost as easily as an ice cream sundae Welcome aboard as Rubric Assessment Goes to College

Skills-Based Health Education Mary Connolly, 2018-08-21 The Second Edition of Skills Based Health Education provides pre service and practicing teachers with the pedagogical foundation and tools to develop a comprehensive PreK 12 health education program using the National Health Education Standards It takes each standard by grade span provides scenarios based on research to explain the skill and then provides a step by step approach to planning assessment and instruction Early chapters connect skills based health education to coordinated school health and the national initiatives of the Centers for Disease Control and Prevention Healthy People 2020 The Whole Child and 21st Century Skills The remaining chapters provide guidance to plan implement and assess performance tasks Readers are shown how to establish student needs select content and skill performance indicators to meet those needs and plan and implement assessment and instructions

Assessment for Experiential Learning Cecilia Ka Yuk Chan, 2022-09-29 Chan's book

explores the challenges in assessing experiential learning deepens our understanding and inspires readers to think critically about the purpose of assessment in experiential learning Experiential learning has been studied and proven to be effective for student learning particularly for the development of holistic competencies i e 21st century skills soft skills transferable skills considered essential for individuals to succeed in the increasingly global and technology infused 21st century society Universities around the world are now actively organising experiential learning activities or programmes for students to gain enriching and diversified learning experiences however the assessment of these programmes tends to be limited unclear and contested Assessment plays a central role in education policies and students approach to learning But do educators know how to assess less traditional learning such as service learning entrepreneurship cross discipline or cross cultural projects internships and student exchanges While the current assessment landscape is replete with assessments that measure knowledge of core content areas such as mathematics law languages science and social studies there is a lack of assessments and research that focus on holistic competencies How do we assess students ability to think critically problem solve adapt self manage and collaborate Central to the discussion in this book is the reason students are assessed and how they should be assessed to bring out their best learning outcomes Offering a collection of best assessment practice employed by teachers around the world this volume brings together both theoretical and empirical research that underpins assessment and perceptions of different stakeholders understanding of assessment in experiential learning from students teachers and policymakers The idea of assessment literacy also plays an important role in experiential learning for example reflection is often used in assessing students in experiential learning but how reflection literate are educators are they aware of the ethical dilemmas that arise in assessing students These questions are discussed in detail The volume also introduces a quality assurance programme to recognise student development within experiential learning programmes The book will be particularly informative to academic developers teachers students and community partners who struggle with the development and assessment for experiential learning those who plan to apply for funding in experiential learning and policymakers and senior managements seeking evidence and advice on fine tuning curricular assessment designs and quality assurance The Open Access version of this book available at www.taylorfrancis.com has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

Resources in Education, 1999

Organizing Schools for Improvement Anthony S. Bryk, Penny Bender Sebring, Elaine Allensworth, John Q. Easton, Stuart Luppescu, 2010-03-15 In 1988 the Chicago public school system decentralized granting parents and communities significant resources and authority to reform their schools in dramatic ways To track the effects of this bold experiment the authors of *Organizing Schools for Improvement* collected a wealth of data on elementary schools in Chicago Over a seven year period they identified one hundred elementary schools that had substantially improved and one hundred that had not What did the successful schools do to accelerate student learning The authors of this illuminating book identify a comprehensive set of

practices and conditions that were key factors for improvement including school leadership the professional capacity of the faculty and staff and a student centered learning climate In addition they analyze the impact of social dynamics including crime critically examining the inextricable link between schools and their communities Putting their data onto a more human scale they also chronicle the stories of two neighboring schools with very different trajectories The lessons gleaned from this groundbreaking study will be invaluable for anyone involved with urban education English Language Arts, Grade 8 Module 1 PCG Education,2015-10-26 Jossey Bass and PCG Education are proud to bring the Paths to College and Career English Language Arts ELA curriculum and professional development resources for grades 6 12 to educators across the country Originally developed for EngageNY and written with a focus on the shifts in instructional practice and student experiences the standards require Paths to College and Career includes daily lesson plans guiding questions recommended texts scaffolding strategies and other classroom resources Paths to College and Career is a concrete and practical ELA instructional program that engages students with compelling and complex texts At each grade level Paths to College and Career delivers a yearlong curriculum that develops all students ability to read closely and engage in text based discussions build evidence based claims and arguments conduct research and write from sources and expand their academic vocabulary Paths to College and Career s instructional resources address the needs of all learners including students with disabilities English language learners and gifted and talented students This enhanced curriculum provides teachers with freshly designed Teacher Guides that make the curriculum more accessible and flexible a Teacher Resource Book for each module that includes all of the materials educators need to manage instruction and Student Journals that give students learning tools for each module and a single place to organize and document their learning As the creators of the Paths ELA curriculum for grades 6 12 PCG Education provides a professional learning program that ensures the success of the curriculum The program includes Nationally recognized professional development from an organization that has been immersed in the new standards since their inception Blended learning experiences for teachers and leaders that enrich and extend the learning A train the trainer program that builds capacity and provides resources and individual support for embedded leaders and coaches Paths offers schools and districts a unique approach to ensuring college and career readiness for all students providing state of the art curriculum and state of the art implementation **Research Methods for Social Work** Allen Rubin,Rubin/Babbie,2004-06 This Study Guide includes behavioral objectives chapter summaries multiple choice questions exercises new crossword puzzles and practice related discussion questions It parallels the chapters in the main text with an emphasis on applications to practice Disrupting the Center Rebecca Hallman Martini,2022-04-15 Strategic partnership offers writing centers a framework for responding to disruptive innovations in higher education Through partnership writing centers can simultaneously secure resources and support the practice of tutoring writing in ways that enable moments of resistance where writing consultants and students can tactically challenge the corporate university through their methods of

practice *Disrupting the Center* explicates analyzes and critiques one particular writing center's partnership approach to collaboration with disciplinary faculty and upper administrators across the curriculum Using on site research and critical ethnographic study from one university writing center Rebecca Hallman Martini establishes an innovative cross disciplinary partnership approach to writing instruction in which peer tutoring plays an integral curricular role Case studies detail three partnerships that respond directly to existing or potential disruptive innovations in higher education and showcase important concepts mapping mutual benefit and stakeholder engagement in an online studio hybrid first year writing program partnership in response to online education creating negotiated space to work through ethical issues involved when working with a public private partnership to develop a required extracurricular portfolio project in a business school and building transformational partnerships through establishing a writing in the professions curriculum in the College of Engineering in response to career readiness initiatives *Disrupting the Center* uses interviews observations focus groups analysis of consultations meetings and shared documents such as annual reports budgets assessment data assignments and syllabi to generate a wide view of how systems work Writing centers are flexible university wide service spaces where students go for one on one and group writing support that can become dynamic spaces for writing pedagogy by disrupting revitalizing and reinventing the epistemic foundations of current rhetoric and composition landscapes and traditional approaches to writing

Handbook of School Mental Health Mark D. Weist, Nancy A. Lever, Catherine P. Bradshaw, Julie Sarno Owens, 2013-08-15 With so few therapeutic outlets readily available to young people schools have evolved into mental health centers for many students Yet schools are hampered by limited access to resources needed to provide mental health promotion prevention and intervention services Like its acclaimed predecessor the Second Edition of the *Handbook of School Mental Health* offers ways for professionals to maximize resources make and strengthen valuable connections and attain more effective school based services and programming At the same time the Handbook provides strategies and recommendations in critical areas such as workforce development interdisciplinary collaborations youth family engagement consultation funding and policy concerns summarizes the state of current research and offers directions for further study Chapters model best practices for promoting wellness and safety early detection of emotional and behavioral problems and school based interventions for students with anxiety depression attention deficit hyperactivity disorder and other common challenges In spotlighting this range of issues the contributors have created a comprehensive game plan for advancing the field Among the Handbook's topics Pre service training for school mental health clinicians Cognitive behavioral interventions for trauma in schools Increasing parental engagement in school based interventions Models of psychiatric consultation to schools Culturally competent behavioral and emotional screening Bullying from a school mental health perspective Prevention and intervention strategies related to a variety of mental health problems in schools The Second Edition of the *Handbook of School Mental Health* is an essential reference for researchers graduate students and other professionals in

child and school psychology special and general education public health school nursing occupational therapy psychiatry social work and counseling educational policy and family advocacy Service-Learning Capacity Enhancement in Hong Kong Higher Education Grace Ngai, Daniel T.L. Shek, 2022-08-17 This book provides an in depth multi faceted look into capacity building for service learning using the case of the higher education landscape in Hong Kong Service learning has been proven to be an effective pedagogy for the holistic development of students as well as promotion of their well being It also attempts to promote the well being of the service recipients and the community While service learning is becoming increasingly popular in many higher educational institutions around the world the learning gains that can be attained from service learning are only as good as the learning experience allows and poorly developed or motivated service learning may potentially do adverse harm to students and the community This book reinforces the imperative to enhance the capacity of the institution teachers students and community partners by exploring a diverse range of methods for achieving capacity building among different stakeholders Examples of the methods explored include formal course based professional development scale development action research and communities of practice Furthermore the book includes a series of detailed qualitative case studies that are aimed at embodying good practice unpacking what matters from service learning As a useful resource for scholars and educators who are passionate about holistic youth leadership development this book is also relevant to researchers in the intersection between well being and higher education

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Grading Rubric Social Work Introduction

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