Elementary Education Program
Graduate Program Assessment
Annual Report
(2005-2006)

Submitted by: Calvin F. Meyer, Program Director
Elementary and Secondary Education
Graduate School of Education and
Professional Development

I. Assessment Activities

A. Program Goals

1. Description of Program

The Master of Arts in Elementary Education consists of 15 hours of core course requirements, area of emphasis requirements, and a capstone experience. The core components consist of coursework in: research and writing, advanced human growth and development, technology, evaluation, and instructional methods. Each student must select an area of emphasis consisting of 18 hours of required and elective coursework. The capstone experience is a portfolio process in which students document / assess their professional growth and experience throughout their program. It should be noted that the Elementary Education Masters of Arts program shares several core courses with both the Masters of Arts in Secondary Education and the Masters of Arts in early Childhood Education.

2. Program Goal

The goal of the Graduate Elementary Education program is to provide a coordinated, sequential program of study in Elementary Education. The program is designed to produce a trained teacher as specialist.

3. Program Objectives

Program graduates are expected to be able to:
- Understand and apply the current knowledge base for working in elementary schools;
- Demonstrate skills in research methodology, problem solving, and critical thinking in relation to areas of concern in elementary education;
- Demonstrate the attitudes, knowledge, and skills necessary to function effectively within the social setting of the school, community and society as a whole;
- Understand and evaluate teacher-learner interactions to facilitate and guide pupil achievement of varied learning outcomes in different instructional situations;
- Develop and implement a personal approach to teaching;
- Analyze, synthesize, evaluate, and apply research findings in an educational setting;

- Demonstrate a basic understanding of the application of technology in elementary educational settings;
- Demonstrate a basic understanding of human growth and development and the implications of developmental characteristics for curricular and instructional decisions;
- Understand significant theory and research in teacher effectiveness and classroom management, and demonstrate skills in instructional implementation appropriate to the developmental level of students;
- Demonstrate an understanding of cultural diversity and the implications of these differences for curriculum instruction;
- Communicate effectively with a wide variety of constituent groups including school personnel, policy makers, parents, and other community members;
- Plan long-term instructional programs based on student interest, abilities, backgrounds, and aptitudes;
- Demonstrate self-direction to become an independent, self-confident professional with a commitment to continued professional growth and development and lifelong learning; and
- Candidates will apply computers and related technologies to support instruction in their grade level and subject areas.

4. Target Population

The primary target population for this program is teachers in WV and surrounding states who are seeking advanced degrees in elementary education. Teachers use the advanced degrees to update their knowledge base in the elementary teaching field and to add additional certifications (areas of emphases) to their license.

B. Data Collection

1. Program Viability

The viability of the Graduate Elementary Education Program is evidenced by the frequent inquiries from county school systems and students to offer specific certification programs / degree programs in Elementary Education.

2. Program Admissions
Applications

Item	03	03-04	04-05	05-06	Total
Applicants to program	17	18	22	16	73
Admitted to program	21	17	27	20	85
Graduates	74	51	33	18	176

3. Admission Test Scores

Students admitted to the Elementary Education Masters program during the past year had a mean Miller Analogy Test score of 38 (department minimum = 30) and GRE mean scores of: Analytical = 458; Quantitative = 442; Verbal = 386; Writing = 4.19

4. Program Productivity

a. Course Sections*

*Note that many of the core course sections are utilized by the Elementary, Secondary and Early Childhood Education programs.

In the specific course area many courses are used for both Elementary and Secondary Education.

2005 – 2006 Core/Capstone Courses

Semester	Course Sections	Enrollment	Student Credit Hours
Fall 2005	29	463	1389
Spring 2006	26	381	1143
Summer 2006	16	228	684

2005 – 2006 Specific to Elementary Education

Semester	Course Sections	Enrollment	Student Credit Hours
Fall 2005	17	213	639
Spring 2006	29	309	927
Summer 2006	16	161	483

b. Third Party Contracts

Semester	Number
Fall 2005	7
Spring 2006	3
Summer 2006	2

c. Collaborative Programs

For this reporting period, the Elementary Education program had the following collaborative programs:

Wood County
RESA VIII
The West Virginia Department of Education

d. Field Placements

The Elementary Education program had a total of five (5) sections of field placements during the 2005-2006 academic year. The most recent data indicates that our candidates averaged 1% "Unsatisfactory," 5% "Basic," 40% "Proficient" and 55% "Distinguished" on Practicum Assessments (See Appendix B-Sample Assessment Tools).

e. Technology Utilization

The elementary education program has an approved and implemented "E" degree. All courses the courses have been development, with one awaiting final approval by the University E-Based Approval Committee. The online degree in Elementary Education has been active since the Spring of 2005. At the present time, the following Area of Emphases are being developed for E-based delivery, Middle Childhood Education, Early Childhood Education, English as a Second Language and Math through Algebra I. All should be full developed and approved by the Summer of 2007.

Technology is actively integrated throughout the program (CIEC 534 is required in the core of all programs of study). Syllabi indicate that most courses have a technology component well beyond the scope of the Internet delivery domain.

f. Faculty

The Graduate Elementary Education Program has nine full time faculty members. Currently the program is fully staffed with full time faculty. Each semester an average of 23 part time faculty are employed to assist in the delivery of the program as well a three faculty with shared appointments in other departments. Full time faculty maintains an advising load of an average of 20 to 30 Elementary Education candidates each.

g. Grants

The Elementary Education program was involved in the following grant activity for the reporting period:

Clay County
Lincoln County
Roane County

h. Program Approval Information

During the academic year-2004 – 2005 the Program was granted full accreditation by NCATE. Effective August 2006, all endorsement programs received full renewal by the West Virginia Department of Education.

i. Graduate Surveys

The Professional Education Unit conducted follow up studies of graduates in 2003 and 2005. More then two hundred (207) graduates completed the follow-up survey in 2005. Graduates were requested to note both the "Importance" and their level of "Preparation" as they relate to 10 program outcomes. In both the 2003 and 2005 surveys, more than

90% of the responding graduates rated the 10 programs outcomes as either "Moderately Important" or "Very Important." More then 88% of the 2003 and 2005 graduates participating in the survey, reported their preparation as either "Good" or "Excellent" on 7 of these 10 outcomes. Responses were slightly lower for those outcomes related to "applying technology," "understanding children with special needs," and "cultured pluralism." These data provided guidance for the 2004-2005 revision of the program.

j. Candidate Performance

During the past year (2005-2006) **four** assessment points were collected within the Graduate Elementary Education program. The first is a Conceptual Framework (profession dispositions) pre-program assessment which is given to each new applicant of the program. Each graduate of the program completed a capstone experience (Portfolio I and Portfolio II). A rubric was used to score the final presentations by each program faculty member. On the Rubric for measuring Unit Planning Assessment (See Appendix B – Sample Assessment Tools), our candidates scored 4 of 5 points on average, meaning "Exceed some Standards." On the Rubric for our capstone experience, our candidates averaged a rating of 1.66 by the faculty, with 1 being high, meaning the faculty agreed to strongly agreed on the standards of the Portfolio being met. Using the rating scale for "Candidate Self-Assessment of Professional Characteristics (Conceptual Framework)" the candidates rated Cultural Pluralism/Diversity as the concept, 19.1%, that was most "Basic" or "Emerging'' to them. This was followed by a tie in three other areas at 15.3%; Critical Thinking, Technology and Human Growth and Development. Material concerning these issues is now embedded in several core Elementary Education courses.

k. PRAXIS

The most recent data available on PRAXIS indicate a 98.6% passing by Elementary Education candidates.

Assessment of Student Outcomes: Component/Course/Program Level

Component Area/Program/Discipline: Elementary Education, MA   October 2006

Component / Course / Program Level					
Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
1.Students will meet admissions criteria of the program.	Admission office Program Director Program Advisors (faculty)	UGPA MAT score GRE score	Minimum 2.5 Minimum 30 Minimum 800	Examination of rates of acceptance (see chart page 1). Analysis of the information indicates that this outcome is being met.	Agreed to maintain current criteria and revisit each year to ensure a strong program.
2.Students will pursue a plan of study which will reflect current NCATE standards and is consistent with the WVDE objectives.	Program faculty Student Advisor Program Director	Plan of study completed by student and faculty advisor upon admittance to program.	Adopted plan of study for the program area of emphasis enrolled in.	Plans of study are reviewed at a minimum yearly to ascertain the student's progress toward degree.	Data indicated the use of the new student data system has allowed the advisors and program director to more closely monitor the students in the program. Plans of study are monitored closely using the system

3. Students will develop the necessary reflective and documentation skills to show evidence of the impact of their learning from this degree on their own student population. This is particularly importance as we move this process to a total electronic delivery.	Faculty Advisors Directors of Capstone Experience	Successful completion of CI 659 and CI 680 Evidence of descriptive, analytical and transformative reflective skills. Evidence of supportive evidence to documents the validity of their reflection. Portfolio Capstone experience	Grade of "Meeting Standard" or higher. Satisfactory progress toward degree. Completion of Capstone experience with faculty approval of written work.	Analysis of progress on standards within CI 659 and CI 680 Students who receive a grade "Not meeting Standard" are given opportunity to meet standard. The completion of the capstone experience is measured by a rubric.	Discussion by faculty on the merit of the portfolio capstone experience has been held. Discussion is ongoing. Monthly program meetings have been used to discuss the monitoring of student on the Capstone experience.

III. Strategic Areas of Focus for 2006-07 and Beyond

- **Collaboration**: Development of collaborative relationships with other institutions and agencies in Elementary Education
- **Outreach:** Statewide, regional and county delivery of degree, professional development and licensure program in Elementary Education
- **Technology**: Continued development of technology-based Elementary Education graduate program/course delivery
- **Marketing**: Increase external visibility/marketing
- **Grants/Contracts**: Increase productivity in external grants and contracts
- **Assessment/Accountability**: Refine/enhance program assessment system in Elementary Education.

Priorities for 2006-07

Continue development of technology-based graduate program/course delivery

- Implement e-degree program in Elementary Education
- Develop e-degree program in ITL, Math, MCE and TESL
- Develop e-based capstone experience course

Continue development of collaborative relationships

- Colleges/universities
- RESA's
- School systems
- WVDE

Continue development/refinement of program assessment system

- Expand faculty knowledge base regarding NCATE/WVDE policies/procedures
- Initiate review of program/AOE assessment model
- Redesign data collection/management system consistent with new NCATE/WVDE requirements, looking specifically at means to measure content outcomes via comprehensive examinations
- Prepare annual assessment reports for Elementary degree programs

Increase productivity in external grants/contracts

- Develop/submit 3 TQI grant proposals
- Develop/submit Writing Project grant
- Expand 3rd party contracts

Increase external marketing/visibility for program area

- Identify new potential target populations
- Market e-degrees/professional development programs to MU alumni

IV. Assistance Needed: The major emphasis is to expand our electronic delivery necessitating more technical assistance in the design of the courses.

V. Lesson Learned

A. Improvements:

During this reporting period the following improvements were made to the Elementary and Secondary Program:
1. Full approval for the E-Based degree.
2. Full implementation of an organized schedule rotation of courses.
3. Utilization of a student data base system (GSEPD) that allows faculty advisors to more efficiently monitor student progress.

B. Lesson Learned:
The driving force shaping the new university, particularly in Teacher Education, is NCATE and technology.

APPENDIX A: SAMPLE PLANS OF STUDY

MARSHALL UNIVERSITY GRADUATE COLLEGE
PLAN OF STUDY: Elementary Education
AREA OF EMPHASIS: Elementary Science Education

NAME: MUID: TELEPHONE:

ADDRESS: EMAIL:

Coursework included as a part of the Plan of Study must not be older than seven years at the time of graduation. Students must initiate application for graduation by the published deadline in the semester they expect to graduate. Failure to return the signed Plan of Study within 30 days will automatically indicate acceptance of the Plan of Study. Students seeking licensure must pass the appropriate PRAXIS licensure exam. All coursework that students wish to transfer from other institutions must be approved by Marshall University.

CORE COURSES (15 hrs)	Course Name	Sem/Yr	Grade	Hours	Remarks
EDF 621 or EDF 625	Educational Research & Writing or Qualitative Research in Education	Fall, Spr, Smr		3	
EDF 616	Advanced Studies in Human Development	Fall, Spr, Smr		3	
CIEC 530 or CIEC 534 or CIEC 600 or CIEC 660	Computer Software &Methodology in Ed or Application Software in Classrm Curr Area or Computing and Instructional Design or Using Computers to Improve Instr in the Classrm	Fall, Spr, Smr		3	
CI 623 or CI 624 or Methods	Instr Models & Assessment Techniques or Advanced Instructional Strategies or Approved Methods Course	Fall, Spr, Smr		3	
EDF 612 or CI 510 or CI 610	Educational Evaluation or Middle Childhood Curriculum or Secondary Education: Curr in the Modern Sec School	Fall, Spr, Smr		3	

AREA OF EMPHASIS COURSES (18 hrs)					
CISE 571	* Dev Thematic Science in Elem/Middle School	Fall, Spr, Smr		3	
CI 657	* Adv Tech in Teaching Elem & Middle Sch Math	Fall, Spr, Smr		3	
CIEC 600**	Computing and Instructional Design	Fall, Spr, Smr		3	
CISE 576 or CISE 577	Wave Phenomena & Electricity K-9 or * Energy and Matter K-9	Fall, Spr, Smr		3	
CISE 572 or CISE 573	* Environmental Education or Chemistry for Elementary and Middle	Fall, Spr, Smr		3	
CISE 570 or CISE 574 or CISE 575	Flora and Fauna or * Integrated Science for Elementary School or Integrated Science for the Middle School	Fall, Spr, Smr		3	

CAPSTONE EXPERIENCE (6 hrs)					
CI 659*	Symposium Elementary & Secondary Ed I	Fall, Spr, Smr		3	
CI 680*	Symposium Elementary & Secondary Ed II	Fall, Spr, Smr		3	
OR					
	Comprehensive Exam PLUS additional 6 hrs	Fall, Spr, Smr		6	

TOTAL HOURS_____

MARSHALL UNIVERSITY GRADUATE COLLEGE
PLAN OF STUDY: ____Elementary Education ____Secondary Education
AREA OF EMPHASIS: Individualized Plan/ English Second Language**

NAME: MUID: TELEPHONE:

ADDRESS: EMAIL:

Coursework included as a part of the Plan of Study must not be older than seven years at the time of graduation. Students must initiate application for graduation by the published deadline in the semester they expect to graduate. Failure to return the signed Plan of Study within 30 days will automatically indicate acceptance of the Plan of Study. Students seeking licensure must pass the appropriate PRAXIS licensure exam. All coursework that students wish to transfer from other institutions must be approved by Marshall University.

CORE COURSES (15 hrs)	Course Name	Sem/Yr	Grade	Hours	Remarks
EDF 621 or EDF 625	Educational Research & Writing or Qualitative Research in Education	Fall, Spr, Smr		3	
EDF 616	Advanced Studies in Human Development	Fall, Spr, Smr		3	
CIEC 530 or CIEC 534 or CIEC 600 or CIEC 660	Computer Software & Methodology in Ed or Application Software in Classrm Curr Area or Computing and Instructional Design or Using Computers to Improve Instr in the Classrm	Fall, Spr, Smr		3	
CI 623 or CI 624 or Methods	Instr Models & Assessment Techniques or Advanced Instructional Strategies or Approved Methods Course	Fall, Spr, Smr		3	
EDF 612 or CI 501 or CI 610	Educational Evaluation or Middle Childhood Curriculum or Secondary Ed: Curr in the Modern Sec School	Fall, Spr, Smr		3	
AREA OF EMPHASIS COURSES (18 hrs)					
CISL 550	Second Language Acquisition	Fall, Spr, Smr		3	
CISL 551	Linguistics for ESL	Fall, Spr, Smr		3	
CISL 552	Intercultural Comm. In the ESL classroom	Fall, Spr, Smr		3	
CISL 653	Methods & Materials for ESL: Development	Fall, Spr, Smr		3	
CISL 654	Methods $ Materials for ESL: Literacy Acquis.	Fall, Spr, Smr		3	
CISL 655	Practicum for Teaching ESL	Fall, Spr, Smr		3	
CAPSTONE EXPERIENCE (6 hrs)					
CI 659*	Symposium Elementary & Secondary Ed I	Fall, Spr, Smr		3	
CI 680*	Symposium Elementary & Secondary Ed II	Fall, Spr, Smr		3	
OR					
	Comprehensive Exam PLUS additional 6 hrs	Fall, Spr, Smr		6	

TOTAL HOURS

_____
Student   Date   Advisor

MARSHALL UNIVERSITY GRADUATE COLLEGE
PLAN OF STUDY: ____Elementary Education ____Secondary Education
AREA OF EMPHASIS: Literacy, Language, and Learning

NAME: MUID: TELEPHONE:

ADDRESS: EMAIL:

The purpose of this plan of study is to formally outline the courses and activities which, when satisfactorily completed, are sufficient for the completion of stated degree or professional development programs. It does not, however, commit the Marshall University Graduate College to offer the courses listed. **Any changes in the plan of study must be approved by the student's advisor**. Further, the faculty reserves the right to approve a change of the plan of study after consultation with the student as a result of either student or a faculty initiated action.

CORE COURSES (15 hrs)	Course Name	Sem/Yr	Grade	Hours Remarks
EDF 621 or EDF 625	Educational Research & Writing or Qualitative Research in Education	Fall, Spr, Smr	3	
EDF 616	Advanced Studies in Human Development	Fall, Spr, Smr	3	
CIEC 534 or CIEC 600 or CI 530 or CI 660	Application Software in Classrm Curr Area or Computing and Instructional Design or Computer Software &Methodology in Ed or Using Computers to Improve Instr in the Classrm	Fall, Spr, Smr	3	
CI 623 or CI 624 or Methods	Instr Models & Assessment Techniques or Advanced Instructional Strategies or Approved Methods Course	Fall, Spr, Smr	3	
EDF 612 or CI 501 or CI 610	Educational Evaluation or Middle Childhood Curriculum or Secondary Ed: Curr in the Modern Sec School	Fall, Spr, Smr	3	
AREA OF EMPHASIS COURSES (18 hrs)				
CI 550 or CI 530	Teaching Writing K-12 Writing in an Integrated Literacy Framework	Fall, Spr, Smr	3	
CI 551	Write to Learn in Content Area	Fall, Spr, Smr	3	
CI 613 or CI 614	Children's Literature Adolescent Literature	Fall, Spr, Smr	3	
CI 636 or CI 644	Modern Developmental Reading Program Literacy in the Content Area	Fall, Spr, Smr	3	
Elective	(Advisor approval)	Fall, Spr, Smr	3	
Elective	(Advisor approval)	Fall, Spr, Smr	3	
CAPSTONE EXPERIENCE (6 hrs)				
CI 659*	Symposium Elementary & Secondary Ed I	Fall, Spr, Smr	3	
CI 680*	Symposium Elementary & Secondary Ed II	Fall, Spr, Smr	3	
OR				
	Comprehensive Exam PLUS additional 6 hrs	Fall, Spr, Smr	6	

APPENDIX B: SAMPLE ASSESSMENT TOOLS

MARSHALL UNIVERSITY GRADUATE COLLEGE

**MIDDLE CHILDHOOD EDUCATION
PERFORMANCE ASSESSMENT INSTRUMENT**

STUDENT: _____

ADDRESS: _____

_____

MUID: _____

COUNTY/SCHOOL: _____

BUSINESS PHONE: _____

Instructions: Each student enrolled in CI 672 must demonstrate satisfactory performance on each of the competencies listed below. Strategies for assessing each competency may include a product, classroom observation and/or interview. The student's level of performance on each competency is evaluated as (1) unsatisfactory, (2) basic, (3) proficient or (4) distinguished. The criteria used to determine the level of performance are described in detail on "A Framework for Professional Practice." The Cooperating School Professional and College Supervisor are asked to assess and evaluate each competency. A "Proficient" or "Distinguished" must be shown at least once, demonstrating professional growth through the practicum process.

DOMAINS AND COMPONENTS   *LEVELS OF COMPETENCE*

UNSAT.   BASIC.   PROF.   DIST.

DOMAIN 1: PLANNING AND PREPARATION

Component	UNSAT.	BASIC.	PROF.	DIST.
1a. Demonstrates knowledge of content and pedagogy	_____	_____	_____	_____
1b. Demonstrates knowledge of students	_____	_____	_____	_____
1c. Selects instructional goals	_____	_____	_____	_____
1d. Demonstrates knowledge of resources	_____	_____	_____	_____
1e. Designs coherent instruction	_____	_____	_____	_____
1f. Assesses student learning	_____	_____	_____	_____

DOMAINS AND COMPONENTS   *LEVELS OF COMPETENCE*

UNSAT.   BASIC.   PROF.   DIST.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

2a. Creates and environment of respect and rapport   ____   ____   ____   ____

2b. Establishes a culture for learning   ____   ____   ____   ____

2c. Manages classroom procedures   ____   ____   ____   ____

2d. Manage student behavior   ____   ____   ____   ____

2e. Organizes physical space   ____   ____   ____   ____

DOMAIN 3: INSTRUCTION

3a. Communicates clearly and accurately   ____   ____   ____   ____

3b. Uses questioning and discussion techniques   ____   ____   ____   ____

3c. Engages students in learning   ____   ____   ____   ____

3d. Provides feedback to students   ____   ____   ____   ____

3e. Demonstrates flexibility and responsiveness   ____   ____   ____   ____

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

4a. Reflects on teaching   ____   ____   ____   ____

4b. Maintains accurate records   ____   ____   ____   ____

4c. Communicates with families   ____   ____   ____   ____

4d. Contributes to the school and district   ____   ____   ____   ____

4e. Grows and develop professionally   ____   ____   ____   ____

4f. Show professionalism   ____   ____   ____   ____

The above named student has demonstrated satisfactory levels of performance on the Competencies for middle level educators as required for CI 672- Field Practice in Middle Level Education.

_____   _____

College Supervisor   Date   Cooperating School Professional   Date

Rubric for Unit Plan
CI 503

Names: Team:

Overall Rating   5 4 3 2 1

Categories of Evaluations	Consistently Exceeds Standards (5)	Exceeds some Standards (4)	Meets Standards (3)	Inconsistently Meets Standards (2)	Does Not Meet Standards (1)	
Writing Competence	Four or five categories of writing competence are rated at 5.	Two or three categories of writing competence are rated above 3.	All categories are rated at three or better.	One or two categories of writing competence are rated less than 3.	More than two categories of writing competence are rated less than 2.	
Form	Unit activities/learning center have clear focus, extensive list of student prerequisites and strengths, can be used by teachers and substitutes.	Unit activities/learning center have clear focus, demonstrates insight into student performance, lists strengths and weaknesses.	Unit activities/ learning centers have clear focus, lists student strengths and performance objectives.	Unit activities/learning centers contain goals/objectives with unclear focus, incomplete list of student strengths. Not useable by teachers/substitutes.	Unit activities/learning centers contain incomplete/ineffective goals/objectives without adherence to student strengths. Can not be used by teachers and substitutes.	
Organization	Unit activities/learning center plan goals and objectives contain all components of a research based lesson plan containing detailed descriptions of student present level of performance, learning strengths, and activities	Unit activities/learning center goals and objectives contain most components of research based lesson plans.	Unit activities/ learning center contain research-based components with adequate explanation of student strengths, activities, goals/objectives	Unit activities/learning centers do not use all components of a research based lesson plan, activities are incomplete or inappropriate according to student needs, strengths, goals, and objectives	Unit activities/learning plan fails to utilized a research based lesson plan format, incomplete or inadequate list of student strengths, goals, and objectives	
Style	Varied sentence structures & length. Precise, descriptive, detailed language.	Varied sentence structure and length. Precise & descriptive language.	Use of varied sentence structure, and descriptive language.	Sentence structure is awkward and unclear. Language is vague.	Sentence structure is ungrammatical. Language is vague or incorrect.	
Development	Unit plan/learning center demonstrates clear insight/organization in developing concepts and	Unit plan/learning center demonstrates clear focus, insight, and organization in	Unit plan/learning center demonstrates basic clarity of focus and organization	Unit plan/learning center contains minimal focus and clarity of focus and organization	Unit plan/learning center does not demonstrate basic focus and clarity of organization	

Categories of Evaluations	Consistently Exceeds Standards (5)	Exceeds some Standards (4)	Meets Standards (3)	Inconsistently Meets Standards (2)	Does Not Meet Standards (1)	
	learning activities	developing goals, objectives, and activities				
Mechanics	No errors in spelling and/or punctuation	Two errors in spelling/punctuation	Three errors in spelling and/or punctuation	Four errors in spelling and/or punctuation	Five or more errors in spelling/punctuation	
Required Components						
Background Information	Extensive list of strengths and needs of the student using non-labeling language. Extensive list of prerequisite skills required to begin instruction on the unit.	Complete list of strengths and needs of the student using non-labeling language. Complete list of prerequisite skills required to begin instruction on the unit.	Provides a list of strengths & needs of students using non-labeling language. Provides a list of prerequisite skills required to begin instruction on unit.	Strengths and needs of child are limited and poorly written. Some prerequisite skills are listed, but are incorrect or inconsistent. Labeling language may be used.	Strengths and needs of the student and prerequisite skills for the unit are missing or inaccurate.	
Unit Description	The unit description includes a specific, appropriate focus that includes goals that are correctly written and appropriate for the length of the unit; well written objectives that pertain to the needs of the student. The objectives contain four accurate components.	The unit description includes an appropriate focus that includes goals and objectives that are well written, that pertain to the needs of the student, and that contain all required components.	The unit has a focus that includes goals and objectives that pertain to the needs of the student.	The unit has a focus that is unclear and that may not contain goals and objectives that pertain to the needs of the student.	The unit description is missing or is inaccurate.	
Lesson Plans	Each unit activity includes a well written objective based on the needs of the student with all of the components included and accurate; an extensive list of materials; a specific introduction; an extensive, logical explanation of how to conduct the lesson; and extensive procedures for evaluating student performance.	Each lesson plan includes a written objective based on the needs of the student with all of the components included and accurate; a detailed list of materials; an introduction; a detailed, logical explanation of how to conduct the lesson; and detailed procedures for	Each lesson plan includes an objective based on the needs of the student; a list of materials; an introduction; an explanation of how to conduct the lesson; and procedures for evaluating student performance	Each lesson plan may have an objective with all the components but it does not correspond with the needs of the student; a limited list of materials; an unclear or poorly written explanation of how to conduct the lesson and incomplete or unclear procedures for evaluating student	Each lesson has an objective; list of materials; procedures for conducting the lesson and procedures for evaluating student performance that are incomplete, unclear or missing.	

Categories of Evaluations	Consistently Exceeds Standards (5)	Exceeds some Standards (4)	Meets Standards (3)	Inconsistently Meets Standards (2)	Does Not Meet Standards (1)	
		evaluating student performance.		performance.		
Learning Centers/ Unit Activities	Each learning center /unit activity description contains materials and activities that specifically and accurately assist the student in generalizing the information presented in the lessons. All of the activities and materials are extremely motivating and age and developmentally appropriate.	Each learning center /unit activity description contains materials and activities that accurately assist the student in generalizing information presented in the lessons. Most of the activities and materials are extremely motivating & age & developmentally appropriate.	Each learning center/unit activity description contains materials & activities that assist student in generalizing infor-mation presented in lessons. Activities and materials are motivating, age, and developmentally appropriate.	Each learning center/ unit activity description contains some materials and activities that assist the student in generalizing information presented in the lessons. Some activities/ materials are motivating, age, & developmentally appropriate.	Each learning center/unit activity description contains materials and activities that do not assist the student In generalizing information presented in the lessons. Activities and materials are not motivating nor are they age or developmentally appropriate.	
Recordkeeping System	A clear and detailed record-keeping system to accurately assess learner performance on all goals and objectives is present.	A clear and detailed recordkeeping system to accurately assess learner performance on some goals & objectives is present.	A recordkeeping system to accurately assess learner performance on the goals is present.	The recordkeeping system inconsistently allows for maintaining records of learner performance on goals or objectives.	The recordkeeping system does not provide a clear framework for recording performance or the recordkeeping form is missing.	
Technology	Technology used in instruction contains a variety of software and/or other applications appropriate for goals and objectives	Technology used in instruction contains software and/or other applications appropriate for goals and objectives	Technology is used in instruction and is used appropriately.	Use of technology in instruction is used inconsistently or is in-appropriate for unit/learning center	Use of technology in instruction is either inappropriately or absent from unit plan/learning center.	
Professional Presentation	Provides examples that consistently exceed standards, use of non-labeling language.	Provides some examples that exceed standards, use of non-labeling language.	Provides minimum examples and uses non-labeling language.	Provides incomplete or no examples provided, use of non-labeling language is inconsistent.	Provides no examples and uses non-professional and/or labeling language.	

Comments: