

Candidate Assessment and Unit Planning Evaluation System for ECE

The Early Childhood Education (ECE) program at Iowa State University is committed to insuring that each ECE student develops the knowledge, skills, and dispositions identified by the profession and reflected in the national guidelines for inclusive early childhood educators. To this end, we have incorporated the standards recommended by the Iowa Department of Education (INTASC Standards), as well as the performance standards for Endorsement 100 (Teacher—Prekindergarten—Grade 3 Including Special Education) into the curriculum and field experiences for each Early Childhood Education major.

This document describes the manner in which we assess each individual student's success in meeting these standards, beginning with the freshman class entering Iowa State University in fall 2001. Our system uses a variety of criteria and assessments, and provides students with both formative and summative evaluation of their performance. As students progress through the program, they will complete designated performance indicators (specific tasks or activities imbedded in particular courses), demonstrate acceptable performance in each of their teacher education courses and in their field experiences, and participate in major checkpoints (which serve as summative decision points). Each of these assessments will provide students with feedback on the quality and acceptability of their developing skills for teaching.

System Development

The development of the Early Childhood Education candidate assessment system has been an on-going process. The activities have been led primarily by ISU's Early Childhood Education Coordinating Committee, a group of faculty and staff from the two departments/colleges that jointly administer this program. In the College of Family and Consumer Sciences, the Department of Human Development and Family Studies has primary responsibility for the

portion of the program that addresses the needs of children ages birth through five. In the College of Education, the Department of Curriculum and Instruction supports the curriculum for teaching children from kindergarten through third grade. The Department of Curriculum and Instruction also provides the bulk of the Professional Education core courses that are common across all teacher education programs at Iowa State.

The Early Childhood Education Coordinating Committee (ECECC) has been actively meeting since the fall of 1999. This group grew out of a cross-college committee organized in 1995-96 to transition our curriculum from the PreKindergarten to Third Grade endorsement (Endorsement 106) to the Unified Early Childhood Education endorsement (Endorsement 100). ECECC has built upon the work originally completed for Endorsement 100 to develop the Candidate Assessment System proposed here. Faculty who teach in the Early Childhood Education program have been involved in designing the within-course assessments (referred to in this document as designated performance indicators, or DPIs) used to demonstrate students' mastery of the Iowa State University Teacher Education Standards (e.g., professional core) and the Endorsement 100 content standards. In addition, the full faculty within each department will have an opportunity to provide feedback on the proposed system.

Other stakeholders in the Early Childhood Education program include practitioners in the field (home/early interventionists, preschool teachers, Head Start teachers, kindergarten teachers, primary grade teachers), administrators of early childhood programs, and parents of students who are served by Early Childhood Education programs. The process used to include these stakeholders will involve identifying representatives of each constituency group, sharing our proposed plan with them, and seeking their guidance as we refine the system. We are

particularly interested in seeking the feedback of stakeholders who have direct contact with ECE teacher candidates. These practitioners can provide us with their insights regarding areas in which our assessment system (and our entire program) can be strengthened.

System Components

The ECE Candidate Assessment System reflects both the mission of Iowa State University and the program's framework for preparing effective practitioners. With regard to ISU's land grant mission, the preparation of effective Early Childhood Educators clearly meets the needs of the people of the state by providing high quality education professionals. More specifically, the ECE program seeks to enhance student learning through high quality teaching and field experiences (ISU Strategic Plan, Goal 1). To accomplish this task, faculty and staff build upon partnerships with field-based practitioners to educate future teachers who can meet the needs of Iowa's communities (ISU Strategic Plan, Goal 3). Two of the University's core values are inclusiveness and collaboration. The ECE program shares these core values and supports their adoption by future teachers through course content directly addressing inclusiveness and collaboration, and by modeling these values in action within the delivery of the program.

The program has adopted the state's standards (professional core and Endorsement 100 content) as its framework for preparing effective practitioners. Several ISU faculty members were involved in the state-level committee that created the Endorsement 100 standards. As a result, our views of the state of the art in preparation of early childhood educators are consistent with the framework proposed by the state. The professional education core courses, which are common to all teacher education programs at Iowa State, include assessments of many of the INTASC standards. Our program incorporates these assessments to evaluate the professional knowledge of practitioner candidates in early childhood education.

Early Childhood Education Candidate Assessment System

The Early Childhood Education candidate assessment system focuses on individual practitioner candidates and begins early in each candidate's program. The system begins by sharing the standards with candidates. Throughout the program, a range of performance-based assessment measures provides the candidate (and program faculty) with formative and summative feedback. Four summative decision points are incorporated into the system. At each of these points, the candidate's progress is reviewed and, if it is found to be unacceptable, the candidate is precluded from progressing to the next level of preparation until s/he has remedied the identified deficiencies. The following sections outline each of these components, as well as describing how candidates' attainment of the standards will be documented and how their levels of accomplishment will be evaluated.

1. **Sharing the Standards with Candidates.** A key aspect of performance-based assessment is sharing the performance expectations with the students. Students will be provided with a copy of the standards (professional core and Endorsement 100 content) and the requirements for progressing through each of the summative decision points at the beginning of their ECE program at Iowa State. The freshman, sophomore, and transfer orientation courses in the program provide a natural point for sharing this information. Students complete these courses soon after declaring ECE as their major. In addition to this initial presentation, the standards and information about the candidate assessment system will be available to students at all times via the Teacher Education web page. Moreover, relevant course syllabi will identify the specific standards addressed by each course and the respective DPIs incorporated within each course. Using this combination of methods, students in the ECE program will be fully aware of the professional competencies they must demonstrate to be

recommended for licensure. In addition, students will be informed that they are responsible for maintaining a portfolio of their DPIs and the associated evaluation rubrics. Students will be informed that they may be asked to produce these materials at any point in their program (e.g., state review of the program).

- 2. Performance Assessment Strategies.** A range of performance-based assessment strategies will be used throughout the program for formative and summative purposes. As described under System Development, program faculty have identified strategic points in the program where it is appropriate to assess the each candidate's proficiency in demonstrating the standards. Appendix A contains a grid listing each of the standards for the ECE program and identifying the course(s) in the program in which one or more DPIs are used to assess that standard. Appendix B provides a numerical listing of the DPIs, the course(s) each is associated with, and the respective standard(s) that are addressed. Appendix B reflects the diversity of performances required of practitioner candidates, including more traditional, exam-based performances, as well as assessments of content and professional knowledge, and the application of this knowledge to field settings in work with students and other early childhood education professionals. Within individual courses, instructors will determine each candidate's overall performance level on the DPI(s) assessed within that course. This information will be shared with students as a means of formative evaluation. We anticipate using a system with three overall performance levels: unacceptable, marginally acceptable, and acceptable. We have defined each of the levels as follows:

<p>Acceptable – The student's overall performance is acceptable. The student has adequate skills, attributes, attitudes, behaviors, and/or understandings that meet the expectations for a student at that point in the teacher education program.</p>

Marginally acceptable – The student’s overall performance is marginally acceptable. Although the overall performance meets minimal standards, there are concerns about one or more aspects of the student’s skills, attributes, attitudes, behaviors, and/or understandings.

Unacceptable – The student’s overall performance is unacceptable. The student’s skills, attributes, attitudes, behaviors, and/or understandings do not meet the expectations for a student at that point in the teacher education program.

Although the overall performance levels will be applied consistently across courses, the specific expectations required to attain each of the levels will be tailored to the course and the program's expectations for the candidate at that point in his/her program.

While the DPIs represent important outcomes of the Early Childhood teacher education program, they may not reflect the totality of the content addressed within each course. As a result, this candidate assessment system will also consider each student’s performance in classes more broadly by evaluating final grades earned in courses. We hope to encourage students to perform well across the entire content of a course, rather than focus all of their academic energies only on the DPIs. We also believe that students who obtain low grades in their teacher education courses benefit from feedback about the faculty’s concerns about their performance. As a result, we have developed the following system for applying the three overall performance levels to each candidate’s final grades in courses taken to meet licensure requirements. Clearly, a final grade of D+, D, D-, or F represents unacceptable performance. A grade of C or above represents acceptable performance. The intervening grade (C-) represents marginally acceptable performance.

Furthermore, the three levels of overall performance (acceptable, marginally acceptable, and unacceptable) will be incorporated into the feedback provided to each student on his/her performance during field experiences. Both cooperating teachers and university supervisors will use the three categories to evaluate each candidate’s overall performance in each practicum and student teaching experience.

3. Summative Decision Points. The Early Childhood Education Candidate Assessment

System incorporates four summative decision points. Practitioner candidates who do not meet the minimum requirements for any of the checkpoints will not be permitted to enroll in courses in the next stage of the teacher education program. The following sections outline the

nature of each of the summative decision points and the process that will be used to evaluate candidate performance at each of the decision points. The four decision points include:

***Checkpoint 1: Admission to Teacher Education**

At this decision point, students must demonstrate their eligibility to begin the teacher education program. Typically, this occurs in the sophomore year. Beginning in Spring 2002, the requirements for all students applying to Iowa State University's Teacher Education program include a 2.5 GPA, minimum scores on the PPST/Praxis I (as designated in the ISU Bulletin), 10 hours of field experience, and satisfactory completion of specific requirements, (i.e., C I 204, orientation, written composition). In addition, the candidate's performance on any DPIs addressed thus far will be reviewed. Candidates who have not met these requirements will be denied admission to the Iowa State University Teacher Education Program for Early Childhood Education.

***Checkpoint 2: Mid-Program**

The second summative decision point will occur mid-way through the candidate's program of major coursework (e.g., methods, curriculum, and assessment courses), often during the junior year. This checkpoint will involve a review of the overall performance levels obtained by the student on DPIs completed in courses taken, the student's grades, and evaluations of the student's performance in field-based settings as reported by cooperating teachers and ISU field experience supervisors. Students who have achieved acceptable levels of performance across their DPIs, grades in courses required for teacher licensure, and field experiences will be allowed to continue in the ECE program. Procedures for students who do not consistently demonstrate acceptable performance are described below (see Procedures for Addressing Sub-Acceptable Performance).

***Checkpoint 3: Application for Student Teaching**

Students apply for student teaching the semester prior to their student teaching experience. The current application procedure will be expanded to include a review identical to the one that occurred for Checkpoint 2. A designated person in each department will review each student's overall performance levels on DPIs, transcripts, and evaluations of practicum experiences that have occurred since the review of materials at Checkpoint 2. Students who have achieved acceptable levels of performance across their DPIs, course grades, and field experiences will be allowed to enroll in student teaching. Procedures for students who do not consistently demonstrate acceptable performance are described below (see Procedures for Addressing Sub-Acceptable Performance).

***Checkpoint 4: Application for Licensure**

This final checkpoint in the program will insure that each practitioner candidate has met all of the program's standards and has completed his/her student teaching experience in a satisfactory manner (e.g., completed all associated DPIs with acceptable or no more than two marginally acceptable performances). Students who do not meet these expectations will not be recommended for licensure. However, they may graduate with a degree (assuming they meet the university's requirements).

Procedures for Addressing Sub-Acceptable Performance. At each of the checkpoints, each candidate's performance will be reviewed. Students with any marginally acceptable or unacceptable overall performance levels on DPIs, course grades, or field experiences will be referred to the ECECC. The ECECC will evaluate the candidates' progress to date using the same three overall levels of performance described earlier. Candidates whose performance is deemed unacceptable on any of the measures will be advised that they need to repeat the course or field experience containing the proficiency requirement until the standard has been attained at a minimum level of marginally acceptable. Until the marginally acceptable level is reached, students will not be allowed to enroll in the next HDFS and C I courses in the ECE major. Counseling about other academic options and careers will also be given as the committee guides students to explore the feasibility of finishing the ECE coursework successfully.

Candidates whose performance is deemed marginally acceptable in one or more of the DPIs, course grades, or field experiences will receive written feedback from the committee expressing concern regarding their performance. Candidates who have one marginally acceptable performance will be advised that they may move ahead in the

program, however they will be alerted that they are being monitored for the quality of their performance. At Checkpoints 2 and 3, students will be informed by the ECECC that they may experience difficulties in passing student teaching based on their previous performance, and they may be denied access to student teaching. Candidates with two marginally acceptable performances will be advised that although they may move ahead in the program, the committee has grave concerns about the likelihood of their success in the Early Childhood Education program. Candidates will be urged by the committee to re-consider their choice of Early Childhood Education as their major. Three marginally acceptable performances reflect a pattern of borderline performance, and as a result, will be treated in the same manner as an unacceptable performance. Candidates with three marginally acceptable performances will be denied enrollment in subsequent courses. The ECECC will meet with the student and determine which of the marginally acceptable performances the student must repeat. Students who have one unacceptable performance or three or more marginally acceptable performances at Checkpoint 3 will be informed that they will not be admitted to the student teaching semester until they have demonstrated competence in meeting the program's expectations and there is an opening for them to complete their student teaching semester.

4. **Documentation of Candidates' Attainment of Licensure Standards.** Documentation of each candidate's attainment of the licensure standards will occur throughout the teacher education program. At the point of application for teacher education, a file will be initiated for each candidate. These files will be maintained in a central location and will be updated each semester as the candidate progresses through the program. The file will contain:
 - copies of the student's minimum test scores for admission to teacher education,
 - transcripts,

- a listing of the overall performance levels achieved by the student on each of the DPIs,
- copies of scoring rubrics for any of the performances for which the student did not demonstrate an acceptable level of performance, and
- field experience evaluations (including practicum(s) and student teaching).

The ECECC will use a checklist (see Appendix C) to summarize the student's progress through the program.

Within each course, instructors will be accountable for:

- conducting the DPIs associated with their course,
- scoring the DPIs using the three overall performance levels,
- reporting the overall performance level for each ECE candidate, and
- providing copies of scoring rubrics (for students who did not demonstrate acceptable performance) to the person in that department responsible for gathering performance assessment documentation (this individual will get the rubrics to the central location for filing in each student's folder).

5. Determining Candidate Performance. As the charts in Appendices A and B indicate, the system assesses candidates' attainment of the licensure standards by evaluating their performance on specified assignments, exams, and projects (DPIs) associated with their coursework. Although the content and assessments for any particular course are not limited to what is described here, these assessments will provide important information about the extent to which the candidate has attained the knowledge and skills necessary for successful teachers. For each of the DPIs, rubrics will be developed by the instructors who teach the course. Each instructor will use a rubric to evaluate the student's performance and also determine which one of the three overall performance levels best characterizes the student's work.

If a student's work does not meet the program's expectations, the work will be deemed *unacceptable*, and will limit the student's ability to make satisfactory progress in the

program. If a student's work meets the minimal expectations, but causes the instructor concern about the student's future success in the program, the work will be deemed *marginally acceptable*. Student work that meets the expectations and demonstrates proficiency with the performance assessment task will be deemed *acceptable*. Appendix D includes examples of rubrics, descriptions of the associated DPIs, and identification of the standard(s) demonstrated in each DPI. The development of rubrics for each performance assessment task and acquisition of samples of student performance at each of the levels is expected to be an on-going task.

- 6. Evidence of Credibility.** The reliability of the candidate assessment system will be facilitated by using similar DPIs and determining overall performance levels across multiple sections of each course. Representative samples of student performances at each of the three levels will be gathered for each DPI by course instructors. Face validity will be documented by sharing the assessment system with a panel of stakeholders (administrators, teachers, community members) and seeking their input regarding the system. Formal evaluation of the reliability and validity of the system is dependent on the allocation of resources to support such studies.

System Evaluation

The data on candidate performance will be used for continuous program improvement. All students completing the program will participate in an exit interview at the end of their student teaching semester. The interview seeks students' perceptions of the strengths of the ECE program, as well as recommendations for changes. Summary data from the exit interviews will be shared with the ECECC, program administrators, and faculty/staff within the program. Formal follow-up surveys of ECE graduates will be conducted by the Research Institute for

Studies in Education (RISE), which is responsible for surveying all teacher education graduates at ISU. The ECECC will informally monitor and address areas of concern (e.g., particular DPIs on which significant numbers of students do not meet minimum standards, feedback from field experiences supervisors regarding areas of the program that may require additional attention/emphasis). Formal evaluation of the program and development of the annual report will be the responsibility of the program administrators (department executive officers in Curriculum & Instruction and Human Development and Family Studies).

APPENDIX A

EARLY CHILDHOOD EDUCATION TEACHER EDUCATION STANDARDS

APPENDIX A

Professional Education Core/ Iowa State University Teacher Education Licensure Standards	Designated Performance Indicators by Courses	
	Course(s)	DPI(s)
<p><u>Standard 1: Student Learning</u> The practitioner understands how students learn and develop, and provides opportunities that support intellectual, career, social, and personal development. See also <i>Content Standards 1 and 2.</i></p>	CI 333	DPI: 37
<p><u>Standard 2: Diverse Learners</u> The practitioner understands how students differ in their approaches to learning and creates instructional opportunities that are equitable and are adaptable to diverse learners. See also <i>Content Standards 1 and 2.</i></p>	CI 250 CI 406	DPI: 38 DPIs: 39, 40
<p><u>Standard 3: Instructional Planning</u> The practitioner plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models. See also <i>Content Standards 1 and 2.</i></p>	CI 245	DPI: 41
<p><u>Standard 4: Instructional Strategies</u> The practitioner understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. See also <i>Content Standards 1 and 2.</i></p>	CI 245	DPI: 41
<p><u>Standard 5: Learning Environment/ Classroom Management</u> The practitioner uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. See also <i>Content Standards 2 and 3.</i></p>	CI 245	DPI: 41
<p><u>Standard 6: Communication</u> The practitioner uses knowledge of effective verbal, non-verbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry, collaboration, and support interaction in the classroom. See also <i>Content Standard 4.</i></p>	CI 406	DPI: 42
<p><u>Standard 7: Assessment</u> The practitioner understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the learner. See also <i>Content Standards 2 and 3.</i></p>	CI 333	DPI: 37
<p><u>Standard 8: Foundations, Reflection and Professional Development</u> The practitioner continually evaluates the effects of the practitioner's choices and actions on students, parents, and other professionals in the learning community, and actively seeks out opportunities to grow professionally. See also <i>Content Standard 5.</i></p>	CI 204	DPI: 43
<p><u>Standard 9: Collaboration, Ethics, and Relationships</u> The practitioner fosters relationships with parents, school colleagues, and organizations in the larger community to support students' learning and development. See also <i>Content Standards 4 and 5.</i></p>	CI 406	DPI: 44
<p><u>Standard 10: Computer Technology Related to Instruction</u> The practitioner uses computer technology to enhance student learning.</p>	CI 201	DPI: 45

4. Content Standards for Endorsement 100	Designated Performance Indicators by Courses	
(1) Child growth, development, and learning	Course	DPI(s)
1.1. Understand the nature of child growth and development for infants and toddlers (birth through 2), preprimary (age 3 through age 5) and primary school children (age 6 through age 8), both typical and atypical, in areas of cognition, language development, physical motor, social-emotional, aesthetics, and adaptive behavior.	HDFS 220 HDFS 221	DPI: 19 DPI: 17
1.2. Understand individual differences in development and learning including risk factors, developmental variations and developmental patterns of specific disabilities and special abilities.	HDFS 220 HDFS 221	DPI: 19 DPI: 17
1.3. Recognize that children are best understood in the contexts of family, culture, and society and that cultural and linguistic diversity influence development and learning.	HDFS 456/HDFS 556	DPIs: 32, 33
(2) Developmentally appropriate learning environment and curriculum implementation	Course	DPI(s)
2.1. Establish learning environments with social support, from the teacher and from other students, for all children to meet their optimal potential, with a climate characterized by mutual respect, encouraging and valuing the efforts of all regardless of proficiency.	HDFS 340 HDFS 343 HDFS 455/HDFS 555	DPI: 22 DPI: 25 DPIs: 29, 30
2.2. Appropriately use informal and formal assessments to monitor development of children and to plan and evaluate curriculum and teaching practices to meet individual needs of children and families.	HDFS 340 HDFS 343 HDFS 455/HDFS 555 HDFS 456/556 SpEd 355 SpEd 455	DPI: 21 DPI: 23 DPI: 30 DPI: 33 DPI: 15 DPI: 14
2.3. Plan, implement, and continuously evaluate developmentally and individually appropriate curriculum goals, content, and teaching practices for infants, toddlers, preprimary, and primary children based on the needs and interests of individual children, their families, and community.	CI 367 OR CI 377 CI 433 OR CI 443 CI 439 OR CI 449 HDFS 340 HDFS 343 HDFS 455 SpEd 455	DPI: 2 DPI: 3 DPI: 5 DPI: 21 DPI: 23 DPI: 30 DPI: 14
2.4. Use both child initiated and teacher directed instructional methods, including strategies such as small and large group projects, unstructured and structured play, systematic instruction, group discussion and cooperative decision making.	CI 367 OR CI 377 CI 438/CI 448 HDFS 343 HDFS 455/ HDFS 555 SpEd 455	DPI: 2 DPI: 4 DPI: 24 DPI: 30 DPI: 14
2.5. Develop and implement integrated learning experiences for home, center, and school-based environments for infants, toddlers, preprimary and primary children.		
2.5a. Develop and implement integrated learning experiences that facilitate cognition, communication, social and physical development of infants and toddlers within the context of parent-child and caregiver child relationships.	HDFS 340 HDFS 456/ HDFS 556	DPI: 22 DPI: 32
2.5b. Develop and implement learning experiences for preprimary and primary children with focus on multicultural and nonsexist content that includes development of responsibility, aesthetic and artistic development, physical development and well-being, cognitive development, and emotional and social development.	CI 367 OR CI 377 CI 433 OR CI 443 HDFS 343 HDFS 455/ HDFS 555	DPI: 2 DPI: 3 DPI: 24 DPI: 30

(2) Developmentally appropriate learning environment and curriculum implementation (cont.)		
	Course	DPI(s)
2.5c. Develop and implement learning experiences for infants, toddlers, preprimary, and primary children with a focus on language, mathematics, science, social studies, visual and expressive arts, social skills, higher-thinking skills, and developmentally appropriate methodology.	CI 367 OR CI 377 CI 433 OR CI 443 CI 438 OR CI 448 CI 439 OR CI 449 CI 468F OR 468A CI 468G or 468C CI 468I or 468D HDFS 340 HDFS 343 HDFS 455/ HDFS 555	DPI: 2 DPI: 3 DPI: 4 DPI: 5 DPI: 6 DPI: 8 DPI: 9 DPI: 22 DPI: 24 DPI: 30
2.5d. Develop adaptations and accommodations for infants, toddlers, preprimary, and primary aged children to meet their individual needs.	HDFS 345 HDFS 456/ HDFS 556 SpEd 368 SpEd 455	DPI: 26 DPI: 32 DPI: 13 DPI: 14
2.6. Adapt materials, equipment, the environment, programs, and use of human resources to meet social, cognitive, physical motor, communication, and medical needs of children with diverse learning needs.	HDFS 345 HDFS 456/ HDFS 556 SpEd 355 SpEd 368 SpEd 455	DPIs: 26, 27 DPI: 32 DPI: 15 DPI: 13 DPI: 14
(3) Health, Safety, and Nutrition.		
	Course	DPI(s)
3.1 Design and implement physically and psychologically safe and healthy indoor and outdoor environments to promote development and learning.	HDFS 340 HDFS 343 HDFS 345	DPI: 22 DPI: 24 DPI: 26
3.2 Promote nutritional practices that support cognitive, social, cultural, and physical development of young children.	HDFS 340 HDFS 343	DPI: 22 DPI: 23
3.3. Implement appropriate appraisal and management of health concerns of young children including procedures for children with special health care needs.	HDFS 345	DPI: 28
3.4. Recognize signs of emotional distress, physical, and mental abuse and neglect in young children and understand mandatory reporting procedures	HDFS 417	DPI: 34
3.5. Demonstrate proficiency in infant/child cardiopulmonary resuscitation, emergency procedures, and first aid.	HS 105	DPI: 1
(4) Family and Community Collaboration.		
	Course	DPI(s)
4.1 Apply theories and knowledge of dynamic roles and relationships within and between families, schools, and communities.	HDFS 456/ HDFS 556	DPIs: 32, 33
4.2. Assist families in identifying resources, priorities, and concerns in relation to their child's development.	HDFS 456/ HDFS 556	DPI: 32
4.3. Link families, based on identified needs, priorities and concerns, with a variety of resources.	HDFS 456/ HDFS 556	DPIs: 32, 33
4.4. Use communication, problem solving, and help-giving skills in collaboration with families and other professionals to support the development, learning, and well-being of young children.	HDFS 456/ HDFS 556	DPI: 32
4.5. Participate as an effective member of a team with other professionals and families to develop and implement learning plans and environments for young children.	HDFS 456/ HDFS 556 SpEd 368 SpEd 455	DPI: 32 DPI: 16 DPI: 16

(5) Professionalism	Course	DPI(s)
5.1. Understands legislation and public policy that affect all young children, with and without disabilities and their families.	HDFS 455/ HDFS 555	DPI: 31
5.2. Understands legal aspects, historical, philosophical, and social foundations of early childhood education and special education.	HDFS 455/ HDFS 555	DPI: 31
5.3. Understands principles of administration, organization and operation of programs for ages 0-8 and their families, including staff and program development, supervision and evaluation of staff, and continuing improvement of programs and services.	HDFS 345 HDFS 455/ HDFS 555	DPI: 26 DPI: 30
5.4. Identifies current trends and issues of the profession to inform and improve practices and advocate for quality programs for young children and their families.	HDFS 455/ HDFS 555	DPI: 31
5.5. Adheres to professional and ethical codes.	HDFS 417	DPI: 34
5.6. Engages in reflective inquiry and demonstration of professional self-knowledge.	CI 416A OR SpEd 415G HDFS 417	DPI: 11 DPI: 35
(6) Pre-student teaching field experiences. Complete 100 clock hours of pre-student teaching field experience with three age levels in infant and toddler, pre-primary, and primary programs, and in different settings, such as rural and urban, and encompassing differing socio-economic status, ability levels, cultural and linguistic diversity and program types and sponsorship.	CI 468F or 468A CI 468G or 468CG CI 468lor 468D HDFS 220 HDFS 221 HDFS 340 HDFS 343 HDFS 455 or 555	DPI: 7 DPI: 10 DPI: 10 DPI: 20 DPI: 18 DPI: 22 DPI: 25 DPI: 29
(7) Completes a supervised student teaching experience of at least 12 weeks total in at least two different settings in two of three age levels: infant and toddler, pre-primary and primary and with children with and without disabilities.	CI 416A AND HDFS 417C SpEd 415 AND HDFS 417B	DPI: 12 DPI: 36 OR DPI: 12 DPI: 36

APPENDIX B

EARLY CHILDHOOD EDUCATION

LISTING OF DESIGNATED PERFORMANCE INDICATORS

**Endorsement 100:
Teacher-PreKindergarten through Grade 3, Including Special Education
Designated Performance Indicators**

	Designated Performance Indicator	Course	Standard
1.	Demonstrate proficiency in infant/child cardiopulmonary resuscitation, emergency procedures, and first aid by providing a copy of Red Cross certification card.	HS 105 Emergency Health Care	3.5
2.	Develop two lesson plans that address diverse learners, methods, and materials	CI 367 Teaching Literacy in the Primary Grades OR CI 377 The Teaching of Reading and Language Arts in the Primary Grades (K-3)	2.3 2.4 2.5b 2.5c
3.	Outline a social studies unit framework and at least two lessons for whole class instruction. Modify the lessons for individual students based on given learning profiles. Each lesson will incorporate goals from the National Council for Social Studies Standards.	CI 433 Teaching Social Studies in the Primary Grades OR CI 443 The Teaching of Social Studies	2.3 2.5b 2.5c
4.	Plan, teach, and evaluate a mathematics lesson for primary grade students. Include accommodations for diverse learners. The evaluation of the lesson should be based, at least in part, on an analysis of what students learned through the lesson (this lesson can be part of their practicum experience).	CI 438 Teaching Mathematics in the Primary Grades OR CI 448 Teaching Children Mathematics	2.4 2.5c
5.	Analyze teaching with respect to student goals, content/materials/activities, the teacher's role in the classroom, and relevant learning theory. Develop and modify lessons to be congruent with research on effective learning and teaching.	CI 439 Teaching Science in the Primary Grades OR CI 449 The Teaching of Science	2.3 2.5c
6.	Plan, teach, and evaluate two reading or language arts lessons, including differentiation to meet individual student needs.	CI 468F Supervised Practicum in Teaching Primary Grades: Literacy, Inclusive OR CI 468A Supervised Practicum in Teaching: Primary Grades Reading and Language Arts	2.5c

	Designated Performance Indicator	Course	Standard
7.	Complete practicum hours in a primary classroom, practicing specific teaching methods introduced in a primary reading and writing methods course; meet with the supervisor before and after field experience; complete an evaluation with the supervisor.	CI 468F Supervised Practicum in Teaching Primary Grades: Literacy, Inclusive OR CI 468A Supervised Practicum in Teaching: Primary Grades Reading and Language Arts	6
8.	Prepare, teach, and evaluate a differentiated lesson plan in math to the whole class	CI 468G Supervised Practicum in Teaching Primary Grades: Math, Inclusive OR CI 468C Supervised Practicum in Teaching: Mathematics	2.5c
9.	Prepare, teach, and evaluate a differentiated lesson plan in science to the whole class	CI 468I Supervised Practicum in Teaching Primary Grades: Science, Inclusive OR CI 468D Supervised Practicum in Teaching: Science	2.5c
10.	Complete practicum hours in a primary classroom, practicing specific teaching methods introduced in primary –science and mathematics methods courses; complete a self-evaluation of classroom performance.	CI 468G/I Supervised Practicum in Teaching Primary Grades: Math, Science, Inclusive OR CI 468 C/D Supervised Practicum in Teaching: Mathematics/Science	6
11.	Complete a daily log or journal, including evaluation of teaching day, new ideas and activities, and discipline analysis	CI 416A Supervised Student Teaching: Primary Grades OR Sp Ed 415 Supervised Student Teaching Special Education: Primary Inclusive	5.6

	Designated Performance Indicator	Course	Standard
12.	Complete 8 weeks of student teaching in a primary (kindergarten - third grade) classroom OR Complete 8 weeks of student teaching in a multicategorical resource room for the primary grades (Our program requires that at least one of the student teaching experiences (Birth-5 or primary) will involve special needs students.)	CI 416A Supervised Student Teaching: Primary Grades OR C&I 415G Supervised Student Teaching Special Education: Primary	7
13.	Write a language arts lesson plan that is inclusive, diverse, and include adaptations and modifications for diverse learners; the lesson plan should be differentiated, with extension and remedial activities identified for specific students in the classroom	C&I 368: Issues in Literacy for Diverse Learners in the Primary Grades	2.5d 2.6
14.	Based on assessment data for a special needs student, plan a whole-class lesson that is adapted to meet the needs of that student. The lesson must include assessment techniques.	C&I 455 Instructional Methods for Diverse Learners in the Primary Grades	2.2 2.3 2.4 2.5d 2.6
15.	Gather assessment data for a child, and write an interpretation of the data.	C&I 355 Classroom Assessment of Diverse Learners in the Primary Grades	2.2 2.6
16.	Work in groups to develop an IEP for a primary child with disabilities being served in an inclusive setting	C&I 368: Issues in Literacy for Diverse Learners in the Primary Grades; Sp Ed 455: Instructional Methods for Diverse Learners in the Primary Grades	4.5
17.	While observing a group of 3-to 8-year-old children, record examples of motor development including aesthetics and adaptive behavior, both typical and atypical; language and cognitive development, and social, and emotional development; use theory and research to interpret each observation; write a paragraph recommending culturally, developmentally, and individually appropriate guidance techniques for the situations.	HDFS 221: Development & Guidance: 3 through 8 Years	1.1 1.2
18.	Complete 10 hours of practicum experiences with children from 3 to 8 years of age; the cooperating supervisor will review and assess professional behavior, including ethics and work with children	HDFS 221: Development & Guidance: 3 through 8 Years	6
19.	While observing a group of infants or toddlers, record examples of typical and atypical motor, language, cognitive, and social, and emotional development; use theory and research to interpret each observation; recommend culturally, developmentally, and individually appropriate guidance techniques for the situations.	HDFS 220: Development & Guidance: Ages Birth through 2 years	1.1 1.2

	Designated Performance Indicator	Course	Standard
20.	Complete at 10 hours of practicum experiences with children aged birth through 2 years; the cooperating supervisor will review and assess professional behavior, including ethics and work with children	HDFS 220: Development & Guidance: Ages Birth through 2 years	6
21.	Appropriately use informal and formal assessments to monitor the development of children and to plan and evaluate curriculum and teaching practices by writing a developmental profile on a child, including present level of performance in each developmental area, assessment techniques used, and recommendations.	HDFS 340: Assessment & Curricula: Ages Birth through 2 Years	2.2 2.3
22.	Develop and implement integrated learning experiences that facilitate development of infants and toddlers through responsive interactions and one-on-one intuitive teaching techniques by completing a minimum of 24 hours of practicum experiences with children birth through two years of age in a group setting, with evaluation of participatory work by a supervising teacher.	HDFS 340: Assessment & Curricula: Ages Birth through 2 Years	2.1 2.5a 2.5c 3.1 3.2 6
23.	Appropriately use informal and formal assessments to monitor the development of children by planning, implementing, and evaluating classroom curriculum, teaching, and nutritional practices by creating an assessment portfolio on a child that includes work samples of performance in each developmental area, the assessment techniques used, and an evaluation of the materials.	HDFS 343 Assessment and Programming: Ages 3 through 6 Years	2.2 2.3 3.2
24.	Use both child initiated and teacher directed instructional methods, including group and individual strategies, by developing, implementing, and evaluating two activity plans, one of which involves structured learning.	HDFS 343 Assessment and Programming: Ages 3 through 6 Years	2.4 2.5b 2.5c 3.1
25.	Develop and implement learning experiences that facilitate development and developmentally appropriate practice by completing a minimum of 24 hours of practicum experiences with preprimary children in a group setting, with evaluation of participatory work by a supervising teacher.	HDFS 343 Assessment and Programming: Ages 3 through 6 Years	2.1 6
26.	Students will identify appropriate accommodations and adaptations for specific and individual needs for children with disabilities (including children with multiple and severe disabilities).	HDFS 345 Adapting Programming in Inclusive Settings	2.5d 2.6 3.1 5.3
27.	Demonstrate appropriate techniques for positioning and handling children with disabilities (including children with multiple and severe disabilities).	HDFS 345 Adapting Programming in Inclusive Settings	2.6
28.	Demonstrate in a written assignment knowledge of appropriate procedures used for children's special health concerns.	HDFS 345 Adapting Programming in Inclusive Settings	3.3
29.	In 16 hours of practica experiences, plan and implement developmentally appropriate activities, including arranging the social and physical environment to support the activity and critiquing the environment in the practica setting.	HD FS 455 Curricula for Ages 3 through 6 years OR HD FS 555 Advanced Issues and Program Planning in ECSE	2.1 6

	Designated Performance Indicator	Course	Standard
30.	Develop a comprehensive, programmatic curriculum plan that includes explanation of learning environments, plans for individual and program assessment, plans for implementation within the context of classroom curriculum; implementation of a variety of instructional arrangements within the context of a classroom, plans for program administration, organization, and improvement.	HD FS 455 Curricula for Ages 3 through 6 years OR HD FS 555 Advanced Issues and Program Planning in ECSE	2.1 2.2 2.3 2.4 2.5b 2.5c 5.3
31.	In written assignments and on examinations, demonstrate knowledge of legislation, legal aspects, and public policy that affect all young children, with and without disabilities, and their families, as well as knowledge of the historical, philosophical, and social foundations of early childhood education and special education and current trends and issues in the ECE profession to inform and improve practices and advocate for quality programs for young children and their families.	HD FS 455 Curricula for Ages 3 through 6 years OR HD FS 555 Advanced Issues and Program Planning in ECSE	5.1 5.2 5.4
32.	Using guidelines for Individual Family Service Plans and the resources, concerns, and priorities of a family case study, write outcomes for both the family and the child that use family-centered principles.	HDFS 456 Family-Focused Interventions for Young Children OR HDFS 556 Families of Children Who are Disabled	1.3 2.5a 2.5d 2.6 4.1 4.2 4.3 4.4 4.5
33.	Using a problem solving process, develop components of an Individual Family Service Plan that demonstrate recognition of the dynamic interactions among families, schools, and communities.	HDFS 456 Family-Focused Interventions for Young Children OR HDFS 556 Families of Children Who are Disabled	1.3 2.2 4.1 4.3
34.	Adheres to professional and ethical codes by observing a state approved mandatory child abuse reporter training video and completing the accompanying study guides.	HDFS 417 Supervised Student Teaching – Early Childhood	3.4 5.5
35.	Demonstrate reflective inquiry and professional self-knowledge by writing a final self-evaluation (based on daily journals, weekly self-evaluations, and progress toward stated goals) of student teaching accomplishments.	HDFS 417 Supervised Student Teaching – Early Childhood	5.6
36.	Complete 8 weeks of a supervised student teaching experience in an infant-toddler or preprimary (before kindergarten) setting with children with and without disabilities.	HDFS 417 Supervised Student Teaching – Early Childhood	7
37.	A formal examination OR a teaching/instructional design project	C I 333	Prof. Core 1 Prof. Core 7
38.	A formal examination	C I 250	Prof. Core 2
39.	A formal examination	C I 406	Prof. Core 2
40.	Specific lesson plan(s)	C I 406	Prof. Core 2

	Designated Performance Indicator	Course	Standard
41.	Comprehensive course handbook	C I 245	Prof. Core 3 Prof. Core 4 Prof. Core 5
42.	Course project	C I 406	Prof. Core 6
43.	Formal examination OR written report OR oral presentation	C I 204	Prof. Core 8
44.	Interview project	C I 406	Prof. Core 9
45.	Technology project	C I 201	Prof. Core 10

APPENDIX C

CANDIDATE ATTAINMENT OF LICENSURE STANDARDS CHECKLIST

DRAFT

DPI Checklist

Course	DPI #	Notes/Comments	A	M	U
Teacher Education Core Courses					
CI 201	45		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CI 204	43		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CI 250	38		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CI 245	41		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CI 333	37		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CI 406	39		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	40		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	41		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	42		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	44		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C&I ECE Licensure Courses					
SpEd 368	13		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	16		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CI 367/377	2		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CI 468 F/A	6		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SpEd 355	15		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SpEd 455	14		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	16		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CI 433/443	3		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CI 438/448	4		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CI 439/449	5		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CI 468G/C	8		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CI 468I/D	9		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HDFS ECE Licensure Courses					
HDFS 220	19		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	20		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HDFS 221	17		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	18		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HDFS 340	21		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	22		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HDFS 343	23		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	24		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	25		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HDFS 345	26		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	27		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	28		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HDFS 455/456	29		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	30		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	31		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HDFS 456/556	32		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Course	DPI #	Notes/Comments	A	M	U
Other Licensure Courses					
HS 105	1		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Teaching					
CI 416/SpEd 415	11		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	12		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
HDFS 417	34		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	35		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	36		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX D

EXAMPLES OF DPIs AND ASSOCIATED EVALUATION RUBRICS

Example 1: CI 438, DPI #4

Plan, teach, and evaluate a mathematics lesson for primary grade students. Include accommodations for diverse learners. The evaluation of the lesson should be based, at least in part, on an analysis of what students learned through the lesson (this lesson can be part of their practicum experience).

Example 2: SpEd 355, DPI #15

Gather assessment data for a child, and write an interpretation of the data.

Example 3: HDFS, DPI #24

Use both child initiated and teacher directed instructional methods, including group and individual strategies, by developing, implementing, and evaluating two activity plans, one of which involves structured learning

Rubric For Interview-Teach-Interview Assignment (DPI #4)

Clarity of writing/grammar	0 1 2 Major errors, with several per page. Meanings are often unclear. And/or you ignore page limits.	3 4 5 A few errors that begin to be distracting OR writing that is not as clear and focused as it should be.	6 pts Very clear, concise, error-free writing. (Note that this does <u>not</u> mean it must have an overly formal tone. I enjoy humor inserted into these write ups!)
Original interview analysis	0 1 2 Major portions of the required information are missing, &/or analyses of students' mathematical understandings are very shallow, &/or mathematical errors in your own thinking are evident.	3 4 5 The basic required information is present. Possible areas of concern include: Your interview questions and/or analysis of students' understandings do not probe deeply enough -- some key mathematical points are glossed over. The questions you asked did not position you well to assess their current understandings and/or to monitor their growth. You did not draw from VW (& class discussions) when relevant in designing and/or analyzing the interview.	6 pts The basic required information is present, along with thorough, <u>specific</u> analyses of the student's mathematical understandings. You drew from VW (& class discussions) as appropriate to inform both your interview questions and your analysis of each student's understandings. Your questions position you to build from their knowledge when teaching, as well as to monitor growth.
Lesson Plan	0 1 2 3 4 Major parts missing (e.g., goals, key questions, or assessments) OR major mathematical errors in your lesson plan are evident.	5 6 7 8 9 The basic required information is present. Areas of concern could include: Goals not as specific as they could be, or do not describe what students will learn. Lesson is not aligned well with goals. Assessments not likely to monitor each student's progress toward the goals. Key questions missing or unlikely to push students' thinking toward the goals. Adaptations for diverse learners missing or questionable. You did not draw from course ideas when relevant. It is not clear that your lesson involves teaching <i>through</i> problem solving (and you don't seem to realize this, which relates to the next section).	10 pts The basic required information is present. Additionally, the plan is very well constructed -- it makes good <u>mathematical</u> sense. It draws from relevant course ideas as appropriate. It involves teaching through problem solving (and if not, you have an insightful discussion about this in the next section).
Lesson analysis	0 1 2 Major parts missing or you display major misconceptions about what teaching through problem solving means.	3 4 5 The basic required information is present. You give some accurate description of your lesson in relation to teaching through problem solving & the 3-part model, but your analysis reveals minor misconceptions or lacks depth in terms of discussing similarities, differences & tensions. You need to consider more deeply what it means to teach mathematics <i>through</i> problem solving.	6 pts The basic required information is present, and you insightfully analyze your lesson and its relation to teaching through problem solving. You identify similarities and differences, as well as tensions inherent in trying to implement such a lesson.
CT's Feedback	0 pts Missing		2 pts Present
Follow Up Interview analysis	0 1 2 3 4 Major portions of the required information are missing, &/or you need <u>much</u> more depth &/or mathematical errors in your own thinking are evident.	5 6 7 8 9 The basic required information is present. Possible weaknesses could include: I'm left wanting more depth in your analysis of what the students learned and/or more evidence for claims you make regarding their learning. The questions you asked did not position you well to monitor student growth. You did not draw from VW (& class discussions) when relevant in analyzing students' learning.	10 pts The basic required information is present, along with thorough, <u>specific</u> analyses of students' mathematical growth. It's clear you drew from VW & class discussions as appropriate to inform your analyses. You use evidence from assessments and interviews very carefully.

Total -- Out of 40 possible points: _____

Systematic Observation of Behavior (DPI #15)

The purpose of the systematic observation of behavior is to provide you with experience in designing, collecting, and reporting direct observational data for a student. This type of data is often gathered for students during the initial and three-year re-evaluation processes. In addition, it is essential for the problem solving process implemented prior to referral to special education. For this assignment, you will need to confer with your practicum teacher to determine a student or small group of students whom you can observe for a specific reason.

After determining the purpose of the observation, you should define the target behavior and select one of the recording procedures discussed in class. You will need to design a recording sheet and carefully plan your observation procedures in advance. Your observation session should be a minimum of 20-30 minutes, although the type of procedure you select will influence the length of the observation.

Following the observation, you should complete the **Observational Report Form** found in the attached pages. The information to be included in each section is described below. This assignment is worth 30 points.

Reason for Observation (be specific):

Describe the reason why the child is being observed. What behavior(s) are problematic for the child? How do you know this (teacher report, past history, etc.)

Definition of Target Behavior:

Define the target behavior, using terms that are precise, specific, and observable. Is the behavior observable and measurable? Will your definition pass the stranger test?

Data Collection Procedures (describe in detail and attach recording sheet):

Describe how you conducted your observation. Which procedure did you use? If you used intervals, how long were they? How did you record the results?

Results and Discussion:

Summarize and explain the observation data you collected. How do the data correspond with information from the classroom teacher about the child's typical behavior? If you collected data on other children in the class, how does the target child's behavior compare to that of others in the class?

Recommendations:

Based on the data you collected, what recommendations would you make to the classroom teacher for addressing the target behavior with this child?

**YOUR OBSERVATIONAL REPORT FORM IS DUE ON MARCH XX.
REMEMBER TO TYPE YOUR REPORT.**

Behavior Observation Scoring Guidelines

*Please attach this form to the back of your behavior observation materials.

Reason for Observation 1 2

Definition of Target Behavior 1 2 3 4 5

Data Collection Procedures 1 2 3 4 5

Recording Sheet 1 2 3

Results and Discussion 1 2 3 4 5

Recommendations 1 2 3 4

Mechanics (spelling/grammar) 1 2 3

Professional writing 1 2 3

TOTAL POINTS: _____ / 30

Comments:

Unacceptable Performance	Marginally Acceptable Performance	Acceptable Performance
18 points or less	19 – 22 points	23 – 30 points

Group Activity Plan Assessment (DPI #24)

HDFS 343

Student's Name:

Lead Teacher:

Rating Scale:

0=Unacceptable, 1=Marginally Acceptable, 2=Acceptable

Specific Observations	0	1	2
--- observations were recorded before activity			
--- observations had sufficient detail			
--- objectives were measurable			
--- objectives were specific			
Set-up and materials:	0	1	2
--- list of materials needed was complete			
--- numbers of items needed were included			
--- where the activity was to take place was mentioned			
--- would be easy for a para to set up without further instruction			
Transition to the activity:	0	1	2
--- what will say			
--- effective			
--- creative			
Step by step procedures:	0	1	2
--- clearly articulated			
Critical thinking questions:	0	1	2
Extension/modifications:	0	1	2
Closing (summary, clean-up, transition):	0	1	2
--- what will say			
--- effective			
--- transition			

Evaluation Section (11 points):

Overall Score:	Acceptable 19-25 points	Marginally Acceptable 18 points	Unacceptable 0-17 points
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