Chapter 2 The Dimensions of Teaching Model

After carefully reviewing the work of Centra (1977, 1979) and Arreola (1986, 1989), Cashin (1989) advanced a seven dimensional model of effective teaching, which is:

1. <u>Curriculum development</u> entails the development of new academic programs, e.g., majors, minors, concentrations, etc. and the integration and sequencing of courses to achieve specific program level learning outcomes and performance standards.
2. Within <u>subject matter mastery</u>, is content knowledge depth and breadth as well as the ability to successfully and effectively apply such knowledge.
3. <u>Course design</u> includes the development or revision of a course with a focus on instructional goals or learning standards, content coverage, teaching methods, and assessment methods employed within a course.
4. <u>Delivery of instruction</u> involves the impact on student learning of an instructor's (1) body and voice behaviors; (2) presentation and instructional media management; (3) explanations, examples, and question management; and (4) class management.
5. Included in the <u>assessment of student learning</u> is the assessment and evaluation of course assignments, exercises, tests, papers, projects, field experiences, practicum, and grading policy, etc. upon student learning.
6. <u>Availability to students</u> considers the keeping of office hours, formal and informal professional student contact, and electronic access.
7. The <u>academic administration</u> dimension regards a faculty member's compliance with institutional policies and procedures which support the other six dimensions of teaching. Examples include timely book orders, having syllabi on file, turning in grade reports, and the holding of classes on time and as scheduled, etc.

This chapter provides guidance, using the Dimensions of Teaching Model as its theoretical basis, to design effective and efficient instruction which enables active teaching and learning.

I. Curriculum Development & Subject Matter Mastery
   A. <u>Curriculum development</u> entails the development of new majors, minors, concentrations, etc. and the integration and sequencing of courses so as to achieve specific program learning and performance standards.
      1. The development or revision of academic programs, including courses is central to the role of an educator and is usually work unit (e.g., program or departmental) activity. An educator must contribute materially to curriculum development projects, according to his or her role in any such effort, professional and academic experience, subject matter expertise and research accomplishments.
      2. To measure an educator's facility in this dimension, one must analyze contributions and role in developing or revising an academic program.

3. Performance information is collected through reviewing records such as meeting minutes, reports, accreditation applications, etc. Interviews or surveys of knowledgeable colleagues will provide additional information.
4. Once the performance information is acquired, a report is prepared. The report should contain both the faculty member's self-analysis and an independent, competent third party critique, usually provided by a senior colleague at another institution. The determination of appropriate curriculum development skill is by expert opinion based upon a preponderance of the available evidence.

B. <u>Subject matter mastery</u> is content knowledge depth and breadth as well as the ability to successfully and effectively apply such knowledge. Indicators of subject matter mastery are usually presented in a resume or curriculum vita and include:
1. An advanced earned degree or degrees in the teaching discipline.
2. Substantial, successful relevant professional experience.
3. A record of high quality research productivity as evidenced by successful grantsmanship, relevant publications, and paper presentations.
4. A solid record of professional service, evidenced by the holding of workshops, provision of consultation services, and service within professional organizations.
5. Professionally related awards may evidence subject mater mastery.
6. References from peers and supervisors may also attest to subject matter mastery.

II. **Course Design**
A. Courses should be designed or revised with specific intended outcomes, usually expressed as learning standards or learning targets, which may be either attitudinal, content, or skill driven.

B. Courses which are designed to foster student learning present these characteristics.
1. Course learning standards must be appropriate given the purpose of the course.
2. Course content, assignments, and assessments must be aligned with course learning standards.
3. Text or supplemental reading and/or practice material selection must be driven by course learning standards.
4. Course assessment (e.g., examinations and graded assignments) must be strategically integrated into the course so students are given an opportunity to practice the skills needed to complete an assignment under the instructor's supervision.
5. The sequence of course assignments, examinations, and/or readings must be logical and must progressively build on existing student knowledge and skill capacity.
6. Grading or marking policy should be consistent with organizational standards or acceptable practices.
7. The course must require high student performance expectations.

8. The mix of teaching methods or strategies must effectively enhance learning. It is this mix where active teaching and learning is achieved.

C. Tools for Designing a Course
1. Presented in Appendix 2.1 is a model for writing measurable learning outcomes, along with examples. This model is an integration of the "best" features of several alternative approaches.
2. Presented in Appendix 2.2 is a standard departmental syllabus developed by one of the authors. There are essential elements which should be included in a course syllabus.
    a. In the course description, the purpose of the course and its content is briefly summarized in complete sentences.
    b. The number of academic credits or hours, if applicable is specified.
    c. Any prerequisites or co-requisites are identified.
    d. Required and/or recommended textbooks or other supplemental instructional materials each student is to own or have access to are presented.
    e. Course level student learning standards and/or associated benchmarks are explicitly stated. It is assumed that when each benchmark, which operationally defines a learning standard, is mastered, the learning standard is achieved.
    f. Course content is usually divided into sequential units which build on previous units and lay the content foundation for subsequent units.
    g. A bibliography and list of supplemental materials is presented so that learning is effectiveness is enhanced.
    h. Strategies for assessing and evaluating student learning are specified. Course embedded assessment is the preferred strategy as key assessment devices are strategically integrated into courses which comprise an academic program. Student performance is then tracked across courses so that individual student learning and performance are measured with reference to not only course, but expected academic program learning and performance standards as well.
    i. Other materials relevant to the course are included such as a task description for a major course project as well as its associated scoring rubric.

D. The Session Map, a Tool for Planning Course Sessions
1. Once a course is designed (e.g., a curriculum guide is developed), individual sessions need to be designed. A design tool, The Session Map is presented in Appendix 2.6.
2. First, the course or session designer must
    a. Specify the topic or topics including the content and/or performance standard(s), including the primary teaching strategies.
    b. Provisionally, select or design active learning (AL) strategies to engage students in their own learning. Selection criteria include: suitability for

the audience, time available, activity mechanics, difficulty of the content, and instructor familiarity with the AL strategy.
   c. In the comments section, record whatever notes will be helpful to successfully execute each segment of the session map.
3. <u>Second</u>, the four distinct phases of a course session are individually constructed. The time allocated for each activity should be adjusted to fit the scheduled amount of class session time available.
   a. The <u>entry activity</u> "eases" students into the class session. The road map (a brief description of the class session) is an effective entry activity. This phase usually lasts 5-7 minutes.
   b. The <u>introductory activity</u> is related to the entry activity but is interactive. Its purpose is to initially engage students at the start of the class session. This phase lasts 10-15 minutes.
   c. The <u>discovery phase </u>consists of the purposeful application and sequencing of AL strategies leading to attainment of the session's content and/or performance standard or benchmarks.
      (1) The discovery phase consumes most of the session's time.
      (2) A brief lecture of 12-15 minutes is presented followed by an AL activity which reinforces the content or skill discussed during the brief lecture.
      (3) An AL activity maybe drawn from a textbook, supplemental resource, or be designed by the instructor.
   d. The <u>concluding activity</u> usually lasts 12-15 minutes and is designed to "wrap up" the session's content, specify key learning, and assess whether or not students have met the session's learning standards or performance standards.
4. <u>Third</u>, critical to effective instructional delivery, is the purposeful selection of teaching methods which will enable student learning.
   a. See Appendix 2.3 for an instructional strategy matrix which will assist in selecting teaching methods.
   b. See Appendix 2.4 for general guidelines about using black or whiteboards, overhead projectors, videotapes, presentation software, E-mail and list-serves, conferencing software and other web resources.

E. An Alternative to the Session map
   1. Constructing the session map is time and labor intensive. Its use is recommended when the course content and skills to be learned are fairly stable over time. Reuse justifies the initial time and labor investment.
   2. In those instances when such an investment is not possible or suitable, the lesson planning template (Figure 2.1) may be used.
      a. Sections 1 to 6 are self-explanatory.
      b. In section 7, specify the lesson's learning target (i.e., standard, objective, benchmark, etc.).
      c. In section 8, identify the specific content or skills to be learned.
      d. The teaching strategies to be employed are described in section 9.
      e. Assessment strategies are described in section 10.

      f.   After the lesson is taught, follow-up plans, including remedial teaching and support services are detailed in section 11.

      g.   Section 12 is reserved for any relevant remarks.

III. **Effective Instructional Delivery**

  A. Indicators of effective instructional delivery include the stimulation of student interest in the subject fostered by an enthusiastic, well-prepared instructor whose presentations are clear and understandable to students.

      1. Effective instructional delivery is provided by an instructor who is (a) an effective communicator; (b) aware of the students' learning level, generally, within his or her classroom; (c) establishes reasonably good rapport with students; (d) encourages students to take self-responsibility for their own learning; (e) provides frequent and prompt feedback to students while attempting to answer questions fully and to involve students in class activities and discussions; and (f) characterized by a concerned and helpful attitude.

      2. Other critical characteristics include (a) effectively managed presentations; (b) appropriate management of teacher body and voice behaviors; (c) use of precise explanations, examples, and questions; (d) clearly communicated academic expectations; and (f) a well managed classroom.

  B. <u>Presentation Management</u>: Presentations can enrich and enable student learning. Poorly constructed and executed presentations will disable student learning. Instructors who manage presentations as listed below have been found to be effective teachers.

      1. Instructors should briefly, but clearly, outline the purpose, objectives, content, and/or outcomes of the class session.

         a.   Instructors should briefly review key points from previous class sessions to transition students to the current session.

         b.   Instructors should define terms, concepts, principles, and/or content presented in the class, not readily understood by students.

         c.   Instructors should relate terms, concepts, principles, and/or content to those already familiar to students.

         d.   Instructors must clearly explain how terms, concepts, principles, and/or content are employed in the profession, discipline, or application under study.

         e.   Instructors need to clearly explain the relationships between terms, concepts, principles, &/or content presented in the class.

         f.   Instructors must restate key points &/or content during the class to further enable student learning.

         g.   Instructors should periodically briefly summarize what has been covered in class.

         h.   Instructors demonstrate skills clearly and completely.

         i.   Instructors should stay on task (i.e., didn't go into unrelated tangents).

         j.   Instructional media should supplement and enrich instruction, not replace the instructor.

2. See Appendix 2.5 for a presentation rating form which is divided into three sections: presentation organization, professional presence, and instructional technology use. Use to guide presentation delivery.

C. <u>Body and Voice Behaviors</u>: Distracting or disruptive body and voice behaviors hinder student learning.
    1. The following body and voice behaviors have been shown to be related to effective teaching.
        a. An instructor's voice should be clearly & easily heard.
        b. An Instructor's rate of speech must be such that students can easily follow what is being said and/or take notes.
        c. A teacher's voice should be raised and lowered appropriately. For example, if a class discussion is getting too loud the instructor might raise his or her voice to lower the class volume.
        d. When speaking, teachers should talk directly and calmly to the class.
        e. An instructor should use polite, appropriate language in class.
        f. Instructors should make & maintain eye contact with the class while speaking to it or while speaking to an individual student.
        g. Instructors should listen carefully to student questions and comments and show that he or she is interested.
    2. The instructor must use his or her body language to show that he or she is interested in the class, enjoys teaching, is enthusiastic about the subject, and above all genuinely cares about students.

D. <u>Explanation, Examples, and Question Management</u>: One of the most critical contributors to student learning is how explanations, examples, and questions are managed by an instructor. Research shows that instructors who follow these or similar guidelines contribute to student learning:
    1. Instructors should ask students questions to assess "where they were" in relation to class content. Of course, explanations and/or examples need to be relevant to class content and the student's frame-of-reference.
    2. Explanations and/or examples should be clear to most students in the class. Asking simple probing questions will often provide more information that the instructor can use to foster learning. The use of different examples &/or explanations will also assist student understanding.
    3. Explanations and/or examples should be adapted to students' knowledge level and language proficiency as well as draw on their knowledge and experience.
    4. Often, if an instructor restates his or her response to student questions when student(s) do not appear to understand an initial response, learning is enabled.
    5. Instructors who direct questions to both the class and individuals are more effective teachers. Individual students pay more attention as they never know when they shall be called on to answer a question.
    6. Instructors must encourage student questions, comments, & opinions, as appropriate.

Figure 2.1 Generic Lesson Planning Template			
(Complete a separate plan for each lesson.)			
1. Grade:	2. Day:	3. Period:	4. Date:
5. Subject:		6. Teacher:	

7. Learning Target(s): (Describe in specific terms the lesson's learning targets.)

8. Content/Skills to be Learned: (State explicitly the content and skills students are to learn citing the relevant text and pages. Consecutively number each content and/or skill.)

9. Teaching Strategies: (For each enumerated content and/or skill, describe the specific teaching strategy to be used, including teaching aids and handout. Attach a copy of each handout. If the handout is large, describe it on an attached sheet.)

10. Assessment Strategies: (For each enumerated content and/or skill, describe the assessment strategy to be used to assess what students have learned.)

11. Follow-up Plan: (After the lesson is taught, describe any follow-up plans, including remedial teaching. Specify needed support services for each student having significant difficulty mastering the learning target(s) if needed.)

12. Comments: (Record any adaptations to the lesson made given actual classroom conditions. Also record any other comments relevant to teaching, learning, and assessment transactions.)

Teacher Signature:	Date:

E. Teacher Expectations: Wong (2001) noted the strong positive correlation between high teacher expectations and high levels of student learning.
   1. There are two critical elements to teacher expectations:
      a. The teacher is confident students can meet the stated performance or learning standards.

b. The teacher is certain that his or her students can learn, guided by his or her teaching.

2. The effect of positive teacher expectations are strengthened when students and the teacher share mutual learning goals, clearly understand those communicated goals, and work actively to jointly achieve them.

F. <u>Class Management</u>: Wong (2001) and Woolfolk (2004) argue that classroom management skills are among the most important characteristics possessed by effective teachers.

1. The goal of effective classroom management is to maximize quality learning time (i.e., time on task). This requires effective student behavior management, and specified classroom rules or expectations.

   a. Student misbehavior may be due to frustration and being unable to fulfill academic or personal needs (e.g., fun, attention, belonging, etc.) within the classroom, thus, displaying inappropriate behavior.

   b. Kounin (1970) has identified four guidelines which ensure a relatively well ordered classroom. They are:
      (1) "Withitness" ensures that the teacher is aware of what is happening within his or her classroom.
      (2) Presentations which are smooth and well paced increase learning time and decrease time for disruptive behavior.
      (3) Communicated expectations to students.
      (4) Variety and challenge for students in boardwork, seatwork, homework, and testing.

   c. These specific teacher behaviors which embody Kounin's guidelines ensure that student behavior is managed to enable learning:
      (1) The instructor must be able to hold the students' attention.
      (2) Disruptive student behavior must be quickly and politely eliminated.
      (3) Students who try to monopolize a discussion should be politely encouraged to allow other students to contribute to class discussions and/or projects, as well as asking questions.
      (4) Shy students must be encouraged to participate in the class. One technique is to direct a specific question to each shy student. Take care not to embarrass them.
      (5) Instructors should readily observe and appropriately respond to signs of student puzzlement, boredom, interest etc.
      (6) Overly time consuming questions or discussions involving a few students should be pursued after class, during office hours, or at a later mutually agreeable time.
      (7) Students must be given time to practice skills and have those skills evaluated, with precision and politeness.
      (8) Students should be made to feel comfortable about participating class.

   d. Students should be taught suitable self-management and social skills.

   e. School-wide or organization-wide policies and procedures should support and guide classroom management initiatives.

2. Classroom Conduct Codes or Rules
   a. Conduct codes are intended to create a safe environment for a school community (students, staff, and teachers) and to support learning.
   b. Effective classroom conduct codes should:
      (1) Clearly communicate high behavioral expectations.
      (2) Link misbehavior and proportional consequences.
      (3) Allow for some flexibility.
      (4) Be positively phrased and developmentally appropriate.
      (5) Be few in numbers (e.g., 5-7).
   c. Classroom rules should be enforced promptly, consistently, and equitably, using verbal and tangible (e.g., token or privileges) reinforcement depending upon student behavior. Negative reinforcement should be avoided if at all possible as it tends to frustrate, stigmatize, and/or marginalize students.

IV. **Assessment of Student Learning**
   A. This dimension involves only the design of student assignments and examinations as each relates to the faculty member's assessment of student learning, individual and collective.
      1. The strategic integration of assignments and/or examinations into the course is a component of the "course design" dimension. The effective execution of student assessment falls into the "delivery of instruction" dimension.
      2. Assessment of student learning is discussed in *Measuring Learning and Performance: A Primer* (Hale & Astolfi, 2011) or one of many assessment textbooks. The interested reader is encouraged to review that primer.

   B. The assessment of student learning entails the examination of: (a) the usefulness of course assignments, projects, and/or examinations in fostering student learning; (b) the ability of assignments and/or examinations to build capacity and assess the full range of relevant intellectual skills; (c) the number of assignments and/or examinations must enable monitoring and remediation; and (d) grading or marking policy must clearly differentiate student performance levels. The following factors are associated with the effective assessment of student learning.
      1. Course assignments and/or examinations must be of such design, difficulty, and length so as to enable learning, given course learning outcomes, learning targets, or performance standards (Each term means the same thing.).
      2. Student assessment specifications and skill descriptions must be explicitly written and understandable.
      3. Student assessments and/or examinations must measure the student's full range of relevant intellectual skills.
      4. Sequence of course assignments and/or examinations must progressively build student knowledge and skill capacity.
      5. Number of course examinations and/or assignments should be sufficient to monitor and remediate student mastery of course learning standards.

6. Grading or marking policy must be reasonable and clearly differentiate student performance levels and conform to the practices previously communicated to students.

V. **Availability to Students & Academic Administration**
   A. <u>Availability to Students</u>: Cashin (1989), suggested that the availability dimension was in fact an attribute of the instructional delivery and academic administration dimensions.
      1. No suitable definition of the "availability to student" dimension was found in earlier published or unpublished research.
      2. Thus, this dimension is defined to be the degree to which faulty member's physical, voice, and/or electronic availability conforms to organizational policy or professional practice standards.
         a. The key assumption is that policy or standards driven availability contributes to student learning.
         b. Indicators include the keeping of physical, voice, or electronic office hours and/or formal and informal student contact.

   B. <u>Academic Administration</u>: Effective academic administration entails the holding of classes on time and as scheduled, conducting the class according to the syllabus, book orders being submitted on time, having syllabi on file, turning in grade reports as prescribed, etc.
      1. This dimension is assessed by a supervisor. It should be noted that a supervisor may actually have another role as either a peer or colleague.
      2. It is not uncommon in educational organizations, for a supervisor (e.g. department head or principal) to assess more than the "academic administration" dimension, provided the academic qualifications are present.

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Appendix 2.1
Writing Learning Targets or Learning Outcomes

A. Learning Standards, Targets or Outcomes
1. Regardless of the knowledge and intellectual skills taxonomy developed or adopted, it is necessary to assess learning and performance. Intellectual skills taxonomies such as Bloom, et al.'s or Gange's will provide guidance in crafting performance standards. There are several different systems, but common to all is the:
   a. Explicit identification of the knowledge, intellectual skill, attitude, or physical skill to be assessed;
   b. Performance criterion expected; and
   c. How the performance is to be demonstrated.

2. In education and training, learning outcomes and objectives or performance standards and benchmarks are framed to specify the content, skill, or attitude to be measured. There are several approaches to framing these intended outcomes or standards.

B. Approaches to Framing Learning Outcomes or Standards
1. Mitchell (1996) offers the following Taxonomy and Definitions
   a. Content and performance standards identify what knowledge and skills are expected of learners at specified phases in their educational progression.
   b. Performance standards levels on tasks or other learning assignments that must be attained to demonstrate that content standards have been met or in progress are detailed. Performance standards have levels, e.g., 4, 3, 2, 1; exceeds expectations, meets expectations, or does not meet expectations; or unsatisfactory, progressing, proficient, or exemplary.
   c. Opportunity to learn standards identify enabling learning and/or performance conditions that ensure learners have a fair chance to meet content and performance standards.
   d. Mitchell is one of the few to emphasize an opportunity to learn.

2. The State of Florida (1996) developed the following taxonomy:
   a. The strand is a label (word or phrase) for a category of knowledge. Strands are organizing categories (e.g., arithmetic, algebra, calculus, trigonometry, etc) essential to each discipline.
   b. A standard is a general statement of expected learner achievement, knowledge and skills, within a strand. The standard is more specific as to what students are expected to know and can do.
   c. Benchmarks state explicitly what a student should know and be able to do at the end of specified developmental levels, e.g., PreK-2, 3-5, 6-8, 9-12 [grades]. Benchmarks define standards. For each benchmark, there are sample performance descriptions.

3. In crafting learning outcomes, Oosterhof (1994, pp. 43-47) suggests the writer consider:
   a. Capability: The writer should identify the intellectual capability being assessed. Performance taxonomies such as Bloom, et al. or Gagne are helpful.
   b. Behavior: The writer must indicate the specific behavior which is to be evidence that the targeted learning has been mastered. The behavior should be single inference and directly observable.
   c. Situation: The writer should specify the circumstances (e.g., conditions under which the behavior is to be demonstrated.
   d. Special Conditions: Depending on the circumstances, one may need to place conditions on the behavior, e.g., name a letter or word correctly 80% of the time in order to conclude that the targeted learning has been learned.

C. Analysis & Integration of the Various Models
1. Determine which type of standard needs to be constructed.

    a. <u>Attitude standards</u> state explicitly what attitudes based on defined values the faculty expect students to hold and articulate.

    b. <u>Content standards</u> express explicitly what content students are expected to know.

    c. <u>Skill standards</u> state very clearly the specific skills students are expected to have mastered.

2. It is often easy to confuse content and skill standards.

    a. More specifically content standards may be defined to include mathematical rules, statistical formula, important historical facts, grammar rules, or steps in conducting a biology experiment, etc.

    b. Skill standards may involve conducting statistical or mathematical operations based on formula or mathematical rules; reporting historical fact or analyzing historical data; correcting a passage of text for poor grammar; or conducting a biology experiment. The key difference between content and skill standards is that with content standards, students are required to possess specific knowledge; skill standards require students to apply that knowledge in some expected fashion at an expected level of performance. The expected performance level (e.g., critical thinking) is usually defined by a taxonomy such as Bloom, et al. (1956), Gagne (1985), or Quellmalz (1987).

3. A <u>standard</u> is typically composed of <u>five elements</u>.

    a. The <u>first element</u> states "who" is to do something, usually a student.

    b. The <u>second element</u> is an action oriented verb (e.g., articulate, describe, identify, explain, analyze, etc.); it is at the verb level that standard classification taxonomies usually exert their influence. For example, Quellmalz outlined five cognitive functioning levels, which are:

<u>Quellmalz</u>	<u>Bloom, et al.</u>
Recall	Knowledge & Comprehension
Analysis	Analysis
Comparison	Synthesis
Inference*	Application & Synthesis
Evaluation	Synthesis & Evaluation
*(deductive & inductive reasoning)	

    For instance, verbs associated with inference might include generalize, hypothesize, or predict. Within the comparison level, one could use the words compare and contrast. Consulting Bloom, et al.'s extensive list for relevant verbs for specific Quellmalz levels might be helpful.

    c. The <u>third element</u> describes under what conditions the student is to demonstrate something (e.g., fully, briefly, clearly, concisely, correctly, accurately, etc.).

    d. The <u>fourth element</u> specifies what the student is to demonstrate (e.g., algebra calculation, leadership theories, decision-making models, etc.)

    e. The <u>fifth element</u> (optional) describes the medium in which the demonstration is to take place, e.g., in written or oral form, via examination, case report, or portfolio, etc. I don't recommend using the fifth element as assessment options may become limited. Two sample standards are:

      (1) The student will accurately compute algebraic equations.

      (2) The student will accurately and concisely describe modern leadership theories.

4. For each Attitude, Content, and/or Skill Standard, Construct an Operational Definition, called a benchmark.

    a. Standard operational definitions are constructed through benchmark statements. A benchmark is a specific action oriented statement which requires the student to do something. When a student has achieved each relevant benchmark, the standard is met. Benchmarks further define the relevant attitudes, content to be learned and/or skills to be demonstrated. Illustrative benchmarks are:

(1) The student will accurately compute algebraic equations.
  (a) The student will correctly compute linear equations.
  (b) The student will correctly compute quadratic equations.
  (c) The student will correctly compute logarithms.
(2) The student will accurately and concisely describe modern leadership theories.
  (a) Describe content and process motivation theories citing illustrative educational leadership examples.
  (b) Describe trait theories of leadership, respecting assumptions, elements, research, and illustrative educational applications.
  (c) Describe situational leadership models in terms of assumptions, characteristics, and illustrative educational applications.

b. Benchmarks are very useful in framing examinations, assignments, etc. As with standards, content experts should agree on the appropriateness of each benchmark and association with its specific standard. Further, it is not necessary to stipulate a performance level as in percent correct; the school's or organization's grading or rating scale should suffice. If a grading or rating scale is not available, then a specific grading or rating scale should be designed and used.

5. Once, a sufficient number of standards, in depth and breadth, have been drafted, units, courses, degree programs, etc. may then be constructed around relevant "bundles" of standards, as such "bundles" of relevant attitude, content, and skill standards define domains. Attitude standards can be assessed by surveys. Content standard mastery can be studied through examinations which require the student to demonstrate his or her knowledge. Skills can be assessed via examinations using application oriented item formats, projects, portfolios, or cases, etc.

6. The five part model presented here can also be used to evaluate standards written by others. Regardless of the approach employed, each standard should meet at least the first four components, be developmentally appropriate, and ensure that students have had the opportunity to learn, develop the desired attitude, and/or acquire the specified knowledge and/or skill(s).

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Appendix 2.2 Course Design Model:
Departmental Syllabus
EDU 713 Program Evaluation: Introduction
3 CREDIT HOURS

Instructor:

Office Hours: All instructors maintain office hours. A schedule of these hours will be given to students on the first day of class. Additional times are available by appointment.

Course Description
Examined are evaluation ethics and methods and models of inquiry utilized by educational organizations. Considered are needs analysis, implementation, and impact program evaluation methods.

Prerequisite: Graduate Standing

Required Textbook:
Rossi, P. H., Lipsey, M. W. & Freeman, H. E. (2004). *Evaluation: A systematic approach* (7th ed.). Thousand Oaks, CA: Sage Publications.

Hale, C. D. & Astolfi, D. (2011). *Evaluating education and training services: A primer* (2nd ed.) http://www.CharlesDennisHale.org (free, no ads or sales).

American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.

Recommended References:
Wholey, J.S., Hatry, H.P., & Newcomer, K.E. (2010). *Handbook of practical program evaluation* (3rd ed.). San Francisco: Jossey-Bass. ISBN 978-0-470-52247-9

The Joint Committee on Standards for Educational Evaluation. (1994) *Standards for evaluations of educational programs, projects, and materials*. (2nd ed.). Sage Publications.

Recommended Supplements
American Evaluation Association. (2004). *Guiding principles for evaluations.* http://www.indianaevaluation.org/Guiding%20Principles.pdf

FREE ONLINE TUTORIALS:
APA Online Tutorials:
http://owl.english.purdue.edu/owl/resource/560/01/
http://lib.indstate.edu/tools/tutorials/apa/othersources.html
http://www.lib.wsc.ma.edu/legalapa.htm (legal citations only)

Excel
http://www.usd.edu/trio/tut/excel/
http://www.baycongroup.com/el0.htm
http://www.free-training-tutorial.com/

Bibliographic Research
http://www.saintleo.edu/SaintLeo/Templates/Inner.aspx?pid=7665
(SLU online research databases; library tutorial one left towards the end of the menu.)
http://www.ulrls.lon.ac.uk/tutorial/
http://www.yorku.ca/tutorial/

Evaluation Associations
American Educational Research Association: http://www.aera.net/
American Evaluation Association: http://www.eval.org/
Canadian Evaluation Society: http://www.evaluationcanada.ca/site.cgi?s=1
European Evaluation Society: http://www.europeanevaluation.org/
International Test and Evaluation Association: http://www.itea.org/
The Australasian Evaluation Society: http://www.aes.asn.au/

Evaluation Journals
American Educational Research Journal
American Journal of Evaluation
Canadian Journal of Program Evaluation
Educational Assessment Evaluation and Accountability
Educational Comment, the Journal of Educational Evaluation
Educational Evaluation Journal
Educational Evaluation and Policy Analysis
Evaluation Design and Method
Evaluation – The International Journal of Theory, Research and Practice
Evaluation Journal of Australasia (EJA)
Evaluation and Program Planning
Evaluation and Research in Education
Evaluation Review
International Journal of Research and Method in Education
The Journal of Educational Evaluation
Journal of Educational Measurement
New Directions for Evaluation
Practical Assessment, Research, and Evaluation: http://pareonline.net/
Survey Research Methods
Studies in Educational Evaluation

Course Learning Outcomes
Upon completion of this course, the student will:
1. Explain the purpose, process, and role of educational evaluation in educational decision-making;
2. Tailor evaluation plans and formulate program evaluation questions;

3. Assess program needs and express a program's theory.;
4. Assess program processes;
5. Assess and analyze program impact using a mix of evaluation designs (quantitative, qualitative, and/or action research); and
6. Assess program efficiency.

Assignments:

A. Implementation Evaluation Report (IER)

Students will either individually, or in a team of 2 students, prepare an implementation evaluation report (in phases linked to each course module). The report when assembled will be 15-20 pages, exclusive of the cover page, reference list, and any relevant appendices. Use an existing, on-going program of some duration with available performance data. Student is responsible for identifying and securing consent to evaluate a program.

Each section will receive one required free read. Sections submitted late, for any reason, for the required free read will receive a 10 point reduction up to a maximum of 30 points. Follow the writing guidelines and APA advice found in Appendix D.

Sections are to be submitted complete along with supporting appendices and a reference list in correct APA style. A detailed task description and instructional rubric (ungraded) are provided for each of the three major sections (Introduction, Current Program Status, and Discussion). The final project will be graded; if it is submitted late for any reason, a 25 point reduction will be assessed in addition to any point reductions associated with the score allocated to the IER section. Submit assignments associated with this project by email as an attached file using the course email system. Descriptions of each IER section are presented in Appendix E. The IER is worth 128 points which are weighted by a factor of 2.5.

B. Discussion Questions and Comments

1. Each module has one discussion question; responses and comments will deepen your understanding of the module's content and improve your ability to efficiently and effectively complete the accompanying assignment. It is expected that response content, analysis, references, and learnings will be incorporated into assignments. Responses and Comments are to be individually done.

Table 1: Discussion Questions	
Module	**Discussion Question**
1	Formulate research based standards that an evaluator must consider when designing an evaluation study. Specifically address situational impacts of the program to be evaluated, stakeholder involvement, evaluator/stakeholder relationship, elements of high quality evaluation questions, ordering evaluation questions for answering, and documenting need. After formulating each standard, explain what it means, citing references; use one paragraph for each standard. Ensure you explain how the SLU value of Responsible Stewardship relates to program evaluation.

2	Review the literature to locate an evaluation study where the author(s) describe a needs assessment. Next, describe the purpose of the needs assessment, its methodology, and summarize findings. Suggest specific research-based improvements.
3	Review the literature to locate an evaluation study where the author(s) express a program's process theory. Next, summarize the program's process theory; explain whether or not the expression of the program's process theory is clear. Suggest specific research-based improvements.
4	Review the literature to locate an evaluation study where the author(s) express a program's impact theory. Next, summarize the program's impact theory; explain whether or not the expression of the program's impact theory is clear. Suggest specific research-based improvements.
5	What is an impact assessment and when is it appropriate? What are some characteristics of a well executed impact assessment? What are some strategies for assessing program impact? Use one paragraph for each of question citing references.
6	What are some strategies (2-3) for measuring efficiency? Use one paragraph for each question citing references.

2. Responses will be rated using this rubric and are worth potentially 12 points each, but are weighted by a factor of 2.0. Comments are graded holistically and worth potentially 4 points each and are weight by a factor of 1.5. <u>Response and comment content and references are not to be duplicative.</u>

EDU 713 Response Scoring Rubric	
Name:	**Module**:

Criteria	Rating
1. **Content.** Response demonstrates a thorough understanding of the content and skillful application to professional practice, supported by high quality, relevant references.	
2. **Critical Thinking.** Response demonstrates appropriate application of critical thinking skills, e.g., reasoning, problem-solving, decision-making, analysis, synthesis, and evaluation, etc.	
3**. Mechanics.** Response is characterized by proper, spelling, punctuation, writing mechanics, and grammar; complies with APA, course, and professional standards; writing is lean (i.e., avoids needless repetition and/or irrelevant information), precise (i.e., best wording to clearly convey intended meaning is used), and dense (i.e., maximum information is conveyed within specifications).	
Comments: High-lighted criteria require attention.	
Scoring Key:	

> **Competent** (response meets all criteria), 4; **Adequate** (response meets most criteria), 3; **Marginal** (response meets some criteria), 2; **Unsatisfactory** (response meets few, criteria), 1; or **Missing** response fails to address criteria), 0.

Discussion Question Responses: Individual students must post one response to one question. Individual responses are to be posted for modules 1 to 6.

Table 2: Module Discussion Response Performance Levels			
Standard	Points	Standard	Points
The response is exemplary.	4	The response is marginal.	2
The response is competent.	3	The response is unsatisfactory.	1

A competent response is 3-4 paragraphs which summarizes the relevant professional and research literature and shows careful, thorough logical analysis. The concluding paragraph ties together analysis from prior paragraphs and reaches a research-based conclusion. The competent response is between 350-400 words and utilizes at least 4 references. Text reference citations and those in the reference list fully conform to the APA style manual (6th ed.). **Do not post responses as an attached file.**

Individual response earned points will be weighted by a factor of 4. **Posted responses missing the deadline may receive a zero, no exceptions.** Ensure compliance with the following don'ts; (1) don't cite Wikipedia, or any similar internet site; (2) don't cut-and-paste long lists into your post; (3) don't post opinions; (4) don't make logic leaps, e.g., make general claims from limited evidence; (5) don't offer platitudes or general, vague comments in place of sound thorough analysis; (6) don't submit grammatically incorrect or unreadable posts; and (7) don't cite URL's as text references.

Table 3: General Response Posting Guidelines
When responding to a question, post your response to the discussion thread belonging to that specific question.
When posting a response, the associated text box will have a subject line. In the subject line text box, insert your last name and the word "Response."
The first line in the BODY of your post must be your name and the word, "Response."
If you are required to repost a reference list, attach that reference list directly to your prior response post.
If you are required to repost your full response, attach it directly to your prior response posting.

Discussion Question Response Comments: Students will comment on **two** other student's discussion response or comment. Comments must be made within six (6) days of a discussion question response/comment posting to be scored. Each student comment is worth between 0-4 points.

Table 4: Module Response Comment Performance Levels

Standard	Points	Standard	Points
The comment is exemplary.	4	The comment is marginal.	2
The comment is competent.	3	The comment is unsatisfactory.	1

A competent comment critiques a response in such a manner as to (1) identify and correct faulty reasoning, (2) support a response, citing additional evidence; (3) extend a response by citing additional evidence or perspective; or (4) dispute a response by citing other evidence with a contrasting perspective. **In posting comments to a response, within a module, you must select two of the four options**. The competent comment is between 75-125 words and utilizes at least 2 references. Text reference citations and those in the reference list fully conform to the APA style manual (6th ed.). Comments must comply with the "Don'ts" presented above. **Do not post comments as an attached file.**

Table 5: General Comment Posting Guidelines
When responding to a response, post your comment to the discussion thread belonging to that specific response.
When posting a comment, the associated text box will have a subject line. In the subject line text box, insert your last name, and "Comment on XXXXXX's Response."
The first line in the BODY of your post must be your name and "Comment on XXXXXX's Response."
If you are required to repost a reference list, attach that reference list directly to your prior response post.
If you are required to repost your full comment, attach it directly to your prior response posting.

Grading Scale

Letter grades will be assigned based on the assessment described. The grading scale is delineated as follows:

Table 6: Points/Assignment	
Title	**Points**
IER (128 * 2.5)	320
Response (6 x 12 x 2.0)	144
Comments (12 x 4 x 1.5)	72
	Total: 536

Table 7: Grading Scale

Percent	Grade	Percent	Grade	Percent	Grade
95-100	A	86-89	B+	75-79	C
90-94	A-	83-85	B	< 74	F
		80-82	B-		

COURSE POLICIES

Internet Etiquette
Internet etiquette is important in this class. Please adhere to the following guidelines:

Guidelines for Internet Interactions:
1. Use the same standards of behavior online as you would use in person.
2. Only write and post what you would say to someone in person.
3. Understand your audience.
4. Be logical in your reasoning and do not jump to conclusions.
5. Respect the privacy of your colleagues.
6. When appropriate use private email rather than post to the group.
7. Avoid giving personal advice, sarcasm, and language that may be strong or offensive to others.
8. Be ethical in your writing and interactions.

Guidelines for Internet Writing:
9. Keep writing to a point and stay on topic. Use the Weekly Discussion Board to post discussion posts and peer-responses and use the Student Discussion Forum to discuss other course related issues.
10. Attend to the content of your writing.
11. Do not use Internet slang or colorful backgrounds, fonts, graphics, etc.
12. Read first and read carefully; write and respond later.
13. Reread what you wrote. Review, review, review again, and then send.
14. Proof your work for grammatical and spelling errors.
15. Avoid using all caps – that denotes offensive behavior

ADA Policy:
Students with disabilities needing accommodations should contact the Office of Disability Services. Phone: 352-588-8462 or email adaoffice@saintleo.edu. For more information, please review the Policy and Procedure Manual on the Disability Services web page at http://www.saintleo.edu/SaintLeo/Templates/Inner.aspx?pid=391

Attendance policy:
Students are expected to attend and participate in the class according to the course schedule. Failure to attend and participate in all classes may result in a loss of up to one full letter grade from the earned course final mark.

Late Work Policy:
Generally late work will not be accepted for credit. In extreme circumstances the instructor may accept late work for a penalty if the student provides appropriate documentation (for example copies of hospital admission paperwork). No work will be accepted after the end of the course unless arrangements have been made in advance.

Academic Honesty:
The Academic Honor Code is published in its entirety in the *Saint Leo University Catalog*. The first paragraph is quoted below.

As members of an academic community that places a high value on truth and the pursuit of knowledge, Saint Leo University students are expected to be honest in every phase of their academic life and present as their own work only that which is genuinely theirs. Unless otherwise specified by the professor, students must complete homework assignments by themselves (or if on a team assignment, with only their team members). If they receive outside assistance of any kind, they are expected to cite the source and indicate the extent of the assistance. Each student has the responsibility to

maintain the highest standards of academic integrity and to refrain from cheating, plagiarism or any other forms of academic dishonesty.

Workteams:
You may form workteams of 2 people (3 may be considered if a good reason is provided) to complete class projects; notify me by 6:00 p.m. Tuesday of the 1st week. A required workteam compact is attached to this syllabus (see Appendix A); each team member must send me an email indicating his or her acknowledgement of the compact by Tuesday of the second week of the course. Team assignments may require a workplan (see Appendix B); your team must use the team workplan template attached to this syllabus. There are 3 roles that must be assigned to each team member.

Chat Rooms:
Work teams may reserve chat rooms for discussing their projects. It is the responsibility for each work team to reserve a chat room as needed; post a notice on the class' main discussion board indicating the time, room, and team. Teams are to communicate independently with members.

Work Pace:
Work no more than one module ahead. Postings more than one week ahead are subject to being deleted. Follow the course schedule. I reserve the right to close (i.e., lock) discussion threads after posting deadlines are passed. Don't miss due dates; late assignments and/or postings are accepted on a case-by-case basis, solely at the professor's discretion.

Course Schedule:
The course is organized into 8 modules over 16 weeks.

Table 8: Course Module and Objective Alignment		
Module	**Title**	**Objective**
1	Program Evaluation: Introduction	1
2	Program Evaluation: Study Design Basics	2
3	Program Evaluation: Assessing Needs & Program Theory	3
4	Program Evaluation: Assessing Program Processes	4
5	Program Evaluation: Impact Assessment	5
6	Program Evaluation: Efficiency Assessment	6

Table 9: Course Organization & Schedule		
Weeks	**Topics and Readings**	**Assignments Due**
1-2 Module 1	a) Read Rossi, Lipsey, & Freeman, Chapters: 1 & 12 Hale & Astolfi, Chapter: 1 b) Post discussion question response and comments	a) DQ 1 Responses due: Sunday by 11:59 pm EST of Week 1 b) DQ 1 Comments due: Wednesday by 1159 pm EST of Week 2
3-4 Module 2	a) Read Rossi, Lipsey, & Freeman, Chapters: 2 & 3 Hale & Astolfi, Chapter: 1 b) Post discussion question response and comments c) Submit IER Introduction	a) DQ 2 Responses due: Sunday by 11:59 pm EST of Week 3 b) DQ 2 Comments due: Wednesday by 1159 pm EST of Week 4 c) IER Introduction Mandatory 1st Free Read due: Saturday by 11:59 pm Week 4

5-6 Module 3	a) Read Rossi, Lipsey, & Freeman, Chapters: 4 & 5 Hale & Astolfi, Chapter 6, pp. 262-271 b) Post discussion question response and comments c) Submit IER Current Program Status: Program Theory	a) DQ 3 Responses due: Sunday by 11:59 pm EST of Week 5 b) DQ 3 Comments due: Wednesday by 1159 pm EST of Week 6 c) IER Current Program Status": Program Theory Mandatory 1st Free Read due: Saturday by 11:59 pm Week 6
7-8 Module 4	a) Read Rossi, Lipsey, & Freeman, Chapters: 6 & 7 b) Post discussion question response and comments c) Complete IER Current Program Status: Impact Description	a) DQ 4 Responses due: Sunday by 11:59 pm EST of Week 7 b) DQ 4 Comments due: Wednesday by 1159 pm EST of Week 8 c) IER Current Program Status: Impact Description due Saturday by 11:59 pm Week 8 d) First online required team IER consultation with professor to discuss preparation IER (access to completed drafts are required) during Week 8
9-10 Module 5	a) Read Rossi, Lipsey, & Freeman, Chapters: 8 & 9 Hale & Astolfi, Chapters 7 & 8 b) Post discussion question response and comments c) Complete IER Discussion Section: Analysis	a) DQ 5 Responses due: Sunday by 11:59 pm EST of Week 9 b) DQ 5 Comments due: Wednesday by 1159 pm EST of Week 10 c) IER Discussion: Analysis Mandatory 1st Free Read due: Saturday by 11:59 pm Week 10
11-12 Module 6	a) Read Rossi, Lipsey, & Freeman, Chapter: 11 b) Post discussion question response and comments c) Complete IER Discussion Section: Conclusions & Recommendations	a) DQ 6 Responses due: Sunday by 11:59 pm EST of Week 11 b) DQ 6 Comments due: Wednesday by 1159 pm EST of Week 12 c) IER Discussion: Conclusions & Recommendations Mandatory Free Read due: Saturday by 11:59 pm Week 12
13-14 Module 7	a) Complete revisions to IER sections b) Merge IER sections into a unified comprehensive report. Ensure reference list and appendices are APA compliant. c) Prepare team IER presentation to be made via Elluminate	a) IER Mandatory free read due Saturday of Week 13 due by 11:59 pm. b) Second required team online IER Consultation with professor to discuss IER (access to completed drafts are required) during Week 14
15-16 Module 8	a) Complete and submit IER. b) Online required team meeting with professor to discuss completed IER. c) Conduct team IER presentation via Elluminate	a) **IER due: Wednesday by 11:59 pm of Week 15**. b) Make IER team presentation via Elluminate.

	Appendix A		
	Standards, Course Objectives, Topics/Activities, and Assessments		
Course Title & Number: EDU 713: Program Evaluation in Education			
Faculty who teach this course (full-time, adjunct):			
Teaching Strategies Used: Cooperative Learning, Discussions, Teaching Cases, Web Exploration, Lecture and Reading, and Independent Activities			
Standards	**Course Objectives**	**Topics/Activities**	**Assignments**
3.1, 4.2, & 10.3	1. Explain the purpose, process, and role of educational evaluation in educational decision-making.	Text Chapters 1 & 12	*IER *Discussion Question response and comments
1.1, 3.1, 3.2, 3.3, 4.1 & 10.3	2. Tailor evaluation plans and formulate program evaluation questions	Text Chapters 2 & 3	*IER *Discussion Question response and comments
3.1, 3.3, 4.1, 10.3	3. Assess program needs and express a program's theory	Text Chapters 4 & 5	*IER *Discussion Question response and comments
1.1, 3.1, 3.3, 4.1, 4.2 & 10.3	4. Assess program processes	Text Chapters 6 & 7	*IER *Discussion Question response and comments
1.1, 3.1, 3.3, 4.1, 4.2 & 10.3	5. Assess and analyze program impact using a mix of evaluation designs (quantitative, qualitative, and/or action research)	Text Chapters 8, 9, & 10	*IER *Discussion Question response and comments
3.1, 3.3, 4.1, 10.3	6. Assess program efficiency	Text Chapter 11	*IER *Discussion Question response and comments

Appendix B: Team Compact and Work Plan
Team Compact & Team Member Expectations

Team members are expected to:
1. Complete all workplan assignments, meet deliverable due dates, and cooperate as agreed.
2. Complete workplan assignments in good faith and with due diligence.
3. Meet fellow team members where, when, and how agreed.
4. Consult with team members, colleagues, and/or the professor to answer questions, seek clarification, locate resources, and/or complete agreed upon activities, etc.
5. Conduct all interactions in a professional and respectful manner.
6. Comply with relevant task description(s) and scoring rubric(s).

7. Comply with all prevailing relevant legal and ethical standards.

Resolving Disputes

When a dispute arises between team members, the following process is used:
1. The team will meet either in person, in a chat room, via telephone, or by email.
2. Each position will be examined in an objective, professional fashion.
3. Once the examination is complete and in the absence of a consensus, a vote will be taken. The position receiving the most votes prevails.
4. The vote resolves the issue.

Sanctions for Violating Team Expectations

1. Should a team member violate an expectation, he or she will make an apology to the team by posting said apology on the main class discussion board. The apology will identify the offender, expectation violated, and consequence to the team. A level one sanction is imposed in the same manner as disputes are resolved.
2. Should a team member violate an expectation a second time or refuse to comply with a level one sanction, an eight (8) percentage point reduction in his or her earned end-of-course percentage grade may be imposed.
3. Should a team member violate an expectation a third time or refuse to comply for a second time with a level one sanction, a sixteen (16) percentage point reduction in his or her earned end-of-course percentage grade may be imposed.
4. Should a team member violate an expectation a fourth time or refuse to comply for a third time with a level one sanction, a twenty-four (24) percentage point reduction in his or her earned end-of-course percentage grade may be imposed.

Only the professor may impose a level 2, 3, or 4 sanction. The accusing team member or members submit to the professor a description of the accusation and supporting evidence. The professor will notify the accused of the accusation and its nature. The accused will have seven (7) calendar days to submit either an explanation, counter-evidence or both to the professor after notification. The professor will review all the evidence, request further information or both. He or she will render a decision within seven days after receipt of the explanation and/or counter-evidence from the accused; a decision may be delayed by the number of days (whole or part) it takes to receive the requested additional information by no more than seven (7) days. Failure to provide either an explanation or counter-evidence by the accused will result in sanction imposition. Imposition of a level 2, 3, or 4 sanction is at the sole discretion of the professor who may dismiss an accusation without notice or explanation.

Appendix C: Team Workplan							
Standard/ Section	Team Member Roles			Team Drafts		Professor Submissions	
Specify	Researcher	Writer	Copy Editor	1 (M/D/Y)	2 (M/D/Y)	FR (M/D/Y)	FN (M/D/Y)
Introduction							
Needs							
Results							
Discussion							
Recommendations							

Note: Two team drafts are required before the free read (FR) or evaluation (FN) submission. Team Draft 1 (One) is an internal review and editing exercise. Team Draft 2 (Two) is either an internal or peer review of the revised Draft 1. Team Draft 2 must be completed before either the free read or evaluation submission to the professor. The free read is optional.

Researcher. The researcher is responsible for collecting the research used in the assigned task. He or she is responsible for constructing the reference list according to APA style; identifying, acquiring, and submitting suitable references; and conducting any primary research.

Writer. Each team member will contribute to the assigned task. The contribution includes text for the body of the work product and any associated tables, figures, and/or appendices. The writer works closely with the researcher to identify and acquire suitable references.

Copy-Editor. The copy editor assembles the writer portions submitted by writers and integrates them into a unified whole. He or she ensures APA style, scoring rubric, and standard writing convention compliance.

Appendix D: Assignment Writing Guidelines

Papers will use an Arial or New Times Roman font size of "12" points with one inch margins and double-spaced, except as noted below. *The Publication Manual of the American Psychological Association* (6th ed.) is to be used. You may use as many appendices as needed; however, each appendix is to be individually labeled and cited in text in the order presented. The professor teaching this course may use the editing codes presented at the end of this syllabus.

Proof your paper carefully. Be sure you are using correct grammar, spelling, tense, and syntax. Plural personal pronouns should not modify a single noun in most instances. Avoid excessive use of personal pronouns. Do not use one sentence paragraphs. Use headings; but do not use a heading as the last printed line on a page. Nor, should the first line of a paragraph be the last printed line on a page. Present all tables and direct quotes (in block style) as single spaced. All direct quotes, narrative and block style, must be

"set up"; don't just drop them in. In no case, should direct quotes in a paper exceed 10-15% of its word count or length. A <u>poor presentation may result in at least a ½ letter grade deduction from the "final" paper grade</u>. Follow and comply with assignment scoring rubrics.

Remember to uniquely and consecutively number each table and figure (chart or graph). Each table and figure must have a source. Cite every table and figure in text before its presentation. Every reference in your reference list must be complete and cited correctly in your text.

Required Title Page

(Title of your Project or Paper)
EDU 713

Submitted To:

(Professor's Name)
Graduate Studies in Education
School of Education and Social Services
Saint Leo University

Submitted By:
(Student's Name)
(Address)

(Telephone Number)

(Submission Date)

Appendix D Table 1: Important APA 6th Edition Sections	
Title	**Pages**
One Work by Multiple Authors	174
Groups as Authors	175
Two or More Works within the Same Parentheses	177
Direct Quotes	170-174
Secondary Sources	178
Personal Communications	179
Agreement of Text and Reference List; Construction of an Accurate and Complete Reference List	180-181
Order of References in the Reference List	181-183
General Reference Components	183-192
Types & Variations of References (Helps to find an example based on a specific type of reference)	193-198
Examples of Commonly use References in APA Style (Provides general guidance and gives examples.)	198-215

Appendix D Table 2: Cautions Against Common APA Errors
1. Author Initials & Punctuation
1a. The period goes after the text reference (ref) citation (cite) when it's at the end of a sentence or question.
1b. Don't use author first names in a reference list or initials in a text citation.
1c. Only the first word of a title or the first word appearing after a colon, ":" are capitalized in a document, report, book, article, or internet document title.
1d. APA capitalization rules don't apply to Journal Titles, organizational names, or titles of state/federal laws or regulations.
1e. Titles used in the author position of a reference list entry must follow title capitalization rules.
1f. Place Internet, book, journal, and court case titles in italics. <u>Do not</u> place journal article, state/federal, or administrative law (e.g., Florida Administrative Code) titles in italics.
2. Citing an Article from a Journal Reference list entries from the Internet should the URL cited, unless one isn't available. Many books or articles have a doi number (APA, 2010, pp.188-192). Huffman, J. (2003). The role of shared values and vision in creating professional learning communities. *National Association of Secondary School Principals, 87*, 21-35. doi: 617244871. (Include doi if one is assigned; otherwise, don't.) Huffman, J. (2003). The role of shared values and vision in creating professional learning communities. *National Association of Secondary School Principals, 87*, 21-35. Retrieved from http://xxxxxxxxxxxxxxxxxxxxxxxxxxx (URL known, but without doi) Huffman, J. (2003). The role of shared values and vision in creating professional learning communities. *National Association of Secondary School Principals, 87*, 21-35. Retrieved from Proquest Research Library. (It's best to use an actual URL but if don't have one, identify the database, especially if source is without a doi.)
3. Publication Year and Using "and' or "&"
When citing more than one author such as Williams and Smith (2000, p. 14) in text, note the following
3a. The word, "and" is used to connect authors in text; use "&" to connect authors within (…) (e.g., Williams & Smith, 2000, p. 14) and in the reference list.
3b. The page number always follows the publication year. (2011, p. 13) or (2011, pp. 13-15).
3c. Every time an author or authors are cited in text, the publication year must be cited at least once in the paragraph. If cited in a new paragraph, then cite publication year again.
3d. If there are 3-5 authors, cite them all first, (Williams, Watson, Johns, Smith, & Wales, 2011) then go to (Williams, et al.) on subsequent citations in text. If there are two authors cite both, always (Smith & Weston, 2011).
3e. In a text and/or reference list (RL), cite months and days to follow the year. (Nov/Dec 2006) should be (2006, November/December)
4. **Direct Quotes**
4a. Whenever a direct quote is taken from a source and included in a paper, response, or comment, you must (every single time) cite either the page number or paragraph number.
4b. It makes no difference the source of the direct quote (journal article, newspaper, report, locally available document, statute or administrative code, etc), you must use quotation marks.
5. Personal Communications (PC)
5a. Personal communications are <u>not</u> cited in the reference list.
5b. PC's are cited according to the format on p. 179 of the APA 6th edition manual.
5c. If you interview someone, cite it as a personal communication.
5d. A PC counts as one of the required references.
6. Informally or Self-published Work
Treat school or organizational self-published or informally published documents (e.g., SIP plans, handbooks, etc.) as follows: Smith Elementary School (2011). *Mission, vision, & values*. Retrieved from http://xxxxxxxxxxxxxxxx. Smith Elementary School (2011). *Mission, vision, & values*. [3113 SW 23 Terrace, Good Living, FL]. (In the absence of a URL, give a street address as an interested reader needs to be able to obtain a copy of the source.)

Appendix D Table 3: APA References to Legal Materials	
Citing Statutes	
Basic Form	Title, Florida Statute, § section number (publication date)
Reference List Entry (From Printed Source)	State Retirement Benefits, Florida Statute § 123.456 (2007). (Don't use URL information if cited from paper source; if you cite from paper source this is all you need. Cite the specific name of the statute only in the text citation and reference list. Don't italicize statute titles in a reference list or text; but capitalize all the principle words in the title.)
Text Citation	(State Retirement Benefits, 2007). Capitalize Principle words.
Reference List Entry (From URL)	Students Subject to Control of School, Florida Statute §1003.31 (2007). Retrieved from http://www.leg.state.fl.us/statutes/ index.cfm?mode= View%20Statutes&SubMenu=1&App_mode= Display_Statute &Search_String=1003.31&URL=CH1003/Sec31.HTM
Reference List Entry (From URL, citing a subsection)	Students Subject to Control of School, Florida Statute §1003.31(3)(a) (2007). Retrieved from http://www.leg.state.fl.us/statutes/ index.cfm?mode= View%20Statutes&SubMenu=1&App_mode= Display_Statute &Search_String=1003.31&URL=CH1003/Sec31.HTM
Text Citation	(Students Subject, 2007) You can shorten section title, but always capitalize principle words.
Direct Quotes	If you are citing a direct quote, use the subsection information in the text citation and not in the reference list; use quotation marks.
More Guidance	See section APA 6th ed. Appendix 7.1, pp. 216-224.
Citing Florida Administrative Code	
Basic Form	Title, Florida Administrative Code, § section number (publication date)
Reference List Entry (From Printed Source)	Principles of Professional Conduct for the Education Profession in Florida, Florida Administrative Code §6B-1.006 (2008).
Text Citation	(Principles of Professional Conduct for the Education Profession in Florida, 2008)
Reference List Entry (From URL.)	Principles of Professional Conduct for the Education Profession in Florida, Florida Administrative Code §6B-1.006 (2008). Retrieved from http://www.fldoe.org/edstandards/code_of_ethics.asp
Reference List Entry (From URL, citing a subsection)	Principles of Professional Conduct for the Education Profession in Florida (3)(g), Florida Administrative Code §6B-1.006 (2008). Retrieved from http://www.fldoe.org/edstandards/code_of_ethics.asp
Direct Quotes	If you are citing a direct quote, use the subsection information in the text citation and not in the reference list; ensure you use quotation marks.
Citing Cases	
Guidance	If you are citing court cases, see Appendix 7.1, pp. 217-219
Example 1 is for a federal district court. That is a federal trial court.	
Example 2 is for a federal circuit court, an appeals court.	
Example 3 is for a slip opinion, i.e., an unreported or unpublished court decision.	
Example 4 is a state trial court, such as the County Court in the circuit court in Florida.	
Example 5 is for a federal district court opinion.	
Example 6 is for a state Supreme Court.	
Example 7 is for a state court of appeals such as the district court in Florida.	
Example 8 is for a US Supreme Court case.	
Citing Constitutions	
Guidance	If you are citing the Florida Constitution, including the U.S. Constitution, use the forms below in your text citation; you don't need to cite in the reference list.
Abbreviations	FL: Fla. = Florida; Const. = Constitution; art. = Article; § = Section US: U.S. = United States; Const. = Constitution; art. = Article; § = Section; amend. = Amendment; cl. = clause

Florida	Fla. Const. art. IX, § 1.
U.S. (1)	U.S. Cont. art 1, § 9. (Article 1, section 9, of the US constitution)
U.S. (2)	U.S. Cont. amend. XIV, § 2. (Fourteenth Amendment to the US Constitution, section 2.)
U.S. (3)	If the article and clause of the cited constitution are in force, don't add a year. If the cited article isn't in force, then note as below U.S. Const. art.1, § 3, cl. 1 (amended 1913). U.S. Const. amend. XXVIII (repealed 1933)

Appendix E: Implementation Evaluation Task Description & Rubric

Students will either individually, or in a team of 2 students, prepare an implementation evaluation report (in phases linked to each course module). The report when assembled will be 15-20 pages, exclusive of the cover page, reference list, and any relevant appendices. <u>Use an existing, on-going program of some duration with available performance data</u>. <u>Student is responsible for identifying and securing consent to evaluate a program</u>.

Each Section will receive one <u>required</u> free read. Sections submitted late, for any reason, for the <u>required</u> free read will receive a 10 point reduction up to a maximum of 30 points. <u>Follow the writing guidelines and APA advice found in Appendix D</u>.

Sections are to be submitted complete along with supporting appendices and a reference list in correct APA style. A detailed task description and instructional rubric (ungraded) are provided for each of the three major sections (Introduction, Current Program Status, and Discussion). The final project will be graded; if it is submitted late for any reason, a 25 point reduction will be assessed in addition to any point reductions associated with the score allocated to the IER section. Submit assignments associated with this project by email as an attached file using the course email system. Descriptions of each IER section are presented below. Required IER headings are:

Introduction
<u>General Problem Description</u>
<u>Local Problem Description</u>
Stakeholder Profile
Stakeholder Impact

Current Program Status
Program Theory
Current Program Impact Description

Discussion
Analysis

Stakeholder Group 1 Name
Stakeholder Group 2 Name

Conclusions
Recommendations

References

Appendices

Introduction
(Bold, centered Main Heading)

The introduction section of the report "sets the stage" for the remaining sections of the report. It (a) introduces the reader to the problem (issue or opportunity) under investigation and (b) describes the problem's impact at the local level. Use these left margin headings (place term at the left margin and bold them) and be sure to review the notes associated with each standard. Every Introduction section must be richly referenced. The introduction must be logically easy-to-follow and leave the reader with a substantial context for the study reported. Use simple, plain, Standard English, not jargon. Be APA compliant.

General Problem Description

This section is an orientation to the problem. Generally describe the problem at the state national, and/or global level. Do not speak to the local nature of the problem.

Standard 1: You must describe the problem, issue, or opportunity (POI) at higher levels than the local organization or school within which the program being evaluated operates. For example, if the program operates at a school, then this section would describe the POI at the national, state, and district levels. Using research, describe what causes the POI, how its presence is recognized, who is affected, and "how much" of the POI exits (i.e., prevalence). Use recent research.

Standard 2: General POI impact (specifically negative consequences) on those affected is described at the state, national, and/or global levels, using recent research. Ensure that there is a logical relationship between the POI and the consequences. Speak to the immediate negative consequences and those in the not too distance future. Limit consequences to no more than 5 years from the time the intervention program was started.

Standard 3: General benefits of POI resolution, at the state, national, and/or global levels, are clearly & logically summarized using recent research. Ensure that there is a logical relationship between the POI and the consequences. Speak to the immediate positive benefits and those in the not too distance future. Limit benefits to no more than 5 years from the time the intervention program was started.

Local Problem Description

In this section, describe the problem and its impact locally; typically, this will involve describing the organization (and/or clients) and the problem's impact on the organization and/or its client(s). <u>First</u>, classify stakeholder groups into primary and secondary. Primary stakeholder groups are those most immediately involved in the program; secondary stakeholders are those who are less affected or involved with the program. Primary stakeholders for a reading intervention program would be the students receiving program services and perhaps the teachers delivering program services. Secondary stakeholders might be the parents and larger school community. <u>Second</u>, identify each relevant stakeholder group; describe precisely how each is affected; and then describe the resolution benefits and negative consequences for resolution failure, if any for that particular stakeholder group. Repeat the process for each stakeholder group. Limit yourself to 1 or 2 primary stakeholder groups and 1-3 secondary stakeholder groups. <u>Third</u>, describe in detail, using data, how the POI affects each stakeholder group; this description becomes the documented reason for the intervention program.

Stakeholder Profile

Each stakeholder group is identified and described in detail as to number and socio-demographic characteristics. The relationship between each stakeholder group's key members and the program is described. The profile is the responses to Standards 4 and 5 in the rubric below. Standard 6 may or may not apply depending on who are the primary and secondary stakeholders and whether or not they present leaders which have any relationship with the program being evaluated; having a relationship is usually okay, provided the relationship is identified and described and not used to exploit the program or gain advantage.

<u>Standard 4</u>: An informed reader must know who is affected by the problem, issue, or opportunity driving the need for the program being evaluated. The first step in this process is identifying who is affected. This is the program's target population (Primary stakeholders); sometimes there are multiple targets. For our purposes, just identify the secondary stakeholders and summarize them in a couple of sentences.

<u>Standard 5</u>: It is customary to describe primary stakeholder groups by salient socio-demographic characteristics; these might include age, gender, academic degree(s) earned or educational years completed, years of job or position experience, income levels, race or ethnic group membership, city or state of residence, etc. Academic characteristics may include class year (e.g., freshman), grade level, free/reduced lunch status, GPA, time to degree, graduation rates, credits earned, retention rates, etc. The most important criteria for selecting socio-demographic characteristics is the degree of relevance to accurately and conveniently describe a group affected by the problem, issue, or opportunity driving the need for the program being evaluated. Use 1-2 substantial paragraphs to describe the primary stakeholder group(s) and 2-3 sentences for each secondary stakeholder group. Tables and figures will most likely refer to the primary stakeholder group(s) and not the secondary stakeholder groups.

<u>Standard 6</u>: Frequently, stakeholder groups have formal and/or informal leaders. If these exist, they should be identified (using a fictitious name). Describe each leader's relationship with the program staff, evaluation sponsor, and other

stakeholder groups. Identify any direct (e.g., salary) or indirect benefit(s) (e.g., improved social status) from the program or organization sponsoring the program being evaluated these leaders receive as well as their individual influences on the program. If the evaluation study lacks the involvement of stakeholder group leadership, then this standard would not apply.

Stakeholder Impact

Standard 7: Describe how the problem, issue or opportunity affects each stakeholder group in several paragraphs for each primary stakeholder group; and use 2-3 sentences for each secondary stakeholder group. To do this, you need to provide evidence of its existence and/or severity within an affected group (i.e., a primary stakeholder group, which may be called a target population); this evidence may be presented as rates, ratios, proportions, percentages, or descriptive statistics. Summary tables and figures may be also used and will most likely describe the primary stakeholder group(s). For example, to describe academic failure or underperformance, one might report standardized test scores by racial or ethnic status, income, gender, number of parents at home, presence or absence of a learning disability, or type of primary caregiver, if a child. Once the impact of the problem is described for each affected group, a solution is formulated. Remember, a stakeholder may or may not be a member of an affected group, i.e., target population; the target population must be a primary stakeholder group. The Standard 7 response is essentially the needs analysis to explain or justify the need for the program being evaluated.

Standard 8: There must be a logical linkage or relationship between the impact described (Standard 7) and the program being evaluated, i.e. intervention program (See Standards 1-4 in the Current Program Status section). Two examples are presented. First, if the problem is low levels of reading or math achievement, a new math or reading curriculum (that has shown to be effective with similar affected students) is implemented as are new teaching methods; combined the curriculum and new teaching methods comprise the intervention program. A second example is a recruiting program. In recruiting teachers, a school will place a number of advertisements, go to recruiting fairs, and use its website. The leads generated, will require follow-up, taking the form of e-mails, telephone calls, letters, and maybe even visits. All of these recruiting activities will yield interested candidates. These prospective teachers will have further contacts with the district, including interviews, credentials verification, and background checks. From these prospects, certain prospective teachers will be offered a job and if the candidate accepts, hired. In this second example, the primary stakeholder group is the school district; so, the problem impact (response to Standards 4 and 5) would be described in terms of available teacher openings, teacher turnover, retention rates, student growth, and any other factors driving the need to employ teachers such as Florida's class size amendment. The intervention program (See Standards 1-4 in the Current Program Status Section) is everything done to recruit the needed number of high-quality teachers.

Current Program Status
(Bold, centered heading)

In this section, describe in detail the intervention program theory and a description of the program's current status. You will use information from the Introduction and Current Program Status Description as the basis for the Discussion section to follow. In writing The Current Program Status Discussion, you will use the two left-hand margin headings below.

Program Theory

The program theory describes how the intervention program intends to affect or impact its target population (i.e., a primary stakeholder group). The program theory is described using a combination of narrative and graphic organizers. The narrative sets the context for and explains the graphic organizers. Graph the relationships, described in the narrative, between the program goals and objectives (proximal and distal outcomes, also called the program's impact theory), its methodology (program process theory), and its managerial support activities. The first graphic (flowchart) is called the Program Process and Impact Theory. The second (optional) graphic is called Managerial Support Activities and shows how these managerial activities support the combined program process and impact theory; if you elect not to include a second graphic, you must describe these activities and related them to the program process and impact theories.

 In responding to Standard 12, there are two graphic organizers, i.e., flowcharts with explanatory and supplemental narrative. Standards 13 and 14 speak to the quality of the Standard 9-12 responses. This discussion should consist of three parts, (a) a brief introductory paragraph, (b) several substantial paragraphs describing the program theory which contains both narrative and graphic organizers, and (c) a brief summary paragraph.

Standards 9-11: <u>First</u>, very briefly summarize the problem, issue or opportunity. <u>Second</u>, explain why this particular intervention was selected by relating it to the relevant primary stakeholder group(s), the need for the program, and evidence that shows it has a reasonable prospect for success with (a) similar affected primary stakeholder group(s). <u>Third</u>, describe the intervention by stating explicitly its goals and any subordinate objectives; if these goals and objectives are long, place them in an appendix and summarize in a paragraph or two in this section. <u>Fourth</u>, explain, in as much detail as necessary, the intervention methodology.

Standards 12-14: To describe program theory, <u>first</u>, review the narrative from the response to Standards 9-11. <u>Second</u>, graph the important relationships between the program methods and their corresponding intended proximal and distal outcomes based on the narrative; you may find that you need to add information to the response to Standards 9-11. The response to Standards 12, 13, and 14 must be aligned; for example, if you graph 4 proximal outcomes and 2 distal outcomes in the Standard 12 response, then you will need to address each in the response to Standards 15 and 17. <u>Third</u>, explain each step in the program process theory to show how the program process theory produces the intended impact (proximal and distal outcomes); ensure that the narrative and graphics are consistent with each other and do not conflict. <u>Fourth</u>,

describe how the program management team ensures that the program methodology produces the intended program proximal outcome(s); the response to Standard 12 must be closely aligned with the response to Standard 16. Fifth, clearly identify each proximal outcome and attainment indicator (proximal outcomes are likely to be program's objectives). Sixth, identify each distal outcome, associating each distal outcome with one or more proximal outcomes (distal outcomes are likely the program's goals). Remember, the program's methodology produces fairly immediate or proximal outcomes which in turn produce more distant or distal outcomes. The focus of an implementation evaluation is typically on proximal outcomes.

In summary, you will have one or two graphic organizers which display the relationship between key program methodology and intended proximal outcome(s) as part of the Standard 4 response. For purposes of this assignment, no more than two graphic organizers are expected, one (1) for graphing the relationships between program methodology, proximal outcomes, and distal outcomes (this is the Program Process and Impact Theory graphic) and one (1) graph showing how the program management activities support the program's methodology (program process theory). This information enables a reader to understand how the program is supposed to work.

In the Current Program status section, you describe what actually happened as compared to what was supposed to happen to identify gaps (Standard 18 response); these gaps become a significant basis for the analysis conducted in the Discussion. The identification of gaps, if any, is an absolute requirement.

Current Program Impact Description

Presented in this section, is a summary program impact description; one can think of this as the current results summary. You will need to collect data, based on the intended outcomes for each target population (i.e., each affected primary stakeholder group) served by the program. For example, if you have one intended target population then you would have one current program status description for that target population; for the purpose of this assignment, report no more than two current program impact descriptions, i.e., primary stakeholder groups.

Standards 15-18. This subsection is organized into four parts: (a) brief introductory paragraph telling the reader what is to be presented next; (b) a very brief summary of the program's intended proximal outcomes, program management services, and the critical program activities intended to produce the proximal outcome(s); (c) a detailed description of the program's actual performance in achieving the intended outcome(s), providing needed program management services and delivering the critical activities associated with producing the observed proximal outcome(s) (Standards 15-17); and (d) a description of any gaps between intended and actual performance (Standard 18).

In summarizing the current program impact description, you would first review intended program goals and objectives; service targets, if any; program staff or program performance objectives or standards; recruiting goals; financial targets; etc. Second, you would collect information about the program's actual performance on activities required to produce the achieved proximal outcome(s). Third, you would compare actual performance against intended performance to identify gaps. Fourth, you will summarize those gaps as they will become part of the basis for the analyses conducted in the

Discussion section. It may be necessary to specify the number of months or years the program is intended to run and then take a data snapshot at a particular point in time. Two brief examples are presented below.

For example, suppose a 24 month program had a recruiting target of six student-athletes 16 months into the program, but only recruited three, thus, 50% of the target would have been achieved. Your current program summary description would also include the program activities used to recruit the students (e.g. number of telephone calls, visits to their campus, campus sports facilities, available scholarships, etc.), number of staff devoted to recruitment, funding, etc. In short, you would look at every program related activity associated with producing that observed proximal outcome and/or any other relevant unintended program outcome(s). You would compare the intended program activities against what actually happened to identify gaps. For example, the program theory indicated that 100 prospect contacts are needed to produce one signed student athlete, but only 300 total contacts were made and not the 600 needed to yield the targeted 6. The gap is 300 contacts. Now, suppose each contact cost $100 and $3,000.00 was available, but $6,000 was originally budgeted; a gap of $3,000.00 exists.

Suppose a University had a summer transitional program for promising students who did not meet admission criteria and 40 students completed the program. The program goal was to have 80% or 32/40 students earning a 3.5 GPA at the end of the first semester of freshman year. However, only 50% of the 40 students completing the transitional program earned a 3.5 GPA. Information that you would also include in the current status description would be grades earned by subject area; semester course load; number of credits carried; extracurricular activities; disciplinary referrals, if any; medical, family, or adjustment issues which adversely affected academic performance; etc. You're describing the students' total academic experience that first semester to provide reasons to explain the observed outcome(s). Now, it may be that the program goal was overly optimistic; a review of similar programs at similar universities reported in the professional and scientific literature might yield this information.

You report only the facts; do not express opinion; use emotive words; use words that appear to endorse or express disapproval; or offer any explanation for what you report. In the Discussion section, you will analyze the data from this section to explain the reasons for what happened. The Discussion section will be soundly grounded in the professional and scientific literature (this means lots of relevant references) and will serve as the basis for framing recommendations to improve the implementation of the program.

You would most likely find intended proximal outcomes and the activities associated with achieving those in documents describing the program's goals, objectives, and methodology. Actual program achievement with respect to intended proximal outcomes and activities will likely come from program staff or other program documents. Now, it may be that information on actual program performance is missing or minimal; if so, you need to try to fill in the missing information. If you can't, then you report that the information was not available; this may become part of your discussion and a recommendation for keeping better program records may emerge. You may need to interview program staff or clients (targets) to obtain other needed information. You will need to include tables and figures as these are convenient ways to summarize information. Ensure the surrounding narrative compliments the tables or figures by

introducing them by their table or figure number and summarizing the most important information presented in each. The narrative may contain additional information not presented in a table or figure.

Discussion
(Bold, centered report heading)

The discussion section of the report is where of the program's impact on the target population (i.e., affected primary stakeholder groups) is explained to the reader. Data from the Introduction and Current Program Status sections are analyzed, conclusions drawn, and recommendations offered. The discussion is so organized (a) a transitional paragraph; (b) an analysis of data; (c) conclusions, regarding those data, are drawn; and (d) recommendations.

Before discussing the analysis and drawing any conclusions, write a transitional paragraph which generally summarizes the current program status and tells the reader what is to be discussed in this section.

Analysis
(Bold, centered, underlined heading)

For our purposes, analyze and explain the POI impact on no more than two (i.e., primary) stakeholder groups. Identify each stakeholder group by the label you have used for it in prior sections; these labels become left-hand margin subheadings.

If you are unsure as to how to write an analysis, go to some of the evaluation journals presented in your syllabus and read the discussion section in some articles. You will most likely note (a) first, information from the results section of the article is analyzed by referring back to prior information and then interpreting or analyzing that information with research from other published studies to assess whether or not the data from the study are consistent with other findings and if different, possible reasons are explored; (b) second, conclusions are drawn or meaning is attached to the research findings from the reported investigation; (c) third, recommendations may be made to conduct further research, how to improve the research project reported, or offering new strategies for tackling the problem investigated.

For our purposes, we will analyze information from the Introduction and Current Program Status, using recent, related research to draw conclusions and make recommendations.

Stakeholder Group 1

Standards 19-22: First, write a paragraph which briefly summarizes the POI impact on this stakeholder group, but do not introduce new data; all relevant impact data must have been reported in the Current Program Impact Description. Second, (a) provide a research based explanation for the observed impact of the POI on this stakeholder group, positive and/or negative; (b) identify and explain any observed gaps between what was expected (this information is found in the Program Theory description) and what was observed; this may require follow-up interviews with program staff or further research into the scientific and professional literature. Third, in the last sentence or two

of a paragraph or final paragraph (if more than one substantial paragraph was written) present the key research finding or findings (i.e., a "mini-conclusion" or "mini-conclusions") associated with the particular gap under analysis.

Research findings become the basis for conclusions; one or more research findings may be needed to frame a conclusion. You should use as many paragraphs as it takes to thoroughly analyze your data. If you think it will aid the reader, give the impact analysis for the stakeholder group and each gap a unique label or name which you use as a paragraph heading (like, "First." Above); it is okay if a paragraph heading applies to more than one paragraph. We are just organizing the analysis for the reader.

For example, suppose a recruiting program, based on industry standards, was to make 30 physical visits to prospective student athletes in anticipation of signing the desired number of student-athletes, but only 14 physical visits were made, leaving a gap of 16, the reason for this must be explained. This explanation will serve as the basis for drawing a conclusion and possibly framing a recommendation. Thus, if the industry standard is that 30 physical visits to prospective athletes will typically yield the desired number of signed student athletes, but for this recruiting program, 14 physical visits produced the desired number of student-athletes, then the evaluator would conclude that for this program, making approximately half of the typically required number of visits, yield the intended results. The corresponding recommendation might be that for this program, 15 physical visits should be the performance standard and the recruiting program should receive funding for 15 visits.

Stakeholder Group 2

Standards 19-22: First, write a paragraph which briefly summarizes the POI impact on this stakeholder group, but do not introduce new data; all relevant impact data must have been reported in the Current Program Impact Description. Second, (a) provide a research based explanation for the observed impact of the POI on this stakeholder group, positive and/or negative; (b) identify and explain any observed gaps between what was expected (this information is found in the Program Theory description) and what was observed; this may require follow-up interviews with program staff or further research into the scientific and professional literature. Third, in the last sentence or two of a paragraph or final paragraph (if more than one substantial paragraph was written) present the key research finding or findings (i.e., a "mini-conclusion" or "mini-conclusions") associated with the particular gap under analysis.

Research findings become the basis for conclusions; one or more research findings may be needed to frame a conclusion. You should use as many paragraphs as it takes to thoroughly analyze your data. If you think it will aid the reader, give the impact analysis for the stakeholder group and each gap a unique label or name which you use as a paragraph heading (like, "First." Above); it is okay if a paragraph heading applies to more than one paragraph. We are just organizing the analysis for the reader.

<div align="center">

Conclusions
(Bold, centered, underlined heading)

</div>

Standards 23-24: The key research findings from an analysis, such as the one conducted above, form the basis for specific conclusions. Present each conclusion in the same order as its associated research finding or findings is (are) presented above; this

will aid reader comprehension and understanding. Each conclusion must be supplemented with a two to three sentence rationale or justification, logically linking a conclusion with one or more research findings. These sentences must be content dense and precisely worded. Remember, one research finding may become a conclusion or several research findings may be "bundled" into one conclusion. Just make sure every research finding is incorporated into a conclusion and that every conclusion is based on one or more research findings.

Let's return to the recruiting example from above. Recall that a gap of 16 physical recruiting visits existed between the number expected to produce the desired number of signed student-athletes and the actual number of physical visits which did so. This finding will serve as the basis for drawing a conclusion about this recruiting program. The data analysis above should explain what it was about the program that caused the need for only 14 visits. Let's assume this was done. Now, we are ready to draw a conclusion.

> **Conclusion 1**:
> The recruiting program achieved its desired number of signed student-athletes with 14 physical visits. This was possible because the chief recruiter had spent several years developing relationships with high performing clubs in the Northeast. Research indicates that the quality of the relationship between the chief recruiter and athletic clubs is critical in effectively recruiting and signing student-athletes (Hart, 2007; Watson, 2009).

A conclusion should be stated in a simple declarative sentence. The rationale should explain the conclusion; use references to clarify a conclusion if needed. The conclusion should not (a) just repeat word for word the finding(s) or (b) cut-and-paste the same verbiage from the explanation (found in the analysis section) to serve as a rationale for the conclusion. Many decision-makers will just read the conclusions section of the discussion; therefore, it is necessary to provide a specific conclusion based on one or more research finding(s) and a brief explanation for it. Each conclusion and supporting rationale must be very precise and reasonably short.

Conclusions lay the foundation for recommendations. The primary difference between the conclusions' rationale and the recommendations' rationale is that the recommendations' rationale presents evidence of prior effectiveness, with similar programs, or at least the reasonable expectation of effectiveness, based on some related research. The corresponding recommendation might be that for this program, 15 physical visits should be the performance standard and the recruiting program should receive funding for 15 visits, but that contingency funds should be held in reserve if the 15 physical visits do not produce the desired number of signed student-athletes, regardless of reason. Recommendations for decision-making and/or to improve the program should be offered in the final section of this report, Recommendations.

<div align="center">

<u>Recommendations</u>
(Bold & underline this centered heading)

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<u>Standards 25-27</u>: Once conclusions are drawn, based on research findings, recommendations are made to either (a) terminate the program, (b) continue the program on its present course with no modifications, or (c) continue the program but with modifications. Option "C" is the most frequently chosen when implementation

evaluations have been conducted. Ensure the data in the Current Program Impact Description is both suitable and sufficient for you to make a recommendation; at least one grounded recommendation must be made.

A recommendation is a call to action for the evaluation sponsor and program management. Recommendations should be framed for the evaluation sponsor and program management. Recommendations must be (a) explicitly stated in simple declarative sentences, (b) supported by a clear logical rationale, and (c) offer some evidence of probable success.

Recommendation 1:
The recruiting program should be funded at $32,000 (16 physical visits at an estimated $2,000 each) [Recommendation Criteria: "a".] While the program achieved recruitment targets last year based on 14 physical visits; it is possible that such may not be the case this year as two clubs contributing student-athletes are now closed; two additional visits are funded given this potential eventuality. If unused the funds can be transferred to another account. [Recommendation Criteria: "b".] The program has the same recruiting staff and club relationships are still strong; these relationships support highly effective, efficient recruiting yields (Smith, 2008; Wesson, 2009). [Recommendation Criteria: "c".]

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Implementation Evaluation: Scoring Rubric		

Item	Status	Introduction: General Problem Description
		Rating responses to the standards: missing or not in evidence, (0); unsatisfactory, (1); marginally meets standard (2); mostly meets standard (3); and materially meets standard (4). NA = Not Applicable (points not counted).
Item	**Status**	**Introduction: General Problem Description**
1		The POI's nature and prevalence at the state, national, and/or global levels are clearly and explicitly described.
2		General POI impact (consequences) on those affected is described at the state, national, and/or global levels.
3		General benefits of POI resolution, at the state, national, and/or global levels, are clear & logical.
Item	**Status**	**Introduction: Local Problem Description**
4		Each stakeholder group is identified clearly and completely.
5		Each stakeholder groups' socio-demographic characteristics are described, using tables and figures which compliment and are summarized in the narrative.
6		Stakeholder groups' leaders' program relationships, if any, are profiled.
7		POI impact on each stakeholder group is summarized, citing both negative consequences for failing to resolve the POI and benefits of POI resolution.
8		The POI impact description is logically linked to the intervention program.
Item	**Status**	**Current Program Status: Program Theory**
9		The narrative summarizes the intervention's goal[s], (i.e., purpose[s]).
10		The narrative summarizes anticipated proximal outcomes including attainment indicators, and associated distal outcomes.
11		The narrative summarizes the intervention methodology, i.e., "how the program works").
12		The program process and impact theory is presented in labeled graphic organizer(s), i.e., flowcharts which are logically sequenced, with each step is explicitly explained and linked to the ones before and/or after. Proximal outcomes are linked to relevant program theory elements; distal outcomes are linked to associated proximal outcomes.
13		The descriptive narrative and graphic organizers complement each other.
14		The program process and impact theory are expressed, clearly.

Item	Status	Current Program Status: Impact Description
15		Actual program activities related to achieving proximal outcome(s) were clearly reported (i.e., actually described what was done and how) and are logically linked to intended proximal outcome(s)
16		Actual program management services related to supporting program activities were clearly reported in either narrative or a graphic organizer.
17		Actual proximal outcome(s) achievement was clearly reported.
18		Gaps between expected and actual performance were identified and summarized.
Item	**Status**	**Discussion: Analysis**
19		A cogent, effective transitional paragraph was provided.
20		The program impact on each primary stakeholder group was clearly described.
21		Clear research based explanations for the program's impacts were presented.
22		Specific findings were presented and explained through research.
Item	**Status**	**Discussion: Conclusions**
23		Conclusions were precise, consistent with, and didn't overreach the analysis.
24		Conclusions were logically constructed, findings based, and understandable.
Item	**Status**	**Discussion: Recommendations**
25		Recommendations were consistent with and don't overreach conclusions.
26		Recommendations were logically explained, supported by research.
27		Recommendations indicated some referenced probability of success.
Item	**Status**	**Mechanics**
28		The report narrative was explicitly and logically constructed.
29		The report narrative tables and figures were clear and explicit.
30		Reference to prior tables and figures in the narrative was made, aiding understanding.
31		Recent, relevant references were cited; generally none more than 5 years old.
32		The implementation evaluation report was APA compliant.

Comments: Up to an additional 10 points may be deducted for APA style manual violations.

                    Score:____ / 128 = _____% or ____ (Grade)

Appendix 2.3 Instructional Strategies Matrix

Table 2.3.1 Primary Traditional Strategies		
This mix of instructional strategies has been used for thousands of years across the globe. Lecture is the primary strategy, while discussion, questions, and teacher feedback to students are supplementary strategies.		
Strategy	**Description**	**Application**
Lecture	Lecture can be classified as, short expository, interactive, or case lectures. It is effective in delivering new knowledge to uninformed students.	Lecture is effective in promoting student learning for the knowledge and comprehension intellectual skills. AL strategies can be integrated into lecture.
Discussion	Discussion is central to the effective use of lecture and is usually the milieu into which questions are inserted and feedback provided, especially in large classes.	Discussion is used to reinforce key lecture topics and to add an AL dimension to lecture. Discussion can be used to teach acceptable debating and social skills as well as higher order intellectual skills.
Question	Questions can be classified as exploratory, challenge, relational, diagnostic, hypothetical, cause-and-effect, and summary.	Questioning is used to guide thinking processes, develop intellectual skills, encourage participation, and check understanding.
Feedback	Feedback is communication between teacher and student about progress in attaining intended learning outcomes and performance standards.	Feedback can be written, verbal or non-verbal, but must be prompt and useful to enable student learning and/or to adjust teaching strategy.

Table 2.3.2 Student Assessment as a Teaching Strategy		
Student assessment is a powerful teaching tool. Assessment (1) enlightens the teacher as to what students know and can do relative to the intended learning outcomes; (2) motivates students to learn; (3) informs the teacher whether or not his or her content and skills presentation was successful; and (4) reinforces learning by informing students what they have yet to master. Students will study for the type of test they anticipate. If a test of recall is to be administered, they will study facts; if the test is to integrate knowledge and skills, then students will study so that they can integrate knowledge and skills.		
Strategy	**Description**	**Application**
Quizzes	Quizzes are short examinations or tests over very specific content or skills, usually lasting only 10 to 15 minutes. Quizzes are administered frequently.	Used when there is a need to monitor progress or perform a quick check of student knowledge and/or skills.
Examinations	Examinations are substantial tests and may need one to two or more hours to complete; are lengthy; contain a variety of item formats; and are usually over one or more intended learning outcomes.	Examinations are used either as a mid-term or final assessment of student learning.
Assignments	Assignments differ from quizzes and examinations. Assignments typically contain a "prompt" followed by required student performance. For example a student may read an article (prompt) and write a reaction (performance) or be given specifications for a project (prompt) and then he or she produces an experiment (performance) for a science fair. Accordingly, assignments are direct measures of student performance.	Assignments include reports, papers, presentations, projects, experiments, etc. If the purpose of the assessment is to directly measure student performance, then an assignment is recommended. It should be noted that certain quiz or examination items can directly measure student performance, but not in as substantial manner as do assignments.

Table 2.3.3 Cooperative Learning Strategies		
These cooperative strategies are widely used in business, medicine, nursing, agriculture, government, emergency services, and the military. All of these cooperative learning strategies are effective in fostering and/or sharpening higher order thinking skills. Each strategy is either an element of or can be used in conjunction with other strategies, such as problem based learning.		
Strategy	**Description**	**Application**
Work Groups	Work groups are the core of the cooperative learning strategies. Size may range from 2-5 and roles may be simple or complex as may be the tasks assigned. Work groups are purposely organized and governed. There are three accepted classifications: formal, informal, and base cooperative work groups. Work is characterized by interdependence, individual accountability, and heterogeneous composition.	Formal cooperative learning groups are formally constituted work teams for a specific task or assignment. Informal cooperative learning teams are temporary or ad hoc groups are short lived and whose chief purpose is to focus learner on the content to be learned. Base cooperative learning groups are teams composed of members who "stay together" during an entire course, or in some cases, a degree program.
Study Teams	These temporary or ad hoc groups are short lived and whose chief purpose is to focus learner on the content to be learned. They are successfully used to reinforce critical lecture information and to prepare for an examination. .	Study teams which meet regularly and whose members contribute according to their abilities are effective in preparing members for examinations and assignments. Study groups should be encouraged by teachers.
Case Studies	The case study may be either an individual or group effort. A case is a description of a real-life situation, often presented from the perspective of a particular manager. Some cases describe a series of events occurring over a specific time interval. Cases may be short or long and typically lack a standard format.	The case factually sets forth the events and circumstances surrounding a management situation. The learner's role is to diagnose, analyze, and recommend a rational set of actions to remediate a threat or capitalize on an opportunity. The case study is used in problem based learning.
Role Playing	Role playing is a low-tech version of the scenario or simulation. Team members assume different roles in what is essentially a play which may be either partially or fully scripted.	A situation is described. Team members assume assigned, but defined roles. They experience the emotions, thinking and consequences associated with the actions of the role they play.
Scenarios/Simulations	These are typically computer based role plays or simulations where students gain valuable experience by assuming different roles and/or deploying differing strategies to resolve issues, solve problems, or take advantage of an opportunity.	Strategies are tested for effectiveness and consequences. Decision-making and thinking is significantly improved. Scenarios/Simulations can be technology intensive, require extensive training, and be expensive.
Field Work	Students go to companies, schools, and organizations to perform different types of work to gain experience and/or money.	Internships, practice teaching, externships, etc. are examples. Most human service professions require extensive field work experience.

Table 2.3.4 Instructional Media		
Instructional media ranges from the decidedly low-tech chalkboards, whiteboards, flip charts, and transparencies to high-tech multimedia and computer assisted or mediated instruction. Effectively used appropriate instructional media are powerful adjuncts to traditional and active learning teaching strategies.		
Strategy	**Description**	**Application**
Chalkboards or Whiteboards	Chalkboards were first used in the 1840's and have been widely used in education ever since. Smaller versions were called slates and were used in place of textbooks. Information presented on chalkboards exists on the chalkboard only for a short while.	Chalkboards are useful for immediate needs to explain via diagram, engage students in writing sentences or working math problems, etc. Chalkboards or white boards, once installed tend to be easy to maintain and have long life spans.
Flip Charts	Flip charts are similar to chalkboards and whiteboards in educational use. Flip charts are widely used in training and workshop environments.	Flip charts can be used for the same purposes as chalkboards, but tend to be expensive and not last as long.
Transparencies	These are clear plastic sheets used with an overhead projector. Transparencies can be used for immediate needs or can be prepared in advance and then used again.	Transparencies can be used in the same way as the chalkboard, whiteboard, or flip chart. Since its image is projected by an overhead, its size can be adjusted to the visual needs of the audience.
Multimedia	Multimedia includes presentation graphics, streaming video, digital video, CD-ROM's, DVD's, Videos, films, and film strips, etc.	Many textbooks come with CD-ROM's which contain digital video, slides, cases, additional reading material, etc. Streaming video is used to deliver lectures, hold tutoring sessions, and conduct meetings in single and multiple locations.
Computers	Computers are electronic devices which have a keyboard, one or more disk drives, display screen, and typically a printer and mouse and. are driven by software programs which perform a variety of functions such as word processing, graphic presentations, spreadsheets,, etc.	Computers can be used for individual tutoring, host class web sites, chat rooms, communicate via email or computer telephone, display digital or streaming videos, etc. While educational impact has been proven to be substantial, costs have prevented universal adoption.

Appendix 2.4
Using Instructional Tools Effectively

A. **Guidelines for Using the Black-/Whiteboard**
   1. Use the board to read the class sessions' topics.
   2. On the board, summarize key presentation points, class discussion ideas or points.
   3. The board is an excellent place to print out new or unfamiliar vocabulary and/or terminology.
   4. Diagrams, graphs, and time lines, formulae, or computations, etc. can be easily be drawn or written.
   5. Before the class session starts, write what is possible with clear, large, and legible letters.
   6. Use key words or phrases, as opposed to complete sentences.
   7. Read aloud while writing; make frequent eye contact while writing.
   8. Ask students if they can see your board work and before you erase.

B. **Guidelines for Using the Overhead Projector**
   1. For each 45-60 minute lecture or presentation, use no more than 12-15 transparencies.
   2. For each transparency, summarize the main concept in the title; ensure that the ratio of concept to transparency is one.
   3. Use 18-22 point fonts and set off key points with a bullet, dash, number or other symbol.
   4. As for wording, use keywords, avoid italics, bold type, or unusual font scripts as much as possible.
   5. When presenting a transparency, uncover your key points as you present; for sequential diagrams, use over lays to avoid confusion and build on prior knowledge.
   6. When not using the overhead, turn it off.

C. **Guidelines for Using Videotapes**
   1. In assessing the instructional relatedness of a video, consider
      a. Whether or not the video explicates key concepts;
      b. The extent to which the video, reviews prior content, comments on current content, or previews future content; and
      c. Assess whether or not the video demonstrates examples of key concepts or poses a new problem.
   2. Prior to presenting the video, practice operating the presentation equipment and preview the video in its entirety. Don't select a video or show video portions which consume the entire class period.
   3. In preparing students to view the video, explain why they are watching it, the relationship between the video and the applicable course learning standard or content, and what you expect them to learn from the video session. Indicate to student whether or not they are to "take notes."
   4. During the video presentation, it might be helpful to stop the tape at critical points and ask students to speculate on what might happen next. Two videos can be shown which contrast differing points-of-view on an issue; students can be asked to comment. Be present with the video when shown to students.
   5. After viewing the video, conduct a follow-up activity and/or include content on a test or graded assignment.

D. **Presentation Software (e.g., Power Point)**
   1. Slides provide either an alternative or compliment to other content presentation media; slides can be viewed by students later either on a computer or the Web.
   2. When constructing slides, use
      a. Only one key concept per slide,
      b. Key words or phrases as opposed to complete sentences,
      c. The same letter colors throughout the presentation, and
      d. The same background color(s) or "wallpaper" for the full slide show.
   3. When presenting the slide show, avoid elaborate slide designs and special effects (e.g., clip art, sound, and animation). It might be helpful to highlight text or zoom in on an image during a presentation.
   4. If learning and/or retention will be enhanced, make a paper copy of your slide show for each student.
   5. If it becomes necessary to darken the presentation room, consider using an overhead projector, as some students become uncomfortable in darkened environments and note taking difficulty is increased.

E. **Guidelines for Using E-mail, List-serves, and Conferencing Software**
   1. E-mail is an efficient device for communicating with students and a convenient vehicle for delivering copies of lecture notes, assignments, feedback, and housekeeping messages. Questions can be answered by e-mail as well.
   2. A listserv allows for out-of-class discussions between and among students, the instructor, and any special guests.

3. Conferencing software sets up chat-rooms for course or conference participants, but may require special software and hardware. If conferencing software is to be employed, make sure that students have access to required software and hardware.
4. If one or more of these strategies are employed, require students to participate. Ensure that students have access to technical support. To stimulate discussion, conflicting opinions can be presented.
5. Before employing either strategy, decide how much e-mail and/or listserv traffic you can handle or manage.
6. Once the on-line strategy has been adopted, be prepared to initiate, encourage, and moderate discussions; always keep current in responding to students; unify strands of conversation together when needed, and refrain from lecturing.
7. In managing student on-line behavior, insist on proper neti-etiquette; praise and model on-line desired behavior; if a discussant misbehaves, correct he or she privately; push tangents back on task; set and enforce ground rules for posting and responding; and conclude discussions so that they don't drag on needlessly.

F. Guidelines for Using Web Resources
1. Instructors are currently using worldwide websites to publish
    a. Course syllabi, lecture notes, and assignments, tests, readings, and other resources;
    b. Tutorials;
    c. Practice testing;
    d. Provide links to course-related resources across the world; and
    e. Give password-protected access to course grades and other sensitive materials.
2. A website can be linked to a list-serve or conferencing software for discussions.
3. When planning a course website, storyboard your website, select a stable location supported by highly reliable software, hardware and technical support. Ensure that navigating the website is easy and transparent. If your website requires special software to access it, select software in wide use to enable student access. Construct a mechanism to allow students and visitors to evaluate your website. Systematically, update the site to keep it current and encourage repeat visits.
4. Develop and implement a privacy policy to protect your website and visitors.
5. If your website is to have educational use, consider an orientation for students and visitors, which helps them to become self-directed learners, manage time spent on the web, and become comfortable with "web interactivity."

G. Guidelines (or general Principles) for constructing and Using Charts, Graphs, and Tables

1. Keep graphs as simple as they are the most effective.
2. Graphs should be self-explanatory.
    a. Use as few coordinate lines and symbols to avoid eye clutter.
    b. Use only the number of coordinate lines necessary to guide the eye.
    c. Outside graph lines should be darker than in-graph coordinate lines.
    d. Place titles at either the top or bottom of the graph.
3. The measurement scale and its divisions should be clearly identified and marked.
4. On, an arithmetic scale, equal measurement scale increments must represent equal numerical units.
5. Frequency data are on the vertical of y-axis and classification category is on the horizontal or x-axis.
6. While it is recommended that one variable be shown on a graph, there are times when two or more are warranted. In such instances, each variable must be separated with the separation divides reported in a legend or key.

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Appendix 2.5: Presentation Rating Rubric

The presentation scoring rubric is presented below and is composed of three subtests or sections: Organization, Presence, and Technology. Odd number ratings reflect the "mid-point" between two even number scores.

A. Organization: Score ____ (out of 48)   Total Score (A + B + C):_____

1. **Introduction: Score ___ (out of 6)**
    0 – Poor to nonexistent introduction, no "attention grabber"
    2 – Vague objectives or simply reads the problem statement
    4 – Good "attention-grabber", weak objective foundation
    4 – Weak "attention-grabber", clear objective foundation
    6 – Good "attention-grabber", clear objective foundation

2. **Content: Score ____ (out of 8)**
    0 – Wrong data, wrong problem, "great" leaps in logic, poor question anticipation
    4 – Some understanding of presentation content demonstrated, some incorrect terminology, a few small leaps in logic, fair question anticipation
    6 – Proficient understanding of presentation content demonstrated, little incorrect terminology, no leaps in logic, good question anticipation
    8 – Exemplary understanding of presentation content demonstrated, no incorrect terminology, no leaps in logic, excellent question anticipation

3. **Questioning: Score ____ (out of 6)**
    0 – Failed to answer questions, engaged in no discussion
    2 – Appropriate strategy, but ineffectually executed
    4 – Appropriate strategy, somewhat effectively executed
    6 – Appropriate strategy, effectively executed

4. **Communication Strategy: Score ___ (out of 6)**
    0 – Inappropriate strategy, ineffectually executed
    2 – Appropriate strategy, but ineffectually executed
    4 – Appropriate strategy, somewhat effectively executed
    6 – Appropriate strategy, effectively executed

5. **Use of Notes: Score ___ (out of 6)**
    0 – relies heavily on notes or prepared text, lost place several times
    2 – Relies moderately on notes or prepared text, lost place some times.
    4 – Relies little on notes or prepared text, lost place once or twice
    6 – Doesn't rely on notes or prepared text, lost place only once

6. **Conclusion and Wrap-Up: Score ___ (out of 8)**
    0 – Poor to nonexistent conclusion
    2 – Simple re-hash of main point(s), and "not tied together"
    4 – Main point(s) clarified, implications reasonably well presented & "tied together"
    6 – Main point(s) clarified, implications reasonably well presented & "tied together"
    8 – Main point(s) clarified, implications well presented & "tied together"

7. **Professional Impression: Score ___ (out of 8)**
    0 –"slip-shod" effort in appearance
    2 –Amateurish in appearance
    4 –Less amateurish in appearance
    6 –Proficient in appearance
    8 –Expert in appearance

B. Presence: Score ____ (out of 24)

1. **Eye Contact: Score ___ (out of 4)**
    0 – Makes little eye contact,
    2 – Makes moderate eye contact, focuses on one group or side of the room
    4 – Makes and holds eye contact with people all over the room,

2.   **Use of Hands and Body Movement: Score ___ (out of 4)**
      0 – Distracts or annoys audience or gives perception of being nervous
      2 – Somewhat comfortable but movements interrupt flow of presentation
      4 – Completely comfortable, appropriate hand-gestures, and non-awkward movements

3.   **Voice & Inflection: Score ___ (out of 6)**
      0 – Too hard to hear, sounds disinterested, did not project voice
      2 – Speaks in a monotone, sounds disinterested, or many "ums" and "likes", fairly inconsistent voice
         projection
      4 – Varies voice and inflection appropriately, conveys some enthusiasm, virtually consistent voice
         projection
      6 – Varies voice and inflection expertly, conveys enthusiasm, appropriate voice projection

4.   **Articulation & Pace: Score ___ (out of 4)**
      0 – Poorly articulated words and/or sentences, very distracting speaking pace, many awkward pauses
      2 -- Mispronounces some words and/or "mangles" sentences, inconsistent speaking pace, few awkward
         pauses
      4 – Articulates words and sentences clearly, speaking pace appropriate, no awkward pauses

5.   **Professional Appearance: Score ___ (out of 6)**
      0 – Very inappropriately attired for presentation subject, audience, and/or environment
      2 – Somewhat inappropriately attired for presentation subject, audience, and/or environment
      4 – Appropriately attired for presentation subject, audience, and/or environment
      6 – Very appropriately attired for presentation subject, audience, and/or environment

C.   **Technology: Score ___ (out of 28)**

1.   **Slides, Graphics, Figures, etc. Layout: Score ___ (out of 4)**
      0 – Visual aids are poorly designed, cluttered, & many have missing labels
      2 – Visual aids are sometimes difficult to read; some slides are cluttered, and labeling was
         inconsistent
      4 – Visual aids easy to read, uncluttered, and fully labeled

2.   **Slides, Graphics, Figures, etc. Layout: Score___ (out of 4)**
      0 – Visual aid colors distracting and confusing for presentation
      2 – Visual aid color appropriateness inconsistent for presentation
      4 – Visual aid colors appropriate for presentation

3.   **Slide, etc./Presenter Alignment: Score ___ (out of 4)**
      0 – Visual aids and presenter were frequently out-of-alignment
      2 – Visual aids and presenter were occasionally out-of-alignment
      4 – Visual aids and presenter were rarely out-of-alignment

4.   **Slide, etc. Reading: Score ___ (out of 4)**
      0 – Presenter frequently read slides to audience
      2 – Presenter occasionally read slides to audience
      4 – Presenter rarely read slides to audience

5.   **Slide, etc. Presentation Support: Score: (out of 4)**
      0 – Visual aids ineffective & hard to follow
      2 – Visual aids moderately effective & easy to follow
      4 – Visual aids effective & easy to follow

6.   **General Usage: Score ___ (out of 4)**
      0- Visual aids lacking or poorly utilized, very distracting
      2 – Visual aid effectiveness inconsistent and distracting, at points, during presentation
      4 – Visual aids utilized effectively and not distracting

7.   **Usage Impact: Score ___ (out of 4)**
      0 – Learning not enhanced
      2 – Learning enhancement inconsistent
      4 – Learning enhanced

Appendix 2.6 Session Map

Title: Effective Presentations & Session Mapping		Date: July 12, 2003	Page: 1 of 3	
Session Topic (s): (1) Transition from the previous day long session to current session; (2) Review effective presentation characteristics; (3) Introduce session Mapping Tool				
Content or Performance Standard/Benchmark: Each student will (1) participate in three active learning (AL) experiences; (2) make at least one recommendation for ensuring an effective presentation; and (3) accurately describe session mapping.				
Session Event	**Teaching Strategy**	**AL Activity**	**Time Allotted**	**Comments**
Road Map of the Day *(Entry Activity)*	Brief Lecture (BL)	None	9:00-9:15	Tell the students what will happen during the current session.
Transition Part 1 *(Introductory Activity)*	Cooperative Learning (CL)	Finger Check *(See Unit 3)*	9:15-9:30	This is an effective AL activity in gauging overall group understanding of content. Be sure to agree on the meaning of the hand signals before questioning students. Write out questions before asking students. Make the answer options consistent with the agreed upon hand signals.
Transition Part 2 *(Introductory Activity)*	CL	*Minute Paper (MP): Clearest/Muddiest Point *(See Unit 3)* *1/1 Discussion & Application *Dyad Selects Single Significant Learning *Group debriefing	9:30-10:15	*This AL activity uses dyads to identify the clearest and muddiest points from a previously specified session. Ensure directions are fully understood by each dyad. *Each dyad member writes down his or her clearest and muddiest points. Then dyad members discuss muddiest points to clear them up. *Each dyad writes down its most significant learning and remaining least understood point(s). *Each dyad reports its most significant learning and least understood point. The instructor then resolves confusion. If time is limited select only a few teams.

Title: Effective Presentations & Session Mapping		Date: July 12, 2003	Page: 2 of 3	
Session Event	Teaching Strategy	AL Activity	Time Allotted	Comments
Break			10:30-10:45	Given that attention spans vary between 5 and 20 minutes depending on student age, breaks for older students are a must. For younger students, shifting to a new activity may substitute for the "formal" break.
Question Time	CL	Car Park *(See Unit 3)*	10:45-11:00	Students are encouraged to write as many questions as wanted and to place each on a board or in a box. Questions are unsigned. The instructor then draws 2-4 questions from the board or box and briefly answers each.
Effective Presentations *(Discovery Activity)*	CL	Read, Underline, and Share *(See Unit 3)*	11:00-12:00	*This AL activity combines the senses of sight, hearing, and talking.
		*Give Directions	11:00-11:05	*Read Directions and answer questions.
		*Read and Underline	11:05-11:20	*Assign reading pages in text, workbook, or supplemental materials. Direct students to underline key points.
		*1/1 Compare & Share	11:20-11:30	*Each dyad discusses readings and unlined points.
		*List significant learnings	11:30-11:40	*Each dyad lists its most significant learning(s).
		*Group Debriefing	11:40-12:00	*Each dyad reports its most significant learning(s). The instructor then resolves confusion. If time is limited select only a few teams.

Title: Effective Presentations & Session Mapping		Date: July 12, 2003	Page: 3 of 3	
Session Event	Teaching Strategy	AL Activity	Time Allotted	Comments
Lunch			12:00-1:30	
Question Time	CL	Car Park	1:30-1:45	The instructor draws from the question board or box, 2 to 4 questions and briefly answers each.
Session Mapping *(Discovery Activity)*	BL	None	1:45-2:00	Session Mapping Introduced.
	CL	Stretch Break at Desk	2:00-2:05	Have students stand and stretch at desk.
	CL	Project Team (PT) *(See Unit4)*	2:05-4:00	Logically assign students to project teams. Have work areas already "set-up" which offer sufficient space and distance from other teams.
		*PT: Exercise Directions	2:05-2:10	*Read exercise directions.
		*PT: Write Session Map	2:10-3:00	*Each PT discusses, plans, and constructs a session map for a 55 minute class session.
		*Break	3:00-3:15	*Each PT should take a 10-15 minute break.
		*PT: Present & Discuss Session Map	3:15-3:40	*Each PT presents its session map to another PT for review and comment. Roles are then reversed.
		*PT: Revise Session Map	3:40-4:00	*Each PT revises its session map given comments made and team learning.
Question Time *(Closing Activity)*	CL	Car Park *(See Unit 3)*	4:00-4:30	The instructor draws from the question board or box, 2 to 4 questions and briefly answers each. However, the instructor has read all the questions and has selected the questions related to the session's activities so that key content is reviewed and this Instructor Question time becomes the closing activity.