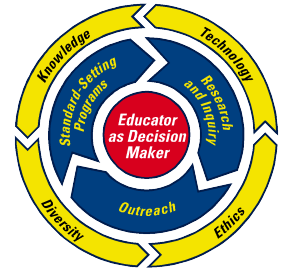


**The University of Akron**  
 College of Education  
 Educational Foundations and Leadership  
 [5400:475/675] [Instructional Practice Seminar] [3]



<b>Instructor:</b>	<b>Shelley Waltonen-Moore, Ph.D.</b>	<b>Year/Term:</b>	<b>Fall 08</b>
<b>Office:</b>	<b>Zook 219 (enter 210)</b>	<b>Section:</b>	
<b>Phone:</b>	<b>330.972.6661</b>	<b>Building:</b>	
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<b>Office Hours:</b>	<b>By appointment</b>	<b>Day/Time:</b>	

**I. COURSE DESCRIPTION**

This course is designed for individuals initially trained in curriculum development and instructional techniques. The purpose of this course is to provide a safe environment for students to apply learned teaching/training skills, evaluate theirs and peer's teaching/training abilities, and fine-tune skills before independently teaching/training in the field.

**II. RATIONALE**

To provide participants with the opportunity apply the teaching/training skills learned in the Technical Education Program.

**III. REQUIRED/OPTIONAL TEXTS**

Bott, P. (1998). *Teaching your occupation to others*. Boston: Allyn & Bacon.

Renner, P. (2005). *The art of teaching adults*. Vancouver: Training Associates, Ltd.

**Prior Semesters:**

Kemp, J., Morrison, G., & Ross, S. *Designing effective instruction*. (Prior Semester)

Neill & Mashburn, (1998). *WIDS instructional design and planning: Study guide*. Wisconsin Technical College System Foundation.

*Publication Manual of the American Psychological Association* (5th ed). (2001). Washington DC: American Psychological Association.

**Supplies:**

1 blank VHS video tape or 2 mini digital DVD's.

#### IV. COURSE GOALS/OBJECTIVES

Objectives	UA Conceptual Framework Proficiencies	Standards*	Assignments/Assessments
Exhibit high self-esteem through positive communication.	E1	A,B,C,D,E,F,G1;G7;I	Lessons, critiques, presentations, diversity presentation
Accept responsibility for learning process.	E1	A,B,C,D,E,F,G1;G7;I	Lessons, critiques, presentations, diversity presentation
Exhibit professional work ethics, integrity, and honesty in all communication modes.	E1	A,B,C,D,E,F,G1;G7;I	Lessons, critiques, presentations, diversity presentation
Internalize application for cultural diversity.	D1, D2	A,B,C,D,E,F,G1;G7;I	Diversity Presentation
Utilize common terminology associated with the workplace.	K1, T1,2	A,B,C,D,E,F,G1;G7;I	Lessons, critiques, presentations, diversity presentation
Model lifelong-learning through application and adaptation to new knowledge.	K1	A,B,C,D,E,F,G1;G7;I	Lessons, critiques, presentations, diversity presentation
Utilize prior knowledge and coursework knowledge to draw logical conclusions.	K1	A,B,C,D,E,F,G1;G7;I	Lessons, critiques, presentations, diversity presentation
Cooperate with others and support colleagues.	E1	A,B,C,D,E,F,G1;G7;I	Lessons, critiques, presentations, diversity presentation
Be aware of resources associated with educational and training systems.	K1	A,B,C,D,E,F,G1;G7;I	Lessons, critiques, presentations, diversity presentation
Allocate materials and facility resources.	K1, T1,2	A,B,C,D,E,F,G1;G7;I	Lessons, critiques, presentations, diversity presentation
Acquire, evaluate, and synthesize necessary information.	K1	A,B,C,D,E,F,G1;G7;I	Lessons, critiques, presentations, diversity presentation
Select and troubleshoot technology in educational and training sessions.	T1, T2	A,B,C,D,E,F,G1;G7;I	Lessons, critiques, presentations, diversity presentation
Teach and train others.	K1,4;E1;D1	A,B,C,D,E,F,G1;G7;I	Lessons, critiques, presentations, diversity presentation
Serve adult learners.	K1,4;D1;E1	A,B,C,D,E,F,G1;G7;I	Lessons, critiques, presentations, diversity presentation
Exercise leadership.	K1	A,B,C,D,E,F,G1;G7;I	Lessons, critiques, presentations, diversity presentation

Apply systems theory to teaching and training.	K1	A,B,C,D,E,F,G1;G7;I	Lessons, critiques, presentations, diversity presentation
Utilize formative and summative evaluation.	K1	A,B,C,D,E,F,G1;G7;I	Lessons, critiques, presentations, diversity presentation
Think creatively, make decisions, and solve problems independently.	K1	A,B,C,D,E,F,G1;G7;I	Lessons, critiques, presentations, diversity presentation
Incorporate the learning cycle into lesson plans and strategies.	K1,D1,;E1	A,B,C,D,E,F,G1;G7;I	Lessons, critiques, presentations, diversity presentation
Develop new teaching skills.	K1,D1,;E1	A,B,C,D,E,F,G1;G7;I	Lessons, critiques, presentations, diversity presentation
Customize existing teaching skills.	K1,D1,;D2;E1	A,B,C,D,E,F,G1;G7;I	Lessons, critiques, presentations, diversity presentation
Organize teaching/training products.	K1	A,B,C,D,E,F,G1;G7;I	Lessons, critiques, presentations, diversity presentation
Create learning plans.	K1, K2, K3, K4	A,B,C,D,E,F,G1;G7;I	Lessons, critiques, presentations, diversity presentation
Create lesson plans.	K1, K2, K3, K4	A,B,C,D,E,F,G1;G7;I	Lessons, critiques, presentations, diversity presentation
Employ appropriate teaching methods in sessions.	K1	A,B,C,D,E,F,G1;G7;I	Lessons, critiques, presentations, diversity presentation
Develop learning materials.	K1,T1,T2;E1 ;2,3	A,B,C,D,E,F,G1;G7;I	Lessons, critiques, presentations, diversity presentation
Incorporate technology in teaching/training sessions.	T1,T2;E1,2,3	A,B,C,D,E,F,G1;G7;I	Lessons, critiques, presentations, diversity presentation
Assess & learn from others' teaching/training techniques.	K1,T1,2E1,2,3	A,B,C,D,E,F,G1;G7;I	Lessons, critiques, presentations, diversity presentation

\* Standards for Professional-Technical College Instructors and Customized Trainers

## V. COURSE OUTLINE

apply learned teaching/training skills, evaluate theirs and peer's teaching/training abilities.

## VI. INSTRUCTIONAL STRATEGIES/ACTIVITIES/TECHNOLOGY

<b>Description</b>	<b>Points</b>
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Presentation #1 (90 pts)	
Lesson #1	20
Learning Materials #1	20
Powerpoint #1	25
Presentation Points	25
Colleague Critique #1	25
Self Critique #1	10
Presentation #2 (90 pts)	
Lesson #1	20
Learning Materials #1	20
Powerpoint #1	25
Presentation Points	25
Colleague Critique #1	25
Self Critique #1	10
Chapter Test Questions	20
Presentation #3	10
Accessibility Project	20
Professional Points	(10% reduction for each – be careful)
TOTAL	300

## VII. EVALUATION/STUDENT ASSESSMENT

Professionalism and Respect Points: This course is based on being able to give colleagues feedback that will help them to change and become better instructors. It is important that the feedback be given with respect, but also to be detailed. The feedback should be professional and you should put some insight into it. The feedback should be put in positive words that will assist your colleagues in changing their behaviors to be more successful. There will be a 10% grade reduction in your products each time an infraction of this policy occurs.

Graduate Students: Graduate students must do an additional project worth 50 points. See the Assignment Directions area. Graduate students are also held to a higher level of quality in the products that they generate.

See specific assignments and the associated Scoring Guides for each task listed in the Instructional Strategies/Activities/Technology Section. Each assignment will have a specific scoring guide rubric associated with the requirements for the assignment. Students will be evaluated using the corresponding scoring guide rubric. Total points for the course will be calculated and a percentage calculated for a letter grade.

All Technical Education students must receive a C or better in their classes or they must take the course again. Some courses are only offered once per year, therefore, care should be taken to do well in each course.

A	93-100%
A-	90-92%
B+	86-89%
B	83-85%
B-	80-82%
C+	76-79%
C	73-75%
C-	70-72%
D+	66-69%
D	63-65%
D-	60-62%
F	BELOW 60%

## VIII. CONCEPTUAL FRAMEWORK PROFICIENCIES

The University of Akron, College of Education has identified **Educator as Decision Maker** as the theme of our conceptual framework, which has been developed around the core components of professional practice and scholarship identified in the mission statement of the college: **Knowledge, Technology, Diversity, and Ethics**. The theme and components provide direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. It is our goal to provide opportunities to candidates to develop a solid foundation in the identified proficiencies for each of the core components through well-planned coursework. This foundation then transfers into knowledge-based decision making as it applies to **Standards Setting Programs, Research and Inquiry, and Outreach**. Descriptions of the proficiencies are provided at <http://www.uakron.edu/colleges/educ/COE/cf-proficiencies.php>.

As you progress through your program, you will find the **conceptual framework** aligned with course objectives. You will also find the **conceptual framework** theme and core components reflected throughout the College of Education. This reflects our commitment to these central tenets and our vision that all of our graduates will be effective **decision makers** throughout their professional careers.

## IX. STUDENT ETHICS AND OTHER POLICY INFORMATION

For further information about The University of Akron's policies regarding student ethics and conduct, please consult the following sources: <http://www.uakron.edu/gradsch/docs/Gradbulletin.pdf>, then select "General Information" (academic honesty); or <http://www.uakron.edu/studentlife/sja/codecon.php> (Student Code of Conduct). Any student who feels she/he may need an accommodation based on the impact of a disability please consult

### University Policies

## Academic Dishonesty

Students at The University of Akron are an essential part of the academic community, and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. The University community is governed by the policies and regulations contained with the **Student Code of Conduct** available in the Office of Student Conduct, Gardner Student Center 104, (330) 972-7021, <http://www.uakron.edu/studentlife/sja/index.php>.

The University of Akron considers academic integrity as essential part of each student's personal and intellectual growth. Instances of academic dishonesty are addressed consistently. All members of the community contribute actively to building a strong reputation of academic excellence and integrity at The University of Akron.

It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials.
- Unauthorized copying of an assignment in computer programming, or the unauthorized examination or view of the computer, specifically during examinations.
- Possession and/or unauthorized use of tests, notes, books, calculators or formulas stored in calculators not authorized by the instructor during an examination.
- Providing and/or receiving information from another student other than the instructor, by any verbal or written means.
- Observing or assisting another student's work, when not part of a group activity.
- Violation of the procedures prescribed by the professor to protect the integrity of the examination.
- Cooperation with a person involved in academic misconduct.
- Handing in the same assignment in two different classes

Plagiarism and Academic Integrity. The following University of Akron, University Libraries website is an excellent source to help you, the student, understand plagiarism and how to avoid it. It is also an excellent resource for you as a future trainer.

A student who has been accused of academic dishonesty will be asked to meet with the course instructor. The matter can be resolved informally at the College level and/or an academic sanction can be imposed. If the student opposes the decision, he/she may appeal to the College Dean. If the matter is referred to the Office of Student Conduct, an informal meeting will occur and, if substantial evidence exists, the office has the authority to take formal action against the student

including, but not limited to, suspension or dismissal from the University. A more detailed discussion of these procedures can be found in the Student Code of Conduct.

### **ADA Statement**

Any student who has a disability that substantially limits learning in a higher education setting may contact the Office of Accessibility (formerly known as Services for Students with Disabilities) for information regarding their eligibility for reasonable accommodations. The office telephone number is (330) 972-7928 (Voice) or (330) 972-5764 (TDD), or <http://www3.uakron.edu/access/> .

### **Adding Courses—Registration**

A student must register for a course before the end of the fifth day of a fall or spring term or the second day of a summer session. Additions to the student's official schedule may be made after that date, but before the 15th calendar day, only with the permission of the student's adviser, instructor, and dean or dean's designate. Students who have not registered and paid by this deadline may not attend classes to receive credit for the course.

For updates and changes in the “adding courses” policies contact the Office of Registrar. It is your responsibility to keep updated. Questions regarding your registration can be addressed by the Office of the Registrar, 330-972-5400, <http://www.uakron.edu/registrar/> .

### **Withdrawal Policy**

A student may withdrawal from a course without an advisor's or course instructor's signature through the 15th day of a semester or comparable dates during summer sessions, intersession, etc. After the 15th day of a semester, and up to the midpoint of a semester, a student may withdraw from a course with the signature of the student's adviser.

After the midpoint of a semester, a student may have the signature of both the course instructor and the adviser. Such authorization must be dated and processed through the office of the Registrar no later than the last day of the 12th week of classes or comparable dates during summer session, intersession, etc.

An approved withdrawal after the 15th day of the term will be indicated on the University official academic record by a "WD." A student who leaves a course without going through the withdrawal procedure will be given an "F" in the course. Questions regarding your registration can be addressed by the Office of the Registrar, 330-972-5400, <http://www.uakron.edu/registrar/> . Drop/add forms are located at the following website <http://www.uakron.edu/registrar/Forms.php> .

### **Diversity**

Together, we maintain an intellectual culture that is accessible, disciplined, free, safe, and committed to excellence. By our behavior with one another we endorse a cultural of diversity, celebrating the uniqueness of the individual and developing our understanding and tolerance of differences in gender, ethnicity, age, spiritual belief, sexual orientation, and physical and mental

potential. We take responsibilities for sustaining a caring culture, nurturing growth and fulfillment in one another and in the larger communities of which we are a part. We insist on a culture of civility, united in our rejections of violence, coercion, deceit, or terrorism. We work to increase collaboration, cooperation, and consensus within rational dialogue characterized by mutual respect and consideration.

This is a responsible culture. We expect each member of our community to carry out responsibly his or her duties for preserving the integrity, quality, and decency of our environment and our discourse.

In order to accomplish the above-mentioned expectations and responsibilities, everyone must engage in certain specific behaviors. Inside the classroom, the students are expected to respect the sanctity of the teaching/learning process by expressing respect for the faculty member as the organizer and guide through this learning experience, as well as for fellow students. Disruptive, disrespectful, discriminatory, harassing, violent and/or threatening behavior is explicitly prohibited. Students are expected to be responsible for their own learning and, in return, can expect responsible teaching from the faculty member.

### **Incompletes**

Incompletes indicate that the student has completed passing work but that some part of the work is, for good and acceptable reason, not complete at the end of the term. Failure to make up the omitted work satisfactorily by the end of the following term, not including summer sessions, converts the "I" to an "F." When the work is satisfactorily completed within the allotted time the "I" is converted to whatever grade the student has earned.

### **In-Progresses**

In-progresses indicate that the student has not completed the scheduled course work during the term because the nature of the course does not permit completion within a single term, such as work toward a thesis.

### **University Closing Policy**

The president, or designee, upon the recommendation of the Director of Public Safety and Chief of Police, will determine when conditions--such as severe weather or a state of emergency--necessitate closing the entire University or canceling classes at the main campus and/or Wayne College in Orrville.

The Director of Public Safety and Chief of Police will promptly notify other designated University officials and members of the Department of University Communications, who will contact area media. University colleges/departments are encouraged to establish a method for communicating the closing decisions to department personnel. Closing information will be announced as early and as simply as possible to avoid confusion.

Cancellation of classes and closure announcements will be made as early as possible in the day and will clearly state the affected campus(es). Call 972-SNOW or 972-6238 (TDD/Voice) for updated information. You can also request to be on a listserv for information. For information concerning cancellation of campus based classes and web-based courses (those closing and cancellations that only affect your particular scheduled class), see course policies.

## **Writing Lab**

U of Akron provides support services for students regarding their writing. Please feel free to contact the Writing Lab to help you with writing assignments. Staff from the writing lab will assist University of Akron students with writing assignments. Location: Carroll Hall 212, Phone: 330.972.6548, [Review This Site](#) .

## **Course Policies**

### **Responsible Attendance and Absences**

As an adult learner you most likely have multiple roles and commitments to juggle. In addition to being a student, you may be an employee, a parent, a community leader, or a caregiver to a family member. If you are a full-time student, you are working to learn a wide variety of new skills and to meet the expectations for multiple courses. As your teacher, I too have many responsibilities and multiple roles. Therefore, we need to work together to accomplish the intended learning outcomes for this course.

Responsible attendance means that you will plan your schedule so that you can be present for scheduled class sessions and manage your time so that you can complete your assignments and assessments on or before the date they are due. A syllabus has been provided with a schedule listing class sessions and due dates for assignments and assessments. The timeline is tentative and might need to be changed because of feedback that occurs during the course implementation. If adjustments are necessary in the schedule, a written notice will be provided.

ALL course sessions are mandatory whether they are face-to-face or virtual class sessions. ALL session absences must be approved prior to the class session.

If you miss a class session unexpectedly:

- You are responsible for identifying what you have missed and for obtaining handouts or other learning materials that were distributed during your absence from class colleagues.
- If the learning plan indicates that you missed interactive, in-class, or group learning activities, discuss alternative learning activities with the instructor. It is preferred that you propose an alternative.)
- Contact the instructor in person, via email explaining how you intend to make up missed work.
- In order to receive full credit for work missed during your absence, you must complete it within **one week** of the due date. Any work not made-up within one week will be considered late and deducted by 10% each session it is late.

If you know you will miss a class session:

- Plan ahead to submit assignments or complete assessments that will be due during your absence **prior** to your absence. (Refer to the syllabus schedule.)
- Notify the instructor in person, via email prior to your absence, explaining how you intend to make up missed work.

## **Class Cancellations**

Check the entry page of D2L (Springboard Course) for any notices concerning class (campus-based or web-based) that have been made by your instructor. Students will also be e-mailed any information.

## **Course Concerns**

If you have any concerns, whatsoever, about any of the assignments or your performance, please contact me. Do not wait until the assignment is due or the performance cannot be rectified.

## **Deadlines**

It is your responsibility to meet all of the deadlines for every class session, assignments, and assignment task. Assignments will be given deadlines--ANY assignments not turned in on the designated due dates and times will be considered late and deducted by 10% each class session they are late.

EVERY assignment in must have a document of "some sort" submitted via the dropbox to OBTAIN A GRADE unless otherwise notified (check each assignments directions to see what needs to be submitted). All documents submitted should contain your last name and a brief description of the product (e.g., jensrudreflection.doc, jensrudmethods.ppt, etc.). You will be given the "brief description" for each assignment. If students do not submit the correct documents by the duedate/time, the product will be considered late and will be deducted one grade level for each timeframe it is late.

## **Duplicates**

All assignments will be the student's own work and need not be submitted in duplicate unless indicated by your instructor. However, it is strongly suggested that the student retain all graded materials as a copy in case it is needed.

## **Ethics**

Students are expected to display ethical behavior at all times. Cheating, plagiarism, etc., will not be tolerated. The consequences of dishonest behavior will be commensurate with the activity to include, but not be limited to, an 'F' for the class, dialogue with administrators, and dismissal from the college.

## **Grades**

A required scoring guide or document must be submitted for each assessment activity for it to be graded. Students must receive a C or better in each of your 5400 courses. If a C or above is not achieved, the course must be taken over again before moving forward in Technical Education.

The only “official grades” are those that you obtain from your transcripts and/or the grades posted on the Web after grades are due. You should monitor and record your grades in each class as the semester goes along so that you know your status in each class on a daily basis.

Student grades will be submitted to the appropriate department at the end of the semester (due dates for grades are determined by The University of Akron). Students can obtain their final grades via the Internet/WWW from The University of Akron's Home Page <http://www.uakron.edu/registrar/UAGradepage.php> .

### **Incompletes**

Incompletes are given only under extenuating circumstances and must have the instructor's approval prior to the last class session. DO NOT wait until it is too late to remedy this situation-- check University Policies for definition of Incompletes. Incomplete grades automatically turn into “F’s” if the student does not complete their work by the agreed date with the instructor. All incomplete work must be completed by the middle of the next semester, excluding summers. Instructors are not required to give incompletes

### **Professionalism**

All assignments must be submitted in a professional manner (typed, neat, organized, headings, sub-headings as appropriate, etc.). Each assignment will have an evaluation checklist (scoring guide) that will be returned with the product/assignment.

### **Respect**

Class participants will undoubtedly express different opinions on subjects discussed during the course of the semester. Different opinions and professional critiques of ideas are welcomed in class and should be discussed to gain further knowledge of the varied schematics individuals use to pattern and understand environmental factors.

### **Technology**

Be patient with technology. If a technological difficulty is experienced, you are required to be available during the time of contact indicated on the syllabus or as indicated by your instructor (e.g., if the server goes down during a chat and the chat is scheduled from 5:20 to 7:50, make yourself available from 5:20 to 7:50 in case the server comes back up.

Also, technology does go down periodically, therefore it would behoove you to submit your assignments in plenty of time before the due date/time in the dropbox. If you are unable to submit your assignment before the time allotted for the due date, it will be counted as late. There is no leeway in the dropbox for submitting assignments by the due date/time. You will not be able to submit the assignment even 1 second late.

If you have technical questions, please call the helpdesk: 330.972.6888.

### **Miscellaneous**

Sign up early for the 5400 courses so that they are not cancelled. Many courses are not offered every semester, therefore, if a course is cancelled it might not be offered again in a convenient semester.

The Technical Education web site is located on the COE site <http://www.uakron.edu/colleges/educ/COE/programlist.php>. Check this web site frequently for updates, advising information, and to access products (e.g., applications, etc.) that may help you coordinate your Technical Education program.

### **How to Get the Most from This Learning Experience**

- Take charge of your own learning. Raise questions, probe, explore, and go after what you need.
- Be open. Use your imagination, consider new possibilities, and create something new for yourself.
- Give as well as receive. Give liberally to co-learners and be prepared to receive a great deal from them.
- Have fun. Plan to thoroughly enjoy this opportunity to learn and to grow in your professional competence and satisfaction.

## **X. BIBLIOGRAPHY**

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Kiviat, B. J. (2000). This wasn't on the syllabus. *The Chronicle of Higher Education*, 46(43), A8.

Montgomery, K. (2002). Authentic tasks and rubrics: Going beyond traditional assessments in college teaching. *College Teaching*, 50(1), 34-42.

Reiser, R. A. (2001). A history of instructional design and technology: Part I: A history of instructional media. *Educational Technology*, 49(1), 53-63.

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Schirmer, B. R. & Bailey, J. (2000). Writing assessment rubric. *Teaching Exceptional Children*, 33(1), 52-59.

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Dr. Jensrud (2008)

## **ATTACHMENT: Conceptual Framework Proficiencies**

Candidate proficiencies related to expected knowledge, skills, and professional dispositions have been identified for each of the core components of professional practice.

### **Core Component: Knowledge**

Candidates will . . .

- K1.**demonstrate knowledge of the content necessary for optimum practice and/or research in their respective employment settings (content knowledge)
- K2.**demonstrate an understanding of students' and individuals' cognitive, social, academic, linguistic, physical, and emotional development to explain and present content in multiple ways that facilitate cognitive, academic achievement, linguistic, physical and affective development (pedagogical knowledge)
- K3.**demonstrate knowledge of the interaction of subject matter and effective strategies to make cognitive, academic achievement, linguistic, physical and affective growth attainable for all students and individuals (pedagogical content knowledge)
- K4.**demonstrate an understanding of professional, state and institutional standards, the role of assessment, and the use of formative and summative assessments, and data to facilitate learning and provision of effective professional services.

### **Core Component: Technology**

Candidates will . . .

- T1.**demonstrate an ability to integrate appropriate technology to facilitate learning and development for all students and individuals.
- T2.**demonstrate an ability to use technology for assessment, analysis of data, and research to support and enhance student learning and individual development.

### **Core Component: Diversity**

Candidates will . . .

- D1.**demonstrate knowledge, skills and dispositions necessary to meet the individual needs of students and individuals based on gender, socioeconomic status, racial, ethnic, sexual orientation, religion, language and exceptionalities (both disabilities and giftedness).
- D2.**demonstrate dispositions that value fairness and learning for all students and individuals.

### **Core Component: Ethics**

Candidates will . . .

- E1.**demonstrate an ability to collaborate and communicate with other educators, administrators, community members, students and parents to support student learning.
- E2.** demonstrate knowledge of and adherence to the roles and responsibilities of the profession and to respective professional ethics and codes of conduct including the Ohio Educator Code of Ethics.
- E3.** demonstrate ability to reflect on their effectiveness in helping all students or individuals learn and develop to their fullest potential.

## Professor's Observation Scoring Guide

Criteria	Values
<b>MOTIVATION</b>	
Introduced session content in an interesting/motivating manner (0=just stated topic, 3=adequate smooth introduction, 5=very creative introduction that caught audiences attention, i.e., attention getter was present)	0 3 5
Stated learning objectives or competencies (0=did not state them at all or unclear, 2=listed them out verbally and/or visually)	0 2
Indicated why the students were learning this information (0=did not state information, 3=stated rationale, 5=stated and elaborated on rationale)	0 3 5
<b>COMPREHENSION</b>	
Provided easy flowing transition from intro to body session (0=choppy or unclear transition, 2=easy flow and understandable)	0 2
Used visual aids/handouts (0=none used or minimal effort spent on visual aids, 5=aids were appropriate for the topic, added information to the facilitation, multiple visual aids were used)	0 5
Learning materials were incorporated into the lesson smoothly (0=choppy introduction of materials, and/or the materials were of poor quality, 5=materials used added to the learning session and were of high quality)	0 5
Method of instruction was appropriate to the content being taught (0=not appropriate, a different method should have been used, 5=method used was appropriate for the topic)	0 5
Demonstrated the method with competence (0=more preparation was needed, 5=was at ease with method and had prepared for task)	0 5
Sought to actively involve the participants during the session (0=lacked involvement, 5=facilitator provided many opportunities for learners to become involved)	0 5
<b>EVALUATION</b>	
Guided practice was given to assess the audience's achievement of the objectives/competencies (0=there was no evaluation of comprehension, 5=some guided practice was allowed, e.g., "are there any questions," 10=facilitator checked for comprehension throughout the session and also with some type of guided practice)	0 5 10
Able to conclude session for learners (had a summary & conclusion), (0=none, 5= summary was included that highlighted topics covered)	0 5
Conclusion and/or ending statement was given (0=omitted, 2=an overall main point of the lesson was given provided a nice conclusion to the session)	0 2
<b>AFFECTIVE</b>	
Emitted an air of competence, but was not arrogant	0 4
Interfaced with group non-defensively and respectfully	0 4
Used politically correct terminology	0 4
Was receptive to questions from audience	0 4
<b>COGNITIVE</b>	
Presented information & materials in an organized manner	0 4
Stuck to the point, kept class on task	0 4
Able to answer questions from audience	0 4
<b>PSYCHOMOTOR</b>	
Moved about the area freely and does not restrict self to one area of room	0 4
Made eye contact with class	0 4
Spoke clearly and could be understood	0 4
Presentation was done on scheduled day and stayed within the time limits	0 4
<b>TOTAL POINTS = 100</b>	

## Performance Based Assessment Instrument

### Generating Performance Based Assessment Instruments

<b>Course Title</b>	Systematic Instructional Design
<b>Competencies</b>	Recall the definition of performance based instruction Generate competencies Generate learning objectives Compose performance based assessment instruments
<b>Directions to Learners</b>	<p>Create a Performance Based Assessment Instrument. This product should include all the criteria listed on the Scoring Guide Generating Performance Based Assessment Instruments, and on content disseminated through course readings and discussions. Use a product, procedure, or process from your field to generate the criteria and values.</p> <p>Use this word document as a template to format and generate the performance based assessment instrument. Follow this word document exactly.</p>
<b>Scenario</b>	You are trainer creating a Performance-Base Evaluation Instrument for a training course that you are teaching at your company. You want to check your training attendees' mastery of the knowledge, skills, and attitudes needed to perform a task at work. Therefore, you are going to construct a performance based assessment instrument to determine if the attendees can perform the given task.
<b>Evaluator</b>	Use the scoring guide entitled Generating Performance Based Assessment Instruments to rate student performance.

<h3 style="margin: 0;">Scoring Guide</h3> <h3 style="margin: 0;">Generating Performance Based Assessment Instruments</h3>
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<b>Standard:</b> Points will be added to total score and a percentage calculated for the entire course.	
<b>Criteria</b>	<b>Values</b>
<i>Contains title at top (no/yes)</i>	0 2
Competencies are appropriate for the task and are in the correct format (0=no; 1=could use a little work on the competency; 2=the competency is appropriate and in the correct format)	0 1 2
<i>Directions to Learners is written to provide clear, precise directions that are easy to follow and thorough enough so that the learners have a clear understanding of task to be completed (0=missing; 1=directions are limited and leave learners with questions regarding task to be completed; 2=directions are written in a step-by-step procedure for understanding; 3=directions are written in a step-by-step procedure for understanding and are understandable to the learners—task is able to be completed without questions on what is to be accomplished—directs learners to appropriate materials to complete tasks)</i>	0 1 2 3
Scenario/Prompt (0=scenario/prompt missing or not in correct format, lacking clarity and repeats directions to the learner; 1=scenario/prompt is listed, in correct format, and is appropriate for task to be completed; 2=scenario/prompt is listed, in correct format, and is appropriate for tasks to be completed, and illustrates an actual life-role strategy; 3=scenario/prompt is in correct format, appropriate, illustrates actual life-role strategy, and places the learner in a simulated work or life role setting, complete with details such as company name, job title/type, and specific tasks to be performed)	0 1 2 3
Directions to Evaluator(s) (0=missing or not in correct format; 1=minimal effort—just listed not detailed; 2=directions to the evaluator (s) are detailed to allow an outside party to successfully critique product or procedure being attempted by learner, and directs the evaluator to appropriate materials to complete critique)	0 1 2
Standard (0=missing or skimpy; 1=minimal effort, lacks professionalism; 2=evaluator and learner know exactly the level of performance needed to be successful)	0 1 2
<i>Criteria (0=needs more criteria - less than five criteria are listed; 1=adequate number of criteria is listed, but lacks specificity; 2=correct number of criteria so that the evaluator can determine progression toward mastery of project/procedure; 3=criteria is professional and specific to allow outside evaluator to oversee evaluation)</i>	0 1 2 3
<i>Rating Scale (0=rating score is missing; 1=rating score is too hard to be scored; 2=most of the scale can be scored but some scales do not match criterion or there is too much weight being placed on some items and some items cannot be scored with this type of scale; 3=the scale can be easily and objectively scored)</i>	0 1 2 3
<i>Typos, unprofessional, not following directions, etc.</i>	-1 -2 -3 -4 -5
Name:	Total Points:

## Performance Based Assessment Instrument Generating Knowledge Based Assessment Instruments

<b>Course Title</b>	Systematic Instructional Design
<b>Competencies</b>	Recall the definition of performance based instruction Generate competencies Generate learning objectives Compose knowledge based assessment instruments
<b>Directions to Learners</b>	Create a Knowledge Based Assessment Instrument. This product should include all the criteria listed on the scoring guide based, on content disseminated through course readings and discussions, and on information from Pucel's article: <i>Developing Knowledge-Base Evaluation Instruments</i> (Pucel.pdf). This article serves as a blueprint for the construction of KBEI. Include an answer key with your submission. The KBEI should contain a minimum of 20 questions.
<b>Scenario</b>	You are creating a Knowledge-Base Evaluation Instrument for the course that you are teaching at a community and technical college. You want to check your students' mastery of their knowledge thus far in the semester. Therefore, you are going to construct an objective-type test for the first unit in your course.
<b>Evaluator</b>	Use the scoring guide entitled Generating Knowledge Based Assessment Instruments to rate student performance.

## Scoring Guide Generating Knowledge Based Assessment Instruments

**Standard:** Points will be added to total score and a percentage calculated for the entire course.

Criteria	Values
<i>Contains cover sheet with general directions on front (no/yes)</i>	0 2
<i>Each section contains directions (no/yes)</i>	0 2
<i>Examples are used for each section and are not a part of the test numbering (no/yes)</i>	0 2
There are at least two types of question (e.g., true/false, multiple-choice, etc.) (no/yes)	0 4
Item numbering is sequential from beginning to end (no/yes)	0 2
<i>Spaces for questions are large enough to put answer in (no/yes)</i>	0 2
<i>Questions type (e.g., true/false, matching, etc.) is appropriate for questions asked (no/yes)</i>	0 4
<i>Formatting of questions is professional (e.g., sentences have periods, items are lined up and indented under questions, font is 12 pts, etc.) (no/yes)</i>	0 2
<i>Typos, unprofessional, not following directions, etc.</i>	-1 -2 -3 -4 -5
Name: 20	Total Points:

## Performance Based Assessment Instrument Orchestrating Presentations – Observer Evaluation

<b>Course Title</b>	Systematic Instructional Design
<b>Competencies</b>	<p>Recall the definition of performance based instruction</p> <p>Generate competencies</p> <p>Generate learning objectives</p> <p>Generate core abilities</p> <p>Generate learning activities</p> <p>Generate learning materials</p> <p>Generate lesson plans</p> <p>Create powerpoints</p> <p>Orchestrate teaching/training sessions</p> <p>Choose corresponding methods/media for lessons</p> <p>Appraise different memory stages and importance of each during instruction</p> <p>Appreciate different teaching and learning styles</p> <p>Appreciate/reflect on the roles that the instructor/trainers plays within the lrng envir</p>
<b>Directions to Learners</b>	<p>The purpose of this lesson is to evaluate the orchestration of a presentation. The presentation must be given on the date assigned. Make sure to follow the learning cycle, have a strong introduction, thorough content, and direct summary, and conclusion.</p> <p>Use the Scoring Guide Orchestrating Presentations – Observer Evaluation to evaluate the performance</p>
<b>Scenario</b>	You are a trainer at a large company. The Operations manager has asked your department to deliver a training session to employees. You have developed a lesson plan, learning materials, and a powerpoint for your presentation. In addition, you have asked another trainer to evaluate your session.
<b>Evaluator</b>	Use the scoring guide entitled Orchestrating Presentations – Observer Evaluation to rate student performance.

<b>Scoring Guide</b>			
<b>Orchestrating Presentations – Observer Evaluation</b>			
<b>Standard:</b> No points will be calculated for this assignment. The student will use the values to enhance future performance.			
<i>CRITERIA</i>	<i>VALUES</i>		
Introduced session content in an interesting/motivating manner	Needs Work	Adequate	Excellent
Stated learning objectives or competencies	Needs Work	Adequate	Excellent

Indicated why the students were learning this information	Needs Work	Adequate	Excellent
<b>COMPREHENSION</b>			
Provided easy flowing transition from intro to body session	Needs Work	Adequate	Excellent
Used visual aids/handouts	Needs Work	Adequate	Excellent
Learning materials were incorporated into the lesson smoothly	Needs Work	Adequate	Excellent
Method of instruction was appropriate to the content being taught	Needs Work	Adequate	Excellent
Demonstrated the method with competence	Needs Work	Adequate	Excellent
Sought to actively involve the participants during the session	Needs Work	Adequate	Excellent
<b>GUIDED PRACTICE/SUMMARY/CONCLUSION</b>			
Guided practice was given to assess the audience's achievement of the objectives/competencies	Needs Work	Adequate	Excellent
Able to conclude session for learners (had a summary & conclusion)	Needs Work	Adequate	Excellent
Conclusion and/or ending statement was given	Needs Work	Adequate	Excellent
<b>AFFECTIVE</b>			
Emitted an air of competence, but was not arrogant	Needs Work	Adequate	Excellent
Interfaced with group non-defensively and respectfully, was receptive to questions	Needs Work	Adequate	Excellent
Used politically correct terminology	Needs Work	Adequate	Excellent
Was receptive to questions from audience	Needs Work	Adequate	Excellent
<b>COGNITIVE</b>			
Presented information & materials in an organized manner	Needs Work	Adequate	Excellent
Stuck to the point, kept class on task	Needs Work	Adequate	Excellent
Able to answer questions from audience	Needs Work	Adequate	Excellent
<b>PSYCHOMOTOR</b>			
Moved about the area freely and does not restrict self to one area of room	Needs Work	Adequate	Excellent
Made eye contact with class	Needs Work	Adequate	Excellent
Spoke clearly and could be understood	Needs Work	Adequate	Excellent
Student stayed within allotted time.	Needs Work	Adequate	Excellent
<b>Name:</b>			

Comments:

## Performance Based Assessment Instrument Generating Learning Materials

<b>Course Title</b>	Systematic Instructional Design
<b>Competencies</b>	<p>Recall the definition of performance based instruction</p> <p>Generate competencies</p> <p>Generate learning objectives</p> <p>Compose knowledge based assessment instruments</p> <p>Compose performance based assessment instruments</p> <p>Generate learning activities</p> <p>Generate learning materials</p> <p>Orchestrate teaching/training sessions</p> <p>Choose corresponding methods/media for lessons</p> <p>Appraise different memory stages and importance of each during instruction</p> <p>Appreciate different teaching and learning styles</p> <p>Appreciate/reflect on the roles that the instructor/trainers plays within the lng envr</p>
<b>Directions to Learners</b>	<p>Generate learning materials for a given lesson in your field. Follow the scoring guide contained in this Performance Based Assessment Instrument entitled Generating Learning Materials. The learning materials should meet the criteria contained on the scoring guide. Make sure that your task is authentic and hands on in nature. Not an outline, powerpoint printout, or a printed copy of someone else's materials.</p> <p>Although these can be valuable resources that all instructors use at some time or another, the goal of this assignment is to determine your skill in generating creative interactive learning materials where the students are active participants. The students should be engaged in some behavior corresponding to the learning materials (e.g., writing, diagramming, labeling, filling in the blank, etc.). Examples of this type of learning materials are quizzes, fill in the blank notes, diagrams to be labeled, crossword puzzles, charts and/or tables to look up answers that you ask, case studies, writing down answers to case study questions, etc.</p> <p>Two examples have been provided for you (LMex1.doc &amp; LMex2.doc). These are just examples to be used as references; be creative.</p>
<b>Scenario</b>	You are a technical education teacher at a community college. You have developed a lesson and are now ready to create the learning materials that will help your students comprehend the information that you are going to deliver.
<b>Evaluator</b>	Use the scoring guide entitled Generating Learning Materials to rate student performance.

<h3 style="margin: 0;">Scoring Guide</h3> <h3 style="margin: 0;">Generating Learning Materials</h3>
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<b>Standard:</b> Points will be added to total score and a percentage calculated for the entire course.	
<b>Criteria</b>	<b>Values</b>
<i>Task is authentic (0=not authentic task which gives students guided practice, 3=provides guided practice that adds to the lesson, not just an outline used for reference, actually gets the students involved)</i>	0 3
Maintains a consistent interface (0=no overt format apparent, 2=format is used and followed fairly well, 3=advanced organizers, overviews, or summaries were used)	0 3
Materials are written for the learner and easily understood (0=too complex/too simple, 3=well written and easily understood)	0 3
Information is chunked into appropriate pieces (0=lots of information that is not put together, 2=information is categorized and put together into chunks)	0 2
Examples or key was included (0=no examples, no instructor key, 3=examples given and/or instructor key with answers is provided as a separate document)	0 3
<i>Learning material was at least one page in length (0=not one page in length, 3=at least one page, can be longer if necessary)</i>	0 3
Graphics were utilized (0=no graphics, 1=graphics utilized and are appropriate)	0 3
Typos, unprofessional, not following directions, etc.	-1 -2 -3 -4 -5
Name: 20	Total Points:

## Performance Based Assessment Instrument Generating Syllabi

<b>Course Title</b>	Systematic Instructional Design
<b>Competencies</b>	<p>Recall the definition of performance based instruction</p> <p>Generate competencies</p> <p>Generate core abilities</p> <p>Generate course descriptions</p> <p>Compose knowledge based assessment instruments</p> <p>Compose performance based assessment instruments</p> <p>Create syllabi</p>
<b>Directions to Learners</b>	<p>Create a syllabus for your chosen course in your field. This product should include all the criteria listed on the Generating Syllabi Scoring Guide, discussed in class, and as delineated in the WIDS book Learning Plan 13.</p> <p>The syllabus should contain a timeline that includes topics to be covered, dates/weeks that course will be held, and when the assessments/assignments for your course are due.</p>
<b>Scenario</b>	You are technical education teacher at a community college. You are teaching a new course and need to develop a syllabus that will be distributed to students.
<b>Evaluator</b>	Use the scoring guide entitled Generating Syllabi to rate student performance.

<h3 style="margin: 0;">Scoring Guide Generating Syllabi</h3>

<b>Standard:</b> Points will be added to total score and a percentage calculated for the entire course.	
<b>Criteria</b>	<b>Values</b>
<b><i>Syllabus contains the following components:</i></b>	
Formatted exactly like the syllabus example given (0=not formatted like example; 5=mostly formatted correctly; 10=formatted exactly like the example). [The example given is a format that is used by a University and also a format accepted by an accreditation agency.]	0 5 10
<i>Title of college, university, company and college name (e.g., College of Education) if applicable, and the department (e.g., Department of Educational Foundations &amp; Leadership) (0=missing some of the information when applicable; 1=all pertinent names were included when applicable)</i>	0 1
<i>Course title (0=not included; 1=included)</i>	0 1
<i>Number of credit hours (0=not included; 1=included)</i>	0 1
<i>Course number (0=not included; 1=included)</i>	0 1
<i>I. Course description (0=missing or skimpy; 5=description is well thought out, covers overall topics, and is written in present tense [e.g., introduces, not introduced])</i>	0 5
<i>Prerequisites (0=missing; 3=complete or if none then none is listed)</i>	0 3
<i>II. Rationale for course is given (0=missing; 5=a rationale is given)</i>	0 5
<i>III. Course goals/objectives:</i>	
<i>Core abilities are listed (0=missing; 5=at least 5 are present that pertain to the course, some of them need work in terms of format and content; 10=a complete list is given, they pertain to the course, are in the correct format, are not competencies, and are not learning objectives)</i>	0 5 10
<i>Competencies are listed (0=missing; 5=at least 5 are present and all pertain to the course, many of them need work in terms of format and content; 10=good coverage of competencies needed, some of them (2 or less) need work in terms of format and content; 10=nice listing of competencies, they are in the correct format, are not learning objectives, and are written clearly)</i>	0 5 10
<i>IV. Course outline is in section IV or at end of syllabus (0=missing; 5=contains major topics, assessments, and dates/weeks; 10=all topics, assessments due, and dates/weeks are present)</i>	0 5 10
<i>V. Texts/Supplies (0=missing; 3=all are listed)</i>	0 3
<i>VI. Instructional Strategies/Activities/Technology (0=missing; 5=some assessments are listed, but the list is skimpy, unclear, or lacks points; 10=comprehensive list of assessments, clearly written, points given for each assessment, total points are given, if explanation is needed it is present)</i>	0 5 10

<p><i>VII. Evaluation/Student Assessment (0=missing; 5=some information is present; 10=grading information is present and clear, grading scale is present)</i></p>	<p>0 5 10</p>
<p><i>VIII. Student Ethics &amp; Other Policy Information (0=missing; 5=a few policies are listed; 10=comprehensive list of policies are given, clearly written, pertain to the course, and contain specific policies that set clear expectations for students)</i></p>	<p>0 10</p>
<p><i>IX. Bibliography (0=missing; 5=o.k. list; 10=at least 5 sources listed, resources pertain directly to the course, and resources are formatted in APA format)</i></p>	<p>0 5 10</p>
<p><i>Typos, unprofessional, not following directions, etc.</i></p>	<p>-3 -5 -10</p>
<p><b>Name:</b></p>	<p><b>Total Points: 100</b></p>

## Performance Based Assessment Instrument Generating Lesson Plans

<b>Course Title</b>	Systematic Instructional Design
<b>Competencies</b>	<p>Recall the definition of performance based instruction</p> <p>Generate competencies</p> <p>Generate learning objectives</p> <p>Compose knowledge based assessment instruments</p> <p>Compose performance based assessment instruments</p> <p>Generate learning activities</p> <p>Generate learning materials</p> <p>Generate lesson plans</p> <p>Create powerpoints</p> <p>Orchestrate teaching/training sessions</p> <p>Choose corresponding methods/media for lessons</p> <p>Appraise different memory stages and importance of each during instruction</p> <p>Appreciate different teaching and learning styles</p> <p>Appreciate/reflect on the roles that the instructor/trainers plays within the lrng envir</p>
<b>Directions to Learners</b>	<p>Generate a lesson plan for a lesson in your particular field. The lesson plan should contain pertinent information that you obtained through the course and the textbook. A lesson plan template is given labeled LPtemp.doc. Follow the instructions on the template. In addition, two examples of lesson plans are provided (LPex.doc &amp; LPex1.doc). While they are not exactly the same format, use it to determine if you are being specific enough in for the activities, resources, and notes sections.</p> <p>Use the template given (LPtemp.doc) and the Scoring Guide Generating Learning Materials to generate the lesson plan. Follow the template exactly (e.g., spacing, information, etc.).</p>
<b>Scenario</b>	<p>You are a curriculum designer for an area University. A faculty member has come to you with an idea for a lesson. S/he has asked if you would work with them to develop a well laid out lesson plan that can be used in the future for delivery or for delivery if a substitute were to take your place.</p>
<b>Evaluator</b>	<p>Use the scoring guide entitled Generating Lesson Plans to rate student performance.</p>

### Scoring Guide Generating Lesson Plans

**Standard:** Points will be added to total score and a percentage calculated for the entire course.

Criteria	Values
<i>At least one APPROPRIATE COMPETENCY was listed (0=no, 2=yes)</i>	0 2
The document is formatted exactly like the template (LPtemp.doc) given (0=no; 1=looks somewhat the same; 2=looks exactly like the template)	0 1 2
Total Time In was listed at top	0 1
Notes at the top are included to indicate pertinent information or information to set the stage	0 1
“Time” is the first column in the table.	0 1
“Learning Activities” is the second column, there are enough to describe the session, each is VERY specific and in the correct format (0=missing; 1=some listed; 2=most listed but could be more specific; 3=very thorough and specific listing)	0 1 2 3
The learning activities match the teaching activities (0=they did not match; 1= most match; 2 =all match)	0 1 2
“Teaching Activities” is the third column, there are enough to describe the session; that is there should be activities associated with the introduction/motivation/attention-getter, comprehension, guided practice, and application as well as activities associated with the summary and conclusion of the lesson (0=missing; 1=some listed; 2=most present; 3=all activities associated with the learning cycle and summary/conclusion are present)	0 1 2 3
“Technology/Resources” is located as the fourth column-all equipment and resources needed are present, not duplicated, and they are specific. Exact titles and file names of resources are included, e.g., Lesson Plan Scoring Guide powerpoint presentation (Lessonplan.ppt), learning materials entitled “How to construct a lesson plan (Constructlesson.doc), computer projector, screen, etc. (0=missing, 1=some present, exact titles not used, 2=most present some missing, 3=most present and are specific; 4=all present and all exact titles were used)	0 1 2 3 4
“Notes” is the last column, at least three are listed (0=missing; 1=all present, they are creative and not just repeats)	0 1
Typos, unprofessional, not following directions, etc.	-1 -2 -3 -4 -5
Name: 20	Total Points:

Portfolio Scoring Guide

Criteria	Values
3-Ring Binder (Requirement, if not –100 points)	-100
Typed Tabs (Requirement, if not – 100 points)	-100
Journals (Requirement, include all journal entries to date, if not –10 per entry)	-100
Syllabus	0 100
Lesson One	
Lesson Plan	0 20
Learning Materials	0 20
Mentor Evaluation for Session	0 10
Self Evaluation for Session	0 10
Lesson Two	
Lesson Plan	0 20
Learning Materials	0 20
Mentor Evaluation for Session	0 10
Self Evaluation for Session	0 10
Mentor Midterm Evaluation (Put this document behind the Evaluations tab)	0 to 75
<b>MIDTERM EVALUATION TOTAL: 295 POINTS</b>	
<b>FINAL EVALUATION</b>	
Lesson Three	
Lesson Plan	0 20
Learning Materials	0 20
Mentor Evaluation for Session	0 10
Self Evaluation for Session	0 10
Lesson Four	
Lesson Plan	0 20
Learning Materials	0 20
Mentor Evaluation for Session	0 10
Self Evaluation for Session	0 10
Lesson Five	
Lesson Plan	0 20
Learning Materials	0 20
Mentor Evaluation for Session	0 10
Self Evaluation for Session	0 10
Knowledge-Based Assessment (Put this document under the Assessment tab)	0 20
Performance-Based Assessment Task (Put this document under the Assessment tab)	0 20
Mentor Final Evaluation (Put this documents behind the Evaluations tab)	0 to 75
Final Self-Reflection and Evaluation of On-Site Experience (Put this document behind the Reflection tab)	0 50
<b>FINAL PORTFOLIO TOTAL POINTS: 345</b>	