NAEYC EARLY CHILDHOOD ASSOCIATE DEGREE ACCREDITATION

MARCH 30, 2012 SOUTHWESTERN OREGON COMMUNITY COLLEGE OREGON

ANNUAL REPORT

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September 2011 2

A. UPDATES TO CONTACT INFORMATION

Institution/College: Southwestern Oregon Community College

Mailing Address: 1988 Newmark, Coos Bay, Oregon 97420

Website address / url:www.socc.edu Date Submitted: March 30, 2012

Program Name as listed in <u>college catalog</u>, including degree type (A.A., A.A.T. etc.)

ASSOCIATE OF SCIENCE CHILDHOOD EDUCATION & FAMILY STUDIES EMPHASIS
ASSOCIATE OF APPLIED SCIENCE CHILDHOOD EDUCATION & FAMILY STUDIES

Primary Contact (Faculty member representing the program):

Name Laurie Potts

Title Childhood Education Director

Phone 541 888 7336 Fax 541 888 7953 E-mail lpotts@socc.edu

Secondary Contact (Faculty member representing the program):

Name Cathy Meier

Title Lead Faculty member

Phone 509 863 6037 Fax 541 888 7953 E-mail cmeier@socc.edu

President, Dean or other administrator representing the institution:

Name Dr. Patty Scott

Title President

Phone 541 888 2525 Fax 541 888 7953 E-mail pscott@socc.edu

We verify that the information contained in this report is an accurate representation of the program's characteristics.

B. UPDATES TO PROGRAM CONTEXT

1.	Is there any change t _x_ No `	o the accreditation status of your institution? Yes	
2.	Have there been any _x_ No`	changes to the name of your institution? 'es	
3.	Have there been any `	changes to the name of your degree program? 'es	
4.	Have there been sign	ficant changes in teaching methods or field experienc es	cesi
5.	Have any courses been	n removed from your program? 'es	
6.	Have any new courseNox_	s been added to your program? Yes	
7.	Have there been any delivery of your progr _x_ No`		ect
8.		ny significant changes resulting from unforeseen ral disasters, health calamities, etc.? 'es	
9.	Have there been sign characteristics? _x_ No `	ficant changes in your college service area or candida 'es	ate
10.	. Are online classes offe	ered to students in this degree program? Yes	
If y		f courses in this program is offered online? $_\square$ 50% or less $_\square$ More than 50% $_\square$ 100	1%
Nu	ımber of FTE enrollmer	most recent semester available <u>107</u> ts in most recent semester available <u>8.6876</u> ee program graduates in past academic year <u>8</u>	

Please explain any "yes" answer above.

6. Have any new courses been added to your program? yes
Since our original Accreditation we have added ECE 161 Infant Toddler Practicum I
and ECE 162 Infant Toddler Practicum II. These courses were added to give
students the opportunity to experience the infant toddler age group within the
program. Through advising, students are directed to choose these classes for their
elective options in the AAS CE&FS degree.

Course description and outlines follow.

ECE 161 Infant Toddler Practicum I:

Course Description: This "hands-on" experience focuses on developing understandings of the developmental needs of the very young and the importance of providing appropriate stimulating environments with a focus on the teacher/care giver as a component of the environment, and how care and play are utilized to create quality learning environments.

Course Content Outline:

- Infant and Toddler Development the Foundation of all you do
 - A. Knowing Infants, Toddlers & Twos
 - 1. how children develop across the core domains,
 - 2. what makes each child unique
 - 3. goals and objectives you can use to observe and assess their development.
 - B. Theory to Practice
- II. Creating a Responsive Environment Attachment
 - A. How to set up the learning environment and plan your days
 - 1. The physical environment
 - 2. The social environment
- III. What Children Are Learning
 - A. Building blocks for successful learning.
 - 1. responsive relationships
 - 2.daily interactions, routines and experiences
 - a. Hellos and Good-Byes
 - b. Diapering and Toileting
 - c. Eating and Mealtimes
 - d. Sleeping and Nap Time
 - e. Getting Dressed
- IV. Caring and Teaching
 - A. The teacher's role
 - 1. strategies for building positive relationships
 - 2. how to guide children's learning

3.the role of ongoing assessment.

- V. Partnering With Families
 - A. working with families as partners in the care of their children
 - B. strategies for effective communication

ECE 162 Infant Toddler Practicum II:

Course Description: This theoretical and "hands-on" Practicum II experience reinforces the student's understanding of the developmental needs of the very young and the importance of providing appropriate stimulating environments. Coursework focuses on developing foundational knowledge of high quality developmentally appropriate practice, observation/assessment, and working in positive partnerships with parents.

Course Content Outline:

- I. Infant and Toddler Development the Foundation of all you do Review as required
- II. Learning Within the Responsive Environment Theory to Practice
 - A. A deeper look at simple interactions
 - 1. Interactions with you in the role as teacher of infants and toddlers
 - a. Playing With Toys
 - b. Imitating and Pretending
 - c. Enjoying Stories and Books
 - d. Connecting With Music and Movement
 - e. Creating With Art
 - f. Tasting and Preparing Food
 - g. Exploring Sand and Water
 - h. Going Outdoors
- III. Ongoing assessment
 - A. ORAPIE -

Observation/Recording/Analysis/Plan/Implementation/Evaluation

- 1. using your ongoing assessment.
- 2. knowing when and how to refer a child with a developmental delay or concern
- B. Partnering with families regarding assessments and any developmental delays or concerns

10.Are online classes offered to students in this degree program? - yes
All of our coursework is, and has been, online to offer access to our students –
wherever they may be, or whatever their schedules are. We offer distance practicum
to be completed at NAEYC accredited or Head Start sites.

Criterion 1, 2 & 3: Mission and Role, Conceptual Framework, Program of Studies

Our Mission and role, Conceptual Framework, and Program of Studies have not had any major changes, though I would like to insert here a paragraph from our written response to our initial peer review. This statement added further explanation and clarity to our initial Conceptual Framework statement.

On page nine of the report, there was reference to our conceptual framework reflecting the NAEYC associate degree standards, but perhaps not elaborating enough on the philosophical foundation of our program. What we may not have written specifically enough – we live! The written conceptual framework of our program in our self-study on page eight was focused on the 'to know, to be, to do' heart of what we have developed over our twelve years of program development. The knowing reflects the importance of constructing a knowledge base of sound child development theory. The foundation of our associate degree curriculum is our Prenatal/Infant/Toddler, Preschool, and Middle Child Development sequence and NAEYC's Developmentally Appropriate Practice. Everything we do is built on this foundation. Our program is designed not only to offer an NAEYC accredited environment for our children to construct their knowledge and reach

their potentials, but to offer the same opportunity to our adult early childhood education students. Our goal of assisting students to construct a solid foundation and then take the risk to move through their own Zone of Proximal Development to new heights can be seen in our students' confidence, skill, and preparation in working with young children as identified on pages ten and twelve of our peer review report.

This clarification - added to our original Conceptual Framework, expresses the basis of our work with students every day.

8

Please update your faculty information

Chart of faculty names and qualifications - include all faculty, whether temporary (Temp), part-time (PT), or full-time (FT).

Name	Temp/ PT/FT	Assignment (e.g. courses, field supervision)	Academic degrees	Professional experience
Cathy Meier	FT	Online courses and course development ECE 150, ECE 151, ECE 152, ECE 170, ECE 199, ECE 240, HDFS 140, HDFS 154, HDFS 222, HDFS 225,HDFS 229, HDFS 247, HDFS 285, ED 258	M.Ed. Early Childhood Education B.S. Elementary Education A.S. Early Childhood Education	27 years in the field: 22 in caring and educating young children; 9 in teaching adults.
Daniel Birskovich	FT	Face to face preschool practicum ECE 209, ECE 102, ECE 163, ECE 261, ECE 262, and supervision of Lab classroom	Bachelor of Science Elementary Education Oregon State University 1991 Bachelor of Science Sociology Oregon State University 1986	20 years in the field as a lead preschool teacher; 10 in teaching adults
Giovanna Hite	PT	Face to face courses: ECE 150, ECE 161, HDFS 225, HDFS 247, HDFS 229	2002 - 2009 Western Oregon University Monmouth, Oregon Master in Education • Departmental Honors Oregon Standard Secondary Teaching Credential Business Education/Computer Applications 2001 University of Portland Portland, Oregon Intel Teach to the Future 1995 - 1998 University of La Verne La Verne, California Bachelor of Science in	Experience in preschool, elementary, and middle school –as well as home schooling for her own children; First year in teaching adults at the college level

Laurie Potts	PT	Supervision,	Business Administration Departmental Honors Minor in Child Development 1992 – 1994 Pasadena City College Pasadena, California Child Center Instructional Permit Masters of Arts in Human	24 years -
Lauriciotts		assessment, and development of Childhood Education & Family Studies program, faculty and center staff, and ED 280 & Student Program Advisor	Development Specializations in: Leadership in Education\ and Human Services: Administration/Supervision/and College Teaching/Teaching Adults	preschool teacher, supervisor, manager, trainer, consultant, administrator, college instructor

Comment on any substantive changes in faculty members, full-time or part-time status, professional development or professional responsibilities.

Faculty Updates:

Cathy Meier, our lead faculty member, is currently working on her Ph.D. In Early Childhood Education, and had been continuing to take coursework every term since June of 2010. She will be All But Dissertation in December of 2012. Currently, She is investigating the possibility of doing Teacher Research for her dissertation. Her topic will be "Addressing the varying Needs of Early Childhood Education Students Taking Online Degree Coursework". She is planning to do a narrative study that identifies difficult student groups (e.g. Working at Headstart and taking classes; Student working a full-time job and taking classes; student living in the dorms; student who competes in college athletics while taking courses; etc.) She then plans to interview these targeted students about their needs and make plans to try to meet the needs over a term.

She attended the NAEYC Institute in June 2011 in Providence, Rhode Island. She went to research tracked sessions and gained knowledge about what is happening in ECE in the realm of research.

Giovanna Hite, our newest part time instructor, has joined us to teach our face to face courses. She is now teaching all of our face to face courses with the exception of our preschool practicum and student teaching courses. Her qualifications are listed above. She has worked diligently with our faculty team to ensure consistent and quality education for all of our students. She has also made special efforts to use the online platform in a hybrid manner to enhance her face to face classes and bridge the online mode of delivery for students who have not yet taken online courses. She has brought in a number of community speakers to her classes and takes advantage of technology and resources to enhance her courses. She had been an exceptional addition to our faculty roster.

Daniel Birskovich, the Lead Teacher for our NAEYC accredited laboratory preschool program, is teaching our face to face preschool practicum and student teaching courses. This year Daniel attended several national and statewide conferences, including the NAEYC National Conference in Rhode Island. Some of the topics address at these meeting included; mentoring, inclusive instruction, Intentional teaching, Authentic Assessment, the CLASS assessment system and ways to develop comprehensive professional development programs for program staff. Information learned from each of these trainings has been included in his current coursework for our students to insure best practices and most recent research is presented. An example of this inclusion is the use of the strategies and systems of the "CLASS" observation system. CLASS, Classroom

Assessment Scoring System, research based tool which allows for a standardized system of observation, focused on classroom interactions that boost student learning. Data from CLASS observations has been used to provide guided feedback to both classroom teachers and practicum students working at the lab school. This information is also helpful in identifying professional development needs and in creating focused learning plans to guide student learning.

Laurie Potts, the Childhood Education Director, has delegated her face to face teaching responsibilities to our new part time instructor and Lead Teacher in our Educare preschool laboratory classroom, and taken on a larger role in the advising and support of students. By doing so, all of our program majors have access to the most informed member of the Childhood Education & Family Studies team. This enhancement was put into place to avoid advising errors that may cause students to miss key opportunities and/or incur additional fees as they complete their degrees. This role with all program students also enhances the ability to have a deeper oversight of the programs from the student's perspectives. Our students continue to be of varied ages – from high school to returning students in middle life career changes. She has also taken on the responsibility of all work experience students in our ED 280 course that are being placed in classrooms from birth to third grade.

She has continued ongoing participation in local and state wide professional development committees, specifically as a standing member of the Oregon Quality, Credentials and Pathways, the Child Care Resource & Referral Director's Coalition, and the Grand Articulation Summit annual meeting. These committees often lead to further

subcommittee work to meet the goals and work plans of the state Professional Development Committee.

She has also been very involved in the development and transition process that Oregon is currently going through as the Oregon Early Learning Council has been legislatively established to reorganize the early childhood system throughout the state.

Another statewide effort that she has been involved with has been the Inclusion Project.

The goal is to ensure that all coursework in Early Childhood Education in Oregon has appropriate focus on inclusion work. Southwestern Oregon Community College was asked to be a participant as this work continues to roll forward.

Please update your program of studies

Attach your current program of studies as described in your college catalog, including concentrations or other degree program options, with course lists. Attach the actual college catalog page as a photocopy or copy and paste in pages from the college website.

Describe any substantive changes in courses, field work, or in the program design.

Please see the response above to #6 Have any new courses been added to your program? (Pages 5-6)

ASSOCIATE OF SCIENCE CHILDHOOD EDUCATION AND FAMILY STUDIES EMPHASIS

The Associate of Science degree, with an emphasis in Childhood Education and Family Studies, leads to a Baccalaureate degree in Human Development, Early Childhood Education, Social Science or a teaching certification. Students may petition for adjustments in the Southwestern Associate of Science degree if course requirements are met for the first two years of any regionally accredited four-year institution offering a degree in Education, Early Childhood Education, Family Studies, Human or Child Development. An advising agreement is in place with Eastern Oregon University for students working towards teacher certification. Eastern's newest distance education

degree of Liberal Studies with an Early Childhood Education emphasis articulates to our AS Degree. The AS degree is also articulated with Portland State University through their external degree program.

All coursework specific to Childhood Education and Family Studies degrees and certificates is offered online through Southwestern's e-SOCC online platform. The degrees are fully online.

Both the Associate of Science with an emphasis in Childhood Education and Family Studies and our Associate in Applied Science in Childhood Education and Family Studies (page 47) are now accredited through the National Association for the Education of Young Children (NAEYC) Early Childhood Associate Degree Accreditation program.

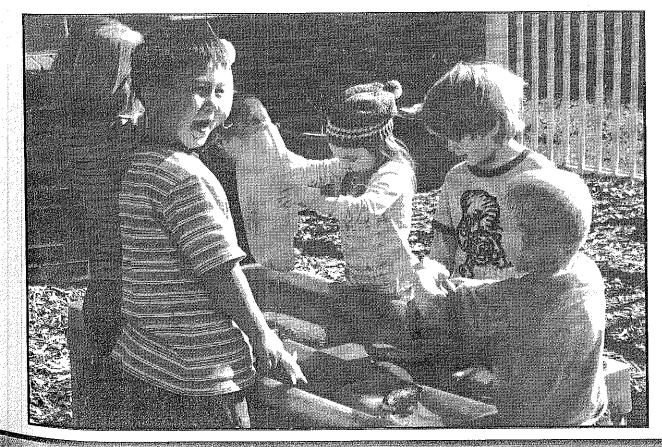
For further program information, please contact the Childhood Education Director at ece@socc.edu. Information online at http://www.socc.edu/academics/pgs/academic-dept/childhood-education/index.shtml

GRADUATION REQUIREMENTS

Students must complete a minimum of 90 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the Associate of Science degree is awarded.

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Complete the graduation application process one term prior to the term of campletion (i.e., spring term graduates must apply during winter term).



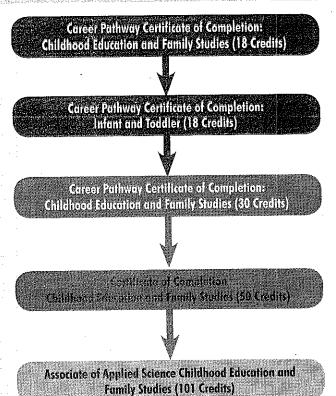
ASSOCIATE OF SCIENCE CHILDHOOD EDUCATION AND FAMILY STUDIES EMPHASIS

	PREREQUISITES:	CIS101 (2) Computers in Society		WR90 (3) Paragraph Fundamentals	MTH95 (4) Intermediate Algebra I (or placement test score)	Reading Score of ASSET39 COMPASS69	ngil Carrie		
	FAIL = 16 CREDITS	ECE150 (3) Introduction and Observation in ECE		WR121 (3) English Composition	HDFS225 (3) Prenatal, Infant and Toddler Development	ECE/ED151 (3) Guidance and Classroom Management ¹		(4) Lab Science Course ²	
AM	WINTER = 16 CREDITS	ECE154 (3) Children's Literature and Literacy	inghasan san	WR122 (3) English Composition	HDFS247 (3) Preschool Child Development	ECE209 (3) Theory and Practicum I ¹		(4) Lab Science Course ²	
PROGRAM	SPRING — 18 CREDITS	CIS120 (4) Concepts of Computing		WR123 (3) English Composition ³	HDF5229 (4) Development in Middle Childhood	ECE102 (3) Theory and Practicum II ¹		(4) Lab Science Course²	
	50 CREDITS = FIRST YEA	AR TOTAL		Selected Section 1997.	e indexidian del del composition del communicación del communicación del communicación del communicación del c Communicación del communicación del communicación del communicación del communicación del communicación del co			The form of the party of the pa	
	FALL = 16 CREDITS	ED169 (3) Overview of Students with		(3) Physical Education	MTH311 (4)	(3)		(3)	5
	of a policy of the first minimum summanders as a management	Special Needs		Course(s) ⁴	College Algebra⁵	Speech Course ⁶		Arts and Letters Course ⁷	
	WINTER 15 CREDITS	Special Needs ED280 (3) Cooperative Work Experience			, ,	Speech Course ⁶ HDFS222 (3) Family Relations			
	WINTER 15 CREDITS	ED280 (3) Cooperative		Caurse(s) ⁴	College Algebra ⁵	Speech Course ⁶ HDFS222 (3)]	Arts and Letters Course ⁷	

— TOTAL PEGAMMENDED PROGRAM CREDIT

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ASSOCIATE OF APPLIED SCIENCE CHILDHOOD EDUCATION AND FAMILY STUDIES



The Associate of Applied Science in Childhood Education and Family Studies prepares students to work in a variety of educational and child care settings, including preschool, day care, private kindergarten and as a para-professional in the public schools. This degree offers students the opportunity ta gain enhanced practical experience through practicum and student teaching courses. This degree program is closely articulated with Southern Oregon University's Early Childhood Development program. Students who transfer to Sauthern Oregon University, and are accepted into the program, should be able to camplete requirements for the baccalaureate degree with two additional years of course work. This degree is offered as an online degree through Southwestern Oregon Community College and is also articulated with the distance education department at Portland State University leading to a Bachelors of Social Science with an Early Childhood certificate; with careful course work choices, all lower division requirements will be met at transfer.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able ta:

- Devise ways, including culturally relevant activities, to meet each child's individual needs to nurture cognitive, physical, social, and emotional development. (NAEYC Associate Degree Program Standard 1)
- Create and consistently maintain a safe, healthy learning environment by recognizing, articulating, and implementing health and safety standards and procedures. (NAEYC Associate Degree Program Standard 1)
- Devise ways to build partnerships with families and ways to share information, resources, and referrals. (NAEYC Associate Degree Program Standard 2)
- Design and implement culturally relevant curriculum by observing, documenting, and assessing individual and group needs and skills. (NAEYC Associate Degree Program Standard 3)
- Demonstrate an understanding of child development from a multi-cultural perspective from birth to age eight. (NAEYC Associate Degree Program Standard 4)
- Prepare and establish culturally relevant learning environments and curriculum that supports each child's individual skills, interests, and learning in content areas. (NAEYC Associate Degree Program Standard 4)
- Demonstrate an understanding of professionalism and advocacy, applying

- ethics to situations they encounter. (NAEYC Associate Degree Program Standard 5)
- Be prepared for transfer to Portland State University External Degree Programs to pursue articulated transfer to Bachelor of Social Science with a Certificate in Early Childhood Education.

ENTRY REQUIREMENTS

Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

All Early Childhood Education and Family Studies students are required to obtain a valid first aid and CPR card, a Food Handlers Card and enroll in HDFS*9284 Child Abuse and Neglect Reporting. They are also required to have a criminal history background check.

GRADUATION REQUIREMENTS

Students must complete a minimum of 101 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses must be passed with a grade of 'C' or better. Thirty (30) of the last 45 credits must be earned at Southwestern before the AAS in Childhood Education and Family Studies degree is awarded.

Courses that are developmental in nature, designed to prepare students for college transfer courses, are not applicable to this degree.

Complete the graduation application process one term prior to the term of completion (i.e., spring term graduates must apply during winter term).

Prior learning credits can be requested for EULLLO. ECE209 and ECE102 for a preschool CDA (Ch.). Development Associate) credential.

	ASSOCIATE OF A	APPLIED SCIENC		-CHILDHOOD E	D	UCATION AND F	Fø	MILY STUDIES	Ž)		
	PREREQUISITES	CIS101 (2) Computers in Society		WR90 (3) Paragraph Fundamentals		Reading Score of ASSET39 COMPASS69					
	FALL = 18 CREDITS	ECE150 (3) Introduction and Observation in ECE		ECE/ED151 (3) Guidance and Classroom Management ¹		HDFS225 (3) Prenatal, Infant and Toddler Development		MTH70 (4) Elementary Algebra ²		CIS120 (4) Concepts of Computing	PE185 (1) Physical Education ³
MTS	- WINTER = 16 CREDITS	ECE154 (3) Children's Literature and Literacy		ECE209 (3) Theory and Practicum I ¹		HDFS247 (3) Preschool Child Development		MTH94 (4) Intermediate Algebra I ²		WR121 (3) English Composition	
PROGRAIM	SPRING = 16 CREDITS	HDFS140 (3) Contemporary American Families		ECE102 (3) Theory and Practicum II ¹		HDF5229 (3) Development in Middle Childhood		FN225 (4) Nutrition		SP100 (3) Basic Speech Communication ⁴	
	SO CREDITS = FIRST Y	EAR TOTAL REQUIREME	N					Part Control of the C			
	SUMMER = 3 CREDITS	ED258 (3) Multicultural Education ^s									
	FALL = 16 CREDITS	ECE152 (3) Creative Activities		ECE163 (3) Preschool Practicum	75	ED169 (3) Overview of Students with Special Needs		BA285 (3) Human Relations in Organizations		(3) Elective ⁶	PE185 (1) Physical Education ³
	WINTER = 16 CREDITS	ECE261 (6) Student Teaching I, ECE		HDFS222 (3) Family Relations		ECE240 (3) Lessons and Curriculum Planning		(3) Elective ⁶		PE185 (1) Physical Education ³	
	SPEINIG = 16 CREDITS	ECE262 (6) Student Teaching II, ECE		HDF5285 (3) Professional Issues in ECE		ECE170 (2) Health and Safety in Eorly Childhood ⁷		(2) Specific Elective ⁸		(3) Elective ⁶	
	5) CREDITS = SECON	ID YEAR TOTAL REQUIRE	Į,	[2][[\$]		andros (n. 1866) Stot of the World (n. 1866)		en de la composition de la composition La composition de la			ar teggin grafisis etal volt zengen angen konfert de Grafisian (1971) i propositi (1974)
		L PROGRAM REQUIREM	4402	and the second s							

CAREER PATHWAY CERTIFICATE OF COMPLETION INFANT AND TODDLER DEVELOPMENT

The Career Pathway Certificate of Completion: Infant Toddler Development offers students a well rounded understanding of the physical, cognitive and social development of infants and toddlers, and how to put that knowledge into appropriate practice, by offering a combination of lecture and practicum courses. The practicum experience is embedded in a foundation of basic early childhood education, child and early literacy development and family relations courses. Coursework includes a facus on developing foundational knowledge of high quality developmentally appropriate practice, observation/assessment, and working in positive partnerships with parents. All courses are offered online.

PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of this program the student will be able to:

 Have an understanding of, and ability to, practice within an infant toddler classroom including culturally relevant activities, to meet each child's individual developmental needs and to be able to create a healthy, respectful, supportive and challenging learning environment. (NAEYC Standard 1)

- Have an understanding of, and ability to, create
 and participate in respectful, reciprocal
 relationships with family members of infants
 and toddlers. (NAEYC Standard 2)
- Have an understanding of and skills to participate in effective observation and assessment of infants and toddlers. (NAEYC Standard 3)
- Be able to integrate knowledge of family relations, child development and developmentally appropriate practices to offer an effective infant toddler teaching and learning environment. (NAEYC Standard 4)

ENTRY REQUIREMENTS

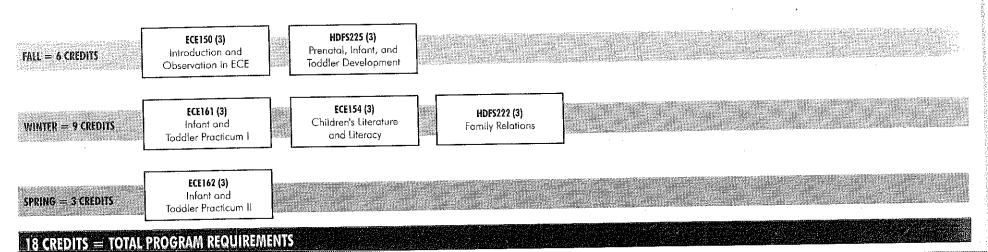
Students are required to take the college placement test to determine skill level and readiness in math, reading and writing. As part of their training program, students must begin with the courses within their skill level as determined by the college placement test scores.

All Early Childhood Education and Family Studies students are required to obtain a valid first aid and CPR card, a Food Handlers Card and enroll in HDFS9284 Child Abuse and Neglect Reporting. They are also required to have a criminal history background check.

GRADUATION REQUIREMENTS

Students must complete a minimum of 18 credit hours with a minimum Grade Point Average (GPA) of 2.0 (C) average or better. All courses must be passed with a grade of 'C' or better. Nine (9) of the last 12 credits must be earned at Southwestern before the Childhood Education and Family Studies: Career Pathway Certificate of Completion: Infant and Toddler Development is awarded.

This certificate meets all training requirements for an Infant and Toddler CDA (Child Development Associate) Credential.



C. EVIDENCE OF A CULTURE OF CONTINUOUS PROGRAM IMPROVEMENT

Chart of Key Assessments, Aligned with Accreditation Standards and Skills Sample Chart of Assessments and Evidence, with candidate performance data Sample use of data for continuous program improvement and innovation

CHART OF KEY ASSESSMENTS ALIGNED WITH ACCREDITATION STANDARDS AND SKILLS

Write a short title for each of your key assessment (portfolio, interview, case study, candidate teaching evaluation, advocacy project, etc.) to assist your readers.

Place a check or X under the NAEYC Standards and Supportive Skills assessed in each of your key assessments.

STD = standards 1-6, SS = Supportive Skill 1-5

Assessment title	STD1	STD2	STD3	STD4	STD5	STD6	55 1	55 2	SS 3	SS 4	SS 5
1. Capstone Portfolio	√	✓	√	√	√	√	✓	√	√	√	√
2. Lesson plans	√		√	√	√	√	√	√	√	√	√
3. Advocacy Project	√	√	✓	√	√	√	√	√	√	√	√
4. Case Study	√	√	√	√	√	√		√	√	√	
5. Inclusion Debate	√	√	√	√	√	√	√	√	√	√	√

Are there any substantive changes in the chart above? _x_ No__ Yes

If yes, please summarize briefly.

Select one key assessment. Complete this chart, attaching the assignment as it is given to candidates (including candidate instructions), the rubric or scoring guide used by faculty, and the data on Candidate performance.

SAMPLE CHART OF ASSESSMENTS AND EVIDENCE

Key Assessment #_5_

Briefly describe the assignment and list the courses that use this assignment This assignment is for our Inclusion Debate that is assigned in our ED 169 Overview of Students with Special Needs course. The data is from Fall 2011.

Place a check or X under the NAEYC Standards and Supportive Skills assessed through this activity $\frac{1}{2} \left(\frac{1}{2} \right) = \frac{1}{2} \left(\frac{1}{2} \right) \left(\frac{1}{2$

STD = standards 1-6, SS = Supportive Skill 1-5

STD1	STD2	STD3	STD4	STD5	STD6	SS1	SS2	SS3	SS4	SS5
1	V	1	7	1	1	V	1	1	1	1

Briefly summarize candidate performance data from this assessment. If your program has not yet collected data, explain why.

Performance data showed that 14 students completed this key assessment.

The assessment was worth a total of 250 points.

Eight students received 250 points, and two received 248 points.= A grade

One student received 188 points. = C grade

The remaining three received 146, 100 and 96 points. = F grade

Describe how data are used to improve the program

By looking at the data, we determined that the assignment offered the majority of our students the opportunity to showcase their understanding of inclusion as it related to the early childhood education field. As with any class group – there is a variance of academic ability. The three students who failed this key assessment did not complete and submit the assignment. One of the students that did not complete the assignment is an ELL student.

This data will be used to improve our presentation of the assignment for the upcoming year. We will present this to students with this data to show them that all of them have the ability to complete this key assessment successfully if they complete all of the required elements and submit them for grading. We will also be aware of any ELL students who may need to be directed to further resources or assistance to be successful.

We have also noted that with all the elements of the course, a student may fail the Key Assessment and still pass the course with a C. We will consider this with our advisory committee and suggest that we make a stipulation for courses that include Key Assessments, stating in the syllabi that a student must pass the Key Assessment included in the course with a C or better to complete the course.

Our goals are of student success will then be balanced with our goal of preparing students to enter the work force with the knowledge and skills that they will need to work within the profession.

September 2011 16

Attach or insert:

The directions or guidelines for the Key Assessment as they are given to candidates

The rubric or scoring guide for the Key Assessment that is used by faculty or field supervisors to evaluate candidate work on each key assessment

Data table for this assessment showing two applications of the assessment. This information must be disaggregated by Standard. If you are submitting multiple programs in one Annual Report, you must also disaggregate the data by degree program.

Inclusion Virtual Debate Information for ED 169

Upon completion of this lesson, students will be able to:

- Use information from the internet to form a position statement
- Synthesize information from multiple sources into a solid argument
- Describe, rebut and defend some of the pro and con issues related to Inclusion.

Problems used and questions asked:

• What are the pro and con issues surrounding inclusion of young children (ages 0-7) with disabilities?

Materials and Duration:

- The introduction to this activity proceeds throughout all the modules (1-3).
- This assignment begins the first week of class, with students' meeting with their group, making plans for the discussion forum debate and beginning the research for their position statements.
- The assignment culminates with posting of position statements during week ten on the discussion forum. (Instead of taking a final exam, you will participate in this debate via the discussion forum.)

Background information / Description of Assignment:

- 1. You will begin by researching articles about inclusion to help you begin to understand some of the issues surrounding that topic.
- 2. You will either be assigned a "pro" or "con" point of view. In other words, you are either for or against including children with disabilities in regular classrooms. I sometimes have students who are concerned about being assigned to a side of this topic they may not personally agree with. Part of the learning process of being able to defend your beliefs is being able to understand ALL sides of the issue. This is one of the main purposes of this assignment!
- 3. You will be meeting with your group through ANGEL in emails, chats and your group Wiki.
- 4. You will have to spend a considerable amount of time on the Internet researching for other sites and articles related to their stance.
- 5. This debate will be "virtual". Unlike typical debates where students speak their positions, rebuttals and defenses, the debate activity will take place on the discussion forum. Each group will post their position statement. You will then respond to three fellow students with opposing views- these are your rebuttals. You must also defend any opposing views to your position statement.
- 6. each student will ALSO turn in a paper on Inclusion. This paper is due by Sunday of week 10.

Assessment: Students will be assessed on their written position statement on the ANGEL site according to the grading rubric provided, their counter-arguments to their fellow classmates' position statements, and their overall participation in the debate. In addition, there will be a self-assessment and a peer assessment based on participation in the group portion of this assignment. (See grading rubrics at the end of this document)

Student Steps in the Inclusion Virtual Debate Process

- 1. Research the topic in order to support or refute the real-world issue of inclusion. You will be teamed with a small group during the first week of class to help with the research and for the Debate Discussion Forum segment. Be sure to coordinate with your group on the following:
- 2. Within your group, you will cooperatively decide what the main issues on your side of the topic are. Each group member will be assigned one or more of these issues. Each group member will write their section of the position statement about their assigned section(s) of the argument. Each student should select at least 2 articles for their position statement, and they should be different from the other group members. You must submit your sources in in either APA or MLA format (APA preferred). BE SURE TO EXCHANGE CONTACT INFORMATION WILL YOUR GROUP MEMBERS! phone, chat, email, text, Skype.... Use technology to your advantage in this assignment!
- 3. Meet with your group periodically and check email and the blog from your group section. To be successful, your group must work together throughout the quarter.
- 3. During the final week of classes (week ten), each GROUP will post their position statement on the discussion board, and each STUDENT will respond to three opposing arguments with pertinent facts (Rebuttals), and finally defend all opposing arguments to their own position statement each group does not have to defend ALL the arguments just be sure that within your group, each one has been rebutted.

4. Each student will submit:

- A. A 3-4 page paper (double-sided) on Inclusion. This paper will cover the topic on both sides of the argument. You will include what you learned about Inclusion during this guarter. (worth 100 points and due on Sunday of Week Ten.)
- B. "Peer and Self Assessment" of the group work throughout the quarter (Due on the last day of final's week a Thursday).

Debate Definitions for the Purpose of this Assignment:

Debate: an informal contest in which the affirmative and negative sides of a proposition are advocated by opposing groups.

Rebuttal: the speech act of refuting by offering a contrary contention or argument

Defense: Use of facts to support your point of view; showing the main differences between two things.

ASSESSMENT:

Group POSITION STATEMENT	50 points
RESPONSES TO OTHER'S POSITION STATEMENTS ON THE DISCUSSION BOARD	50 points – you are graded on your
REBUTTALS TO THOSE OPPOSING YOUR POSITION STATEMENT ON THE	individual responses during this
DISCUSSION BOARD	segment.
YOUR INCLUSION PAPER	100 points
YOUR GROUP and SELF ASSESSMENT OF WORK THROUGHOUT THE QUARTER	50 points
TOTAL POSSIBLE:	250 points

EVALUATION OF YOUR POSITION STATEMENT.

Your Position Statement is **not a term paper**. It needs to be concise. I do not want to put a page number limit, because each group should decide among themselves how long this should be in order to state their position accurately.

Group Members:

Category/NAEYE	Unsatisfactory: O points	EMENT RUBRIC: scored by IN 1 Partial Points	Excellent: Full Points	GROUP
Standard/ Supportive SKILLS	, , ,			SCORE
RESEARCH SKILLS Standard 4C; Skills 2,3	The research results did not relate to the essential questions \$\textit{B}\rangle or did not result in appropriate information.}	Some of the research related to the topic and were effective and appropriate.	The research results related to the essential questions & resulted in appropriate information being used.	/10
ORGANIZATION Skill 3	The Position Statement did not cite sources, 6/or did not use APA or MLA format.	One source per member used and/or partially correct formatting of APA or MLA.	The Position Statement included citation formats for 2 or more sources per group member; summarized 6 used format models (APA or MLA) correctly.	/10
ANALYSIS / SYNTHESIS Standard 5D; Skills 3,4	The <i>Position Statement</i> did not provide a variety of valid points & was not relevant or sufficient to answer the essential questions for the argument.	Some valid points &/or answered some questions.	The <i>Position Statement</i> provided a variety of valid points & was relevant and sufficient to answer the essential questions for the group/student's argument.	/10
ORAFTING / EDITING Skill 3	Many grammer and spelling errors.	Some grammar / spelling errors.	The Position Statement demonstrated a high level of use of correct language arts mechanics	/10
ORGANIZATION / SYNTHESIS Standard 4C; Skills 2,3,4	The Position Statement did not flow from an attention-grabbing introduction to development of important details, to a conclusion based on facts/expert opinions presented in the details.	The Position Statement sometimes grabbed attention and parts of it flowed together.	The Position Statement flowed from an attention-grabbing introduction to development of important details, to a conclusion based on facts/expert opinions presented in the details.	710
			Total	/50

Category/NAEYC	Unsatisfactory: 0 points	Partial Points	Excellent: Full Points	SCORE
Standard/	Onsatisfactory, a points	r untidi i Omito	Exconorte l'est conto	904.12
Supportive SKILLS				
	tegory 1: Posting Position	Statement (YOUR INITIAL	POST)	
Promptness and		Posts position statement	Posts position	/5
Initiative		1 day late. Posts replies	statement By Tuesday	
Standard 5b:	Delays in posting first	and rebuttals very late in	of week 10; Each group	
upholding	response or does not	week ten, not allowing	member looses points	
professional	post.	fellow students time to	when statement is posted	
guidelines		reply.	late~ Demonstrates good	
			self-initiative & timeliness	
			in posting Replies &	
			Rebuttals.	
2: Responses to 0		s) and to Posts made to the	eir Position Statement	
		fenses)		
Promptness and	Delays in posting	2-3 rebuttals. Posts	Posts AT LEAST 3	/5
Initiative	rebuttals or does not	initial responses to	thoughtful & complete	
Standard 5b:	respond.	classmates well before	RESPONSES to students	
upholding	그는 장마를 들었게 되지다.	the end of the module	with the opposing view	
professional		(Waiting until a day or 2 before	(Rebuttals). Posts	
guidelines		the due date to try to respond to everything will result in partial	responses consistently	
		points because this does not	throughout the module	
		allow classmates ample time to	time period.	
		respond back!)	Demonstrates good self-	
			initiative.	
Relevance of Posts	Posts content which do	Frequently posts content	Consistently posts content	/20
Standard 4c:	not relate to the topic.	related to topic and	related to topic. Posts	
understanding content	Posts are short and/or	prompts further	indicate the ability to	
knowledge in early	remarks irrelevant.	discussion of topic. Post	relate to and interpret	
education	Student makes no	touches upon the topic.	satisfactorily the materials	
Supportive Skill 4:	reference to topic. Is not	Comprehends the surface	studied. Is able to make	
making connections	demonstrating	level meaning of texts	suitable inferences &	
between prior	comprehension and/or	and begins to relate	comprehends the	
knowledge/experience	reflecting on topic or	issues to general	meanings consistently,	
and new learning	general EC knowledge.	knowledge of EC	thus demonstrating insight	
	Minimal or no response.	Education.	& relevance to EC	
		D	education.	(00
Expression within	Does not express	Posts are vaguely	Expresses opinions and	./20
the posts	opinions or ideas clearly,	connected to the topic &	ideas in a clear, concise manner with an obvious &	
Standard 1a, 1b	and/or no connection to	EC Development, evidenced in minimal	understandable	
Supportive Skill 1: Self-Assessment	topic or EC development.	evidenced in minimal expressions of opinions	connection to topic & to	
Gerfass e ssmem		expressions of opinions and/or ideas.	EC development, Student	
		Opinions and ideas are	demonstrates personal	
		stated clearly with	growth & awareness of	
		occasional lack of	the topic	
		connection to topic.	י וויב ויסאוני	
	L	comiconon to topic.	TOTAL POINTS:	/50

Criteria / Standards	Unsatisfactory - 0 Points	Partial Points	Excellent - Full Points	POINTS
Research: Stenderd 1: Knowing & understending young children's characteristics & needs	0 pts: Articles used as sources are not valid based on criteria for assignment.	Articles alludes to some related issues, but also includes information which does not pertain to the topic.	Articles are valid based on the criteria for the assignment.	/10
Introduction: Description of the topic material Supportive Skill 3: Written and Verbal Skills	0 pts: Neither implicit nor explicit reference is made to the topic that is to be examined.	Readers are aware of the overall topic that is to be examined.	The topic is introduced, and groundwork is laid as to the direction of the paper.	/15
Body & Coverage of Content: Flow of the Paper Supportive Skill 3: Written and Verbal Skills	0 pts: The paper appears to have no direction, with subtopics appearing disjointed. Major sections of pertinent content have been omitted or greatly run-on. Too long or too short.	There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order. All major sections of the pertinent content are included, but not covered in a concise manner.	The paper goes from general ideas to specific conclusions. Transitions tie sections together, as well as adjacent paragraphs. All pertinent content required is covered in depth without being redundant. Significance is unquestionable. 3-4 pages in length, with no more than 4 pages total.	/30
Conclusion: A synthesis of ideas Supportive Skill 3: Written and Verbal Skills	O pts: There is no indication the author tried to synthesize the information or make a conclusion based on the topic.	The author provides concluding remarks that show an analysis & synthesis of ideas occurred. Some of the conclusions, however, were not supported in the body of the paper.	The author was able to make succinct & precise conclusions relevant to the topic. Insights are appropriate. Conclusions are strongly supported in the paper.	/15
Clarity of writing and writing technique Supportive Skill 3: Writien and Verbal Skills	writing technique the writer is trying to express. upportive Skill 3: Written Writing is convoluted.		Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate. The use of pronouns, modifiers, parallel construction, and non-sexist language are appropriate.	/20
itations/References/ Grammar: Proper Citing of references apportive Skill 2: mestering and applying foundational concepts from general education	pts: Citation errors: Invalid website addresses for referenced material and/or works referenced were not cited; And/or many grammar &/or spelling errors.	Citations within the body of the paper and a corresponding reference list were presented. Some formatting problems exist, or components were missing; And/or 4-6 grammar/spelling errors.	Citations of referenced material were included and valid (MLA or APA format). Sources are cited when specific statements are made; Less than 3 grammar /spelling errors.	/10
y	Additional Instructor Commer	nts: on the back	TOTAL:	/100

Group and Self Assessment: Each student Scores one of these rubrics. It is available ONLINE with fill in the blanks!

List your Group Member's Names here:

Member #1

Member #2

Member #3

Your Name:

CATEGORY	Full Points	Partial Points	Unsatisfactory (O P	oints)	TOTA	1
Contributions / Quality of work	Routinely provides useful ideas when participating in the group discussions. A	Sometimes provides useful ideas for the group discussion. A group member who	Rarely provides usefu participating in the gr		Member I	/10
Standards 4c, 5b;	definite leader who contributes a lot of	does the very minimum of what is required. G/or provides work that needs to be	discussion. May refus	e to	Member 2	/10
Skills 2,3,4	effort &/or provides work of the highest quality.	checked/ redone by other group members	participate. &/or Pro that usually needs to	oe checked/	Member 3	/10
		to ensure quality.	redone by others to e	nsure quality.	Self	/1
Time-	Routinely uses time well throughout the	Usually uses time well throughout the	Rarely gets things don		Member (/10
management Standard 5h:	project to ensure things get done on time. Group does not have to adjust deadlines or	project, but may have procrastinated on one thing. Group does not have to adjust	deadlines AND group l deadlines or work res	Member 2	/10	
upholding	work responsibilities because of this	deadlines or work responsibilities because	because of this parso	Member 3	/10	
professional guidelines	person's procrestination.	of this person's procrestination.	time management.		Self	/I
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others, or willing to try out suggestions of others, but		oes not try to solve problems or Do others solve problems; or lets		/10
/ Attitude	Never is publicly critical of the project or	does not make suggestions. 8/or rerely is	others do the work;		Member 2	/10
Skills 2,3,4	the work of others. Always has a positive attitude about the task(s).	publicly critical of the project or the work of others. Often has a positive attitude about	ti/or often is publicly project or the work of		Member 3	\ _{iu}
		the task(s).	members of the group negative attitude.). Often has a	Self	/I
Focus on the task	Consistently stays focused on the task and	Focuses on the task & what needs to be done most of the time. Other group	Rarely focuses on the needs to be done. Lets	Member 1	/10	
/ Preparedness /	what needs to be done. Very self-directed. Posts needed materials and is always ready	members can count on this person most of	work. Often forgets t	Member 2	/10	
Pride Standard 5b:	to work. Work reflects this student's best efforts.	the time. Almost always posts needed materials & is ready to work. Work reflects	materials or is rarely Work reflects very litt	le effort on	Member 3	/10
		some effort from this student.	the part of this studer	it.	Self	/1
Working with	Almost always listens to, shares with, &	Often listens to, shares, with, and supports	Rarely listens to, shar		Member I	/10
Others <i>Skills 2,3,4</i>	supports the efforts of others. Tries to keep people working well together. Does not try	the efforts of others. Does not often cause "waves" in the group.	supports the efforts o not a good team playe		Member 2	/10
DK://ID	to "take over" the group by making all the	, , , , , , , , , , , , , , , , , , ,	completes the work w	ithout asking	Member 3	/10
	decisions.		fer input frem group r	nembers.	Self	/1
	The second section of the second second second second second section s		Total Points	Member 1		/50
				Member 2		/50
				Member 3	Louis Austria	/50
•				Self		/5



Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

fall 2010

Student's Name: 1. Miyu Arai

Group Position Statement

	i* 2*	
RESEARCH	Х	. :
Standard 4C		1
DRGANIZATI	X	
ON		
Skill 5		:
ANALYSIS /	X	
SYNTHESIS		
Standard 5d		
DRAFTING /	Χ	
EDITING		
Skill 3		
DRGANIZATION	χ	
Skill 2		

*1 = met the criteria for the outcome

*2 – did not meet the criteria

Ind. Inclusion Paper

	*	2*
Research: Standard 3a	X	
Introduction: Description of the topic material Skill 3		
Body of the Paper Skill 3:	X	
Conclusion: Skill 3:	χ	de concede renna, ed. del la Cita Ver
Clarity / Technique <i>Skill 3</i> :	X	reason recommence is a muses because of feelings
Citation / Grammar: Skill 2:	X	connecessarios obligados interpretatos.

DISCUSSION FORUM

1* 2*	
1. POSITION (YOUR INITIAL Postandard)	
Promptness / X	
Standard 5b	
2:REBUTTAL / DEFENSE (Responses)	
Initiative X Standard 5b:	
Relevance X Skill 4	
Expression X Standard la	

Peer Assessment

	 *	2*
/ Quality of	X	***************************************
work Standards 4c		AN A TOTAL A T
Time-	X	
management Standard 5b		
Problem- solving / Attitude Skill 3	X	entre de la companya del companya de la companya de la companya del companya de la companya del la companya del la companya de
Focus / Preparedness	X	 A constant appropriate constant approp
/ Pride Standard 5b		name and make the state of the
Collaboration	χ	
Skill 3		manada da

Self Assessment

	[*	2*
Contributions / Quality of work Skill /	X	And a second contract to the second contract
Time- management <i>Skill I</i>	X	en der Afrika de Comercia de C
Problem- solving / Attitude <i>Skill</i> /	X	era de la facilità d
Focus / Preparedness / Pride Skill /	X X	and the second of the second o
Collaboration Skill /	X	valvan var čehovali, č. Najir spř. Avkil

Chart of Overall Outcomes

	I, Met 2. NDT Met			
Standard (a	X	E RET FIGE		
Standard 3a	X			
Standard 4c	X			
Standard 5b	X			
Standard 5d	X			
Skill 1	X			
Skill 2	X			
Skill 3	X			
Skill 4	X			
Skill 5	X			

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Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name:

2. Danielle Bliss

Group Position Statement

Districts in	*	2*
RESEARCH	X	
Standard 4C		
DRGANIZATI	X	
ON.		
Skill 5		
ANALYSIS /	X	
SYNTHESIS		
Standard 5d		
DRAFTING /	χ	
EDITING		
Skill 3		
ORGANIZATION	χ	
Skill 2		

*1 = met the criteria for the outcome

*2 – did not meet the criteria

Ind. Inclusion Paper

1	 *	2*
Research: Standard 3a		χ
Introduction: Description of the topic material Skill 3	X	
Body of the Paper Skill 3:	Х	
Conclusion: Skill 3:	X	
Clarity / Technique Skill 3:	X	me och nomen kan och delt, bet del 2000 EN EN EN EN EN EN EN
Citation / Grammar: Skill 2:	······································	Х

Chart of Overall Outcomes

Chart of Overall Outcomes				
	1. Met	2. NOT Met		
Standard (a		X		
Standard 3a		X		
Standard 4c		X		
Standard 5b		X		
Standard 5d	X			
Skill 1	X			
Skill 2		X		
Skill 3	X			
Skill 4	X			
Skill 5	i	X		

DISCUSSION FORUM

			*	2*
1. P	OSITION	(YDL	JR INI	TIAL
	TZOS	ANDA	RD)	
Pro	nptness	:/		X
l lı	iitiative			
	andard 5			
2:REE	BUTTAL.	/ DEF	ENSE	
(Res	onses)			
10.000.0773	iitiative			Х
Sta	indard 5	b:		
Re	levance			X
	Skill 4			
Ex	pressio	n		X
St	andard l	а		

Peer Assessment

a value on the second of the second of the set ball of	44141	~~~~~~~~~~~~	····
		1*	7*
	1	<u>. 1</u>	7
D	ļ.,,		
Contributions		41.4	Χ
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wark]	er er E	
	1	100	
Standards 4c			WOWEN
	1		
Time-	X	1 - 3	
	^		
management			
Standard 5b	-		
	-	100	
Problem-	χ		
	Λ		
solving /			
Attitude	-		
Skill 3	and the same	1.	
DAM D			
Focus /	χ		
Preparedness		-	i i
		1.	Wer install
/ Pride	1		and and a second
Standard 5b		15.1	and the same of th
		7 3 4 7	
	v	Maria	
Collaboration	٨		
Skill 3	1	100	
1,000		1 1	
	1		and to the
	distribution .		Sh. and She
		1877	- 11 A

Self Assessment

	[*	2*
Contributions / Quality of work Skill /		X
Time- management Skill /		
Prablem- solving / Attitude <i>Skill</i> /		
Focus / Preparedness / Pride Skill /		
Collaboration Skill /		X

Did not turn this in – 0%

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name:

3. Janelle Brandt

Group Position Statement

	*	2*
RESEARCH	χ	
Standard 4C		
ORGANIZATI	χ	
ON <i>Skill 5</i>		
ANALYSIS /	χ	
SYNTHESIS		
Standard 5d		
DRAFTING /	χ	
EDITING		10.7
Skill 3		
ORGANIZATION	X	
Skill 2		

*1 = met the criteria for the outcome

*2 – did not meet the criteria

Ind. Inclusion Paper

	*	2*
Research: Standard 3a	χ.	
Intraduction: Description of the topic material Skill 3	X	
Body of the Paper Skill 3:	X	
Conclusion: Skill 3:	Х	remain one o comment days a tribula. Pro
Clarity / Technique Skill 3:	X	mone and the fact of fillely (17 for 1997) is yettern you money
Citation / Grammar: Skill 2:	X	A for the contract of the cont

Chart of Overall Outcomes

Chart of Overall Outcomes			
	l. Met	2. NOT Met	
Standard la	X		
Standard 3a	X		
Standard 4c	X		
Standard 5b	X		
Standard 5d	X		
Skill 1	X		
Skill 2	X		
Skill 3	X		
Skill 4	X		
Skill 5	X		

DISCUSSION FORUM

	*	2*
I. POSITION (YDI Postand <i>a</i>		IAL
Promptness / Initiative Standard 5b	Х	
2:REBUTTAL / DEF (Responses)	ENSE	
Initiative <i>Standard 5b:</i> Relevance	X	
Skill 4 Expression	X	
Standard la		

Peer Assessment

	*	2*
Contributions	Χ	
/ Quality of		
werk		
Standards 4c	1 :	THE STATE OF THE S
Time-	χ	
management		
Standard 5b		
		ar weeks
		· Marian
Problem-	Х	· ·
salving /	1.	alian but me
Attitude		No.
Skill 3	ductorian	Washington Charles Administration of the Charles Administration of
		APPLICATION AND APPLICATION APPLICATIO
Focus /	χ	manus v in tirks
Preparedness		ALC RECORD OF A
/ Pride		1
Standard 5b		
	1	
Collaboration	χ	
Skill 3	۸	and a second
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	1	Andrew A
		Silver A Van

Self Assessment

	(*	2*
Contributions / Quality of work <i>Skill</i> /	X X (V)	•
Time- management <i>Skill I</i>	X	
Problem- solving / Attitude <i>Skill I</i>	X	
Focus / Preparedness / Pride .Skill /	X	
Collaboration Skill /	Х	

nclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name:

4. Amy Brink

Group Position Statement

924 5 5 5 4 4 4		*		2*
RESEARCH		X		
Standard 4C	:::			
ORGANIZATI		χ	Ĭ.	agald. Secol
ON avare				
<i>Skill 5</i> ANALYSIS /	-	Ý		
SYNTHESIS				
Standard 5d				
DRAFTING /		X		
EDITING				
Skill 3		: :		1
ORGANIZATION		χ		
Skill 2			7	

*I = met the criteria for the outcome

*2 – did not meet the criteria

Ind. Inclusion Paper

	 *	2*
Research: Standard 3a	Х	
Introduction: Description of the topic material Skill 3	X	
Body of the Paper Skill 3:	Х	
Conclusion: Skill 3:	Х	
Clarity / Technique Skill 3:	X	-manuscript of common to colored to MONUT VVD
Citation / Grammar: Skill 2:	X	25 references secures constructions

DISCUSSION FORUM

	1* 2*
I. POSITION (YO	UR INITIAL
POSTAND <i>i</i>	(RD)
Promptness /	χ [
Initiative	
Standard 5b	
2:REBUTTAL / DEF	ENSE
(Responses)	ybrijën japan paradir Tënjë në tëngeneri
Initiative	Х
Standard 5b:	
Relevance	Χ
Skill 4	
Expression	Х
Standard la	

Peer Assessment

	[*	2*
Contributions		Χ
/ Quality of		
work	1.7.1.	
the second secon		
Standards 4c		
		Name of the last o
Time-	χ	
	^	TOWN TO
management		Target and the same and the sam
Standard 5b		
200		
Problem-	X	
solving /		
Attitude		Company or
Skill 3		
UKIII U		
Focus /	χ.	
Preparedness		
/ Pride		
		or and a second
Standard 5b		
Collaboration	χ	
Skill 3		
UNIII U		
	1	3

Self Assessment

	1* 2*
Contributions / Quality of work Skill /	
Time- management Skill /	X
Problem- solving / Attitude <i>Skill</i> /	X
Focus / Preparedness / Pride Skill /	X
Collaboration Skill /	X

Chart of Overall Outcomes

	1. Met	2. NOT Met
Standard la	X	
Standard 3a	X	
Standard 4c	X	
Standard 5b	X	
Standard 5d	X	
Skill 1	X	
Skill 2	X	
Skill 3	X	
Skill 4	X	
Skill 5	X	

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name:

5. Danielle Dooley (UCC)

Group Position Statement

	*	2*
RESEARCH		χ
Standard 4C		
ORGANIZATI		χ
DN <i>Skill 5</i>		
ANALYSIS /		χ
SYNTHESIS Standard 5d		
DRAFTING /		χ
EDITING		
Skill 3		
ORGANIZATION		X
Skill 2		

*1 = met the criteria for the outcome

*2 – did not meet the criteria

Ind. Inclusion Paper

	*	2*
Research: Standard 3a	man And Alberta And Alberta British	Χ
Introduction: Description of the topic material Skill 3		
Body of the Paper Skill 3:	X	
Conclusion: Skill 3:	X	
Clarity / Technique Skill 3:	X	man constraints, Jan. A. J.A. E. H. F.
Citation / Grammar: Skill 2:	eno de local de la composição de la comp	X

Chart of Overall Outcomes

CHAIR OF CHAIR CAROLINGS		
·	1. Met	2. NOT Met
Standard la	X	
Standard 3a		X
Standard 4c		X
Standard 5b		X
Standard 5d		X
Skill 1		X
Skill 2		X
Skill 3		X
Skill 4	X	
Skill 5		X

DISCUSSION FORUM

	l* Z*
1. POSITION (YO	UR INITIAL
POSTANDA	(RD)
Promptness /	Χ
Initiative	
Standard 5b	
2:REBUTTAL / DEF	ENSE
(Responses)	
Initiative	Х
Standard 5b:	
Relevance	Χ.
Skill 4	
Expression	X
Standard la	

Peer Assessment

	1*	2*
Contributions / Quality of work	**************************************	X
Standards 4c		on reconstruction of the second
Time- management Standard 5b		XX
Problem- solving / Attitude Skill 3		A Comment of the Annual Comment of the Annua
Focus / Preparedness / Pride Standard Sb		Volumetra relationale experient immus consummationale de mon industria (in
Collaboration Skill 3		MC 1/2 min martin de qui monoune menumente de min de la circa de l

Self Assessment

1.1.1 (1.1.1) (1.1.1) (1.1.1) (1.1.1) (1.1.1) (1.1.1) (1.1.1) (1.1.1) (1.1.1) (1.1.1)	1* 2*
Contributions / Quality of work Skill /	
Time- management Skill /	
Problem- solving / Attitude <i>Skill</i> /	
Focus / Preparedness / Pride Skill /	
Collaboration Skill 1	WX

Danielle did not work with her group, but did participate in the debate and prepare an individual statement.

AAS

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name:

6. Marci Dudley

Group Position Statement

leas de cila	*	2*
RESEARCH	χ	
Standard 4C		
ORGANIZATI	Χ	
ON;		
Skill 5		
ANALYSIS /	χ	
SYNTHESIS		
Standard 5d		
DRAFTING /	χ	
EDITING		
Skill 3		
ORGANIZATION	Х	
Skill 2		

*1 = met the criteria for the outcome

*2 – did not meet the criteria

Ind. Inclusion Paper

and the second s	*	2*
Research: Standard 3a	Υ	
Introduction: Description of the topic material Skill 3	X	
Body of the Paper Skill 3:	Х	
Conclusion: Skill 3:	X	
Clarity / Technique Skill 3:	X	VACO VICTOR OF CONTRACTOR OF C
Citation / Grammar: Skill 2:	X	vanover o avante i stavatiči kvik, slobbe pil til di N

DISCUSSION FORUM

	1* 2*
1. POSITION (YO Postand <i>i</i>	
Promptness / Initiative	Х
Standard 5b 2:REBUTTAL / DEF	
(Responses)	
Initiative Standard 5b:	X
Relevance Skill 4	X
Expression Standard la	X

Peer Assessment

	1*	2*
Contributions	X	-
/ Quality of		144
wark		
Standards 4c		
Time-	χ	
management		
Standard 5b		
~	-\.	
Problem-	X	.:
solving /		TO THE PERSON NAMED AND THE PE
Attitude Skill 3		
ם ווואט	1.	
· · · · · · · · · · · · · · · · · · ·	100	
Facus /	X	A. W. W. C.
Preparedness		A 100
/ Pride		
Standard 5b		
Collaboration	X	
Skill 3		
		eu-constraint de la constraint de la con
		The Control of the Co

Self Assessment

	[*
Contributions / Quality of work Skill (X
Time- management Skill /	X .
Problem- solving / Attitude <i>Skill</i> /	X
Focus / Preparedness / Pride Skill /	X
Collaboration Skill /	Χ

Chart of Overall Outcomes

	l. Met	2. NOT Met
Standard la	X	
Standard 3a	X	
Standard 4c	X	
Standard 5b	X	
Standard 5d	X	
Skill 1	X	
Skill 2	X	
Skill 3	X	
Skill 4	X	
Skill 5	X	

われて Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name:

7. Jason Greer

Group Position Statement

	*	2*
RESEARCH		Х
Standard 4G		
DRGANIZATI		χ
ON		
Skill 5		
ANALYSIS /		X
SYNTHESIS		
Standard 5d		
DRAFTING /		χ
EDITING		
Skill 3		
DRGANIZATION		χ
Skill 2		

*1 = met the criteria for the outcome

*2 – did not meet the criteria

Ind. Inclusion Paper

	*	2*
Research: Standard 3a	medy man, that the last the last that the last the las	. Х
Introduction: Description of the topic material Skill 3	Andrewsking and the state of the state	X
Body of the Paper Skill 3:	s all africandiscus charles A arita	χ
Conclusion: Skill 3:	or commonwhile was a five	χ
Clarity / Technique <i>Skill 3:</i>	Acceptance and a second and a s	X
Citation / Grammar: Skill 2:	Analous and see lives AN Williams of the Analous representation of	X

Chart of Overall Outcomes

Chartoro	l. Met	2. NOT Met
Standard la		X
Standard 3a		X
Standard 4c		X
Standard 5b		X
Standard 5d		X
Skill 1		X
Skill 2		X
Skill 3		X
Skill 4		X
Skill 5		X

DISCUSSION FORUM

	*	2*
1. POSITION (YO Postand <i>i</i>		IAL
Promptness / Initiative		Х
Standard 5b		
2:REBUTTAL / DEF (Responses)	ENSE	
Initiative Standard 5b:		Х
Relevance Skill 4		χ
Expression Standard la		X

Peer Assessment

	*	2*
Contributions	***************************************	Χ
/ Quality of		,,
	t Dist	
work	711, 1	
Standards 4c		:
	1 1 1 1	
Time-		χ
		^
management		
Standard 5b		
	: : :	
· · · · · · · · · · · · · · · · · · ·		200
Problem-		Х
salving /		agrana .
Attitude		
Skill 3		
		overen lines
		V
Focus /		X
Preparedness		
/ Pride		
Standard 5b		
		v
Collaboration		٨
Skill 3		of land or section
	1 47	a. www.
		No.
	1	

Self Assessment

	 *	2*
Contributions / Quality of work Skill /		
Time- management Skill (XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
Problem- solving / Attitude <i>Skill</i> /		X
Focus / Preparedness / Pride		X vivous more con an in the contract of the co
Skill Collaboration Skill		X

Jason did not complete any of this assignment's components – received an F in the course.

TOAA

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name:

8. Amanda Henderson

Group Position Statement

ah fatish se	*	2*
RESEARCH	χ	
Standard 4C		
ORGANIZATI	X	
Skill 5 Analysis /	٧	
SYNTHESIS	Λ.	
Standard 5d		
DRAFTING /	χ	
EDITING		
Skill 3		
ORGANIZATION	X	
Skill 2		

*1 = met the criteria for the outcome

*2 – did not meet the criteria

Ind. Inclusion Paper

Antonomous money later or month trade of trade o	[*	2*
Research: Stenderd Se	X	
Introduction: Description of the topic material Skill 3	A A A A A A A A A A A A A A A A A A A	:
Body of the Paper Skill 3:	X	
Conclusion: Skill 3:	X	
Clarity / Technique Skill 3:	X	
Citation / Grammar: Skill 2:	X .	

Chart of Overall Outcomes

Chart of Overall Outcomes		
	1. Met	2. NOT Met
Standard la	X	,
Standard 3a	X	
Standard 4c	X	
Standard 5b	X	
Standard 5d	X	
Skill 1	X	
Skill 2	X	
Skill 3		X
Skill 4	X	
Skill 5	X	

DISCUSSION FORUM

	*	7*
	les teris	
1. POSITION (YD	UR INIT	IAL
POSTAND	VBD)	
	nivo/	
Promptness /	λ	
Initiative		
Standard 5b		
2:REBUTTAL / DE	FENSE	
time no il controllar access dell'ambient		
(Responses)		
nitiative	χ.	
Standard 5b:		
	1,275,386	1111111
Relevance	X	
Skill 4		
<u> </u>		
Expression	X	
Standard la		
บเฮกปสาน ใช้	ikar ƙar	Lidden.

Peer Assessment

	1*	2*
Contributions / Quality of	X	
work Standards 4c		
	V	
Time- management	X	
Standard 5b		
***************************************		reconnected from the first of the
Problem- solving / Attitude Skill 3	The state of the s	
Focus /	χ	and an annual Properties As
Preparedness / Pride		Anadamber I discibili II Mi
Standard 5b		COTA A CONTRACTOR OF THE CONTRACTOR OF T
Collaboration		X
ט אוואט		novo a servicio de la constanta de la constant
		The last control and the last

Self Assessment

	1* 2*
Contributions / Quality of work Skill /	X
Time- management Skill /	X
Problem- solving / Attitude <i>Skill</i> /	X
Focus / Preparedness / Pride Skill /	X
Collaboration Skill 1	X

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name:

9. Vicki Hennessey

Group Position Statement

	(*	2*
RESEARCH	χ	
Standard 417		
ORGANIZATI	X	
ON		
Skill 5	76	
ANALYSIS /	X	
SYNTHESIS	1 1 11 1 1 pm	
Standard 5d	5 m p .	11.1
DRAFTING /	X,	
EDITING		
Skill 3		
ORGANIZATION Skill Z	X	
OKIII Z		1: 1: 1:

*1 = met the criteria for the outcome

*2 – did not meet the criteria

Ind. Inclusion Paper

	 *	2*
Research: Stendard 3e		Х
Introduction: Description of the topic material Skill 3	Х	
Body of the Paper Skill 3:	χ	
Conclusion: Skill 3:	Х	er en recons male and a fall below
Clarity / Technique Skill 3:	X	Accompany of controlled (4.9) ACM (4.9)
Citation / Grammar: Skill 2:	Control of the Contro	X

DISCUSSION FORUM

	*	2*
I. POSITION (YOU Adnatzog		IAL
Promptness / Initiative Standard 5b	Х	
2:REBUTTAL / DEF (Responses)	ENSE	
Initiative Standard 5b:	X	
Relevance Skill 4	X	
Expression Standard la	λ	

Peer Assessment

	 *	2*
Contributions	χ	
/ Quality of		
werk		administrative states
Standards 4c		CONTROL OF THE CONTRO
atamatr at to		
***	V	
Time-	X	
management		
Standard 5b		-
		ST CONTRACTOR OF THE CONTRACTO
Problem-	Ϋ́	
solving /		
Attitude		
Skill 3		en area
DAIII D		
Focus /	X	-
Preparedness		
/ Pride		
Standard 5b		
Collaboration	χ	4
Skill 3		
		erenant for Al
		MANAGE PARTY AND

		4

Self Assessment

	1* 2*
Contributions / Quality of work Skill /	
Time- management Skill /	A
Problem- solving / Attitude <i>Skill</i> /	We will have a manufactured popular.
Focus / Preparedness / Pride Skill /	
Collaboration Skill /	X

Chart of Overall Outcomes

Chart of Overall Outcomes			
	l. Met	2. NOT Met	
Standard la	X		
Standard 3a	X		
Standard 4c	X		
Standard 5b	X		
Standard 5d	X		
Skill 1	X		
Skill 2	X		
Skill 3	X		
Skill 4	X		
Skill 5	X		

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name:

10. Sonja McIlvain (UCC)

Group Position Statement

	*	2*
RESEARCH		χ
Standard 4C		direct.
ORGANIZATI		X
ON		
Skill 5		
ANALYSIS /		Х
SYNTHESIS		
Standard 5d		
DRAFTING /	5	Χ
EDITING		
Skill 3		
ORGANIZATION	1 1 2	X
Skill 2	1 : : :	11.25

*I = met the criteria for the outcome

*2 – did not meet the criteria

Ind. Inclusion Paper

	 *	2*
Research: Standard 3a		Х
Introduction: Description of the topic material Skill 3		X
Body of the Paper Skill 3:		Х
Conclusion: Skill 3:		Х
Clarity / Technique Skill 3:	reconnected from the facility of the garage we will	χ
Citation / Grammar: Skill 2:		X

Chart of Overall Outcomes

Chart of Overall Outcomes			
	1. Met	2. NDT Met	
Standard la	·	X	
Standard 3a		X	
Standard 4c		X	
Standard 5b		X	
Standard 5d		X	
Skill 1		X	
Skill 2		X	
Skill 3		X	
Skill 4		X	
Skill 5		X	

DISCUSSION FORUM

	* 2*
1. POSITION (YO	UR INITIAL
POSTANDA	ARD)
Promptness /	χ
Initiative	
Standard 5b	
Z:REBUTTAL / DEI	ENSE
(Responses)	
Initiative	Х
Standard 5b:	
Relevance) X
Skill 4	
Expression	X
Standard la	

Peer Assessment

	1*	2*
Contributions / Quality of work		X
Standards 4c		
Time- management Standard 5b		X
Problem- solving / Attitude Skill 3		X
Focus / Preparedness / Pride		Y repaired the announce of the state of the
Standard 5b Collaboration Skill 3		

Self Assessment

	*	2*
Contributions / Quality of work Skill /	To the second se	X
Time- management Skill /	a agusta a sea canada ana ana ana ana ana ana ana ana an	X
Problem- solving / Attitude <i>Skill</i> /	The state of the s	X
Focus / Preparedness / Pride Skill /		
Collaboration Skill /		X

Sonja did not participate in any of this assignment and received a grade of F in the course

(AS)

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name:

11. Kanoe Padeken

Group Position Statement

	130	.04
	J.	L
RESEARCH	χ	
Standard 4G		
DRGANIZATI	χ	i yan
ΠN		
Skill 5		
ANALYSIS /	χ	
SYNTHESIS		
Standard 5d		
DRAFTING /	χ	
EDITING		
Skill 3		
ORGANIZATION	Х	
Skill Z		

*1 = met the criteria for the outcome

*2 – did not meet the criteria

Ind. Inclusion Paper

PET PRETITION INTERNATIONAL AREA CONTRACTOR	 *	2*
Research: Standard 3a	Х	
Introduction: Description of the topic material Skill 3	Х	
Body of the Paper Skill 3:	Х	
Conclusion: Skill 3:	Х	
Clarity / Technique Skill 3:	X	National Committee of the Committee of t
Citation / Grammar: Skill 2:	Х	

Chart of Overall Outcomes

Chart of Overall Outcomes			
	I. Met	2. NOT Met	
Standard la	X		
Standard 3a	X		
Standard 4c	X		
Standard 5b	X		
Standard 5d	X		
Skill 1	X		
Skill 2	X		
Skill 3	X		
Skill 4	X		
Skill 5	X		

DISCUSSION FORUM

	*	2*
1. POSITION (YO		IAL
POSTANDA	4KU)	
Promptness / Initiative	\ 	
Standard 5b		
2:REBUTTAL / DEF (Responses)	ENSE	
Initiative Standard 5b:	Х	
Relevance Skill 4	Х	
Expression Standard la	X	

Peer Assessment

	j*	2*
Contributions	χ	
/ Quality of		
work		
Standards 4c		
Time-	X	
management Standard 5b		
4.5		
Problem- solving / Attitude Skill 3		
Focus /	X	
Preparedness		
/ Pride	1	
Standard 5b		
Collaboration	χ	
Skill 3		
1.0	1 1 - 1 - 1	
44.00	1	

	1* 2*
Contributions / Quality of work Skill /	
Time- management Skill /	X
Problem- solving / Attitude <i>Skill</i> /	X
Focus / Preparedness / Pride Skill /	
Collaboration Skill /	X

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name: 12. Carla Qualey

Group Position Statement

Saria Gualey III. IIICIUSIUII F

Ind. Inclusion Paper

DISCUSSION FORUM

Peer Assessment

Self Assessment

Klainet e d	*	2*
RESEARCH	χ	
Standard 4C		
ORGANIZATI	χ	
DN .		
Skill 5		
ANALYSIS /	Χ	
SYNTHESIS		
Standard 5d		
DRAFTING /	χ	
EDITING		
Skill 3		
ORGANIZATION	X	
Skill 2	7: 5	

*1 = met the criteria
for the outcome

*2 -	did	not	meet	the
crite	ria			

The state of the s	1*	2*
Research: Standard 3a	Х	
Introduction: Description of the topic material Skill 3	χ	The state of the s
Body of the Paper Skill 3:	Х	
Canclusian: Skill 3:	χ	
Clarity / Technique Skill 3:	X	Substitute designation de automotivo concentration de la concentra
Citation / Grammar: Skill 2:	χ	re see summer of some oppositions of the life.

i Šiela ia joi perputer trackii. Viit extractorii extractorii ja j	 *	2*
I. POSITION (YO	UR INIT	IAL
POSTAND <i>i</i>	(RD)	
Promptness /	Χ.	
Initiative		
Standard 5b		
2:REBUTTAL / DEI	ENSE	
(Responses)		
Initiative	Х	
Standard 5b.		
Relevance	X	
Skill 4		
Expression	Х	
Standard la		

		*	2*
Contributions	χ		
/ Quality of			
work	-		
Standards 4c			
Ulanuai us 70	-		. :
Time-	X		
management	the state of		
Standard 5b		:	
D10/100/ 0 0D	-		
		٠.	
	-		
Problem-	χ		
1,11	1	:	
solving /			
Attitude .	1		
Skill 3			
Focus /	. χ		
Preparedness			A season in case of the case o
/ Pride	-		A Column A
		100	AND THE PERSON NAMED IN COLUMN
Standard 5b	1		
111111111111111111111111111111111111111		1.00	
Collaboration	X		
Skill 3			
DAM D		1.7	endude
			water made for the control of the co
			DANGE OF THE PROPERTY OF THE P
1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	. [100	i i

	[*	2*
Contributions / Quality of work Skill	X	
Time- nanagement Skill /	X	
Problem- solving / Attitude <i>Skill</i> /	Administrative in the second contractive in	
Focus / Preparedness / Pride Skill /	X	
Collaboration Skill /	X .	

Chart of Overall Outcomes

Chart of O votall O atoomico			
	I. Met	2. NDT Met	
Standard la	X		
Standard 3a	X		
Standard 4c	X		
Standard 5b	X		
Standard 5d	X		
Skill 1	X		
Skill 2	X		
Skill 3	X		
Skill 4	X		
Skill 5	X		

Undecided

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name: 13. Ashlee Reed

Group Position Statement

	*	2*
RESEARCH	Edit	χ
Standard 4C		
ORGANIZATI	1,48	χ
DN <i>Skill 5</i>		
ANALYSIS /		χ
SYNTHESIS		
Standard 5d		
DRAFTING /		χ
EDITING		
Skill 3		
ORGANIZATION		×χ
Skill 2		<u> </u>

*1 = met the criteria for the outcome

*2 – did not meet the criteria

Ind. Inclusion Paper

	1*	2*
Researc h: <i>Standard 3a</i>		Х
Introduction: Description of the topic material Skill 3		Х
Body of the Paper Skill 3:		Х
Conclusion: Skill 3:	oon vale v san ty	χ
Clarity / Technique Skill 3:	A venerate A a resulta A veneration A veneration of the A venerati	X
Citation / Grammar: Skill 2:	Andrew ordering for the Walter on Westernoon before	X

DISCUSSION FORUM

	l* 2*
1. POSITION (YD	UR INITIAL
POSTANDA	ARD)
Promptness /	Χ.
Initiative	
Standard 5b	
2.REBUTTAL / DEI	ENSE
(Responses)	
Initiative)
Standard 5b:	
Relevance	X
Skill 4	
Expression	Х
Standard la	

Chart of Overall Outcomes

	1. Met	2. NOT Met
Standard fa		X
Standard 3a		X
Standard 4c		X
Standard 5b		X
Standard 5d		X
Skill 1		X
Skill 2		X
Skill 3		X
Skill 4		X
Skill 5		X

Peer Assessment

	*	2*
Centributions		χ
/ Quality of		
werk		
Standards 4c		ACOMORBHU A PO
Time-		X
management		
Standard 5b	e Me	
Problem-		X
salving / Attitude	·	A II A
Attitude Skill 3		orporation and the second
5,0,7 2	:	
Focus /		X
Preparedness		ORGANIA MARIA
/ Pride		THE PROPERTY OF
Standard 5b		Michellenine
Collaboration		X
Skill 3		
,		
		A variable (Var.

Self Assessment

	 *	2*
Contributions / Quality of work Skill		
Time- management Skill /		No. Action of the State of the
Problem- solving / Attitude <i>Skill I</i>		(Media) is not independent or assessments
Focus / Preparedness / Pride Skill /		X CONTRACTOR OF THE CONTRACTOR
Collaboration Skill /		X

Ashlee did not complete any of this assignment's components – received an F in the course.



Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name: 14. Joanna Schindler ろんいめしょ

Group Position Statement

	*	2*
RESEARCH	χ	
Standard 4C		
ORGANIZATI	X	
ON		
Skill 5		
ANALYSIS /	Х	
SYNTHESIS	KE	
Standard 5d		
DRAFTING /	χ	
EDITING		
Skill 3		
ORGANIZATION	Х	
Skill 2		

*1 = met the criteria for the outcome

*2 - did not meet the criteria

Ind. Inclusion Paper

and the second s	*	2*
Research: Standard Sa	X	
Introduction: Description of the topic material Skill 3	χ	
Body of the Paper Skill 3:	χ	
Conclusion: Skill 3:	χ	
Clarity / Technique Skill 3:	Х	
Citation / Grammar: Skill 2:	X.	

DISCUSSION FORUM

	1* 2*
1. POSITION (YO POSTANDA	
Promptness / Initiative Standard 5b	X.)
2:REBUTTAL / DEI (Responses)	
Initiative Standard 5b:	X
Relevance Skill 4	X
Expression Standard la	X

Peer Assessment

	*	2*
Contributions / Quality of work Standards 4c	X	
Time- management Standard 5b		Andrewspaper programment and makes and a state of the sta
Problem- solving / Attitude Skill 3	X	ANCIENTA ANTO ANY ANTERPAYORE BY Optimizant removement outcomes
Focus / Preparedness / Pride Standard 5b	X	Vanishana orania seessa kanana orania salaha sa
Collaboration Skill 3	X	REAWORD principles sprace of principles contained a framework principles and the second

Self Assessment

	*	2*
Contributions / Quality of work <i>Skill</i> /	X	· · · · · · · · · · · · · · · · · · ·
Time- management Skill /	X	All VIII VIII VIII VIII VIII VIII VIII V
Problem- solving / Attitude <i>Skill</i> /	X	The Annual Control of the Control of
Focus / Preparedness / Pride Skill /		TO A CANDING AND
Collaboration :	Х	de februir des dest facilitées à facilité de bard

Chart of Overall Outcomes

Chart of Overall Outcomes				
	1. Met	2. NOT Met		
Standard la	X			
Standard 3a	X			
Standard 4c	X			
Standard 5b	X			
Standard 5d	X			
Skill 1	X			
Skill 2	X			
Skill 3	X			
Skill 4	X			
Skill 5	X			



Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name:

15. Jennifer Thomas

Group Position Statement

ng e Gravia o n	*	2*
RESEARCH	X	
Standard 413	100	
ORGANIZATI	χ	
ON		
Skill 5		
ANALYSIS /	X	
SYNTHESIS		
Standard 5d		
DRAFTING /	χ	
EDITING		
Skill 3		
ORGANIZATION	X	
Skill 2		

*I = met the criteria for the outcome

*2 – did not meet the criteria

Ind. Inclusion Paper

	 *	2*
Research: Standard 3a	χ	
Introduction: Description of the topic material Skill 3	X	
Body of the Paper Skill 3:	X	
Conclusion: Skill 3:	X	
Clarity / Technique Skill 3:	X	mis concern concern concern page and the fact of the f
Citation / Grammar: Skill 2:	X	en van ookstaanske van de State († 1888). Die skriven van de State († 1888). Die skriv

Chart of Overall Outcomes

Chart of Overall Outcomes			
	1. Met	2. NOT Met	
Standard la	X		
Standard 3a	X		
Standard 4c	X		
Standard 5b	X		
Standard 5d	X		
Skill 1	X		
Skill 2	X		
Skill 3	X		
Skill 4	X		
Skill 5	X		

DISCUSSION FORUM

	*	2*
1. POSITION (YO Postand <i>i</i>		IAL
Promptness / Initiative Standard 5b	Х	
2:REBUTTAL / DEF (Responses)	ENSE	
Initiative Standard 5b:		X
Relevance Skill 4	X	
Expression Standard la	X	

Peer Assessment

	*	2*
Contributions	X	
/ Quality of		
work		
Standards 4c		ACCIONATION OF THE STATE OF THE

Time-	χ	Charles
management		CATCH COLOR
Standard 5b		
Utaliuai U DU	1	-
		aran
Problem-	χ	-
	. ^	
solving /		-
Attitude		vonaneer ree
Skill 3	-	
	v	AC MICE STREET
Facus /	X	Show ACAN
Preparedness		n-vergespec
/ Pride		
Standard 5b		· · · · · · · · · · · · · · · · · · ·
		er anni TM - VMI
Collaboration	χ	ALC: MATERIAL STATE OF THE STAT
	^	Tueston Tuesto
Skill 3		
		Vuccesser Mar/
		ar prilimation
	4	

	1* 2*
Contributions / Quality of work Skill /	
Time- management Skill /	Management of the property of
Problem- solving / Attitude <i>Skill</i> /	Natural Annual A
Focus / Preparedness / Pride Skill /	
Collaboration Skill /	X

AAOT

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name:

16. Valorie Tolle

Group Position Statement

	:	2
RESEARCH		χ.
Standard 4C		
ORGANIZATI		χ
Skill 5		
ANALYSIS /		X
SYNTHESIS		
Standard 5d		
DRAFTING /		χ
EDITING		
Skill 3	1 21	
DRGANIZATION		Х
Skill 2		

*I = met the criteria for the outcome

*2 - did not meet the criteria

Ind. Inclusion Paper

S S S S S S S S S S S S S S S S S S S	[*	2*
Research: Standard 3a	on and services are now presidents of services to	Х
Intraduction: Description of the topic material Skill 3	X	
Body of the Paper Skill 3:	Х	
Conclusion: Skill 3:	X	
Clarity / Technique Skill 3:	X	Annual Control of Cont
Citation / Grammar: Skill 2:	Assessment of Assessment of the Conference of th	X

Chart of Overall Outcomes

Chart of C volum O accomics			
	1. Met	2. NOT Met	
Standard la		X	
Standard 3a		X	
Standard 4c		X	
Standard 5b		X	
Standard 5d		X	
Skill 1		X	
Skill 2		X	
Skill 3	X	X	
Skill 4		X	
Skill 5		X	

DISCUSSION FORUM

	*	2*
I. POSITION (YO		IAL
POSTANDA Promptness /	(KN)	Y
Initiative		
Standard 5b 2:Rebuttal / Def	FNCE	
(Responses)		
Initiative Standard 5b:		χ
Relevance		χ
Skill 4 Expression		Х
Standard la		

Peer Assessment

	 *	2*
Contributions		Х
/ Quality of	# 12 July	
work		
Standards 4c		
Time-		χ
management		
Standard 5b		
		and the latest and th
		Sancato Monato
Problem-		χ
solving /		I.V.
Attitude		Senting African
Skill 3	-	a verrous
		WWast. Province
Focus /		X
Preparedness		
/ Pride		N. N. C. A.
Standard 5b		The state of the s
Collaboration		χ
Skill 3		
DAM D		

Self Assessment

erstustus ee eentla, entla shi eneel retues ee ee ee ee ee	 *	2*
Contributions / Quality of work Skill /		X X X Section of the control of the
Time- management Skill /		And the Annal Control of the State of the St
Problem- solving / Attitude <i>Skill</i> /		X
Focus / Preparedness / Pride Skill /	A Carlotte and the second seco	X
Collaboration Skill /	egyman a saintean deur data is chris fan	X

Valorie only turned in an individual paper – did not participate in the rest of the debate.

AAOT

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name:

17. Treva Toloy

Group Position Statement

	*	2*
RESEARCH		χ
Standard 4G	1,21	
ORGANIZATI		X
ON <i>Skill 5</i>		
ANALYSIS /		χ
SYNTHESIS		
Standard 5d		
DRAFTING /		χ
EDITING		
Skill 3		
DRGANIZATION		X
Skill 2		igg#"

*1 = met the criteria for the outcome

*2 – did not meet the criteria

Ind. Inclusion Paper

atorida, distantinatoridan dimatrimatrimatrimatrim	 *	7*	Multiple on Salphin
Research: Standard 3a			BANCASA JOSE SOCIAZO ROMO MATORIO ACCUMANO
Intraduction: Description of the topic material Skill 3		provocal disconness and district named. J Mr (Clinical MRM)	## \$4# \$244 \$25 \$25 \$25 \$25 \$25 \$25 \$25 \$25 \$25 \$25
Body of the Paper Skill 3:			NAME AND PARTICULAR SOCIETY OF TAXABLE SECURITY
Canclusion: Skill 3:			A STRANG A TATANSAN STRANGS AND STRANGS AN
Clarity / Technique Skill 3:	mentro recipritario find di chestro e e e e e e e e e e e e e e e e e e e	vocamboso de sae cor nos tirolóxico de 100. de	Tre-Steller No. 50 to 50
Citation / Grammar: Skill 2:	The state of the s	and the second of the second o	CONTRACTOR

Chart of Overall Outcomes

INCOMPLETE		
	I. Met	2. NOT Met
Standard 1a		
Standard 3a		
Standard 4c		
Standard 5b		
Standard 5d		
Skill 1		
Skill 2		
Skill 3		
Skill 4		
Skill 5		

DISCUSSION FORUM

	. 209	TION (YOU	R INII	IAL
		IATZO			
P	rompt Initia	ness / tive			
	Standa		NE FE	Mar	
200 00	esbau: 4FRN 1	TAL / I ses)	JEFE	:NSE	
	Initia Standa	***********			
	Relev Ski	area latel			
	Expre Stand	47.4			

Peer Assessment

	[*	2*
Contributions / Quality of work		X
Standards 4c		
Time- management <i>Standard 5b</i>		X
Problem- solving / Attitude Skill 3		X
Focus / Preparedness / Pride Standard 5b		X
Collaboration Skill 3		XX

Self Assessment

	 *
Contributions / Quality of work <i>Skill</i> /	Address that A Assessment And Table 1997 (And Assessment Assessmen
Time- management Skill /	and a million of a fill millio
Problem- solving / Attitude <i>Skill I</i>	en e
Focus / Preparedness / Pride <i>Skill</i> /	
Collaboration Skill /	

Treva received an incomplete in the course and her data will be available at a later date. She will not be able to participate in the group sections, but will have an alternate assignment for the discussion. AAOT/Other

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form Fall 2010 Term Cathy Meier, Instructor

Student's Name: 18. Mason Yates

Group Position Statement

	*	2*
RESEARCH	Х	
Standard 4G		
DRGANIZATI	χ	
Skill 5		
ANALYSIS /	χ	
SYNTHESIS		
Standard 5d		
DRAFTING /	χ	1 121
EDITING		
Skill 3		
DRBANIZATION	χ	
Skill 2		

*1 = met the criteria for the outcome

*2 – did not meet the criteria

Ind. Inclusion Paper

**************************************	 *	2*
Research: Standard Sa	Х	
Intraduction: Description of the topic material Skill 3	Х	
Body of the Paper Skill 3:	Х	
Conclusion: Skill 3:	Х	
Clarity / Technique Skill 3:	Х	
Citation / Grammar: Skill 2:	X	

Chart of Overall Outcomes			
	I. Met	2. NOT Met	
Standard la	X		
Standard 3a	X		
Standard 4c	X		
Standard 5b	X		
Standard 5d	X		
Skill 1	X		
Skill 2	X		
Skill 3	X		
Skill 4	X		
Skill 5	X		

DISCUSSION FORUM

	*	2*
I. POSITION (YO POSTANDA		IAL
Promptness / Initiative Standard 5b	χ	
2:REBUTTAL / DEF (Responses)	ENSE	
Initiative Standard 5b:	χ	
Relevance Skill 4	Х	
Expression Standard la	X	

Peer Assessment

	The same of the sa	1*	2*
Contributions / Quality of	Χ		
work Standards 4c			
Stanoaros 4c			
Time-	X		nanonananananananananananananananananan
management Standard 5b	Martin Martin		
	The second second second		management of the second
Problem- solving /	Х		
Attitude Skill 3			
			recoverage
Focus / Preparedness	X		C. Processor
/ Pride			Concentration
Standard 5b			one and the second
Collaboration	χ		AC AND AC AND A CANADA
Skill 3			Milatile in Chairm I continue
	ļ		
		on transaction designs and	<u> </u>

	1*	2*
Contributions / Quality of work Skill /	X	and FFF are follows advantaged and fine about a filler of Statutus and American and
Time- management Skill /	X	e refinance, en documente e confincio en constituto de characterio de confincio de characterio de confincio de
Problem- solving / Attitude <i>Skill</i> /	Χ	ander of Adelbury Ade
Focus / Preparedness / Pride Skill /	X	sides/tes/tes imad Advanta/Advantado Advanta Adva
Collaboration Skill /	X	Ann an an ann ann ann ann ann ann ann an

Student's Name:
Tanya Black 248/250
Group Position Statement

	j*	2*
RESEARCH	χ	
Standard 45		
DRGANIZATI	χ	
ON STATE		
Skill 5		
ANALYSIS /	χ	
SYNTHESIS		
Standard 5d		
DRAFTING /	χ	
EDITING		
Skill 3		
ORGANIZATION	Χ	
Skill 2		

*1 = met the criteria for the outcome *2 – did not meet the criteria

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form 2012 p

Ind. Inclusion Paper

	*	2*
Research: Standard 3a	Х	
Introduction: Description of the topic material Skill 3	Х	
Body of the Paper Skill 3:	Х	
Conclusion: Skill 3:	X	
Clarity / Technique Skill 3:	X	
Citation / Grammar: Skill 2:	χ	

DISCUSSION FORUM

	j*	2*
I. POSITION (YO		IAL
POSTAND <i>i</i>	(RD)	
Promptness / Initiative	, X	
Standard 5b 2:Rebuttal / Def	ruer	
(Responses)	EM2E	
Initiative Standard 5b:	χ	
Relevance Skill 4	χ	
Expression Standard la	χ	

Peer Assessment

	1*	2*
Contributions	Χ	place I be declar to seed who she
/ Quality of		
work		
Standards 4c		
Time-	χ	
	Λ	
management		
Standard 5b		er Manufactus
		The second secon
annested where a constant to breadment is with their	-	
Problem-	X	30.00
solving /		Construction of the Constr
Attitude		
Skill 3		NAME OF THE PROPERTY OF THE PR
י מוואם.	and the same of th	
Facus /	. Х	
Preparedness		
/ Pride		
Standard 5b		
Stanoaro ao		
	1	
Collaboration	χ	
Skill 3		
DNIII D		

	1*	2*
Contributions / Quality of work Skill /	The content of the state of the	
Time- management <i>Skill </i>	A Account of the second of the	
Problem- solving / Attitude <i>Skill</i> /	X X	
Fecus / Preparedness / Pride Skill /		
Collaboration Skill /	X	

no selected major

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form 2012 p

Student's Name: Flavia Finn 146/250 Group Position Statement

	*	2*
RESEARCH	χ	
Standard 4G		
DRGANIZATI	χ	
ON <i>Skill 5</i>		
ANALYSIS /	ΧX	
SYNTHESIS		
Standard 5d		
DRAFTING /	χ	JE
EDITING	ri er	
Skill 3		
DRGANIZATION	χ	
Skill 2	l më	

*1 = met the criteria for the outcome *2 - did not meet the criteria

Ind. Inclusion Paper

	 *	2*
Research: Standard 3a	APPLICATION TO THE PROPERTY OF	χ
Introduction: Description of the topic material Skill 3		Х
Body of the Paper Skill 3:		X
Conclusion: Skill 3:		Х
Clarity / Technique Skill 3:		Х
Citation / Grammar: Skill 2:	A FORMAN A CATAL LANGUAGE AND THE STATE OF T	Х

DISCUSSION FORUM

	1* 2*
1	POSITION (YOUR INITIAL
	POSTANDARD)
Pr	omptness /
	Initiative
1.010.00	
	Standard 5b
7⋅R	EBUTTAL / DEFENSE
15000	sponses)
	Initiative
	tandard 5b:
	Relevance)
	tolovanra
	parama kalumatan 1 fili Janasi 1997 kali
	Skill 4
	parama kalumatan 1 fili Janasi 1997 kali

Peer Assessment

	1*	2*
Contributions / Quality of	X	***************************************
work		
Standards 4c		
Time-	Х	
management Standard 5b		
Problem-	X	
solving / Attitude <i>Skill 3</i>		
Focus /	χ	TOTAL WAS IN THE CONTRACT OF T
Preparedness		
/ Pride Standard 5b		
· · · · · · · · · · · · · · · · · · ·		
Collaboration		Х
Skill 3		

9	[*	2*
Contributions / Quality of work <i>Skill</i> /	X	entrance resource and a final control of the contro
Time- management <i>Skill I</i>	X	(A)
Problem- solving / Attitude <i>Skill</i> /	X	androvotos, at the services at the principle (ANY) (MA) (MA)
Focus / Preparedness / Pride Skill /	X	ed see manage variations of the limit and water development of the limit and the limit
Collaboration Skill 1	Type-desirant seedan see	X

AAOT

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form 2012 p

Hannah Floyd 188/250 Group Position Statement

	*	2*
RESEARCH	χ	
Standard 4L'		
ORGANIZATI	X	
DN		
Skill 5		
ANALYSIS /	Χ	
SYNTHESIS		
Standard 5d		
DRAFTING /	χ	
EDITING		
Skill 3		
ORGANIZATION	χ	
Skill 2		

*1 = met the criteria for the outcome *2 - did not meet the criteria

Ind. Inclusion Paper

	*	2*
Research: Standard 3a	Х	
Introduction: Description of the topic material Skill 3	X	
Body of the Paper Skill 3:	Х	
Conclusion: Skill 3:	Х	
Clarity / Technique <i>Skill 3:</i>	χ	
Citation / Grammar: <i>Skill 2:</i>	X.	The second secon

DISCUSSION FORUM

		1*	2*
1. POSITI PO	OY) NO Johatz		TAL
Promptne Initiati <i>Standar</i> i	ve		Х
2:REBUTTA (Response	L / DEF	ENSE	
Initiati Standare		11.6.1.	χ
Relevar Skill			χ
Express Standar			Х

Peer Assessment

	 *	7 *
	<u> </u>	
Contributions	Χ	
/ Quality of		
work		
Standards 4c	1	
Time-	Х	7. T.
management 🐇		***************************************
Standard 5b		THE COMMENSATION AND A STREET A
Problem-	χ	
solving /		and
Attitude		na francuski
Skill 3		
		Wild Con-William
Focus /	χ	A CONTRACTOR
Preparedness		energy were
/ Pride		and the same of th
Standard 5b		Approximation of the second
Collaboration		Х
Skill 3		

·	1* 2*
Contributions / Quality of work Skill /	X
Time- management Skill /	X
Problem- solving / Attitude <i>Skill</i> /	X
Focus / Preparedness / Pride Skill /	X
Collaboration Skill /	X

Undecided

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form 2012 p

Jacqui Gilman 100/250 Group Position Statement

	*	2*
RESEARCH	χ	
Standard 4C		
ORGANIZATI	χ	
ON		
Skill 5		
ANALYSIS /	χ	
SYNTHESIS		
Standard 5d		
DRAFTING /	χ	
EDITING		
Skill 3		
DRGANIZATION	χ	
Skill 2	100	

*1 = met the criteria for the outcome *2 - did not meet the criteria

Ind. Inclusion Paper

	[*	2*
Research: Standard 3a		X
Introduction: Description of the topic material Skill 3		X X X
Body of the Paper Skill 3:		X
Conclusion: Skill 3:		X
Clarity / Technique <i>Skill 3:</i>		X
Citation / Grammar: Skill 2:		X

DISCUSSION FORUM

	1* 2*
1. POSITION (YO Postand/	
Promptness / Initiative Standard 5b)
2:REBUTTAL / DEI (Responses)	ENSE
Initiative Standard 5b:)
Relevance Skill 4)
Expression Standard la	

Peer Assessment

	*	2*
Contributions / Quality of	X	
work Standards 4c		
Stanuarus 40		
Time- management	X	
Standard 5b		
Problem- solving / Attitude Skill 3	X	
Focus /	X	
Preparedness / Pride		
Standard 5b	The second secon	
Callaboration	organization de la constitución	χ
Skill 3		

	1* 2*
Contributions / Quality of work Skill /	
Time- management Skill I	X
Problem- solving / Attitude <i>Skill (</i>	
Focus / Preparedness / Pride Skill /	
Collaboration Skill	X

Demetino Jacobrenclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form 2012 p

Group Position Statement

[11] [200]	*	7*
RESEARCH	χ	-
Standard 4G		
ORGANIZATI	χ	
ON		
Skill 5		
ANALYSIS /	χ	
SYNTHESIS		
Standard 5d		
DRAFTING /	Х	
EDITING		
Skill 3	bet	
ORGANIZATION	χ	
Skill 2		

*1 = met the criteria for the outcome *2 - did not meet the criteria

Ind. Inclusion Paper

	1*	2*
Research: Standard 3a	Х	
Introduction: Description of the topic material Skill 3	X	
Body of the Paper Skill 3:	Х	
Conclusion: Skill 3:	Х	
Clarity / Technique Skill 3:	Х	
Citation / Grammar: Skill 2:	χ	

DISCUSSION FORUM

	1*	7*
1. POSITION (YO POSTANDA		TAL
Promptness / Initiative Standard 5b	χ	
2:REBUTTAL / DEI (Responses)	ENSE	
Initiative Standard 5b:	Х	
Relevance Skill 4	X	
Expression Standard la	х	

Peer Assessment

a Carabana and Carabana and Carabana and Carabana	*	2*
Contributions	Χ	
/ Quality of		
work		
Standards 4c		
Time-	X	
management		
Standard 5b		
Problem-	X	
solving /		
Attitude	Abrent Market	
Skill 3		
Focus /	X	
Preparedness		
/ Pride		
Standard 5b		
Collaboration .	X	
Skill 3		
	[

	!* 2	*
Contributions / Quality of work Skill /	Name of the state	
Time- management <i>Skill I</i>	X.	
Problem- solving / Attitude <i>Skill</i> /	X	
Focus / Preparedness / Pride Skill /	X	
Collaboration Skill (X	

AAOT

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form 2012 p

Student's Name: Sharalyne Judge 248/250 Group Position Statement

	*	7*
RESEARCH	χ	
Standard 4G		
ORGANIZATI	χ	
ON		
Skill 5		
ANALYSIS /	Х	
SYNTHESIS		
Standard 5d		
DRAFTING /	χ	
EDITING		
Skill 3		
ORGANIZATION	χ	
Skill 2		. 4.7.

*1 = met the criteria for the outcome *2 - did not meet the criteria

Ind. Inclusion Paper

	 *	2*
Research: Standard 3a	Х	
Introduction: Description of the topic material Skill 3	X	
Body of the Paper Skill 3:	χ	
Conclusion: Skill 3:	χ	
Elarity / Technique Skill 3:	Х	
Citation / Grammar: Skill 2:	X	

DISCUSSION FORUM

	*	2*
1. POSITION (YO POSTAND <i>i</i>		IAL.
Promptness / Initiative Standard 5b	X	
Z:REBUTTAL / DEF (Responses)	ENSE	
Initiative Standard 5b	X .	
Relevance Skill 4	χχ	
Expression Standard la	X	

Peer Assessment

	1*	2*
Contributions / Quality of work Standards 4c	X	
Time- management Standard 5b	X	The state of the s
Problem- solving / Attitude Skill 3	X	magnetive and principle for a state of the s
Focus / Preparedness / Pride Standard 5b	X	ondiana van mika koloka na konoministi katalaksi kitaksi katalaksi.
Collaboration Skill 3	X	

-	l* 2*
Contributions / Quality of work Skill /	X
Time- management <i>Skill </i>	X
Problem- solving / Attitude <i>Skill</i> /	X
Focus / Preparedness / Pride Skill /	X
Callaboration Skill /	14 A A A A A A A A A A A A A A A A A A A

other

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form 2012 p

Melissa Lawrence 96/250 Group Position Statement

	*	2*
RESEARCH	χ	
Standard 4G		
ORGANIZATI	χ	
ON		
Skill 5		
ANALYSIS /	Х	
SYNTHESIS		
Standard 5d	J. H	
DRAFTING /	χ	
EDITING		
Skill 3		
ORGANIZATION	χ	1.1
Skill 2		

^{*1 =} met the criteria for the outcome *2 - did not meet the criteria

Ind. Inclusion Paper

	*	2*
Research: Standard 3a		χ
Introduction: Description of the topic material Skill 3		Х
Body of the Paper Skill 3:	Marco And Andrews	Х
Canclusian: Skill 3:	ooonija et v kanisk of v kaniskoo	X
Clarity / Technique Skill 3:	, Philips Announning and a number of the last Announce	χ
Citation / Grammar: Skill 2:	NAMENON PRINCIPLE OF THE PRINCIPLE OF TH	Х

DISCUSSION FORUM

1* 2*	
I, POSITION (YOUR INITIAL	
POSTANDARD)	
Promptness /	<
Initiative	
Standard-5b	
2:REBUTTAL / DEFENSE	
(Responses)	
Initiative) Standard 5b:	(
Relevance Skill 4	(
Expression Standard la	Κ

Peer Assessment

	*	2*
Contributions	χ	
/ Quality of		
work		9
Standards 4c		
Time-	X	
management Standard 5b		
עם טיוטווטו		ACTION AND ADDRESS OF THE ACTION ADDRESS OF THE ACTION AND ADDRESS OF THE ACTION AND ADDRESS OF
		ALL STATE OF THE S
1.0		
Problem-	χ	er aus der res
salving /	1"	and desiration
Attitude		Charles Andreas
Skill 3		
DAIII U		
		no.
Facus /	X	
Preparedness		
/ Pride		
Standard 5b		
Collaboration		χ
Skill 3		- Landerson
2.5		West of the second
		www
		The state of the s
	4	1

	1* 2*	
Contributions / Quality of work Skill		
Time- management <i>Skill</i> /	William Committee of Committee	
Problem- solving / Attitude <i>Skill</i> /	X	
Focus / Preparedness / Pride Skill /		
Collaboration . Skill /	X	

AAOT

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form 2012 p

Anita McHaney 250/250 Group Position Statement

Wir. of Land	*	2*
RESEARCH	χ	
Standard 4C		
ORGANIZATI	χ	
ON		
Skill 5		
ANALYSIS /	χ	
SYNTHESIS		
Standard 5d		
DRAFTING /	χ	
EDITING		
Skill 3		
ORGANIZATION	χ	: : : :
Skill 2	1.5	l fut

*1 = met the criteria for the outcome *2 - did not meet the criteria

Ind. Inclusion Paper

	j *	2*
Research: Standard 3a	Х	
Intraduction: Description of the topic material Skill 3	X	
Body of the Paper Skill 3:	χ	
Conclusion: Skill 3:	Х	
Clarity / Technique <i>Skill 3:</i>	Х	
Citation / Grammar: Skill 2:	Х	

DISCUSSION FORUM

1* 2*
1. POSITION (YOUR INITIAL
POSTANDARD)
Promptness / X
Initiative
Standard 5b
Z:REBUTTAL / DEFENSE
(Responses)
Initiative X Standard 5b:
Relevance X Skill 4
Expression x Standard la

Peer Assessment

Contributions X / Quality of work Standards 4c Time- management Standard 5b Problem- solving / Attitude Skill 3 Focus / Preparedness / Pride Standard 5b Collaboration Skill 3		[*	2*
Standards 4c Time- management Standard 5b Problem- solving / Attitude Skill 3 Focus / Preparedness / Pride Standard 5b Collaboration X		X	
management Standard 5b Problem- solving / Attitude Skill 3 Focus / Preparedness / Pride Standard 5b Collaboration X			
Standard 5b Problem- solving / Attitude Skill 3 Focus / Preparedness / Pride Standard 5b Collaboration X		Χ	
solving / Attitude Skill 3 Focus / X Preparedness / Pride Standard 5b Collaboration X			
Attitude Skill 3 Focus / Preparedness / Pride Standard 5b Collaboration X		X	
Preparedness / Pride Standard 5b Collaboration X	titude		CONTRACTOR AND
Preparedness / Pride Standard 5b Collaboration X	cus /	Y	
Collaboration X	eparedness	٨	
	andard 5b		Secondaria de Sala de Carlos de Sala de Carlos
		X	AC VANORA DESCRIPTION DE COMPANSO DE COMPA
			THE PASSAGE AND THE PASSAGE AN

	1* 2*
Contributions / Quality of work Skill /	X
Time- management Skill /	X
Problem- solving / Attitude <i>Skill</i> /	X
Focus / Preparedness / Pride Skill /	X
Collaboration Skill /	4 N

Certas

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form 2012 p

Student's Name: Anne Obrien 250/250 Group Position Statement

Kija Pilin	*:::	2*
RESEARCH	χ	
Standard 4C		
ORGANIZATI	χ	
ON		
Skill 5		
ANALYSIS /	χ	
SYNTHESIS		
Standard 5d		
DRAFTING /	χ	
EDITING		
Skill 3		
DRGANIZATION	χ	
Skill 2		

*1 = met the criteria for the outcome *2 - did not meet the criteria

Ind. Inclusion Paper

	 *	2*
Research: Standard 3a	X	
Introduction: Description of the topic material Skill 3	X	
Body of the Paper Skill 3:	Х	
Conclusion: Skill 3:	Х	
Clarity / Technique Skill 3:	X	
Citation / Grammar: Skill 2:	X	

DISCUSSION FORUM

dadi di Boraki surapada	(*	2*
1. POSITION (YO Postand <i>i</i>		IAL
Promptness / Initiative Standard 5b	Х	
2:REBUTTAL / DEF (Responses)	ENSE	
Initiative Standard 5b	Х	
Relevance Skill 4	X	
Expression Standard la	Х	

Peer Assessment

	*	2*
Contributions	χ	
/ Quality of		
work		
Standards 4c		
	1	
Time-	X	
management		**
Standard 5b		
Problem-	X	
solving / Attitude		
Attituue Skill 3		
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v (c · 22 0) v · 122) (c · 124) (c · 124) (c · 124)		W Committee
Focus /	X	
Preparedness		ACC WAS A STATE OF THE STATE OF
/ Pride		
Standard 5b		
		and a second
Collaboration	X	
Skill 3		-

		VANORATION AND A STATE OF THE S
, Aleksantis	1 18.2	

	1* 2*
Contributions / Quality of work Skill /	X
Time- management Skill /	X
Problem- solving / Attitude <i>Skill</i> /	
Facus / Preparedness / Pride Skill /	X
Collaboration Skill /	An American de Armano e esta

Undecided

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form 2012 p

Judith Reddle 250/250 Group Position Statement

	*	2*
RESEARCH	χ	
Standard 4E		
DRGANIZATI	χ	
DN Skill 5		
ANALYSIS /	χ	
SYNTHESIS		
Standard 5d		
DRAFTING /	Х	
EDITING		
Skill 3		
DRGANIZATION	χ	
Skill 2	1	11.5

*1 = met the criteria for the outcome *2 - did not meet the criteria

Ind. Inclusion Paper

PETER HATE HATE A BASE	*	2*
Research: <i>Standard 3a</i>	X	
Introduction: Description of the topic material Skill 3	X	
Body of the Paper Skill 3:	X	
Conclusion: Skill 3:	X	
Clarity / Technique Skill 3:	X	
Citation / Grammar: Skill 2:	X	van Monde de Mande de

DISCUSSION FORUM

	' 2*	
1. POSITION (YOUR I Postandard)		
Promptness / Initiative Standard 5b	X	
2:REBUTTAL / DEFENS (Responses)	E	
Initiative Standard 5b:	X	
Relevance Skill 4	X	
Expression Standard la	X	

Peer Assessment

		*	2*
Contributions	χ		The state of the s
/ Quality of	1		
work			account of the contract of the
			STATE OF THE STATE
Standards 4c			
].		2000
Time-	χ	11.17	
management	-	1. 11.4	
	1:		
Standard 5b		100	
		1.41	
	-		
Problem-	X		
solving /	1		
Attitude	-		
Skill 3	. -		- A - A - A - A - A - A - A - A - A - A
		24.2	No.
	-		Carrent C
Focus /	X		
Preparedness:	- Aura		
/ Pride			
Standard 5b		100	
		province.	
	-		
Collaboration	X		14:47
Skill 3			
	1	J. 14	
	1		1
	1		

-	1* 2*
Contributions / Quality of work Skill /	X
Time- management <i>Skill </i>	X
Problem- solving / Attitude <i>Skill</i> /	X
Focus / Preparedness / Pride Skil/	X
Collaboration Skill /	Account of the second of



Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form 2012 p

Amanda Schreiber 250/250 Group Position Statement

	*	2*
RESEARCH	χ	
Standard 4G		
ORGANIZATI	Х	
ON		
Skill 5		
ANALYSIS /	Х	
SYNTHESIS		
Standard 5d		
DRAFTING /	χ	
EDITING		
Skill 3		
ORGANIZATION	χ	
Skill 2		

*1 = met the criteria for the outcome *2 – did not meet the criteria

Ind. Inclusion Paper

	*	2*
Research: Standard 3a	. Х	
Introduction: Description of the topic material Skill 3	X	
Body of the Paper Skill 3:	X	
Conclusion: Skill 3:	X	
Clarity / Technique <i>Skill 3:</i>		
Citation / Grammar: Skill 2:	X	

DISCUSSION FORUM

1* 2*
I. POSITION (YOUR INITIAL
POSTANDARD)
Promptness / X Initiative
Standard 5b 2:REBUTTAL / DEFENSE
(Responses)
Initiative X Standard 5b:
Relevance X Skill 4
Expression x Standard la

Peer Assessment

	1*	2*
Contributions	χ	
/ Quality of		
work		
21016		
Standards 4c		
Time-	X	
management		
Standard 5b		
	***	3
Problem-	χ	
solving /		out Carrier
Attitude		
Skill 3	and the second	
	- 1	
Focus /	X	
	^	
Preparedness		
/ Pride		
Standard 5b		
	v	
Collaboration	Χ	
Skill 3		and the same of th
		Tilde Commission
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		Politica de la companya del companya de la companya del companya de la companya d

:	1*	2*
Contributions / Quality of work Skill	Management of the control of the con	
Time- management <i>Skill l</i>	X	
Problem- solving / Attitude <i>Skill I</i>	X	
Focus / Preparedness / Pride Skill /	A A A A A A A A A A A A A A A A A A A	
Collaboration Skill /	Х	

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form 2012 p

Group Position Statement

	*	2*
RESEARCH	χ	
Standard 4C		
ORGANIZATI	χ	
ON		
Skill 5		
ANALYSIS /	χ	
SYNTHESIS		
Standard 5d		
DRAFTING /	χ	
EDITING		
Skill 3		
ORGANIZATION	χ	
Skill 2		

*1 = met the criteria for the autcome *2 - did not meet the criteria

Ind. Inclusion Paper

	*	2*
Research: Standard 3a	χ	
Introduction: Description of the topic material Skill 3	Х	-
Body of the Paper Skill 3:	Х	
Conclusion: Skill 3:	χ	
Clarity / Technique Skill 3:	χ	
Citation / Grammar: Skill 2:	X	A CALLED

DISCUSSION FORUM

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	ITION (YO Postand)		IAL
Initia	tness / ative ard 5b	Х	
	TAL / DEI	FENSE	
Stand	ative erd 5b:	χ	
Sk	/ance i// 4 ession	X	
	lard la		

Peer Assessment

	[*	2*
/ Quality of work	X	
Standards 4c		
Time- management Standard 5b	X	
		and the state of t
Problem- solving / Attitude Skill 3	X	
Focus / Preparedness / Pride Standard 5b	X	an kata kata kata kata kata kata kata ka
Collaboration Skill 3	X	erangenenamenenamenten der

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Contributions / Quality of work Skill	X	area o reservante no reservante non inservante non
Time- management Skill /	X	a del man en la del mano entre manora, entre en del del manora del mandre del mandre del mandre del mandre del
Problem- solving / Attitude <i>Skill I</i>	X	
Focus / Preparedness / Pride Skill /	X	a familia fraithfie a a na mhainn aireann ann an aireann an ann ann ann ann ann ann ann ann
Collaboration <i>Skill </i>	X	A Vanagamenta A Pak semina and A Aspansiana A A Aspansiana A A A A A A A A A A A A A A A A A A

Student's Name

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form 2012 p

Student's Name: Molly Steele 250/250 Group Position Statement

	[*	2*
RESEARCH	χ	
Standard 4C		
ORGANIZATI	X	
ON <i>Skill 5</i>		
ANALYSIS /	χ	
SYNTHESIS		
Standard 5d		
DRAFTING /	χ	
EDITING		
Skill 3		
ORGANIZATION	χ	
Skill 2		

*1 = met the criteria for the outcome *2 - did not meet the criteria

Ind. Inclusion Paper

	j*	2*
Research: Standard 3a	Х	
Introduction: Description of the topic material Skill 3	X	
Body of the Paper Skill 3:	χ	
Conclusion: Skill 3:	Ϋ́	
Clarity / Technique Skill 3:	X	- Annual Control of the Control of t
Citation / Grammar: Skill 2:	X	AND THE STATE OF T

DISCUSSION FORUM

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I. POSITION (YOU Postand <i>i</i>		AL
Promptness / Initiative	Х	
Standard 5b 2:REBUTTAL / DEF	ENSE	
(Responses)	w I	
Initiative Standard 5b:	Х	
Relevance Skill 4	X	
Expression Standard la	X	

Peer Assessment

	 *	2*
Contributions	χ	
/ Quality of		1,540
work		
Standards 4c		
Time-	χ	
	Λ	* 1
management	1.1	
Standard 5b		
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Problem-	X	
solving /		
Attitude	11.0	
Skill 3		
Focus /	χ	1.:63
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Preparedness		
/ Pride		
Standard 5b		
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Collaboration	X	
Skill 3		
		la tara

	1* 2*
Contributions / Quality of work Skill /	X
Time- management <i>Skill l</i>	X
Problem- solving / Attitude <i>Skill</i> /	X
Focus / Preparedness / Pride Skill /	X
Collaboration Skill /	X

Underided

Inclusion Virtual Debate Rubric Information for ED 169 DATA Collection Form 2012 p

Gary Wilson 250/250 Group Position Statement

	*	2*
RESEARCH	χ	
Standard 4C		
DRGANIZATI	χ	
DN		
Skill 5		
ANALYSIS /	Х	
SYNTHESIS		
Standard 5d		
DRAFTING /	χ	
EDITING		
Skill 3		
ORGANIZATION	χ	
Skill 2		

*1 = met the criteria for the outcome *2 - did not meet the criteria

Ind. Inclusion Paper

	*	2*
Research: Standard Sa	χ	
Introduction: Description of the topic material Skill 3	X	
Body of the Paper Skill 3:	χ	
Conclusion: Skill 3:	Х	
Clarity / Technique Skill 3:	X	American of the Control Contro
Citation / Grammar: <i>Skill 2:</i>	X	v. communicación de la com

DISCUSSION FORUM

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I. POSITION (YO	ואו סוור	TIAI
		IIAL
POSTANO	IARD)	
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Promptness /	۸.	
Initiative		
Standard 5b		
2:REBUTTAL / DE	CENCE	
	.1 611116	
(Responses)		
Initiative	γ	
	^	
Standard 5b:		11
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Relevance	Х	
Skill 4		
		بنينات
Expression	Х	1:
Standard la		
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Peer Assessment

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Contributions	χ	
		acamon and a second
/ Quality of		
wark		
Standards 4c		
Brancas ab ib		
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Time-	χ	
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management		
Standard 5b		
Problem-	X	
salving /	1	
Attitude		The state of the s
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Skill 3		
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Focus /	X	THE STATE OF THE S
Preparedness		
/ Pride		
Standard 5b		
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		Addressed
Collaboration	X	
Skill 3		of Tables
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	1* 2*
Contributions / Quality of work Skill	
Time- management Skill /	X
Problem- solving / Attitude <i>Skill</i> /	
Facus / Preparedness / Pride Skill /	
Collaboration Skill /	X

Key Assessment #5 ED 169 Inclusion Debate

Fall 2010		
AS Students	met all criteria	did not meet
		criteria
Kanoe Padeken	х	
Jennifer Thomas	х	
AAS Students		
Miyu Arai	X	
Amy Brink	X	
Marci Dudley	X	
Vickie Hennessey	X	
Carla Qualey	Х	
Fall 2011		
AC Ctudente	a a b a ll audit a uit	
AS Students	met all criteria	did not meet criteria
Tanya Black	×	Criteria
Amanda Schreiber	x	-
Jaime Simpson	X	
Jame Jampson		
AAS Students	met all criteria	did not meet
		criteria
Anne O'Brien	X	
Molly Steele	х	

All of our program students met all criteria.

We have many students who are not our declared majors, but are in our program as undecided as they have not yet completed the admissions process, are AAOT - Oregon transfer degree students who are working towards elementary education certification, etc...

SAMPLE USE OF DATA FOR CONTINUOUS PROGRAM IMPROVEMENT AND INNOVATION

Tell us how you used data to inform teaching and learning. Describe how you are collecting data from key assessments.

Our data from our Key Assessments is informing us in a quantitative way regarding the process of teaching and learning. Our interactions with students and their ongoing reflections and work inform us in a more qualitative manner. Our data is collected by instructors as they are assessing and grading assignments in their courses. The data is then submitted to the Childhood Education Director to be gathered for future aggregation and study by the faculty team. The data helps us as instructors to see where we can improve our delivery and instruction, and where we can assist students to improve their work to better represent their learning process.

Briefly describe one change or innovation that was made in your program in the past year. What evidence or data about your Candidates' performance or your program context provided the impetus for making this change?

Our online students were having difficulty getting all the required assignment completed in a timely manner. This was affecting their grades and progress. Based on this performance indicator, online courses were converted from modules that covered several weeks of work to weekly learning plans. This was to help students pace themselves and keep up on coursework assignments. Although the modules were great because each subtopic was addressed in a module (which allowed the objectives to be grouped by topic), it was found that students were seeing that assignments were not due for several weeks,

September 2011 18

and leaving them until they were scrambling to complete the assignments. A noticeable improvement was seen immediately from this change and student feedback was positive.

In addition to this major change in course delivery, changes were made in the text for HDFS 285 because it was dated 2000. Course outlines have also been updated to more closely align \with NAEYC Standards.

Note: The annual report is a sampling of your assessment system. All programs will be expected to submit Candidate performance data from two applications of each key assessment at renewal of accreditation.

September 2011

D. RESPONSE TO CONDITIONS IN ACCREDITATION DECISION

Did your Accreditation Decision include Conditions?	_x_ No	Yes
If no, your report is complete.		
If yes, copy and paste the condition statement(s) here decision report cover page.	e exactly as it appea	ars on the
Describe very presupposite addressing the condition(s)	Description of worl	k to data is

Describe your progress in addressing the condition(s). Description of work to date is important, but assertion of change is not sufficient. Insert documents that provide evidence of change. The first annual report must document progress. The second annual report must satisfactorily address conditions in order to maintain accreditation status.

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