

EDCI 565 Implementation Plan

Student _____

SED Conceptual Elements	(Points) Criteria	(4) Target (Synthesis/Integration)	(3) Acceptable (Competent Understanding)	(2) Improvement Needed (Many Gaps Evident)	(1) Unacceptable	Weight	Score
V.A	Articulation of key terms	All key terms are defined in-order-for the reader to understand the language used relative to implementation.	Defines most terms, definitions are adequate to help the reader.	Many key terms not defined. The reader is left to wonder and wander.	Not focused on topic or task. Does not demonstrate rudimentary understanding.	2	
II.B. III.A	AWhat® is implemented	The writer clearly identifies those educational practices critical for the implementation plan to succeed.	The implementation plan identifies educational practices, but a few may be poorly defined or not needed.	Some of what will be implemented is stated, but much is vague.	Articulation of what will be implemented rambles and/or has no focus and/or has minimal rudimentary understanding.	2	
II.B III.A III.B	AWhy® is it implemented	The writer clearly articulates rationales for all elements of the implementation.	The writer clearly articulates most of the rationales for the elements being implemented.	The writer's rationale articulation for the implemented elements lacks a coherent clarity.	The writer's rationales for implementation are either non-existent or so fuzzy as to not be clear.	3	
II.B III.A III.B	AHow® is it implemented	Writer clearly states a plan for how the implementations will be used including applications for diverse students.	A plan for implementation is presented, but some confusion exists relative to how all implementations will be used. Includes applications for diverse students.	The plan for how the implementations will be undertaken is present, but it is often vague or methods and/or strategies are misapplied. Does not include applications for diverse student.	There is a general misunderstanding how the implementation should or could take place, the implementation is not focused, and/or the implementation does not demonstrate a rudimentary understanding.	3	
VI.A VLB	Discipline specific focus	The writer clearly applies course learnings in a discipline specific focus.	The writer clearly applies most of the learnings in a discipline specific focus.	The implementation plan skips between a generic focus and a discipline specific focus.	The implementation plan has no discipline specific focus; the focus is generic.	3	
I.C	Learning Personalized	The Avoice® in the discipline specific application sounds natural (internalized), not Atextbookish® or artificial.	The majority of the writer's Avoice® in the discipline specific application sounds natural and not stilted.	More than a little writing sounds stilted, Atextbookish®, or artificial.	The writing style does not demonstrate personalization of the learning and/or is stilted, and/or is Atextbookish®	2	

SED Conceptual Elements	(Points) Criteria	(4) Target (Synthesis/Integration)	(3) Acceptable (Competent Understanding)	(2) Improvement Needed (Many Gaps Evident)	(1) Unacceptable	Weight	Score
V.A	Required elements	All required elements are included.	One required element is missing.	Two or more required elements are missing.	Minimal effort exhibited in including required elements.	3	
IV.A	Organization of writing	The narrative is very well organized. One idea or argument follows another in a logical sequence with clear transitions. Writing captures the essence of the material studied.	The narrative is pretty well organized. One idea or argument may seem out of place. Clear transitions are used. For the most part writing captures the essence of the material studied.	The narrative is a little hard to follow. The transitions are sometimes not clear. Ideas and arguments seem to be randomly arranged. Writing falters at capturing the essence of the material studied.	Narrative is not focused on topic or task. Does not demonstrate rudimentary understanding. Writing fails to capture the essence of the material studied.	3	
	Quality of writing	The implementation is written in a reader-friendly manner that models clarity of expression.	The statement is written in a reader-friendly manner. Some sentences lack clarity of expression. May have one or two inappropriate sentence fragments.	Sentences in the implementation lack clarity of expression. Expression of some ideas is confusing to the reader. Uses long and/or rambling sentences and/or inappropriate sentence fragments.	The implementation plan does not promote reader understanding and/or is unclear in language use and expression. Uses long, rambling sentences and/or run on sentences and/or multiple inappropriate sentence fragments.	2	
	Language conventions	Spelling, mechanics, and usage are impeccable.	There are only a few minor language convention errors.	There are more than a few language convention errors.	There is a significant number of language convention errors.	2	
	Citations	Contains no fewer than 10 citations.	Contains no fewer than 9 citations.	Contains no fewer than 8 citations.	Contains less than 8 citations.	2	
	End notes	Endnotes present references and/or important clarifying information.	A few endnotes are not clearly connected to the implementation plan or not necessary for the reader.	Endnotes lack coherence and relevance to the implementation plan.	Not focused on topic or task. Does not demonstrate rudimentary understanding.	1	
	APA Style	APA format followed with no errors.	APA format followed with only one or two errors.	APA format has three or four errors	APA formatting is inconsistently applied.	1	
NCATE Alignment 1.3, 1.4, 1.5, 1.6, 1.7, 4.1						128 TOTAL	

Impact on K-12 Student Learning Rubric

Conceptual Framework Alignment	Candidate Performance	Unacceptable*		Acceptable*		Target
		Unsatisfactory	Emerging	Progressing	Proficient	Expertise
III.A IV.A	Candidate created written Lesson Plan - incorporated all essential elements					
VI.A	Supervisor/Peer Evaluation of Lesson Plan Implementation					
III.D. IV.A	Candidate created lesson delivery materials - original/adapted - visual - organized					
III.A III.B III.D IV.A IV.B	Candidate created student materials - pre-lesson, during lesson, post-lesson - original/adapted - appropriate to lesson goal - organized					
II.B	Candidate written reflection on student baseline data and learning growth (achievement)					
IV.A VI.A	Candidate written reflection of self growth in lesson delivery					

*See TLC Common Language Rubric