Portfolio Project

EDUC 765: Trends and Issues in Instructional Design

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PROJECT PROPOSAL

Project Title

Manual Traffic Direction and Control

Sponsoring Organization

Palatine Emergency Management Agency (PEMA), Palatine, Illinois
Tom Smith, Palatine Emergency Management Coordinator

The volunteers of PEMA provide assistance to first responders (police, firefighters, emergency medical services) during times of natural and man-made disasters when the extent of the disaster stretches beyond the limits of those departments/services (e.g. tornado, floods, train derailments, etc.). The volunteers also provide support for community and social events (4th of July Fireworks, Palatine Fest, Turkey Trot, etc.).

Project Description

A program is needed to train PEMA volunteers in manual traffic direction and control to relieve/assist police and firefighters. The training needs to be able to be delivered to the volunteers when their schedules permit. Due to the nature of volunteers, this training would also need to be used as refresher training as well as available for new volunteers to take when others leave or unable to perform the duties.

Instructional Need

The Village of Palatine has come to appreciate, and rely upon, its emergency management volunteers beyond the Community Emergency Response Team (CERT) training they received when they joined. It was decided that the volunteers could greatly assist the village's first responders is in the area of traffic direction and control. Approximately 20 to 30 of the over 200 active volunteers will be the initial recipients of this training.

Target Audience

The characteristics of PEMA volunteers vary greatly in gender, age, work experience, education and ethnicity. The minimum age is 18 and currently there are volunteers in their 70s. The common variables for the group identified for this training are that they want to be able to perform these duties and they feel they can handle the stresses involved. No one is being asked to take this training, or perform those duties, if they do not feel confident or qualified.

Delivery Options

The intent is to make this training blended, online and face-to-face (practical demonstration). The reason is that the volunteers' schedules and "real lives" make it impractical to hold a single training session to get all trained. Also with the nature of volunteers, a number of sessions would need to be held to keep the number of trained volunteers at the appropriate level. Online training would make this possible. The face-to-face (practical demonstration) would be used to have the volunteer demonstrate the mastery of the subject.

After further discussions with the PEMA Coordinator, we would also like to be able to offer this as an instructor-led course. This would be offered once a year, at one of the quarterly training sessions. This would facilitate those who would prefer to attend face-to-face training. It would not exclude those who would want to take the online training in addition.

FRONT-END ANALYSIS: INSTRUCTIONAL PROBLEMS

Instructional Need

The Village of Palatine and the Palatine Emergency Management Agency (PEMA) has determined the need to have a number of PEMA volunteers specially trained in traffic direction and control to assist the village's first responders during natural and man-made disasters as well as certain public and private events within the village.

Traffic control for law enforcement personnel (police, deputy sheriff, etc.) generally happens at that department/county/state training authority (county/city police academies, university/college/state police training institutes, etc.). However, some states and jurisdictions leave traffic control to the local departments as on-the-job training (OJT).

It is not practical to send PEMA volunteers to the training authorities for this training. The village does not have the funds to do this. Given the nature of volunteers most, if not all, do not have the time and/or resources to be away from their "regular lives" (jobs, family, school, etc.) for those formal programs.

Initially PEMA went to the Palatine Police Department and recruited an officer to provide a traffic control class. This training had been conducted one time in 2009, and all involved at that time thought it was sufficient. Volunteers who had attended the training had been called out for a few events to provide traffic control in 2009. No negative results of the traffic direction and control performed by the volunteers was reported.

In early 2010, this training was once again presented by the same Palatine Police Officer. Shortly afterwards PEMA was able to find a volunteer who took on the assignment and duties of Training Coordinator. Prior to this there was no formal individual performing this function. This individual's background included 15 years as a Reserve Deputy Sheriff; he was an Instructor and Training Officer (training coordinator) in law enforcement subjects and happened to be a subject matter expert (SME) in traffic direction and control.

The new Training Coordinator attended the 2010 Traffic Control class as a student (he was not previously involved with its scheduling or coordination). He found the training to be lacking in many areas. After further investigation he discovered that the officer who conducted the training was considered an SME, however she had no formal training as an instructor or in instructional design, nor did she have access to an instructional designer to help her develop the training. The Training Coordinator identified a number of key items missing from the training as well as liability considerations for the lack of complete training.

In the case of this subject, a Needs Assessment was somewhat used in that the village and PEMA identified a shortcoming in manpower for traffic control during certain situations. There was not a gap in performance per se with the police officers, but rather a gap in the number available to perform this function. To have sufficient personnel would require relieving them from other assignments or responsibilities. Also, budget constraints

precluded the village from filling this gap with bringing in additional law enforcement manpower (overtime, union considerations, etc.). A third consideration is that based on the severity of the situation (e.g. a tornado through the town) that even with all available paid first responders deployed, there would still not be enough personnel to handle the various situations.

An informal Needs Assessment was done by the Training Coordinator after personally viewing the training previously offered. In this case, there were gaps identified in the performance of the instructor, and the perceived gaps in performance of the volunteers based on the training they received. These gaps included, but were not limited to:

- No formal documentation/training aids for this training (e.g. no training outline or any handouts)
- The instructor failed to give important federal/state mandated information (e.g. the required safety vest to wear) for individuals performing traffic control
- The instructor taught with a few word-only slides and mostly lecture
- No practical hands-on or demonstration training was done with the students
- No evaluation of the student's mastery of the subject was done immediately following the training (e.g. no exam or student demonstration)
- A lack of adult learning principles on the part of the instructor was evident
- No proper follow-up with the students regarding their confidence or level of learning of the subject

FRONT-END ANALYSIS: LEARNER CHARACTERISTICS

Learner Analysis

Primary Audience

- Palatine Emergency Management Agency (PEMA) Emergency Response Team (ERT) volunteers
- PEMA Fire Rehab Team (FRT) volunteers
- PEMA Mass Care Response Team (MCRT) volunteers

Secondary Audience

- Other PEMA volunteers whose duties may not normally include traffic control
- Emergency Management Agency volunteers of other municipalities

General Learner Characteristics

- All are volunteers
- All are adult learners (18 years old and older)
- Male and female
- Education level varies from high school/GED through PhD
- Various cultural, religious and ethnic backgrounds
- Various job related backgrounds include students, blue collar, white collar, trades, paraprofessional, professional, medical, etc.

Entry Characteristics

- Graduates of the Community Emergency Response Team (CERT) course
- Active member of PEMA
- Individuals physically willing and able to stand for long periods of time in all weather conditions
- Individuals willing and able to handle the stresses involved with directing traffic in different conditions and situations

Contextual Analysis

Orienting Context

- Many PEMA volunteers want and desire the ability to contribute to their community, and support first responders, in ways that exceed the CERT charter
- The learner expects the training to meet or exceed the training received by the first responders in the area of traffic control
- The learner expects to be able to perform the duties of a traffic control officer when requested by the village
- Given the critical nature of traffic control, especially in a disaster situation, the learner realizes that the general public will view them just as other traffic control personnel (e.g. police officers)

- Some learners bring experience due to their former occupations (e.g. former/retired law enforcement, firefighters, construction flaggers, etc.)
- Learners also bring experience from the receiving end of traffic control (as drivers)

Instructional Context

- Scheduling
    - Instructor-led: one quarterly training session (TBD)
    - Online: at learner's discretion
- Facilities
    - Instructor-led: Palatine Emergency Operations Center (EOC)
        - Lighting – controllable
        - Noise – isolated from outside disruptions
        - Temperature – controllable
        - Seating – 50 person maximum
        - Accommodations – restrooms, coffee, soda, and water provided
        - Accommodations –no overnight accommodations
        - Equipment – computer, overhead projector, flip charts, white boards
        - Transportation – provided by learner
    - Online: Internet access of learner's choosing
        - Lighting – unknown, based on location used
        - Noise – unknown, based on location used
        - Temperature – unknown, based on location used
        - Seating – unknown, based on location used
        - Accommodations – unknown, based on location used
        - Equipment – computer with Internet access, printer capability optional
        - Transportation – unknown, based on location used
        - Website address for course – TBD
        - Assigning/creating user ID and password for login– TBD
        - Instructions for login – TBD

Transfer Context

- Knowledge and skills acquired will be transferred to actions on the street when performing traffic control duties
- Opportunities for Using Learned Information:
    - Call-outs for traffic control during natural and man-made emergencies (unplanned events)
        - Fires
        - Accidents
        - Floods
        - Tornados
        - Power outages
        - Other emergencies requiring traffic control

    - Requests for traffic controlled personnel for planned events
        - Palatine Park District sponsored events (year-round)
        - Memorial Day Parade (Spring)
        - Palatine 4th of July Parade (summer)
        - Palatine Summerfest (summer)
        - Community influenza immunizations (fall)
        - Harper College Turkey Trot (marathon) (Thanksgiving Day)
        - Others as requested
- Support
    - OJT and evaluation provided by PEMA SME and experienced personnel
    - Assistance from and for Palatine Police Department
    - Assistance from and for Palatine Fire Department
    - Assistance from and for Palatine Public Works Department

INSTRUCTIONAL IMPACT BASED UPON LEARNER CHARACTERISTICS

Application of Adult Learning Theories

Given the nature of adult learners and volunteers, many things will need to be taken into consideration. In our readings, Knowles (1984, Appendix D) provides an example of applying andragogy principles to the design of personal computer training. This could also be used for the context of traffic control training for adult volunteers:

1. There is a need to explain why specific things are being taught
    a. Why someone has to be trained to do traffic control
    b. The psychology of the traffic control person and the driver/pedestrian
    c. Safety issues for all involved
2. Instruction should be task-oriented instead of memorization
    a. Some traffic control information is "good to know"
    b. Some traffic control information is "must know"
    c. You cannot become effective in traffic control by just reading
    d. Learners need hands-on and task-oriented instruction to truly absorb and understand
    e. Because of safety and liability issues, learners need to properly demonstrate traffic control practices prior to being put in a situation to perform the actual duties
3. Instruction should take into account the wide range of different backgrounds of learners
    a. Learning materials and activities will need to be developed to the "lowest common denominator" of the learners. That is, the training isn't being developed for those with previous traffic control experience or knowledge.
    b. The training will be developed for good understanding by the volunteers with different cultural, religious, ethnic, education and full-time/part-time career backgrounds
4. Since adults are self-directed, instruction should allow learners to discover things for themselves, providing guidance and help when mistakes are made.
    a. The learners will be provided a traffic direction and control manual
        i. It contains the information being presented in the training
        ii. It contains additional and more detailed information
        iii. It can be used as a reference as well as for personal refresher training
    b. Hands-on portion of the training
        i. Apply and practice traffic control skills
        ii. The learner can gain confidence in the practical skills before being put in an actual situation
        iii. Mistakes in a controlled training environment are much more acceptable than in a real-life situation
        iv. After completing the training program, feedback and guidance will be given by SMEs/ experienced personnel during the OJT phase and throughout the volunteer's support to PEMA

Application of Motivational Theories

The majority of volunteers in PEMA are very self-motivated. That is not to say we won't use motivational theories in our training. We just may be more fortunate than other organizations. This training will not be required by anyone who does not want to perform traffic control duties. PEMA volunteers perform community service in many different areas of emergency management. Our teams include (many of our volunteers are on several of these teams):

- Emergency Response Team (ERT)
- Volunteer Management Support Team (VMST)
- Palatine Medical Reserve Corps (PMRC)
- Fire Rehab Team (FRT)
- Mass Care Response Team (MCRT)
- Animal Response Team (ART)
- Amateur Radio Operators (ARES/RACES)
- Damage Assessment Team (DAT)
- Citizens Corps Council (CCC)

The biggest motivational factor is to ensure, and follow-up in practice, that when they receive this training and can demonstrate proficiency, they will be used in that capacity. The biggest problem encountered with emergency management volunteers is that they receive training, but never get to actually use that training. It is a dual-edged sword. We really don't want a disaster to put our learning and skills to use. However we don't want the skills to go to waste.

To help with this situation we try and find opportunities, outside of disasters, to allow our volunteers a chance to use and practice their skills. These opportunities are also a way to contribute to the community at large, and help the village and other organizations out during these financially strained times. Our volunteers have also had opportunities to use their skills for other communities during their disasters (e.g. Katrina, current flooding along Mississippi River, tornados in downstate Illinois, etc.)

The hands-on/practical portion of this training also serves to motivate the learners. No more "death by PowerPoint." Learners will be engaged during the training to the extent allowed by the form of delivery (instructor-led or online). Active learner participation will be utilized.

Humor can also be used as a motivational tool. In Ronald Berk's *Professors are from Mars, Students are from Snickers: How to Write and Deliver Humor in the Classroom and in Professional Presentations* (2003) he shows that "low-risk" humor strategies can be planned and integrated into instructions to facilitate learning. The PEMA audience, in the past, has been positively receptive to well-planned humor in our training and meetings.

Impact of a Global or Culturally Diverse Audience on Instruction

The primary audience is individuals motivated to volunteer. A majority are residents or work within the Village of Palatine, Illinois. However we also have people from surrounding communities whose volunteer interests are not served by their communities or the skill set they bring. This has added to the diversity in our organization.

Not all the volunteers are US citizens, nor do they need to be with the exception of a few areas. They all speak, read, and understand English. A number of our volunteers are bi-lingual or multi-lingual which helps us out enormously in the community. However to date, we have not had any volunteers who did not have English language skills. So this training will initially be developed in English only.

Because of the diversity of our volunteers, we realize that instruction needs to accommodate that diversity. We try to work around specific days of the week, holidays and times of the year when instruction is given. Topics for instruction are evaluated so that they don't adversely affect, or insult, our volunteers. This is not only for people born outside the United State, but also for our more senior aged volunteers. For those who may struggle with the language, we try and pair them up with another volunteer who can assist them in the understanding.

Should this program somehow be released outside our local community, the impact of a global or culturally diverse audience on the instruction may need to be re-evaluated and the training adapted as necessary.

TASK ANALYSIS

Context for Performing New Skills or Knowledge

The volunteers of the Palatine Emergency Management Agency (PEMA) provide assistance to first responders (police, firefighters, emergency medical services) during times of natural and man-made disasters when the extent of the disaster stretches beyond the limits of those departments/services. A new area of assistance that has been identified for volunteer assistance is that of traffic direction and control. Volunteers could be utilized during disasters, but also during other situations/events (e.g. parades, village sponsored events, etc.).

The knowledge and skills that the students acquire from this training will be applied when they are performing the duties of a Traffic Control Officer during the on-the-job training (OJT) section and when they are released to perform them on their own.

Task Analysis

Procedural task analysis is best for this topic. More specifically, cognitive task analysis is appropriate.

I.. RESPONSIBILITIES OF TRAFFIC DIRECTION

- A. Vehicular Traffic
    1. Regulating the Flow of Traffic
    2. Controlling and Assisting Turning Traffic
    3. Coordinating with Adjacent Intersections
    4. Assisting Emergency Vehicles
    5. Assisting Drivers Seeking Information
- B. Pedestrian Traffic
    1. Protecting Pedestrians
    2. Assisting Pedestrians Seeking Information

II. ELEMENTS OF EFFECTIVE MANUAL TRAFFIC CONTROL

- A. Proper Equipment and Clothing
    1. Safety Vest
    2. Traffic Whistle
    3. Traffic Wands
    4. Pants
    5. Shirts
    6. Jacket/Rain Gear/Gloves
    7. Footwear

8. Headgear

B. Understanding the Driver/Pedestrian
    1. Won't understand you
    2. Won't do what you want them to do
    3. They'll ask questions if given the chance
    4. Will creep up on you when you look away
    5. May do what they want in spite of what you directed
    6. Will honk their horn at you…or worse

C. Directing Traffic by Signals and Gestures
    1. Hand Signals
    2. Whistle Signals
    3. Flashlights/Traffic Wand
    4. Verbal Signals

D. Intersection Control
    1. Control turning movements
    2. Coordinate vehicle movement at the intersection with adjacent intersections
    3. Detour traffic when necessary
    4. Supervise signal obedience and, if necessary, direct traffic to disregard signal indications
    5. Protect pedestrians and prevent them from illegally crossing the highway
    6. Prevent illegal parking and vehicles from stopping at locations that will interfere with traffic movements
    7. Provide for the safe passage of emergency vehicles
    8. Assist persons seeking information or assistance when time permits
    9. If more than one officer is used to control an intersection
        a) The center man is in charge and controls the traffic
        b) The wing man/men echo the center man's commands when instructed to do so

E. Types of Intersections
    1. What is an Intersection?
    2. Controlled Intersection
    3. Uncontrolled Intersection
    4. Irregular Intersections

F. Position in the Roadway

1. Center
2. Center Entrance
3. Corner

G. Directing Traffic by Other Means
1. Flares
2. Barricades
3. Traffic Cones
4. Vehicles

III. GENERAL RULES FOR MANUALTRAFFIC DIRECTION

A. The Four “Cs” of Traffic Control
1. Confident
2. Commanding
3. Clear
4. Courteous

B. Safety
1. Your Safety
2. Pedestrian Safety
3. Traffic Safety

C. “If it ain’t broke, don’t fix it!” (Use Common Sense)

D. Keeping Stragglers Alert and Moving in their Proper Lanes

E. Take appropriate action during back-ups

F. Use proper Etiquette

IV. WHAT IF SOMETHING HAPPENS?

A. Stop all Traffic if Necessary

B. Alert/Call for Police, Fire and Medical

C. You are not Law Enforcement

D. What to say to the Media if Approached

INSTRUCTIONAL OBJECTIVES

Project Goal

Upon completion of the training, learners will be able to apply the procedures of traffic direction and control in an actual situation requiring the services of a traffic control person.

Terminal Objectives

Cognitive Domain

- To describe the proper equipment and clothing needed for traffic control
    - To name and describe the type of safety vest required and when it is to be worn
    - To describe the proper clothing, footwear, and headgear to wear when conducting traffic control
    - To describe the proper traffic wands used in traffic control

- To describe their understanding of the state of mind of a driver/pedestrian
    - Why the driver/pedestrian won't see the traffic control person
    - Why the driver/pedestrian won't understand the traffic control person
    - Why the driver/pedestrian won't do what the traffic control person instructs them to do

Psychomotor Domain

- To demonstrate proper traffic control signals and gestures
    - Demonstrate all hand signals used in traffic control
    - Demonstrate the use of a traffic whistle to signal Stop, Go, and Emergency
    - Demonstrate all hand signals using a traffic wand

- To demonstrate the proper position(s) in the roadway based on the type of intersection
    - Demonstrate the center position (one person)
    - Demonstrate the center position and wingmen positons (three person, "T" intersection)
    - Demonstrate the center position and wingmen positons (five person, four-way intersection)

Affective Domain

- To develop the proper attitude when conducting traffic control by following the four "Cs" (confident, commanding, clear, courteous)
    - Keeps stragglers alert and moving in their proper lanes
    - Takes appropriate action during back-ups
    - Uses proper etiquette
    - Uses common sense

INSTRUCTIONAL MODULE

Materials Need

Palatine Emergency Management Agency Traffic Direction and Control manual.

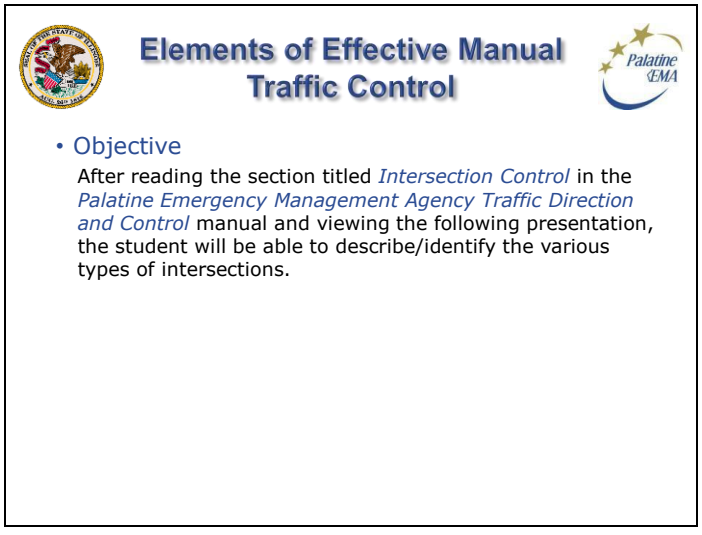
Content Sequence

- MODULE 2: Elements of Effective Manual Traffic Control
  - Types of Intersections
    - Terminal Objective: After reading the manual and viewing the presentation, the student will be able to describe/identify the various types of intersections.

Pre-Instructional Strategy

After reading the section titled *Intersection Control* in the *Palatine Emergency Management Agency Traffic Direction and Control* manual and viewing the *Elements of Effective Manual Traffic Control* presentation, the student will be able to describe/identify the various types of intersections.

Content



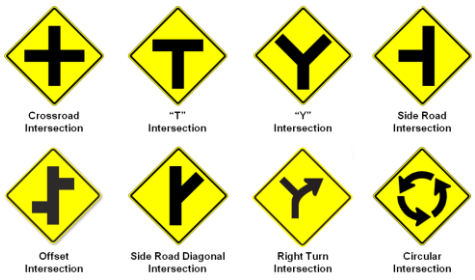
Elements of Effective Manual Traffic Control

What is an intersection?

In the field of road transportation, an intersection is a junction where two or more roads either meet or cross at the same level. Bridges crossing over, or tunnels crossing under, a road are not intersections.

Elements of Effective Manual Traffic Control

The traffic signs below show some of the types of intersections drivers and traffic control officers may encounter.



Elements of Effective Manual Traffic Control

Controlled Intersection

A controlled intersection is one that is normally regulated by a traffic sign or electronic signaling device.

PEMA Traffic Direction and Control Manual Pg 17

Elements of Effective Manual Traffic Control

Uncontrolled Intersection

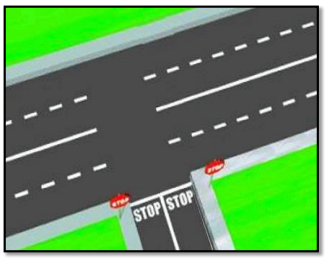
An uncontrolled intersection is one that is not normally regulated by a traffic sign or electronic signaling device. Intersections of this type are typically found in suburban neighborhoods or in rural settings.

PEMA Traffic Direction and Control Manual Pg 17

Elements of Effective Manual Traffic Control

Irregular Intersections

Irregular intersections may be controlled, uncontrolled, or a combination. They include multilane intersections, divided highway intersections, "T" intersections, "Y" intersections, offset intersections, and anything other than a traditional crossroads (+) intersection.



PEMA Traffic Direction and Control Manual Pg 17

Elements of Effective Manual Traffic Control

Type the corresponding picture number next to the type of intersection.

___ Irregular Intersection
___ Controlled Intersection
___ Uncontrolled Intersection

1 2 3

A bridge crossing over a road is a kind of intersection.
O True
O False

Irregular intersections maybe controlled, uncontrolled or a combination.
O True
O False

This sign represents which type of intersection?
O Crossroad Intersection
O Side Road Intersection
O Offset Intersection
O Side Road Intersection

EVALUATION PLAN

Purpose of the Evaluation

1. The end-of-course evaluation following the instructor-led/online course is to gauge how the course has met the intended objectives and the student's expectations.
2. The on-the-job (practical exercise) evaluation gives the student an opportunity to give further input with regards to what they learned in the instructor-led/online course and how it applied to the practical portion of the training.
3. The on-the-job (practical exercise) mentor's evaluation (observation) regarding the student's performance on the practical.

Audience

- Students who attend instructor –led or complete online course:
    - Palatine Emergency Management Agency (PEMA) Emergency Response Team (ERT) volunteers
    - PEMA Fire Rehab Team (FRT) volunteers
    - PEMA Mass Care Response Team (MCRT) volunteers
- Mentors who coach and evaluate the student during the on-the-Job (practical) portion of the training

Issues

- Students may not complete the end-of-course evaluation or it may only be done in a cursory manner
- Mentor evaluations may not be consistent (different mentors)

Resources Needed

- Instructor-led course – Paper copy of end-of-course evaluation (one per student)
- Online course – Online version of end-of-course evaluation immediately following completion of course
- On-the-Job (practical exercise) – Paper copy of OJT evaluation (one per student)
- On-the-Job (practical exercise) – Paper copy of student performance (observation) evaluation, one for each student a mentor coaches/evaluates

Evidence

- Assessment of content knowledge in traffic control, using examinations
- Assessment of the student's application of content knowledge in traffic control, using mentor evaluation of student's performance during practical exercise

Type of Formative Evaluation

Objectives-based formative evaluation

Implementation Time-line

1. End-of-course evaluation immediately following the instructor-led or online version of the course.
    a) Students complete in classroom at conclusion of course.
    b) Students complete online after completion of course.
2. Evaluation by the student following the practical on-the-job training with the mentor.
3. Evaluation (observation) by the mentor after student's completion of practical.

REFERENCES

Knowles, Malcolm. (1984). The Adult Learner: A Neglected Species (3rd Ed.). Houston, TX: Gulf Publishing.

Berk, Ronald A. (2003). Professors are from Mars, Students are from Snickers: How to Write and Deliver Humor in the Classroom and in Professional Presentations. Sterling, VA: Stylus Publishing, LLC

FINAL PROJECT RUBRIC

Criteria	Unsatisfactory / Emerging	Basic	Proficient
Instructional Problems (50 Points Max)	Briefly identifies the instructional need from an organization's, a department's, an employee's, or an individual's perspective. Briefly describes the method for determining instructional need (Needs Assessment, Goal Analysis, Performance Assessment, or HPT) and leaves out correlating data collection method – not articulating a gap.	Briefly identifies the instructional need from an organization's, department's, employee's, or an individual's perspective. Describes the method for determining instructional need (Needs Assessment, Goal Analysis, Performance Assessment, or HPT) and provides correlating data collection method to clearly articulate a gap.	Describes the instructional need, in detail, from an organization's, a department's, an employee's, or an individual's perspective. Demonstrates the method for determining instructional need (Needs Assessment, Goal Analysis, Performance Assessment, or HPT) and provides correlating data collection method/plan with baseline data to clearly articulate a gap.
Learner Characteristics (50 Points Max)	The target audience, learner characteristics, and/or environmental characteristics are identified in a limited manner. This includes the identification of 4 or less of the items listed below. 1. Primary audience. 2. Secondary audience (if any). 3. General Learner characteristics. 4. Entry Characteristics. 5. Contextual analysis. 6. Potential audience misconceptions. Analysis does not distinguish between relevant and irrelevant characteristics identified.	The target audience, learner characteristics, and environmental characteristics are identified in a limited manner. This includes identification of 4 or more of the items listed below. 1. Primary audience. 2. Secondary audience (if any). 3. General Learner characteristics. 4. Entry Characteristics. 5. Contextual analysis. 6. Potential audience misconceptions. Analysis distinguishes between relevant and irrelevant characteristics identified.	The target audience, learner characteristics, and environmental characteristics are clearly identified. This includes identification of: 1. Primary audience. 2. Secondary audience (if any). 3. General Learner characteristics. 4. Entry Characteristics. 5. Contextual analysis. 6. Potential audience misconceptions. Analysis distinguishes between relevant and irrelevant characteristics identified.

Criteria	Unsatisfactory / Emerging	Basic	Proficient
Instructional Impact Based Upon Learner Characteristics (50 Points Max)	Project briefly answers 2 or less of the following questions: 1. How will you apply adult learning theories to your portfolio project (if adults are your TA)? 2. How will you apply motivational theories to your target audience? 3. How would a global audience or a culturally diverse audience affect your instruction?	Project briefly answers 2 of the 3 following questions: 1. How will you apply adult learning theories to your portfolio project (if adults are your TA)? 2. How will you apply motivational theories to your target audience? 3. How would a global audience or a culturally diverse audience affect your instruction?	Project clearly answers in detail all of the following questions: 1. How will you apply adult learning theories to your portfolio project (if adults are your TA)? 2. How will you apply motivational theories to your target audience? 3. How would a global audience or a culturally diverse audience affect your instruction?
Task Analysis (50 Points Max)	Project selects and conducts a method of content/task analysis. It does not answer either of the following questions: 1. What is the context in which the new skills or knowledge will be performed? 2. What type of analysis will you perform (Topic, Procedural, or Critical Incident)? Project includes a well-defined goal or task analysis.	Project selects and conducts a method of content/task analysis, and answers at least 1 of the following questions at a basic level: 1. What is the context in which the new skills or knowledge will be performed? 2. What type of analysis will you perform (Topic, Procedural, or Critical Incident)? Project includes a well-defined goal or task analysis.	Project selects and conducts a method of content/task analysis, and answers the following questions in detail: 1. What is the context in which the new skills or knowledge will be performed? 2. What type of analysis will you perform (Topic, Procedural, or Critical Incident)? Project includes a well-defined goal or task analysis.
Instructional Objectives (50 Points Max)	Goal is identified; terminal objectives are listed for the project, but it is unclear how they support the course goal, and the corresponding domains are not identified or identified incorrectly. Enabling objectives are "fuzzy" (performance-based.	Goal is clearly identified; terminal objectives are listed for the project and support the course goal, and the corresponding domains are identified. Enabling objectives are performance-based, but include abstract performances.	Goal is clearly identified; terminal objectives are listed for the project and support the course goal, and the corresponding domains are identified. Enabling objectives are performance-based; they do not include abstract performances.

Criteria	Unsatisfactory / Emerging	Basic	Proficient
Instructional Module (50 Points Max)	Module instructional content is incomplete and does not list the terminal objectives, enabling objectives. No pre-instructional strategy is evident, and there is no sequence of instruction evident.	Module is complete and lists the terminal objective and enabling objectives. The content provided is minimal and provides some information to support the objectives. There is a brief description of a pre-instructional strategy. The sequence of instruction is questionable for the objectives and target audience.	Module is complete and lists the terminal objective, enabling objectives, the content needed to support the objectives, and a pre-instructional strategy is evident. The content provided supports the learning objectives. The sequence of instruction is effective for the objectives and target audience.
Evaluation Plan (50 Points Max)	The formative evaluation plan includes 3 or less of the components: 1. The purpose of the evaluation. 2. Audience. 3. Issues. 4. Resources needed. 5. Evidence. 6. Data-gathering techniques. 7. Type of formative evaluation (connoisseur-based, decision-oriented, objectives-based, or public relations inspired). 8. Implementation time (when will the evaluation be conducted).	The formative evaluation plan includes at least 4 of the components: 1. The purpose of the evaluation. 2. Audience. 3. Issues. 4. Resources needed. 5. Evidence. 6. Data-gathering techniques. 7. Type of formative evaluation (connoisseur-based, decision-oriented, objectives-based, or public relations inspired). 8. Implementation time (when will the evaluation be conducted).	The formative evaluation plan includes all of the components: 1. The purpose of the evaluation. 2. Audience. 3. Issues. 4. Resources needed. 5. Evidence. 6. Data-gathering techniques. 7. Type of formative evaluation (connoisseur-based, decision-oriented, objectives-based, or public relations inspired). 8. Implementation time (when will the evaluation be conducted).