

Rubrics for Developing CONNECT Modules

A. Content (defined as text, visuals, media, and activities)

		Not at all	To a small extent	To some extent	To a moderate extent	To a great extent
Audience						
A1	Does content address a critical issue facing EC practitioners?					
A2	To what extent is the content appropriate for impacting learners at a basic ¹ level?					
A3	To what extent do instructors' extension activities make content appropriate for impacting learners at an advanced ² level?					
<i>To what extent is the content appropriate for learners who are in the following roles:</i>						
A4	Parents /family members?					
A5	Administrators (e.g., child care directors, program coordinators)?					
A6	Faculty and professional development providers?					
A7	Early care and education providers (serving ages 0-5)?					
A8	Early childhood special educators (serving ages 3-5)?					
A9	Pre-K teachers?					
A10	Early intervention professionals (serving ages birth-3)?					
A11	Para-professionals?					
A12	Others: _____?					
<i>To what extent is the content appropriate for learners from different disciplines?:</i>						
A13	Allied health and services (e.g., Speech, Physical, Occupational therapy)					
A14	Early childhood education / Child Development					
A15	Special Education					
A16	Others: _____					

¹ Includes knowledge and skills commensurate with an undergraduate degree (associate's /bachelor's degree) in early education/child development or equivalent training/education, and relevant experience

²Includes knowledge and skills of Basic level plus knowledge and skills commensurate with an advanced degree in early education/child development and extensive experience working with young children?

		Not at all	To a small extent	To some extent	To a moderate extent	To a great extent
Diversity of Children, Families, and Settings						
<i>To what extent does the content of the module...</i>						
A17	Reflect a non-stereotypical view of cultural, ethnic, linguistic, and disabilities groups?					
A18	Reflect a wide variety of settings (e.g., school, home, community settings)?					
A19	Reflect a wide variety of groups [e.g., disability level, gender, race, age (include infants, toddlers, and young children)]?					
A20	Reflect children with a need for different levels of intensity of intervention?					
A21	Provide learners with opportunities to develop awareness and sensitivity to:					
A21a	Cultural, ethnic, and linguistic differences?					
A21b	Socioeconomic differences?					
A21c	Ability differences?					
Family-Centered Practices						
<i>To what extent does the content of the module...</i>						
A22	Reflect the diversity in family structure and definition (e.g., single parent, same sex partners)?					
A23	Encourage learners to acknowledge and respect the values, choices, strengths, and beliefs of families?					
A24	Acknowledge the family is the most important, constant in a child's life?					
A25	Help learners engage in reflecting on their role, assumptions, beliefs, and biases, as well as how they may be perceived by the family?					
A26	Incorporates concepts of families as leaders and advocates?					
A27	Encourage family-professional co-instruction?					
Collaboration						
A28	Emphasize the importance of family-professional collaboration at all levels?					
A29	Acknowledge the importance of inter-agency collaboration?					
A30	Acknowledge the importance of inter-disciplinary collaboration?					
A31	Acknowledge the importance of professional collaboration and teaming within a program or agency?					

B. Design

		Not at all	To a small extent	To some extent	To a moderate extent	To a great extent
Learning Objectives						
<i>To what extent...</i>						
B1	Are learning objectives stated clearly?					
B2	Do learning objectives describe outcomes that are measurable?					
B3	Does the content address the learning objectives?					
Usability						
<i>To what extent does the module have...</i>						
B4	Clear instructions on how to get started and where to find components and resources?					
B5	Presentation of information that is easy to follow?					
B6	Clear description of the technical support offered (e.g., contact information for designated help)?					
B7	Logical, consistent, and efficient navigation?					
B8	An orientation for users with clear directions and demonstration of tools and media?					
<i>To what extent does the module...</i>						
B9	Require users to have minimal technical skills to access the information, materials, and resources?					
B10	Provide users with ready access to the technologies necessary to play / download media clips (e.g., audio, video)?					
B11	Enable users to easily incorporate media clips and materials into their PowerPoint slides or e-learning platforms such as Blackboard or Web CT?					
B12	Enable users to control the pace of the modules?					
B13	Provide multiple formats of interaction to encourage discussion among users (e.g., faculty, PD providers, family faculty)					
Accessibility						
<i>To what extent does the module have...</i>						
B14	A variety of methods to convey information that reflect different learning styles and communicative patterns?					
B15	Equivalent alternatives to auditory content?					
B16	Equivalent alternatives to visual content?					
B17	Materials and module components that are readable at a variety of font sizes on the screen?					
Functionality						
B18	Module links that work and are maintained and updated?					
B19	A design that takes full advantage of available media?					

C. Alignment with an Evidence-Based Decision-Making Process

To what extent does the module...						
C1	Include best available research?					
C2	Reflect personnel standards from professional organizations such as DEC?					
C3	Include related laws and policies?					
C4	Include family's perspectives?					
C5	Include professional's perspectives?					
C6	Actually involve learners in the defining and giving of examples of the effective practice(s)?					
C7	Provide learners with opportunities to apply information to real life challenges?					
C8	Provide learners with opportunities to integrate information from various sources in order to make decisions and take action?					
C9	Provide procedures for implementing practice?					
C10	Include tools and strategies (e.g., quizzes, rubrics, observational tools, fidelity measures) for providing learners with feedback on their knowledge, skills, attitudes, and practice application?					

Sources

CLAS Early Childhood Research Institute. (2001). *Review guidelines for material selection*. Retrieved January 10, 2009, from <http://clas.uiuc.edu/>

Dunst, C. J. (1990). Family support principles: Checklists for program builders and practitioners. *Family Systems Monograph*, 2(5). Morganton, NC: Family, Infant and Preschool, Western Carolina Center.

MarylandOnline Inc. (2008). *Quality matters rubrics standards 2008-2010 edition with assigned point values*. Retrieved January 10, 2009, from <http://marylandonline.org/>

McWilliam, P. J., & Winton, P. J. (1990). *Brass Tacks*. Chapel Hill: University of North Carolina at Chapel Hill, FPG Child Development Center.

SpecialQuest Birth-Five. (2008). *Faculty self-assessment guide to using the SpecialQuest approach in college and university courses and programs of study*. Retrieved January 10, 2009, from <http://www.specialquest.org/>