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***Results of Peer Review***   
  
**Certification Assessment for Curriculum-Based Program**   
  
Product Number: 16101  
  
**Results for this review:** **The certifiers determined that this submission is approaching certification standards. The submission...**

* Does not fully demonstrate how to connect the group's educational objectives with the meanings and significance inherent in the resource
* Is not fully successful in providing opportunities for audience members to form their own intellectual and emotional connections to the meanings/significance inherent in the resource through the cohesive development of a relevant idea or ideas

*Keep in mind that this is only a "point-in-time" assessment, and should not be construed as more than that. The standards for certification vary with each competency, and may take practice to understand and/or demonstrate consistently. The combined analysis of the reviewers is provided below.*

**The certifiers identified the following ways in which the submission partially meets the certification standards:**

**Identified Connection of Educational Objectives to Resource Meanings:**  
  
No connection of educational objectives to resource meanings were identified. Please see Suggestion Section for details.  
  
  
**Identified Opportunities for Connections to Meanings:**  
  
The program used **questions, statistics, and commentary** (interpretive techniques) to develop opportunities for **comprehension** (intellectual connections) in relation to the following resource and its meanings: **The need for a huge increase of soldiers to win the Civil War led Abraham Lincoln to sign the Emancipation Proclamation which allowed Blacks to join the Union Army.**   
  
The program used **statistics and the story of the Michigan soldier** (interpretive techniques) to develop opportunities for **awareness and insight** (intellectual connections) and opportunities to feel **surprise** (emotional connections) in relation to the following resource and its meanings: **Deaths during the Civil War were caused more by disease than the war.**  
  
The program used **the Michigan soldier story, role play, statistics, and props (clothing, guns, and gear)** (interpretive techniques) to develop opportunities for **revelation and discovery** (intellectual connections) and opportunities to feel **astonishment and empathy** (emotional connections) in relation to the following resource and its meanings: **The weight of their gear and the miles needing to be walked encouraged soldiers to replace items from fallen soldiers.**   
  
The program used **bayonet use description, comparison to modern day soldiers, questioning, and props (gun, bayonet, satchel)** (interpretive techniques) to develop opportunities for **reflection and understanding** (intellectual connections) and opportunities to feel **respect and horror** (emotional connections) in relation to the following resource and its meanings: **The purpose of war is to kill people.**  
  
  
**Identified The Cohesive Development of a Relevant Idea(s):**  
  
The cohesive development of a relevant idea was not identified. Please see suggestions section for details.  
  
  
**Suggestions or Additional Comments:**  
*The certifiers may not be familiar with your park or the specific constraints of your program. Their suggestions are intended to offer ideas which may or may not be adaptable for your program. Please consider these coaching ideas with an open mind toward how your program might be strengthened.*  
  
Connect educational objectives to resource meanings  
**The supplemental questionnaire for this submission provides a list of subject areas that are apparently intended to help schools address curriculum needs. The ranger-led portion of this program enables the students to learn facts about the Civil War related to these subject areas, but it is not possible to assess if/how the program connects any specific learning objectives with the meanings and significance inherent in the resource. Although the program does provide several opportunities for the students to form their own intellectual and emotional connections with meanings of the soldiers at Chickamauga and Chattanooga Battlefield, it is unclear if/how these opportunities address curriculum-based learning objectives established with the schools/teachers to address the state standards. For example, the role play activity illustrated the challenges and experiences of a Union soldier during the Civil War, but its connection to the group's educational objectives was not clear. In order to meet certification standards, the group's educational objectives that are listed should be specific and measurable rather than a list of subject matter areas. Therefore, what about these topics are students supposed to learn in order to meet state standards, and how, then, can this ranger-led part of their park visit make interpretive connections between those learning objectives and the significance and relevance of the park's story?**  
Cohesive development of a relevant idea  
**While the program was engaging and created interpretive opportunities, it did not seem to provide the audience with a clear focus through the cohesive development of a relevant idea or ideas. It might be helpful to refer to the Interpretive Process Model as a way to identify and develop an audience-relevant central idea for the program. The IDP worksheet on Program Organization and the essay on “Interpretive Themes” by David Larsen might also be helpful.**  
  
Other suggestions or comments  
**The program did not seem to have a conclusion that provided a meaningful end to the program but rather transitioned into a question and answer session. Could there be a "take home" message or something for the audience to consider as they leave the program? How could a meaningful conclusion possibly help the program address the group's learning objectives?   
  
It may also be helpful to review the competency standard and peer review submission guidelines (Key Submission Points) at the following links:** [**http://idp.eppley.org/competencies/developmental/curriculum-based-programs**](http://idp.eppley.org/competencies/developmental/curriculum-based-programs)[**http://idp.eppley.org/certificates/developmental/curriculum-based-programs**](http://idp.eppley.org/certificates/developmental/curriculum-based-programs)  
Suggested developmental resources:  
Essay on Interpretive Themes  
Interpretive Process Model  
Program Organization Strategies  
Program Organization Worksheet

An “approaching certification” designation indicates that although the submission may be partially effective, it did not fully meet all elements of the certification standard. Through this peer review program, and with the input provided above, we urge continued practice in order to successfully meet certification requirements. You can resubmit for this competency at any time. Please check the Interpretive Development Program website ([www.nps.gov/idp/interp](http://www.nps.gov/idp/interp)) for updated curriculum and submission requirements. If you have questions about this review or the Interpretive Development Program, please contact the Training Manager for Interpretation and Education at Stephen T. Mather Training Center.

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