



Course Assessment Report - 4 Column

Great Basin College Courses (EDU) - EDSC

Course Outcomes 1 and ctu.unitid = 708	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
<p>EDSC 453 - Teaching Secondary Math - Major concepts, assumptions, debates, processes of inquiry - K4(j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.</p> <p>Next Assessment: 2020-2021</p> <p>Start Date: 10/28/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Analysis of current research (2 papers) Weekly presentation of 'What I'm reading about math teaching'</p> <p>Assessment Measure Category: Performance/Presentation</p> <p>Criterion: N/A</p>	<p>10/28/2015 - All students met satisfactory benchmark of research analysis</p> <p>Criterion Met: N/A</p> <p>Reporting Period: 2014-2015</p>	<p>10/28/2015 - The weekly sharing of 'What I'm reading' became a very important platform for students to see the enormity of the curriculum of mathematics in the K-12 setting. It provided a strong opportunity for students to be engaged and construct their understanding of issues that will affect them.</p>
<p>EDSC 453 - Teaching Secondary Math - Common misconceptions in learning the discipline and how to guide learners - K4(k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.</p> <p>Next Assessment: 2020-2021</p> <p>Start Date: 10/28/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Students were given real-student work and had to articulate the misconceptions and present to the class what grade to give and what feedback to provide.</p> <p>Assessment Measure Category: Performance/Presentation</p> <p>Criterion: N/A</p>	<p>10/28/2015 - All students showed improvement and eventually satisfactory understanding of misconception identification and proper feedback.</p> <p>Criterion Met: N/A</p> <p>Reporting Period: 2014-2015</p>	<p>10/28/2015 - When prompted in class, students provided strong reasons and explanation. On the midterm, the questions about misconceptions could have been better answered. Will provide more opportunity for written analysis of misconceptions in the future.</p>
<p>EDSC 453 - Teaching Secondary Math - Discipline - K4(n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.</p> <p>K5(i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.</p> <p>Next Assessment: 2020-2021</p> <p>Start Date: 10/28/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Understanding by Design Unit Plan</p> <p>Assessment Measure Category: Assignment - Written</p> <p>Criterion: N/A</p>	<p>10/28/2015 - All students met satisfactory benchmark on the Unit plans.</p> <p>Criterion Met: N/A</p> <p>Reporting Period: 2014-2015</p>	
<p>EDSC 453 - Teaching Secondary Math - Digital and interactive technologies - K5(l) The teacher understands how to use digital and interactive</p>	<p>Assessment Measure: WebCampus based Interactive Learning Module</p> <p>Assessment Measure Category:</p>	<p>10/28/2015 - All students met satisfactory benchmark</p> <p>Criterion Met:</p>	

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<p>technologies for efficiently and effectively achieving specific learning goals.</p> <p>Next Assessment: 2020-2021</p> <p>Start Date: 10/28/2015</p> <p>Course Outcome Status: Active</p>	<p>Assignment - Project</p> <p>Criterion: N/A</p>	<p>N/A</p> <p>Reporting Period: 2014-2015</p>	<p>10/28/2015 - This was a first, having students create their own instructional and interactive learning module in Canvas. Students showed great creativity and understanding of the uses of technology in building a usable module that will allow their students to construct their understanding of a particular math standard.</p>
<p>EDSC 453 - Teaching Secondary Math - Communication modes and skills as vehicles for learning - K5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.</p> <p>Next Assessment: 2020-2021</p> <p>Start Date: 10/28/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Uber Mini Lesson' using questioning techniques to drive the instruction</p> <p>Assessment Measure Category: Assignment - Project</p> <p>Criterion: N/A</p>	<p>10/28/2015 - All students met satisfactory benchmark</p> <p>Criterion Met: N/A</p> <p>Reporting Period: 2014-2015</p>	<p>10/28/2015 - Developing questioning techniques is vital to teaching mathematics. Students were satisfactory, but needed another opportunity to develop a deeper understanding.</p> <p>10/28/2015 - This class was heavily revised since the last offering. A new publication by NCTM was published just before the class started. Principles to Action is the new iteration of NCTM's critical work in math instruction and standards. It was used as a basis, in conjunction with the CCSS Math, to develop students' understanding of math instruction that is conceptual in nature, not just procedural. I quickly realized that one of the most important outcomes I could achieve in the class was to switch students' traditional based view of math instruction (teacher directed, procedural) to a more student centered inquiry approach. That become the crux of almost every discussion we had in the class.</p>