

Assessment: Course Four Column



Courses (EDU) - EDUC

EDUC 323: Teaching/Learning Education

Course Outcomes	Assessment Measures	Results	Actions
<p>Current research and the importance of strategies that engage families of diverse background, and involving families in learning. a. Promotion of a welcoming atmosphere - Demonstrate understanding of current research and the importance of strategies that engage families of diverse background, and involving families in learning. Strategies will focus on the following areas (NRS 392.457):</p> <p>a. Promotion of a welcoming atmosphere</p> <p>Course Outcome Status: Active Next Assessment: 2023-2024</p>	<p>Assignment - Project - 1. Lesson Design Incorporating NRS 392.457, part a.</p> <p>2. Design a "Night"</p> <p>Criterion: 80% or better</p>	<p>Reporting Period: 2018-2019 Criterion Met: Yes and No</p> <p>1. \bar{x}=86% 2. \bar{x}=64%</p> <p>1. Yes 2. No (09/12/2019)</p>	<p>Action: 1. Forgot to do the following from last year's suggestion:</p> <p>The use of the UbD model only includes the publisher's document about its use. I need to include models of past lessons and some other form of support material to better understand the UbD model especially for preservice teachers. I'll incorporate this in the summer and see if that helps better exceeding the criterion for achievement.</p> <p>2. There were an inordinate number of Fs (5 zeroes) and Ds.</p> <p>I also didn't do last year's suggestion for this one: I need to simplify the components on this lesson and emphasize the need to include certain ones. Most of the poor grades were due to non-submission or missing key parts of the assignment such as</p>

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<p>Current research and the importance of strategies that engage families of diverse background, and involving families in learning. b. Two-way meaningful communication - Demonstrate understanding of current research and the importance of strategies that engage families of diverse background, and involving families in learning. Strategies will focus on the following areas (NRS 392.457):</p> <p>b. Two-way meaningful communication</p> <p>Course Outcome Status: Active Next Assessment: 2023-2024</p>	<p>Assignment - Project - 1.</p> <p>1. Classroom Communication Plan</p> <p>2. Creating Social Media for Family Engagement</p> <p>Criterion: 80% or better</p>	<p>Reporting Period: 2018-2019 Criterion Met: Yes</p> <p>1. \bar{x}=83% (Same as the previous spring semester in 2018)</p> <p>2. \bar{x}=79%</p> <p>1. yes</p> <p>2. yes. Most of the scores were at an A or B level. 5 students didn't drop the course and did not finish. These 5 did not submit and had zeroes. (09/12/2019)</p>	<p>the alignment with this particular part of the NRS.</p> <p>NOTE: Many of the ideas that I had for improvement for 18-19 had to go by the wayside due to me focusing on department chair duties that were unexpected due to the departure and resignation of these duties by our former department chair who is no longer at the college. I took on this responsibility after only being at GBC for 2 years. (09/12/2019)</p> <p>Action: 1. This is a great document for teachers and pre-service teachers to show their administrators for NEPF but I need to streamline it a bit and pare it down to essential items that are practical to most.</p> <p>2. This one is a good way to show the possibilities for different forms of 2-way communication but many of my older students are having a difficult time developing these accounts. I need to spend some more time creating tutorials for each one. (09/12/2019)</p>
<p>Current research and the importance of strategies that engage families of diverse background, and involving families in learning. C. Collaboration supporting learning at home and school - Demonstrate understanding of current research and the importance of strategies that engage</p>	<p>Assignment - Project - 1.</p> <p>1. Learning Platforms Review</p> <p>2. Family Engagement Action Plan</p> <p>3. Parent & Student "Compact"</p> <p>4. Website Engagement</p> <p>Criterion: 80% or better</p>	<p>Reporting Period: 2018-2019 Criterion Met: Yes and No</p> <p>1. \bar{x}=82%</p> <p>2. \bar{x}=67%</p> <p>3. \bar{x}=88%</p> <p>4. \bar{x}=73%</p> <p>1. yes</p> <p>2. no</p>	<p>Action: 1. n/a. Non-submission lowered the mean.</p> <p>2. Non-submission lowered the mean.</p> <p>3. n/a</p> <p>4. Non-submission lowered the mean. (09/12/2019)</p>

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<p>families of diverse background, and involving families in learning. Strategies will focus on the following areas (NRS 392.457):</p> <p>c. Collaboration supporting learning at home and school</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2023-2024</p>		<p>3. yes</p> <p>4. no (09/12/2019)</p>	
<p>Current research and the importance of strategies that engage families of diverse background, and involving families in learning. d. Empowerment of families and access to research based learning strategies with equal opportunity -</p> <p>Demonstrate understanding of current research and the importance of strategies that engage families of diverse background, and involving families in learning. Strategies will focus on the following areas (NRS 392.457):</p> <p>d. Empowerment of families and access to research based learning strategies with equal opportunity</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2022-2023</p>	<p>Assignment - Project - 1.</p> <p>Program Assessment and Empowerment Plan</p> <p>2. Title III Analysis & Lesson Modification</p> <p>Criterion: 80% or better</p>	<p>Reporting Period: 2018-2019</p> <p>Criterion Met: Yes and No</p> <p>1. \bar{x}=88%</p> <p>2. \bar{x}=71%</p> <p>1. yes</p> <p>2. no (09/12/2019)</p>	<p>Action: 1. n/a</p> <p>2. Once again, forgot to do the following from last year's suggestion:</p> <p>This tends to be a contentious issue due to immigration policy but for the most part teachers are supportive of modifying curricula for ELLs. Low scores are due to the fact that interventions from an article aren't pervasive in the lessons. The pdf document is long so I'll encourage them to read certain sections rather than the whole document. (09/12/2019)</p>
<p>Current research and the importance of strategies that engage families of diverse background, and involving families in learning. e. Partnerships creating school policies, practices and programs -</p> <p>Demonstrate understanding of current research and the importance of strategies that engage families of diverse background, and involving families in learning. Strategies will focus on the</p>	<p>Assignment - Project - 1.</p> <p>District/School Policy on Family Engagement</p> <p>2. School Data Engagement</p> <p>Criterion: 80% or better</p>	<p>Reporting Period: 2018-2019</p> <p>Criterion Met: Yes</p> <p>1. \bar{x}=100%</p> <p>2. \bar{x}=89%</p> <p>1. yes</p> <p>2. yes (09/12/2019)</p>	

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<p>following areas (NRS 392.457):</p> <p>e. Partnerships creating school policies, practices and programs</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2023-2024</p>			
<p>Current research and the importance of strategies that engage families of diverse background, and involving families in learning. e. Partnerships with the greater community for student learning opportunities and service - Demonstrate understanding of current research and the importance of strategies that engage families of diverse background, and involving families in learning. Strategies will focus on the following areas (NRS 392.457):</p> <p>e. Partnerships with the greater community for student learning opportunities and service</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2023-2024</p>	<p>Assignment - Written - 1. Design a "Night"</p> <p>2. Final Project</p> <p>Criterion: 80% or better</p>	<p>Reporting Period: 2018-2019</p> <p>Criterion Met: Yes</p> <p>1. \bar{x}=86%</p> <p>See outcome #1, assessment measure 2. (09/12/2019)</p>	<p>Action: 1. See outcome #1's plan (09/12/2019)</p> <p>Follow-Up: 24 students took the course this past Fall, 25-28 in the Spring, and 27 this past summer. This continues to be an all online course due to the nature of the students who take the course: pre-service teachers, teachers, administrators, counselors, nurses, and even superintendents. Each sector of students brings a unique perspective to the course that enhances the experience for pre-service teachers in the course.</p> <p>75% of Fall final student grades were As and Bs. 88% of Spring student final grades were As and Bs. Most students easily find success in the course due to its immediate applicability to their situations. A lot of the lessons have them analyze school, district, and state initiative in this area and the lack of support for true engagement initiatives. Our preservice teachers sometimes struggle due to not having a strong background in lesson development. We decided this past academic year to advise students to take EDUC 406 before</p>

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EDUC 323 in order to have a better foundation in lesson planning since some students had difficulties with this aspect of the course. I am constantly adding new components to the modules based on the political climate and new research on the topics. I will continue to tweek the course this summer.

The major change to the course came from removing the final project. The one's that had been done in previous semesters were of low quality and didn't really show much as far as a culminating process for the course. In lieu of the final project, I have them focus on the "action plan" which is a summary in the form of a template of the coursework that was completed for the course. It is a good document for students to use for their NEPF evaluations. (09/12/2019)