

Assessment: Course Four Column



Courses (EDU) - Human Dev and Family Studies

HDFS 202: Introduction to Families

<i>Course Outcomes</i>	<i>Assessment Measures</i>	<i>Results</i>	<i>Actions</i>
<p>Ecological theory and whole child perspectives - View the child in context of family and community through the lens of ecological theory and whole child perspectives.</p> <p>Course Outcome Status: Active</p> <p>Next Assessment: 2023-2024</p>	<p>Exam - Essay Exam 1</p> <p>Criterion: Average Score: 56.6/60, High Score: 60/60.</p>	<p>Reporting Period: 2018-2019</p> <p>Criterion Met: Yes</p> <p>In order to meet the NRS, the following lessons and activities were incorporated into each outcome as of fall of 2016. Some activities were already present in the class and others were added or enriched. This course is now accepted for family engagement continuing education through the Nevada Department of Education.</p> <p>Lecture</p> <p>Read: Resources found in modules – section NRS 392.457 2. (a) (visit) file</p> <p>DO: Create a family activity that your area team can sponsor as a family night - involve parents where they know that they are important by developing relationships with other parents, taking responsibility to participate regularly (1 x per quarter) in family nights.</p> <p>Emphasis: Community Collaborations, Atmosphere, building relationships, developing an appreciation and understanding of families from diverse backgrounds. Extra credit will be given if an artifact is presented (video, slides, Prezi presentation) of the event taking place in your field experience. (09/09/2019)</p>	<p>Action: The last time I taught this class, I administered 10 quizzes in addition to the Discussion Board assignments and Essay Exams. The students reported that the content in the quiz questions replicated the content in the essay questions. They felt the repetition created busy work. After analyzing the assessments, I fully agree with the students. Based on the average scores for all of the assignments to include 5 extensive essay exams/projects and 2 Discussion Board assignments, the student met all of the outcomes. See grade distribution on the last page of the document. (09/09/2019)</p>
<p>Families, schools, the media and</p>	<p>Discussion - Chapter 2 Discussion</p>	<p>Reporting Period: 2018-2019</p>	

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<p>peer groups act as socializing agents - Explain and empower families, schools, the media, and peer groups as advocates for access to curriculum and socializing agents.</p> <p>Course Outcome Status: Active Next Assessment: 2023-2024</p>	<p>Board Criterion: Average Score: Average Score: 48.75/60; High Score: 60/60</p>	<p>Criterion Met: Yes Lecture</p> <p>Toolkit Resources: Engage All in Data Conversation NRS 392.457 2. (d) files</p> <p>Do/Discuss: Select one activity, discuss an event where data is shared, and parents have a way to discuss with parents and teachers where there is two-way communication with questions as well as suggestions.</p> <p>ALSO: Discussion of Community, Family Assets such as tutoring services, Parenting classes, Counselling services, Medical, Dental, and Mental Health services. Each community is different and offers different resources – Students from the communities served will locate and research the availability of services in their area.</p> <p>Emphasis: Communication and Empowerment & Advocacy, and Community Collaboration, Collaboration to support learning (09/09/2019)</p>	
<p>Partnering with parents to include strategies for teaching their children curriculum and pro-social skills - Describe the role of professionals in partnering with parents to include strategies for teaching their children curriculum and prosocial skills.</p> <p>Course Outcome Status: Active Next Assessment: 2023-2024</p>	<p>Discussion - Discussion Board, Ch. 3 & 4 Reflective Essay Criterion: Average Score: 52.1/60; High Score: 60/60</p>	<p>Reporting Period: 2018-2019 Criterion Met: Yes Lecture</p> <p>NRS 392.457 2.(b,d,f) file Found in modules In Class Activity: share activity plan for communicating date</p> <p>ALSO: Discussion about recruiting parents in formal and informal policy decisions by: Title 1 – Parent involvement – volunteers for every level to assist administration (School and District Levels) for the School and District Improvement plans for Title 1. Parents have equal involvement opportunities through this process mandated by law. **If your school does not have a formal PTA - How to build a classroom PTA to begin the process or to encourage participation in school and district policies. Discussion to include what happens at School Board Meetings, Principal Coffee's, and in general how to have influence in school and</p>	

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		<p>district policy.</p> <p>Do/discuss: Create lesson event for families to engage in planning an end of unit celebration. Key – this assignment is to plan for planning – How will you get families to come in to plan the event? Include community collaborations (see toolkit resources). Be prepared to share in class, extra credit will be given if you have an artifact (video, slides, pictures, and planning sheet) of parents coming in to participate in planning while in field experience.</p> <p>Emphasis: Communication, Equal partnerships in decision making, Community Collaborations, Collaboration to support learning (09/09/2019)</p>	
<p>Cultural patterns in child-rearing and educational practices - Investigate contrasting cultural patterns in child-rearing and educational practices. Course Outcome Status: Active Next Assessment: 2023-2024</p>	<p>Exam - Essay Exam 4 Continued Criterion: Average Score: 48.5/60; High Score: 60/60</p>	<p>Reporting Period: 2018-2019 Criterion Met: Yes Lecture NRS 392.457 2.(f) file</p> <p>Do/Discussion: Create a Lesson to Present: Design a culminating celebration of the end of a unit of instruction. Parents should be included in the activities and there should be planning for the next unit available within your plan. Community needs to be included as sponsors and invited guests.</p> <p>Emphasis: Equal partnerships in decision making, atmosphere, and outreach, and developing and appreciating families from diverse backgrounds, Community collaborations. (09/10/2019)</p>	
<p>Plan of action - Create a family “plan of action” for using guidance measures rather than discipline tactics to control children. Course Outcome Status: Active Next Assessment: 2023-2024</p>	<p>Exam - Essay Exam 5 Criterion: Average Score: 53.5/60; High Score: 60/60</p>	<p>Reporting Period: 2018-2019 Criterion Met: Yes Lecture NRS 392.457 2. file in modules</p> <p>DO/discussion: Design and Present an activity for families to share family activities - such as a parent coffee time, Mom's and sharing support for behavior issues, and include how this aligns with school behavior expectations. (Make this different than family nights) -- what community outreach</p>	

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		<p>supports are available and invite them to come and share with parents the services offered.</p> <p>Emphasis: Relationship building, Atmosphere, Outreach (09/10/2019)</p>	
<p>Self-esteem in healthy families and resilient children - Identify the dimensions of self-esteem in healthy families and resilient children. Course Outcome Status: Active Next Assessment: 2023-2024</p>	<p>Evaluation - Essay Exam 6 Criterion: Average Score: 51/60; High Score: 60/60</p>	<p>Reporting Period: 2018-2019 Criterion Met: Yes Lecture</p> <p>Read: Resources found in modules – section NRS 392.457 2. (a) (visit) file</p> <p>DO/discuss: Create a family activity that your area team can sponsor as a second family night - Connect to a community service or civic participation - How can young children become involved in helping others.</p> <p>Emphasis: Community Collaborations, Atmosphere, building relationships, Outreach - community service opportunities, developing appreciation and understanding of families from diverse backgrounds. Extra credit will be given if an artifact is presented (video, slides, Prezi presentation) of the event taking place in your field experience. (09/10/2019)</p>	
<p>Research how affordability and availability influence quality in early care and education programs - Research how affordability and availability influence quality in early care and education programs Course Outcome Status: Active Next Assessment: 2023-2024</p>	<p>Exam - Essay Exam 7 & 8 Criterion: Average Score: 46.75/60; High Score: 60/60</p>	<p>Reporting Period: 2018-2019 Criterion Met: Yes Lecture</p> <p>Do/discuss: community programs available, connect parents to services, plan an informational evening with childcare.</p> <p>Emphasis: Outreach, Community collaboration, Collaboration to support learning. (09/10/2019)</p>	
<p>Prevention - Determine how “prevention” is more cost effective than “remediation.” Course Outcome Status: Active Next Assessment: 2023-2024</p>	<p>Discussion - Final Discussion Board Final Reflective Essay 9 & 10 Criterion: Average Score: 46.3/60; High Score: 60/60</p>	<p>Reporting Period: 2018-2019 Criterion Met: Yes Lecture</p>	<p>Action: Course Grades: Twelve students received “A’s” at the end of the course. Five students received “B’s” at the end of the</p>

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	<p>Final Reflective Essay 9 & 10: Average Score: 51/60; High Score: 60/60</p>	<p>Do/Discussion: Create helpful tools for parents to use with supporting learning at home, connect to community services, and support communication two-way, as well as advocate for their student.</p> <p>Emphasis: Communication, Empowerment and advocacy, Community connections. (09/10/2019)</p>	<p>course. Two students received “B’s” at the end of the course. One student received an “F” at the end of the course. This student did not participate or withdraw. The 19 students who finished the course met all of the course outcomes with a “C” grade or better.</p> <p>Because this course is listed on the Nevada Department of Education Web site, I was fortunate to teach students who have declared majors in ECE, Elementary and Secondary Education. In addition, I had students who were actively teaching in elementary and secondary school across the State of Nevada. They were very vested in the content.</p> <p>Based on their final reflections Essay Exam #10, I will continue to teach the course as designed for the spring 2019 semester. I will also include an additional Discussion Board assignment as the students noted that they reaped great benefits from Discussion Board interactions.</p> <p>I have updated the syllabus for the summer 2019 and fall 2019 semester. (09/10/2019)</p>