

Course Outcomes Guide

Course/Program Title: EDU-115 Methods and Materials of ECE

Date: Spring/2017

Course/Program Team: Mary Beth Chaney

Expected Learning Outcomes:

Upon successful completion of the course, the student should be able to:

- Identify activities that are age appropriate and individually appropriate, using knowledge of how children develop and learn, including the importance of play;
- Describe the basic materials, equipment, and learning areas of an early childhood classroom;
- Demonstrate understanding of the influence of the physical setting, schedule, routine and transitions on children and use these experiences to promote children's development and learning.

Assessment (How do or will students demonstrate achievement of each outcome?)

Trans-disciplinary Unit (Lesson Planning) Development Assignment

Validation (What methods have you used or will you use to validate your assessment?)

Multiple Washington County Lead teachers have graded lessons from a portion of various units using the rubric that I have designed. I then compared these results to identify any discrepancies and to check the reliability; therefor validating the grading procedure and rubric that is currently in place.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

Analyzing the data from the spring of 2016, collaborating with WCPS Lead Teachers, and conferencing with students, has allowed me the reflective opportunity to make a few adjustments to the assignment in multiple areas prior to the fall 2016 semester.

Writing lesson plans is one of the core tasks and a task that presents great challenges for many students, especially when getting started on their unit. Students are provided with examples and have video tutorials of how to set up the skeletal framework for the expectations within each lesson. It has been my experience that the amount of time required, especially in the beginning stages of creating and writing a lesson, is underestimated. Each lesson should take at least 40-60 minutes to create and document. This includes research, aligning Common Core/State standards, creating assessments, and writing the objective, warm-up, whole group, small group, closure, and follow-up. Since the idea is that all students will have a complete and thorough understanding of all necessary components (including those from our course outcomes), they are required to write multiple lessons in each of the content areas. Quality, detailed feedback from me is imperative at each and every stage along the way. I make adjustments and modifications to the expectations every semester based on current trends and student needs/challenges.

Positive results were achieved with aforementioned modifications. I conferenced with all student to ensure that they have a clear understanding of the expectations. They know that the first lesson is one that they post and that the lesson will receive peer feedback and private feedback from me, then they have the opportunity to make corrections prior to submitting that lesson for a detailed grade. The first section is then created. This section consists of multiple lessons on the same topic. For example, if the unit is on metamorphosis, they may be submitting 5 math lessons for which the unit would be taught. I review these lessons, schedule a conference to provide feedback, if they are having great challenges with understanding, I will allow them a 2nd chance to submit and then this section is graded. Obviously this is time consuming, however, I feel that it is well worth the time in the beginning to take all of these steps.

Semester: FA/16 Number of students graded: 13 (lecture) 16 (online) = 29						
	# of students meeting 80% or above			% of students meeting 80% or above		
	Lecture	Online	Total	Lecture	Online	Total
Trans-disciplinary Unit	11	13	24	85%	82%	83%
Semester: SP/17 Number of students graded: 12 (Online) = 12						
	# of students meeting 80% or above		% of students meeting 80% or above			
	Online	Total	Online	Total		
Trans-disciplinary Unit	8	8	67%	67%		

Follow-up (How have you used or how will you use the data to improve student learning?)
The implementation of the detailed changes above made a difference. I will continue to implement required conferencing.

Budget Justification (What resources are necessary to improve student learning?)
Current resources are suitable