

**Course Outcomes Guide**

**Course/Program Title:** EDU-101/Introduction to Education      **Date:** Spring, 2018

**Course/Program Team:** Mary Beth Chaney

**Expected Learning Outcomes:**

Students will be able to:

- apply their understanding of effective teaching methodology through the creation of lesson plans.
- identify and critically analyze the policies and current practices of the American education system.
- describe how changes in the student population are leading to educational change and how these changes impact instructional programs and curricula, multicultural and bilingual programs, along with the changes that innovations and technology bring to the classroom.

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

1. Professional Portfolio
2. Lesson Plan

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

1. Professor Stonestreet, Professor Wine, teachers from the Washington County Teaching Academy instructors, and a WCPS Teaching Academy Retiree have graded student portfolios with the assessment rubric, and compared results, in order to validate the rubric and determine its validity.
2. The lesson plan is graded with a rubric. The rubric has been validated by Lead Teachers from two different Title I WCPSs.

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

1. Students have struggled with a portion of the portfolio assignment that specifically focuses on the data collected during their field experience and researched on the MSDE website concerning the percentage of free and reduced meals (FARM) that are identified in elementary schools. The reporting of this data has become so difficult to locate/interpret that via the resources provided that even WCPS administrators and Human Resource personnel cannot assist. I will be revising a portion of this assignment based on the reporting of the information at the local and state levels. I do not feel that the complete picture of student performance for this assignment is the direct result of their lack of research.
2. The data continues to show that the changes I made to the lesson plan assignment has improved student outcome data. This year students utilized an online resource, Planbook, exposing them to a method of effective lesson planning that allows when aligning Common Core/ State standards, objectives, and assessments. \* I have implemented a mandatory conference after the assignment is given, but before it is due. One portion of the conference requirement is to share a rough idea and ask at least one question they have about the lesson plan. This has been a great asset to the lesson plan assignment.

Instructor: Chaney Semester: FA/17 Number of students graded: 14 (lecture) + 0 (web) = 14 Web canceled due to low enrollment					
Lesson Plan	# of students meeting 80% or above		% of students meeting 80% or above		
	Lecture	Web	Lecture	Web	Total
	Total				

1. Portfolio	1. 11 0 14	1. 73% 0 73%
2. Lesson Plan	2. 10 0 14	2. 71% 0 74%
Semester: SP/18 Number of students graded: 28 (lecture) 14 (web) = 42		
Lesson Plan	# of students meeting 80% or above Lecture                      Web Total	% of students meeting 80% or above Lecture                      Web Total
1. Portfolio	1. 22/25 9/12 37	1. 88% 75% 84%
2. Lesson Plan	2. 24 12 /13 41	2. 86% 92% 88%

**Follow-up** (How have you used or how will you use the data to improve student learning?)

Changes to the procedures for Field Experience hours in WCPSs impact the Professional Portfolio assignment, including the ability to collect data pertaining to individual schools. I will be modifying the assignment to adjust for the changes, as well as providing additional tutorials to support in meeting outcomes.

The lesson plan will continue to evolve with the demands as mandated by Common Core through the support of tutorial, conferencing, and online modules. Where these have been piloted over the past academic year, scores improved. Areas that are identified as areas of weakness will continue to be supported.

**Budget Justification** (What resources are necessary to improve student learning?) None at this time.

**Course Outcomes Guide**

**Course/Program Title:** EDU-103/Foundations of Early Childhood Education    **Date:** Spring/2018

**Course/Program Team:** Mary Beth Chaney

**Expected Learning Outcomes**

Students will:

- analyze the effect of changing views of children and childhood on programs and services for children.
- explore effective teaching strategies that help children achieve important learning and developmental goals and motivate children to learn.
- apply the use effective assessment strategies used for gathering and recording evidence that supports children’s learning and development.
- analyze what it means to become a professional early childhood educator and the obligations and commitments to children that early childhood professionals must understand and embrace.

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

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

Education professors and Washington County teachers (current and recently retired) have participated in the evaluation process of the EDU 103 portfolio. The results are then compared in order to validate our grading procedures and rubric.

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

I continually analyze data from the portfolio assignment in order reflect on the overall assignment, delivery, etc. and then make adjustments accordingly. I have made adjustments to the portfolio in order to support students with areas that seem to be challenging or in need clarity.

The goal for the portfolio is that 80% of students will earn an 80%, B or better. Lecture and online sections complete a peer review in which quality feedback is expected. I closely review this feedback and ask leading questions and/or post information that may pertain to weak skills that I observe as necessary for multiple students. This was well received and the benefits were evident.

Semester: FA/17 Number of students graded: 21 (lecture) -- (web) = 21					
	# of students meeting 80% or above		% of students meeting 80% or above		
	Lecture	Web	Lecture	Web	Total
Portfolio	11	-- 15	73%	--%	73%
Semester: SP/18 Number of students graded: 14 (lecture) 10 (web) = 24					
	# of students meeting 80% or above		% of students meeting 80% or above		
	Lecture	Web	Lecture	Web	Total
Portfolio	11/13	6/7 20	85%	86%	85%

**Follow-up** (How have you used or how will you use the data to improve student learning?)

In the fall of 2017 I implemented assignments that consisted of various components within the portfolio, in hopes of clarifying and strengthening the larger assignment. These assisted in the overall average growth. I will continue to build smaller assignments that will build the skills necessary for the overall larger assignment. I will also maintain the required conference immediately following the completion of field experience hours, but prior to the due date of the Professional Portfolio.

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

Current resources are suitable

**Course Outcomes Guide**

**Course/Program Title:** EDU115 Methods and Materials of Early Childhood Education      **Date:** Spring/2018  
**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?)

Thematic Cross Disciplinary Unit Development Assignment

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

Two veteran teachers from two Washington County Public Schools have assisted in the validation process for this assignment. Utilizing their expertise, they implemented the grading process using the same grading rubric. These results were then compared, I was able to identify possible discrepancies and 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 2017, collaborating with WCPS Teachers, and conferencing with students, has allowed me the reflective opportunity to make adjustments to the assignment in prior to the fall 2018 semester.

Writing lesson plans is a core task for educators, yet this is one which presents a great challenge for many students when as they begin the process. Students are provided with examples and have video tutorials of 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 a minimum of 40-60 minutes, from conception to completion. This includes research, aligning Common Core/State standards, creating assessments, and documenting the objective, warm-up, whole group, small group, closure, and follow-up. The idea is that all students will have a complete and thorough understanding of all necessary components, they are required to write multiple lessons in each of the content areas. Quality, detailed feedback is imperative at each and every stage along the way. I continually make adjustments and modifications to the expectations each semester based on current trends and student needs/challenges.

Positive results were achieved with aforementioned modifications. I conferenced with all students to ensure that they have a clear understanding of the expectations. The first lesson utilizes the peer review process via a discussion board on Moodle. I also provide private feedback. This allows students the opportunity to make corrections prior to submitting that lesson for grading. Following the return of this grade/feedback, the first section is then created. This section consists of multiple lessons within the same content area, with a focus 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 individually through the use of conferencing.

Semester: FA/17		Number of students graded: Hybrid = 29			
	# of students meeting 80% or above		% of students meeting 80% or above		
	Hybrid	Total	Hybrid	Total	
Thematic Cross Disciplinary Unit Development Assignment	27	28	96%	96%	

Semester: SP/18		Number of students graded: Hybrid = 16		
	# of students meeting 80% or above		% of students meeting 80% or above	
	Hybrid	Total	Hybrid	Total
Thematic Cross Disciplinary Unit Development Assignment	14	16	88%	88%

**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

## Course Outcomes Guide

**Course/Program Title:** EDU-116 Infant & Toddler Development  
**Team:** Mary Beth Chaney

**Date:** Summer/2018 **Course/Program**

**Expected Learning Outcomes:**

- demonstrate an understanding of the meaning of the attachment bond as it impinges on all development in the future;
- implement scheduling techniques importance of infant-toddler routines and play;
- verbally express an in-depth understanding of the interrelationship between the brain, intelligence, physical-motor skills and human stimulation;
- apply the knowledge of and strategies for promoting language development and intelligence in infant-toddlers.

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

1. Toy Observation
2. Social Story

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

A retired WCPS Infant and Toddler Parent Involvement Specialist, along with education faculty, have graded samples of each assignment using a rubric for each. The results are then compared in order to validate the grading procedure and rubric. Adjustments are made accordingly.

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

1. The Toy Assessment is an assignment in which students are required to evaluate three toys, that cannot have batteries or be electronic, of their choosing, at three different stages. They research and report the various developmental domains that are focused upon, share the connection to brain stimulation and intelligence, and site the reliable sources that are used.
2. A Social Story is a story that my students write to guide relationships, behaviors, reactions, or other similar topics. This is a biblio-therapy text.

Instructor: Chaney				
Assessments: Referred to as # 1 and 2- defined above			Number of students graded =16	
	# of students meeting 80% or above		% of students meeting 80% or above	
	Web	Total	Web	Total
1	14	16	88%	88%
2	15	16	94%	94%

**Follow-up** (How have you used or how will you use the data to improve student learning?)

Due to the fact that 14 (fourteen) students were enrolled in this section, more than two students earning less than 80% would negatively impact the results. Assignment 1, the Toy Observation, had two students who did not meet the goal. One student did not correctly categorize the three toys using the guidelines set within the assignment and the second did not turn in the assignment on time.

The second assignment was strong overall, with just one student who had difficulties with grammatical, spelling, and general language skills that must be displayed when modeling text to be shared with children. Many students from this course discussed that they enjoyed writing their social story and that it helped them know how they can work with students when a challenge arises, whether it be a simple problem or one more complex. I will continue to use student outcomes to evaluate my effectiveness and adjust my teaching accordingly.

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

None at this time

## Course Outcomes Guide

**Course/Program Title:** EDU-117 School Age Child Care Seminar I      **Date:** Summer/2018  
**Course/Program Team:** Mary Beth Chaney

**Expected Learning Outcomes:**

- classify various school age programs based on the knowledge and characteristics of those programs;
- identify social settings that encourage and are influenced by intentional and unintentional actions;
- identify guidance strategies to be implemented when helping children to deal with concerns, fears, and challenges;
- recognize and create strategies to assist children in dealing with the social influences on eating and fitness habits.

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

1. Case study: Childhood Obesity Reporting and Testing Activity
2. Caring Community of Learners Research

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

Stakeholders through APPLES for Children, Inc. (the Alliance for Parent, Provider, and Local Employer Solutions) and the owner of Kids Club, Inc. have graded samplings of each assignment. The results are then compared in order to validate my grading procedures and rubric. Adjustments are made accordingly.

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

1. This case study is one that requires interpretation of various charts, data, diet, exercise, lifestyle, and curriculum that is included at various age/stages. Students reflect on positive and negative impacts as observed, along with other impacting factors.
2. Research surrounding a child’s caring community of learners, as related to Brofenbrenner’s Ecological Theory, and local resources available to also support some of the levels. This research provides an excellent resource for students in addition to understanding the levels of community.

Instructor: Chaney			Semester: FA/17	
Assessments: Referred to as # 1 and 2 as defined above			Number of students graded = 10	
	# of students meeting 80% or above		% of students meeting 80% or above	
	Web	Total	Web	Total
1	9	10	90%	90%
2	10	10	100%	100%

**Follow-up** (How have you used or how will you use the data to improve student learning?)

Students have done a wonderful job connecting the theories of development to both of these assessments. I have found that conferencing with students to reflect on the theory is the most beneficial procedure.

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

Current resources are suitable



## Course Outcomes Guide

**Course/Program Title:** EDU-212 Processes and Acquisitions of Reading Instruction

**Date:** Spring/2018

**Course/Program Team:** Mary Beth Chaney

**Expected Learning Outcomes:**

At the conclusion of the course, students will be able to:

- Explain and use the rationale for developmentally appropriate reading instruction;
- Recognize literacy processes and their patterns of development;
- Understand the science of reading through current research based practices and their connection to literacy instruction (Phonological Awareness, Phonics, Fluency, Vocabulary, Text Comprehension);
- Develop strategies for assisting children’s acquisition of knowledge about print cueing systems (Visual, Semantic, and Syntactic).

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

- Reading Observation
- Literacy Strategy Research and Presentation

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

Multiple education professors and two WCPS Lead Teachers have graded a sampling using my rubric, and compared results, in order to validate my grading procedure, the rubric, and determine its reliability.

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

Per the adjustment made during the previous COG cycle, I am happy with the progress and will continue to work with students to build research implementation for both assignments in order to support strategies that we are learning about. These assignments enhance concepts and provide real implementation on content.

Semester: FA/17		Number of students graded: 21 (lecture) = 21			
	# of students meeting 80% or above		% of students meeting 80% or above		
	Lecture	Total	Lecture	Total	
Reading Observation	19	19	90%	90%	
Literacy Strategy	20	20	95%	95%	
Semester: SP/18		Number of students graded: 17 (lecture) = 17			
	# of students meeting 80% or above		% of students meeting 80% or above		
	Lecture	Total	Lecture	Total	
Reading Observation	17	17	100%	100%	
Literacy Strategy	15	15	88%	88%	

**Follow-up** (How have you used or how will you use the data to improve student learning?)

I will continue to refer students to the Student Success Center for support when research assistance and proofreading or creating bibliographies.

This course is being updated through MSDE and I will be awaiting more information from them in regards to the status of a work committee, etc.

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

Current resources are suitable.

## Course Outcomes Guide

**Course/Program Title:** EDU 215 Child Care Center Administration and Management **Date:** SU/18

**Course/Program Team:** Mary Beth Chaney/Marcie Burleson

### Expected Learning Outcomes:

- Describe the roles and responsibilities of a program administrator;
- Demonstrate knowledge of staff supervision, scheduling, evaluation and ongoing professional development requirements;
- Develop comprehension and implantation of budgeting and cash flow management.

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

Written Assignments

1. Marketing
2. Application, review, interview
3. Accreditation research

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

I worked in conjunction with Mrs. Burleson and graded samplings of each assignment. The results I had were compared in order to determine the reliability of the grading practices, procedures and rubrics.

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

Assessments for all three of the assignments were consistent and in fact at 92% or above. Current practices will continue with modifications made as changes in research or methods of instruction are made.

Instructor: Burleson		Semester: Spring/2018		
Assessments: Referred to as # 1,2 and 3 as defined above		Number of students graded = 16		
	# of students meeting 80% or above		% of students meeting 80% or above	
	Web	Total	Web	Total
1	15	16	94%	94%
2	12	16	75%	75%
3	14	16	86%	86%

**Follow-up** (How have you used or how will you use the data to improve student learning?)

Assessment results are acceptable and the assignments will be adjusted as necessary in the future.

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

Current resources are suitable.