Course Outcomes Guide

Course Information

EDU 101: Introduction to Education
3 Credits
Spring 2019

Instructor Information

Instructor: Professor Mary Beth Chaney

Student Learning Outcomes

Upon completion of this course, 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 impact instructional programs and curricula, multicultural and bilingual programs, along with new implemented innovations and technology which may be integrated into these curricular models.

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 Total	Lecture	Web	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		% of students meeting 80% or above		
	Lecture	Web Total	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.