

Draft

# EDUC 3263 - Teach Cont & Proc: Language Arts Education

Reporting Period

&lt; 2016-2017

&gt;

## Course Description

This course will provide undergraduate students with knowledge and skills to instruct students in all areas of language arts usage, language acquisition, and the development of the language arts curriculum for early childhood/elementary settings.

## Program Outcomes/Goals

### POG1 Effective and Professional Educator

The student will demonstrate the knowledge and characteristics of an effective and professional educator, including a commitment to caring, collaboration and professional development.

## Student Learning Outcomes

### SLO1 Collaboration on current research in Language Arts

The student will work with a partner to effectively present in an area in the language arts, demonstrating collaborative skills,

## Supported Initiatives

4 Standards 0 General Education 0 Institutional Priorities 0 Strategic Initiatives

## Action Plans for Improvement

### Action Plans for Improvement Description

Although I met the intended target for this semester, I will continue to strive for even higher scores in this area. Collaboration is one of the pillars of our program, and is a vital part of this assignment. In talking with the students about these scores, I was able to attain some information which will be vital in helping me as I introduce this assignment to future classes. I will make certain that the roles within this collaborative assignment are fully defined, and the

### Due Date

Dec 15 2017

### Status

participants have the opportunity to discuss these roles among themselves prior to the beginning of this assignment. I will also make certain to "check in " with each group at the midway point and ask them to informally assess their progress and their collaboration. I will also give additional class time for groups to work together while I am present to assist and provide support. By implementing these measures, I feel certain I can avoid some of the pitfalls one group in particular met during this time.

Planned

Due Date: December 15, 2017

Status: Planned

## Measures

### M1 Language Arts Research Presentation

Students will work with a partner to select, review, and present current research to the class using a variety of presentation modes such as PowerPoint, Prezi, tri-folds, posters, charts, etc.. to effectively engage the audience.

#### Methodology

This assignment will be assessed using a Research Presentation rubric.

#### Source of Evidence: Presentation - Academic Direct

#### Target

Students will score a minimum of twelve or more points out of a possible score of fifteen points on the presentation/ collaboration component of the research presentation rubric.

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
80%	This course EDUC3263 had 26 students enrolled and was taught on Dalton State main campus in a traditional face to face format in Spring 2017. Out of 26 students, 24 (92.3%), students achieved 12 or more points on the Research Collaboration assignment rubric. The class average on this assignment was 14.62 which is 97.47%.	No previous action plans were put into place as this is the first time the instructor has taught this course.	Academic: Improved Performance	Met

#### Analysis of Finding and Evaluation Results

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
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On this Research Collaboration Assignment, there is a maximum possible total of 15 points based on the Rubric. Ninety seven point forty seven percent of the students earned a full fifteen points out of fifteen on this assignment. These students worked well together and divided the workload of the assignment equally between the participants. One student noted that she did not have as much input in the selection of the professional article as she would have liked, but she did feel that the work was equally shared throughout the rest of the assignment. However, one student earned a score of fourteen, and two students fell below the minimum expected score of twelve with scores of ten and eleven respectively. Upon further investigation, I discovered that these scores originated with the same collaborative group. After holding individual conferences with these students, it was clear that one individual had not participated fully in the small group work and the others took the load of the assignment preparation and presentation. It was additionally noted that the roles of each student in this group were not fully defined prior to the onset of this assignment and that expectations were not monitored as the assignment progressed. This assessment was a strong one as it considered each step of the assignment from selection of the article to the finished product, or presentation and gave each participant the opportunity to reflect on the collaboration within the assignment. As these scores were completed and turned in individually, students felt comfortable with being honest in their impressions and feedback for this portion of the assignment.

POG2 **Subject Matter Competency**

The student will demonstrate competency of subject matter essential to effective teaching.

**Student Learning Outcomes**

SLO1 **Diagnostic Assessment of Student Writing**

The student will select a piece of learner writing, score that writing using a rubric, and provide a diagnostic plan for improvement.

**Supported Initiatives**

4 **Standards**      0 **General Education**      0 **Institutional Priorities**      0 **Strategic Initiatives**

**Action Plans for Improvement**

**Action Plans for Improvement Description**

Although I met the target for this critical assignment, I can certainly make additional improvements. Since twenty four of

my twenty six students were successful, I want to continue my practices in modeling sections that may be more difficult, giving the assignment at the beginning of the semester, making the assignments expectations clear and answering related questions. I will plan on being more proactive with this assignment in order to prevent future problems in specificity. I will give examples of this in class. I will also create some checkpoints and a timeline for this assignment as I feel fairly certain that these students waited until the last minute to complete this assignment and as a result, did not provide quality in their work.

**Due Date**

Dec 15 2017

**Status**

Planned

## Measures

### M1 Critical Assignment: Teaching Task Three: Writing

The students will select a piece of student writing, score using a rubric, and provide a diagnostic plan for improvement. Following this task, the student will then compose a paper which will provide evidence for each score received, a summary of learner areas for improvement and strengths, and instructional plans for facilitating that improvement.

#### Methodology

The Teaching Task Three - Writing paper will be assessed by using the Rubric for Critical Assignment Teaching Task Three Diagnostic Assessment of Student Writing Paper.

#### Source of Evidence: Written assignment - Academic Direct

#### Target

Students will score a minimum of 25 points of 30 on the Critical Assignment Writing Rubric

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
90%	This course EDUC3263 had 26 students enrolled and was taught on Dalton State main campus in a traditional face to face format in Spring 2017. Out of 26 students, 24 (92.3%) students achieved 25 points or more on the Critical Assignment: Teaching Task III Writing Assignment. The class average on this assignment was 27.7 points (92.3%).	No previous action plans are in place as this is the first time the instructor has taught this course.	Academic: Improved Performance	Met

#### Analysis of Finding and Evaluation Results

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
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On this Critical Assignment: Teaching Task III Writing Assignment, there is a maximum possible total of 30 points based on the Rubric. Twenty four (92.3%) of the students scored twenty five or more points on points out of the thirty possible points on this rubric. We discussed this assignment in class in some detail and opportunities were given for clarification. The assignment expectations were also posted on GaView. Student questions were answered in class and I modeled critical sections. One student earned a score of twenty four points and the other earned a score of twenty. The student earning a score of twenty four lacked special details regarding the instructional steps she would take to move the case study student to the next level of his/her writing. The student scoring a twenty had uncited statements and also did not provide specific interventions to assist her case study student. It was obvious to me that specificity was something I needed to stress the next time I give this assignment. I also need to make certain that the students understand the reasoning behind such an expectation. This assignment is a very strong one as it measures the students' ability to evaluate a piece of writing, justify their reasoning through examples from the text and meet learner needs by designing instruction that will capitalize on their strengths and build on their areas of needs.

## Related Projects

There are no related projects to this project.

## Project Collaborators



**Henry Codjoe**  
Author



**Sharon Hixon**  
Reviewer



**Molly Zhou**  
Author



**Dr. Robert Overstreet**  
Author



**Janet Johnson**  
Author

## Project Attachments

S17EDUC3263-01(Johnson).docx

PartnerResearchPresentationCollaborationRubric.pdf

LanguageArts-CriticalAssignment.pdf

## Comments

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