

Draft

EDUC 3273 - Class Mgmt Sec Ed Field Exp II

Reporting Period

<

2016-2017

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Course Description

Focuses on the development of management techniques and teaching skills for secondary teacher candidates. Includes observations and models in management used in the education and guidance of secondary students. Includes a minimum of 133 hours in field experiences in secondary settings. A practicum fee will be charged.

Program Outcomes/Goals

POG1 Effective and Professional Educator

The students will demonstrate collaboration with peers and mentor teacher to exhibit classroom management essential to effective teaching. In discussing classroom management strategies, the student will be able to develop an effective classroom management plan.

Student Learning Outcomes

SLO1 Learning environment

Define and develop steps in how to manage curriculum, instruction, facilities, resources, and children. Students will extend their classroom management project from EDUC3272 to indicate evidence of detailed management skills gained in field placement.

Supported Initiatives

3

Standards

0

General Education

0

Institutional Priorities

0

Strategic Initiatives

Action Plans for Improvement

Action Plans for Improvement Description

While the target has been met, it is necessary to continue to revise the Classroom Management Plan II rubric to include a more in-depth degree of description. The current rubric requires inclusion of various items within eight criteria with some mention of depth of understanding. Including in-depth details concerning degree of description within the rubric could prevent possible miscommunication between student and instructor when understanding what is necessary for the project.

Due Date

May 11 2018

Status

Planned

Measures

M1 Classroom Management Plan II

Students will improve on strategies and techniques that would best fit the grade level and content according to daily routines, procedures, and daily interactions with the students which were developed during EDUC3272. Students will add information to additional criteria such as parent communication, grading procedures, substitute plans and complete a videoed lesson to reflect upon for the revised classroom management plan during EDUC3273.

Methodology

This measure will be assessed using the Classroom Management Plan Rubric II

Source of Evidence: Written assignment - Academic Direct

Target

Students will score 80% or more (25.5 points or more) on this assignment based on the Classroom Management Plan Rubric II

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
80%	This course, EDUC 3273, had 19 students enrolled and was taught on the main campus of Dalton State College in a traditional format (face-to-face) in Spring 2017. Out of the 19 students, 18 (95%) students achieved 25.5 points or more on the Classroom Management Plan II. The class average on this project was 27.9 (93%).	This is the first official assessment of EDUC 3273 while instructed by A. Ridley. There are no previous action plans.	:	Met

Analysis of Finding and Evaluation Results

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
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On this Classroom Management Plan II, there were 32 possible points according to the rubric. The majority of the nineteen students provided a descriptive analysis of the construction of their classroom model, daily routine, discipline plan, grading and testing procedures, procedures for parent communication and plans for substitutes. The students were also asked to video a lesson and answer questions concerning developing a positive learning environment, student engagement, and developing a deeper understanding of the material that would help indicate the importance of how classroom management contributes to all three of these. Ninety five percent of the nineteen students earned an 80% or higher on this project. After close examination of the results, descriptions of how the students developed a positive learning environment, student engagement, and deeper content understandings were less detailed than the other criteria. The students did not describe how their classroom management contributed to the learning of the students with the classroom. Many individuals require improvement in this area. There was one student who did not gain at least 25.5 points on this project. The one student who did not reach the 25.5 point threshold, did not include all required items within all criteria. The one student gave vague descriptions within the plan for many criteria. The answers to the video questions by this one student only contained minimal descriptions of the 3 sections required. There was no evidence of a deeper understanding of why the items are necessary for each criteria. The Classroom Management Plan II allows for a constructed foundation of the future classroom built for continuous adjustment of such items as the classroom model, daily routines, and discipline plan throughout placement in the education program along with analysis of how a good lesson plan and positive classroom environment can solidify management of the classroom. The strength of the measure is gained from the continuous reflection throughout placement. At the end of this assessment, the students gained an appreciation in the value of classroom management skills along with the benefit of proactive planning.

POG2 **Caring Environment**

Students will demonstrate a positive learning environment, positive climate of openness, respect and responsiveness to various cultural backgrounds and student interests.

Student Learning Outcomes

SLO1 **Activity Summary**

Students will complete a summary of activities that they have attended within placement that will exemplify dedication and loyalty to students within a school. The opportunities to attend such events as after-school sports, parent-teacher nights, faculty meetings, parent-teacher conferences, etc. should be important to student-centered teaching.

Supported Initiatives

3 Standards 0 General Education 0 Institutional Priorities 0 Strategic Initiatives

Action Plans for Improvement

Action Plans for Improvement Description

While the target has been met, it is necessary to continue to revise the Activity Summary Rubric to include a more in-depth degree of description within the context of how attendance within the various events/activities affect the students' teaching and/or teaching philosophy. The current rubric requires inclusion of how attendance affects teaching but does not require in-depth details. Including in-depth details concerning degree of description within the rubric could prevent possible miscommunication between student and instructor when understanding what is necessary for the project. The instructor must explain the relationship between attendance in these events/activities and the teaching environment and/or philosophy.

Due Date

May 11 2018

Status

Planned

Measures

M1 Activity Summary

Students will attend three events within placement that are outside of the placement duties such as after-school sports, parent-teacher nights, faculty meetings, parent-teacher conferences, etc. The students will then give a description of each event attended along with their observations of how the students reacted to their attendance. The activity summary should include how their teaching and/or teaching philosophy may be affected based on attendance in events such as these.

Methodology

The measure will be assessed using the Activity Summary Rubric

Source of Evidence: Written assignment - Academic Direct

Target

Students will be able to achieve 80% or more (20 points) based on the Activity Summary.

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
80%	This course, EDUC3273, had 19 students enrolled and was taught on the main campus of Dalton State College in a traditional format (face-to-face) in Spring 2017. Out of 19 students, 19 (100%) students achieved 16 points or higher on the Activity Summary. The class average on this assignment was 19.16 (96%).	This is the first official assessment of EDUC 3273 while instructed by A. Ridley. There are no previous action plans on file.		Met

Target	Findings	Improvements Achieved from Previous Action Plans	Improvement Type	Status
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Analysis of Finding and Evaluation Results

On this Activity Summary, there were 20 possible points according to the rubric. The majority of the nineteen students provided a descriptive analysis of the events that were chosen and the insights gained from attending including the effects upon their teaching based on relationships built from their involvement. One hundred percent of the nineteen students earned an 80% or higher on this project. After close examination of the results, extensive descriptions of the events' effects on the students' teaching that were gained from attendance in the events were less in-depth than the students' descriptions of the event itself. The students who did not reach the full 20 points, did not include all required items within all criteria. These students gave vague descriptions for many criteria. The description of either the events or the effects on teaching was very brief and did not include in-depth details of how the experience allowed the students to increase their relationships and/or effects of teaching for the students within the classroom. There was no evidence of a deeper understanding of why the items are necessary for each criteria. The Activity Summary is constructed to be an analysis of the effects of involvement in after-school events on classroom teaching and student-teacher relationships. Teacher involvement in events such as these could increase student motivation within the content based on the caring environment that the teacher develops when showing interest in what is important to the students. This summary should be built by the student teacher based on an involvement in after-school events. Students should take note of the event description, the classroom students'/parents'/fellow teachers' reactions to their involvement, and how this involvement may affect their teaching and/or teaching philosophy. The strength of the measure is gained from the continuous reflection throughout placement. At the end of this assessment, the students gained an appreciation in the value of attending events in which the students are involved and how this involvement could benefit their own classroom.

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



Andrea Ridley
Author

Project Attachments

Rubric-ClassroomManagementPlanII-1.docx

ActivitySummaryRubric.docx

EDUC3273ClassroomManagementSeminarandFieldExperiencell.docx

Comments

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