

Assessment Impact by Course Objectives

Palau Community College

Program (ED) - Education Program (EDEC, EDEE, EDSE & EDSP)

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CLO: ED 206 - Teaching / Learning in the Secondary School: CLO 1

Identify and discuss the role of a teacher to issues/challenges typical to a secondary school setting.

CLO Assessment Cycle: 2014-2015 (Spring 2015)

CLO Status: Active

Means of Assessment			
Means of Assessment	Expected Student Performance	Notes	Active
Explain how classroom relations and personal behavior are maintained, and describe approaches to take when the going get tough. Signature assignment: Project	70% of the students assessed will perform at the proficiency level.		Yes

Results			
Summary of Data Collected	Use of Results	Follow-Up	Semester Assessed
Project - 05/31/2015 - The student performed at the emerging level thus the proficiency level was not reached. Expected Student Performance Met: No Related Documents: ED206CLOLevel1Student1S15.docx			2014 - 2015 (Spring 2015)

CLO: ED 206 - Teaching / Learning in the Secondary School: CLO 2

Discuss ways that the adolescent brain can be motivated to learn and retain the learned information.

CLO Assessment Cycle: 2014-2015 (Spring 2015)

CLO Status: Active

Means of Assessment			
Means of Assessment	Expected Student Performance	Notes	Active
Describe and give examples of ways the human brain can be motivated to learn and retain the learned information using Appealing to the Human Brain approach. Signature assignment: Project	70% of the students assessed will perform at the proficiency level.		Yes

Results			
Summary of Data Collected	Use of Results	Follow-Up	Semester Assessed

Results			
Summary of Data Collected	Use of Results	Follow-Up	Semester Assessed
Project - 05/31/2015 - No student was assessed for this specific course learning outcome. Expected Student Performance Met: No			2014 - 2015 (Spring 2015)

CLO: ED 206 - Teaching / Learning in the Secondary School: CLO 3

Design and produce effective lesson plans inclusive of the standard components and elements with respect to effective concept learning.

CLO Assessment Cycle: 2014-2015 (Spring 2015)

CLO Status: Active

Means of Assessment			
Means of Assessment	Expected Student Performance	Notes	Active
Produce a comprehensive lesson plan identifying goals, objectives, teacher's activities, students' activities, five different assessment tools, assessment evaluation results and plans based on the result of students assessments. Signature assignment: Lesson Plan	70% of the students assessed will perform at the proficiency level.		Yes

Results			
Summary of Data Collected	Use of Results	Follow-Up	Semester Assessed
Lesson Plan - 05/31/2015 - 100% of student assessed performed at the outstanding level. Expected Student Performance Met: Yes Related Documents: ED206S15Student1_CLO3Level4.zip			2014 - 2015 (Spring 2015)

CLO: ED 206 - Teaching / Learning in the Secondary School: CLO 4

Distinguish between behavior management and discipline; discuss their effects on the learning process; effective approach for managing behavior and discipline; demonstrate effective behavior management methods.

CLO Assessment Cycle: 2014-2015 (Spring 2015)

CLO Status: Active

Means of Assessment			
Means of Assessment	Expected Student Performance	Notes	Active
Explain how classroom relations and personal behaviors are managed? Signature assignment: Project	70% of the students assessed will perform at the proficiency level.		Yes

Results

Results			
Summary of Data Collected	Use of Results	Follow-Up	Semester Assessed
Project - 05/31/2015 - 100% of student assessed performed at the outstanding level			2014 - 2015 (Spring 2015)
Expected Student Performance Met: Yes			
Related Documents: ED206S15Student1CLO4Level4.docx			

CLO: ED 206 - Teaching / Learning in the Secondary School: CLO 5

Differentiate and propose strategies to facilitate higher level thinking of specific academic concept.

CLO Assessment Cycle: 2014-2015 (Spring 2015)

CLO Status: Active

Means of Assessment			
Means of Assessment	Expected Student Performance	Notes	Active
Describe the higher level thinking to the fundamental goal of education and provide at least five different assessment tools activities that facilitate higher level thinking of specific academic concepts using Bloom's Taxonomy.	70% of the students assessed will perform at the proficiency level.		Yes
Signature assignment: Project			

Results			
Summary of Data Collected	Use of Results	Follow-Up	Semester Assessed
Project - 05/31/2015 - 100% of student assessed performed at the outstanding level.			2014 - 2015 (Spring 2015)
Expected Student Performance Met: Yes			
Related Documents: ED206S15Student1CLO5Level4.docx			