ED 6102: Making Education Data Meaningful

A. COURSE DESCRIPTION

Credits: 3
Lecture Hours/Week: 0
Lab Hours/Week: 0
OJT Hours/Week: *.*
Prerequisites: None
Corequisites: None
MnTC Goals: None

Teachers will learn how to analyze data gathered through classroom and institutional practices and accurately interpret these for various audiences and purposes. Teachers will demonstrate basic statistical concepts applied in the educational context and be able to recognize when data is being appropriately and effectively to inform instruction. An expansive repertoire of formative assessment practices for instructional purposes will be considered. Teachers will use data from student artifacts to design appropriate instructional remediation, extension, or adaptation for future curriculum iterations. Data disaggregated by race, gender, first language, and special education status will be used to consider current levels of instructional efficacy with the goal of equity and high achievement for all learners. Prerequisite(s): ED 6100.

B. COURSE EFFECTIVE DATES: 07/31/2023 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Professional Education

D. LEARNING OUTCOMES (General)

1. accurately interpret the data created by common programs (MAP data, Infinite Campus class data, spreadsheet software etc.) for various audiences -- parents, planning instruction, PLC's.
2. use spreadsheet software as a tool for analyzing, evaluating, and presenting data.
3. take data, find the important measures and interpret them meaningfully, with awareness of common misinterpretations, overgeneralizations, and problematic assumptions.
4. compare outcomes for different populations to find if they are statistically significant.
5. explain attributes of useful data in a classroom setting for analyzing student learning outcomes and planning appropriate responses. Transfer learning activities to classroom data and apply analytical models to discern important information for communication with learners or families. Understand the importance of triangulation in validating conclusions.
6. use, understanding design of, and apply formative assessment to collect meaningful qualitative and quantitative data about student progress.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted