ISEE (ADC) GELO Assessment Data

ISEE GE Learning Outcome:
Outcome 1d. Critical Thinking: Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

Outcome Measure:
Teaching Performance Assessment Task 1 (each year)

Criteria for Success (if applicable):
Average score for the group is 3.0 or higher (on a scale of 1-4 with 1 being low) on TPA task 1.

Aligned with DQP Learning Areas (circle one or more):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Target: Average Score for the Group is 3.0 or higher			
	2015-16	2016-17	2017-18	
Outcome 1d. Critical Thinking	2.74	3.0	3.03	

Conclusions Drawn from Data:
Target is met. Candidates are scoring at the proficient level (3.03) in the area of "examine, critique and synthesize information in order to arrive at reasoned conclusions", similar to last year. For this assessment, students need to determine appropriate instructional strategies given information about a diverse student population. We credit maintaining our target score to our adherence to a structured course sequence where learning is developmental and scaffolded by taking courses in order.

Changes to be Made Based on Data:
To further increase this score, students need additional experience analyzing case studies in order to examine, critique and synthesize information in order to arrive at reasoned conclusions. We will include case study analysis as a required course activity in the 2018-19 school year once again. We will also include more formative assessments during the semester to monitor candidate acquisition of this skill set.

Rubric Used

TPA Task 1 - Subject Specific Pedagogy

	1 - Far Below Standard	2 - Below Standard	3 - Meets Standard	4 - Exceeds Standard	Score/Level
Using subject-specific, developmentally appropriate pedagogy.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Planning for instruction.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Planning for assessment.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Making adaptations.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Comments:					