ISEE (ADC) GELO Assessment Data

ISEE GE Learning Outcome:
Outcome 2c. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

Outcome Measure:
TPA task 1, criteria 4 on "Making Adaptations for Diverse Learners" (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 criteria 4 of TPA task 1, "Making Adaptations".

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	2016		
Outcome 2c. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.	2.95	2.96		

Conclusions Drawn from Data:
Target is not met. Although the group average is close to the target, candidates are scoring slightly below the proficient level (3.0) in the area of "understanding the complex issues faced by diverse groups in global and/or cross-cultural contexts". We credit this low score to the complexity of determining appropriate scaffolds and instructional supports for a diverse student population.

Changes to be Made Based on Data:
Students need additional experience analyzing case studies and actual students in order to better understand the complex issues faced by diverse groups in global and/or cross-cultural contexts. We will add additional case study examinations as an EDU306 course activity in the 2017-18 school year. We will also include more fieldwork assignments with host teachers to give candidates experience for 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:					