

## ISEE (ADC) GELO Assessment Data

### ISEE GE Learning Outcome:

**Outcome 1b. Oral:** Students will be able to effectively express ideas and information to others through oral communication.

### Outcome Measure:

Clinical Practice Interview (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).

### 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 1b: Oral Communication	3.5	3.5	3.48	

### Conclusions Drawn from Data:

Target is met. Students are performing at a high level in their oral communication skills, as measured by the interview conducted after 2 semesters of coursework where candidates need to cogently explain their understanding of a variety of educational practices.

**Changes to be Made Based on Data:**

There are no changes to be made at this time, and we feel the scores are accurate. Because we have many new faculty, and in order to avoid inflated scoring in the future, we will have another calibration activity with all full-time and adjunct faculty who sit on the panel for this interview to clarify the criteria for each score level. We will calibrate specifically on teaching content, dispositions and use of the academic vocabulary expected during this interview, as the rubric indicates, to assure accurate scoring.

**Rubric Used**

(See next page)

## Clinical Practice Interview Rubric

<b><u>Content</u></b>	<b>Little or No Evidence</b> Value: 1	<b>Limited Evidence</b> Value: 2	<b>Appropriate Evidence</b> Value: 3	<b>Detailed and Appropriate Evidence</b> Value: 4	<b>Score/Level</b>
<b>Knowledge of classroom planning and design</b>	Inappropriate, irrelevant, inaccurate or missing knowledge	Minimal, limited, cursory, inconsistent, or ambiguous knowledge	Appropriate, relevant, accurate knowledge	Detailed, appropriate, relevant, accurate, and clear knowledge	
<b>Understanding of role of student learning in lesson planning</b>	Inappropriate, irrelevant, inaccurate understanding of language or special needs	Minimal, limited, cursory, inconsistent, ambiguous or weak understanding of language or special needs	Appropriate, relevant, accurate understanding of language or special needs	Detailed, appropriate, relevant, accurate, and clear understanding of language or special needs	
<b>Understanding of role of teacher in creating independent learners</b>	Inappropriate, irrelevant, inaccurate understanding	Minimal, limited, cursory, inconsistent, ambiguous or weak understanding	Appropriate, relevant, accurate understanding	Detailed, appropriate, relevant, accurate and clear understanding	
<b>Understanding of how to meet the needs of all students</b>	Inappropriate, irrelevant, inaccurate understanding of diverse needs	Minimal, limited, cursory, inconsistent, ambiguous or weak understanding of diverse needs	Appropriate, relevant, accurate understanding of diverse needs	Detailed, appropriate, relevant, accurate, and clear understanding of diverse needs	

Note: A minimum average score of 3 is required for advancement to Clinical Practice

## Clinical Practice Interview Rubric

<b><u>Dispositions</u></b>	<b>Little or No Evidence</b> value: 1	<b>Limited Evidence</b> value: 2	<b>Appropriate Evidence</b> value: 3	<b>Detailed and Appropriate Evidence</b> value: 4	<b>Score/Level</b>
<b>Understanding of dispositional goals for students</b>	Inappropriate, irrelevant, inaccurate understanding	Minimal, limited, cursory, inconsistent, ambiguous or weak understanding	Appropriate, relevant, accurate understanding	Detailed, appropriate, relevant, accurate, and clear understanding	
<b>Understanding of conflict resolution</b>	Inappropriate, irrelevant, inaccurate understanding	Minimal, limited, cursory, inconsistent, ambiguous or weak understanding	Appropriate, relevant, accurate understanding	Detailed, appropriate, relevant, accurate, and clear understanding	
<b>Understanding of how convictions guide teaching and their relationship to classroom instruction</b>	Inappropriate, irrelevant, inaccurate understanding	Minimal, limited, cursory, inconsistent, ambiguous or weak understanding	Appropriate, relevant, accurate understanding	Detailed, appropriate, relevant, accurate, and clear understanding	
<b>Understanding of how to build community in the classroom</b>	Inappropriate, irrelevant, inaccurate understanding	Minimal, limited, cursory, inconsistent, ambiguous or weak understanding	Appropriate, relevant, accurate understanding	Detailed, appropriate, relevant, accurate, and clear understanding	
<b>Knowledge of skills and dispositions necessary for teaching</b>	Inappropriate, irrelevant, inaccurate knowledge	Minimal, limited, cursory, inconsistent, ambiguous or weak knowledge	Appropriate, relevant, accurate knowledge	Detailed, appropriate, relevant, accurate, and clear knowledge	
<b>Knowledge of need for personal growth</b>	Inappropriate, irrelevant, inaccurate knowledge	Minimal, limited, cursory, inconsistent, ambiguous or weak knowledge	Appropriate, relevant, accurate knowledge	Detailed, appropriate, relevant, accurate, and clear knowledge	

Note: A minimum average score of 3 is required for advancement to Clinical Practice.