

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			
	2015-16	2016-17	2017-18	
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	2.64	

Conclusions Drawn from Data:

Target is not met. Candidates are scoring below the proficient level (2.64) in the area of “understanding the complex issues faced by diverse groups in global and/or cross-cultural contexts”. We credit this below target 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 2018-19 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:					