

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 | Jan 2019 | Jun 2019* |
| Outcome 1b: Oral Communication | 3.5 | 3.5 | 3.48 | 3.45 | 3.33 |

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 given the imminent change in indicator. We feel the scores are accurate and look forward to continued strong performance on the new indicator in the 2019-20 academic year. Our practice of annual calibration with full-time and adjunct faculty maintains reliability from year to year. We calibrate on teaching content, dispositions and use of the academic vocabulary expected during this interview, as the rubric indicates, to assure accurate scoring.

*This is the last year this Learning Outcome will be tied to this indicator. The Clinical Practice Interview has changed. In 2019/20 Outcome 1b will be measured using a standardized oral presentation in all EDU 306, EDU 601 and EDU 653 courses.

Rubric Used (See next page)

Clinical Practice Interview Rubric

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

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