

## ISEE (ADC) GELO Assessment Data

### ISEE GE Learning Outcome:

**Outcome 2a. Students will develop an understanding of self that fosters personal wellbeing.**

### Outcome Measure:

Dispositions Assessment criteria 3 on "Reflective Learner" (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 2a. Students will develop an understanding of self that fosters personal wellbeing.	3.39	4.0	3.5	3.5	3.79

### Conclusions Drawn from Data:

Target is met. The average score level for this criterion in our dispositions assessment is generally high, because so much of the Education curriculum is centered on being reflective of your practice and making changes based on that reflection. Again this year, every candidate was a reflective learner at an above-proficient level.

### Changes to be Made Based on Data:

Throughout the 2018-19 school year SOE is engaging in faculty discussions reviewing dispositions and their role as a critical framework in our work. Initial discussions examined dispositions data cross-sectionally and longitudinally. We asked whether dispositions were stable or dynamic and how the way we viewed them could influence how we incorporate them in classes and whether they could be changed over time. SOE is studying its capacity to develop reflective learners in these discussions. We anticipate continued growth through ongoing examinations and refinement.

### Rubric Used

<p><b>3. Reflective Learner</b> The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform and to empower every student to fulfill his or her full potential.</p>	<ul style="list-style-type: none"> <li>-Articulates and models his/her calling to the profession</li> <li>-Understands personal strengths and demonstrates consistent performance in given activities</li> <li>-Takes responsibility for his/her own learning</li> <li>-Develops and monitors a plan that balances personal and professional growth</li> <li>-Looks at an incident/activity to analyze what worked and targets areas for improvement</li> <li>-Asks questions, seeks support and guidance</li> <li>-Uses journals or reflections to record thinking and improve practice</li> </ul>
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<p><b>RUBRICS FOR PERFORMANCE LEVEL</b></p> <p><b>4 – Exceptional</b> - Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed.</p> <p><b>3.5 - Advanced</b> - Demonstrates indicator with relative ease. Demonstrates the ability to self-correct without prompting.</p> <p><b>3 –Appropriate</b> - Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.</p> <p><b>2.5 - Improvement Needed</b> – Lack of this indicator has been evident to peers or teacher. Demonstrates the ability to accept feedback, reflect and improve.</p> <p><b>2 – Area of Concern</b> – Demonstration of this indicator is frequently missing. May have some difficulty in responding openly to feedback from peers or teacher.</p> <p><b>1 – Inappropriate</b> - Demonstrates indicator infrequently if at all. No indication of desire to improve.</p>
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