

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	2016		
Outcome 1b: Oral Communication	3.5	3.5		

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 grammar, usage and use of the academic vocabulary expected during this interview, as the rubric indicates, to assure accurate scoring.

Rubric Used

(See next page)

**Rubric Used
(page 1 of 2)**

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

**Rubric Used
(page 2 of 2)**

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.