College: College of Education  
Department: General Science Education  
Representative: Melody Russell

1. Name(s) and Number(s) of Course being assessed for Oral Communication: (e.g. ENGL 4444; Capstone in Literature)  
CTSE 4920 (Internship Teaching Science); CTSE 4090 (Methods I); CTSE 4100 (Methods II)

2. Number of Students enrolled per year AND number of those students whose work was assessed for oral communication (SLO 7) competency:  
28/29

3. Assessment Method(s): Explain how assessment for this SLO - not grading for the course as a whole-was conducted. You may cut/paste rubrics for inclusion here, identify faculty reviewing committees, or identify specific kinds of test questions important to your method.)  
We use the Educate Alabama rubric to assess and evaluate teaching proficiency during the internship. The Educate Alabama rubric or evaluation form is standard for the College of Education. The program also uses oral communication exercises where each student presents a lesson and teaches a particular topic. Students are assessed through a rubric that measures their ability to interest and engage the audience. During the course students also participate in a field experience where they are assessed on oral communication skills through lesson delivery using the Educate Alabama rubric standard for the College of Education.

4. If the Assessment methods differ from those initially proposed to the CCGEC, identify the differences and explain the rationale for those changes:  
NA

Attachment File Name:

5. Based on the comprehensive rubric for the appropriate SLO7, indicate the extent of competency of the average student who has completed this course:  
advanced ability

6. Findings: (what add assessment data tell you about student proficiency in this outcome?)  
Students must meet proficiency levels based on the the Educate Alabama evaluation instrument. This instrument uses Approaching competence, Competent, and Exemplary.

7. How did you (or will you) use the findings for improvement? (What questions /issues/concerns did your data raise for the faculty teaching the course? What discussion did the faculty have about the findings? What future actions to improve student attainment of this outcome will the department / program take as a result of this?)  
The students must meet competent or exemplary areas specified in the Educate Alabama assessment. In the event that they do not an action plan is developed for the student based on the areas listed for improvement. Students complete reflections on their progress and receive feedback from multiple observations and observers.

8. Additional Comments: (What else would you like the Committee to know about your assessment of this course or plans for the future?)  
Although the standard rubric for Educate Alabama is used for all candidates to measure their proficiency additional feedback is provided that addresses students disposition and professionalism and checklist is used to determine if students possess the necessary skills to interact with students appropriately. Disposition and
professionalism are also important aspects of oral communication that need to be evaluated in teacher candidates.

9. Committee Comments