1. Name(s) and Number(s) of Course being assessed for Oral Communication: (e.g. ENGL 4444; Capstone in Literature)

KINE 4920; 7920

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

about 14 per year, 10 this year

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.)

SLO7 Oral Communication Report 2012-13
Physical Education Teacher Education Rubric – KINE 4920/7920,
Internship Taken from AU EDUCATEAlabama Internship Assessment
Standard 1: Content Knowledge
1.1 Demonstrates deep knowledge of subject-matter content and an ability to organize related facts, concepts, and skills. Uses comprehensive knowledge of subject matter and student development to ensure that all learners understand related facts and concepts within and across content areas. Introduces students and colleagues to current advances related to the discipline, knowledge of which has been gained from journals, websites, and other sources. 1.5 Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner. Modifies instructional strategies, materials and resources to support and challenge each learner.

Standard 2: Teaching and Learning
2.1 Designs a classroom organization and management system that promotes respect and responsibility. Acknowledges and responds to incidents of unfairness and disrespect. Models equitable and respectful interactions with learners, families, and colleagues. 2.7 Creates a positive learning environment that optimizes each individual’s growth and achievement within a supportive environment.

Formulates and uses questions to engage students in higher order thinking and content mastery, and foster learner interactions. Paces and adjusts instruction to ensure continual engagement of all learners.

Communicates high expectations for each learner and differentiates instructional practices to move each learner forward in his/her growth and development. Standard 3: Literacy
3.1 Demonstrates standard oral and written communication
Uses standard spoken communications (grammar, pronunciation, sentence structure, volume, pacing) that are well matched to the content or the information being exchanged and to audiences involved. Uses standard written communications (grammar, spelling, punctuation, sentence structure, paragraphs) that are well suited to the content or information being exchanged and to audiences involved. Uses questioning strategies to solicit specific information and clarify understanding. Uses modes of communication which ensure effective interactions and discussions with individuals and/or groups involved. Responds to speakers using communication strategies that fit the situation and enhance communication, e.g., questioning, paraphrasing, extending ideas, suggesting additional viewpoints or possibilities. Monitors and modifies spoken and written communications using self-reflection and feedback from others. Collaborates with colleagues to learn and practice effective communication skills (listening, questioning, etc.) that will characterize interactions with learners, families/guardians, peers, and others schoolwide. 3.2 Fosters and responds to effective verbal and nonverbal communications during
instruction. Creates a learning environment where all learners initiate appropriate verbal and nonverbal communications to enhance understanding, critical thinking, and positive relationships. Responds to learners verbally and nonverbally in ways that maintain individual and group focus and on-task behavior. Models and teaches effective appropriate and verbal, nonverbal, and media-based communication techniques. Standard 4: Diversity 4.2 Communicates in ways that show sensitivity to diverse populations and responds appropriately to cultural, ethnic, and social differences. Continually works to refine communication skills needed to reach and teach diverse learners. Uses an extensive repertoire of strategies and technologies to ensure engagement and participation of all learners. Standard 5: Professionalism 5.1 Works in partnership with cooperating teacher to facilitate student learning and well-being. Communicates with colleagues and shares available resources.

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

   Used rubric developed from EDUCATE Alabama

   Attachment File Name: SLO7 Oral Communication Report 2012-13.docx

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

   intermediate

6. Findings: (what add assessment data tell you about student proficiency in this outcome?)

   Students are competent and in some cases exemplary in oral communication skills

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)

   Scores indicated that student performance is competent, and indicates that students sometimes exceed expectations. We particularly emphasized the use of good questioning and checking for understanding.

   We will continue to emphasize the importance of clear oral instruction, while minimizing the time spent talking - i.e., becoming more efficient in the use of oral communication.

8. Additional Comments: (What else would you like the Committee to know about your assessment of this course or plans for the future?)

9. Committee Comments