

Division of Education
Oral Communication Assessment Report
2019-20

Oral Communication

1. Degree Learning Outcome(s)

- a. You may find the degree learning outcome needs refinement. Note as such and discuss your recommendation at the end, in the Conclusion.

The Division of Education received national accreditation from the Council for the Accreditation of Educator Preparation (CAEP). CAEP is an accrediting organization responsible for overseeing and accrediting teacher education programs. According to the CAEP website, CAEP accreditation is widely considered as the top teaching program-specific accreditation.

The Education Division was granted full accreditation by the CAEP in Spring 2020. This award extends from to Spring 2027. A large part of the accreditation process required the UHWO Division of Education to demonstrate an ability to meet CAEP standards.

All Division of Education standards are closely aligned with the CAEP standards, including the adoption of all 10 Interstate New Teacher Assessment and Support Consortium (InTASC) standards. Education Division course syllabi align Student Learning Outcomes (SLOs) with not only UHWO Institutional Learning Outcomes (ILOs) but also InTASC standards (AKA Division Learning Outcomes). There are key assessments that are aligned with InTASC standards in all courses. These key assessments are evaluated every semester.

Since teacher education is heavily focused on the process of teaching, most all InTASC standards relate to oral communication in performance, dispositions and critical knowledge. A few examples are below.

Oral communication appears throughout InTASC standards as performance standards. Some examples include, but are not limited to:

Performance Standard 2(b) - The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

Performance Standard 3(f) - The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

Performance Standard 3(h) - The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Oral communication appears throughout InTASC standards as essential knowledge. Some examples include, but are not limited to:

Essential knowledge Standard 3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

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Essential knowledge Standard 5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

Essential knowledge Standard 6(n) - The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

Essential knowledge Standard 8(m) - The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

Oral communication appears throughout InTASC standards as critical dispositions. Some examples include, but are not limited to:

Critical disposition Standard 6(q) - The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

Critical disposition Standard 8(q) - The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

2. Curriculum map for the given learning outcome

a. Refer to Appendix A

All elementary education teacher candidates are required to take all courses listed in the teacher education curriculum map. Therefore, there is an expectation that oral language skills will be introduced, reinforce, and mastered throughout the program.

An assignment from EDEE 200/201 was chosen to evaluate the introduction of oral language skills. This course was selected for review because it is the first elementary education course taken as part of the program and therefore provides a baseline of student performance for oral language. EDEE 200/201: Introduction to Teaching as a Career introduces teacher candidates to the process of becoming a highly qualified teacher in the State of Hawai'i. Topics include an overview of the teacher preparation program, K- 6; an introduction to the multiple dimensions of teaching, including the "why" of teaching (entering the profession); the "who" of teaching (students), the "what" of teaching (curriculum), and the "how" of teaching (pedagogy); an initiation into the lifelong process of reflection and growth; and initial development of the Professional Portfolio. In this course, candidates have numerous opportunities to learn about and demonstrate oral language skills as they observe teachers teach lessons on the classroom and teach lessons of their own in front of students.

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Several InTASC Standards are addressed in EDEE 200/201. Notable as it related to oral communication is InTASC Standard 3 which states that the teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. As part of this standard, teacher candidate must do the following:

Performance 3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Performance Standard 3(f) - The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

Essential Knowledge Standard 3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

An assignment from EDEE 464 was chosen to evaluate the reinforcement of oral language skills. This course was selected for review because it positioned approximately midway through the elementary education program and therefore provides information on the progression of skills related to oral language. EDEE 464: Science Methods. This elementary school science methods course focuses on teaching and learning science in grades K-6. The purpose is to enable teacher candidates to become thoughtful, creative, and effective teachers, through focused inquiry, investigations, and collaborations, all within the context of planning and implementing a standards-based science curriculum. In this course, candidates have numerous opportunities to learn about and demonstrate oral language skills as they observe teachers teach lessons on the classroom and teach lessons of their own in front of students.

InTASC Standards are addressed in EDEE464 including 1, 4, 5, 8, 9, 10. Notable as it related to oral communication is InTASC Standard 8: Instructional strategies which states that the teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. As part of this standard, teacher candidate must do the following:

Critical Disposition Standard 8(q) - The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

Essential knowledge Standard 8(m) - The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

An assignment from EDEE 490/492 was chosen to evaluate the mastery of oral language skills. This course was selected for review because it positioned at the very end of the elementary education program and therefore provides information on the overall mastery of skills related to oral language that students would have attained throughout the program. EDEE 490/492: Student Teaching Seminar is focused on preparing candidates for employment as a licensed teacher. This course is designed to further develop knowledge, skills, and dispositions. The focus is on

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designing lesson plans, delivering them with confidence and K-6 student learning in mind, thereby identifying ways to work collaboratively toward specific student outcomes. Candidates begin the course by developing a sound understanding of the school community context in which they are fulfilling Student Teaching course requirement. To prepare for employment, candidate prepare an ePortfolio that highlights a deep understanding related to the cycle of teaching and its significance to the InTASC Teaching Standards and Learning Progressions. Candidates also prepare for school level interviews.

In this course, candidates have numerous opportunities to learn about and demonstrate oral language skills as they observe teachers teach lessons on the classroom and teach lessons of their own in front of students.

All InTASC Standards are addressed in EDEE 490/492.

3. Oral Communication rubric (Appendix B)

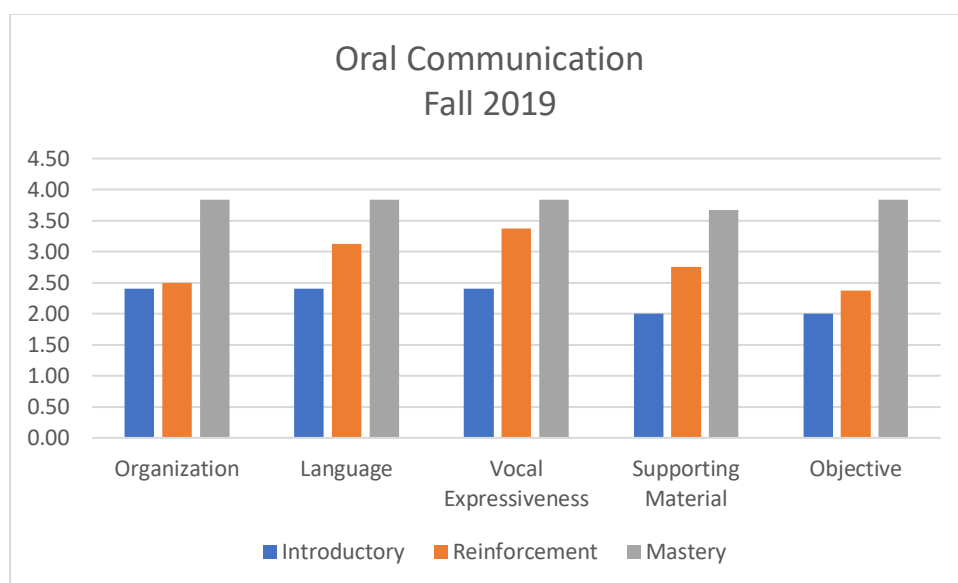
UHWO's Oral Communication rubric is presented in Appendix C. As noted in the rubric, it was based on the AAC&U VALUE Rubric. According to AAC&U, "*rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading*". The oral communications rubric was adapted/modified to the curriculum at UH West O'ahu by the Assessment Committee in October 2019 based on faculty feedback from the divisions, where available. Assessment Committee members participated in calibration training in November 2019 to verify interrater reliability.

The oral communications rubric was applied to the oral communications artifacts during the Spring 2020 semester. Assessment committee members were assigned to review artifacts and rate them.

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4. Sample – Student work

	Organization	Language	Vocal Expressiveness	Supporting Material	Objective
Introductory	2.40	2.40	2.40	2.00	2.00
Reinforcement	2.50	3.13	3.38	2.75	2.38
Mastery	3.83	3.83	3.83	3.67	3.83



5. Analysis

a. Findings/results

Findings/results exceed expectations. The data suggest that teacher candidates in the Division of Education are improving their oral language skills during their time in the elementary teacher education program. A review of the data in the charts above indicate that candidate's skills are lowest in all areas (objectives, supporting materials, vocal expressiveness, language, organization) when evaluated in EDEE 200/201 - the first course they take in the elementary education program. Scores in all areas show improvement in EDEE 464 in all areas. Finally, scores are at their highest in the culminating/capstone course, EDEE 490/492.

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b. Any unusual factors, limitations

There were no unusual factors, limitations. Scores were outstanding and can be attributed to the performance of faculty in the Division of Education.

c. Interpretation – reasons for results

The expectations were increases from Introductory to Reinforcement to Mastery. This consistent growth in all areas can be attributed to a focus on oral communication in all courses throughout the program. Teacher candidates have many opportunities to practice oral language skills when they teach lessons. They are required to teach in front of peers, university supervisors, mentor teachers, and students. Candidates are also required to observe and analyze the teaching of experts. In addition, all areas on the rubric (organization, language, vocal expressiveness, supporting materials, objectives) are heavily emphasized in most courses. Areas of the rubric are part of lesson plan templates and disposition assessments.

6. Recommendations

- a. Actions to improve future results (minimum of three) – meaningful and manageable
 - i. Time frame, if applicable

Given the strong performance of teacher candidates in the assessment of oral language described in this report, and recent accreditation awarded by CAEP, there are no recommended changes to be made in the program. Faculty will work to continue efforts in the future to maintain excellence.

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Appendix A: Curriculum Map

Appendix B: Oral Communication Rubric

UH West O'ahu ORAL COMMUNICATION RUBRIC

	Highly Proficient 4	Proficient 3	Developing 2	Benchmark 1	Fails to Meet Basic Level Performance 0
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.	
Language	Language choices include discipline-specific vocabulary and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices include discipline-specific vocabulary and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices include some discipline-specific vocabulary and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	
Vocal Expressiveness	Vocal expressiveness makes the presentation compelling. The speaker appears polished and confident.	Vocal expressiveness makes the presentation interesting. The speaker appears comfortable.	Vocal expressiveness makes the presentation understandable. The speaker appears tentative.	Vocal expressiveness detracts from the understandability of the presentation. The speaker appears uncomfortable.	
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.	
Objective	The objective is clearly stated, appropriately repeated, memorable, and strongly supported.	The objective is clear and consistent with the supporting material.	The objective is basically understandable but is not often repeated and is not memorable.	The objective can be deduced but is not explicitly stated in the presentation.	