| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Awareness:** Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems. | **Assessment Activity/Artifact**:  Students write an essay on the cultural dimensions that reflect the beliefs, values and assumptions underlying the diverse ways that different cultures view the world and reflect on how their own beliefs, values and assumptions determine their own personal culture and behavior.  **Evaluation Process**:  After reading and discussing the material related to the dimensions of culture, students write an essay analyzing their own beliefs, values, and assumptions to understand how the interrelation of these basic elements govern their behavior and that of people from diverse cultures.  **Minimum Criteria for Success**: Score of 2 on a 3-point rubric.  Essay is judged on a 3-point rubric with reference to the following criteria:  • an reflection on classroom text and conversations regarding existing cultural emphases in terms of beliefs, values, and assumptions  • an analysis of how these beliefs, values, and assumptions are reflected in student behavior.  Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to demonstrate awareness of interrelated dimensions of culture that manifest in student populations locally and globally. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Perspective:** Students will be able to develop a multi-perspective analysis of local, global, international, and intercultural problems. | **Assessment Activity/Artifact**:  Students observe a small group of English language learners in their field classroom and interview the children regarding their home country, family, activities, and attitude toward school, followed by a pre-assessment to determine language difficulties the children are experiencing.  **Evaluation Process**:  The artifact will be a report on several field observations the student conducts at a local school.  **Minimum Criteria for Success**: Score of 2 on a 3-point rubric.  The report must include the following:   * analysis of the interaction patterns in the classroom, including how cultural factors affect the interaction of the teacher with the ESOL students and the interaction of the ESOL students with native speaker students * how strategies used by the teacher create an inclusive classroom sensitive to the needs of the ESOL students * analysis of interviews with the ESOL students regarding their lives and their school experience, noting the cultural factors that have eased or made difficult their adjustment to school. * summary of an interview with the cooperating teacher about the children’s adjustment and progress regarding the acquisition of English, including any noted cultural and/or psychological factors that may inhibit or enhance this acquisition. * Analysis of the results of a pre-assessment with the ESOL students , particularly paying attention to specific linguistic phenomena in terms of both their speaking and their writing.   Sample:  All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to analyze the different perspectives underlying the behavior of children from other cultures. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |

| **Global Learning Student Learning Outcome Addressed** | **Assessment Method** | Assessment Results |
| --- | --- | --- |
| **Global Engagement:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving. | **Assessment Activity/Artifact:**  Students prepare a unit and lesson plans for a content area adapted to the children’s linguistic abilities and report on progress made by the children.  **Evaluation Process:**  Students will provide a supporting graphs and report to be judged on a 3-point rubric covering the following criteria: unit summary, topic, objectives, instructional activity, incorporation of activity into a lesson plan, and summary report on carrying out the activity with students.  **Minimum Criteria for Success: Score of 2 on a 3-point rubric.**  Supporting graphs and report must achieve a “meets standard” rating on a TaskStream related rubric, including the following criteria:  **Unit Summary**: Students must give the purpose and a brief description of the unit, stating the content to be covered, as well as the aspect of language of concentration.  **Topic**:Students must note the sub-topics of the content theme that will be covered in each lesson.  **Objective**s: Students must formulate the content and language objectives for each lesson.  **Instructional Activity**:Students must indicate the classroom activity to further content knowledge and language development in each lesson.  **Summary Report**: Students must report what went well in the lesson, what should be improved, and what not to repeat.  Sample: All students will be assessed. | *To be entered after each time course is taught* |
| **Course Learning Outcome** |
| Students will be able to engage children from diverse cultures in meaningful classroom activities that take into account their language level and background knowledge through content activities adapted for diverse linguistic abilities. |
| **Use of Results for Improving Student Learning** | | |
| *To be entered after each time course is taught* | | |