Assessment Plan/Activities 2011-12

Methods of Assessment and Criteria for Success
Liberal Studies Degree and
Preliminary Credential

Currently, assessment data is collected through internal and external sources. Undergraduate and graduate staff, faculty, clinical supervisors, and advisory councils have worked together to discern a set of balanced assessment measures. All candidates are expected to be at the "proficient level of performance with a score of "3" or above in each rubric criteria. The assessments are listed below.

Course/Experience:	PLO Assessed:	Frequency:
EDU 324 – California Teaching Performance Assessment	1c, 1d	Annually, Spring
EDU 304/324 – Disposition Assessments	2b, 3a, 3b	Annually, Fall and Spring included
EDU 402 – Signature Assignment	1d, 2a, 2b	Annually, Fall and Spring included
EDU 306- Signature Assignment	1a, 1b, 1c, 1d, 2a	Annually, Fall and Spring included
MTH 223 – Final Exam	1c	Annually, Spring
Fieldwork – Performance Feedback	3a, 3b	Annually, Spring
Exit Survey	All PLOs	Annually, Spring

1. *California Teacher Performance Assessment*
The California Teaching Performance Assessment (CalTPA) is a series of four performance assessments of an initial candidate's ability to demonstrate competency of the Teaching Performance Expectations (TPEs). CalTPA Task 2 is required of Multiple Subject candidates in their senior year as a Liberal Studies major (during EDU324). The results of the various tasks of the CalTPA can help provide formative assessment information to candidates for improving the quality of their teaching, and assists candidates to focus on those aspects of teaching in which they may need further development or support. The CalTPA must be successfully completed with a score of 3 or 4 on a 4-point rubric and measures the following PLOs: **1.(c) candidates will employ critical thinking and logic to solve problems in a variety of environments, to include the K-6 classroom; and 1.(d) candidates will demonstrate the efficient acquisition of, and appropriate use of, information from a variety of sources for specific content instructional planning.**

2. *Coursework Assessments*
Using TaskStream as the primary data storage system, the program collects key assessments known as signature assignments to gauge candidates' progress throughout their course of study and ensure CTC program standards are met. Each signature assignment is evaluated

using a supporting rubric. At the end of each academic year, collected data is disaggregated by regional center and analyzed with results identifying areas for program improvement. Rubrics may be found in the appendix.

- **Signature Assignment:** In EDU402, *Research Based Learning Theory,* taken by all sophomores, candidates are provided an overview of the major concepts, theories, and research related to the cognitive, linguistic, social, emotional, and physical development of children and adolescents. Effective instructional strategies that ensure active and equitable participation of all learners, as well as modifications for diverse learners with exceptionalities, are observed through fieldwork experience. The Wesleyan perspective of service through the venue of education is developed. The signature assignment is a written and oral presentation graded on a rubric (attached) that measures PLOs **1.(d) candidates will demonstrate the efficient acquisition of, and appropriate use of, information from a variety of sources for specific content instructional planning; 2.(a) candidates will apply an interdisciplinary understanding of content regarding diverse and cross-cultural communities; and 2.(b) candidates will apply faith-based influences and beliefs within professional/educational settings.**

- **Signature Assignment:** In EDU304, *Legal, Ethical and Wesleyan Perspectives on Education*, taken by all sophomores, candidates complete a self-assessment on their Dispositions of Noble Character. Professors complete the same assessment about the candidate from their perspective. This gives both the candidate and the professor an opportunity to reflect on the candidates' demonstration of PLOs **2. (b) Candidates will apply faith-based influences and beliefs within professional/educational settings; 3. (a) Candidates will reflect on and engage in professional and spiritual growth opportunities in educational and personal settings, and 3. (b) candidates will serve effectively within their communities and in educational settings.** This is assessed on a rubric (attached) and based on fieldwork experiences and class participation.

- **Signature Assignment:** In EDU306, Principals of Language Acquisition, candidates respond to a case study with relevant teaching strategies and design an ELD lesson plan appropriate for students who are English learners. This signature assignment assesses PLOs **1.(a) Candidates will demonstrate effective presentation skills, one-on-one and with groups, 1.(b) Candidates will produce effective written communication; 1.(c) Candidates will employ critical thinking and logic to solve problems in a variety of environments, to include the K-6 classroom, 1.(d) Candidates will utilize specific content information from a variety of sources for instructional planning, and 2.(a) candidates apply an interdisciplinary understanding of content regarding diverse and cross-cultural communities.** Rubric is attached.

- **Final Exam, MTH223:** This course develops the math skills and concepts of the candidate who will be teaching the California state standards in mathematics to elementary students in K-6th grade. The final exam measures the candidate's ability to construct geometric figures using a compass and straight edge; to compute area and volume; and to use probability and statistics to solve problems. This final exam is scored on a rubric (attached) and assesses PLO **1.(c) Candidates will employ critical thinking and logic to solve problems in a variety of environments, to include the K-6 classroom.**

3. **Fieldwork assignments Assessment of Candidate**

Each Education course has a required fieldwork component where each candidate must spend a minimum of 15 hours in a K-12 classroom to observe teaching practice, participate in teaching diverse children, employ reading, math and ELD instruction, and integrate their faith, beliefs, personal, professional and spiritual selves into the community. The host teachers rate the candidates' service in the classroom assessing the following PLOs: **3(a) candidates will reflect on and engage in professional and spiritual growth opportunities in educational and personal settings, and 3(b) candidates serve effectively within their communities and in educational settings.** The survey questions are attached.

4. Exit Surveys for Program Completers
Following the completion of the candidate's program of study, each candidate completes an exit survey. The survey probes candidate satisfaction in the area of course content, instructional delivery, learned skills, and overall satisfaction. Collected data is analyzed with results identifying areas for program improvement. These surveys assess the following PLOs: **1.(a) Candidates will demonstrate effective presentation skills, one-on-one and with groups, 1.(b) Candidates will produce effective written communication; 1.(c) Candidates will employ critical thinking and logic to solve problems in a variety of environments, to include the K-6 classroom, 1.(d) Candidates will utilize specific content information from a variety of sources for instructional planning, and 2.(a) candidates apply an interdisciplinary understanding of content regarding diverse and cross-cultural communities; 2.(b) candidates will apply faith-based influences and beliefs within professional/educational settings; 3(a) candidates will reflect on and engage in professional and spiritual growth opportunities in educational and personal settings, and 3(b) candidates serve effectively within their communities and in educational settings.** The survey questions are attached.

*Rubrics for each assessment are below.

EDU402 Foundations of Education & Learning Theory Fall '09

	Little or No Evidence (1) value: 1	Limited Evidence (2) value: 2	Appropriate Evidence (3) value: 3	Detailed and Appropriate Evidence (4) value: 4	Score/ Level
Knowledge of research-based theories and principles of human learning and development	Inappropriate, irrelevant, inaccurate or missing evidence	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected evidence	Appropriate, relevant, accurate and connected evidence	Detailed, appropriate, relevant, accurate, clear, and purposefully connected evidence	
knowledge about how these theories affect classroom practice	Inappropriate, irrelevant, inaccurate or missing evidence	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected data to determine ELD abilities	Appropriate, relevant, accurate and connected data to determine ELD abilities	Detailed, appropriate, relevant, accurate, clear, and purposefully connected data to determine ELD abilities	
Reflection on how these theories affect and resonate with candidates' beliefs	Inappropriate, irrelevant, inaccurate and missing connection between theory and beliefs	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected student work samples	Appropriate, relevant, accurate and connected student work samples	Detailed, appropriate, relevant, accurate and connected abilities to student work sample	
Presentation is grammatically correct, spelling is correct, layout is organized	Multiple grammar and/or spelling errors and/or lack of organization	A few grammar and/or spelling errors and/or lack of organization	Accurate grammar and spelling and clearly organized layout	Accurate grammar and spelling and a clear and creative layout	

EDU 306 Principles of Language Acquisition (Revised 2.2.2011)

	value: 1 value: 1	value: 2 value: 2	value: 3 value: 3	value: 4 value: 4	Score/ Level
Adaptation to instructional strategy is effective for meeting the specific learning needs of the English learner in content knowledge and English language development.	Inappropriate, irrelevant, inaccurate or missing adaptation	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected adaptation	Appropriate, relevant, accurate and connected adaptation	Detailed, appropriate, relevant, accurate, clear and purposefully connected adaptation	
Two specific learning needs of the English learner were correctly identified through careful analysis of the case study	Inappropriate, irrelevant, inaccurate or missing identifiable learning needs	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected identifiable learning needs	Appropriate, relevant, accurate and connected identifiable learning needs	Detailed, appropriate, relevant, accurate, clear and purposefully connected identifiable learning needs	
The adaptation would be effective for the student in making progress toward English language development specific to this student's English proficiency	Inappropriate, irrelevant, inaccurate or missing adaptation	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected adaptation	Appropriate, relevant, accurate, connected, and effective adaptation	Detailed, appropriate, relevant, accurate, and clearly connected, and effective adaptation	
The progress monitoring assessment chosen provides feedback to the student for achieving the learning goal at the student's English proficiency level.	Inappropriate, irrelevant, inaccurate or missing progress monitoring	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected progress monitoring	Appropriate, relevant, accurate and connected progress monitoring with feedback	Detailed, appropriate, relevant, accurate, and clearly connected progress monitoring with feedback	

Next steps in planning are effective to facilitate specific growth in the student's English language development	Inappropriate, irrelevant, inaccurate or missing next steps for planning	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected next steps for planning	Appropriate, relevant, accurate and connected next steps for planning	Detailed, appropriate, relevant, accurate, and clearly connected next steps for planning	
The written product displays effective communication skills through sound grammar, spelling, language and word use.	Inappropriate, inaccurate or unidentifiable written communication	Limited, cursory or inconsistent written communication	Appropriate, relevant and accurate written communication	Detailed, appropriate, and clearly connected use of written communication	
The oral presentation displays sound communication skills through proper usage of grammar, voice quality and presentation demeanor that is effective one-on-one and in groups.	Inappropriate, inaccurate or unidentifiable oral communication	Limited, cursory or inconsistent oral communication	Appropriate, relevant and accurate oral communication	Detailed, appropriate, and clearly connected use of oral communication	

TPA Task 2 - Designing Instruction

	Far Below Standard value: 1	Below Standard value: 2	Meets Standard value: 3	Exceeds Standard value: 4	Score/ Level
Establishing Goals and Standards.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Learning about Students.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Planning for Instruction.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Making Adaptations.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Using Subject-Specific Pedagogical Skills.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Reflecting.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	

Math 223 – Fundamentals of Elementary Mathematics II, Final Exam

Levels/Criteria	Unsatisfactory	Low Satisfactory	Satisfactory	High Satisfactory	Oustanding	Score/Level
Students will be able to construct geometric figures using a compass and straight edge.	Competency incorrect	Missed more than one key step or concept	Missed one key step or concept	Made a minor error	Completely Correct	
Students will be able to compute area and volume.	Competency incorrect	Missed more than one key step or concept	Missed one key step or concept	Made a minor error	Completely Correct	
Students will be able to use probability and statistics to solve problems.	Competency incorrect	Missed more than one key step or concept	Missed one key step or concept	Made a minor error	Completely Correct	

Point Loma Nazarene University

Dispositions and Indicators of Noble Character

Candidate: _____   Date: _____   Course: _____

Check one: ☐ Self-assessment   ☐ Professor/University Supervisor   ☐ Mentor/Cooperating Teacher

- Use the participation rubric to indicate the performance level earned for each indicator.
- Share behavioral evidence to substantiate rating. Performance levels indicated as 1 or 2 require an evidence statement. Evidence box will expand as needed.

Indicator	Performance Level (1-4)	Evidence
1. Dignity & Honor The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of God, *committed to civility, respect, hospitality, grace, and service.*		
2. Honesty & Integrity The candidate demonstrates honesty, integrity, and coherence in attitudes, and actions, and is accountable to the norms and expectations of the learning community.		
3. Caring, Patience, and Respect The candidate demonstrates caring, patience, fairness and respect for the knowledge level, diversity, and abilities of others, ensuring that all students have the opportunity to achieve.		
4. Spirit of Collaboration, Flexibility and Humility The candidate actively participates in and contributes to the achievement of the learning community, explaining own thought process with humility and considers those of others with a positive, open-minded attitude.		
5. Harmony in Learning Community The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way		

that sustains and enhances a healthy and safe learning community.		
6. Self-Awareness/Calling The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate *demonstrates* that *serving as a professional educator* is a confirmed calling to *equip, to transform and to empower every student to fulfill his or her full potential.*		
7. Perseverance with Challenge The candidate perseveres, remains engaged, and persists as a life-long learner, especially when academic and professional assignments are perceived as challenging.		
8. Diligence in Work Habits & /Responsibility for Learning The candidate attends to the roles and responsibilities of the learning community, and is well-prepared and on time. The candidate completes required assignments on time and is reflective and receptive to formative feedback.		

RUBRICS FOR PERFORMANCE LEVEL

4 - Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed

3 -Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.

2 -Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.

1 – Demonstrates indicator infrequently if at all.

OVERALL RATING: _____   (Performance level most descriptive of overall performance throughout the Quad.)

8/20/10   Capstone Assessment   Property of Point Loma Nazarene University

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Liberal Studies Degree
EXIT SURVEY
2011-12

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This survey is intended to assist the School of Education in assessing and improving our candidate preparation. We are interested in receiving your feedback about our program and its effectiveness in preparing you to become a teacher.

1. In what month and year do you expect to, or did you, graduate with your undergraduate degree from PLNU?

In what month and year do you expect to, or did you, graduate with your undergraduate degree from PLNU?

2. What was your major?

What was your major?

3. How effective was your coursework within your major in teaching you effective presentation skills?

How effective was your coursework within your major in teaching you effective presentation skills?   Extremely effective

Very effective

Moderately effective

Slightly effective

Not at all effective

Optional Comment:

4. How effective was your coursework within your major in teaching you effective written communication?

How effective was your coursework within your major in teaching you effective written communication?   Extremely effective

○ Very effective

○ Moderately effective

○ Slightly effective

○ Not at all effective

Optional Comment: [   ]

5. How useful was your coursework within your major in teaching you to employ critical thinking and logic to solve problems in a K-6 classroom environment?

○ How useful was your coursework within your major in teaching you to employ critical thinking and logic to solve problems in a K-6 classroom environment?   Extremely useful

○ Very useful

○ Moderately useful

○ Slightly useful

○ Not at all useful

Optional Comment: [   ]

6. How effective was your coursework within your major in teaching you to integrate specific content information from a variety of sources for instructional planning?

○ How effective was your coursework within your major in teaching you to integrate specific content information from a variety of sources for instructional planning?   Extremely effective

○ Very effective

○ Moderately effective

○ Slightly effective

○ Not at all effective

Optional Comment: [   ]

7. How effective was your coursework within your major in teaching you to apply an interdisciplinary understanding of content regarding diverse and cross-cultural communities?

○ How effective was your coursework within your major in teaching you to apply an interdisciplinary understanding of content regarding diverse and cross-cultural communities? Extremely effective

○ Very effective

○ Moderately effective

○ Slightly effective

○ Not at all effective

Optional Comment: [   ]

8. How effective was your program at PLNU in motivating you to apply your Christian faith through acts of service in a variety of communities and/or educational settings?

○ How effective was your program at PLNU in motivating you to apply your Christian faith through acts of service in a variety of communities and/or educational settings?   Extremely effective

○ Very effective

○ Moderately effective

○ Slightly effective

○ Not at all effective

Optional Comment: [   ]

9. Will you be (or were you) employed full-time upon graduation?

○ Will you be (or were you) employed full-time upon graduation?   Yes

○ No

Optional Comment: [   ]

10. Will you, or did you, attend graduate or professional school within the academic year immediately following graduation?

○ Will you, or did you, attend graduate or professional school within the academic year immediately following graduation?   Yes

○ No

If yes, indicate location and program: [   ]

Please answer this brief survey to give feedback to Point Loma Nazarene University about the Teacher Education candidate who recently served in your classroom. This survey is specific to the candidate's personal growth and potential for service. Your feedback will be very important to candidate development and program improvement.
We thank you in advance.

1. How would you rate the ability of the PLNU Teacher Education candidate to teach a variety of content within diverse and cross-cultural classrooms?

Inability /Emerging ability/Proficient ability/Superior ability/N/A (Candidate had no opportunity)

2. To what degree did you witness the PLNU candidate apply positive dispositions and/or faith-based influences in the school setting?

These traits were rarely evident	These traits were sometimes evident	These traits were often evident	These traits were consistently evident

3. How would you rate the PLNU candidate's engagement in his/her opportunity for professional and personal growth through the candidate's experience in your classroom?

Rarely evident	Sometimes evident	Often evident	Consistently evident

4. How would you rate the PLNU candidate's attitude of service to students while in your classroom?

Rarely	Sometimes	Often	Consistently

5. Other comments you would like to share: