



**Commission on Teacher Credentialing
Biennial Report Fall 2014
Academic Years 2012-2013 and 2013-2014**

Institution	Point Loma Nazarene University School of Education
Cohort	none
Date report is submitted	11/14/14
Program documented in this report	Master in Education: Ed. Leadership, Administrative Services
Please identify all delivery options through which this program is offered (Traditional, Intern, Other)	Traditional
Credential awarded	Administrative Services Preliminary Credential
Is this program offered at more than one site? Yes	
If yes, list all sites at which the program is offered	Arcadia Bakersfield Inland Empire/Corona Mission Valley
Program Contact	Dr. Conni Campbell
Title	Associate Dean, Clear and Other School Professionals Credentials
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If the preparer of this report is different than the Program Contact, please note contact information for that person below:	
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SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION
EDUCATIONAL LEADERSHIP
PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

PART I – Contextual Information:

Point Loma Nazarene University School of Education offers both the Preliminary and Clear Administrative Services credential programs. The preliminary administrative services credential program was CTC approved in 2004.

The School of Education offers the preliminary administrative services credential to candidates at three Regional Centers located in Bakersfield, Corona, and San Diego (Mission Valley).

The primary constituents for the Preliminary Administrative Credential program are candidates who are currently classroom teachers and counselors and have completed their preliminary teaching or PPS credentials. A growing number of candidates are professionals with degrees currently working in the non-profit and higher education worlds who desire the credential and often the Masters of Arts in Educational Leadership to further enhance the programs they provide for emerging adults and adults.

The credential program is composed of 24 units within six required classes each focusing on one of the six California Professional Standards for Educational Leaders (CPSEL). Each candidate also enrolls in a concurrent fieldwork section (six total) that corresponds to, supports, and provides field based application of each of the CPSEL outcomes required for each standard.

The program faculty includes four part-time faculty members as well as adjuncts. Both part-time and adjunct faculty members are fieldwork supervisors for the preliminary or clear program.

Six courses (3 units each) and Six Fieldwork experiences (1 unit each) are required for a total of 24 units to receive an administrative clear credential.

1. Visionary Leadership and Fieldwork Component
2. Instructional Leadership and Fieldwork Component
3. Organizational Leadership and Resource Management and Fieldwork Component
4. Collaborative and Responsible Leadership and Fieldwork Component
5. Influential Leadership and Fieldwork Component
6. Ethical, Moral and Service Leadership and Fieldwork Component

When the next Biennial report is written in 2016, a new Educational Leadership program will be in place - written to the new CTC standards. Data in that report will reflect the current and the newly developed standards which will be implemented for the first time in the 2015-16 academic year.

Program Specific Candidate Information				
Numbers of candidates and completers/graduates for two years reported				
	2012-2013		2013-2014	
Site (If multiple sites) Delivery Option	Number of Candidates	Number of Completers/ Graduates	Number of Candidates	Number of Completers/ Graduates
Arcadia Regional Center	24	0 Intern 15 Traditional	17	0 Intern 2 Traditional
Bakersfield Regional Center	54	3 Intern 39 Traditional	42	1 Intern 26 Traditional
Inland Empire/Corona Regional Center	12	0 Intern 10 Traditional	23	0 Intern 14 Traditional
Mission Valley Regional Center	26	0 Intern 17 Traditional	17	0 Intern 12 Traditional

Changes Since Last Accreditation Activity (Biennial Report, Program Assessment or Site Visit).

Unit Changes:

- Arcadia Regional Center closure— summer 2012
- Official NCATE Accreditation – fall, 2012
- Reduction in full-time and part-time faculty—fall 2012
- Dispositions were streamlined and collection points for data were standardized— fall 2013
- Dean Dr. Deb Erickson begins— summer 2013
- Plans to close Corona/Inland Empire Regional Center— fall 2014

Program Changes:

- One Signature Assignment has been broken into more manageable parts.
- Common Core and Smarter Balance have been infused into the curriculum.
- Changes in funding methods, new legal requirements.
- Social Justice implementation.

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PART II – Candidate Assessment/Performance and Program Effectiveness Information

- a) **What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?**

A signature assignment is required for each course. Data collected through the assignment is uploaded to Task Stream. Also collected is on-going formative data on Dispositions of Noble Character. Additional assessments are conducted by each professor and utilized to formulate a grade for each candidate.

Evaluation Instrument (Direct)	Description	Data Collected: 2 years	Standards Assessed
GED 603 Signature Assignment	Visionary Leadership	2012 & 2013	1
GED 604 Signature Assignment	Instructional Leadership	2012 & 2013	2
GED 606 Signature Assignment	Organizational Leadership and Resource Management	2012 & 2013	3
GED 609 Signature Assignment	Collaborative and Responsible Leadership	2012 & 2013	4
GED 610 Signature Assignment	Influential Leadership	2012 & 2013	6
GED 611 Signature Assignment	Ethical, Moral, and Servant Leadership	2012 & 2013	5

- b) **What additional information about candidate and program completer performance or program effectiveness is collected and analyzed that informs programmatic decision making?**

Additional Evaluation Instruments (Indirect)	Description	Data Collected: 2 years	Use
Exit Survey	Form-based Author Responses	2012 and 2013	Feedback used for quality assurance and program improvement
Disposition Assessment	Form-based Author Responses	2012 and 2013	Monitor candidates' development of professional dispositions

c) Include aggregated data from 4-6 instruments that were described in (a) and (b).

The School of Education collects a wide range of data on an annual basis from current students, graduates, state-mandated assessments. The primary candidate assessments known as signature assignments.

The evaluation mechanism currently in place to assess signature assignments uses a four point scale: 1 = No Evidence; 2 = Some Evidence; 3 = Adequate Evidence; and 4 = Clear Evidence. Summaries and interpretation of these measures are reported in Part III.

It is important to note that at times, courses are populated with candidates from other programs (change in program, taken as an elective, not properly identified in the system, option of dual credentialing , etc.). If these candidates have submitted a signature assignment using a different program's folio (DRF) based on one of these situations, the data would be reported as such and result in uneven numbers of participants in the program's assessment.

GED 603: VISIONARY LEADERSHIP

The Signature Assignment requires candidates to develop, articulate and steward a vision of teaching and learning for all students that is shared and supported by the school community.

Key Assessment: GED 603 Year: 2012												
Criteria	Arcadia Regional Center			Bakersfield Regional Center			Inland Empire/Corona Regional Center			Mission Valley Regional Center		
	N	Mean	St. Dev.	N	Mean	St. Dev.	N	M	St. Dev.	N	Mean	St. Dev.
Quality of Information and Meaningful Development of Ideas Weight: 70%	1	4.00	0	31	3.90	.30	1	3.00	0	13	3.85	.38
References Weight: 10%	1	4.00	0	31	4.00	0	1	3.00	0	13	3.69	.48
Organization Weight: 10%	1	4.00	0	31	4.00	0	1	2.00	0	13	3.92	.28
Mechanics: spelling, vocabulary, word usage, and grammar APA Format is required. Weight: 10%	1	4.00	0	31	4.00	0	1	1.00	0	13	3.31	.85

Key Assessment: GED 603**Year: 2013**

Criteria	Arcadia Regional Center			Bakersfield Regional Center			Inland Empire/Corona Regional Center			Mission Valley Regional Center		
	N	Mean	St. Dev.	N	Mean	St. Dev.	N	M	St. Dev.	N	Mean	St. Dev.
Quality of Information and Meaningful Development of Ideas Weight: 70%	0	0	0	18	3.83	.38	2	3.50	.71	15	3.47	.64
References Weight: 10%	0	0	0	18	3.78	.73	2	4.00	0	15	3.80	.56
Organization Weight: 10%	0	0	0	18	3.83	.38	2	4.00	0	15	3.93	.26
Mechanics: spelling, vocabulary, word usage, and grammar APA Format is required. Weight: 10%	0	0	0	18	3.94	.24	2	3.00	0	15	2.47	.74

GED 604: INSTRUCTIONAL LEADERSHIP FOR THE SUCCESS OF ALL STUDENTS

The signature assignment requires candidates to observe and analyze at least two classroom lessons, including a specialized class. Candidates write an anecdotal summary outlining their observations and next steps.

Key Assessment: GED 604**Year: 2012**

Criteria	Arcadia Regional Center			Bakersfield Regional Center			Inland Empire/Corona Regional Center			Mission Valley Regional Center		
	N	Mean	St. Dev.	N	Mean	St. Dev.	N	M	St. Dev.	N	Mean	St. Dev.
Quality of Information and Meaningful Development of Ideas Weight: 70%	1	4.00	0	26	3.88	.33	0	0	0	9	3.70	.35
References Weight: 10%	1	4.00	0	26	3.15	1.01	0	0	0	9	3.72	.51
Organization Weight: 10%	1	4.00	0	26	3.96	.20	0	0	0	9	3.83	.35
Mechanics: spelling, vocabulary, word usage, and grammar	1	4.00	0	26	3.77	.51	0	0	0	9	3.69	.31

APA Format is required. Weight: 10%												
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Key Assessment: GED 604

Year: 2013

Criteria	Arcadia Regional Center			Bakersfield Regional Center			Inland Empire/Corona Regional Center			Mission Valley Regional Center		
	N	Mean	St. Dev.	N	Mean	St. Dev.	N	M	St. Dev.	N	Mean	St. Dev.
Quality of Information and Meaningful Development of Ideas Weight: 70%	0	0	0	22	3.91	.29	4	4.00	0	17	3.57	.51
References Weight: 10%	0	0	0	22	3.77	.75	4	4.00	0	17	3.71	.69
Organization Weight: 10%	0	0	0	22	3.95	.21	4	4.00	0	17	3.90	.27
Mechanics: spelling, vocabulary, word usage, and grammar APA Format is required. Weight: 10%	0	0	0	22	3.94	.22	4	4.00	0	17	3.56	.36

GED 606: ORGANIZATIONAL LEADERSHIP AND RESOURCE MANAGEMENT

In this signature assignment, candidates, utilizing current student achievement data, create a Title I budget to enhance student achievement. Written justification must be provided to align the dollars with the needs of all students.

Key Assessment: GED 606

Year: 2012

Criteria	Arcadia Regional Center			Bakersfield Regional Center			Inland Empire/Corona Regional Center			Mission Valley Regional Center		
	N	Mean	St. Dev.	N	Mean	St. Dev.	N	M	St. Dev.	N	Mean	St. Dev.
Quality of Information and Meaningful Development of Ideas Weight: 70%	0	0	0	0	0	0	0	0	0	0	0	0
References Weight: 10%	0	0	0	0	0	0	0	0	0	0	0	0
Organization Weight: 10%	0	0	0	0	0	0	0	0	0	0	0	0

Mechanics: spelling, vocabulary, word usage, and grammar APA Format is required. Weight: 10%	0	0	0	0	0	0	0	0	0	0	0	0
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Key Assessment: GED 606
Year: 2013

Criteria	Arcadia Regional Center			Bakersfield Regional Center			Inland Empire/Corona Regional Center			Mission Valley Regional Center		
	N	Mean	St. Dev.	N	Mean	St. Dev.	N	M	St. Dev.	N	Mean	St. Dev.
Quality of Information and Meaningful Development of Ideas Weight: 70%	0	0	0	26	3.50	.56	4	3.75	.25	10	3.70	.48
References Weight: 10%	0	0	0	26	3.50	.86	4	3.10	1.43	10	3.70	.95
Organization Weight: 10%	0	0	0	26	3.85	.37	4	3.88	.25	10	4.00	0
Mechanics: spelling, vocabulary, word usage, and grammar APA Format is required. Weight: 10%	0	0	0	26	3.65	.49	4	3.98	.05	10	4.00	0

GED 609: COLLABORATIVE AND RESPONSIVE LEADERSHIP

Candidates are required to develop an action plan with goals, activities and a timeline for strengthening parent involvement and education on their current campus. Candidates review their site plan and district goals and provide scholarly research on best practices for successful parent involvement.

Key Assessment: GED 609
Year: 2012

Criteria	Arcadia Regional Center			Bakersfield Regional Center			Inland Empire/Corona Regional Center			Mission Valley Regional Center		
	N	Mean	St. Dev.	N	Mean	St. Dev.	N	M	St. Dev.	N	Mean	St. Dev.
Quality of Information and Meaningful Development of Ideas Weight: 70%	0	0	0	0	0	0	2	3.50	.71	0	0	0

References Weight: 10%	0	0	0	0	0	0	2	4.00	0	0	0	0
Organization Weight: 10%	0	0	0	0	0	0	2	4.00	0	0	0	0
Mechanics: spelling, vocabulary, word usage, and grammar APA Format is required. Weight: 10%	0	0	0	0	0	0	2	3.00	0	0	0	0

Key Assessment: GED 609

Year: 2013

Criteria	Arcadia Regional Center			Bakersfield Regional Center			Inland Empire/Corona Regional Center			Mission Valley Regional Center		
	N	Mean	St. Dev.	N	Mean	St. Dev.	N	M	St. Dev.	N	Mean	St. Dev.
Quality of Information and Meaningful Development of Ideas Weight: 70%	0	0	0	23	3.68	.43	4	3.25	.5	10	3.38	.83
References Weight: 10%	0	0	0	23	3.70	.70	4	3.25	.5	10	3.45	.76
Organization Weight: 10%	0	0	0	23	3.87	.34	4	3.25	.5	10	3.40	.84
Mechanics: spelling, vocabulary, word usage, and grammar APA Format is required. Weight: 10%	0	0	0	23	3.71	.62	4	3.25	.5	10	3.38	.95

**GED 610: LEADERSHIP WITHIN THE POLITICAL, SOCIAL, ECONOMIC AND
LEGAL FRAMEWORK**

In this signature assignment, candidates write an executive summary to the superintendent and cabinet regarding an educational policy or legal issue. They must cite legal and financial practices for their position.

Key Assessment: GED 610

Year: 2012

Criteria	Arcadia Regional Center			Bakersfield Regional Center			Inland Empire/Corona Regional Center			Mission Valley Regional Center		
	N	Mean	St. Dev.	N	Mean	St. Dev.	N	M	St. Dev.	N	Mean	St. Dev.
Quality of Information and Meaningful	0	0	0	0	0	0	0	0	0	1	4.00	0

Development of Ideas Weight: 70%												
References Weight: 10%	0	0	0	0	0	0	0	0	0	1	4.00	0
Organization Weight: 10%	0	0	0	0	0	0	0	0	0	1	4.00	0
Mechanics: spelling, vocabulary, word usage, and grammar APA Format is required. Weight: 10%	0	0	0	0	0	0	0	0	0	1	4.00	0

Key Assessment: GED 610
Year: 2013

Criteria	Arcadia Regional Center			Bakersfield Regional Center			Inland Empire/Corona Regional Center			Mission Valley Regional Center		
	N	Mean	St. Dev.	N	Mean	St. Dev.	N	M	St. Dev.	N	Mean	St. Dev.
Quality of Information and Meaningful Development of Ideas Weight: 70%	0	0	0	19	3.64	.37	6	3.67	.52	10	3.55	.44
References Weight: 10%	0	0	0	19	3.42	.48	6	4.00	0	10	3.35	.70
Organization Weight: 10%	0	0	0	19	3.05	.23	6	3.67	.52	10	3.45	.54
Mechanics: spelling, vocabulary, word usage, and grammar APA Format is required. Weight: 10%	0	0	0	19	3.42	.48	6	4.00	0	10	4.00	0

GED 611: ETHICAL, MORAL AND SERVANT LEADERSHIP

In this signature assignment, candidates develop a personal platform including vision, quality leadership and self-analysis of their current strengths and areas in which to improve. They also indicate how to maintain balance in their life and describe their ethical and moral obligations as a public school administrator.

Key Assessment: GED 611
Year: 2012

Criteria	Arcadia Regional Center			Bakersfield Regional Center			Inland Empire/Corona Regional Center			Mission Valley Regional Center		
	N	Mean	St. Dev.	N	Mean	St. Dev.	N	M	St. Dev.	N	Mean	St. Dev.

Quality of Information and Meaningful Development of Ideas Weight: 70%	10	3.40	1.07	1	4.00	0	2	3.00	1.41	0	0	0
References Weight: 10%	10	4.00	0	1	4.00	0	2	2.00	0	0	0	0
Organization Weight: 10%	10	3.50	.85	1	4.00	0	2	3.50	.71	0	0	0
Mechanics: spelling, vocabulary, word usage, and grammar APA Format is required. Weight: 10%	10	2.90	.57	1	4.00	0	2	4.00	0	0	0	0

Key Assessment: GED 611
Year: 2013

Criteria	Arcadia Regional Center			Bakersfield Regional Center			Inland Empire/Corona Regional Center			Mission Valley Regional Center		
	N	Mean	St. Dev.	N	Mean	St. Dev.	N	M	St. Dev.	N	Mean	St. Dev.
Quality of Information and Meaningful Development of Ideas Weight: 70%	0	0	0	17	3.76	.44	7	3.71	.34	8	3.81	.37
References Weight: 10%	0	0	0	17	3.76	.75	7	3.43	1.51	8	3.88	.35
Organization Weight: 10%	0	0	0	17	3.71	.47	7	3.96	.08	8	3.75	.71
Mechanics: spelling, vocabulary, word usage, and grammar APA Format is required. Weight: 10%	0	0	0	17	3.71	.59	7	3.99	.04	8	3.19	.37

DISPOSITION ASSESSMENT

Disposition Data 2012						
Rated Item	Total	Distribution %				Average
		1	2	3	4	
Indicator 1: Dignity and 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.	87	1.15	0	40.23	58.62	3.56

Indicator 2: Honesty and Integrity. The candidate demonstrates honesty, integrity, and coherence in attitudes, and actions, and is accountable to the norms and expectations of the learning community	87	0	0	29.89	70.11	3.70
Indicator 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.	87	0	1.15	41.38	57.47	3.56
Indicator 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.	87	0	5.75	43.68	5.57	3.45
Indicator 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.	87	0	5.75	49.43	44.83	3.39
Indicator 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.	87	0	3.45	33.33	36.22	3.60
Indicator 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.	87	0	1.15	36.78	62.07	3.61
Indicator 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.	87	0	2.30	47.13	50.57	3.48

Disposition Data 2013						
Rated Item	Total	Distribution %				Average
		1	2	3	4	
Indicator 1: Dignity and 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.	25	0	8.00	28.00	64.00	3.56
Indicator 2: Honesty and Integrity. The candidate demonstrates honesty, integrity, and coherence in attitudes, and actions, and is accountable to the norms and expectations of the learning community	25	0	4.00	20.00	76.00	3.72
Indicator 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.	25	0	0	44.00	56.00	3.56
Indicator 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.	25	0	0	44.00	56.00	3.56
Indicator 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.	25	4.00	0	40.00	56.00	3.48
Indicator 6: Self-Awareness/Calling. The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows	25	0	4.00	20.00	76.00	3.72

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.						
Indicator 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.	25	0	4.00	32.00	64.00	3.60
Indicator 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.	25	0	0	32.00	68.00	3.68

Disposition Data (New Dispositions effective 08.27.13)						
Rated Item	Total	Distribution %				Average
		1	2	3	4	
Indicator 1: 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, demonstrating coherence in attitudes and actions.	31	0	0	48.39	51.61	3.52
Indicator 2: Spirit of Harmony and Collaboration. The candidate actively contributes to the learning community with caring, patience and respect for the diversity of learners. 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. The candidate's flexibility and humility assures that all students have the opportunity to achieve to their potential.	31	0	6.45	38.71	54.84	3.48
Indicator 3: Reflective Learner. 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.	31	0	3.23	58.06	38.71	3.35
Indicator 4: Professional and Positive Perseverance. The candidate displays passion for teaching and learning by remaining positive, engaged and accountable to the norms and expectations of the learning community, especially when academic or professional assignments are perceived as challenging. The candidate is reflective and receptive to formative feedback.	31	0	3.23	45.16	51.61	3.48

EXIT SURVEY DATA 2012

[1. Please rate the relevancy of the Preliminary Administrative Services Credential program as related to your role as an aspiring administrator.](#) 🔍

Form Element Type: Rating Scale

Total Author Response(s): 51 Author Response(s)

Rated Item(s)	Total	Distribution % Display as Count					Average
		1	2	3	4	5	
	51	0.00%	0.00%	5.88%	31.37%	62.75%	4.57

[2. How much did you grow professionally as a result of your experiences in the program?](#) 🔍

Form Element Type: Rating Scale

Total Author Response(s): 51 Author Response(s)

Rated Item(s)	Total	Distribution % Display as Count					Average
		1	2	3	4	5	
	51	0.00%	0.00%	0.00%	31.37%	68.63%	4.69

[3. How much support or assistance was provided by your fieldwork supervisor?](#) 🔍

Form Element Type: Rating Scale

Total Author Response(s): 51 Author Response(s)

Rated Item(s)	Total	Distribution % Display as Count					Average
		1	2	3	4	5	
	51	1.96%	3.92%	7.84%	23.53%	62.75%	4.41

[4. How much support or assistance was provided to you by your district/site mentor?](#) 🔍

Form Element Type: Rating Scale

Total Author Response(s): 51 Author Response(s)

Rated Item(s)	Total	Distribution % Display as Count					Average
		1	2	3	4	5	
	51	0.00%	9.80%	15.69%	25.49%	49.02%	4.14

[5. As an aspiring administrator, how helpful were the courses you were required to take?](#) 🔍

Form Element Type: Rating Scale

Total Author Response(s): 51 Author Response(s)

Rated Item(s)	Total	Distribution % Display as Count					Average
		1	2	3	4	5	
	51	0.00%	1.96%	13.73%	39.22%	45.10%	4.27

EXIT SURVEY DATA 2013

[1. Please rate the relevancy of the Preliminary Administrative Services Credential program as related to your role as an aspiring administrator.](#) 🔍

Form Element Type: Rating Scale

Total Author Response(s): 52 Author Response(s)

Rated Item(s)	Total	Distribution % Display as Count					Average
		1	2	3	4	5	
Enter item description	52	0.00%	0.00%	1.92%	15.38%	82.69%	4.81

[2. How much did you grow professionally as a result of your experiences in the program?](#) 🔍

Form Element Type: Rating Scale

Total Author Response(s): 52 Author Response(s)

Rated Item(s)	Total	Distribution % Display as Count					Average
		1	2	3	4	5	
Enter item description	52	0.00%	0.00%	1.92%	30.77%	67.31%	4.65

[3. How much support or assistance was provided by your fieldwork supervisor?](#) 🔍

Form Element Type: Rating Scale

Total Author Response(s): 52 Author Response(s)

Rated Item(s)	Total	Distribution % Display as Count					Average
		1	2	3	4	5	
Enter item description	52	0.00%	1.92%	3.85%	15.38%	78.85%	4.71

[4. How much support or assistance was provided to you by your district/site mentor?](#) 🔍

Form Element Type: Rating Scale

Total Author Response(s): 52 Author Response(s)

Rated Item(s)	Total	Distribution % Display as Count					Average
		1	2	3	4	5	
Enter item description	52	0.00%	5.77%	13.46%	17.31%	63.46%	4.38

[5. As an aspiring administrator, how helpful were the courses you were required to take?](#) 🔍

Form Element Type: Rating Scale

Total Author Response(s): 52 Author Response(s)

Rated Item(s)	Total	Distribution % Display as Count					Average
		1	2	3	4	5	
Enter item description	52	0.00%	0.00%	9.62%	38.46%	51.92%	4.42

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION
CREDENTIAL PROGRAM SPECIFIC INFORMATION
EDUCATIONAL LEADERSHIP
PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

PART III – Analyses and Discussion of Candidate and Program Data

EXIT SURVEY DATA

<p style="text-align:center">Strengths</p> <p>Results of the 5 survey items indicate all candidates rank all the items (except one) at least a 3 out of 5 or higher inferring they are satisfied in all areas polled.</p> <p>“Relevancy of the Program to an Inspiring Administrator” ranks the highest with 82.69% of students ranking the prompt with a 5. When adding the ranking of 4 (15.38%) a total of 98.07% of the candidates give the program a 4 or 5 indicating a high level of relevancy.</p> <p>The second highest score is the ranking of 5 by 78.85% candidates who felt they grew professionally in the program. Added with the 30.77 who gave the item a 4, 98% of the students believe the program has enabled them to grow professionally.</p> <p>The next highest score is “Support and Assistance Provided by the Fieldwork Supervisor” with 78.85% of the candidates scoring this a 5 and another 15.38% scoring it a 4—for a total of 94.23% of the candidates stating they had a high degree of support and assistance from the university fieldwork supervisor.</p> <p>“Were the Courses Helpful to an Aspiring Administrator” was ranked a 5 by 51.92% of the candidates while another 38.46% ranked it a 4. Once again a high percentage 90.38% of the candidates gave helpfulness of the courses a very high ranking.</p>
<p style="text-align:center">Areas for Improvement</p> <p>The item “Support and Assistance Provided by the Site Mentor” had the lowest scores. The percentage of candidates that gave it a 2 is 5.77%, followed by 13.46% for a 3. Only 51.92% ranked this a 5 and another 38.46 ranked it a 4. Site mentors provide support and assistance out of the goodness of their heart. At present, there is no compensation or training to fulfill this role. In the future, university supervisors will communicate more clearly the importance of the role of the site mentor in giving the candidates the guidance they need in fulfilling rigorous and relevant fieldwork experiences.</p>
<p style="text-align:center">Candidate Performance</p> <p>Based on the high ratings of 4 of the 5 items, candidates appear to have gained a competence and a confidence to fulfill the role of an entry level administrator.</p>
<p style="text-align:center">Program Effectiveness</p> <p>Scores indicate the current program is effective in providing relevancy, skills and support to enable the candidates to be successful entry level administrators.</p>

DISPOSITIONS OF NOBLE CHARACTER ASSESSMENT

Discussion

Point Loma Nazarene University believes all of our candidates, no matter which program they are enrolled should be developing their character along with their knowledge and skills in teaching, counseling or administration. To that end the School of Education has identified a number of character traits which excellent professional leaders should exhibit. These Dispositions of Noble Character in the Educational Leadership program are assessed by the candidate, the professor and the fieldwork supervisor throughout the program.

Data for the past two years has been collected in two different ways. The 2012 and part of the 2013 data is based on our previous eight Dispositions of Noble Character. These eight dispositions have been assessed by a professor and the fieldwork supervisor as well as by the candidate. Current data, however, only reflects those of the candidates. In the future a system will be established to collect similar data from the fieldwork supervisor and the site mentor if appropriate.

In reviewing the data over the past few years faculty decided the results were not very informative. With almost no exception candidates were scoring themselves in the 3.5-3.9 range no matter when they assessed. We know that all candidates grow throughout their experience in knowledge and skills and faculty in their dual roles of teachers and advisors have observed candidates growing in the area of dispositions as well. So the faculty asked, how can we better assess the candidates in the Dispositions of Noble Character?

Eight dispositions were combined into four. Expected behaviors for each of the four dispositions are more clearly stated. This has resulted in slightly lower scores down as much as .3 or .4 per disposition. And the faculty believes this may be a better reflection of a candidates' disposition. In addition, "Reflective Learner" was added as a disposition to recognize the need for reflective leadership in the program and throughout their career.

Faculty also determined a more clearly stated schedule for assessment needed to be determined. Starting the in the 2014-2015 each candidate will be assessed at the end of the first course in the program and again by a different professor at the end of the final course. Candidates will self-assess at the beginning of the program and again at the end. Fieldwork supervisors will also assess at the end of the program and site supervisors will be asked to evaluate if allowed within the confines of the district's collective bargaining agreement.

Strengths

In all three sets of data candidates assess themselves at a very high level in their dispositional behavior towards administrative leadership. On a four point scale, in the 2012 data 98.85% of 87 candidates scored themselves a 3 or a 4 on a 4 point scale as possessing the dispositions of Dignity and Honor to a high degree. This includes respecting the dignity of all human beings and being committed to respect, grace and service.

Areas for Improvement

As indicated above in previous data, candidate responders ranked themselves very high, which provided very little room for growth and little information to the faculty.

<p style="text-align: center;">Candidate Competence</p> <p>Data indicate candidates feel very competent in their dispositional behaviors in the areas indicated. With scores like these there appears to be little concern for the disposition of these candidates as they take on administrative responsibilities.</p>
<p style="text-align: center;">Program Effectiveness</p> <p>The School of Education is committed to the belief that dispositional awareness, growth and assessment is critical to the development of all educational candidates. The on-going assessment of future administrator leadership candidates including self-assessment and assessment by the field work supervisor is critical to their future success as an entry level administrator. Building these dispositions into the fabric of the administrative program, discussing them in class, applying them to case studies and simulations improves the reflection and self-assessment of the candidates.</p>

SIGNATURE ASSIGNMENTS

Data Source	Signature Assignment Analysis and Discussion
Signature Assignment GED 603	<p>The Signature Assignment requires candidates to develop, articulate and steward a vision of teaching and learning for all students that is shared and supported by the school community.</p> <p><i>Our candidates are able to articulate their vision for the school at a high level through reflection and analysis. This is validated by two other sets of data. We will continue to use this Signature Assignment for the 14-15 school year.</i></p>
Signature Assignment GED 604 Old data: 93% New data: 96%	<p>The signature assignment requires candidates to observe and analyze at least two classroom lessons, including a specialized class. Candidates write an anecdotal summary outlining their observations and next steps.</p> <p><i>Candidates are able to define classroom expectations/learning and for teacher observations and make suggestions for instructional improvement. This Signature Assignment will continue for the 14-15 school year.</i></p>
Signature Assignment GED 606 Single data source: 75%	<p>The signature assignment requires candidates, utilizing current student achievement data, create a Title I budget to enhance student achievement. Written justification must be provided to align the dollars with the needs of all students.</p> <p><i>Following a review of the data last year, changes were made to this assignment to break it into four manageable parts. Candidates received feedback from their drafts which were incorporated into the current assignment.</i></p>
Signature Assignment GED 609 Old data: 87% New data:	<p>The signature assignment requires candidates to develop an action plan with goals, activities and a timeline for strengthening parent involvement and education on their current campus. Candidates review their site plan and district goals and provide scholarly research on best practices for successful parent involvement.</p> <p><i>Data from each year indicate a high level of proficiency. Professors will</i></p>

88%	<i>continue to provide guidance and skills development to candidates to gain a deeper understanding and application of data analysis and instructional improvement.</i>
Signature Assignment GED 610 Old data: 93% New data: 100%	<p>The signature assignment requires candidates to write an executive summary to the superintendent and cabinet regarding an educational policy or legal issue. They must cite legal and financial practices for their position.</p> <p>This continues to be a valuable assessment as candidates require additional knowledge and skills to apply LCFF and LCAP guidelines to this assignment.</p>
Signature Assignment GED 611 Old data: 92% New data: 86%	<p>In this signature assignment, candidates develop a personal platform including vision, quality leadership and self-analysis of their current strengths and areas in which to improve. They also indicate how to maintain balance in their life and describe their ethical and moral obligations as a public school administrator.</p> <p><i>Scoring for this assignment was revised. The score is more holistic looking as the complete assignment. Candidates need to improve on the integration of skills, knowledge and dispositions they have acquired over the course of the program.</i></p>

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION
CREDENTIAL PROGRAM SPECIFIC INFORMATION

EDUCATIONAL LEADERSHIP
PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

**PART IV – Use of Assessment Results to Improve Candidate
and Program Performance**

Data Source	Plan of Action or Proposed Changes Made	Applicable Program or Common Standard(s)
Signature Assignment GED 604 Old data: 93% New data: 96%	Based on best practice and the current signature assignment criteria, the assignment has been changed to reflect the <i>Common Core SS and Smarter Balanced Assessments</i> . With the implementation of new program standards in 2015-16, this assignment will be a required class activity and will also reflect the Common Core and Smarter Balance. A new signature assignment will also be developed.	Common Standard 2,9, Program Standard 1: Program Design and Rationale
Signature Assignment GED 610 Old data: 93% New data: 100%	<p>Based on best practice and current signature assignment criteria data, the assignment has been changed to reflect themes of <i>social and restorative justice</i>.</p> <p>With the implementation of new program standards in 2015-16, Social Justice themes will be introduced to better define how budgets are developed and administered.</p>	Common Standard 6 Program Standard 1: Program Design and Rationale Program Standard 5: Role of Schooling in a Democratic Society
Disposition Assessment	Develop and implement a clearer schedule for assessment of dispositions Starting the in the 2014-2015 each candidate will be assessed at the end of the first course in the program and again by a different professor at the end of the final course. Candidates will self-assess at the beginning of the program and again at the end. Fieldwork supervisors will also assess at the end of the program and site supervisors will be asked to evaluate if allowed within the confines of the district's collective bargaining agreement.	Program Standard 7: Nature of Field Experiences Program Standard 8: Guidance, Assistance, and Feedback Program Standard 14: Personal Ethics and Leadership Capacity

Exit Survey	<p>The item “Support and Assistance Provided by the Site Mentor” had the lowest scores. The percentage of candidates that gave it a 2 is 5.77%, followed by 13.46% for a 3. Only 51.92% ranked this a 5 and another 38.46 ranked it a 4.</p> <p>Site mentors provide support and assistance out of the goodness of their heart. At present, there is no compensation or training to fulfill this role. In the future, university supervisors will communicate more clearly the importance of the role of the site mentor in giving the candidates the guidance they need in fulfilling rigorous and relevant fieldwork experiences.</p>	<p>Program Standard 7: Nature of Field Experiences</p> <p>Program Standard 8: Guidance, Assistance, and Feedback</p>
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GED 603 Signature Assignment (Rev. 6.28.12)

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
<p>Quality of Information and Meaningful Development of Ideas</p> <p>Weight: 70%</p>	<p>Information has little or nothing to do with the main topic. The mission and vision statements are not present.</p> <p>Topics are not addressed with analytical thought. The plan of action neither identifies nor addresses barriers to accomplishing the stated mission and vision. The mission and vision uses no data.</p>	<p>Information relates to the main topic. The mission and vision statements are not clear. There is little or no reference to diversity or its effect on teaching and learning.</p> <p>Some topics are addressed with analytical thought. The plan of action identifies and addresses few barriers to accomplishing the stated mission and vision. The mission and vision uses at least one source of data and the action plan lacks specifics for facilitating the development of a shared vision and includes cursory reference to school programs, plans and activities to improve achievement for all students.</p>	<p>Information clearly relates to the main topic. The mission and vision statements are somewhat clear and include a statement on how to use diversity to improve teaching and learning.</p> <p>All topics are addressed with complete, analytical thought. The plan of action identifies and addresses several barriers to accomplishing the stated mission and vision. The mission and vision utilize a review of some data and the action plan provides a framework for facilitating the development of a shared vision and includes some reference to school programs, plans and activities to improve achievement for all students.</p>	<p>Information clearly relates to the main topic. The mission and vision statements are clear and include a thorough understanding of how to use the influence of diversity to create a culture of inclusiveness and high expectations.</p> <p>All topics are addressed with complete, analytical thought. The plan of action identifies and addresses many barriers to accomplishing the stated mission and vision. The mission and vision are clearly based on a multiple measure data review and the action plan details an effective strategy for facilitating the development of a shared vision that shapes school programs, plans and activities to improve achievement for all students.</p>	
<p>Standards CA- PLNU/Preliminary Administrative Credential (2011) Standard: Standard 6: Opportunities to Learn Instructional Leadership</p>					
<p>References</p> <p>Weight: 10%</p>	No references or incorrect references.	Few references or some incorrect references.	A minimum of 3 different research sources (i.e. educational publications, websites and periodicals).	List of 4 or more scholarly research references.	
<p>Organization</p> <p>Weight: 10%</p>	Not clearly organized or easy to follow.	Somewhat organized and logical, but not easy to follow.	Organized, somewhat logical and easy to follow.	Well organized, logical and easy to follow.	
<p>Mechanics: spelling, vocabulary, word</p>	Multiple spelling, punctuation, grammatical and/or stylistic errors.	A few spelling, punctuation, grammatical and/or format errors that do not interfere	Minimal spelling, punctuation, grammatical and/or stylistic errors.	Thorough proofreading. Accurate spelling, punctuation, grammar, voice	

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
usage, and grammar APA Format is required. Weight: 10%	Apparent confusion with the use of correct language and vocabulary. APA format is not used.	with clarity. Simplistic and/or unclear language used. APA format is used but many errors.	Effective language used with academic vocabulary. Some errors in APA format usage.	and syntax. Rich and precise language, including the appropriate language of the discipline. APA format used correctly.	

GED 604 Signature Assignment (Rev. 6.28.12)

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	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
<p>Quality of Information and Meaningful Development of Ideas</p> <p>Weight: 70%</p>	<p>Appropriate next steps are not recommended and little or no attention is given to differentiation or high expectations for all students.</p> <p>Appropriate strengths and/or needs are not identified in the summary and do not address content standards.</p>	<p>Suggested next steps are not aligned with identified needs and/or next steps do not impact differentiation and do not clearly demonstrate high expectations for all students.</p> <p>The summary identifies strengths and needs, but is not supported by research or by content standards.</p>	<p>Suggested next steps are aligned with identified needs and next steps are appropriate to meet the needs of all students through differentiation and high expectations.</p> <p>The summary identifies strengths and needs based on research-based best practices in alignment with content standards.</p>	<p>Suggested next steps are aligned with identified needs and well-articulated to meet high expectations through the differentiation of instruction for all students.</p> <p>The content standards are clearly articulated. The summary identifies multiple strengths and needs based on research-based best practices.</p>	
<p>Standards CA- PLNU/Preliminary Administrative Credential (2011) Standard: Standard 6: Opportunities to Learn Instructional Leadership</p>					
<p>References</p> <p>Weight: 10%</p>	<p>No references or incorrect references.</p>	<p>Few references or some incorrect references.</p>	<p>List a minimum of 3 different research sources (i.e. educational publications, websites, and periodicals).</p>	<p>List 4 or more scholarly research references.</p>	

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Organization Weight: 10%	Not clearly organized or easy to follow.	Somewhat organized and logical, but not easy to follow.	Organized, somewhat logical and easy to follow.	Well organized, logical and easy to follow.	
Mechanics: spelling, vocabulary, word usage, and grammar APA format is required. Weight: 10%	Multiple spelling, punctuation, grammatical and/or stylistic errors. Apparent confusion with the use of correct language and vocabulary. APA format is not used.	A few spelling, punctuation, grammatical and/or format errors that do not interfere with clarity. Simplistic and/or unclear language used. APA format is used but many errors.	Minimal spelling, punctuation, grammatical and/or stylistic errors. Effective language with academic vocabulary. Some errors in APA format usage.	Thorough proofreading. Accurate spelling, punctuation, grammar, voice and syntax. Rich and precise language including the appropriate language of the discipline. APA format used accurately.	

GED 606 Signature Assignment (Rev. 6.28.12)

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	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
<p>Quality of Information and Meaningful Development of Ideas</p> <p>Weight: 70%</p>	<p>Instructional goals are not identified with targets and may or may not be supplemental. Specific areas of weakness and needs are not linked to goals.</p> <p>Materials, technology and/or specific services to be offered are not linked to research-based strategies.</p> <p>No steps are outlined as to the process to involve others in all phases of preparing for the intervention.</p> <p>A budget is without justification. The funding is not aligned with student achievement data and instructional priorities.</p> <p>No description of the process used to collaborate with stakeholders. Does not reflect an understanding of systems management and organizational development.</p> <p>Dollar allocations and written justifications do not draw connections among student achievement data, instructional priorities, dollar allocations, and regulations/guidelines for Title I.</p>	<p>Instructional goals are identified with vague targets and may or may not be supplemental. Specific areas of weakness and needs are minimally linked to instructional goals.</p> <p>Material, technology, and/or specific services to be offered are minimally linked to research-based strategies.</p> <p>Limited suggestions are outlined as to the process to involve others in all phases of preparing for the intervention.</p> <p>A budget with limited justification. The funding is aligned with student achievement data and instructional priorities.</p> <p>A limited description of the process used to collaborate with stakeholders. Reflects an understanding of systems management and organizational development.</p> <p>Dollar allocations and written justifications minimally draw connections among student achievement data, instructional priorities, dollar allocations, and regulations/guidelines for Title I.</p>	<p>Instructional goals identify targets for needs and are supplemental. Specific areas of weakness and needs are identified and linked to instructional goals.</p> <p>Material, technology and/or specific services to be offered are mostly linked to research-based strategies.</p> <p>Steps are outlined as to the process to involve others in all phases of preparing for the intervention.</p> <p>A completed balanced budget with written justification. The funding is aligned with student achievement data and instructional priorities.</p> <p>A description of the process used to collaborate with stakeholders reflects an understanding of systems management and organizational development.</p> <p>Dollar allocations and written justifications draw connections among student achievement data, instructional priorities, dollar allocations, and regulations/guidelines for Title I.</p> <p>The budget spreadsheet is</p>	<p>Instructional goals set targets for specific needs and are supplemental. Specific areas of weakness and needs are clearly identified and linked to instructional goals.</p> <p>Materials, technology and/or specific services to be offered are linked to research-based strategies.</p> <p>Specific steps are outlined as to the process to involve others in all phases of preparing for the intervention.</p> <p>A completed balanced budget with full written justification. The funding is clearly aligned with student achievement data and instructional priorities.</p> <p>A thorough, detailed description of the process used to collaborate with stakeholders reflects an understanding of systems management and organizational development.</p> <p>Dollar allocations and written justifications draw clear connections among student achievement data, instructional priorities, dollar allocations, and regulations/guidelines for</p>	

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
	The budget spreadsheet is not complete and is not supported by salary, benefits, etc. for the district.	The budget spreadsheet is incomplete and minimally supported by salary, benefits, etc. for the district.	mostly complete and partially supported by salary, benefits, etc. for the district.	Title I. The budget spreadsheet is complete and supported by salary, benefits, etc. for the district.	
	Standards CA- PLNU/Preliminary Administrative Credential (2011) Standard: Standard 6: Opportunities to Learn Instructional Leadership				
References Weight: 10%	No references or incorrect references.	Few references or some incorrect references.	List a minimum of 3 different research sources (i.e. educational publications, websites, and periodicals).	List 4 or more scholarly research references.	
Organization Weight: 10%	Not clearly organized or easy to follow.	Somewhat organized and logical, but not easy to follow.	Organized, somewhat logical and easy to follow.	Well organized, logical and easy to follow.	
Mechanics: spelling, vocabulary, word usage, and grammar APA format is required. Weight: 10%	Multiple spelling, punctuation, grammatical and/or stylistic errors. Apparent confusion with the use of correct language and vocabulary. APA format is not used.	A few spelling, punctuation, grammatical and/or format errors that do not interfere with clarity. Simplistic and/or unclear language used. APA format is used but many errors.	Minimal spelling, punctuation, grammatical and/or stylistic errors. Effective language with academic vocabulary. Some errors in APA format usage.	Thorough proofreading. Accurate spelling, punctuation, grammar, voice and syntax. Rich and precise language Including the appropriate language of the discipline. APA format used accurately.	


GED 609 Signature Assignment (Rev. 6.28.12)

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	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Quality of Information and Meaningful Development of Ideas Weight: 70%	There is no clear purpose of the paper. Little attempt to write to the assignment. No references to school or district resources.	Some of the criteria of the assignment regarding parent involvement have been examined. Some references to the school and district resources are present.	All criteria of the assignment have been examined and clearly identified. School and district resources for parent involvement are referenced in the paper.	The assignment is extensively researched and represents a scholarly examination of the best practices on parent involvement. Clearly presents the current status of parent involvement. Identifies goals for improvement. School and district resources are key primary references.	
	Paper reflects no connections to the school data or barriers to parent involvement. Paper lacks demonstrated impact on the level of parental involvement at the school site.	Paper draws limited connections to the school data; makes brief reference to the impact of barriers on parental involvement at the school site; offers minimal suggestions for improving parental involvement.	All criteria from the assignment are clearly identifiable. Connections between school data and barriers are clearly defined.	The paper draws clear and concrete connections between the school data and identified barriers to parent involvement and its impact on the school site.	
	Action plan is unclear or has not been developed.	Action plan is unclear.	Action plan contains a timeline with several strategies and suggestions for improving parental involvement.	Detailed action plan is well-articulated, complete with goals, strategies, timeline, and person(s) responsible for implementation, as well as a method for evaluating the effectiveness of the plan.	
Standards CA- PLNU/Preliminary Administrative Credential (2011) Standard: Standard 6: Opportunities to Learn Instructional Leadership					

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
References Weight: 10%	No references or incorrect references.	Few references or some incorrect references.	List a minimum of 3 different research sources (i.e. educational publications, websites, and periodicals).	List 4 or more scholarly research references.	
Organization Weight: 10%	Not clearly organized or easy to follow.	Somewhat organized and logical, but not easy to follow.	Organized, somewhat logical and easy to follow.	Well organized, logical and easy to follow.	
Mechanics: spelling, vocabulary, word usage, and grammar APA format is required. Weight: 10%	Multiple spelling, punctuation, grammatical and/or stylistic errors. Apparent confusion with the use of correct language and vocabulary. APA format is not used.	A few spelling, punctuation, grammatical and/or format errors that do not interfere with clarity. Simplistic and/or unclear language used. APA format is used but many errors.	Minimal spelling, punctuation, grammatical and/or stylistic errors. Effective language with academic vocabulary. Some errors in APA format usage.	Thorough proofreading. Accurate spelling, punctuation, grammar, voice and syntax. Rich and precise language Including the appropriate language of the discipline. APA format used accurately.	

GED 610 Signature Assignment (Rev. 6.28.12)

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	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Quality of Information and Meaningful Development of Ideas Weight: 70%	<p>The Executive Summary makes a minimal attempt to describe the educational policy/issue. Only facts are presented. The superintendent who reads nothing but the summary will not understand the situation.</p> <p>Executive Summary cites laws/cases and district/school site policy. No connections are made.</p>	<p>The Executive Summary attempts to describe the educational policy/issue. A few of the facts and findings are presented. The superintendent who reads nothing but the summary will ask your supervisor for a re-write of the summary.</p> <p>Executive Summary cites laws/cases and district/school site policy. Limited connections are made.</p>	<p>The Executive Summary addresses the educational policy/issue. Many of the major facts, findings, and conclusions are presented. The superintendent who reads nothing but the summary will need to request further information.</p> <p>Executive Summary draws clear connections on how cited laws/cases translate into district/school site policy.</p>	<p>The Executive Summary fully and accurately reflects the educational policy/issue. All major facts, findings, conclusions and course of action are presented. The superintendent who reads nothing but the summary will be adequately informed.</p> <p>Executive Summary draws clear connections on how cited laws/cases translate into district/school site policy as well as a detailed course of action to implement the policy or address the issue.</p>	
<p>Standards CA- PLNU/Preliminary Administrative Credential (2011) Standard: Standard 6: Opportunities to Learn Instructional Leadership</p>					
References Weight: 10%	No references or incorrect references.	Few references or some incorrect references.	List a minimum of 3 different research sources (i.e. educational publications, websites, and periodicals).	List 4 or more scholarly research references.	

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
<p>Organization</p> <p>Weight: 10%</p>	<p>Did not use template.</p> <p>Not clearly organized or easy to follow.</p>	<p>Elements of template missing.</p> <p>Somewhat organized and logical, but not easy to follow.</p>	<p>Utilized the template.</p> <p>Organized, somewhat logical and easy to follow.</p>	<p>Utilized and elaborated on the template.</p> <p>Well organized, logical and easy to follow.</p>	
<p>Mechanics: spelling, vocabulary, word usage, and grammar</p> <p>APA format is required.</p> <p>Weight: 10%</p>	<p>Multiple spelling, punctuation, grammatical and/or stylistic errors.</p> <p>Apparent confusion with the use of correct language and vocabulary.</p> <p>APA format is not used.</p>	<p>A few spelling, punctuation, grammatical and/or format errors that do not interfere with clarity.</p> <p>Simplistic and/or unclear language used.</p> <p>APA format is used but many errors.</p>	<p>Minimal spelling, punctuation, grammatical and/or stylistic errors.</p> <p>Effective language with academic vocabulary.</p> <p>Some errors in APA format usage.</p>	<p>Thorough proofreading. Accurate spelling, punctuation, grammar, voice and syntax.</p> <p>Rich and precise language Including the appropriate language of the discipline.</p> <p>APA format used accurately.</p>	

GED 611 Signature Assignment (Rev. 6.28.12)

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	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
<p>Quality of Information and Meaningful Development of Ideas</p> <p>Weight: 70%</p>	<p>Limited understanding of a vision of leadership; lacks understanding of ethical and moral obligations; does not comprehend the need for balance in one's life nor can identify personal strengths or areas for improvement.</p>	<p>Rudimentary understanding of a vision of leadership; insufficient knowledge of ethical and moral obligations; balance in one's life and the identification of personal strengths and areas for improvement are minimally defined.</p>	<p>Demonstrates the basics of a vision of educational leadership; is shaping a personal model of ethical and professional behavior; includes practical ways to maintain a balance between one's personal and professional life; able to self-reflect and identify personal strengths and areas for improvement.</p>	<p>Articulates a well-defined vision of educational leadership including a set of professional values in alignment with ethical concepts of fairness, justice and service; demonstrates a high commitment to self-reflection and continuous improvement; articulates strategies to implementing a plan for a balanced professional and personal life.</p>	
	<p>Standards CA- PLNU/Preliminary Administrative Credential (2011) Standard: Standard 6: Opportunities to Learn Instructional Leadership</p>				
<p>References</p> <p>Weight: 10%</p>	<p>No references or incorrect references.</p>	<p>Few references or some incorrect references.</p>	<p>List a minimum of 3 different research sources (i.e. educational publications, websites, and periodicals).</p>	<p>List 4 or more scholarly research references.</p>	

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Organization Weight: 10%	Not clearly organized or easy to follow.	Somewhat organized and logical, but not easy to follow.	Organized, somewhat logical and easy to follow.	Well organized, logical and easy to follow.	
Mechanics: spelling, vocabulary, word usage, and grammar APA format is required. Weight: 10%	Multiple spelling, punctuation, grammatical and/or stylistic errors. Apparent confusion with the use of correct language and vocabulary. APA format is not used.	A few spelling, punctuation, grammatical and/or format errors that do not interfere with clarity. Simplistic and/or unclear language used. APA format is used but many errors.	Minimal spelling, punctuation, grammatical and/or stylistic errors. Effective language with academic vocabulary. Some errors in APA format usage.	Thorough proofreading. Accurate spelling, punctuation, grammar, voice and syntax. Rich and precise language Including the appropriate language of the discipline. APA format used accurately.	

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.	Demonstrates indicator infrequently if at all.	Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.	Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.	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	
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.	Demonstrates indicator infrequently if at all.	Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.	Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.	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. 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.	Demonstrates indicator infrequently if at all.	Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.	Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.	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	
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.	Demonstrates indicator infrequently if at all.	Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.	Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.	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	
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.	Demonstrates indicator infrequently if at all.	Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.	Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.	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	
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.	Demonstrates indicator infrequently if at all.	Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.	Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.	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	
7. Perseverance with Challenge:	Demonstrates	Demonstrates indicator with	Demonstrates indicator	Consistently and spontaneously	

The candidate perseveres, remains engaged, and persists as a life-long learner, especially when academic and professional assignments are perceived as challenging.	indicator infrequently if at all.	direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.	with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.	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	
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.	Demonstrates indicator infrequently if at all.	Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.	Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.	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	