



**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: Teaching and Learning
Please identify all delivery options through which this program is offered (Traditional, Intern, Other)	Traditional
Credential awarded	General Education Professional Clear (Multiple and Single Subject Clear)
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 Mission Valley
Program Contact	Dr. Conni Campbell
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SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

GENERAL EDUCATION PROFESSIONAL CLEAR CREDENTIAL

PART I – Contextual Information:

The University's School of Education (SOE) offers a general education professional clear credential for both the Multiple Subject and Single Subject candidates. Candidates in this program are generally those who are teaching in private, charter or public schools that do not have access to BTSA programs.

To comply with the new California state standards, a new clear credential program was written by the university and approved by the CTC in 2010 and requires the following four courses:

- GED642 – Candidates design a ELD or SDAIE unit of study for one of the classes that the candidate teaches.
- GED677 – Candidates demonstrate their understanding of inclusive practices and to apply them in working with key educators to provide access for all learners.
- GED 673 – This is the coaching component of the program in which the candidates reflect on their growth and growth of their students as it relates to the California Standards for the Teaching Profession.
- GED 641 Candidates explore different cultural groups examining their values, communication and parenting styles, and the most effective strategies to reach and teach their children.

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	5	6	0	0
Bakersfield Regional Center	0	1	3	3
Inland Empire/Corona Regional Center	0	0	0	2
Mission Valley Regional Center	7	13	3	11

Changes Since Last Accreditation Activity (Biennial Report, Program Assessment or Site Visit). Point Loma Nazarene School of Education has undergone several changes since the last accreditation activity. The regional center in Arcadia has closed. All candidates were given individualized plans of completion, with several candidates now in their final culminating project toward completion.

The SOE was granted NCATE/CAEP accreditation in August of 2012. A new Dean, Dr. Deb Erickson, has been leading the SOE's efforts since July of 2013. SOE has experienced a decrease in the number of candidates enrolled, as well as a reduction in force in full-time faculty. Additional positive changes include the revision in the number of *Dispositions of Noble Character* that are assessed for each candidate several times a year from eight to four. Several courses are offered in an on-line format in order to serve candidates across regional centers. The university has made a commitment to increased transparency in the data collection process, analysis of data and program improvement plans.

Due to budget considerations and program prioritization, the Bakersfield Regional Center no longer offers GED 677 and all regional centers no longer offer GED 642. In order to meet the Clear Credential program requirements, we have been offering GED 668 as a course equivalent for GED 642, being a more robust alternative to meeting the needs of second language learners. The School of Education is in the beginning stages of building GED 677 in an online format in order to make the course available to students at the Bakersfield Regional Center.

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

GENERAL EDUCATION PROFESSIONAL CLEAR CREDENTIAL

PART II – Candidate Assessment/Performance and Program

The School of Education collects a wide range of data on an annual basis. The key assessments designated for the biennial report for the General Education Professional Clear Credential Program are signature assignments, disposition assessments and exit surveys.

Evaluation Instrument (Direct)	Description	Data Collected: 2 years	Standards Assessed
GED 641 (Signature Assignment)	School Communities in a Pluralistic Society	2012 and 2013	5g, 5h, 6a.1, 6b.1, 6b, 6c, 6d, 5g, 5h
GED 642 (Signature Assignment)	Teaching Strategies for English Learners	2012 and 2013	6a, 6a.1, 6a.2, 6a.3, 6a.4, 6a.5, 6b, 6c, 1,3,19,24
GED 673 (Signature Assignment)	Culminating Questions and Reflections Guide	2012 and 2013	1a-e,f, 2a, 4a-h, 5a-i, 6a-d
GED 677 (Signature Assignment)	Teaching Strategies for Special Populations	2012 and 2013	6b.1-6b.6

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) for two years.

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 641: SCHOOL COMMUNITIES IN A PLURALISTIC SOCIETY

In this signature assignment, candidates report on a particular cultural group present in their school district. Research the values, religious observances/holidays, learning styles, parental role in education, child rearing traditions, most appropriate ways to praise and discipline the children in school, communication styles (verbal and non-verbal) and how to best reach and teach these children. The project includes a reflection section on the most significant learning to the candidate and the application to teaching.

Key Assessment: GED 641 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.
Slides	3	3.70	0.00	2	4.00	0.00	0	0	0	2	4.00	0.00
Information Sources	3	3.48	0.42	2	4.00	0.00	0	0	0	2	4.00	0.00
Application of information	3	3.80	0.00	2	4.00	0.00	0	0	0	2	4.00	0.00
Oral presentation	3	3.77	0.06	2	3.50	0.71	0	0	0	2	4.00	0.00

Key Assessment: GED 641
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.
Slides	0	0	0	1	4.00	0.00	0	0	0	6	4.00	0.00
Information Sources	0	0	0	1	4.00	0.00	0	0	0	6	4.00	0.00
Application of information	0	0	0	1	4.00	0.00	0	0	0	6	4.00	0.00
Oral presentation	0	0	0	1	4.00	0.00	0	0	0	6	4.00	0.00

GED 642: ADVANCED STRATEGIES FOR ENGLISH LEARNERS

This signature assignment requires candidates design a one-week ELD or SDAIE unit of study for one of the classes they currently teach. The PLNU lesson plan format is used and includes both ELD and Content standards, as well as language and content objectives appropriate to the level of proficiency of the EL students in their current class. The candidates list the instructional texts, strategies, technology, assessment techniques, and any supplemental teaching materials that are used to help meet the needs of the EL students. A reflection at the end of each lesson describes what successes the students attained, how the lesson impacted student learning and what the candidate would do to improve on their practice in future lessons.

Key Assessment: GED 642
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.
Unit overview clarity and coherency of rationale	5	4.00	0.00	0	0	0	0	0	0	13	3.77	0.44
Standards and objectives present in the unit plan	5	4.00	0.00	0	0	0	0	0	0	13	3.85	0.38
Comprehensible input and building background knowledge	5	4.00	0.00	0	0	0	0	0	0	13	3.85	0.38
Student activities and opportunities for interaction	5	4.00	0.00	0	0	0	0	0	0	13	3.92	0.28
SDAIE & CALLA strategies	5	4.00	0.00	0	0	0	0	0	0	13	4.00	0.00
Assessment and self-reflection	5	4.00	0.00	0	0	0	0	0	0	13	3.69	0.48

Key Assessment: GED 642
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.
Unit overview clarity and coherency of rationale	0	0	0	0	0	0	0	0	0	2	4.00	0.00
Standards and objectives present in the unit plan	0	0	0	0	0	0				2	4.00	0.00
Comprehensible input and building background knowledge	0	0	0	0	0	0	0	0	0	2	4.00	0.00
Student activities and opportunities for interaction	0	0	0	0	0	0	0	0	0	2	4.00	0.00
SDAIE & CALLA strategies	0	0	0	0	0	0	0	0	0	2	4.00	0.00
Assessment and self-reflection	0	0	0	0	0	0	0	0	0	2	4.00	0.00

GED 673: REFLECTIVE COACHING SEMINAR

In this signature assignment, candidates complete the Plan, Teach, Reflect, and Apply process for Teacher Induction. This formative assessment system utilizes California's Beginning Teacher Support and Assessment (BTSA) materials that serve as resource for candidates and faculty through the process. Candidates, in collaboration with faculty, frame the path for the expanded skills, support application in the classroom, and provide continual reflection for improving practice inquiry and professional growth.

Key Assessment: GED 673
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.
Reflection of your teaching practice and student learning	5	3.80	0.45	0	0	0	0	0	0	7	4.00	0.00
Reflection on student learning needs and the ways you impacted student success	5	3.80	0.45	0	0	0	0	0	0	7	4.00	0.00
Reflection of student learning, instructional strategies and assessments that illustrates a change	5	4.00	0.00	0	0	0	0	0	0	7	4.00	0.00

or improvement in your teaching												
Reflection on next steps in your growth as a professional educator	5	4.00	0.00	0	0	0	0	0	0	7	4.00	0.00

Key Assessment: GED 673

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.
Reflection of your teaching practice and student learning needed	0	0	0	3	3.33	0.58	0	0	0	3	4.00	0.00
Reflection on student learning needs and the ways you impacted student success	0	0	0	3	3.33	0.58	0	0	0	3	4.00	0.00
Reflection of student learning, instructional strategies and assessments that illustrates a change or improvement in your teaching	0	0	0	3	3.67	0.58	0	0	0	3	4.00	0.00
Reflection on next steps in your growth as a professional educator	0	0	0	3	3.33	0.58	0	0	0	3	4.00	0.00

GED 677: TEACHING STRATEGIES FOR SPECIAL POPULATIONS

In this signature assignment, candidates build on their knowledge, skills, experiences and strategies acquired during preliminary preparation for teaching students with disabilities, students in the general education classroom who are at risk and students who are gifted and talented. Each candidate will review and learn application principles for the statutory provisions of the Individuals with Disabilities Education Improvement Act (IDEA), and Section 504 of the Rehabilitation Act of 1973, discuss and reflect on subsequent changes in the Acts, statutory and/or local provisions relating to the education of students who are gifted and talented. A culminating leadership project reflecting collaboration, differentiation strategies, and student advocacy serves as the signature assignment.

Key Assessment: GED 677**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.
Collaboration with Key Educators at School Site	0	0	0	0	0	0	0	0	0	3	4.00	0.00
Personal Philosophy of Inclusive Practices	0	0	0	0	0	0	0	0	0	3	3.67	0.58
Specific Strategies for Student Success	0	0	0	0	0	0	0	0	0	3	3.67	0.58
Example of Individual Differentiation for Students with Diverse Needs	0	0	0	0	0	0	0	0	0	3	4.00	0.00
Reflection	0	0	0	0	0	0	0	0	0	3	3.67	0.58

Key Assessment: GED 677**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.
Collaboration with Key Educators at School Site	0	0	0	0	0	0	0	0	0	11	3.73	0.47
Personal Philosophy of Inclusive Practices	0	0	0	0	0	0	0	0	0	11	4.00	0.00
Specific Strategies for Student Success	0	0	0	0	0	0	0	0	0	11	3.55	0.52
Example of Individual Differentiation for Students with Diverse Needs	0	0	0	0	0	0	0	0	0	11	3.55	0.52
Reflection	0	0	0	0	0	0	0	0	0	11	4.00	0.00

DISPOSITION ASSESSMENT**General Education Professional Clear 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.	24	0.00%	0.00%	20.83%	79.17%	3.79
Indicator 2: Honesty and Integrity. The candidate demonstrates honesty, integrity, and coherence in	24	0.00%	0.00%	20.83%	79.17%	3.79

attitudes, and actions, and is accountable to the norms and expectations of the learning community						
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.	24	0.00%	4.17%	25.00%	70.83%	3.67
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.	24	0.00%	12.50%	20.83%	66.67%	3.54
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.	24	4.17%	4.17%	25.00%	66.67%	3.54
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.	24	4.17%	0.00%	29.17%	66.67%	3.58
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.	24	0.00%	4.17%	41.67%	54.17%	3.50
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.	24	0.00%	0.00%	33.33%	66.67%	3.67

General Education Professional Clear 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.	16	0.00%	0.00%	6.25%	93.75%	3.94
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	16	0.00%	0.00%	18.75%	81.25%	3.81
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.	16	0.00%	6.25%	12.50%	81.25%	3.75
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.	16	0.00%	0.96%	25.00%	75.00%	3.75
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.	16	0.00%	6.25%	31.25%	62.50%	3.56
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	16	0.00%	0.00%	43.75%	56.25%	3.56

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.	16	0.00%	0.00%	31.25%	68.75%	3.69
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.	16	0.00%	6.25%	18.75%	75.00%	3.69

General Education Professional Clear 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.	3	0.00%	0.00%	0.00%	100%	4.00
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.	3	0.00%	0.00%	0.00%	100%	4.00
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.	3	0.00%	0.00%	33.33%	66.67%	3.67
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.	3	0.00%	0.00%	0.00%	100%	4.00

EXIT SURVEY 2012

Equip

*[Formal Preparation for Teaching:](#) 

Form Element Type: Rating Scale

Total Author Response(s): 68 Author Response(s)

Rated Item(s)	Total	Distribution % <u>Display as</u>				Average
		<u>Count</u>				
		1	2	3	4	
<u>Construct effective lesson plans.</u>	68	80.88%	11.76%	1.47%	5.88%	1.32
<u>Incorporate adaptations in lesson planning for English Language Learners and students with special needs.</u>	68	67.65%	25.00%	4.41%	2.94%	1.43
<u>Plan a classroom management strategy for your classroom.</u>	68	54.41%	38.24%	5.88%	1.47%	1.54
<u>Draw upon a variety of management strategies according to student/classroom needs.</u>	68	60.29%	33.82%	2.94%	2.94%	1.49
<u>Use a variety of tools to keep parents informed of their child's progress in the classroom.</u>	68	51.47%	27.94%	14.71%	5.88%	1.75
<u>Understand the importance of communicating regularly with parents.</u>	68	69.12%	16.18%	10.29%	4.41%	1.50
<u>Conduct a parent/teacher conference.</u>	68	39.71%	29.41%	22.06%	8.82%	2.00

Response Legend: 1 = Well Prepared 2 = Adequately Prepared 3 = Somewhat Prepared 4 = Unprepared

Transform

*[Classroom Skills:](#) 

Form Element Type: Rating Scale

Total Author Response(s): 68 Author Response(s)

Rated Item(s)	Total	Distribution % Display as				Average
		Count				
		1	2	3	4	
Effectively implement a variety of strategies to assess student learning.	68	75.00%	16.18%	1.47%	7.35%	1.41
Use assessment data to inform instructional planning.	68	67.65%	22.06%	2.94%	7.35%	1.50
Effectively implement a variety of EL strategies.	68	63.24%	25.00%	5.88%	5.88%	1.54
Effectively implement a variety of strategies to meet the needs of students with special needs.	68	57.35%	27.94%	8.82%	5.88%	1.63
Effectively implement a variety of differentiated instructional strategies to meet the learning needs of the full range of students in a typical classroom.	68	64.71%	23.53%	7.35%	4.41%	1.51

[Effectively implement a variety of classroom management strategies.](#) 68 60.29% 30.88% 4.41% 4.41% 1.53

Response Legend: 1 = Well Prepared 2 = Adequately Prepared 3 = Somewhat Prepared 4 = Unprepared

✳️ [Functionality of Program:](#) 🔍

Form Element Type: Rating Scale

Total Author Response(s): 68 Author Response(s)

Rated Item(s)	Total	Distribution % Display as				Average
		Count				
		1	2	3	4	
Exposing you to the diversity of settings in CA schools.	68	60.29%	23.53%	7.35%	8.82%	1.65
Helping you gain a better understanding of the daily routines and responsibilities of a classroom teacher.	68	72.06%	19.12%	2.94%	5.88%	1.43
Supporting you in the clinical practice experience via university supervision.	68	61.76%	22.06%	7.35%	8.82%	1.63
Supporting you in the clinical practice experience via the clinical practice seminar.	68	54.41%	29.41%	11.76%	4.41%	1.66
Assessing your teaching performance in the clinical practice placement.	68	64.71%	19.12%	10.29%	5.88%	1.57
Supporting you in the completion of Teacher Performance Assessment (TPA) tasks.	68	55.88%	25.00%	11.76%	7.35%	1.71

Response Legend: 1 = Extremely Effective 2 = Effective 3 = Somewhat Effective 4 = Ineffective

Empower

✳️ [Professional Attributes:](#) 🔍

Form Element Type: Rating Scale

Total Author Response(s): 68 Author Response(s)

Rated Item(s)	Total	Distribution % Display as				Average
		Count				
		1	2	3	4	
Collaborate with teachers in the school setting.	68	72.06%	20.59%	4.41%	2.94%	1.38
Collaborate with school administrators in the school setting.	68	57.35%	27.94%	10.29%	4.41%	1.62
Contribute to discussions of educational issues.	68	61.76%	27.94%	5.88%	4.41%	1.53
Reflect upon your own teaching and make changes based upon that reflection.	68	85.29%	8.82%	0.00%	5.88%	1.26

Response Legend: 1 = Well Prepared 2 = Adequately Prepared 3 = Somewhat Prepared 4 = Unprepared

✳️ [Teaching as a Calling/Christian Worldview:](#) 🔍

Form Element Type: Rating Scale

Total Author Response(s): 68 Author Response(s)

Rated Item(s)	Total	Distribution % Display as				Average
		Count				
		1	2	3	4	
Encouraging you to explore teaching as a calling.	68	77.94%	16.18%	1.47%	4.41%	1.32
Encouraging you to consider God's grace in your life.	68	73.53%	13.24%	8.82%	4.41%	1.44
Raising your awareness of how dispositional characteristics impact a teacher's professional performance.	68	73.53%	16.18%	2.94%	7.35%	1.44
Response Legend: 1 = Extremely Effective 2 = Effective 3 = Somewhat Effective 4 = Ineffective						

Response Legend: 1 = Extremely Effective 2 = Effective 3 = Somewhat Effective 4 = Ineffective

EXIT SURVEY 2013

Equip

***[Formal Preparation for Teaching:](#)** 

Form Element Type: Rating Scale

Total Author Response(s): 25 Author Response(s)

Rated Item(s)	Total	Distribution % <u>Display as</u>				Average
		<u>Count</u>				
		1	2	3	4	
<u>Construct effective lesson plans.</u>	25	80.00%	12.00%	4.00%	4.00%	1.32
<u>Incorporate adaptations in lesson planning for English Language Learners and students with special needs.</u>	25	76.00%	20.00%	4.00%	0.00%	1.28
<u>Plan a classroom management strategy for your classroom.</u>	25	64.00%	28.00%	8.00%	0.00%	1.44
<u>Draw upon a variety of management strategies according to student/classroom needs.</u>	25	56.00%	36.00%	8.00%	0.00%	1.52
<u>Use a variety of tools to keep parents informed of their child's progress in the classroom.</u>	25	52.00%	24.00%	24.00%	0.00%	1.72
<u>Understand the importance of communicating regularly with parents.</u>	25	56.00%	28.00%	16.00%	0.00%	1.60
<u>Conduct a parent/teacher conference.</u>	25	32.00%	28.00%	36.00%	4.00%	2.12

Response Legend: 1 = Well Prepared 2 = Adequately Prepared 3 = Somewhat Prepared 4 = Unprepared

Transform

***[Classroom Skills:](#)** 

Form Element Type: Rating Scale

Total Author Response(s): 25 Author Response(s)

Rated Item(s)	Total	Distribution % Display as				Average
		Count				
		1	2	3	4	
Effectively implement a variety of strategies to assess student learning.	25	72.00%	20.00%	0.00%	8.00%	1.44
Use assessment data to inform instructional planning.	25	60.00%	28.00%	4.00%	8.00%	1.60
Effectively implement a variety of EL strategies.	25	72.00%	20.00%	4.00%	4.00%	1.40
Effectively implement a variety of strategies to meet the needs of students with special needs.	25	68.00%	28.00%	0.00%	4.00%	1.40
Effectively implement a variety of differentiated instructional strategies to meet the learning needs of the full range of students in a typical classroom.	25	72.00%	20.00%	4.00%	4.00%	1.40
Effectively implement a variety of classroom management strategies.	25	60.00%	28.00%	8.00%	4.00%	1.56

Response Legend: 1 = Well Prepared 2 = Adequately Prepared 3 = Somewhat Prepared 4 = Unprepared

✳ [Functionality of Program:](#) 🔍

Form Element Type: Rating Scale

Total Author Response(s): 25 Author Response(s)

Rated Item(s)	Total	Distribution % Display as				Average
		Count				
		1	2	3	4	
Exposing you to the diversity of settings in CA schools.	25	56.00%	28.00%	8.00%	8.00%	1.68
Helping you gain a better understanding of the daily routines and responsibilities of a classroom teacher.	25	72.00%	20.00%	4.00%	4.00%	1.40
Supporting you in the clinical practice experience via university supervision.	25	76.00%	16.00%	4.00%	4.00%	1.36
Supporting you in the clinical practice experience via the clinical practice seminar.	25	48.00%	32.00%	12.00%	8.00%	1.80
Assessing your teaching performance in the clinical practice placement.	25	68.00%	20.00%	4.00%	8.00%	1.52
Supporting you in the completion of Teacher Performance Assessment (TPA) tasks.	25	60.00%	24.00%	8.00%	8.00%	1.64

Response Legend: 1 = Extremely Effective 2 = Effective 3 = Somewhat Effective 4 = Ineffective

Empower

✳ [Professional Attributes:](#) 🔍

Form Element Type: Rating Scale

Total Author Response(s): 25 Author Response(s)

Rated Item(s)	Total	Distribution % Display as				Average
		Count				
		1	2	3	4	
Collaborate with teachers in the school setting.	25	72.00%	16.00%	8.00%	4.00%	1.44
Collaborate with school administrators in the school setting.	25	52.00%	32.00%	8.00%	8.00%	1.72
Contribute to discussions of educational issues.	25	56.00%	28.00%	8.00%	8.00%	1.68
Reflect upon your own teaching and make changes based upon that reflection.	25	76.00%	16.00%	0.00%	8.00%	1.40

Response Legend: 1 = Well Prepared 2 = Adequately Prepared 3 = Somewhat Prepared 4 = Unprepared

 [Teaching as a Calling/Christian Worldview:](#) 

Form Element Type: Rating Scale

Total Author Response(s): 25 Author Response(s)

Rated Item(s)	Total	Distribution % Display as				Average
		Count				
		1	2	3	4	
Encouraging you to explore teaching as a calling.	25	76.00%	16.00%	0.00%	8.00%	1.40
Encouraging you to consider God's grace in your life.	25	68.00%	16.00%	8.00%	8.00%	1.56
Raising your awareness of how dispositional characteristics impact a teacher's professional performance.	25	64.00%	24.00%	4.00%	8.00%	1.56

Response Legend: 1 = Extremely Effective 2 = Effective 3 = Somewhat Effective 4 = Ineffective

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

GENERAL EDUCATION PROFESSIONAL CLEAR CREDENTIAL

PART III – Analyses and Discussion of Candidate and Program Data

GED 641:

Strengths: Although the data represents a small number of students, all students met the program learning outcomes for presentation skills, oral and written, and use of information sources.

Areas for Improvement: This course will undergo a change in the rubric criteria for scoring the signature assignment, as we have found through candidate data we are mixing content knowledge with presentation criteria, giving us a false sense of candidate knowledge in some cases. Because of this we were unable to determine actual candidate acquisition of the Course Learning Outcomes.

GED 642:

Strengths: Students at all regional centers met the program learning outcomes.

Areas for Improvement: Students scored lower in criteria related to “assessment of student outcomes” and “self-reflection for improved teaching”. Also, Clear Credential Program faculty need to evaluate communication strategies of program coding in our assessment collection data system in order to better identify clear program participants.

GED 673:

Strengths: Students at all regional centers met the program learning outcomes.

Areas for Improvement: Students scored lower in criteria related to “reflecting on student needs”, similar to the previous lowest scoring criteria in GED642.

GED 677:

Strengths: Students at the Mission Valley Regional Center met the program learning outcomes.

Areas for Improvement: Students scored lower in criteria related to “using specific strategies for student success” and “differentiation”, which would show a trend with previous lowest scoring criteria in GED641 and 642. Assessing student need and planning strategies based on that analysis is the overall area for improvement.

ALL COURSES: All syllabi and accompanying assignments will be reviewed to ensure adequate instruction of the common core standards at the graduate level.

DISPOSITION ASSESSMENT: Overall, the candidates exhibited exceptional dispositions of noble character. However, the data for the dispositions assessment reflects students who score lower in “perseverance with challenge”, “spirit of collaboration”, and “self-awareness/calling”.

EXIT SURVEY: The data for the exit survey reflects students’ feedback that they need more preparation in “classroom management techniques” and “strategies to assess student learning”.

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION
MULTIPLE/SINGLE SUBJECT CLEAR CREDENTIAL

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

As a result of annual program data analysis, yearly faculty calibration of signature assignments and disaggregation of disposition assessment data, this program suggests the following changes for program improvement to begin in Fall 2014: 1) The Corona regional center will close as of Fall 2015; 2) Signature Assignments across all programs will be aligned in format, content and rubric criteria; 3) the process for assessing Dispositions of Noble Character is being simplified and aligned across programs; 4) multiple partnerships are being nurtured with a variety of districts, Intuitions of Higher Education, businesses and non-profit organizations.

Data Source	Plan of Action or Proposed Changes Made	Applicable Program or Common Standard(s)
<i>Signature Assignment Course Data-General</i>	<i>Change signature assignments and rubrics to directly measure Course Learning Outcomes and key assessments (responding to a series of writing prompts) which more accurately reflect candidate learning outcomes and program effectiveness.</i>	Common Standard 9 Program Standard 4
<i>Signature Assignment Course Data-642,673,677</i>	<i>Improve scores in “reflecting on student needs” and “using differentiation for student success” by designing authentic assignments in GED642 and GED677 to implement in the fieldwork component of GED673.</i>	Common Standard 2 Common Standard 9 Program Standard 4
<i>Lack of Signature Assignment Course Data</i>	<i>Consistent communication with candidates regarding program coding for correct use of the Direct Response Folio (DRF). This will increase the number of participants (n).</i>	Common Standard 2 Common Standard 9 Program Standard 4
<i>Lack of consistent collection of disposition data</i>	<i>Simplify method of data collection for disposition assessments, and communicate with adjunct faculty where dispositions are to be assessed.</i>	Common Standard 2 Program Standard 4
<i>Exit Survey</i>	<i>Add to the Course Learning Outcomes of all Clear courses Classroom Management Strategies and Strategies to Assess Student Learning.</i>	Common Standard 2 Program Standard 4

GED 641 School Communities in a Pluralistic Society

	Elements Not Evident	Elements Somewhat Evident	Elements Evident	Elements Highly Evident	Score/Level
Slides	Includes <9 slides with <4 related photos. Not all the required information is evident	Includes 10 slides with 4+ related photos; bullets include the basic required information.	Includes 11+ slides that include more than the basic aspects of the culture with 5+ related photos; bullets are well described, but concise.	Includes 12-15 slides covering many aspects of the culture with 6+ related photos; bullets focus on the more significant information.	
Information sources	Includes information from a few sources and includes a list of "Works Cited" at the end.	Includes accurate information from books and the internet. Includes "Works Cited."	Includes accurate information taken from personal interview(s) as well as information from books and the internet. Includes "Works Cited"	Includes quotes from a personal interview with a person from that culture as well as current information from books, internet. Includes "Works Cited."	
Application of information	Includes some accurate cultural information that would help educators.	Includes accurate cultural information that would help other educators effectively teach the students and one other aspect (praise discipline or learning style or parent communication)	Includes accurate cultural information that would help educators effectively teach the educators and two other aspects (praise/discipline, learning style or parent communication)	The oral presentation effectively communicates critical information; candidate adds relevant description to the bulleted items. Music from the culture is included in some way.	
Oral presentation	The Power Point is not presented orally in such a way as to get the listeners' attention	The oral presentation consists more of reading the Power Point and adding some relevant description of the bulleted items.	The oral presentation communicates the key information in an engaging manner and includes relevant description of the bulleted items.	The oral presentation effectively communicates critical information; candidate adds relevant description to the bulleted items. Music from the culture is included in some way.	

GED 642 Signature Assignment Rubric

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Unit overview clarity and coherency of rationale	Several elements missing	A few elements missing	All elements present, but minimal description	All elements present and well-described	
	Standards CA- PLNU/CLAD (2011) Standard: Standard 5: First- and Second-Language Development & Their Relationship to Academic Achievement				
Standards and objectives present in the unit plan	Only content standards and objectives are present.	Content and ELD standards selected are appropriate for the lesson, but not necessarily appropriate for the EL students. Content objectives are addressed in the lesson, but language objectives are weak and/or not addressed in the lessons.	Content and ELD standards selected are appropriate for both the lesson and the EL students' proficiency level. Content and language objectives are aligned to the standards, but language objectives are not adequately addressed in the lessons.	Content and ELD standards selected are appropriate for both the lesson and the EL students' proficiency level. Content and language objectives are aligned to the standards and both are effectively addressed in the lessons.	
	Standards CA- PLNU/CLAD (2011) Standard: Standard 4: Language Structure and Use Standard: Standard 5: First- and Second-Language Development & Their Relationship to Academic Achievement				
Comprehensible input and building background knowledge	Teacher input is not adapted for ELLs OR there is little evidence of building background knowledge.	Teacher input is somewhat adapted for ELLs; minimal building of background evident.	Teacher input is made comprehensible via visuals, etc. and time is spent building background knowledge, partially meeting the needs of the ELL students in the classroom.	Teacher input is made comprehensible via various media and background is well-developed, meeting the needs of the ELL students in the classroom.	
	Standards CA- PLNU/CLAD (2011) Standard: Standard 4: Language Structure and Use Standard: Standard 5: First- and Second-Language Development & Their Relationship to Academic Achievement Standard: Standard 9: Culture and Cultural Diversity and Their Relationship to Academic Achievement Standard: Standard 10: Culturally Diverse Instruction				
Student activities and	Activities are designed more for EO students; little	Activities are designed more for EO students; some	Activities are appropriately designed and meaningful for	Activities and interaction are both well-designed and	

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
opportunities for interaction	interaction present	interaction present	the ELL students and some structured interaction is present	appropriate for the proficiency level of the students and the subject matter.	
	Standards CA- PLNU/CLAD (2011) Standard: Standard 2: Equity and Diversity Standard: Standard 5: First- and Second-Language Development & Their Relationship to Academic Achievement Standard: Standard 10: Culturally Diverse Instruction				
SDAIE & CALLA strategies	Does not use appropriate scaffolding strategies	Uses a few scaffolding strategies appropriate to the subject & students' proficiency level.	Selects appropriate SDAIE strategies and implements them well, but no learning strategies evident.	Selects and implements various SDAIE strategies and 1 CALLA appropriately in the unit.	
	Standards CA- PLNU/CLAD (2011) Standard: Standard 7: Foundations of English Language/Literacy Development and Content Instruction Standard: Standard 8: Approaches and Methods for English Language Development and Content Instruction				
Assessment and self-reflection	Assessment included, but not appropriate for the objectives and/or the students.	Minimal assessment and minimal reflection included.	Assessment is present and appropriate, but it is not clear if students met objectives; self-reflection is insufficient.	The assessments are well-designed for the proficiency level of the students; self-reflection show what changes need be made next time to better meet the needs of the ELLs and other students.	
	Standards CA- PLNU/CLAD (2011) Standard: Standard 3: Evaluation and Assessment of Candidates Standard: Standard 6: Assessment of English Learners				

GED 673 Culminating Reflection of Teaching Practice Rubric

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	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Reflection of your teaching practice and student learning	Inappropriate, irrelevant, inaccurate or missing reflection	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected reflection	Appropriate, relevant, accurate and connected reflection	Details, appropriate, relevant, accurate, clear and purposefully connected reflection	
Standards CA- PLNU/Multiple Subject & Single Subject Clear Credential (2011) Standard: Program Standard 4: Systematic Formative Assessment Standard: Program Standard 5: Pedagogy					
Reflection on student learning needs and the ways you impacted student success	Inappropriate, irrelevant, inaccurate or missing reflection	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected reflection	Appropriate, relevant, accurate and connected reflection	Details, appropriate, relevant, accurate, clear and purposefully connected reflection	
Standards CA- PLNU/Multiple Subject & Single Subject Clear Credential (2011) Standard: Program Standard 4: Systematic Formative Assessment Standard: Program Standard 5: Pedagogy Standard: Program Standard 6: Universal Access					
Reflection of student learning, instructional strategies and assessments that illustrates a change or improvement in your teaching	Inappropriate, irrelevant, inaccurate or missing reflection	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected reflection	Appropriate, relevant, accurate and connected reflection	Details, appropriate, relevant, accurate, clear and purposefully connected reflection	
Standards CA- PLNU/Multiple Subject & Single Subject Clear Credential (2011) Standard: Program Standard 2: Communication and Collaboration Standard: Program Standard 3: Support Provided to Participating Teacher Standard: Program Standard 4: Systematic Formative Assessment Standard: Program Standard 5: Pedagogy Standard: Program Standard 6: Universal Access					
Reflection on next steps in	Inappropriate, irrelevant,	Minimal, limited, cursory,	Appropriate, relevant,	Details, appropriate,	

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
your growth as a professional educator	inaccurate or missing reflection	inconsistent, ambiguous or weakly connected reflection	accurate and connected reflection	relevant, accurate, clear and purposefully connected reflection	
	Standards CA- PLNU/Multiple Subject & Single Subject Clear Credential (2011) Standard: Program Standard 1: Program Rationale and Design Standard: Program Standard 2: Communication and Collaboration Standard: Program Standard 3: Support Provided to Participating Teacher				

GED 677 - Teaching Strategies for Special Populations (Rev. 5.1.12)

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Collaboration with Key Educators at School Site	Little or no evidence of statements of collaboration with key educators (administrator, special education teacher, counselor, school psychologist) that promote inclusive practices for students with diverse needs.	A partial statement of collaboration with key educators (administrator, special education teacher, counselor, school psychologist) that promote inclusive practices for students with diverse needs.	Clear statements of collaboration with key educators (administrator, special education teacher, counselor, school psychologist) that promote inclusive practices for students with diverse needs.	Clear, consistent, and convincing statements of collaboration with key educators (administrator, special education teacher, counselor, school psychologist) that promote inclusive practices for students with diverse needs.	
	Standards CA- PLNU/Multiple Subject & Single Subject Clear Credential (2011) Standard: Program Standard 6: Universal Access CA- PLNU/Pupil Personnel Services Credential (2011) Standard: Standard 3: Socio-Cultural Competence Standard: Standard 5: Comprehensive Prevention and Early Intervention for Achievement Standard: Standard 23: Advocacy				
Personal Philosophy of Inclusive Practices	Little or no evidence given in power point presentation of the personal philosophy of inclusive	Partial evidence given in power point presentation of the personal philosophy of inclusive practices.	Clear evidence given in power point presentation of the personal philosophy of inclusive practices.	Clear, consistent, and convincing evidence shown in power point presentation of the personal philosophy of	

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	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
	practices.			inclusive practices.	
	Standards CA- PLNU/Multiple Subject & Single Subject Clear Credential (2011) Standard: Program Standard 6: Universal Access CA- PLNU/Pupil Personnel Services Credential (2011) Standard: Standard 10: Consultation				
Specific Strategies for Student Success	Little or no evidence in power point presentation of specific strategies for student success.	Partially gives evidence in power point presentation of specific strategies for student success.	Clearly gives evidence in power point presentation of specific strategies for student success.	Clearly, consistently, and convincingly evidence in power point presentation of specific strategies for student success.	
	Standards CA- PLNU/Multiple Subject & Single Subject Clear Credential (2011) Standard: Program Standard 5: Pedagogy CA- PLNU/Pupil Personnel Services Credential (2011) Standard: Standard 11: Learning Theory and Educational Psychology Standard: Standard 24: Learning, Achievement and Instruction				
Example of Individual Differentiation for Students with Diverse Needs	Little or no evidence in presentation of an example of individual differentiation for students with diverse needs.	Partially shows evidence in presentation of an example of individual differentiation for students with diverse needs.	Clearly shows evidence in presentation of an example of individual differentiation for students with diverse needs.	Clearly, consistently, and convincingly shows evidence in presentation of an example of individual differentiation for	

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
				students with diverse needs.	
	Standards CA- PLNU/Multiple Subject & Single Subject Clear Credential (2011) Standard: Program Standard 5: Pedagogy CA- PLNU/Pupil Personnel Services Credential (2011) Standard: Standard 11: Learning Theory and Educational Psychology				
Reflection	Little or no statement of : 1) Promotion of and participation in inclusive practices for students with diverse needs at school and 2) Role of leadership and advocacy on behalf of all students at school.	Partial statements of : 1) Promotion of and participation in inclusive practices for students with diverse needs at school and 2) Role of leadership and advocacy on behalf of all students at school.	Clearly statements of : 1) Promotion of and participation in inclusive practices for students with diverse needs at school and 2) Role of leadership and advocacy on behalf of all students at school.	Clearly, consistently, and convincingly shows statements of : 1) Promotion of and participation in inclusive practices for students with diverse needs at school and 2) Role of leadership and advocacy on behalf of all students at school.	
	Standards CA- PLNU/Multiple Subject & Single Subject Clear Credential (2011) Standard: Program Standard 5: Pedagogy CA- PLNU/Pupil Personnel Services Credential (2011) Standard: Standard 11: Learning Theory and Educational Psychology Standard: Standard 15: Literacy				

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	Demonstrates indicator infrequently if at	Demonstrates indicator with direct prompting from peers or teacher. May have some	Demonstrates indicator with minimal prompting. Demonstrates an	Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to	

abilities of others, ensuring that all students have the opportunity to achieve.	all.	difficulty in responding openly to feedback from peers or teacher.	openness to reflect on feedback from peers or teacher.	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: The candidate perseveres, remains engaged, and persists as a life-long learner, especially when academic and professional assignments are perceived as challenging.	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	
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	