Master of Arts in Teaching: Single Subject
Preliminary Credential
Annual Assessment Report
School of Education
2010-2011 Academic Year

Assessment Plan Description

School of Education Expanded Statement of Purpose

Mission Statement

Point Loma Nazarene University School of Education is a vital Christian learning community that exists to develop high-performing, reflective educators of noble character who impact the lives of learners to influence the broader community.

Vision

Point Loma Nazarene University School of Education is a prominent Christian voice in higher education – looked at as a wellspring of resources and support in the areas of pedagogy, leadership, clinical practice, technology, and innovation.

The School of Education is recognized as:

- a Christian learning community that promotes excellence in academic preparation, wholeness in personal development, and faithfulness to mission,
- a source of expertise and resources within the surrounding communities,
- a vital force of change in the transformation of educational landscapes,
- an exemplary model of servant leadership and commitment to ministry, and
- A candidate-centered learning environment where diversity is respected, valued, and encouraged.

Program Learning Outcomes
Master of Arts in Teaching: Single Subject
Preliminary Credential

Master of Arts in Teaching (MAT): General Education Single Subject (Preliminary Credential)

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	CTC Standard Driven Candidate Outcomes
Learning informed by faith.	Equip	Equip 1. Possesses the skills and dispositions to develop instructional plans and engage students in content-specific learning experiences that lead to improved student outcomes.	Equip 1. Designs effective curriculum, instruction, and assessment to meet the learning needs of all students, including English learners, students with special needs, and gifted and talented students. (CTC 6, 12, & 13) 2. Utilizes technology to make content accessible to students and to facilitate the teaching and learning process. (CTC 8-B & 11, 12, 13)
Growing in a faith community.	Transform	Transform 1. Possesses the skills and dispositions to promote the learning of diverse learners at the secondary level. 2. Utilizes subject-specific pedagogy, content-related literacy instruction, and developmentally appropriate instruction to support learning for all students. 3. Reflects positive personal presence, age-appropriate strategies, and research-based knowledge of adolescent psychology to create safe classroom environments that promote learning for all students.	Transform Understands principles of educational equity and diversity and their implementation in curriculum content and school practices for all students. This will be accomplished when candidates: 1. Practice and use a variety of subject-specific pedagogical skills and methods essential for effective teaching that promotes student achievement by meeting diverse learning needs of students at both the middle grade and high school levels. (CTC 5, 6, 8-B, 9) 2. Demonstrate understanding of how to incorporate the California Reading Language Arts Content Standards for grades 7 –12 and the English Language Development Standards into the candidate's content area. (CTC 7-B) 3. Utilize effective classroom management strategies for the secondary classroom to develop a safe, inclusive, positive learning environment, in which respect is promoted, differences are valued, and conflicts are mediated. (CTC 6, 10)
Serving in the context of faith.	Empower	Empower 1. Analyzes assessment data from instruction through thoughtful reflection that informs professional practice for continual improvement.	Empower 1. Effectively uses a variety of data (formative and summative assessments, classroom observations, reflection, and consultation) to plan instruction and to determine students' progress, including modifying curriculum and practice to support the learning of students with special needs. (CTC 4, 6) 2. Through the analysis and assessment of practices to promote professional growth, uses reflection and feedback to formulate and prioritize goals for increasing the subject-matter knowledge and teaching effectiveness. (CTC 6)

Curriculum Map
Master of Arts in Teaching: Single Subject
Preliminary Credential

MAT Single Subject Program CURRICULUM MAP - Candidate Learning Outcomes (CLO)

(Legend: D=Developed; M=Mastered; P=Practiced; Color Yellow=signature assignment, Green=Assessed)

Required Courses	1a. Possess the skills and dispositions to develop instructional plans and engage students in content-specific learning experiences that lead to improved student outcomes (ILO 1)	2a. Possess the skills and dispositions to promote the learning of diverse learners at the secondary level (ILO 2)	2b.Utilize subject-specific pedagogy, content-related literacy instruction, and developmentally appropriate instruction to support learning for all students (ILO 2)	2c. Reflect positive personal presence, age-appropriate strategies, and research-based knowledge of adolescent psychology to create safe classroom environments that promote learning for all students (ILO 2)	3a. Analyze assessment data from instruction through thoughtful reflection that informs professional practice for continual improvement (ILO 3)	CTC Standard
EDU 600 Foundations of Education and Learning Theory (3)	D	D	D	D		CTC Program Standards: 3, 4, 5, 10
EDU 600 F Fieldwork for Foundations of Education and Learning Theory (0.5)		D	D	D		3, 4
EDU 601 Language Acquisition and Diverse Populations (3)	D,M	D, M	D,M		D, M	3, 4, 9, 12

Required Courses	1a. Possess the skills and dispositions to develop instructional plans and engage students in content-specific learning experiences that lead to improved student outcomes (ILO 1)	2a. Possess the skills and dispositions to promote the learning of diverse learners at the secondary level (ILO 2)	2b.Utilize subject-specific pedagogy, content-related literacy instruction, and developmentally appropriate instruction to support learning for all students (ILO 2)	2c. Reflect positive personal presence, age-appropriate strategies, and research-based knowledge of adolescent psychology to create safe classroom environments that promote learning for all students (ILO 2)	3a. Analyze assessment data from instruction through thoughtful reflection that informs professional practice for continual improvement (ILO 3)	CTC Standard
EDU 601 F Fieldwork for Language Acquisition and Diverse Populations (0.5)	D,M	D,M	D			7-B, 12

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Multiple Year Assessment Plan
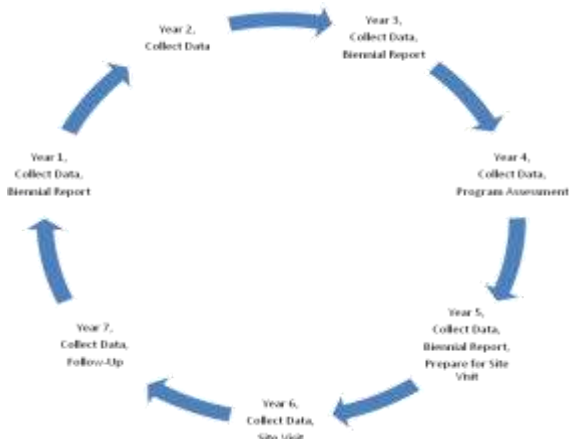**Master of Arts in Teaching: Single Subject**
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Each year, the California Commission of Teacher Credentialing (CTC) requires universities offering credentials to undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. The recursive CTC seven year program improvement cycle and accreditation cycle provide the structure for this ongoing, in-depth, internal and external review process.

The following table lists the activities of the accreditation cycle. All data collected are disaggregated by program and regional center, and ultimately leads to the development of the CTC required program assessments and biennial reports. Based upon the findings of these CTS studies and reports, the programmatic changes and improvements are implemented to improve candidate performance, program quality, and program operations.

CTC Seven Year Cycle of "Red Cohort" Activities:

Academic Year (AY)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Cycle Year	4	5	6	7	1	2	3
Accreditation Activity	Institutional Data Collection Program Assessment	Institutional Data Collection Biennial Report	Institutional Data Collection **Site Visit**	Institutional Data Collection Site Visit follow-up	Institutional Data Collection Biennial Report	Institutional Data Collection	Institutional Data Collection Biennial Report
Due to CTC	Program Assessment Document	Biennial Report (Data for AY 2009-10 and 2010-11)	Preconditions Report (6-12 months in advance of visit) Self Study	7th Year Follow Up, if applicable	Biennial Report (Data for AY 2011-12, 2012-13, and 2013-14)	Nothing	Biennial Report (Data for AY 2014-2015 and 2015-2016)
Due dates	Oct. 2009 or Jan. 2010	Aug. 2011 or Sept. 2011	2 months before Site Visit	Up to 1 Year after Site Visit, if applicable	Aug. 2014, Sept. 2014, or Oct. 2014	None	Aug. 2016 or Sept. 2016
COA/CTC Feedback What & When	Preliminary findings on each program and all standards by Jan. 2011	-CTC Staff feedback in Aug: 6-8 wks Sept: 6-8 wks	-Accreditation decision made by COA	COA Review of 7th Year Report, if applicable	-CTC Staff feedback in Aug: 8-10 wks Sept: 10-12 wks Oct: 12-16 wks	None	-CTC Staff feedback in Aug: 8-10 wks Sept: 10-12 wks
Notes							

CTC Accreditation Cycle

Assessment Activities

Methods of Assessment and Criteria for Success
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Currently, assessment data is collected through internal and external sources. Focus groups representing staff, faculty, clinical supervisors, and advisory councils have worked together to discern a set of balanced assessment measures. They are listed below. Accompanying forms and rubrics are included in the appendix.

1. California Teacher Performance Assessments
The California Teaching Performance Assessment (CalTPA) is an assessment of an initial candidate's ability to demonstrate competency of the Teaching Performance Expectations (TPEs). CalTPA is required of Multiple Subject and Single Subject candidates. In addition, the unit has also required TPA's of the Special Education candidates. The CalTPA provides a series of four performance tasks that candidates complete during their professional preparation program. The results of the candidates' knowledge and performance during the various tasks of the CalTPA can help provide formative assessment information to candidates for improving the quality of their teaching and assists candidates to focus on those aspects of teaching in which they may need further development or support. The CalTPA must be successfully completed as one of the requirements for earning a California preliminary teaching credential from any institution in California.

2. Coursework Assessments (2008)
Using TaskStream as the primary data storage system, the program collects key assessments known as signature assignments to gauge candidates' progress throughout their course of study and ensure CTC program standards are met. Each signature assignment is evaluated using a supporting rubric. At the end of each academic year, collected data is disaggregated by regional center and analyzed with results identifying areas for program improvement. Rubrics may be found in the appendix.

- **Signature Assignment:** In EDU 600, Foundations of Education and Learning Theory, candidates are provided an overview of the laws and principles regarding the roles and functions of education as well as an overview of the major concepts, theories, and research related to the cognitive, linguistic, social, emotional, and physical development of children and adolescents. Effective instructional strategies that ensure active and equitable participation of all learners, as well as modifications for diverse learners with exceptionalities, are observed through fieldwork experience.

- **Signature Assignment:** In EDU 620/620F, Literacy Instruction for Secondary Teachers, Single Subject candidates demonstrate an understanding of how to incorporate the California Reading Language Arts Content Standards for grades 7-12 and the English Language Development Standards into the candidate's content area and an understanding of the principles of effective vocabulary development, content-specific comprehension strategies, literacy development, writing skills, and higher order thinking skills through a case study and skill strategy presentation .

3. *Dispositions Assessments (2010)*

Dispositions of candidates in the Single Subject MAT Program are assessed throughout their program of study in a series of phases with the opportunities for a struggling candidate to be provided coaching through an Improvement Plan:

PHASE I

1. The "introductory course" introduces and defines the eight dispositions with their class (EDU 600 – Foundations of Education and Learning Theory).
2. Students self-assess on weeks one and eight.
3. Professor of "introductory course" assesses every student at end of course.

*If the professor or candidate has a dispositional concern at this point, it is noted in the candidate's file but no recommendation for an Improvement Plan is made due to the lack of significant data.

PHASE II

4. Professors of every subsequent course continue to teach and refer to the dispositions, especially applying them to the course content. (EVERY COURSE)
5. In each of the following courses, candidates self assess at the END of the course: EDU 612, EDU 621, EDU 654. Professor confirms or gives evidence of why they cannot confirm the ratings in any category.
6. Student receives data of ratings so far during Advancement Interview (Advancement Interview Scheduler to provide to interviewers.)

*At any point in this phase a candidate could be recommended to the Improvement Plan process.

PHASE III

7. Final disposition ratings include practitioners in the field at the end of the MAT program during Clinical Practice I and II. Candidates, Seminar instructors, Supervising Faculty and Cooperating Teachers (or equivalent by program) all submit separate disposition ratings.
8. Candidates submit first to the Seminar instructor and, after inputting their own ratings, release it back for a second score from the Supervising Faculty.
9. Cooperating Teachers give their dispositional ratings on paper.

*At any point in this phase a candidate could be recommended to the Improvement Plan process.

REFFERRAL TO THE IMPROVEMENT PLAN PROCESS

During Phase II or III of the disposition assessment process a candidate, a professor or a professional who works with the candidate can recommend the candidate participate in the "Dispositional Improvement Plan". The Improvement Plan occurs through a one unit course (GED 691: Special Studies) and consists of data analysis, goal setting, reflective journaling, and behavior transformation. The candidate and his/her advisor analyze the disposition data collected to determine area(s) for dispositional growth and development. The candidate documents the goal area(s) with a specific action plan associated with each goal area. The candidate has the option of meeting weekly with the Graduate Chaplain or attending the graduate campus bible study as part of their action plan. The candidate reflects, in writing, on their implementation of the action plan and their progress toward their goals. The candidate has an initial meeting for planning, a mid-plan meeting for monitoring, and a final summative meeting with his/her advisor. The final determination of successful completion of the Disposition Improvement Plan Process is made by the Regional Center Faculty Committee (RCFC) via review of the candidate's completed assignment and completion interview. If the

committee determines successful completion, it will submit to the candidate a written reflection of encouragement and support, noting its own perception of the candidate's growth and development.

4. *Exit Surveys for Program Completers (2009)*
Following the completion of the candidate's program of study, each candidate completes an exit survey. The survey probes candidate satisfaction in the area of course content, instructional delivery, learned skills, and overall satisfaction. Collected data is analyzed with results identifying areas for program improvement.

5. *Follow-up Surveys (2011)*
Follow-up surveys are sent to graduated candidates as well as their employers in the spring following their graduation from the program. Completed survey data is considered confidential Results provide the program with feedback regarding the knowledge, skills and dispositions, and overall program satisfaction.

Summary of Data Collected
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Data Charts and Discussion of Findings

Single Subject candidates in the MAT program are assessed on multiple measures to determine their level of proficiency and to assess the effectiveness of the program. These assessments are conducted at progressive stages of the program serving as gates to advancement through the program. Administered at each site offering the Single Subject program (Mission Valley, Arcadia, and Bakersfield Regional Centers), these assessments offer a standardized means of collecting assessment data. Each assessment is submitted through an online data storage tool, Taskstream. This tool allows for submission and assessment in an online format.

a) Signature Assignments and Teacher Performance Assessments (TPAs):

The following data tables reflect data collected in Taskstream for these six assessments. As candidates are expected to self-report as to program identification, location, and intern status, the number attributed to each criterion may reflect inconsistencies. In addition, some candidates change their intern status during the course of their program due to employment conditions.

The six assessments represented here are:
1. Signature Assignment from EDU 600: Foundations of Education and Learning Theory
2. Signature Assignment from EDU 620: Literacy Instruction for Secondary Teachers
3. TPA 1
4. TPA 2
5. TPA 3
6. TPA 4

Table 1
Signature Assignment from EDU 600: Foundations of Education and Learning Theory
(Traditional)

Criteria	Total		Arcadia		Bakersfield		Mission Valley	
	N	Ave. Score (1-4)	N	Ave. Score (1-4)	N	Ave. Score (1-4)	N	Ave. Score (1-4)
Knowledge of research-based theories and principles of human learning and development	71	3.93	20	3.95	19	3.84	32	3.97
knowledge about how these theories affect classroom practice	71	3.80	20	3.40	19	3.95	32	3.97
Reflection on how these theories affect and resonate with candidates' beliefs	71	3.64	20	3.85	19	2.99	32	3.91
Presentation is grammatically correct, spelling is correct, layout is organized	71	3.81	20	3.80	19	3.51	32	4.0

Table 2
Signature Assignment from EDU 600: Foundations of Education and Learning Theory (Interns)

Criteria	Total		Arcadia		Bakersfield		Mission Valley	
	N	Ave. Score (1-4)	N	Ave. Score (1-4)	N	Ave. Score (1-4)	N	Ave. Score (1-4)
Knowledge of research-based theories and principles of human learning and development	8	4.0	3	4.0	4	4.0	1	4.0
Knowledge about how these theories affect classroom practice	8	3.75	3	3.67	4	3.75	1	4.0
Reflection on how these theories affect and resonate with candidates' beliefs	8	3.50	3	3.67	4	3.25	1	4.0

Presentation is grammatically correct, spelling is correct, layout is organized	8	4.0	3	4.0	4	4.0	1	4.0

Table 3
Signature Assignment from EDU 620: Literacy Instruction for Secondary Teachers (Traditional)

Criteria	Total		Arcadia		Bakersfield		Mission Valley	
	N	Ave. Score (1-4)	N	Ave. Score (1-4)	N	Ave. Score (1-4)	N	Ave. Score (1-4)
Data collection through anecdotal observation and conferences with students	55	3.91	14	3.86	20	3.85	21	4.0
Data collection to determine student ELD abilities	55	3.75	14	3.79	20	3.50	21	3.95
Data collection through the administration of literacy assessment instruments	55	3.75	14	3.14	20	3.90	21	4.0
Reflection on student strengths and areas for growth	55	3.84	14	3.86	20	3.65	21	4.0
Setting learning goals or next steps for student growth	55	3.69	14	3.57	20	3.60	21	3.86

Table 4
Signature Assignment from EDU 620: Literacy Instruction for Secondary Teachers (Interns)

Criteria	Total		Arcadia		Bakersfield		Mission Valley	
	N	Ave. Score (1-4)	N	Ave. Score (1-4)	N	Ave. Score (1-4)	N	Ave. Score (1-4)
Data collection through anecdotal observation and conferences with students	4	3.50	2	3.0	2	4.0	0	
Data collection to determine student ELD abilities	4	3.25	2	3.0	2	3.50	0	
Data collection through the administration of literacy assessment instruments	4	3.75	2	3.5	2	4.0	0	
Reflection on student strengths and areas for growth	4	3.75	2	3.5	2	4.0	0	

Setting learning goals or next steps for student growth	4	3.50	2	3.5	2	3.5	0	

Table 5
TPA 1 (Higher represented content areas)

Criteria	English		Math		Social Science		Physical Education	
	N	Ave. Score (1-4)	N	Ave. Score (1-4)	N	Ave. Score (1-4)	N	Ave. Score (1-4)
Using subject-specific, developmentally appropriate pedagogy.	23	3.0	14	3.5	19	3.21	10	3.5
Planning for instruction.	23	3.0	14	3.14	19	3.11	10	3.4
Planning for assessment.	23	3.0	14	3.36	19	3.05	10	3.30
Making adaptations	23	2.84	14	3.14	19	2.84	10	2.90

Table 6
TPA 2 (v. 2009)

	Total		Arcadia		Bakersfield		Mission Valley	
Criteria	N	Ave. Score (1-4)	N	Ave. Score (1-4)	N	Ave. Score (1-4)	N	Ave. Score (1-4)
Overall Score	67	3.18	9	3.11	27	3.26	30	3.13
Establishing Goals and Standards	67	3.22	9	3.22	27	3.30	30	3.20
Learning About Students	67	3.22	9	3.22	27	3.22	30	3.23
Planning for Instruction	67	3.15	9	3.11	27	3.22	30	3.10
Making Adaptations	67	3.10	9	3.11	27	3.04	30	3.17
Using Subject-Specific Pedagogy	67	3.18	9	3.11	27	3.19	30	3.20
Reflecting	67	3.13	9	3.11	27	3.11	30	3.17

Table 7
TPA 3 (old version)

Criteria	Total		Arcadia		Bakersfield		Mission Valley	
	N	Ave. Score (1-4)	N	Ave. Score (1-4)	N	Ave. Score (1-4)	N	Ave. Score (1-4)
Overall Score	43	3.16	17	3.29	7	3.00	18	3.11
Establishing Goals and Standards	43	3.14	17	3.24	7	3.14	18	3.06
Planning for Assessment	43	3.19	17	3.24	7	3.14	18	3.17
Learning About Students	43	3.14	17	3.29	7	3.00	18	3.06
Making Adaptations	43	3.00	17	3.18	7	2.57	18	3.00
Analyzing Student Evidence and Assessment	43	3.14	17	3.29	7	2.86	18	3.11
Reflecting	43	3.16	17	3.18	7	3.14	18	3.17

Table 8
TPA 3 (v. 2009)

Criteria	Total		Arcadia		Bakersfield		Mission Valley	
	N	Ave. Score (1-4)	N	Ave. Score (1-4)	N	Ave. Score (1-4)	N	Ave. Score (1-4)
Overall Score	44	3.20	9	3.11	15	3.13	20	3.30
Establishing Goals and Standards	44	3.14	9	3.00	15	3.33	20	3.05
Planning for Assessment	44	3.30	9	3.11	15	3.33	20	3.35
Learning About Students	44	3.16	9	3.22	15	3.13	20	3.15
Making Adaptations	44	2.86	9	2.67	15	2.60	20	3.15
Analyzing Student Evidence and Assessment	44	3.25	9	3.0	15	3.27	20	3.35
Reflecting	44	3.16	9	2.89	15	3.27	20	3.20

Table 9
TPA 4 (old version)

Criteria	Total		Arcadia		Bakersfield		Mission Valley	
	N	Ave. Score (1-4)	N	Ave. Score (1-4)	N	Ave. Score (1-4)	N	Ave. Score (1-4)
Overall Score	41	3.20	13	3.31	11	3.18	15	3.07
Establishing Goals and Standards	41	3.22	13	3.46	11	3.18	15	3.00
Learning About Students	41	3.24	13	3.46	11	3.27	15	2.93
Describing Classroom Environment	41	3.32	13	3.46	11	3.27	15	3.13
Planning for Instruction	41	3.34	13	3.46	11	3.36	15	3.13
Making Adaptations	41	2.93	13	3.00	11	3.09	15	2.73
Using Subject-Specific Pedagogical Skills	41	3.34	13	3.46	11	3.55	15	3.07
Analyzing Student Evidence and Assessment	41	3.27	13	3.38	11	3.36	15	3.07
Reflecting	41	3.29	13	3.38	11	3.36	15	3.20

Table 10
TPA 4 (v. 2009)

Criteria	Total		Arcadia		Bakersfield		Mission Valley	
	N	Ave. Score (1-4)	N	Ave. Score (1-4)	N	Ave. Score (1-4)	N	Ave. Score (1-4)
Overall Score	46	3.33	10	3.50	17	3.06	18	3.44
Establishing Goals and Standards	46	3.25	10	3.20	17	3.18	18	3.31
Learning About Students	46	3.40	10	3.40	17	3.29	18	3.47
Describing Classroom Environment	46	3.40	10	3.50	17	3.06	18	3.64
Planning for Instruction	46	3.23	10	3.50	17	2.82	18	3.42
Making Adaptations	46	2.92	10	3.30	17	2.65	18	2.97
Using Subject-Specific Pedagogical Skills	46	3.25	10	3.40	17	3.00	18	3.36
Analyzing Student Evidence and Assessment	46	3.28	10	3.50	17	3.06	18	3.39
Reflecting	46	3.33	10	3.40	17	3.29	18	3.33

Table 11
Highest and Lowest Scoring Criterion on TPAs 1-4

Teacher Performance Assessment	Highest scoring criterion (total)	Lowest scoring criterion (total)
TPA 1	Using subject-specific, developmentally appropriate pedagogy: English—3.0 Math—3.5 Social Science—3.21 Physical Education—3.5	Making Adaptations: English—2.84 Math—3.14 Social Science—2.84 Physical Education—2.90
TPA 2	Learning About Students—3.22	Making Adaptations—3.10
TPA 3 (old version)	Planning for Assessment—3.19	Making Adaptations—3.00
TPA 3 (v. 2009)	Planning for Assessment—3.30	Making Adaptations—2.86
TPA 4 (old version)	Planning for Instruction—3.34	Making Adaptations—2.93
TPA 4 (v. 2009)	Learning About Students—3.40	Making Adaptations—2.92

Table 12
All TPAs among Regional Centers (Traditional)

Criteria	Total		Arcadia		Bakersfield		Mission Valley	
	N	Ave. Score (1-4)	N	Ave. Score (1-4)	N	Ave. Score (1-4)	N	Ave. Score (1-4)
TPA 1	64	3.2	14	3.3	13	3.3	35	3.1
TPA 2	85	3.2	12	3.3	22	3.2	49	3.2
TPA 3	66	3.2	16	3.2	12	3.1	38	3.2
TPA 4	62	3.3	14	3.6	14	3.2	33	3.2

Table 13
All TPAs among Regional Centers (Interns)

Criteria	Total		Arcadia		Bakersfield		Mission Valley	
	N	Ave. Score (1-4)	N	Ave. Score (1-4)	N	Ave. Score (1-4)	N	Ave. Score (1-4)
TPA 1	11	3.1	3	3.3	6	3.0	2	3.0
TPA 2	17	3.3	4	3.0	9	3.5	4	3.2
TPA 3	23	3.2	11	3.2	10	3.1	2	3.3
TPA 4	27	3.1	10	3.1	14	3.1	3	3.1

Dispositions:

Candidates in the MAT Single Subject program conduct self-assessments at multiple stages throughout the program. In addition, they are also assessed by Professors, University Supervisors, and Cooperating Teachers.

1: Not Yet Developed — Demonstrates indicator infrequently if at all
2: Developing — Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teachers.
3: In evidence — Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.
4: Exemplary — 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

Table 14
Dispositions

Rated Item(s)	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.	98	1.02%	3.06%	30.61%	65.31%	3.60
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.	98	1.02%	1.02%	20.41%	77.55%	3.74
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.	98	1.02%	5.10%	44.90%	48.98%	3.42
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.	98	1.02%	4.08%	47.96%	46.94%	3.41
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.	98	2.04%	6.12%	43.88%	47.96%	3.38

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.	98	1.02%	6.12%	39.80%	53.06%	3.45
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.	98	2.04%	3.06%	36.73%	58.16%	3.51
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.	98	1.02%	9.18%	48.98%	40.82%	3.30

Follow Up Survey Data

The response rate to the exit survey was relatively strong, where 10 candidates completed the exit survey. However, response rates for the alumni survey and the employer survey, despite friendly reminders, were drastically smaller. Variables impacting the response rates might be attributed to: time of year sent, challenges with the survey instrument, lack of incentives, and overall lack of time. At the time of this report, Employer survey data was not reported.

Table 15
Exit Survey Data

Conceptual Framework	Required Elements	Rated Item	Total	Distribution %				Average
				1 High	2	3	4 Low	
Equip	Formal Preparation for Teaching	Construct effective lesson plans.	10	80%	20%	0%	0%	1.2
		Incorporate adaptations in lesson planning for English Language Learners and students with special needs.	10	50%	20%	30%	0%	1.8
		Plan a classroom management strategy for your classroom.	10	20%	50%	20%	10%	2.2
		Draw upon a variety of management strategies according to student/classroom needs.	10	20%	60%	10%	10%	2.1

		Use a variety of tools to keep parents informed of their child's progress in the classroom.	10	30%	40%	30%	0%	2.0
		Understand the importance of communicating regularly with parents.	10	50%	40%	10%	0%	1.6
		Conduct a parent/teacher conference.	10	0%	60%	30%	10%	2.5
Transform	Classroom Skills	Effectively implement a variety of strategies to assess student learning.	10	50%	40%	10%	0%	1.6
		Use assessment data to inform instructional planning.	10	50%	40%	10%	0%	1.6
		Effectively implement a variety of EL strategies.	10	40%	40%	20%	0%	1.8
		Effectively implement a variety of strategies to meet the needs of students with special needs.	10	30%	50%	10%	10%	2.0
		Effectively implement a variety of differentiated instructional strategies to meet the learning needs of the full range of students in a typical classroom.	10	50%	40%	10%	0%	1.6
		Effectively implement a variety of classroom management strategies.	10	20%	60%	10%	10%	2.1

			10	60%	30%	10%	0%	1.5
		Exposing you to the diversity of settings in CA schools.	10	60%	30%	10%	0%	1.5
		Helping you gain a better understanding of the daily routines and responsibilities of a classroom teacher.	10	60%	10%	30%	0%	1.7
	Functionality of Program	Supporting you in the clinical practice experience via university supervision.	10	50%	20%	20%	10%	1.9
		Supporting you in the clinical practice experience via the clinical practice seminar.	10	20%	50%	20%	10%	2.2
		Assessing your teaching performance in the clinical practice placement.	10	50%	30%	20%	0%	1.7
		Supporting you in the completion of Teacher Performance Assessment (TPA) tasks.	10	20%	40%	30%	10%	2.3
Empower	Professional Attributes	Collaborate with teachers in the school setting.	10	40%	60%	0%	0%	1.6
		Collaborate with school administrators in the school setting.	10	30%	60%	10%	0%	1.8
		Contribute to discussions of educational issues.	10	30%	60%	10%	0%	1.8
		Reflect upon your own teaching and make changes based upon that reflection.	10	60%	40%	0%	0%	1.4
	Teaching as a Calling	Encouraging you to explore teaching as a calling.	10	60%	40%	0%	0%	1.4
		Encouraging you to consider God's grace in your life.	10	70%	20%	10%	0%	1.4
		Raising your awareness of how dispositional characteristics impact a teacher's professional performance.	10	70%	20%	10%	0%	1.4

Analyses and Discussion of Candidate and Program Data

The data presented previously for the MAT Single Subject program at Point Loma Nazarene University depicts candidates with a high level of proficiency, consistency across Regional Centers (multiple sites), as well as areas for improvement.

Strengths

Candidate competency:

In the initial course of the MAT Single Subject program, EDU 600, candidates demonstrate an understanding of learning theory and an introductory knowledge of the professional attributes of

teaching. Assessment data from the Signature Assignment (Table 1) for this course reveals that the strongest criterion represented is knowledge of research-based theories and principles of human learning and development with an average overall score of 3.93 out of 4. High marks for this criterion is consistent across all Regional Centers. Consistency of scores exists between traditionally-prepared candidates and interns.

Candidate assessment data on the Signature Assignment in EDU 620 reflects a high level of candidate proficiency with collecting literacy data on individual students to inform the teaching and learning cycle. The criterion with greatest consistency across Regional Centers relates to data collection through observation and conference with an average overall score of 3.91 out of 4. This foundational skill of learning about students recurs in the Teacher Performance Assessments 2, 3, and 4.

Teacher Performance Assessment (TPA) 1 demonstrates that Single Subject candidates perform consistently among various content areas. Therefore, candidates from one particular content area do not lag behind the skills and knowledge of other candidates. This attests to the overall caliber of the candidates at PLNU. This also reflects upon the structure of our course design in the MAT Single Subject program as Single Subject candidates from all content areas complete the same series of three foundational courses prior to submission of TPA 1.

TPAs 2, 3, and 4 demonstrate high levels of candidate competency on the multiple criteria. The average overall scores for each of these TPAs are above 3.0. The average score above 3.0 exists for all Regional Centers. Transition from an older version of TPAs 3 and 4 to a newer version introduced in 2009 did not markedly change as candidates continued to perform above 3.0 on the newer version. Learning about students and reflecting were consistently among the higher scoring criteria for all of these TPAs. Comparison between traditionally-prepared candidates and interns on the TPAs reflected no significant discrepancies and demonstrated a high level of consistency in candidate performance between both preparation models.

Assessment of candidate dispositions reveals candidates with dispositions that align with the values of PLNU and with attributes of effective teaching. Of highest measure is Indicator 2: Honesty and Integrity. The average score (out of 4) was 3.74 with 77.55% of candidates assessed at the highest level 4. As a university founded upon Christian principles, this assessment offers encouragement regarding the caliber of our candidates and their commitment to this important disposition.

Program effectiveness:

The MAT Single Subject program at PLNU is administered at three Regional Centers. Candidates receive their preparation for the teaching credential almost entirely at their respective Regional Center. Assessment data on Signature Assignments and the Teacher Performance Assessments (TPAs) reflect a high level of consistency across the three sites. No significant variation exists across the sites in any particular assessment.

The overall high level of candidate performance on the data presented reflects a high degree of program effectiveness. The average scores for all 4 TPAs is above 3.0 and most criteria are consistently above 3.0.

Signature Assignment data for EDU 600 and EDU 620 represent measures of candidate performance that aligns with the content and goals of the course. As EDU 600 places primary focus upon the concepts of learning theory, the assessment data affirms the effectiveness of the course to meet this goal. EDU 620 places a significant emphasis upon diagnosis reading abilities of students the assessment data also affirms the effectiveness of the course to prepare candidates for this skill.

The Exit Survey demonstrates candidates' assessment of the effectiveness of the program after completing Clinical Practice and when applying for their Single Subject credential. One of the highest measures (average 1.2) was the preparation for constructing effective lesson plans. This skill is developed throughout the program: introduced in the foundation courses, developed in the methods courses, and refined during Clinical Practice. Another area of high measure was reflected in the use of assessment data to inform instructional planning. This skill is introduced in EDU 621: General Methods for Secondary Teachers and developed in EDU 603: Classroom Assessment and Research Practices, a course that candidates take concurrently with Clinical Practice. The highest of all measures (1.2) in this survey related to viewing teaching as a calling. This concept is central to the program at PLNU and this data affirms the effectiveness of the program to support this outcome.

Areas for improvement

Candidate competence:

In all four TPAs, the lowest scoring criterion was Making Adaptations. This lowest score was represented in all the content areas included in TPA 1 as well as TPAs 2, 3, and 4. (Tables 10 and 11) This criterion was the lowest score on the TPAs across all Regional Centers. In our 2009 Biennial Report, Making Adaptations was the lowest scoring criterion. Incorporating a new course, EDU 602: Foundations of Special Education and incorporating a strategic focus throughout all coursework to support students with special needs and English Learners has not sufficiently moved this measure as it persists as the lowest scoring criterion for the 2011 Biennial Report.

 In TPA 2, this criterion score was higher than in TPAs 3 and 4. This may result from the fact that candidates submit TPA 2 while enrolled in EDU 621: General Methods for Secondary Teachers. This course, taken prior to Clinical Practice, incorporates significant emphasis upon planning instruction for diverse learners. Further means to address this finding will be included in the plan of action in Part IV.

 In the assessment of candidate dispositions, Indicator 8: Diligence in Work Habits and Responsibility represented the lowest score of 3.30 out of 4. In fact, 9.18% scored at the level of a 2 while 48.98% scored as the level of a 3. Since effective teaching necessitates these attributes, an increase in expectations for our candidates in this area may be needed. All of our candidates in the MAT Single Subject program take coursework in the format of evening courses, many of them confront the demands of other professional responsibilities that compete with their graduate studies and teacher preparation. An awareness of this reality and a programmatic focus on the importance of this disposition can improve the competence of our candidates.

Program effectiveness:

Analysis of TPA data reveals that Making Adaptations for students remains an obstacle for some candidates. Therefore, an even more targeted focus is needed throughout the MAT Single Subject program to better prepare candidates with the knowledge and skills to support all learners. This lowest scoring criterion extends across all Regional Centers and provides evidence of an area for improvement to enhance overall program effectiveness.

Pre-service teachers have historically lacked command of classroom management strategies. Evidence from the Exit Survey demonstrates that this deficiency persists. During the period of review of this Biennial Report, PLNU has offered training in Classroom Organization and Management Program (COMP) to candidates during Clinical Practice. Two adjunct professors in the School of Education have are certified trainers in COMP and offer this training to Single Subject candidates at the three Regional Centers. In EDU 621: General Methods for Secondary Teachers (a course taken prior to Clinical Practice), Single Subject candidates construct a classroom management plan. Even with these two tangible efforts, few candidates who have completed our program have reported that this is an aspect with which they feel well prepared. This reflects upon our overall program effectiveness and demonstrates a need for further efforts to prepare our candidates.

The Signature Assignments in EDU 600 and EDU 620 are assessed according to common rubric across all Regional Centers. However, these assignments are assessed by varying instructors that introduces a degree of variance and potential scoring bias. Calibration of assessors for these assignments would help ensure a greater inter-rated reliability of these assessments.

Use of Results

Master of Arts in Teaching: Single Subject
Preliminary Credential

<u>Use of Assessment Results to Improve Candidate and Program Performance</u>

Analysis of data from candidate assessments, data related to candidate dispositions, and exit survey data revealed many successful components of the MAT Single Subject program. However, the analysis also identified areas for improvement. Below is a plan of action for response to these identified areas for improvement.

Table 16

Data Source	Plan of Action or Proposed Changes Made	Applicable Program or Common Standard(s)
TPAs	Since the Biennial Report in 2009, PLNU has fully implemented the MAT Single Subject program. In this new program, all candidates take EDU 602: Foundations of Special Education. Enhanced efforts have also occurred to incorporate a strategic focus throughout all coursework to support students with special needs and English Learners. However, data for the 2011 Biennial Report reveals that candidates continue to score lowest on the Making Adaptations criterion of the TPAs. This is most pronounced in TPAs 3 and 4 where a greater knowledge and application of adaptations is expected of candidates. Candidates submit TPAs 3 and 4 during Clinical Practice while under the supervision of a cooperating teacher and a university supervisor. Additionally, candidates participate in a seminar course for reflection during this time. To improve candidate performance on this criterion of TPAs 3 & 4, PLNU will provide additional support to university supervisors by ensuring that they have a clear understanding of best practice and are able to support candidates in this work. Currently, PLNU offers training for Cooperating Teachers. In this training, PLNU will provide additional support for Cooperating Teachers with the expectations for candidates to plan and make adaptations for students with special needs, including	Common Standard 4: Faculty and Instructional Personnel Common Standard 7: Field Experience and Clinical Practice OR, Program Standards— 9: Equity, Diversity, and Access to the Curriculum for All Children 12: Preparation to Teach English Learners 13: Preparation to Teach Special Populations

	English Learners. Instructors for the seminar course will incorporate strategies for making adaptations into the curriculum of the seminar course. Centrally, the candidates receive support from multiple sources during Clinical Practice. Focusing this support for candidates on the knowledge and skills needed to make adaptations for students with special needs can lead to improved candidate performance on this assessment.	
Signature Assignment Data	The Signature Assignments in EDU 600 and EDU 620 are assessed according to common rubric across all Regional Centers. However, these assignments are assessed by varying instructors that introduces a degree of variance and potential scoring bias. The MAT Single Subject program will construct a means to calibrate assessors for these assignments to help ensure a greater inter-rated reliability of these assessments. All instructors of EDU 600 and EDU 620 will undergo this calibration prior to teaching the respective courses.	Common Standard 4: Faculty and Instructional Personnel
Exit Survey	In all methods courses in the MAT Single Subject program, Candidate Learning Outcomes include gaining knowledge of strategies for classroom management. Since some candidates who have completed the program report that this is an aspect of our program that did not fully prepare them, all methods courses will include a singular assessment of these CLOs that reflect candidate knowledge and understanding of classroom management strategies. ??Require the COMP or increase participation in COMP training?	Program Standard 4: Relationship Between Theory and Practice Program Standard 10: Preparation for Learning to Create a Supportive, Healthy, Environment for Student Learning

APPENDIX

EDU600 Foundations of Education

	Little or No Evidence (1)	Limited Evidence (2)	Appropriate Evidence (3)	Detailed and Appropriate Evidence (4)	Score/ Level
Statement of belief on students, learning, teachers, schools	Inappropriate, irrelevant, inaccurate or missing belief statements	Mimimal, limited, cursory, inconsistent, ambiguous or weakly connected belief statements	Appropriate, relevant, accurate and connected belief statements in all four areas (Student, learning, teachers & schools)	Detailed, appropriate, relevant, accurate, clear, and purposefully connected belief statements in all four aras (Students, learning, teachers & Schools)	
Identifies a philosophy with which student personally identifies, inclusive of a sound rationale.	Inappropriate, irrelevant, inaccurate or missing teaching philosophy and personal connection to that philosophy	Mimimal, limited, cursory, inconsistent, ambiguous or weakly connected teaching philosophy and personal connection to that philosophy	Appropriate, relevant, accurate and connected teaching philosophy and personal connection to that philosophy	Detailed, appropriate, relevant, accurate, clear, and purposefully connected teaching philosophy and personal connection to that philosophy	
Statement of why student wants to be a teacher with sound rationale included. instruments instruments	Inappropriate, irrelevant, inaccurate or missing statement with rationale	Mimimal, limited, cursory, inconsistent, ambiguous or weakly connected statement or rationale	Appropriate, relevant, accurate and connected statement and rationale	Detailed, appropriate, relevant, accurate, clear and purposeful statement and rationale	
Reflective section, showing change and growth of personal philosophies over the course of the class.	Inappropriate, irrelevant, inaccurate and missing reflective statement showing personal growth and change over time	Mimimal, limited, cursory, inconsistent, ambiguous or weakly connected reflective statement showing personal growth and change over time	Appropriate, relevant, accurate and connected reflective statement showing pesonal growth and change over time	Detailed, appropriate, relevant, accurate and connected reflective statement showing personal growth and change over time	
Presentation is grammatically correct, spelling is correct, layout is organized	Multiple grammar and/or spelling errors and/or lack of organization	A few grammar and/or spelling errors and/or lack of organization	Accurate grammar and spelling and clearly organized layout	Accurate grammar and spelling and a clear and creative layout	

EDU620 Literacy Instruction For Secondary Teachers

	Little or No Evidence	Limited Evidence	Appropriate Evidence	Detailed and Appropriate Evidence	Score/ Level
Data collection through anecdotal observation and conferences with students	Inappropriate, irrelevant, inaccurate or missing anecdotal evidence	Mimimal, limited, cursory, inconsistent, ambiguous or weakly connected anecdotal evidence	Appropriate, relevant, accurate and connected anecdotal evidence	Detailed, appropriate, relevant, accurate, clear, and purposefully connected anecdotal evidence	
Data collection to determine student ELD abilities	Inappropriate, irrelevant, inaccurate or missing data to determine ELD abilities	Mimimal, limited, cursory, inconsistent, ambiguous or weakly connected data to determine ELD abilities	Appropriate, relevant, accurate and connected data to determine ELD abilities	Detailed, appropriate, relevant, accurate, clear, and purposefully connected data to determine ELD abilities	
Data collection through the administration of literacy assessment instruments	Inappropriate, irrelevant, inaccurate or missing student work samples	Mimimal, limited, cursory, inconsistent, ambiguous or weakly connected student work samples	Appropriate, relevant, accurate and connected student work samples	Detailed, appropriate, relevant, accurate and clearly connected student work samples	
Reflection on student strengths and areas for growth	Inappropriate, irrelevant, inaccurate and missing data to connect to student strengths and areas for growth	Mimimal, limited, cursory, inconsistent, ambiguous or weakly connected data to student strengths and areas for growth	Appropriate, relevant, accurate and connected data to student strengths and areas for growth	Detailed, appropriate, relevant, accurate and clearly connected data to student strengths and areas for growth	
Setting learning goals or next steps for student growth	Inappropriate, irrelevant, inaccurate and missing learning goals or next steps for student growth	Mimimal, limited, cursory, inconsistent, ambiguous or weakly connected learning goals or next steps for student growth	Appropriate, relevant, accurate and connected learning goals or next steps for student growth	Detailed, appropriate, relevant, accurate and clearly connected learning goals or next steps for student growth	

Point Loma Nazarene University

Dispositions and Indicators of Noble Character

Candidate: _____ Date: _____ Course: _____

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

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

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

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

RUBRICS FOR PERFORMANCE LEVEL

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

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

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

1 – Demonstrates indicator infrequently if at all.

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

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

Demographic Information
Regional Center *(select from options)*
Program *(select from options)*
Age at beginning of program (or Years of work experience in your major field) (or both)
     (*Select from a series of ranges of years)*
Clinical Practice Placement (*Select from* Intern/employed at private school/ traditional student teaching placement)
Length of time to complete program
Optional: race/ethnicity
Optional: gender

Please answer the following questions as a newly credentialed teacher, ready to begin your work in the classroom. These choices will follow each of the numbered items. A mid-range choice was intentionally omitted. Item numbers will change depending on the addition or deletion of demographic items above.

1) Well-prepared   2) adequately prepared   3) somewhat prepared   4) unprepared

Equip
Formal Preparation for Teaching
After completing the credentialing program (or MAT program) at Point Loma Nazarene University, how prepared were you to do the following?

1. Lesson planning:
2. Construct effective lesson plans
3. Incorporate adaptations in lesson planning for English Language Learners and students with special needs
4. Classroom management
5. Plan a classroom management strategy for your classroom
6. Draw upon a variety of management strategies according to student/classroom needs
7. Communicating with Parents
8. Use a variety of tools to keep parents informed of their child's progress in the classroom
9. Understand the importance of communicating regularly with parents
10. Conduct a teacher/parent conference

Transform
Classroom Skills

1. Effectively implement a variety of strategies to assess student learning

2. Use assessment data to inform instructional planning
3. Effectively implement a variety of EL strategies
4. Effectively implement a variety of strategies to meet the needs of students with special needs
5. Effectively implement a variety of differentiated instructional strategies to meet the learning needs of the full range of students in a typical classroom
6. Effectively implement a variety of classroom management strategies

Functionality of the Program
Please rate the effectiveness of the following parts of the PLNU credential (or MAT) program. These choices will follow each of the numbered items.

1) Extremely effective   2) Effective   3) somewhat effective   4) ineffective

Fieldwork
1) Exposing you to the diversity of settings in CA schools
2) Helping you gain a better understanding of the daily routines and responsibilities of a classroom teacher

Clinical Practice
1) Supporting you in the clinical practice experience via university supervision
2) Supporting you in the clinical practice experience via the clinical practice seminar
3) Assessing your teaching performance in the clinical practice placement
4) Supporting you in the Teaching Performance Assessment tasks completion

Transform

After completing the credentialing program (or MAT program) at Point Loma Nazarene University, how prepared were you to do the following? These choices will follow each of the numbered items.

1)Well-prepared   2) adequately prepared   3) somewhat prepared   4) unprepared

Professional Attributes
1) Collaborate with teachers in the school setting
2) Collaborate with school administrators in the school setting
3) Contribute to discussions of educational issues
4) Reflect upon your own teaching and make changes based upon that reflection

Rate the effectiveness of the PLNU community in:
(These choices will follow each of the numbered items.)

1) Extremely effective   2) Effective   3) somewhat effective 4) ineffective

1) Teaching as a Calling/Christian Worldview
2) Encouraging you to explore teaching as a calling

3) Encouraging you to consider God's grace in your life
4) Raising your awareness of how dispositional characteristics impact a teacher's professional performance

Open-Ended Questions:

1) What, if anything, was distinct about your experience at Point Loma Nazarene University? Please be as specific as possible.
2) As a whole, how did you feel about your experience at Point Loma Nazarene University? Please explain what contributed to this feeling.
3) Were there expectations that you had about the program that were not met? Please list and explain.
4) Which courses did you find particularly helpful in your preparation for teaching and why?
5) Is there anything else you would like to tell us?

Survey of Alumni
One Year Out (Spring 2010 graduates)
Surveys completed on Survey Monkey

Demographics

1. Select gender
2. Select racial/ethnic background
3. Select program and the year student entered the program
4. Select Regional Center where majority of coursework completed

Program Analysis and Current Employment

5. Select licensure that student was most recently awarded;
    a. Select program
    b. Select Preliminary Credential, Clear Credential, Certificate
6. Further studies since program completion
    a. Select Completion of Additional Degree(s), Additional Graduate Work, Professional Workshops, None, Other (please specify)
7. Current employment status
    a. Select Part-time in the field of education, Full-time in the field of education, Not employed in the field of education
8. Select type of organization where student is currently employed
    a. Select Higher Education University/College, Community College, K-12 Elementary, K-12 Secondary, Government, Business or Industry, Self-employed or Private Sector, Non-Profit Organization, Other (please specify)
9. Select primary responsibility in current position
    a. Select Teaching, Administration or Management, Research, Professional Services, Other (please specify)
10. What is student's current job title for primary responsibilities
11. Select the geographic region where student is currently employed
    a. Select San Diego County, Los Angeles County, Kern County, Riverside County, Imperial County, Tulare County, In California other than listed counties, Other State (USA), Outside USA
12. Information about current supervisor/employer
13. Select the program/level that best describes your educational focus at PLNU
    a. Select Master of Arts in Teaching (MAT, MS/SS/Special Education; Master of Arts in Education (MATL), Clear/CLAD/Reading Certificate; School Counseling (PPS, CWA); Educational Leadership (Preliminary, Clear)

Content Knowledge Preparation – 5-point Likert Scale

14. A. The program prepared student for the "real" work and the daily tasks in his/her content area of choice
    B. The courses were relevant for student's intended profession
    C. Courses addressed current developments in student's field
    D. The courses presented current literature in student's field
    E. The student acquired a strong knowledge base in his/her area of specialization

Perceptions of Preparation: Pedagogical Content Knowledge & Skills – 5-point Likert Scale

15. A. Carry out your professional responsibilities
    B. Impact student achievement
    C. Use appropriate technologies in your work

D. Apply critical thinking skills

E. Employ problem-solving skills

F. Use interpersonal skills

G. Communicate in writing, complete professional projects

H. Respond to diverse student/community needs

Professional Pedagogical Knowledge and Skills Preparation – 5-point Likert Scale

16. A. The courses addressed current developments in my field

B. Student acquired a stronger pedagogical knowledge and skill base

C. Student is an active member of a professional organization

D. Student pursues and conducts own research agenda

E. Student critically evaluates the literature in his/her field

F. Student designs and manages professional projects

G. Student pursues his/her professional career insights

Perceptions of Preparation: Rate how well the program enhanced the ability to help all students learn – 5-point Likert Scale

17. A. Carry out student's professional abilities

B. Impact student achievement

C. Use appropriate technologies in student's work

D. Employ problem-solving skills

E. Use interpersonal skills

F. Communicate effectively with students, families, and community

G. Respond to diverse student/community needs

Knowledge & Skills Preparation – 5-point Likert Scale

18. A. The courses were relevant for student's intended profession

B. The courses addressed current developments in student's field

C. Student acquired a strong knowledge base in his/her area of specialization

D. Student designs and manages professional projects

E. Student uses appropriate technologies in his/her work

F. Student is pursuing his/her professional career interests

Perceptions of Preparation: Rate how well program enhanced student's ability to create positive learning environments – 5-point Likert Scale

19. A. Carry out student's professional responsibilities

B. Impact student achievement

C. Assume a leadership role

D. Apply critical thinking skills

E. Employ problem-solving skills

F. Use interpersonal skills

G. Communicate effectively with students, families, and community

H. Critically evaluate the literature in student's field

Professional Dispositions and Scholarly Qualities: To what degree does each disposition support student in his/her current role – 5-point Likert Scale

20. A. Dignity and honor
    B. Honesty and integrity
    C. Caring, patience, and respect
    D. Flexibility and humility
    E. Harmony in learning community
    F. Self-awareness/calling
    G. Perseverance with challenge
    H. Diligence in work habits and responsibility for learning

In Retrospect: Reflections – 5-point Likert scale

21. A. If student had the opportunity to repeat studies at PLNU, would he/she
    B. If student had the opportunity to pursue graduate studies in the same field he/she chose, would he/she

22. What are two most important contributions or achievements to his/her field since completing degree

23. What were two strongest aspects of his/her graduate education at PLNU

24. List two ways the program could be improved

Survey of Employers and Supervisors (Initial Degree)

1. Graduate's name

<u>Part 1: Demographics and Current Position</u>

2. Select geographic region that institution is located
   a. Select San Diego County, Los Angeles County, Kern County, Riverside County, Tulare County, In California aside from counties listed, Other State (USA), Outside USA
3. Which of the following best describes the organization
   a. Select Primary or elementary school system, Secondary or High School system, Higher education university/college, Community college, School district office, Government, Other (i.e. Charter, Private, etc,.)
4. What is the employee's/graduate's job title
5. Which of the following best describes your relationship with the graduate
   a. Select Employer, Supervisor, Director of the Division, Other (please specify)
6. How long have you known the graduate in your workplace
   a. Select Less than a year, 1-2 years, 3-4 years, Over 4 years

<u>Part Two:</u>

Content Knowledge: Rate the impact that PLNU preparation program had on the following areas (Poor – Excellent)

7. A. Content knowledge for assigned role and duties
   B. Technology-based knowledge and skills
   C. Knowledge of the law and legal responsibilities

Pedagogical Content Knowledge & Skills: Rate the impact PLNU preparation program had on the following areas (Poor – Excellent)

8. A. Instructional and pedagogical skills
   B. Impact on student achievement
   C. Ability to organize work and the learning environment
   D. Communication with students, families, and community
   E. Carry out professional responsibilities
   F. Respond to diverse student/community needs

Dispositions: Rate the impact that PLNU training has had on professional and scholarly qualities, reflected in habits of mind and emotion shown in behavior and relationships (Poor – Excellent)

9. A. Dignity and honor
   B. Honesty and integrity
   C. Caring, patience, and respect
   D. Flexibility and humility
   E. Harmony in learning community
   F. Self-awareness/calling
   G. Perseverance with challenge
   H. Diligence in work habits and responsibility for learning

Rate the graduate/employee/University in the following questions (Poor – Excellent)

10. A. To what extent has the graduate's/employee's university training added to his/her ability for career advancement
    B. What is your overall rating of the educational training received by the graduate as it pertains to his/her job (student achievement)
    C. The university has been effective in communication and collaboration with involved parties at the school/district
    D. The university has provided additional learning opportunities and support with involved parties at the school/district

11. Indicate any additional areas that are of concern or areas that will enhance the overall effectiveness of the preparation of educators

12. If willing to do a brief interview, please include your name and best contact information