Master of Arts in Education: Concentration in Education Leadership
Administrative Services Clear 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 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 Education: Concentration in Education Leadership
Administrative Services Clear Credential

Institutional Outcomes	School of Education All Student Outcomes	CTC	State Standard Driven Candidate Outcomes California Professional Standards for Educational Leaders (CPSEL)
Learning informed by faith.	Equip	Equip Promotes the success of all students by demonstration of the following: 1.Understands the larger political, social, economic, legal, and cultural context. 2. Responds to and influences the larger political, social, economic, legal, and cultural context. 3. Develops professional leadership capacity.	Empower 1. Works with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. (CPSEL 6) 2. Influences and supports public policies ensuring the equitable distribution of resources and support for all subgroups of students. (CPSEL 6) 3. Ensures that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements. (CPSEL 6) 4. Reflects on personal leadership practices and recognizes their impact and influence on the performance of others. (CPSEL 5) 5. Engages in professional and personal development. (CPSEL 5)
Growing in a faith community.	Transform	Transform Promotes the success of all students by demonstration of the following: 1. Responds to diverse community interests and needs. 2. Collaborates with families and community members and mobilizing community resources. 3. Models a personal code of ethics.	Transform 1. Recognizes and respects the goals and aspirations of diverse family and community groups. (CPSEL 4) 2. Communicates information about the school on a regular and predictable basis through a variety of media. (CPSEL 4) 3. Supports the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services. (CPSEL 4) 4. Models personal and professional ethics, integrity, justice, and fairness, and expects the same behaviors from others. (CPSEL 5) 5. Utilizes technology to foster effective and timely communication to all members of the school community. (CPSEL 5, CTC 6 (e)(4) [also CTC 14(d)])
Serving in the context of faith.	Empower	Empower Promotes the success of all students by demonstration of the following: 1. Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. 2. Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff development and growth. 3. Censures management of the organization, operation and resources for a safe, efficient, and effective learning environment.	Empower 1. Facilitates the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators. (CPSEL 1) 2. Shapes a culture in which high expectations are the norm for each student as evident in rigorous academic work. (CPSEL 2) 3. Sustains a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff. (CPSEL 3) 4. Establishes school structures and processes that support student learning. (CPSEL 3)

Curriculum Map
Master of Arts in Education: Concentration in Education Leadership
Administrative Services Clear Credential
(Legend: D=Developed; M=Mastered; P=Practiced; Color <mark>Yellow</mark>=signature assignment; Color <mark>Green</mark>=assessed)

Required Courses	1a. Works with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. (CPSEL 6) (*ILO 1*)	1b. Influences and supports public policies ensuring the equitable distribution of resources and support for all subgroups of students. (CPSEL 6) (*ILO 1*)	1c. Ensures that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements. (CPSEL 6) (*ILO 1*)	1d. Reflects on personal leadership practices and recognizes their impact and influence on the performance of others. (CPSEL 5) (*ILO 2*)	1e. Engages in professional and personal development. (CPSEL 5) (*ILO 2*)	2a. Recognizes and respects the goals and aspirations of diverse family and community groups. (CPSEL 4) (ILO 2)	2b. Communicates information about the school on a regular and predictable basis through a variety of media. (CPSEL 4) (*ILO 3*)	2c. Supports the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services. (CPSEL 4) (*ILO 3*)	2d. Models personal and professional ethics, integrity, justice, and fairness, and expect the same behaviors from others. (CPSEL 5) (*ILO 3*)	2e. Utilizes technology to foster effective and timely communication to all members of the school community. (CPSEL 5, CTC 6 (e)(4) [*also CTC 14(d)*]) (*ILO 3*)	3a. Facilitates the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators. (CPSEL 1) (*ILO 3*)	3b. Shapes a culture in which high expectations are the norm for each student as evident in rigorous academic work. (CPSEL 2) (ILO 3)	3c. Sustains a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff. (CPSEL 3)	3d. Establishes school structures and processes that support student learning. (CPSEL 3) (ILO 3)
GED 796 Induction, Mentoring, and Advanced fieldwork (3)	<mark>D,P</mark>	<mark>D,P</mark>	<mark>D,P</mark>	<mark>D,P</mark>	<mark>D,P</mark>	<mark>D,P</mark>	<mark>D,P</mark>	<mark>D,P</mark>	<mark>D,P</mark>	<mark>D,P</mark>	<mark>D,P</mark>	<mark>D,P</mark>	<mark>D,P</mark>	<mark>D,P</mark>
GED 797 Professional Development and Assessment (3)	<mark>P,M</mark>	<mark>P,M</mark>	<mark>P,M</mark>	<mark>P,M</mark>	<mark>P,M</mark>	<mark>P,M</mark>	<mark>P,M</mark>	<mark>P,M</mark>	<mark>P,M</mark>	<mark>P,M</mark>	<mark>P,M</mark>	<mark>P,M</mark>	<mark>P,M</mark>	<mark>P,M</mark>

Multiple Year Assessment Plan
Master of Arts in Education: Concentration in Education Leadership
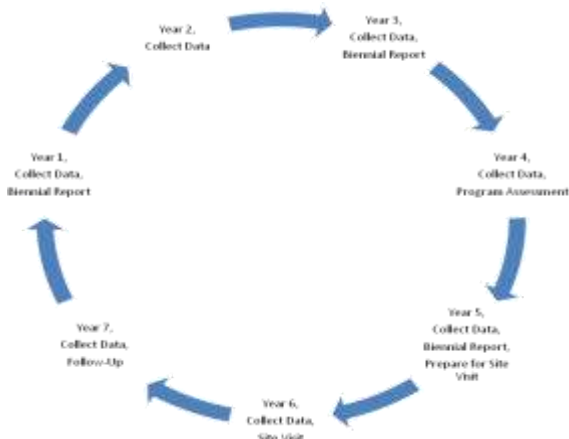**Administrative Services Clear Credential**

Each year, the California Commission of Teacher Credentialing (CTC) requires universities offering credentials 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 accreditation cycle provides 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 CTC 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

<u>**Assessment Activities**</u>

Methods of Assessment and Criteria for Success
Master of Arts in Education: Concentration in Education Leadership
Administrative Services Clear Credential

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 following pages.

1. 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. Annually, (end of each academic year), collected data is disaggregated by regional center and analyzed with results informing areas for program improvement. Point Loma's Professional Clear Educational Leadership program is aligned with the California Professional Standards for Educational Leaders (CPSEL). These standards use the ISLLC (Interstate School Leader Licensure Consortium) as their framework and are tightly correlated with them.

In GED796 and GED797, candidates engage in the following signature assignments:

- **Signature Assignment: CSPEL Initial and Final Self Assessments -** All professional clear administrative credential program candidates are required to complete a self assessment of their leadership skills and competencies using a five point rubric based on the California Professional Standards for Educational Leaders (CPSELs) along with a narrative section for strengths and weaknesses. This instrument is used to guide the candidate and the university fieldwork supervisor/coach in developing an Individual Induction Plan (IIP). The CPSEL Initial Self Assessment is archived in Task Stream for data analysis and program improvement purposes. One self-assessment is done at the beginning of the program and one at the completion of the program.
- **Signature Assignment: 360 Degree Survey #1 and #2** - Each professional clear administrative credential candidate asks a small, randomly selected group of their certificated and classified staff to complete an anonymous survey of the candidate's competencies as an educational leader. This survey is based on the CPSELs and is scored using a five point rubric. The responses are not seen by the candidate and are sent to the university supervisor/coach for compilation and analysis. The compiled responses are provided to the candidate and form the focal point of a coaching conversation that leads to the development of the IIP. The survey results are archived in Task Stream for data analysis and program improvement purposes. These surveys are done just prior to the development of the individual induction plan and at program completion.

2. *Dispositions Assessments (2010)*
   The program recognizes the importance of the relationship between ethical and value-based dispositions and candidate behaviors as the underlying foundation in all of their work and endeavors. As such, candidates are assessed on their dispositional behaviors at each stage of their program of study. Assessments are conducted by candidates, instructors, coordinating teachers, and university supervisors. Action plans are developed to support struggling candidates.

3. *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.

4. *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
Master of Arts in Education: Concentration in Education Leadership
Administrative Services Preliminary Credential

Data Charts and Discussion of Findings

Table 1
Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Professional Clear: All Candidates	2009-10				2010-11			
Standard 1 facilitating the development, articulation, implementation, and stewardship of a vision of learning…	N	Mean/5	Median	Std. Dev.	N	Mean/5	Median	Std. Dev.
Stage 1: Program Acceptance: CPSEL Initial Self Assessment/GED 796	21	3.33	3	0.91	16	3.19	3	0.98
Stage 3: Professional Development: CPSEL Self-Assessment/GED 797	12	4.25	4	0.62	13	3.85	4	0.69
Change		0.92				0.66		
Stage 2: Induction: 360 Degree Survey #1/GED 796	15	4.27	4	0.59	18	4.22	4	0.88
Stage 3: Professional Development: 360 Degree Survey-	7	4.57	5	0.53	13	4.4	4.5	0.59

Final/GED 797								
Change		0.3				0.18		

Professional Clear: Regional Centers	2009-10				2010-11			
Standard 1 facilitating the development, articulation, implementation, and stewardship of a vision of learning…	N	Mean/5	Median	Std. Dev.	N	Mean/5	Median	Std. Dev.
CPSEL Initial Self Assessment/GED 796: Arcadia	2	3.5	3.5	0.71	6	3.33	3.5	0.82
Bakersfield	1	5	5	0	0	0	0	0
Corona	14	3.29	3	0.91	9	3.11	3	1.17
Mission Valley	3	2.67	3	0.58	0	0	0	0
CPSEL Self-Assessment/GED 797: Arcadia	1	4	4	0	5	3.8	4	0.84
Bakersfield	1	5	5	0	0	0	0	0
Corona	7	4.14	4	0.38	8	3.75	4	0.71
Mission Valley	2	5	5	0	0	0	0	0
360 Degree Survey #1/GED 796: Arcadia	0	0	0	0	6	4.67	5	0.52
Bakersfield	1	5	5	0	0	0	0	0
Corona	12	4.25	4	0.62	11	4	4	1

Mission Valley	1	4	4	0	0	0	0	0
360 Degree Survey-Final/GED 797: Arcadia	0	0	0	0	4	4.75	5	0.5
Bakersfield	1	5	5	0	0	0	0	0
Corona	6	4.5	4.5	0.55	8	4.22	4.25	0.62
Mission Valley	0	0	0	0	0	0	0	0

Table 2
Standard 2: A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff development and growth.

Professional Clear: All Candidates	2009-10				2010-11			
Standard 2 advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning …	N	Mean/5	Median	Std. Dev.	N	Mean/5	Median	Std. Dev.
Stage 1: Program Acceptance: CPSEL Initial Self Assessment/GED 796	21	3.29	3	0.78	16	3.38	3	0.96
Stage 3: Professional Development: CPSEL Self-Assessment/GED 797	12	4.58	5	0.51	13	4.23	4	0.6
Change		1.29				0.85		

	N	Mean	Median	Std. Dev.	N	Mean	Median	Std. Dev.
Stage 2: Induction: 360 Degree Survey #1/GED 796	15	4.27	4	0.59	18	4.28	4	0.75
Stage 3: Professional Development: 360 Degree Survey-Final/GED 797	7	4.71	5	0.49	13	4.68	5	0.59
Change		0.44				0.4		

Professional Clear: Regional Centers	2009-10				2010-11			
Standard 2 advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning …	N	Mean/5	Median	Std. Dev.	N	Mean/5	Median	Std. Dev.
CPSEL Initial Self Assessment/GED 796: Arcadia	2	4	4	0	6	3.33	3.5	0.82
Bakersfield	1	5	5	0	0	0	0	0
Corona	14	3.14	3	0.66	9	3.33	3	1.12
Mission Valley	3	2.67	3	0.58	0	0	0	0
CPSEL Self-Assessment/GED 797: Arcadia	1	5	5	0	5	4	4	0.71
Bakersfield	1	5	5	0	0	0	0	0
Corona	7	4.43	4	0.53	8	4.13	4	0.64
Mission Valley	2	5	5	0	0	0	0	0

	N	Mean/5	Median	Std. Dev.	N	Mean/5	Median	Std. Dev.
360 Degree Survey #1/GED 796: Arcadia	0	0	0	0	6	4.5	4.5	0.55
Bakersfield	1	5	5	0	0	0	0	0
Corona	12	4.25	4	0.62	11	4.09	4	0.83
Mission Valley	1	4	4	0	0	0	0	0
360 Degree Survey-Final/GED 797: Arcadia	0	0	0	0	4	5	5	0
Bakersfield	1	5	5	0	0	0	0	0
Corona	6	4.67	5	0.52	8	4.48	4.68	0.69
Mission Valley	0	0	0	0	0	0	0	0

Table 3
Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operation and resources for a safe, efficient, and effective learning environment.

Professional Clear: All Candidates	2009-10				2010-11			
Standard 3 ensuring management of the organization, operation and resources …	N	Mean/5	Median	Std. Dev.	N	Mean/5	Median	Std. Dev.
Stage 1: Program Acceptance: CPSEL Initial Self Assessment/GED 796	21	3.38	3	0.92	16	3.13	3	1.02

Stage 3: Professional Development: CPSEL Self-Assessment/GED 797	12	4.42	4	0.51	13	4.15	4	0.59
Change		1.04				1.02		
Stage 2: Induction: 360 Degree Survey #1/GED 796	15	4.27	4	0.59	18	4.5	5	0.62
Stage 3: Professional Development: 360 Degree Survey-Final/GED 797	7	4.57	5	0.53	13	4.54	5	0.63
Change		0.3				0.04		

Professional Clear: Regional Centers	2009-10				2010-11			
Standard 3 ensuring management of the organization, operation and resources …	N	Mean/5	Median	Std. Dev.	N	Mean/5	Median	Std. Dev.
CPSEL Initial Self Assessment/GED 796: Arcadia	2	3.5	3.5	0.71	6	2.83	3	1.17
Bakersfield	1	5	5	0	0	0	0	0
Corona	14	3.29	3.5	0.83	9	3.33	3	1
Mission Valley	3	2.67	3	0.58	0	0	0	0
CPSEL Self-Assessment/GED 797: Arcadia	1	4	4	0	5	4.2	4	0.84

	N	Mean/5	Median	Std. Dev.	N	Mean/5	Median	Std. Dev.
Bakersfield	1	5	5	0	0	0	0	0
Corona	7	4.29	4	0.49	8	4.13	4	0.44
Mission Valley	2	5	5	0	0	0	0	0
360 Degree Survey #1/GED 796: Arcadia	0	0	0	0	6	4.83	5	0.41
Bakersfield	1	5	5	0	0	0	0	0
Corona	12	4.25	4	0.62	11	4.27	4	0.65
Mission Valley	1	4	4	0	0	0	0	0
360 Degree Survey-Final/GED 797: Arcadia	0	0	0	0	4	5	5	0
Bakersfield	1	5	5	0	0	0	0	0
Corona	6	4.5	4.5	0.55	8	4.38	4.5	0.69
Mission Valley	0	0	0	0	0	0	0	0

Table 4

Standard 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Professional Clear: All Candidates	2009-10				2010-11			
Standard 4 collaborating with families and community members, responding to diverse community...	N	Mean/5	Median	Std. Dev.	N	Mean/5	Median	Std. Dev.

Stage 1: Program Acceptance: CPSEL Initial Self Assessment/GED 796	21	3.29	3	1.06	16	3.13	3	1.02
Stage 3: Professional Development: CPSEL Self-Assessment/GED 797	12	4.33	4.5	0.78	13	3.85	4	0.55
Change		1.04				0.72		
Stage 2: Induction: 360 Degree Survey #1/GED 796	15	4.13	4	0.74	18	4.22	4	0.73
Stage 3: Professional Development: 360 Degree Survey-Final/GED 797	7	4.57	5	0.53	13	4.58	5	0.49
Change		0.44				0.36		

Professional Clear	2009-10				2010-11			
Standard 4 collaborating with families and community members, responding to diverse community...	N	Mean/5	Median	Std. Dev.	N	Mean/5	Median	Std. Dev.
CPSEL Initial Self Assessment/GED 796: Arcadia	2	3	3	1.41	6	2.83	2.5	0.98
Bakersfield	1	5	5	0	0	0	0	0
Corona	14	3.29	3.5	1.07	9	3.22	3	1.09

Mission Valley	3	2.67	3	0.58	0	0	0	0
CPSEL Self-Assessment/GED 797: Arcadia	1	4	4	0	5	3.8	4	0.84
Bakersfield	1	5	5	0	0	0	0	0
Corona	7	4.29	4	0.76	8	4	4	0.53
Mission Valley	2	5	5	0	0	0	0	0
360 Degree Survey #1/GED 796: Arcadia	0	0	0	0	6	4.5	5	0.84
Bakersfield	1	5	5	0	0	0	0	0
Corona	12	4.08	4	0.79	11	4.09	4	0.7
Mission Valley	1	4	4	0	0	0	0	0
360 Degree Survey-Final/GED 797: Arcadia	0	0	0	0	4	5	5	0
Bakersfield	1	5	5	0	0	0	0	0
Corona	6	4.5	4.5	0.55	8	4.44	4.25	0.5
Mission Valley	0	0	0	0	0	0	0	0

Table 5
Standard 5: A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

Professional Clear: All Candidates	2009-10				2010-11			
Standard 5 modeling a personal code of ethics and developing professional leadership capacity...	N	Mean/5	Median	Std. Dev.	N	Mean/5	Median	Std. Dev.
Stage 1: Program Acceptance: CPSEL Initial Self Assessment/GED 796	21	3.81	4	0.98	16	3.5	3.5	0.89
Stage 3: Professional Development: CPSEL Self-Assessment/GED 797	12	4.67	5	0.49	13	4.23	4	0.6
Change		0.86				0.73		
Stage 2: Induction: 360 Degree Survey #1/GED 796	15	4.47	4	0.52	18	4.44	5	0.7
Stage 3: Professional Development: 360 Degree Survey-Final/GED 797	7	4.71	5	0.49	13	4.85	5	0.38
Change		0.24				0.41		

Professional Clear	2009-10				2010-11			
Standard 5 modeling a personal code of ethics and developing professional leadership capacity...	N	Mean/5	Median	Std. Dev.	N	Mean/5	Median	Std. Dev.
CPSEL Initial Self Assessment/GED 796: Arcadia	2	4	4	0	6	3.17	3	0.75
Bakersfield	1	5	5	0	0	0	0	0
Corona	14	3.86	4	0.95	9	3.67	4	1
Mission Valley	3	2.67	3	0.58	0	0	0	0
CPSEL Self-Assessment/GED 797: Arcadia	1	4	4	0	5	3.8	4	0.84
Bakersfield	1	5	5	0	0	0	0	0
Corona	7	4.71	5	0.49	8	4.38	4	0.52
Mission Valley	2	5	5	0	0	0	0	0
360 Degree Survey #1/GED 796: Arcadia	0	0	0	0	6	4.5	4.5	0.55
Bakersfield	1	5	5	0	0	0	0	0
Corona	12	4.5	4.5	0.52	11	4.36	5	0.81
Mission Valley	1	4	4	0				
360 Degree Survey-Final/GED 797: Arcadia	0	0	0	0	4	5	5	0
Bakersfield	1	5	5	0	0	0	0	0
Corona	6	4.67	5	0.52	8	4.75	5	0.46
Mission Valley	0	0	0	0	0	0	0	0

Table 6
Standard 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context.

Professional Clear: All Candidates	2009-10				2010-11			
Standard 6 understanding, responding to and influencing the larger political, social, economic, legal, and cultural context…	N	Mean/5	Median	Std. Dev.	N	Mean/5	Median	Std. Dev.
Stage 1: Program Acceptance: CPSEL Initial Self Assessment/GED 796	21	3.19	3	0.93	16	3.13	3	0.96
Stage 3: Professional Development: CPSEL Self-Assessment/GED 797	12	4.33	4.5	0.89	13	3.88	4	0.87
Change		1.14				0.75		
Stage 2: Induction: 360 Degree Survey #1/GED 796	15	4.07	4	0.7	18	4.17	4	0.86
Stage 3: Professional Development: 360 Degree Survey-Final/GED 797	7	4.57	5	0.53	13	4.5	4.5	0.61
Change		0.5				0.33		

Professional Clear	2009-10				2010-11			
Standard 6 understanding, responding to and influencing the larger political, social, economic, legal, and cultural context…	N	Mean/5	Median	Std. Dev.	N	Mean/5	Median	Std. Dev.
CPSEL Initial Self Assessment/GED 796: Arcadia	2	4	4	0	6	3.33	3.5	0.82
Bakersfield	1	4	4	0	0	0	0	0
Corona	14	3.07	3	1	9	2.89	3	1.05
Mission Valley	3	2.67	3	0.58	0	0	0	0
CPSEL Self-Assessment/GED 797: Arcadia	1	4	4	0	5	3.8	4	1.3
Bakersfield	1	5	5	0	0	0	0	0
Corona	7	4.43	4	0.53	8	3.81	3.75	0.84
Mission Valley	2	5	5	0	0	0	0	0
360 Degree Survey #1/GED 796: Arcadia	0	0	0	0	6	4.67	5	0.52
Bakersfield	1	4	4	0	0	0	0	0
Corona	12	4.08	4	0.79	11	3.82	4	0.87
Mission Valley	1	4	4	0	0	0	0	0
360 Degree Survey-Final/GED 797: Arcadia	0	0	0	0	4	4.75	5	0.5
Bakersfield	1	5	5	0	0	0	0	0

Corona	6	4.5	4.5	0.55	8	4.38	4.5	0.69
Mission Valley	0	0	0	0	0	0	0	0

Table 7
Professional Disposition Assessments

	2009-10				2010-11			
Disposition Assessments	N	Average/4	Median	Std. Dev.	N	Average/4	Median	Std. Dev.
Stage 1 Self Assessment	22	3.73	3.95	0.35	16	3.65	3.75	0.34
Stage 4 Coach Assessment	n/a	n/a	n/a	n/a	7	3.89	4	0.18

Table 8
Exit Survey Data

Exit Survey	2009-10			2010-11	
1. Please rate the relevancy of the Professional Administrative Services Credential program as related to your role as a new administrator.					
	%	#Responses		%	#Responses
Not relevant at all	0	0		0	0
Not relevant	0	0		0	0
Somewhat relevant	0	0		0	0
Relevant	31.3	5		25	3
Very Relevant	68.8	11		75	9

	2009-10			2010-11	
2. How much did you grow professionally as a result of your experiences in the program?					
	%	#Responses		%	#Responses
Not at all	0	0		0	0
Very little	6.3	1		0	0
Somewhat	0	0		8.3	1
Quite a bit	56.3	9		33.3	4
A great deal	37.5	6		58.3	7

	2009-10			2010-11	
3. How much support or assistance was provided by your fieldwork coach?					
	%	#Responses		%	#Responses
Not at all	0	0		0	0
Very little	0	0		0	0
Somewhat	6.3	1		8.3	1
Quite a bit	25	4		0	0
A great deal	68.8	11		91.7	11

	2009-10			2010-11	
4. How much support or assistance was provided to you by your district/site mentor?					
	%	#Responses		%	#Responses
Not at all	0	0		0	0
Very little	0	0		0	0
Somewhat	6.3	1		8.3	1
Quite a bit	37.5	6		41.7	5
A great deal	56.3	9		50	6

	2009-10			2010-11	
5. As a beginning administrator, how helpful were the Dispositions of Noble Character in your professional growth?					
	%	#Responses		%	#Responses
Not helpful at all	14.3	2		0	0
Somewhat helpful	21.4	3		16.7	2
Helpful	28.6	4		41.7	5
Very helpful	28.6	4		8.3	1
Invaluable	7.1	1		33.3	4

	2009-10			2010-11	
6. As a beginning administrator, how helpful were the CPSEL Self-assessments in your professional growth?					
	%	#Responses		%	#Responses
Not effective at all	0	0		0	0
Somewhat effective	0	0		8.3	1
Effective	20	3		8.3	1
Very effective	60	9		58.3	7
Extremely effective	20	3		25	3

	2009-10			2010-11	
7. As a beginning administrator, how helpful was the Individual Induction Plan in assisting you achieve your program and professional objectives?					
	%	#Responses		%	#Responses
Not effective at all	0	0		0	0
Somewhat effective	6.7	1		0	0
Effective	13.3	2		16.7	2
Very effective	33.3	5		50	6
Extremely effective	46.7	7		33.3	4

	2009-10			2010-11	
8. As a beginning administrator, how helpful were the 360 degree surveys in your professional growth?					
	%	#Responses		%	#Responses
Not effective at all	0	0		0	0
Somewhat effective	26.7	4		8.3	1
Effective	6.7	1		8.3	1
Very effective	33.3	5		16.7	2
Extremely effective	33.3	5		66.7	8

	2009-10			2010-11	
9. How effective was the culminating experience in helping you synthesize and internalize the core standards and outcomes of the program?					
	%	#Responses		%	#Responses
Not effective at all	0	0		0	0
Somewhat effective	6.3	1		0	0
Effective	12.5	2		8.3	1
Very effective	31.3	5		41.7	5
Extremely effective	50	8		50	6

Alumni/Employer Surveys: Alumni and employer surveys were implemented during the spring of 2011. No surveys were returned from Professional Clear alumni or their employers.

Analysis and Discussion of Candidate and Program Data

Assessment	Candidate Competence	Program Effectiveness	Strengths	Areas for Improvement
CPSEL Self Assessment #1	Determines entry level self assessment of areas of confidence and need.	Focuses candidate thinking on the CPSELs and areas for Induction Plan goal development.	Aids in Individual Induction Plan (IIP) development Self reflection	Ensure that all coaches use the assessment results as a tool for reflective development of the IIP through annual Professional Clear Administrative Credential all coaches workday.
CPSEL Self Assessment #2	Data indicate that candidates perceive that they have more self confidence in the CPSEL areas after completing the program.	Data indicate that program provides the coaching support necessary to help improve self confidence as a leaders.	Self-reflection Aids in IIP refinement and adjustment	Ensure that all coaches use the data as a tool for deepening and refining candidate competence and goal achievement through annual Professional Clear Administrative Credential all coaches workday.
360 Degree Survey #1	Determines beginning of the program candidate competence through the eyes of faculty, staff, peers, and supervisors.	Focuses candidate thinking on the CPSELs and areas for Induction Plan goal development.	Aids in Individual Induction Plan (IIP) development	Ensure that all coaches use the assessment results as a tool for reflective development of the IIP through annual Professional Clear Administrative Credential all coaches workday. Increase required sample size Systemize range and diversity of respondent pool
360 Degree Survey #2	Data indicate that respondents perceive candidate growth from the beginning of the program to	Data indicate that program provides the coaching support necessary to help improve self confidence as	Subject data from co-workers, subordinates, supervisors, etc, and tool for reflection	Increase required sample size Systemize range and diversity of respondent pool

	program completion	a leaders		
Professional Dispositions	Data indicated a developing perception of candidate competence and capacity	Data indicate that program provides the coaching support necessary to help improve self confidence as a leaders	Self-reflection and feedback from coach and mentor	Provide intentional communication to candidates about purpose of dispositions and relationship to success as an administer and to the CPSEL standards
Exit Surveys	Data indicate that respondents perceive candidate growth from the beginning of the program to program completion	Data indicate that program provides the coaching support necessary to help improve self confidence as a leaders	Coaching support	Review and analyze exit data annually at the all coaches workday.
Alumni Surveys	No respondents	No data	No data	Increase respondent pool
Employer Surveys	No survey given	No data	No data	Implement

Use of Results
Master of Arts in Education: Concentration in Education Leadership
Administrative Services Preliminary Credential

Use of Assessment Results to Improve Candidate and Program Performance

Data Source	Plan of Action or Proposed Changes Made	Applicable Program or Common Standard(s)
360 Surveys	Increase required sample size Systemize range and diversity of respondent pool	*Standards 1-6* *Common Standards 2, 9*
Professional Dispositions	Provide intentional communication to candidates about purpose of dispositions and relationship to success as an administer and to the CPSEL standards	*Standards 1-6* *Common Standards 2, 6, 7, 9*
Alumni and Employer surveys	Implement	*Standards 1-6* *Common Standards2, 9*

Appendix

created with
TaskStream
Advancing Educational Excellence

	Not Yet Developed value: 1	Developing value: 2	Proficient value: 3	Very Competent value: 4	Exemplary value: 5	Score/ Level
1. Facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.	Skill not yet developed or is not in evidence.	Demonstrates developing leadership skills.	Demonstrates proficient leadership skills.	Demonstrates very competent leadership skills.	Demonstrates exemplary leadership skills.	

▷

Standards

▽ **CA- California Professional Standards for Educational Leaders (CAPSELS)**

  ▽ **Standard :** Standard 1: Vision of Learning Each candidate is able to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

    Benchmark : 1(a) Each candidate is able to facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.

    Benchmark : 1(b) Each candidate is able to articulate and demonstrate strategies for implementing the shared vision so that the entire school community understands and acts on the mission of the school as a standards-based educational system.

    Benchmark : 1(c) Each candidate knows how to leverage and marshal sufficient resources to implement and attain the vision for all students and subgroups of students.

    Benchmark : 1(d) Each candidate can identify and address barriers to accomplishing the vision.

    Benchmark : 1(e) Each candidate is able to shape school programs, plans, and activities to ensure integration, articulation, and consistency with the vision.

    Benchmark : 1(f) Each candidate is able to use the influence of diversity to improve teaching and learning.

| 2. Advocating, nurturing and | Skill not yet developed or is | Demonstrates developing | Demonstrates proficient | Demonstrates very competent | Demonstrates exemplary | |

sustaining a school culture and instructional program conducive to student learning and staff professional growth.	not in evidence.	leadership skills.	leadership skills.	leadership skills.	leadership skills.

▷

Standards

🔻 **CA- California Professional Standards for Educational Leaders (CAPSELS)**

  🔻 **Standard :** Standard 2: Student Learning and Professional Growth Each candidate is able to promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

    Benchmark : 2(a) Each candidate understands and is able to create an accountability system of teaching and learning based on student learning standards.

    Benchmark : 2(b) Each candidate is able to use research and site-base data to design, implement, support, evaluate and improve instructional programs and to drive professional development of staff.

    Benchmark : 2(c) Each candidate utilizes multiple assessment measures to evaluate student learning to drive an ongoing process of inquiry focused on improving the learning of all students and all subgroups of students.

    Benchmark : 2(d) Each candidate knows how to shape a culture where high expectations for all students and for all subgroups of students is the core purpose.

    Benchmark : 2(e) Each candidate is able to guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to state-adopted academic performance standards for students.

    Benchmark : 2(f) Each candidate promotes equity, fairness, and respect among all members of the school community.

    Benchmark : 2(g) Each candidate is able to provide opportunities for parents and all other members of the school community to develop and use skills in collaboration, leadership, and shared responsibility.

    Benchmark : 2(h) Each candidate knows and is able to support the use of state-adopted learning materials and a wide array of learning strategies to support student learning.

    Benchmark : 2(i) Each candidate coordinates the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and lead in the continual development and improvement of those programs.

3. Ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.	Skill not yet developed or is not in evidence.	Demonstrates developing leadership skills.	Demonstrates proficient leadership skills.	Demonstrates very competent leadership skills.	Demonstrates exemplary leadership skills.

Benchmark : 2(j) Each candidate utilizes technological tools to manage and evaluate instructional programs and promote and support the use of technology in instruction and learning.

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Standards

▽ **CA- California Professional Standards for Educational Leaders (CAPSELS)**

▽ **Standard :** Standard 3: Organizational Management for Student Learning Each candidate promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Benchmark : 3(a) Each candidate is able to monitor and supervise faculty and staff at the site, and manage and evaluate the instructional program.

Benchmark : 3(b) Each candidate can establish school operations, patterns, and processes that support student learning

Benchmark : 3(c) Each candidate understands and is able to manage legal and contractual policies, agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.

Benchmark : 3(d) Each candidate demonstrates the ability to coordinate and align fiscal, faculty, staff, volunteer, community and material resources to support the learning of all students and all groups of students.

Benchmark : 3(e) Each candidate demonstrates the ability to sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.

Benchmark : 3(f) Each candidate is able to utilize the principles of systems management, organizational development, problem solving, and collaborative decision-making techniques fairly and effectively.

	Benchmark : 3(g) Each candidate is able to utilize effective and positive nurturing practices in establishing student behavior management systems. **Benchmark :** 3(h) Each candidate demonstrates the ability to utilize successful staff recruitment, selection and induction approaches, and understand the collective bargaining process, including the role of administrator and the union. **Benchmark :** 3(i) Each candidate is able to effectively evaluate and use a wide range of technologies, including assistive technologies when appropriate, to support instruction and effective school administration. **Benchmark :** 3(j) Each candidate is able to effectively use technology to manage multiple types of databases within a school and to use data to improve instruction.				
4. Collaborating with families and community members, responding to diverse community needs, and mobilizing community resources.	Skill not yet developed or is not in evidence.	Demonstrates developing leadership skills.	Demonstrates proficient leadership skills.	Demonstrates very competent leadership skills.	Demonstrates exemplary leadership skills.

▷
Standards

▽ **CA- California Professional Standards for Educational Leaders (CAPSELS)**

  ▽ **Standard :** Standard 4: Working with Diverse Families and Communities Each candidate promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources

    Benchmark : 4(a) Each candidate is able to incorporate information about family and community expectations into school decision making and activities.

    Benchmark : 4(b) Each candidate recognizes the goals and aspirations of diverse family and community groups.

    Benchmark : 4(c) Each candidate values diverse community stakeholder groups and treats all with fairness and with respect.

    Benchmark : 4(d) Each candidate demonstrates the ability to support the equitable success of all students and all subgroups of students through the mobilization and leveraging of community support services.

	Benchmark : 4(e) Each candidate knows how to strengthen the school through the establishment of community partnerships, business, institutional, and civic partnerships. **Benchmark :** 4(f) Each candidate is able to effectively communicate information about the school on a regular and predictable basis through a variety of media and modes. **Benchmark :** 4(g) Each candidate is able to facilitate parent involvement and parent education activities that support students' success.				
5. Modeling a personal code of ethics and developing professional leadership capacity.	Skill not yet developed or is not in evidence.	Demonstrates developing leadership skills.	Demonstrates proficient leadership skills.	Demonstrates very competent leadership skills.	Demonstrates exemplary leadership skills.

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Standards

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  🔻 **Standard :** Standard 5: Personal Ethics and Leadership Capacity Each candidate promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

    Benchmark : 5(a) Each candidate demonstrates skills in shared decision making, problem solving, change management, planning, conflict management, and evaluation, and fosters and develops those skills in others.

    Benchmark : 5(b) Each candidate models personal and professional ethics, integrity, justice, and fairness and expects the same behaviors from others.

    Benchmark : 5(c) Each candidate demonstrates the ability to make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.

    Benchmark : 5(d) Each candidate is able to utilize technology to foster effective and timely communication to all members of the school community.

    Benchmark : 5(e) Each candidate is able to reflect on personal leadership practices and recognize their impact and influence on the performance of others.

    Benchmark : 5(f) Each candidate demonstrates the ability to encourage and inspire others to higher levels of performance, commitment, and motivation.

	Benchmark : 5(g) Each candidate knows how to sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities. **Benchmark :** 5(h) Each candidate engages in professional and personal development. **Benchmark :** 5(i) Each candidate demonstrates knowledge of the curriculum and the ability to integrate and articulate programs throughout the grades. **Benchmark :** 5(j) Each candidate knows how to use the influence of a position of leadership to enhance the educational program rather than for personal gain. **Benchmark :** 5(k) Each candidate protects the rights and confidentiality of students and staff.					
6. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.	Skill not yet developed or is not in evidence.	Demonstrates developing leadership skills.	Demonstrates proficient leadership skills.	Demonstrates very competent leadership skills.	Demonstrates exemplary leadership skills.	

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Standards

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    Benchmark : 6(a) Each candidate understands their role as a leader of a team and is able to clarify the roles and relationships of individuals within the school.

    Benchmark : 6(b) Each candidate is able to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, statutory and fiscal requirements.

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Benchmark : 6(e) Each candidate knows how to influence and support public policies that ensure the equitable distribution of resources and support for all the subgroups of students.

Benchmark : 6(f) Each candidate is able to welcome and facilitate constructive conversations about how to improve student learning and achievement.

CPSEL Assessment

Attached Standards555: ◉ ◀ Collapse All ◯ ◀ Expand All

	Not Yet Developed value: 1	Developing value: 2	Proficient value: 3	Very Competent value: 4	Exemplary value: 5	Score/ Level
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	▽ **Standards**					

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Benchmark : 5(j) Each candidate knows how to use the influence of a position of leadership to enhance the educational program rather than for personal gain.

Benchmark : 5(k) Each candidate protects the rights and confidentiality of students and staff.

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Benchmark : 6(e) Each candidate knows how to influence and support public policies that ensure the equitable distribution of resources and support for all the subgroups of students.

Benchmark : 6(f) Each candidate is able to welcome and facilitate constructive conversations about how to improve student learning and achievement.

Dispositions Assessments

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 <u>require</u> 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.)

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PROFESSIONAL CLEAR ADMINISTRATIVE SERVICES CREDENTIAL PROGRAM EXIT SURVEY

Please respond to the following questions. Your thoughtful responses will help us in assessing and further developing our program. Access Exit Survey via Task Stream – email your Fieldwork Supervisor once you have completed the survey.

1.   Please rate the relevancy of the Professional Administrative Services Credential program as related to your role as a new administrator.
      a.   Not relevant at all
      b.   Not relevant
      c.   Somewhat relevant
      d.   Relevant
      e.   Very relevant

      Please give 1-2 examples which contributed to your rating.

2.   How much did you grow professionally as a result of your experiences in the program?
      a.   Not at all
      b.   Very little
      c.   Somewhat
      d.   Quite a bit
      e.   A great deal

      Please give 2-3 examples of ways you grew professionally (or personally) as a result of your experiences in the program.

3.   How much support or assistance was provided by your fieldwork coach?
      a.   None at all
      b.   Very little
      c.   Some
      d.   Quite a bit
      e.   A great deal

      Please provide a comment or examples for your response.

4.   How much support or assistance was provided to you by your district/site mentor?
      a.   None at all
      b.   Very little
      c.   Some
      d.   Quite a bit
      e.   A great deal

      Please provide a comment or examples for your response.

5.   As a beginning administrator, how helpful was the Dispositions of Noble Character in your professional growth?

   a) Not helpful at all
   b) Somewhat helpful
   c) Helpful
   d) Very helpful
   e) Invaluable

   Please explain your response.

6.   As a beginning administrator, how helpful were the CPSEL Self-assessments in your professional growth?

   a) Not helpful at all
   b) Somewhat helpful
   c) Helpful
   d) Very helpful
   e) Invaluable

   Please explain your response.

7.   As a beginning administrator, how helpful was the Individual Induction Plan in assisting you achieve your program and professional objectives?

   a. Not helpful at all
   b. Somewhat helpful
   c. Helpful
   d. Very helpful
   e. Invaluable

   Please explain your response.

8.   As a beginning administrator, how helpful were the 360 degree surveys in your professional growth?

   a. Not helpful at all
   b. Somewhat helpful
   c. Helpful
   d. Very helpful
   e. Invaluable

   Please explain your response.

9.   How effective was the culminating experience in helping you synthesize and internalize the core standards and outcomes of the program?
      a. Not effective at all
      b. Somewhat effective
      c. Effective
      d. Very effective
      e. Extremely effective

      Please comment on the portfolio exhibition as a culminating experience. Did it help you bring closure to your program? Was it a learning experience? How could the experience be improved to make it more meaningful

10.   Do you have any suggestions for improving the overall program to make it more beneficial   to   new   administrators?

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 (Advanced Degree)

1. Graduate's name

Part 1: Demographics and Current Position

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
    b. 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
    c. Select Employer, Supervisor, Director of the Division, Other (please specify)
6. How long have you known the graduate in your workplace
    d. Select Less than a year, 1-2 years, 3-4 years, Over 4 years

Part Two:

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