Master of Arts in Education: Concentration in Teaching and Learning
CLAD Certificate
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 Education: Concentration in Teaching and Learning
CLAD Certificate

Cross-cultural, Language, and Academic Development (CLAD) Certificate

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	CTC Standard Driven Candidate Outcomes
Learning informed by faith.	Equip	Equip 1. Builds on knowledge, skills, experiences, and strategies for teaching a diverse student population. Fosters an understanding of cultural concepts and, perspectives when providing equitable learning environments, delivery of comprehensive, specialized instruction for English Learners, and students with diverse learning needs. 2. Maintains competencies in knowledge, skills, and practices that develop and advocate implementation of effective instruction to meet the needs of a diverse student population while meeting legal requirements. 3. Models professional and ethical standards and dispositions.	1. Demonstrates skills/attitudes for advocating the academic success of all pupils. Knowledge and ability to apply legal/ ethical obligations to special populations. (CTEL19: 8, 9, 12, 13;) 2. Uses a variety of systematic, well-planned teaching strategies to develop academic language, make content comprehensible to ELL learners, and access grade level curriculum in core academic subject matter. (CTEL 19: 4, 5, 6, 7) 3. Demonstrates the ability to apply instructional strategies for special populations using adopted standards aligned in instructional materials and resources. (CTEL 19: 5, 4; Clear 6b.6)) 4. Understands and describes appropriate ways to employ cross-cultural conflict resolution and effective communication techniques in the classroom as well as family interactions. (CTC 19:5, 7, 10, 11, 14)
Growing in a faith community.	Transform	Transform Candidates will build on knowledge, skills, experiences, and strategies acquired during preliminary preparation for teaching a diverse student population.	1. Identifies own sources of cultural identity and understands how it affects their students' learning and achievement. (CTC 19:6) 2. Analyzes pedagogical implications of various factors affecting second language acquisition. (CTEL 1.1.001-005) 3. Demonstrates ability to provide accommodations and implement modifications for students based on the assessed needs of individual students. (CTEL 1.1, 2.2) 4. Communicates purposely to draw on students' prior knowledge, schooling, culture, and experiences to promote language development and content-learning. (CTEL 2.3.009/3.2)
Serving in the context of faith.	Empower	Empower Candidates will build on knowledge, skills, applications ,and dispositions acquired to serve a diverse school community.	1. Demonstrates skills and attitudes for advocating the learning and academic success of all pupils. (CTC 19: 8, 9; Clear 6b.5) 2. Demonstrates an ability to effectively teach students from diverse backgrounds and communicate effectively with parents/families. (Clear 6b.3;CTC 19-k; CTEL 3.2 Clear 6b.5) 3. Identifies the sources of cultural identity that transmit culture and understand how a teacher's own cultural identity, assumptions, and expectations affect their students' learning and achievement. (CTC 19:6; CTEL 1.2) 4. Demonstrates ability to apply policies that support services for special populations. (Clear 6.b2;Standard 19a)

Curriculum Map
Master of Arts in Education: Concentration in Teaching and Learning
CLAD Certificate

MATL - CLAD CURRICULUM MAP - Candidate Learning Outcomes (CLO)

(Legend: D=Developed; M=Mastered; P=Practiced; Color <mark>Yellow</mark>=signature assignment)

Required Courses	Candidate demonstrates skills/attitudes for advocating the academic success of all pupils; knowledge and ability to apply legal/ ethical obligations to special populations	Candidate uses a variety of systematic, well-planned teaching strategies to develop academic language, make content comprehensible to ELL learners, access grade level curriculum in core academic subject matter	Candidate demonstrates the ability to apply instructional strategies for special populations using adopted standards aligned instructional materials and resources	Candidate understands and describes appropriate ways to employ cross-cultural conflict resolution and effective communication techniques in classroom as well as family interactions	Candidate identifies own sources of cultural identity and understands how it affects their students' learning and achievement	Candidate analyzes pedagogical implications of various factors affecting second language acquisition	Candidate demonstrates ability to provide accommodations and implement modifications for students based on the assessed needs of individual student	CTC Standards
GED 601 Language Acquisition & Diverse Populations (3)	D, P	D, P	<mark>P, M</mark>	D, P	D, P	P, M	<mark>D, P</mark>	19:6; 19-k;
GED 641 School Communities in a Pluralistic Society (3)	D, P	D	D, P	<mark>D, P</mark>	<mark>D, P</mark>	D, P	P	19:5 5, 7, 10, 11, 14; 19:6; 19-k;
GED 642 Teaching Strategies for English Learners (3)	D, P	<mark>P, M</mark>	<mark>P, M</mark>	D, P	D, P	P	<mark>P, M</mark>	19:6; 19-k;

Course	1	2	3	4	5	6	7	Standards
GED 668 Bilingual Education and Specially Designed Academic Instruction (3)	D, P	P, M	P, M	P	P	P	P, M	19:6; 19-k; 19:5 5, 7, 10, 11, 14;
GED 601 Language Acquisition & Diverse Populations (3)	D, P	D, P	D, P	D, P	D, P			19:6; 19-k;
GED 641 School Communities in a Pluralistic Society (3)	D, P	D, P	D, P	P, M	P, M			19:5 5, 7, 10, 11, 14; 19:6; 19-k;19-k
GED 642 Teaching Strategies for English Learners (3)	P, M	P	D, P	P	P, M			19:6; 19-k; 19:5 5, 7, 10, 11, 14;
GED 668 Bilingual Education and Specially Designed Academic Instruction (3)	P, M	P, M	D, P	P, M	D,P, M			19-k; 19:6

Multiple Year Assessment Plan
Master of Arts in Education: Concentration in Teaching and Learning
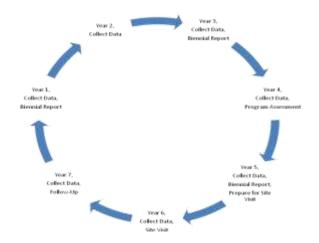**CLAD Certificate**

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

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

Methods of Assessment and Criteria for Success
Master of Arts in Education: Teaching and Learning
CLAD Certificate

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. *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 601, Language Acquisition and Diverse Populations, candidates focus on the principles of language acquisition and effective instructional practices for English learners. It further examines the pedagogy of educational equity to provide English learners access to the core curriculum. Effective instructional strategies that ensure active and equitable participation of learners who are culturally, ethnically, and socio-economically diverse are introduced and applied through fieldwork experiences. The signature assignment focuses on a holistic student assessment to include anecdotal data, conference notations, assessment of ELD abilities, and literacy assessments and reflections on the assessment analysis to drive the student's learning goals for growth.

   - **Signature Assignment:** In GED 642, Teaching Strategies for English Learners, the signature assignment requires candidates design a one-week ELD or SDAIE unit of study for one of the classes they currently teach. The PLNU lesson plan format is used and includes both ELD and Content standards, as well as language and content objectives appropriate to the level of proficiency of the EL students in their current class. The candidates list the instructional texts, strategies, technology, assessment techniques, and any supplemental teaching materials that are used to help meet the needs of the EL students. A reflection at the end of each lesson describes what successes the students attained, how the lesson impacted student learning and what the candidate would do to improve on their practice in future lessons.

   - **Signature Assignment:** In GED 641, candidates report on a particular cultural group present in their school district. Candidates research the values, religious observances/holidays, learning styles, parental role in education, child rearing traditions, most appropriate ways to praise and discipline the children in school, communication styles (verbal and non-verbal), and how to best reach and teach these children. The project includes a reflection section on the most significant learning to the candidate and the application to teaching.

- **Signature Assignment:** In GED 668, Bilingual Education and Specially Designed Academic Instruction, candidates develop knowledge, skills, and dispositions in the foundations of English language literacy development and content instruction with an emphasis on English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE), instructional planning and organization, components of effective instructional delivery, and the effective use of resources. The signature assignment involves the development of a SDAI lesson plan.

2. *Dispositions Assessments (2010)*
Professors of Reading Certificate courses will focus on entire dispositions and these specific dispositions:

- GED628 – All Dispositions
- GED694 – Disposition #4 Spirit of Collaboration, Flexibility and Humility
- GED692 – Disposition #5 Harmony in the Learning Community
- GED693 – Disposition #8 Diligence in Work Habits and/ Responsibility for Learning
- GED698 – Disposition #2 Honesty and Integrity

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: Teaching and Learning
CLAD Certificate

Data Charts and Discussion of Findings

The CLAD Certificate was recently re-authorized to meet the new California Teaching English Learner (CTEL) standards as outlined by the CTC. The university's School of Education offers the CLAD Certificate as a stand-alone certificate and as part of the Master of Arts in Education degree with a concentration in Teaching and Learning. The primary constituency for the CLAD Certificate is students who have completed their out of state degrees from other institutions.

The School of Education served three CLAD Certificate candidates in 2009-2010 at its four Regional Centers. All of these candidates were students at the Mission Valley Regional Center. Due to the program review, revisions, and reauthorization, there is limited data available from this small sample of candidates.

Analysis of Candidate and Program Data

For the 2009-2011 school years there were three CLAD candidates in the CLAD program. All three candidates were enrolled in the Mission Valley Regional Center. Due to the program review, revisions, and reauthorization, there is limited data available from this small sample of candidates. Only one signature assignment was uploaded by one candidate, thus making it impossible to conduct an analysis.

Use of Results

Master of Arts in Education: Teaching and Learning
CLAD Certificate

Use of Assessment Results to Improve Candidate and Program Performance

The following Plan of Action includes a key focus to ensure current CLAD standards are met. MATL faculty will continue to review coursework and Signature Assignments to ensure the collection of data for analysis and for program improvement, which includes the changes since the last Biennial Report (2009). These consist of:
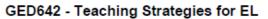
1. The addition of a new Signature Assignment for GED 668, Bilingual Education and Specially Designed Academic Instruction in English (SADIE). CLAD candidates design a one-week SDAIE unit of study for one of the content subject classes they teach. Focus is placed on grade-appropriate advanced curriculum that is accessible and comprehensible to EL students. Candidates must keep in mind the phonological, syntactical, morphological, and semantic complexities that could be difficult for ELL students. Included in the lesson plan is a list of instructional strategies, technology, assessment techniques and teaching materials that will help ELL students comprehend the content subject. They must present the unit in class and bring in the visuals, regalia, and manipulatives they plan to use with the students.

2. The omission of EDU 601 as a signature assignment because it is a preliminary credential course. For out of state CLAD Candidates, it serves solely as an introductory course to the theory and practice of serving English Language Learners.

3. A variety of variables will be considered to insure an effective response to the follow up surveys. Variables to be considered in impacting the response rates include: a.) time of year sent, b.) effective medium for delivery of the survey instrument, c.) incentives, and d.) overall factor of time.

APPENDIX

EDU601 Language Aquisition and Diverse Populations

	1	2	3	4	Score/ Level
Data collection through anecdotal observation and conferences with students	Inappropriate, irrelevant, inaccurate or missing anecdotal evidence	Minimal, 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	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected data to determine ELD abilities	Appropriate, relevant, accurate and connected data to determine ELD abilities	Detailed, appropriate, relevant, accurate, clear and purposefully connected data to determine ELD abilities	
Data collection through the administration of literacy assessment instruments	Inappropriate, irrelevant, inaccurate or missing student work samples	Minimal, 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 or missing data to connect to student strengths and areas for growth	Minimal, 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 or missing learning goals or next steps for student growth	Minimal, 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	

11

	value: 1	value: 2	value: 3	value: 4	Score/ Level
Unit Overview, Rationale	Several elements missing	A few elements missing	All elements present, but minimal description	All elements present and well-described	
Standards and Objectives	Only content standards and objectives are present.	Content and ELD standards selected are appropriate for the lesson, but not necessarily appropriate for the EL students. Content objectives are addressed in the lesson, but language objectives are weak and/or not addressed in the lessons.	Content and ELD standards selected are appropriate for both the lesson and the EL students' proficiency level. Content and language objectives are aligned to the standards, but language objectives are not adequately addressed in the lessons.	Content and ELD standards selected are appropriate for both the lesson and the EL students' proficiency level. Content and language objectives are aligned to the standards and both are effectively addressed in the lessons.	
Comprehensible Input and Building Background	Teacher input is not adapted for ELLs OR there is little evidence of building background knowledge.	Teacher input is somewhat adapted for ELLs; minimal building of background evident.	Teacher input is made comprehensible via visuals, etc. and time is spent building background knowledge, partially meeting the needs of the ELL students in the classroom.	Teacher input is made comprehensible via various media and background is well-developed, meeting the needs of the ELL students in the classroom.	
Activities and interaction	Activities are designed more for EO students; little interaction present	Activities are designed more for EO students; some interaction present	Activities are appropriately designed and meaningful for the ELL students and some structured interaction is present	Activities and interaction are both well-designed and appropriate for the proficiency level of the students and the subject matter.	
SDAIE & CALLA strategies	Does not use appropriate scaffolding strategies	Uses a few scaffolding strategies appropriate to the subject & students' proficiency level.	Selects appropriate SDAIE strategies and implements them well, but no learning strategies evident.	Selects and implements various SDAIE strategies and 1 CALLA appropriately in the unit.	
Assessment and self-reflection	Assessment included, but not appropriate for the objectives and/or the students.	Minimal assessment and minimal reflection included.	Assessment is present and appropriate, but it is not clear if students met objectives; self-reflection is insufficient.	The assessments are well-designed for the proficiency level of the students; self-reflection show what changes need be made next time to better meet the needs of the ELLs and other students.	

GED 641 School Communities in a Pluralistic Society

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

13

GED 668 Signature Assignment Rubric

	1	2	3	4	Score/ Level
Completeness of Cover Sheet	Some elements missing	Almost all elements present; minimal description	All elements present	All elements present and well-described	
Appropriateness and quality of objectives (both content and language) for level of student	Content objectives only, but appropriate	Content and language objectives present, but not necessarily appropriate for students or lesson	Content and language objectives defined and appropriate for proficiency level	Content and language objectives clearly defined and appropriate for proficiency level	
Appropriateness and quality of comprehensible input and background building in the lesson delivery	Input from teacher is not adapted for ELLs; little building of background evident	Input from teacher is made comprehensible via visuals, etc. and time is spent building background knowledge	Input from teacher is made comprehensible via various media and background	Input from teacher is made comprehensible via various media and background is well-delivered	
Appropriateness and of (meaningful) activities and interaction for the level of students	Activities are designed more for EO students; little interaction	Activities are designed for ELL students and some interaction used	Activities and interaction are both designed for the level of students and subject	Activities and interaction are both well-designed for the level of students and subject	
Appropriateness of strategies used, both SDAIE and CALLA learning strategies	Uses few scaffolding strategies	Uses SDAIE strategies well, but no learning strategies	Utilizes both SDAIE and CALLA learning strategies	Utilizes both SDAIE and CALLA learning strategies effectively	
Assessment and quality of self-reflection on lesson taught	Minimal assessment; no reflection included	Some assessment, but it is not clear if students met objectives; minimal reflection	Assessment and reflection included and show how each will improve next time	Assessment and reflection are well-thought-out and show how each will improve next time	

Point Loma Nazarene University

Dispositions and Indicators of Noble Character

Candidate: _____   Date: _____   Course: _____

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

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

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

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

RUBRICS FOR PERFORMANCE LEVEL

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

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

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

1 – Demonstrates indicator infrequently if at all.

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

MATL Program Survey: 2009
CLAD Certificate

1. Select the year you entered the MATL program:
2. Select the semester and year you completed your program:
3. Gender
4. Ethnicity (optional)
5. Years of Classroom Teaching
6. Age
7. Current Professional Status
8. Social-economic status of the majority of your current/latest students
9. Select all degrees, certificates, and credentials you have completed at PLNU
10. MATL Concentration or In-depth Emphasis
11. My initial experience with Point Loma Nazarene University was positive
12. The Admissions staff was accessible, knowledgeable, and helpful
13. Overall, the advising and scheduling services were accessible and helpful
14. Overall, the teaching faculty was accessible and helpful
15. Overall the teaching faculty was well prepared for classes
16. Overall, the teaching faculty demonstrated their subject matter expertise
17. Overall, the teaching faculty helped me become more knowledgeable and sensitive in my preparation to work with diverse students, including students with exceptionalities
18. Overall, the teaching faculty modeled appropriate and professional dispositions
19. Overall, the course syllabi were clear and helpful
20. Overall, the faculty demonstrated a variety of instructional strategies and modeled teaching excellence
21. Demonstrate and apply proficiencies to issues related to diversity
22. Demonstrate and apply proficiencies related to adjusting the instructional process to meet the academic needs of English Language Learners
23. Demonstrate and apply proficiencies related to providing multi-leveled content to meet the academic needs of students with exceptionalities
24. Demonstrate and apply proficiencies related to implementing differentiated instructional strategies
25. Demonstrate and apply proficiencies related to implementing differentiated instructional strategies to positively impact all student learning
26. Demonstrate and apply proficiencies related to scaffolding assignments to meet the needs of all students. Contextualize teaching by utilizing student' own experiences and cultures
27. Reflect on my content , professional, and pedagogical knowledge, skilss, and dispositions, and apply them in a variety of settings
28. Reflect on my practice and make necessary adjustments to enhance student learning
29. Consider school, family, and community context in connecting concepts to students' prior experience and real world issues to develop meaningful learning experiences for all
30. Apply the professional expectations of the teaching profession
31. Analyze and monitor all student learning and make appropriate adjustments to instruction
32. Differentiate student assessment products and use a variety of research based formative and summative assessment strategies to increase learning for all students
33. Collaborate with other professionals to analyze student data for continuous adjustment and improvement of instructional planning
34. Connect my knowledge and awareness of child development and human learning with the needs of my students
35. Critique and synthesize educational research and theories related to teaching and learning and classroom practice based on my own applied research

36. Develop an expertise in certain aspects of professional and pedagogical knowledge based on research and experience
37. Reflect on professional dispositions and develop plans to adjust dispositions when necessary
38. Create caring and supportive classroom environments by identifying individual student dispositions to maximize their learning
39. Create theoretically based projects that have real-world application in the classroom
40. Take on leadership roles in the professional community and collaborate with colleagues to contribute to school improvement and renewal
41. Address students' preconceptions that hinder learning
42. Present content to student in challenging, clear, and compelling ways, using real-world contexts and integrating technology appropriately
43. Provide multiple explanations and instructional strategies so that all students can learn
44. Share my expertise in pedagogical content knowledge through leadership and mentoring roles in my school and community
45. Use research regarding how students learn and how to make instruction accessible to them
46. Identify my teaching philosophy and integrate it into my teaching practice
47. Regularly interact with other teachers, families of students, administrators, and university faculty
48. Actively and effectively participate in instructional teams and professional decisions
49. Participate in a variety of activities directed at improving teaching and learning
50. Work collaboratively to critique and reflect on each other's practice and effects on student learning
51. List 2-3 teaching strategies, courses and/or assignments that were most relevant and applicable to our teaching profession. Please identify how these impacted student learning in your classroom
52. List 1-2 teaching strategies, courses, and assignments that were least relevant and applicable to your teaching profession. Please include specific recommendations for improvement
53. List any program strengths or suggestions you have regarding your overall experience in the MATL program.

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