

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

Assessment Plan Description

School of Education Expanded Statement of Purpose

Mission Statement

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

Vision

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

The School of Education is recognized as:

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

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

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

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	CTC Standard Driven Candidate Outcomes
Learning informed by faith.	Equip	Equip 1. Promotes the success of all students by being a servant leader who serves collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity.	Equip 1. Engages in ongoing scholarly, professional, and personal growth. (CTC 1, 2, 5, 6, 7) 2. Gains knowledge and skills in critical thinking, analysis, and synthesis. (CTC 3, 5, 6, 7) 3. Demonstrates the ability to work collaboratively and communicate effectively. (CTC 1, 2, 14, 17) 4. Demonstrates knowledge and be able to support the use of state adopted materials and a wide array of learning strategies to support student learning. (CTC 1, 5, 6, 7)
Growing in a faith community.	Transform	Transform 1. Engages in ways of thinking and being to embrace the positive power of diversity and advocacy for universal social justice within their classrooms, schools, districts, and communities. 2. Applies faith-based influences and beliefs within educational organizations.	Transform 1. Demonstrates strategies for using the influence of diversity to improve teaching and learning. (CTC 1, 9, 12, 13, 14) 2. Demonstrates strategies for using the influence of diversity to improve teaching and learning. (CTC 1, 5, 6, 9, 14, 17) 3. Develops a professional and personal development plan based on core values and beliefs. (CTC 1, 5, 6, 7, 14, 17)
Serving in the context of faith.	3. Empower	Empower 1. Reflects and engages in on-going scholarly, professional, and spiritual growth. 2. Serves effectively as a research-based transformational leader within their classrooms, schools, districts, and communities.	Empower 1. Demonstrates an understanding of an accountability system of teaching and learning based on state K-12 content standards and the foundations of education and the functions of schools in society. (CTC 1, 7A, 14, 17) 2. Builds the capacity to recognize students' specific learning needs, place students in developmentally appropriate context for learning, assisting students to have access to needed resources for learning. (CTC 1, 7A, 12, 14, 17) 3. Demonstrates the ability to evaluate and use a wide range of technologies, including assistive techniques and augmentative communication when appropriate, to support instruction and student achievement. (CTC Program Standards 1, 11, 14, 17) 4. Identifies and demonstrates instructional practices that promote English Language Development including, management of first- and second-languages, classroom organization as well as support for students with disabilities. (CTC 1, 7A, 12, 13, 14, 17)

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

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

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

MAT Multiple Subject Program Outcomes	1. The program provides extensive opportunities for candidates: (a) to learn to teach the content of the state adopted K-12 academic content standards to all students; to use state-adopted instructional materials, to assess student progress, and to apply these understandings in teaching K-12 students; (b) to know and understand the foundations of education and the functions of schools in society; and (c) to develop pedagogical competence utilizing a variety of strategies as defined by the Teaching Performance Expectations	2. Participants cooperatively establish and review the terms and agreements of partnerships, including (a) partners' well-defined roles, responsibilities, and relationships; and (b) contributions of sufficient resources to support the costs of effective cooperation	1. Candidates examine principles of educational equity and diversity and their implementation in curriculum content and school practices for all students	2. Candidates provide all students equitable access to the core curriculum and all aspects of the school community. The program provides opportunities for candidates to learn how to maximize academic achievement for students from all ethnic, race, socio-economic, cultural, academic, and linguistic or family backgrounds; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs	3. Candidates are prepared to effectively teach diverse students by increasing candidates' knowledge and understanding of the background experiences, languages, skills, and abilities of student populations; and by teaching them to apply appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students	1. Candidates read, analyze, discuss, and evaluate professional literature pertaining to important contemporary issues in California schools and classrooms, and use sources of professional information in making decisions about teaching and learning	2. Candidates learn how to use and interpret student assessment data from multiple measures of student academic performance to inform instruction	3. Candidates learn to create and maintain well-managed classrooms that foster students' physical, cognitive, emotional, and social well-being	CTC Standards
EDU 600 Foundations of Education and Learning Theory	D	D	D		D				3, 4, 5, 6, 8A, 9, 10
EDU 600F Fieldwork		D	D	D	D	D		D	

EDU 601 Language Acquisition and Language Development	D,M		D,M	D,M	D,M				3a, 4, 9, 10, 12, 13a
EDU 601F Fieldwork	D,M		D,M	D					
EDU 602 Foundations of Special Education	D,M		D,M	D,M				D,M	3,4,7B,9,13
EDU 603 Classroom Assessment and Research Practices	M		M	M		D,M	D,M		3a, 4c, 6c, 11, 18
EDU 610 Methods of Teaching Reading and Writing	D	D	D	D,M		D	D		3,4,5,7B,9, 12
EDU 610F Fieldwork		D	D	D					
EDU 611 Interdisciplinar y Approaches to the Content Areas				D		D		D	1A, 6b, 9, 11, 14
EDU 612 Differentiated Instruction for All Learners	D,M	M	D,M		D		D		4, 5, 6, 8A, 11.14, 16
EDU 612F Fieldwork			D	D	D			D	

EDU 630 Clinical Practice I	P	P	P	P	P	P	P	P	8A, 9,10,12,13
EDU 631 Clinical Practice I Seminar	P	P	P	P	P	P	P	P	8A, 9,10,12,13
EDU 634 Clinical Practice II	P	P	P	P	P	P	P	P	8A, 9,10,12,13
EDU 651 Clinical Practice II Seminar	P	P	P	P	P	P	P	P	8A, 9,10,12,13

Multiple Year Assessment Plan Master of Arts in Teaching: Single Subject Preliminary Credential

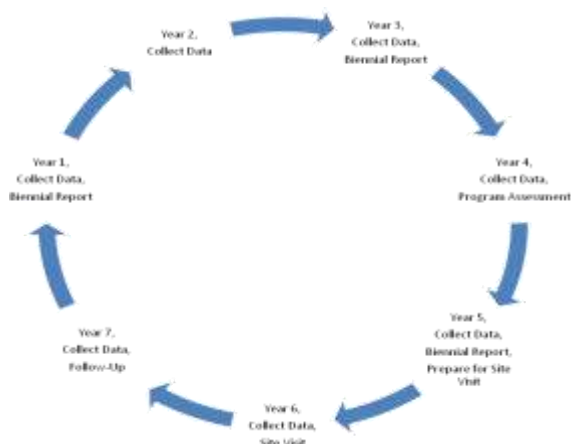
Each year, the California Commission of Teacher Credentialing (CTC) requires universities offering credentials to undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. The recursive CTC seven year program improvement cycle and accreditation 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	7 th 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 7 th Year Report, if applicable	-CTC Staff feedback in Aug: 8-10 wks Sept: 10-12 wks Oct: 12-16 wks	None	-CTC Staff feedback in Aug: 8-10 wks Sept: 10-12 wks
Notes							

CTC Accreditation Cycle



Assessment Activities

Methods of Assessment and Criteria for Success Master of Arts in Teaching: Multiple Subject Preliminary 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 appendix.

1. California Teacher Performance Assessments

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

2. Coursework Assessments (2008)

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

- **Signature Assignment:** In EDU600, Foundations of Education and Learning Theory, candidates are provided an overview of the laws and principles regarding the roles and functions of education as well as an overview of the major concepts, theories, and research related to the cognitive, linguistic, social, emotional, and physical development of children and adolescents. Effective instructional strategies that ensure active and equitable participation of all learners, as well as modifications for diverse learners with exceptionalities, are observed through fieldwork experience.
- **Signature Assignment:** In EDU610, Methods of Teaching, Reading, and Writing, Multiple Subject and all Special Education candidates demonstrate an understanding of how to incorporate the California Reading Language Arts Content Standards for grades 1-6 and the English Language Development Standard. Candidates complete a case study assignment that helps them reflect on how to meet individual students' needs. A fieldwork component is included.
- **Signature Assignment:** In EDU611, Interdisciplinary Approaches to Teaching in Content Areas, Multiple Subject candidates develop an integrated unit of study based on

content standards interwoven with content knowledge and differentiated strategies for student learning to include technology-based instruction.

3. *Dispositions Assessments (2010)*

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

PHASE I

1. The “introductory course” introduces and defines the eight dispositions with their class (EDU 600 – Foundations of Education and Learning Theory).

2. Students self-assess on weeks one and eight.

3. Professor of “introductory course” assesses every student at end of course.

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

PHASE II

4. Professors of every subsequent course continue to teach and refer to the dispositions, especially applying them to the course content. (EVERY COURSE)

5. In each of the following courses, candidates self assess at the END of the course: EDU 612, EDU 621, EDU 654. Professor confirms or provides evidence of why they cannot confirm the ratings in any category.

6. Student receives data of ratings so far during Advancement Interview (Advancement Interview Scheduler to provide to interviewers.)

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

PHASE III

7. Final disposition ratings include practitioners in the field at the end of the MAT program during Clinical Practice I and II. Candidates, Seminar instructors, Supervising Faculty and Cooperating Teachers (or equivalent by program) all submit separate disposition ratings.

8. Candidates submit first to the Seminar instructor and, after inputting their own ratings, release it back for a second score from the Supervising Faculty.

9. Cooperating Teachers give their dispositional ratings on paper.

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

REFERRAL TO THE IMPROVEMENT PLAN PROCESS

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

meeting with his/her advisor. The final determination of successful completion of the Disposition Improvement Plan Process is made by the Regional Center Faculty Committee (RCFC) via review of the candidate's completed assignment and completion interview. If the committee determines successful completion, it will submit to the candidate a written reflection of encouragement and support, noting its own perception of the candidate's growth and development.

4. Exit Surveys for Program Completers (2009)

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

5. Follow-up Surveys (2011)

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

Summary of Data Collected
Master of Arts in Teaching: Multiple Subject
Preliminary Credential

Data Charts and Discussion of Findings

Teaching Performance Assessment

Table 1
Multiple Subject TPA TASKS

	N	Score Level		% SL	Mean Score	Passage Rate 1 st team	Passage Rate 2 nd attempt	Standard Deviation
TPA TASK 4 Culminating Teaching Experience	87							
		SL4	19	21.8%	3.23	94.2%	100%	.42
		SL3	63	72.4%				
		SL2	5	.06%				
		SL1	0					
TPA TASK 3 Assessing Learning	94	SL4	16	17.0%	3.16	96.8%	100%	.37
		SL3	75	79.8%				
		SL2	3	.03%				
		SL1	0					
TPA TASK 2 Designing Instruction	96	SL4	12	.13%	3.11	86.6%	100%	.31
		SL3	83	86.5%				
		SL2	1	.01%				
		SL1	0					
TPA TASK 1 Subject Specific Pedagogy	84	SL4	11	13.1%	3.16	82.1%	100%	.38
		SL3	58	69.0%				
		SL2	15	17.9%				
		SL1	0					

Table 2
Multiple Subject TPA Tasks (by Regional Center)

	Arcadia				Bakersfield				Mission Valley				Inland Empire			
	N	Median	Mean	SD	N	Median	Mean	SD	N	Median	Mean	SD	N	Median	Mean	SD
TPA TASK 4 Culminating Teaching Experience	13	3	3.15	0.39	25	3	3.10	0.44	48	3	3.26	0.44	1	3	3	0
TPA TASK 3 Assessing Learning	13	3	3.15	0.39	23	3	3.17	0.4	58	3	3.10	0.41	0	0	0	0
TPA TASK 2 Designing Instruction	11	3	3.17	0.5	14	3	3.17	0.41	70	3	3.10	0.3	1	3	3	0
TPA TASK 1 Subject Specific Pedagogy	7	3	3.17	0.41	28	3	3.02	0.4	57	3	3.21	0.37	0	0	0	0

All tasks were passed at a relatively high rate, between 82.1% and 96.8% passage upon first submittal. Multiple Subject candidates' overall mean scores are very consistent and improve slightly over the course of Tasks 1-4, indicating that candidate skill and knowledge continues to improve developmentally as the rigor of the performance tasks increase. This is also a finding that can be considered a strength of the program.

It is interesting to note that several candidates did not pass Task 1 Subject Specific Pedagogy upon first submittal, which is not consistent with the other three tasks. This number is significantly higher than the last Biennial Report submission in 2009. There was a consistent number who did not pass upon first submittal across Regional Centers.

In conducting a deeper analysis of candidates' scores analyzed by specific criterion from the Teaching Performance Expectations (TPE), faculty gain important insight into possible areas of program strength and areas for program improvement. The specific criteria assessed across the TPA are:

- Establishing Goals and Standards
- Learning About Students
- Using Subject Specific Pedagogy
- Planning for Instruction
- Planning for Assessment
- Describing Classroom Environment
- Making Adaptations
- Analyzing Student Evidence
- Reflecting

For Multiple Subject candidates across all TPA tasks 1-4, the criterion with the lowest mean score is criterion in Task 3, *Making Adaptations*, with a mean of 2.77 on a 4-point rubric. Since this was the lowest criterion consistently across Tasks 2, 3, and 4, it becomes our program's primary area for improvement. Planning for Instruction criteria in Task 1 was a new criterion during this biennial reporting period (see Table 3). This new criterion sheds some perspective on the abnormally high number of candidate who did not pass Task 1 upon first submittal.

Table 3
CalTPA Criterion with Lowest Mean Ccore

TASK	Lowest Scoring Criteria	Mean Score
Subject Specific Pedagogy (T1)	Planning for Instruction	3.12
Designing Instruction (T2)	Making Adaptations	2.92
Assessing Learning (T3)	Making Adaptations	2.77
Culminating Teaching Exp (T4)	Making Adaptations	2.95

Table 4 shows that there was little to no pattern across 4 tasks for the “next lowest” score, though the “next lowest” scoring criteria for each task indicates what candidates need to improve on at the beginning, middle, and end of their credential program. The tasks are typically completed in order, completing Task 1 near the beginning of the program, completing Task 2 near the middle of the program and Tasks 3 and 4 near or at the end of the program.

Table 4
CalTPA Criterion with Second Lowest Mean Score

TASK	2 nd Lowest Scoring Criteria	Mean Score
Subject Specific Pedagogy (T1)	Making adaptations	3.13
Designing Instruction (T2)	Establishing Goals	2.96
Assessing Learning (T3)	Learning about students	3.16
Culminating Teaching Exp (T4)	Describing Classroom Environment	3.33

The criteria with the highest mean score across the TPA tasks also show no pattern but do show the strengths of our candidates and the development in different areas over time. Table 5 would also indicate that our coursework is covering these components appropriately to support candidate knowledge, skills, and understanding in order to better impact student learning.

Table 5
CalTPA Criterion with Highest Mean Scores

TASK	Highest Scoring Criteria	Mean Score
Subject Specific Pedagogy (T1)	Using Subject Specific Developmentally Appropriate Pedagogy	3.22
Designing Instruction (T2)	Learning About Students & Planning for instruction	3.20
Assessing Learning (T3)	Planning for Assessment	3.26
Culminating Teaching Exp (T4)	Learning about students	3.36

EDU 600 Signature Assignment

Table 6
EDU 600 “Philosophy of Education” Signature Assignment

Criteria						
	N	Score Level	%	Percentage Scoring at Proficient Level	Mean Score	Standard Deviation
Knowledge of research-based theories and principles of human learning and development	60	4	56	93.33	100%	3.93
		3	4	6.67		
		2	0	0		
		1	0	0		
Knowledge about how these theories affect classroom practice	60	4	45	75	98.33%	3.73
		3	14	23.33		
		2	1	1.67		
		1	0	0		
Reflection on how these theories affect and resonate with candidates' beliefs	60	4	43	71.67	93.34	3.63
		3	13	21.67		
		2	3	5		
		1	1	1.67		
Presentation is grammatically correct, spelling is correct, layout is organized	60	4	48	80	98.33	3.76
		3	11	18.33		
		2	0	0		
		1	1	1.67		

Data was collected and analyzed for candidates who completed the signature assignment between August 2009 and July 2011. Data for Multiple Subject MAT candidates is reviewed in this report. Candidates are scored on four (4) separate criteria. Scores are based on whole numbers with one (1) as the lowest possible score and four (4) as the highest possible score on a 4-point rubric. The average rubric score for this signature assignment is 3.76 on a 4-point rubric.

EDU 610 Signature Assignment

Table 7

EDU 610 Methods of Teaching Reading and Writing signature assignment by criteria

Criteria						
	N	Score Level	%	Percentage Scoring at Proficient Level	Mean Score	Standard Deviation
Data collection through anecdotal observation and student conferences	111	4	99	89.19	97.3	3.86
		3	9	8.11		
		2	3	2.7		
		1	0	0		
Data collection to determine student ELD abilities	111	4	102	91.89	99.1	3.91
		3	8	7.21		
		2	1	0.9		
		1	0	0		
Data collection through administration of literacy assessment instruments	111	4	100	90.09	96.4	3.84
		3	7	6.31		
		2	2	1.8		
		1	2	1.8		
Reflection on student strengths and areas for growth	111	4	86	77.48	98.2	3.76
		3	23	20.72		
		2	2	1.8		
		1	0	0		
Setting learning goals or next steps for student growth	111	4	81	72.97	92.79	3.65
		3	22	19.82		
		2	8	7.21		
		1	0	0		

EDU 611 Signature Assignment

Table 8

EDU 611 “Interdisciplinary Approaches and Methods in Teaching in the Content Areas”
Signature Assignment

Criteria						
	N	Score Level	%	Percentage Scoring at Proficient Level	Mean Score	Standard Deviation
The candidate provides clear, coherent rationales for the unit, the California Content Standards selected, as well as the way the Integrated, Thematic Unit of Instruction fits with the instruction both prior and subsequent to the unit of instruction	121	4	104	85.95	95.04	3.77
		3	11	9.09		
		2	4	3.31		
		1	2	1.65		
The candidate is able to identify the California State Standards for the Integrated, Thematic Unit of Instruction for both the unit and lesson planning and lists appropriate objectives for both the unit and each individual lesson.	121	4	113	93.39	97.52	3.89
		3	5	4.13		
		2	1	0.83		
		1	2	1.65		
The Integrated, Thematic Unit of Instruction demonstrates the candidates’ ability to plan both long-range and short-term through both the unit plan itself as well as in individual lessons.	121	4	104	85.95	98.35	3.83
		3	15	12.4		
		2	1	0.83		
		1	1	0.83		
The candidate shows competence in planning instruction that will provide quality instruction to all students including, but not limited to: Gifted, ELL, Special Needs and At-Risk students.	121	4	80	66.12	92.57	3.57
		3	32	26.45		
		2	9	7.44		
		1				
The Integrated, Thematic Unit of Instruction demonstrates the candidates’ knowledge and plan for application of effective formative and summative assessments	121	4	88	72.73	99.18	3.71
		3	32	26.45		
		2	1	0.83		
		1				
The Integrated, Thematic Unit of Instruction demonstrates the candidates’ ability to	121	4	110	90.91	98.35	3.87
		3	9	7.44		
		2	0			

gather and use meaningful, pertinent and reliable resources to support the effectiveness of the unit		1	2	1.65			
Presentation is grammatically correct, spelling is correct, layout is organized	121	4	111	91.74	98.35	3.90	.35
		3	8	6.61			
		2	2	1.65			
		1					

Disposition Assessment Data

Table 9
Disposition Assessment Data

Rated Item	Total	Distribution %				Average
		1	2	3	4	
Indicator 1: Dignity and Honor. The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of God, committed to civility, respect, hospitality, grace, and service.	93	1.08	2.15	17.20	79.57	3.75
Indicator 2: Honesty and Integrity. The candidate demonstrates honesty, integrity, and coherence in attitudes, and actions, and is accountable to the norms and expectations of the learning community	93	1.08	1.08	13.98	83.87	3.81
Indicator 3: Caring, Patience, and Respect. The candidate demonstrates caring, patience, fairness and respect for the knowledge level, diversity, and abilities of others, ensuring that all students have the opportunity to achieve.	93	1.08	2.15	17.20	79.57	3.75
Indicator 4: Spirit of Collaboration, Flexibility and Humility. The candidate actively participates in and contributes to the achievement of the learning community, explaining own thought process with humility and considers those of others with a positive, open-minded attitude.	93	1.08	4.30	29.03	65.59	3.59
Indicator 5: Harmony in Learning Community. The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community.	93	1.08	3.23	31.18	64.54	3.59
Indicator 6: Self-Awareness/Calling. The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform and to empower every student to fulfill his or her full potential.	93	1.08	1.08	25.81	72.04	3.69
Indicator 7: Perseverance with Challenge. The candidate perseveres, remains engaged, and persists as a life-long learner, especially when academic and professional assignments are perceived as challenging.	93	1.08	2.15	22.58	74.19	3.70

Indicator 8: Diligence in Work Habits & Responsibility for Learning. The candidate attends to the roles and responsibilities of the learning community, and is well-prepared and on time. The candidate completes required assignments on time and is reflective and receptive to formative feedback.	93	1.08	2.15	21.15	75.27	3.71
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Follow Up Survey Data

With a commitment to the principle of ongoing assessment and data analysis driving continuous improvement, the School of Education expanded its assessment process in the spring of 2010 to include the distribution follow-up surveys. The purpose of these surveys is to give program completers, alumni in the field, and their employers an opportunity to evaluate the effectiveness of the School of Education's preparation programs. For those candidates completing their program of study in the spring of 2010, three follow-up surveys were conducted across the regional centers. The first was the exit survey, which, upon program completion, probed candidates' overall satisfaction with the program, course of study, course content, and instructional delivery. Responses were uploaded into Task Stream. The second survey, the alumni survey, was distributed via Survey Monkey 9 months later and gave alumni an opportunity to provide specific feedback to the education preparation program from which a degree/credential was received. The third survey was sent to the employers and supervisors of alumni working in the field. This survey, also sent via Survey Monkey, provided additional data regarding the effectiveness of alumni as they worked in their area of expertise.

The response rate to the exit survey was relatively strong, where 28 candidates completed the exit survey. However, response rates for the alumni survey and the employer survey, despite friendly reminders, were drastically smaller. Variables impacting the response rates might be attributed to: time of year sent, challenges with the survey instrument, lack of incentives, and overall lack of time. At the time of this report, Employer survey data was not reported.

Table 10
Exit Survey Data

Conceptual Framework	Required Elements	Rated Item	Total	Distribution %				Average
				1 High	2	3	4 Low	
Equip	Formal Preparation for Teaching	Construct effective lesson plans.	28	85.71%	10.71%	0.00%	3.57%	1.21
		Incorporate adaptations in lesson planning for English Language Learners and students with special needs.	28	67.86%	25.00%	3.57%	3.57%	1.43
		Plan a classroom management strategy for your classroom.	28	64.29%	28.57%	0.00%	7.14%	1.5
		Draw upon a variety of management strategies according to student/classroom needs.	28	71.43%	21.43%	0.00%	7.14%	1.43
		Use a variety of tools to keep parents informed of their child's progress in the classroom.	28	60.71%	28.57%	7.14%	3.57%	1.54
		Understand the importance of communicating regularly with parents.	28	75.00%	14.29%	7.14%	3.57%	1.39
		Conduct a parent/teacher conference.	28	42.86%	25.00%	21.43%	10.71%	2
Transform	Classroom Skills	Effectively implement a variety of strategies to assess student learning.	28	71.43%	25.00%	0.00%	3.57%	1.36
		Use assessment data to inform instructional planning.	28	64.29%	32.14%	0.00%	3.57%	1.43
		Effectively implement a variety of EL strategies.	28	71.43%	21.43%	3.57%	3.57%	1.39
		Effectively implement a variety of strategies to meet the needs of students with special needs.	28	53.57%	35.71%	7.14%	3.57%	1.61

		Effectively implement a variety of differentiated instructional strategies to meet the learning needs of the full range of students in a typical classroom.	28	75.00%	17.86%	3.57%	3.57%	1.36
		Effectively implement a variety of classroom management strategies.	28	67.86%	25.00%	3.57%	3.57%	1.43
	Functionality of Program	Exposing you to the diversity of settings in CA schools.	28	60.71%	25.00%	10.71%	3.57%	1.57
		Helping you gain a better understanding of the daily routines and responsibilities of a classroom teacher.	28	89.29%	7.14%	0.00%	3.57%	1.18
		Supporting you in the clinical practice experience via university supervision.	28	60.71%	28.57%	3.57%	7.14%	1.57
		Supporting you in the clinical practice experience via the clinical practice seminar.	28	50.00%	14.29%	25.00%	10.71%	1.96
		Assessing your teaching performance in the clinical practice placement.	28	57.14%	39.29%	0.00%	3.57%	1.5
		Supporting you in the completion of Teacher Performance Assessment (TPA) tasks.	28	50.00%	28.57%	10.71%	10.71%	1.82
	Professional Attributes	Collaborate with teachers in the school setting.	28	78.57%	17.86%	0.00%	3.57%	1.29
		Collaborate with school administrators in the school setting.	28	64.29%	32.14%	0.00%	3.57%	1.43
		Contribute to discussions of educational issues.	28	71.43%	17.86%	7.14%	3.57%	1.43
		Reflect upon your own teaching and make changes based upon that reflection.	28	89.29%	7.14%	0.00%	3.57%	1.18
Empower	Teaching as a Calling	Encouraging you to explore teaching as a calling.	28	82.14%	7.14%	7.14%	3.57%	1.32

		Encouraging you to consider God's grace in your life.	28	75.00%	14.29%	3.57%	7.14%	1.43
		Raising your awareness of how dispositional characteristics impact a teacher's professional performance.	28	75.00%	17.86%	3.57%	3.57%	1.36

Analysis of Candidate and Program Data

Table 11

Analyses of Candidate and Program Assessment data from Tables 2, 7-11.
CalTPA for Multiple Subject Candidates

Criteria	Strengths	Areas for Improvement
Task #1 (Table 2)	While most candidates are unfamiliar with 'pedagogy' upon entering our program, more than 82% of our candidates are passing Task 1 on their first attempt after typically taking just three classes. The highest criterion passed on the 1 st attempt was "using subject specific developmentally appropriate pedagogy."	Equipping candidates with pedagogical approaches to making adaptations and planning for instruction (the 2 lowest criteria) will require an adjustment of course content and intentional modeling of these approaches by the course professors. A plan of action is currently being developed to address these areas.
Task #2 (Table 2)	The candidates gave considerable effort to learning about their students. The candidates are receiving solid exposure to and practice of how to design effective instruction. More than 86% of the candidates passed this task on the first attempt.	Our program needs to continue encouraging the practice of making appropriate instructional and content adaptations to meet the needs of those students. Candidates make a considerable effort learning about students but fail to make the appropriate adaptations for them based on that information. A more concerted effort needs to occur in courses regarding this connection between students needs and making appropriate adaptations. A plan of action is currently being developed to address this issue.
Task #3 (Table 2)	Candidates are gaining proficiency in planning developmentally appropriate activities and reflecting on evidence of student learning based on those assessments. Close to 97% candidates passed this task on the first attempt.	Candidates continue to struggle with making adaptations to their instruction, content, and assessment in the effort to meet the needs of their English Learners and students who pose different challenges. Furthermore, candidates struggled with learning about students and making the connections to necessary adaptations for students.
Task #4 (Table 2)	Planning for instruction was the lowest mean score for Task 1, but by the time the candidates submitted Task 4, this criteria was no longer the lowest. More than 94% candidates passed this task on the first attempt, with 21% (13) receiving a score of 4. Also, learning about students was the lowest criterion in Task 3, but was the highest criterion in Task 4.	Candidates are in the final clinical practice experience and they continue to struggle with developing appropriate adaptations to meet the needs of students. A plan of action is currently being developed to address this issue as it continues to be an issue throughout the candidates program.

EDU 600 Philosophy of Education Signature Assignment

Criteria	Strengths	Areas for Improvement
Knowledge of research-based theories and principles of human learning and development	100% of candidates demonstrated proficiency of this criterion with a score of 3.0 or 4.0.	No improvement needed
Knowledge about how these theories affect classroom practice.	75% of candidates demonstrated proficiency of this criterion with a score of 4.0. Additionally, 23.3% of candidates demonstrated proficiency of this criterion with a score of 3.0.	One (1) candidate received a score of 2.0.
Reflection on how these theories affect and resonate with candidates' beliefs.	71.67% of candidates demonstrated proficiency of this criterion with a score of 4.0. 21.67% of candidates demonstrated proficiency of this criterion with a score of 3.0.	5%, or three (3) of the candidates received a score of 2.0. One candidate received a score of 1.0.
Presentation is grammatically correct, spelling is correct, layout is organized.	80% of candidates demonstrated proficiency of this criterion with a score of 4.0., and 18.33% of candidates demonstrated proficiency of this criterion with a score of 3.0.	1.67%, or 1 candidate, received a score of 1.0, whereas, no candidates received a score of 2.0.

EDU 610 Methods of Teaching Reading and Writing signature assignment

Criteria	Strengths	Areas for Improvement
Data collection through anecdotal observation and student conferences	89.19% of candidates demonstrated proficiency of this criterion with a score of 4.0. 8.11%, or 9 candidates, demonstrated proficiency with a score of 3.0.	2.7%, or 3 candidates demonstrated "limited evidence" of this criterion with a score of 2.0.
Data collection to determine student ELD abilities	91.89% of candidates demonstrated proficiency of this criterion with a score of 4.0. 7.21% of candidates demonstrated proficiency with a score of 3.0.	0.9%, or 1 candidate demonstrated "limited evidence" of this criterion with a score of 2.0.
Data collection through administration of literacy assessment instruments	90.09% of candidates demonstrated proficiency of this criterion with a score of 4.0. 6.31% of candidates demonstrated proficiency with a score of 3.0.	1.8%, or 2 candidates demonstrated "limited evidence" of this criterion with a score of 2.0. Additionally, 1.8%, or 2 candidates, scored a 1.0.
Reflection on student strengths and areas for growth	77.48% of candidates demonstrated proficiency of this criterion with a score of 4.0. 20.72% of candidates demonstrated proficiency with a score of 3.0.	1.8%, or 2 candidates demonstrated "limited evidence" of this criterion with a score of 2.0.

Setting learning goals or next steps for student growth	72.97% of candidates demonstrated proficiency of this criterion with a score of 4.0. 19.82% of candidates demonstrated proficiency with a score of 3.0.	7.21%, or 8 candidates demonstrated “limited evidence” of this criterion with a score of 2.0.
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EDU 611 Interdisciplinary Approaches and Methods of Teaching in the Content Areas signature assignment

Criteria	Strengths	Areas for Improvement
The candidate provides clear, coherent rationales for the unit, the California Content Standards selected, as well as the way the Integrated, Thematic Unit of Instruction fits with the instruction both prior and subsequent to the unit of instruction.	85.95% of candidates demonstrated proficiency of this criterion with a score of 4.0. 9.09% of candidates demonstrated proficiency with a score of 3.0.	3.31%, or 4 candidates demonstrated “limited evidence” of this criterion with a score of 2.0.
The candidate is able to identify the California State Standards for the Integrated, Thematic Unit of Instruction for both the unit and lesson planning and lists appropriate objectives for both the unit and each individual lesson.	93.39% of candidates demonstrated proficiency of this criterion with a score of 4.0. 4.13% of candidates demonstrated proficiency with a score of 3.0.	0.83%, or 1 candidate demonstrated “limited evidence” of this criterion with a score of 2.0. Additionally, 0.83%, or 1 candidate, scored a 1.0.
The Integrated, Thematic Unit of Instruction demonstrates the candidates’ ability to plan both long-range and short-term through both the unit plan itself as well as in individual lessons.	85.95% of candidates demonstrated proficiency of this criterion with a score of 4.0. 12.4% of candidates demonstrated proficiency with a score of 3.0.	0.83%, or 1 candidate demonstrated “limited evidence” of this criterion with a score of 2.0.
The candidate shows competence in planning instruction that will provide quality instruction for all students, including, but not limited to GATE, ELL, Special needs, and At-Risk students.	66.12% of candidates demonstrated proficiency of this criterion with a score of 4.0. 26.45% of candidates demonstrated proficiency with a score of 3.0.	7.44%, or 9 candidates demonstrated “limited evidence” of this criterion with a score of 2.0.
The Integrated, Thematic Unit of Instruction demonstrates the candidates’ knowledge and plan for application of effective formative and summative assessments.	72.73% of candidates demonstrated proficiency of this criterion with a score of 4.0. 26.45% of candidates demonstrated proficiency with a score of 3.0.	0.83%, or 1 candidate demonstrated “limited evidence” of this criterion with a score of 2.0.
The Integrated, Thematic Unit of Instruction demonstrates the candidates’ ability to gather and use meaningful, pertinent and reliable resources to support the effectiveness of the unit.	90.91% of candidates demonstrated proficiency of this criterion with a score of 4.0. 7.44% of candidates demonstrated proficiency with a score of 3.0.	1.65%, or 2 candidates demonstrated “limited evidence” of this criterion with a score of 2.0.
Presentation is grammatically correct, spelling is correct, layout is organized.	91.74% of candidates demonstrated proficiency of this criterion with a score of 4.0. 6.61% of candidates demonstrated proficiency with a score of 3.0.	1.65%, or 2 candidates demonstrated “limited evidence” of this criterion with a score of 2.0.

Dispositions

Criteria	Strengths	Areas for Improvement
Indicator 1: Dignity and Honor.	80% of candidates rated themselves in this criterion with a score of 4.0. Additionally, 17.2% of candidates rated themselves in this criterion with a score of 3.0.	1.08%, or 1 candidate, rated themselves with a score of 1.0, whereas, 2 candidates rated themselves with a score of 2.0.
Indicator 2: Honesty and Integrity.	Clearly the highest average disposition, 84% of candidates rated themselves in this criterion with a score of 4.0. Additionally, 14% of candidates rated themselves in this criterion with a score of 3.0.	1.08%, or 1 candidate, rated themselves with a score of 1.0, whereas, 2 candidates rated themselves with a score of 2.0.
Indicator 3: Caring, Patience, and Respect.	80% of candidates rated themselves in this criterion with a score of 4.0. Additionally, 17.2% of candidates rated themselves in this criterion with a score of 3.0.	1.08%, or 1 candidate, rated themselves with a score of 1.0, whereas, 2 candidates rated themselves with a score of 2.0.
Indicator 4: Spirit of Collaboration, Flexibility and Humility.	65% of candidates rated themselves in this criterion with a score of 4.0. Additionally, 29% of candidates rated themselves in this criterion with a score of 3.0.	This disposition was the lowest one where the candidates felt more practical experience was needed to actively participate in and contributes to the achievement of the learning community. This area needs to be addressed more in coursework.
Indicator 5: Harmony in Learning Community.	64.5% of candidates rated themselves in this criterion with a score of 4.0. Additionally, 31% of candidates rated themselves in this criterion with a score of 3.0.	Having the same average as Disposition #4, this disposition had candidates taking 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. This area needs to be addressed in coursework. A plan of action is being developed for both this and Disposition #4 as to improve our candidates' views.
Indicator 6: Self-Awareness/Calling.	72% of candidates rated themselves in this criterion with a score of 4.0. Additionally, 25.8% of candidates rated themselves in this criterion with a score of 3.0.	1.08%, or 1 candidate, rated themselves with a score of 1.0, and 1 candidates rated themselves with a score of 2.0.
Indicator 7: Perseverance with Challenge.	74.2% of candidates rated themselves in this criterion with a score of 4.0. Additionally, 22.6% of candidates rated themselves in this criterion with a score of 3.0.	1.08%, or 1 candidate, rated themselves with a score of 1.0, whereas, 2 candidates rated themselves with a score of 2.0.
Indicator 8: Diligence in Work Habits & Responsibility for Learning.	75.3% of candidates rated themselves in this criterion with a score of 4.0. Additionally, 121.5% of candidates rated themselves in this criterion with a score of 3.0.	1.08%, or 1 candidate, rated themselves with a score of 1.0, whereas, 2 candidates rated themselves with a score of 2.0.

Follow up Surveys

Criteria	Strengths	Areas for Improvement
Equip: Formal Preparation for Teaching	More than 96% of candidates felt adequately prepared to construct lesson plans. More than 93% felt adequately prepared to incorporate adaptations in lesson plans for EL students and students with special needs as well as developing as planning for classroom management strategies.	Although candidates felt adequately prepared for making adaptations, this did not transfer to successfully making the connection on the TPAs. This was typically the lowest or 2 nd lowest average criterion. More than 32% also felt they needed more assistance in conducting parent-teacher conferences.
Transform: Classroom Skills	Of all the required elements in the survey, classroom skills were the most consistent in terms of how candidates felt adequately prepared. An average of 93% felt prepared in each of the 6 rated items in this category.	Even though more than 88% of the candidates felt prepared in effectively implementing strategies for EL and special needs students, it was still some of the lowest criteria on the Tasks 2, 3 and 4.
Transform: Functionality of Program	An overwhelming majority, over 96%, felt they were helped in gaining a better understanding of the daily routines and responsibilities of a classroom teacher.	More than 35% of the candidates stated that they did not feel support in the clinical practice experience via the clinical practice seminar. This is significant and a plan needs to be developed as to how to bridge this gap. Also, 21% of candidates did not feel supported in the completion of the TPA, which is interesting since passage was extremely high on the first submission.
Empower: Professional Attributes	All of the rated items in this element scored high, especially the ability to reflect upon a candidate's own teaching and be able to make changes based on that reflection.	No areas of improvement are evident as the total percentage of candidates feeling any inadequacies was less than 10%, or 3 candidates.
Empower: Teaching as a Calling	All of the rated items in this element scored relatively even throughout.	No areas of improvement are evident as the total percentage of candidates feeling any inadequacies was less than 10%, or 3 candidates.

Use of Results

Master of Arts in Teaching: Multiple Subject Preliminary Credential

Use of Assessment Results to Improve Candidate and Program Performance

Proposed Program Changes		
	Data	Summary
Candidate Competence	TPA 2 <i>Making Adaptations</i> is the criterion with the lowest mean score with a mean of 2.92 on a 4-point rubric.	--Our primary method of strengthening our candidates' identification and response to special-needs students was to require all MAT candidates to take EDU 602 <i>Foundations of Special Education</i> . This was implemented in Fall 2009. However, it is apparent further analyses are needed as to why this criterion continues to be the lowest mean. --Our faculty have collectively identified the need to deepen the knowledge and practice of making adaptations in each of the candidate's coursework as well as in their clinical practice. This practice needs to continue based on this present data. At the time of this report, a meeting with multiple subject faculty has been made to begin work on this area.
	TPA 1, 2, 3, & 4	The number of candidates that did not pass on the first attempt decreased during the 2009-10 and 2010-11 academic years, whereby the Plan of Action developed since the last Biennial Report appeared to have helped in this increase. More intentional work on the TPAs embedded in coursework has assisted candidates in the passage on the first attempt. The Multiple Subject Program Director and TPA coordinator will continue regular monitoring of each candidate's progress throughout the program.
	Signature Assignment in EDU 600	A new signature assignment was implemented in Fall 2009. While evaluating the data for this signature assignment, it is evident that "Reflection on how these theories affect and resonate with candidates' beliefs" needs to be addressed. This was the lowest scored criterion. Faculty needs to review this criterion and evaluate ways to improve candidate performance in this area. At the time of this report, a meeting with multiple subject faculty has been made to begin work on this area.
	Signature Assignment in EDU 610	The content of the course will give greater emphasis on the tasks of "reflecting on strengths and areas of growth for students" AND setting learning goals based on student linguistic and academic performance data. This continues to be an area that needs improvement. At the time of this report, a meeting with multiple subject faculty has been made to begin work on this area.
	Signature Assignment in EDU 611	This is the first time data has been collected for this signature assignment in the multiple subject program. After reviewing the data, 2 areas

		were in need of improvement: making adaptations and the development of thematic unit of instruction. Components of this assignment are necessary and will be still be introduced and/or discussed in this course. A review of the candidate learning outcomes need to be addressed and ways to improve these 2 areas. At the time of this report, a meeting with multiple subject faculty has been made to begin work on this area.
Program Effectiveness	Follow up Surveys	As with the disposition data, this was the first time collecting Follow up survey data. In short this data, represented some areas that need improvement. For example, 35% of the candidates surveyed felt that they had little or no support in clinical practice via clinical practice seminar. Furthermore, more than 20% felt they had little or no support in TPA preparation. What is interesting on this data is the high passage rate of the TPA tasks as well as the tasks being embedded in course work. A plan needs to be developed on how to better improve the clinical practice seminar in supporting our candidates during the clinical practice experiences.
	Dispositions	Since this is the first time data has been collected on dispositions, a review of the implementation process needs to occur throughout the coming years. Upon initial analysis, the areas of “Collaboration, Flexibility and Humility” and “Harmony in the Learning Community” scored the lowest average (both scored 3.59). As a result, faculty need to discuss ways to assist candidates increasing the confidence in collaboration and the need to exhibit humility as well as learning how to manage conflicts and/or issues with others. The faculty needs to develop a “plan of action” as to how to address these two areas for future candidates. At the time of this report, a meeting with Multiple Subject faculty has been made to begin work on this area.

APPENDIX

EDU600 Foundations of Education

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

EDU610 Case Study Rubric

	Little or No Evidence	Limited Evidence	Appropriate Evidence	Detailed and Appropriate Evidence	Score/Level
Data collection through anecdotal observation and conferences with students	Inappropriate, irrelevant, inaccurate or missing anecdotal evidence	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 and 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 and 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	

EDU610 Case Study Rubric 2

	Little or No Evidence	Limited Evidence	Appropriate Evidence	Detailed and Appropriate Evidence	Score/Level
Data collection through anecdotal observation and conferences with students	Inappropriate, irrelevant, inaccurate or missing anecdotal evidence	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 and 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 and 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	

EDU611 Integrated, Thematic Unit of Instruction Fall '09

	Little or No Evidence	Limited Evidence	Appropriate Evidence	Detailed and Appropriate Evidence	Score/Level
Rationale – The candidate provides clear, coherent rationales for the unit, the California Content Standards selected, as well as the way the Integrated, Thematic Unit of Instruction fits with the instruction both prior and subsequent to the unit of instruction.	Inappropriate, irrelevant, inaccurate or missing rationales for the unit, the California Standard, and/or the unit fit within the year-long curriculum.	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected rationales for the unit, the California Standard, and/or the unit fit within the year-long curriculum.	Appropriate, relevant, accurate and connected rationales for the unit, the California Standard, and/or the unit fit within the year-long curriculum.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected rationales for the unit, the California Standard, and/or the unit fit within the year-long curriculum.	
California State Content Standards and Lesson Objectives – The candidate is able to identify the California State Standards for the Integrated, Thematic Unit of Instruction for both the unit and lesson planning and lists appropriate objectives for both the unit and each individual lesson.	Inappropriate, irrelevant, inaccurate or missing California State Content Standards and Lesson Objectives.	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected California State Content Standards and Lesson Objectives.	Appropriate, relevant, accurate and connected California State Content Standards and Lesson Objectives.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected California State Content Standards and Lesson Objectives.	
Planning for Instruction – The Integrated, Thematic Unit of Instruction demonstrates the candidates' ability to plan both long-range	Inappropriate, irrelevant, inaccurate or lack of meaningful, effective planning for instruction.	Minimal, limited, cursory, inconsistent, ambiguous planning for effective instruction.	Appropriate, relevant, accurate and meaningful planning for effective instruction.	Detailed, appropriate, relevant, accurate, clear and purposeful planning for effective instruction.	

EDU611 Integrated, Thematic Unit of Instruction Fall '09

	Little or No Evidence	Limited Evidence	Appropriate Evidence	Detailed and Appropriate Evidence	Score/Level
Rationale – The candidate provides clear, coherent rationales for the unit, the California Content Standards selected, as well as the way the Integrated, Thematic Unit of Instruction fits with the instruction both prior and subsequent to the unit of instruction.	Inappropriate, irrelevant, inaccurate or missing rationales for the unit, the California Standard, and/or the unit fit within the year-long curriculum.	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected rationales for the unit, the California Standard, and/or the unit fit within the year-long curriculum.	Appropriate, relevant, accurate and connected rationales for the unit, the California Standard, and/or the unit fit within the year-long curriculum.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected rationales for the unit, the California Standard, and/or the unit fit within the year-long curriculum.	
California State Content Standards and Lesson Objectives – The candidate is able to identify the California State Standards for the Integrated, Thematic Unit of Instruction for both the unit and lesson planning and lists appropriate objectives for both the unit and each individual lesson.	Inappropriate, irrelevant, inaccurate or missing California State Content Standards and Lesson Objectives.	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected California State Content Standards and Lesson Objectives.	Appropriate, relevant, accurate and connected California State Content Standards and Lesson Objectives.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected California State Content Standards and Lesson Objectives.	
Planning for Instruction – The Integrated, Thematic Unit of Instruction demonstrates the candidates' ability to plan both long-range	Inappropriate, irrelevant, inaccurate or lack of meaningful, effective planning for instruction.	Minimal, limited, cursory, inconsistent, ambiguous planning for effective instruction.	Appropriate, relevant, accurate and meaningful planning for effective instruction.	Detailed, appropriate, relevant, accurate, clear and purposeful planning for effective instruction.	

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, <i>committed to civility, respect, hospitality, grace, and service.</i>		
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 <i>demonstrates</i> that <i>serving as a professional educator</i> is a confirmed calling to <i>equip, to transform and to empower every student to fulfill his or her full potential</i> .		
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.		

<p style="text-align: center;">RUBRICS FOR PERFORMANCE LEVEL</p> <p>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</p> <p>3 -Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.</p> <p>2 -Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.</p> <p>1 – Demonstrates indicator infrequently if at all.</p>
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OVERALL RATING: _____ (Performance level most descriptive of overall performance throughout the Quad.)

8/20/10

Capstone Assessment

Property of Point Loma Nazarene University

Master of Arts in Teaching (MAT) Multiple Subject EXIT SURVEY

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

Demographic Information

Regional Center (*select from options*)

Program (*select from options*)

Age at beginning of program (or Years of work experience in your major field) (or both)
(*Select from a series of ranges of years*)

Clinical Practice Placement (*Select from Intern/employed at private school/ traditional student teaching placement*)

Length of time to complete program

Optional: race/ethnicity

Optional: gender

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

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

Equip

Formal Preparation for Teaching

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

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

Transform

Classroom Skills

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

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

Functionality of the Program

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

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

Fieldwork

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

Clinical Practice

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

Transform

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

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

Professional Attributes

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

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

- 1) Extremely effective 2) Effective 3) somewhat effective 4) ineffective
- 1) Teaching as a Calling/Christian Worldview
 - 2) Encouraging you to explore teaching as a calling

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

Open-Ended Questions:

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

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

Demographics

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

Program Analysis and Current Employment

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

Content Knowledge Preparation – 5-point Likert Scale

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

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

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

- D. Apply critical thinking skills
- E. Employ problem-solving skills
- F. Use interpersonal skills
- G. Communicate in writing, complete professional projects
- H. Respond to diverse student/community needs

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

- 16. A. The courses addressed current developments in my field
- B. Student acquired a stronger pedagogical knowledge and skill base
- C. Student is an active member of a professional organization
- D. Student pursues and conducts own research agenda
- E. Student critically evaluates the literature in his/her field
- F. Student designs and manages professional projects
- G. Student pursues his/her professional career insights

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

- 17. A. Carry out student's professional abilities
- B. Impact student achievement
- C. Use appropriate technologies in student's work
- D. Employ problem-solving skills
- E. Use interpersonal skills
- F. Communicate effectively with students, families, and community
- G. Respond to diverse student/community needs

Knowledge & Skills Preparation – 5-point Likert Scale

- 18. A. The courses were relevant for student's intended profession
- B. The courses addressed current developments in student's field
- C. Student acquired a strong knowledge base in his/her area of specialization
- D. Student designs and manages professional projects
- E. Student uses appropriate technologies in his/her work
- F. Student is pursuing his/her professional career interests

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

- 19. A. Carry out student's professional responsibilities
- B. Impact student achievement
- C. Assume a leadership role
- D. Apply critical thinking skills
- E. Employ problem-solving skills
- F. Use interpersonal skills
- G. Communicate effectively with students, families, and community
- H. Critically evaluate the literature in student's field

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

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

In Retrospect: Reflections – 5-point Likert scale

21. A. If student had the opportunity to repeat studies at PLNU, would he/she
B. If student had the opportunity to pursue graduate studies in the same field he/she chose, would he/she
22. What are two most important contributions or achievements to his/her field since completing degree
23. What were two strongest aspects of his/her graduate education at PLNU
24. List two ways the program could be improved

Survey of Employers and Supervisors (Initial Degree)

1. Graduate's name

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
 - a. Select Primary or elementary school system, Secondary or High School system, Higher education university/college, Community college, School district office, Government, Other (i.e. Charter, Private, etc.,)
4. What is the employee's/graduate's job title
5. Which of the following best describes your relationship with the graduate
 - a. Select Employer, Supervisor, Director of the Division, Other (please specify)
6. How long have you known the graduate in your workplace
 - a. Select Less than a year, 1-2 years, 3-4 years, Over 4 years

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