Cross-Disciplinary Studies Assessment Data

Learning Outcome:
Cross-Disciplinary Studies Outcome 1.a. Candidates will demonstrate effective presentation skills, one-on-one and with groups.

Outcome Measure:
EDU306 Signature Assessment, criterion 7 (each year)

Criteria for Success (if applicable):
Average score for the group is 3.5 or higher (on a scale of 1-4 with 1 being low) on rubric criteria 7, "The oral presentation displays sound communication skills through proper usage of grammar, voice quality and presentation demeanor that is effective one-on-one and in groups".

Aligned with DQP Learning Areas (circle one or more):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data:

	Target: Average Score for the Group is 3.5 or higher			
	2013	2014	2015	2016
Outcome 1a: Effective Oral Communication	3.74	3.94	3.79	3.85

Conclusions Drawn from Data:
Target it met. Students are performing at a high level in their oral communication skills, and the average score has increased slightly from the previous year. Such an increase is affirming of the efforts made in EDU306 course assignments which prepare candidates in this area by consistent practicing presenting to their classmates and instructor, with feedback.

Changes to be Made Based on Data:
Systematic efforts were made after analyzing 2015-16 assessment results, and we will continue those efforts based on improved achievement levels this year. Those are, for faculty to share the rubric criteria for this signature assessment with students at the very beginning of the semester, emphasizing the various opportunities during the course to practice communication skills through assignments during the semester. Because we recalibrated as assessors on this assessment, we believe these scores are even more valid and reliable. We will continue these same efforts in the 2017-18 year.

Rubric Used

	value: 1.00	value: 2.00	value: 3.00	value: 4.00
Adaptation to instructional strategy is effective for meeting the specific learning needs of the English learner in content knowledge and English language development.	Inappropriate, irrelevant, inaccurate or missing adaptation	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected adaptation	Appropriate, relevant, accurate and connected adaptation	Detailed, appropriate, relevant, accurate, clear and purposefully connected adaptation
Two specific learning needs of the English learner were correctly identified through careful analysis of the case study	Inappropriate, irrelevant, inaccurate or missing identifiable learning needs	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected identifiable learning needs	Appropriate, relevant, accurate and connected identifiable learning needs	Detailed, appropriate, relevant, accurate, clear and purposefully connected identifiable learning needs
The adaptation would be effective for the student in making progress toward English language development specific to this student's English proficiency	Inappropriate, irrelevant, inaccurate or missing adaptation	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected adaptation	Appropriate, relevant, accurate, connected, and effective adaptation	Detailed, appropriate, relevant, accurate, and clearly connected, and effective adaptation
The progress monitoring assessment chosen provides feedback to the student for achieving the learning goal at the student's English proficiency level.	Inappropriate, irrelevant, inaccurate or missing progress monitoring	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected progress monitoring	Appropriate, relevant, accurate and connected progress monitoring with feedback	Detailed, appropriate, relevant, accurate, and clearly connected progress monitoring with feedback
Next steps in planning are effective to facilitate specific growth in the student's English language development	Inappropriate, irrelevant, inaccurate or missing next steps for planning	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected next steps for planning	Appropriate, relevant, accurate and connected next steps for planning	Detailed, appropriate, relevant, accurate, and clearly connected next steps for planning

The written product displays effective communication skills through sound grammar, spelling, language and word use.	Inappropriate, inaccurate or unidentifiable written communication	Limited, cursory or inconsistent written communication	Appropriate, relevant and accurate written communication	Detailed, appropriate, and clearly connected use of written communication
The oral presentation displays sound communication skills through proper usage of grammar, voice quality and presentation demeanor that is effective one-on-one and in groups.	Inappropriate, inaccurate or unidentifiable oral communication	Limited, cursory or inconsistent oral communication	Appropriate, relevant and accurate oral communication	Detailed, appropriate, and clearly connected use of oral communication

Cross-Disciplinary Studies Assessment Data

Learning Outcome:
Cross Disciplinary Studies Outcome 1.b. Candidates will produce effective written communication.

Outcome Measure:
EDU306 Signature Assessment, criterion 6 (each year)

Criteria for Success (if applicable):
Average score for the group is 3.5 or higher (on a scale of 1-4 with 1 being low) on rubric criteria 6, "The written product displays effective communication skills through sound grammar, spelling, language and word use".

Aligned with DQP Learning Areas (circle one or more):
6. Specialized Knowledge
7. Broad Integrative Knowledge
8. Intellectual Skills/Core Competencies
9. Applied and Collaborative Learning, and
10. Civic and Global Learning

Longitudinal Data:

	Target: Average Score for the Group is 3.5 or higher			
	2013	2014	2015	2016
Outcome 1b: Effective Written Communication	3.74	4.00	3.78	3.38

Conclusions Drawn from Data:
Target is not met. Students are performing at a high level in their written communication skills, though the average score has decreased slightly from the previous year, again. In order to avoid inflated scoring, we had a calibration activity in 2015 with all full-time and adjunct faculty to clarify the criteria for each score level. Because we recalibrated, we believe these scores are even more

valid and reliable. Such a decrease can be expected after such a high average in the prior year, and with a significant increase of students in the major.

Changes to be Made Based on Data:
Our plan is to review the rubric criteria with the candidates at the beginning of the semester, and to do so in all of our Education courses to highlight the importance of strong writing skills. We will share anchor papers with candidates. Assignments that occur before this signature assessment will also have rubric criteria about clear writing message, use of grammar, spelling, language and academic vocabulary.

Rubric Used

	value: 1.00	value: 2.00	value: 3.00	value: 4.00
Adaptation to instructional strategy is effective for meeting the specific learning needs of the English learner in content knowledge and English language development.	Inappropriate, irrelevant, inaccurate or missing adaptation	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected adaptation	Appropriate, relevant, accurate and connected adaptation	Detailed, appropriate, relevant, accurate, clear and purposefully connected adaptation
Two specific learning needs of the English learner were correctly identified through careful analysis of the case study	Inappropriate, irrelevant, inaccurate or missing identifiable learning needs	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected identifiable learning needs	Appropriate, relevant, accurate and connected identifiable learning needs	Detailed, appropriate, relevant, accurate, clear and purposefully connected identifiable learning needs
The adaptation would be effective for the student in making progress toward English language development specific to this student's English proficiency	Inappropriate, irrelevant, inaccurate or missing adaptation	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected adaptation	Appropriate, relevant, accurate, connected, and effective adaptation	Detailed, appropriate, relevant, accurate, and clearly connected, and effective adaptation
The progress monitoring assessment chosen provides feedback to the student for achieving the learning goal at the student's English proficiency level.	Inappropriate, irrelevant, inaccurate or missing progress monitoring	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected progress monitoring	Appropriate, relevant, accurate and connected progress monitoring with feedback	Detailed, appropriate, relevant, accurate, and clearly connected progress monitoring with feedback
Next steps in planning are effective to facilitate specific growth in the student's English language development	Inappropriate, irrelevant, inaccurate or missing next	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected next	Appropriate, relevant, accurate and connected next steps	Detailed, appropriate, relevant, accurate, and clearly connected next steps

	steps for planning	steps for planning	for planning	for planning
The written product displays effective communication skills through sound grammar, spelling, language and word use.	Inappropriate, inaccurate or unidentifiable written communication	Limited, cursory or inconsistent written communication	Appropriate, relevant and accurate written communication	Detailed, appropriate, and clearly connected use of written communication
The oral presentation displays sound communication skills through proper usage of grammar, voice quality and presentation demeanor that is effective one-on-one and in groups.	Inappropriate, inaccurate or unidentifiable oral communication	Limited, cursory or inconsistent oral communication	Appropriate, relevant and accurate oral communication	Detailed, appropriate, and clearly connected use of oral communication

Cross-Disciplinary Studies Assessment Data

Learning Outcome:
Cross Disciplinary Studies Outcome 1.c. Candidates will employ critical thinking and logic to solve problems in a variety of environments, to include the K-6 classroom.

Outcome Measure:
Teaching Performance Assessment Task 2 (each year)

Criteria for Success (if applicable):
Average score for the group is 3.0 or higher (on a scale of 1-4 with 1 being low) on TPA task 2.

Aligned with DQP Learning Areas (circle one or more):
11. Specialized Knowledge
12. Broad Integrative Knowledge
13. Intellectual Skills/Core Competencies
14. Applied and Collaborative Learning, and
15. Civic and Global Learning

Longitudinal Data:

	Target: Average Score for the Group is 3.0 or higher			
	2013	2014	2015	2016
Outcome 1c: Employ critical thinking and logic to solve problems	2.94	2.89	2.98	3.0

Conclusions Drawn from Data:
Target is met. Only two of 37 candidates did not pass this assessment at a level 3 (proficient), and two candidates scored a level 4, bringing the class average to 3.0. Although the increase in average score from last year is not significant, the number of candidates who took the assessment increased by 33%. For this reason, an average score of proficient for the group is a more encouraging increase than the data might initially communicate.

Changes to be Made Based on Data:

After last year's data analysis we placed special emphasis in each of four courses on critical thinking and problem solving related to teaching strategies and learning about students in order to plan effective lessons. This emphasis seems to have made a positive difference in the overall average and with more candidates in the data. We will add additional experiences on making teaching decisions for diverse students to each course EDU302, EDU404, EDU306 and in EDU324 so that improvement in that one criterion can elevate the overall average score for the group.

Rubric Used

TPA Task 2 - Designing Instruction

	1 - Far Below Standard	2 - Below Standard	3 - Meets Standard	4 - Exceeds Standard	Score/Level
Establishing Goals and Standards.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Learning about Students.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Planning for Instruction.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Making Adaptations.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Using Subject-Specific Pedagogical Skills.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Reflecting.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Comments:					

Cross-Disciplinary Studies Assessment Data

Learning Outcome:
Cross Disciplinary Studies Outcome 1.d. Candidates will utilize specific content information from a variety of sources for instructional planning.

Outcome Measure:
Teaching Performance Assessment Task 2 (each year)

Criteria for Success (if applicable):
Average score for the group is 3.0 or higher (on a scale of 1-4 with 1 being low) on TPA task 2, criterion three on "Planning for Instruction".

Aligned with DQP Learning Areas (circle one or more):
16. Specialized Knowledge
17. Broad Integrative Knowledge
18. Intellectual Skills/Core Competencies
19. Applied and Collaborative Learning, and
20. Civic and Global Learning

Longitudinal Data:

	Target: Average Score for the Group is 3.0 or higher			
	2013	2014	2015	2016
Outcome 1.d. Candidates will utilize specific content information from a variety of sources for instructional planning.	3.0	2.93	3.07	2.96

Conclusions Drawn from Data:

Target is not met. Our candidates scored slightly lower in this criterion, "instructional planning using a variety of content and sources" than last year, though the difference is not significant. With the Common Core Standards firmly in place last year, more time and emphasis was allotted in our series of Education courses to the types of content and sources to be used when planning for instructional experiences, and our scores seemed to benefit. This dip in average score is not significant, especially considering that the number of candidates completing this assessment increased from last year by 33%.

Changes to be Made Based on Data:

We will continue the same efforts as last year, which seemed to be effective. Because we will have returning faculty in each of the Education courses, rather than new faculty preparing students for this assessment, our change is to increase the number of structured meetings together to review and refine the content in each Education course to focus on specific parts of lesson planning. Each course must cover the lesson planning components in a developmental and systematic way.

Rubric Used

TPA Task 2 - Designing Instruction

created with **taskstream**

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	1 - Far Below Standard	2 - Below Standard	3 - Meets Standard	4 - Exceeds Standard	Score/Level
Establishing Goals and Standards.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Learning about Students.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Planning for Instruction.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Making Adaptations.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Using Subject-Specific Pedagogical Skills.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Reflecting.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Comments:					

Cross-Disciplinary Studies Assessment Data

Learning Outcome:
Cross Disciplinary Studies Outcome 2.a. Candidates will apply an interdisciplinary understanding of content appropriate for diverse and cross-cultural communities.

Outcome Measure:
Teaching Performance Assessment Task 2 (each year)

Criteria for Success (if applicable):
Average score for the group is 3.0 or higher (on a scale of 1-4 with 1 being low) on TPA task 2, criterion four on "Making Adaptations".

Aligned with DQP Learning Areas (circle one or more):
21. Specialized Knowledge
22. Broad Integrative Knowledge
23. Intellectual Skills/Core Competencies
24. Applied and Collaborative Learning, and
25. Civic and Global Learning

Longitudinal Data:

	Target: Average Score for the Group is 3.0 or higher			
	2013	2014	2015	2016
Outcome 2.a. Candidates will apply an interdisciplinary understanding of content regarding diverse and cross-cultural communities.	2.81	2.64	2.8	2.95

Conclusions Drawn from Data:
Target is not met. Although the group average shows a good increase for the second year in a row, candidates are scoring just slightly below the proficient level (3.0) in the area of "making adaptations to content and instructional delivery for diverse and cross-cultural students". We credit this increase to more intentional focus during our initial Education courses on the differing instructional needs of diverse student population.

Changes to be Made Based on Data:
Additional refinement on instructional strategies appropriate for a diverse student population will be a major focus during department meetings in the 2017-18 school year. We will also include portfolio creation beginning in the first Education course where candidates capture relevant teaching strategies they can go back to and remember during subsequent coursework.

Rubric Used

TPA Task 2 - Designing Instruction

created with **5 taskstream**

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	1 - Far Below Standard	2 - Below Standard	3 - Meets Standard	4 - Exceeds Standard	Score/Level
Establishing Goals and Standards.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Learning about Students.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Planning for Instruction.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Making Adaptations.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Using Subject-Specific Pedagogical Skills.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Reflecting.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Comments:					

Cross-Disciplinary Studies Assessment Data

Learning Outcome:
Cross Disciplinary Studies Outcome 2.b. Candidates will apply faith-based influences and beliefs within educational settings.

Outcome Measure:
Host teacher survey from final fieldwork course (every year)

Criteria for Success (if applicable):
90% of students will be reported as "often" or "consistently" applying positive dispositions and/or faith-based influences in the school setting.

Aligned with DQP Learning Areas (circle one or more):
    26. Specialized Knowledge
    27. Broad Integrative Knowledge
    28. Intellectual Skills/Core Competencies
    29. Applied and Collaborative Learning, and
    30. Civic and Global Learning

Longitudinal Data:

	Target: 90% of Students Will Apply Faith-Based Influences Often or Consistently			
	2013	2014	2015	2016
Outcome 2.b. Candidates will apply faith-based influences and beliefs within educational settings.	100%	95%	83%	86.3%

Conclusions Drawn from Data:
Target is not met. Though the percentage of students who were rated as having applied faith-based influences in their fieldwork settings increased from last year, we are still under our 90% target. We have made it more clear to our candidates over the years that this quality needs to be evident in their work, and we see positive results. The department experienced a 33% increase in student body and multiple, new professors delivering this message in different ways. Anecdotally, we did experience an increase of students who received positive comments about dispositional qualities from host teachers on their feedback forms.

Changes to be Made Based on Data:
We will continue to emphasize the areas upon which our candidates will be assessed by their host teachers, which includes not only curricular and academic content but personal, dispositional and faith-based qualities as well. This topic will be emphasized in our more regular department meetings with our new and veteran faculty. Further, our plan is to meet personally with any candidate who does not score at the proficient level in any category rated by the host teacher and craft an improvement plan with follow up meetings.

Rubric Used

Survey Question:	1- Far below standard	2- Below standard	3- Meets standard	4- Exceeds standard
To what degree did you witness the PLNU candidate apply positive dispositions and/or faith-based influences in the school setting?	These traits were rarely evident	These traits were sometimes evident	These traits were often evident	These traits were consistently evident

Cross-Disciplinary Studies Assessment Data

Learning Outcome:
Cross Disciplinary Studies Outcome 3.a. Candidates will reflect on and engage in spiritual and professional growth opportunities in personal and educational settings.

Outcome Measure:
Disposition Assessment, criteria 3 on "Reflective Learner" (each year)

Criteria for Success (if applicable):
Average score for the group is 3.0 or higher (on a scale of 1-4 with 1 being low) on criteria 3 of the Dispositions assessment, "Reflective Learner".

Aligned with DQP Learning Areas (circle one or more):
31. Specialized Knowledge
32. Broad Integrative Knowledge
33. Intellectual Skills/Core Competencies
34. Applied and Collaborative Learning, and
35. Civic and Global Learning

Longitudinal Data:

	Target: Average Score for the Group is 3.0 or higher			
	2013	2014	2015	2016
Outcome 3.a. Candidates will reflect on and engage in spiritual and professional growth opportunities in personal and educational settings.	3.71	3.75	4.0	3.89

Conclusions Drawn from Data:
Target is met. The average score level for this criterion in our dispositions assessment is generally high, because so much of the Education curriculum is centered on being reflective of your practice and making changes based on that reflection. This year it seems most candidates were reflective learners at a proficient level or higher. Also, we found this cohort to have received an average score of 3.37 as freshmen, and they have increased their average score to 3.89.

Changes to be Made Based on Data:
We will continue to focus on collecting valid and plentiful data on this measure from both candidates and their professors each year by discussing the rubric at department meetings and encouraging thoughtful scoring. Another change will be to have an intentional focus on this disposition assessment in EDU302 so we are training both faculty and students on its meaning. Lastly, we will have a mid-point assessment experience for the students to self-assess, and receive an assessment from a faculty member as a midterm score.

Rubric Used

3. Reflective Learner The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform and to empower every student to fulfill his or her full potential.	-Articulates and models his/her calling to the profession -Understands personal strengths and demonstrates consistent performance in given activities -Takes responsibility for his/her own learning -Develops and monitors a plan that balances personal and professional growth -Looks at an incident/activity to analyze what worked and targets areas for improvement -Asks questions, seeks support and guidance -Uses journals or reflections to record thinking and improve practice

RUBRICS FOR PERFORMANCE LEVEL

4 – Exceptional - 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.

3.5 - Advanced - Demonstrates indicator with relative ease. Demonstrates the ability to self-correct without prompting.

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

2.5 - Improvement Needed – Lack of this indicator has been evident to peers or teacher. Demonstrates the ability to accept feedback, reflect and improve.

2 – Area of Concern – Demonstration of this indicator is frequently missing. May have some difficulty in responding openly to feedback from peers or teacher.

1 – Inappropriate - Demonstrates indicator infrequently if at all. No indication of desire to improve.

Cross-Disciplinary Studies Assessment Data

Learning Outcome:
Cross Disciplinary Studies Outcome 3.b. Candidates will serve effectively within their communities and in educational settings.

Outcome Measure:
Host Teacher Survey Question 6 on "the candidate's attitude of service to students while in your classroom". (each year)

Criteria for Success (if applicable):
90% of students will be reported as "often" or "consistently" displaying an attitude of willing service in the classroom.

Aligned with DQP Learning Areas (circle one or more):
36. Specialized Knowledge
37. Broad Integrative Knowledge
38. Intellectual Skills/Core Competencies
39. Applied and Collaborative Learning, and
40. Civic and Global Learning

Longitudinal Data:

	Target: 90% Percentage of Students Will Serve Willingly "Often" or "Consistently"			
	2013	2014	2015	2016
Outcome 3b. The candidate demonstrates an attitude of service to students in the classroom	100%	94%	86%	94%

Conclusions Drawn from Data:

Target is met. The feedback from host teachers in this area has remained high each year, and this year shows a significant increase back to the level it was prior to the 2015 year, which is the level we expect from our candidates.

Changes to be Made Based on Data:
We will continue to emphasize the areas upon which our candidates will be assessed by their host teachers, which includes not only curricular and academic content but personal, dispositional and faith-based qualities as well. This topic will continue to be emphasized in our more regular department meetings with our new and veteran faculty. Further, we implemented a practice of meeting personally with any candidate who does not score at the proficient level in any category rated by the host teacher and craft an improvement plan with follow up meetings. We will continue this positive practice.

Rubric Used

Survey Question:	1- Far below standard	2- Below standard	3- Meets standard	4- Exceeds standard
How would you rate the PLNU candidate's attitude of service to students while in your classroom?	**Rarely**	**Sometimes**	**Often**	**Consistently**