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:
A. EDU306 Signature Assessment, criterion 7 (each year through 2017-18)
B. EDU306 Mirrors, Windows, Sliding Glass Doors Assignment, criterion 4 (each year, beginning 2018-19)

Criteria for Success (if applicable):
A. 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."
B. 80% or more of students earn a 3 (on a scale of 1-3, with 1 being low) on rubric criterion 4, "Oral presentation of the 6 resources/books with an explanation of the criteria used to select the source and how you would use/apply it in your classroom."

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 (Outcome Measure A):

Oral Communication	Target: Average Score for the Group is 3.5 or higher.			
	2014-15	2015-16	2016-17	2017-18
Outcome 1a: Effective Oral Communication	3.94	3.79	3.85	3.59

Longitudinal Data (Outcome Measure B):

	Target: 80% or more earn a 3 (on 3-point rubric)			
Oral Communication	2018-19			
Outcome 1a: Effective Oral Communication	100%			

Conclusions Drawn from Data:
Target it met. Students are performing at a high level in their oral communication skills. This is encouraging, as good oral communication is a key characteristic of effective teachers. The score is affirming of the efforts made in EDU306 (and in the two prior EDU courses) which prepare candidates in this area by consistent practice presenting to their classmates and instructor, with feedback.

Changes to be Made Based on Data:
EDU 306 faculty have designed a new assignment that requires all students to present to their peers. This offers us with a new assessment measure, believed to better evaluate students' oral presentation skills than the previous assessment. We will use this new assessment again next year and intend to re-evaluate the efficacy of this particular assessment for this core competency.

Rubric Used (Outcome Measure A)

	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

Rubric Used (Outcome Measure B)

EDU306 - Mirrors, Windows, and Sliding Glass Doors Diversity Assignment
Scoring Rubric

	Score 1	Score 2	Score 3
1. **Explains** the importance of schools and teachers supporting diverse and cross-cultural communities, as well as **specifies** ways for schools and teachers to demonstrate a commitment do so.	Minimal, limited, cursory, inconsistent, ambiguous, or weakly connected identifiable reasons to support diverse and cross-cultural communities. Does not include specific ways for schools and teachers to demonstrate this commitment.	Appropriate, relevant, accurate, clear, and purposefully connected identifiable reasons to support diverse and cross-cultural communities. Limited/minimal inclusion of specific ways for schools and teachers to demonstrate this commitment.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected identifiable reasons to support diverse and cross-cultural communities. Includes specific ways for schools and teachers to demonstrate this commitment.
2. **Specifies** the important role that multicultural / cross-cultural books and instructional materials play in supporting diverse and cross-cultural communities. **Refers** to the concept of "mirrors, windows, and sliding class doors."	Minimal, limited, cursory, inconsistent, ambiguous, or weak explanation for the important role that multicultural and cross-cultural books and instructional materials play in supporting diverse communities. Minimal / no reference to the concept of "mirrors, windows, and sliding glass doors."	Appropriate, relevant, accurate, clear, and purposefully connected explanation for the important role that multicultural and cross-cultural books and instructional materials play in supporting diverse communities. Limited/minimal reference to the concept of "mirrors, windows, and sliding glass doors."	Detailed, appropriate, relevant, accurate, clear, and purposefully connected explanation for the important role that multicultural and cross-cultural books and instructional materials play in supporting diverse communities. Refers to the concept of "mirrors, windows, and sliding glass doors."
3. **Identify** 6 resources/ books (title, author, publisher, date) with an **explanation** of the criteria used to select the source and **application** in your classroom.	Inappropriate, irrelevant, inaccurate or missing logical explanation for the selection of fewer than 4 multicultural and cross-cultural books. Minimal/no explanation of the criteria used to select the source and application in the classroom.	Appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of fewer than 6 multicultural and cross-cultural books. Limited/minimal explanation of the criteria used to select the source and application in the classroom.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of the 6 multicultural and cross-cultural books. Includes a comprehensive explanation of the criteria used to select the source and application in the classroom.

4. **Oral presentation** of the 6 resources/books with an explanation of the criteria used to select the source and how you would use/ apply it in your classroom.	Inappropriate, irrelevant, inaccurate or missing logical explanation for the selection of fewer than 4 multicultural and cross-cultural books. Minimal/no explanation of the criteria used to select the source and application in the classroom. Presentation was unprepared and unprofessionalism.	Appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of fewer than 6 multicultural and cross-cultural books. Limited/minimal explanation of the criteria used to select the source and application in the classroom. Presentation lacked preparation and professionalism.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of the 6 multicultural and cross-cultural books. Includes a comprehensive explanation of the criteria used to select the source and application in the classroom. Professional, well-prepared presentation.
5. **Discussion Board Posting/Small Group Discussion** of the 6 resources/books with an explanation of the criteria used to select the source and how you would use/apply it in your classroom	Inappropriate, irrelevant, inaccurate or missing logical explanation for the selection of fewer than 4 multicultural and cross-cultural books. Minimal/no explanation of the criteria used to select the source and application in the classroom.	Appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of fewer than 6 multicultural and cross-cultural books. Limited/minimal explanation of the criteria used to select the source and application in the classroom.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of the 6 multicultural and cross-cultural books. Includes a comprehensive explanation of the criteria used to select the source and application in the classroom.
Total _____/15			

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:

Written Communication	Target: Average Score for the Group is 3.5 or higher				
	2014-15	2015-16	2016-17	2017-18	2018-19
Outcome 1b: Effective Written Communication	4.00	3.78	3.38	3.23	3.58

Conclusions Drawn from Data:
Target is met. Students are performing at a high level in their written communication skills and have risen above the 3.5 target once again. In order to facilitate calibration across instructors for this course and its graduate equivalent, the undergraduate faculty instructor met with the faculty from the graduate campuses in the fall. Additional calibration meetings are scheduled to happen annually.

Changes to be Made Based on Data:
We will continue to review the rubric criteria with the candidates at the beginning of the semester and to calibrate faculty instructors on the scoring rubric. We will share anchor papers with candidates. Assignments that occur before this signature assessment, in this course and in previous EDU courses, 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 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.c. Candidates will employ critical thinking and logic to solve problems in a variety of environments, to include the K-6 classroom.

Outcome Measure:
   A. Teaching Performance Assessment Task 2 (each year, though 2017-18)
   B. Assignment #3 – Lesson Observation and Critique (from 2018-19 onward)

Criteria for Success (if applicable):
   A. Average score for the group is 3.0 or higher (on a scale of 1-4 with 1 being low) on TPA task 2.
   B. Average score for the group is 6.0 or higher (on a scale of 0-8 with 0 being low) on Criterion #4 (Reflection Suggestions) on Assignment #3 – Lesson Observation and Critique.

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 (Outcome Measure A):

Critical Thinking:	Target: Average Score for the Group is 3.0 or higher (Outcome Measure A)			
	2014-15	2015-16	2016-17	2017-18
Outcome 1c: Employ critical thinking and logic to solve problems	2.89	2.98	3.0	3.07

Longitudinal Data (Outcome Measure B):

Critical Thinking:	Target: Average score is 6.0 or higher			
	2018-19			
Outcome 1c: Employ critical thinking and logic to solve problems	5.95			

Conclusions Drawn from Data:
Target is nearly met. The vast majority of students earned a score of 6 or higher on this particular outcome measure. However, there were two students who did not provide any suggestions for improving the class session for which they observed and, as such, earned a score of 0 (out of 8). This resulted in a lower student average.

Changes to be Made Based on Data:
In the 2019-2020 year, there will be two new professors instructing for EDU3002 and EDU4004 (formerly EDU 302 and 404). The department will work closely with both of these instructors to underline the importance of incorporating opportunities for critical thinking, and allowing for reflection upon those opportunities, with our students. By placing an intentional focus on these opportunities and assignments, and by calling attention to them, in all four of our course EDU courses, we hope to exceed the target in future years.

Rubric Used

TPA Task 2 - Designing Instruction

📄 Export to Word

	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:					

Assignment #3 – Lesson Observation and Critique (Criterion #4)

	Level 1 Developing	Level 2 Emerging	Level 3 Competency	Level 4 Mastery	TOTAL
Reflection: Suggestions	Reflection did NOT include suggestions as to how to support additional aspects of a problem-solving classroom*	*Minimal* suggestions regarding how to support additional aspects of a problem-solving classroom were made; suggestions were general, ambiguous, or incomplete	*Some* suggestions regarding how to support additional aspects of a problem-solving classroom were made; suggestions were partially aligned with observations made	*Many* suggestions regarding how to support additional aspects of a problem-solving classroom were made; suggestions were specifically aligned with observations made	

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:
   A. Teaching Performance Assessment Task 2 (each year, up though 2017-18)
   B. Assignment #5 – Lesson Plan, Presentation, and Reflection (from 2018-19 onward)

Criteria for Success (if applicable):
   A. 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".
   B. 85% of students earn 85/100 points or higher on Assignment #5 – Lesson Plan, Presentation, and Reflection

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 (Outcome Measure A):

Information Literacy:	Target: Average Score for the Group is 3.0 or higher			
	2014-15	2015-16	2016-17	2017-18
Outcome 1.d. Candidates will utilize specific content information from a	2.93	3.07	2.96	3.04

variety of sources for instructional planning.				

Longitudinal Data (Outcome Measure B):

Information Literacy:	Target: 85% of students earn 85/100 or higher			
	2018-19			
Outcome 1.d. Candidates will utilize specific content information from a variety of sources for instructional planning.	86.4%			

Conclusions Drawn from Data:
Target is met. With the California CTC decision to modify the current teacher performance assessments, we've had to change our outcome measurement for this core competency. While students are still gaining exposure and experience with integrating content, practice, assessment data, and student knowledge into their lesson planning as part of this course, they are no longer assessed in this competency by a state generated performance assessment. We are presently using an instructor generated assessment – and rubric – for the same competency. The current outcome measure and criteria for success seem appropriate.

Changes to be Made Based on Data:
At this point, there are no plans to change the assessment, outcome measure, or target. We will collect data on this competency using the same outcome measure next year, which will provide us with additional data to determine whether changes should be made in the future.

Rubric Used (Outcome Measure A)

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:					

Rubric Used (Outcome Measure B)

	Level 1 Developing	Level 2 Emerging	Level 3 Competency	Level 4 Mastery	TOTAL
Identification of the CaCCSS standard for lesson	Standard is NOT identified (0 points)	Standard that is identified is not appropriately aligned with the lesson that is planned. (2 points)	Standard that is identified is appropriate for the lesson planned. Standard that is identified is not from CaCCSS. (3 points)	Standard that is identified is appropriate for the lesson planned. Standard that is noted is from CaCCSS. (5 points)	
Learning Objectives	Learning objectives are NOT included (0 points)	Learning objectives are vague or not aligned well with the lesson planned nor the standard specified. (2 points)	Learning objectives are mostly clear, somewhat aligned with the lesson planned and the standard specified. (3 points)	Learning objectives are very clear, and clearly align with the lesson planned and the standard specified. (5 points)	
Assessments	Minimal opportunity for assessment is included. Assessments that are included are vaguely described. (2 points)	Some formative and summative assessments are included. Assessments are somewhat clear and are partially aligned with the lesson activities. (4 points)	Formative and summative assessments are included. Assessments are described and mostly aligned with the lesson activities. (7 points)	Excellent integration of formative and summative assessments. Assessments are clearly described. (10 points)	
Differentiation strategies	NO methods of differentiation are explicitly included. (0 points)	Some methods of differentiation are included. Differentiation that is included is vaguely described and only applies to one group of learners. (4 points)	Several methods of differentiation are included. Differentiation that is included is mostly clear. Differentiation applies to at least two groups of learners. (7 points)	Many methods of differentiation are included. Differentiation that is included is clearly described. Differentiation applies at least 3 groups of learners. (10 points)	
Opportunities for sharing mathematical ideas	Lesson does not provide opportunity for students to share and represent their mathematical ideas with one another. (0 points)	Lesson provides only limited opportunity for students to share and represent their mathematical ideas with one another as well as with their instructor. (2 points)	Lesson provides some opportunities for students to share and represent their mathematical ideas with one another as well as with their instructor. (3 points)	Lesson provides multiple opportunities for students to share and represent their mathematical ideas with one another as well as with their instructor. (5 points)	
Learning Activities	Learning activities are not age appropriate, ambiguously described, and do not align with the standard specified. The learning sequence does not allows for activities and learning to build throughout the lesson. (10 points)	Learning activities are somewhat age appropriate, somwhat described, and partially align with the standard specified. The learning sequence somewhat allows for activities and learning to build throughout the lesson. (15 points)	Learning activities are mostly age appropriate, mostly clear, and align with the standard specified. The learning sequence mostly allows for activities and learning to build throughout the lesson. (20 points)	Learning activities are age appropriate, clearly described, and clearly align with the standard specified. The learning sequence allows for activities and learning to build from opening to closing. (25 points)	

In-class Presentation	Presentation was carried out with numerous interruptions. Limited interaction with and between learners. Activity instructions were ambiguous. Many materials were not present. (5 points)	Presentation was carried out with several interruptions. Some interaction with and between learners. Activity instructions were somewhat clear. Some materials were present. (10 points)	Presentation was carried out with minimal interruptions. Interaction with and between learners was good. Activity instructions were mostly clear. Most materials were present. (15 points)	Presentation was well carried out. Interaction with and between learners was excellent. Activities were clearly introduced. All materials were present. (20 points)	
Reflection	Reflection was poorly written. Suggestions for improvement showed minimal thought and were not aligned with presentation. (5 points)	Reflection was somewhat vague or ambiguous. Suggestions for improvement showed minimal thought and were somewhat aligned with presentation. (10 points)	Reflection was mostly clear. Suggestions for improvement showed some thought and were mostly aligned with presentation. (15 points)	Reflection was well written. Suggestions for improvement showed clear thought and were aligned with presentation. (20 points)	

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:
- A. Teaching Performance Assessment Task 2 (each year, through 2017-18)
- B. EDU306 Mirrors, Windows, Sliding Glass Doors Assignment, criterion 2 (each year, <u>beginning 2018-2019</u>)

Criteria for Success (if applicable):
- A. 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".
- B. 80% or more students average a 2.5 or higher (on a scale of 1-3 with 1 being low) across rubric criteria 1, 2, and 3 for this assignment

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

Longitudinal Data (Outcome Measure A):

Critical Thinking:	Target: Average Score for the Group is 3.0 or higher			
	2014-15	2015-16	2016-17	2017-18
Outcome 2.a. Candidates will apply an interdisciplinary understanding of content regarding	2.64	2.8	2.95	3.01

diverse and cross-cultural communities.				

Longitudinal Data (Outcome Measure B):

	Target: 80% of students earn at least at 2.5 average across rubric criteria 1, 2, and 3			
Critical Thinking:	2018-19			
Outcome 2.a. Candidates will apply an interdisciplinary understanding of content regarding diverse and cross-cultural communities.	100%			

Conclusions Drawn from Data:
Target is met. With the California CTC decision to modify the current teacher performance assessments, we've had to change our outcome measurement for this core competency. While students are still gaining exposure to and experience with working with students from diverse cultural backgrounds, they are no longer assessed in this competency by a state generated performance assessment. We are presently using an instructor generated assessment – and rubric – for the same competency. The current outcome measure and criteria for success seem appropriate.

Changes to be Made Based on Data:
Elaboration and refinement of instructional strategies appropriate for a diverse student population will continue to be a major focus of this department. Instruction on meeting all of our students' needs is integrated into all core education courses. At this point, there are no plans to change the assessment, outcome measure, or target. We will collect data on this competency using the same outcome measure next year, which will provide us with additional data to determine whether changes should be made in the future.

Rubric Used (Outcome Measure A)

TPA Task 2 - Designing Instruction

🄦 Export to Word

	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:					

Rubric Used (Outcome Measure B)

**EDU306 - Mirrors, Windows, and Sliding Glass Doors Diversity Assignment
Scoring Rubric**

	Score 1	Score 2	Score 3
1. **Explains** the importance of schools and teachers supporting diverse and cross-cultural communities, as well as **specifies** ways for schools and teachers to demonstrate a commitment do so.	Minimal, limited, cursory, inconsistent, ambiguous, or weakly connected identifiable reasons to support diverse and cross-cultural communities. Does not include specific ways for schools and teachers to demonstrate this commitment.	Appropriate, relevant, accurate, clear, and purposefully connected identifiable reasons to support diverse and cross-cultural communities. Limited/minimal inclusion of specific ways for schools and teachers to demonstrate this commitment.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected identifiable reasons to support diverse and cross-cultural communities. Includes specific ways for schools and teachers to demonstrate this commitment.
2. **Specifies** the important role that multicultural / cross-cultural books and instructional materials play in supporting diverse and cross-cultural communities. **Refers** to the concept of "mirrors, windows, and sliding class doors."	Minimal, limited, cursory, inconsistent, ambiguous, or weak explanation for the important role that multicultural and cross-cultural books and instructional materials play in supporting diverse communities. Minimal / no reference to the concept of "mirrors, windows, and sliding glass doors."	Appropriate, relevant, accurate, clear, and purposefully connected explanation for the important role that multicultural and cross-cultural books and instructional materials play in supporting diverse communities. Limited/minimal reference to the concept of "mirrors, windows, and sliding glass doors."	Detailed, appropriate, relevant, accurate, clear, and purposefully connected explanation for the important role that multicultural and cross-cultural books and instructional materials play in supporting diverse communities. Refers to the concept of "mirrors, windows, and sliding glass doors."
3. **Identify** 6 resources/ books (title, author, publisher, date) with an **explanation** of the criteria used to select the source and **application** in your classroom.	Inappropriate, irrelevant, inaccurate or missing logical explanation for the selection of fewer than 4 multicultural and cross-cultural books. Minimal/no explanation of the criteria used to select the source and application in the classroom.	Appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of fewer than 6 multicultural and cross-cultural books. Limited/minimal explanation of the criteria used to select the source and application in the classroom.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of the 6 multicultural and cross-cultural books. Includes a comprehensive explanation of the criteria used to select the source and application in the classroom.

4. **Oral presentation** of the 6 resources/books with an explanation of the criteria used to select the source and how you would use/apply it in your classroom.	Inappropriate, irrelevant, inaccurate or missing logical explanation for the selection of fewer than 4 multicultural and cross-cultural books. Minimal/no explanation of the criteria used to select the source and application in the classroom. Presentation was unprepared and unprofessionalism.	Appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of fewer than 6 multicultural and cross-cultural books. Limited/minimal explanation of the criteria used to select the source and application in the classroom. Presentation lacked preparation and professionalism.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of the 6 multicultural and cross-cultural books. Includes a comprehensive explanation of the criteria used to select the source and application in the classroom. Professional, well-prepared presentation.
5. **Discussion Board Posting/Small Group Discussion** of the 6 resources/books with an explanation of the criteria used to select the source and how you would use/apply it in your classroom	Inappropriate, irrelevant, inaccurate or missing logical explanation for the selection of fewer than 4 multicultural and cross-cultural books. Minimal/no explanation of the criteria used to select the source and application in the classroom.	Appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of fewer than 6 multicultural and cross-cultural books. Limited/minimal explanation of the criteria used to select the source and application in the classroom.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of the 6 multicultural and cross-cultural books. Includes a comprehensive explanation of the criteria used to select the source and application in the classroom.
Total _____/15			

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):
    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:

Vocational/Values:	Target: 90% of Students Will Apply Faith-Based Influences Often or Consistently				
	2014-15	2015-16	2016-17	2017-18	2018-19
Outcome 2.b. Candidates will apply faith-based influences and beliefs within educational settings.	95%	83%	86.3%	93.75%	90.32%

Conclusions Drawn from Data:
Target is met. The department faculty and staff stress the importance of being a positive representative of the profession and PLNU when they enter their fieldwork classrooms. We have made it clearer to our candidates over the years that this quality needs to be evident in their work, and we see positive results.

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 department meetings with new and veteran faculty. Further, we will continue 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. This is a practice we started in the 2016-17 year.

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):
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:

Vocational/Values:	Target: Average Score for the Group is 3.0 or higher				
	2014-15	2015-16	2016-17	2017-18	2018-19
Outcome 3.a. Candidates will reflect on and engage in spiritual and professional growth opportunities in personal and educational settings.	3.75	4.0	3.89	3.46	3.93

Conclusions Drawn from Data:

Target is met. The average score level for this criterion in our dispositions' assessment is generally high, because the Education curriculum is centered encouraging students to reflect upon their learning and making changes based on that reflection. This year every candidate was scored on being a "reflective learner" at a proficient level or higher (a score of 3, 3.5 or 4).

Changes to be Made Based on Data:

We will continue to focus on collecting valid data on this measure from candidates and professors. This particular assessment is administered in EDU 302 (initial course of the EDU coursework sequence) and in EDU 324 (the final course of the EDU coursework sequence). Each year, the importance of these dispositions is discussed as a department, and we underscore these elements of proficient teaching practice/behavior with all of our students. In the coming year, we intend to place an intentional focus on this disposition assessment in EDU302, and we are training both faculty and students on its meaning.

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):
    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:

Vocational/Values:	Target: 90% Percentage of Students Will Serve Willingly "Often" or "Consistently" (prior to 2018-19) 90% Percentage of Students Will Serve Willingly "Consistently" (2018-19 onward)				
	2014-15	2015-16	2016-17	2017-18	2018-19
Outcome 3b. The candidate demonstrates an attitude of service to students in the classroom	94%	86%	94%	100%	90%

Conclusions Drawn from Data:
Target is met. Even with the transition to raising the target to 90% of students scoring at the "consistent" level (rather a combined total of students scoring at the "often" or "consistent" levels), the target was met.

Changes to be Made Based on Data:
We will continue to emphasize with our candidates this important assessment area of effective service to the community. Further, we will continue to implement 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.

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