ISEE Program Learning Outcome 1:
Evaluate the educational, cultural, interpersonal and social environments within the professional workplace from an ethical and Christian context.

Outcome Measure:
"Describing Classroom Environment" section of Teaching Performance Assessment, Task 4.

Criteria for Success (if applicable):
Average score for the group is 3.33 or higher (on a scale of 1-4 with 1 being low).

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 3.0 or higher			
	2015-16	2016-17	2017-18	2018-19
PLO 1 - Evaluation	3.0	3.67	3.25	3.38

Conclusions Drawn from Data:
Target is met. Students are performing at an appropriate level in their evaluation of the professional workplace environment with regards to its educational, cultural, interpersonal and social context.

In 2018 we raised our criteria for success on this indicator given the history of success on PLO1.   We rose above the target in 2018-19 but will need to continue to focus on multiple perspectives to meet this high standard.

Changes to be Made Based on Data:
We will continue to highlight in each course the importance of evaluating the learning environment from every student's perspective in order to provide excellent teaching.

This is the last year we will rely on this outcome measure. A new form of the TPA has begun to phase in and will be fully implemented in the 2019-20 academic year. This outcome measure will accordingly change.

Rubric Used:

TPA Task 4 - Culminating Teaching Experience

	Far Below Standard	Below Standard	Meets Standard	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.	
Describing Classroom Environment.	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.	
Analyzing student evidence and assessment.	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:					

ISEE Program Learning Outcome 2:
Demonstrate problem solving and decision-making skills within the context of a diverse educational environment.

Outcome Measure:
Overall score on Teaching Performance Assessment, Task 4.

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).

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 3.0 or higher			
	2015-16	2016-17	2017-18	2018-19
PLO 2 - Application	2.83	3.33	3.04	3.13

Conclusions Drawn from Data:
Target is met. Students are performing above our intended target. Demonstrating problem solving and decision-making skills within the context of a diverse educational environment is consistently the most difficult skill set for teacher candidates to acquire, and our candidates are doing very well in this area. Each classroom setting that they experience is diverse for different reasons.

Changes to be Made Based on Data:
We will continue to cover the different student diversities through case studies we have designed for the EDU306 course where they start to develop this skill set to bring this average up to 3.5 next year.

This is the last year we will rely on this outcome measure. A new form of the TPA has begun to phase in and will be fully implemented in the 2019-20 academic year. This outcome measure will accordingly change.

Rubric Used

TPA Task 4 - Culminating Teaching Experience

	Far Below Standard	Below Standard	Meets Standard	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.	
Describing Classroom Environment.	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.	
Analyzing student evidence and assessment.	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:					

ISEE ADC Program Assessment Data

ISEE Program Learning Outcome 3:
Distinguish how the role of a teacher-leader needs to continually adapt in relation to individual student needs, social and cultural influence, and school context.

Outcome Measure:
Making Adaptations section of Teaching Performance Assessment, Task 4

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).

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			
	2015-16	2016-17	2017-18	2018-19
PLO 3 - Analysis	2.5	3.0	3.0	2.88

Conclusions Drawn from Data:
Target is not met. Students not are performing at the level of our intended target.

Changes to be Made Based on Data:
This is the last year we will rely on this outcome measure. A new form of the TPA has begun to phase in and will be fully implemented in the 2019-20 academic year. This outcome measure will accordingly change. While the change in indicator offers an opportunity to refocus instruction there remains much work to do to ensure we are preparing all candidates to meet the instructional needs of a diverse student population. Preparation courses are taught by a number of instructors over the course of the year. Actively calibrating across multiple instructors and sections will ensure outcomes are aligned to learning outcomes.

This target has historically been a challenge for SOE. Over the last four reports candidates have scored below target twice and hit it twice. The new format TPA prompts students to submit a sample lesson where they teach to a class of students while specifically focusing on three "focus" students representing diverse teaching needs: one social-emotional, one English learner, and a student with special needs. The degree to which candidates address the needs of each 'focus' student is scored individually, as are five other elements of the exercise. This prompts attention to the diverse needs of each student group.

EDU306 instructors have eight case studies to draw into the course. Ensuring candidates gain experience analyzing them in order to better understand the issues faced by diverse groups in global and/or cross-cultural contexts is critical. These outcome data will be shared with instructors at aggregate and individual student levels to drive improvement. Additionally, as SOE students increasingly transition to the new TPA and its data comes in, SOE will reconcile results from the new exam with those of the old particular focus must be paid to the Criteria for success as SOE seeks to answer whether 3.0 on a five point scale (1-5) is a true indicator of success.

Rubric Used

TPA Task 4 - Culminating Teaching Experience

	Far Below Standard	Below Standard	Meets Standard	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.	
Describing Classroom Environment.	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.	
Analyzing student evidence and assessment.	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:					

ISEE ADC Program Assessment Data

ISEE Program Learning Outcome 4:
Evaluate personal, inter-personal social strengths and weaknesses, and incorporate personal style to effectively and ethically influence the workplace.

Outcome Measure:
Disposition Assessment scores – self, professor and host teacher

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).

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			
	2015-16	2016-17	2017-18	2018-19
PLO 4 - Synthesis	3.39	3.50	3.72	3.83

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 evaluating one's own practice based on feedback from multiple sources. This year it seems every candidate was a reflective learner at or above the proficient level.

Changes to be Made Based on Data:
Throughout the 2018-19 and into the 2019-20 school years SOE is engaging in faculty discussions reviewing dispositions and their role as a critical framework in our work. Initial discussions examined dispositions data cross-sectionally and longitudinally. We asked whether dispositions were stable or dynamic and how the way we viewed them could influence how we incorporate them in classes and whether they could be changed over time. SOE is studying its capacity to develop reflective learners in these discussions. We anticipate continued growth and faculty buy-in through ongoing examinations and refinement.

Rubric Used

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.

·   Note behavioral evidence to substantiate rating regardless of score level.

Indicator	Perf. Level (1-4)	Behavioral Evidence to Look For:
1. 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, demonstrating coherence in attitudes and actions.		-Treats all students and adults equally with civility and grace -Retains a non-judgmental demeanor -Displays professionalism in dress, posture and attitude -Committed to social justice, equity and cultural competency -Consistent in word and actions -Practices forgiveness and love for one another. -Follows through with commitments
2. Spirit of Harmony and Collaboration The candidate actively contributes to the learning community with caring, patience and respect for the diversity of learners. 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. The candidate's flexibility and humility assures that all students have the opportunity to achieve to their potential.		-Cooperative and flexible when working in a group, and easily moves between a leadership role and a participant role. -Openly considers the contributions of diverse learners. -Proactive rather than reactive with classmates, teachers, parents, staff and students. -Employs healthy conflict resolution skills in one-on-one and group situations. -Assists in resolving conflict and promotes acceptance of one another. -Shows interest and care for other classmates and their contributions, and equal interest for all students in their classrooms.
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
4. Professional and Positive Perseverance The candidate displays passion for teaching and learning by remaining positive, engaged and accountable to the norms and expectations of the learning community, especially when academic or professional assignments are perceived as challenging. The candidate is reflective and receptive to formative feedback.		-Enthusiastic, energetic, prepared, constantly reflecting and improving. -Seeks feedback from other professionals with a positive spirit. -Willingly participates in the school community activities outside of the classroom. -Remains involved in the planning and innovation necessary of professionals. -Holds high expectations for all, and scaffolds learning when assignments are challenging. -Remain aware of all the profession requires and makes changes to own 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.