PROGRAM REVIEW
for the School of Education

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Point Loma Nazarene University
3900 Lomaland Drive | San Diego, CA 92106

2012

This template is provided for academic units whose programs adhere to professional standards and who have recently submitted an accreditation self-study. Use of this template will help professors of those academic units as they respond to the requirements of the PLNU Self-Study and will assist members of the Program Review Committee as they oversee the entire program review process..

Please note where the following can be found in the program's accreditation self-study and in those cases where specific issues are not addressed (NC) please add the appropriate analysis and narrative at the end of this addendum. Refer to the Program Review Guidelines for in-depth description of each section.

Name of Academic Unit: School of Education (SOE)

Program(s):

Masters in Teaching (MAT)
Multiple Subject Teaching Credential
Single Subject Teaching Credential
Special Education Mild Moderate Teaching Credential
Special Education Moderate Severe Teaching Credential
Special Education Masters
Ed. Specialist Clear
Added Authorizations in Special Education: Autism, Emotional Disability, Early Childhood, Other Health Impaired, & Traumatic Brain Injury
Masters in Education: Teaching and Learning
General Education Clear Credential
CLAD Credential
Reading Literacy Added Authorization
Masters in Education: Counseling
Pupil Personnel Services Credential
Child Welfare and Attendance Credential
Masters in Education Leadership
Administrative Services Preliminary Credential
Administrative Services Clear Credential

Center(s): Arcadia Regional Center (teach-out) Bakersfield Regional Center, Corona Regional Center, & Mission Valley Regional Center

Location in Accreditation Self-study (page #) or NC	Topic	Comments
See NCATE Exhibit Room at: https://w.taskstream.com/ts/railsback/NCATEAccreditation201112 The password is plnuncate. Select The PLNU School of Education Institutional Report on left. *1. See pages 4-11 for overview and descriptions.*	**Program Description and Overview**	This gives an overview of all of the degree programs and credentials that are currently offered in the SOE.
See NCATE Exhibit Room at https://www.taskstream.com/TS/railsback/NCATEAccreditation201112 The password is plnuncate. Select Standard 1on left, then select the individual program(s). *1. See Biennial Reports for 2009 and CTC responses.* *2. See Biennial Reports for 2011.* Select NCATE Accreditation Documents on left. *1. See NCATE Accreditation Verification.* Select CTC Accreditation Documents on left. *1. See CTC Accreditation Verification.*	**Summary of Recommendations from Previous Program Review**	This archives the SOE's accreditation history with the California Commission on Teacher Credentialing (CTC) and National Council of Accreditation for Teacher Education (NCATE).
See NCATE Exhibit Room at: https://w.taskstream.com/ts/railsback/NCATEAccreditation201112 The password is plnuncate . Select NCATE Application and Pre-Conditions. *See Conceptual Framework, and other pre-condition documents for national accreditation.*	**History, development, expectations for the program**	This documents the history of applying for national accreditation (accredited granted in Fall, 2012).
See NCATE Exhibit Room at: https://w.taskstream.com/ts/railsback/NCATEAccreditation201112 The password is plnuncate . *Select PLNU Institutional Report on left.* *1. See PLNU Institutional Report addendum.* *2. See Information Requested at site visit.* *3. See Rejoinder.*	**Please write a narrative describing the actions taken based on previous professional accreditation recommendations and findings**	During the off-site visit, additional information was requested and provided. At the visit, there were additional requests and these requests were provided for. The results of this visit stated that all standards were met for all programs. However, both the mild/moderate and moderate/severe preliminary credential programs were "met with concerns." This was based on what the reviewer claimed was

		insufficient field experience. The SOE felt this to be an error, hence the rejoinder is attached.

NOTE: (1) Please end each section with summarizing key findings and recommendations
(2) NC – Not covered in the accreditation self-study

PART I – Institutional and Program Alignment of Vision, Mission, Core Values, and Learning Outcomes

Location in Accreditation Self-study (page #) or NC	Topic	Comments
See PLNU SOE Accreditation Electronic Exhibit Room: https://w.taskstream.com/ts/railsback/NCATEAccreditation201112 The password is plnuncate. Select NCATE Application and Pre-Conditions. *1. See Conceptual Framework, pages 11-14.*	**Alignment of the Program with the University's Missions, Core Values and Goals**	Alignment is clearly defined in this section of the SOE Conceptual Framework.
See PLNU SOE Accreditation Electronic Exhibit Room: https://w.taskstream.com/ts/railsback/NCATEAccreditation201112 The password is plnuncate. Select NCATE Application and Pre-Conditions. *1. See Conceptual Framework, pages 11-14 and 24-36.*	**Alignment of the Program Learning Outcomes to the Institutional Learning Outcomes**	This section of the SOE Conceptual Framework aligns each of the program's candidate learning outcomes, program's learning outcomes, and the SOE outcomes with the institutional learning outcomes.

PART I - Institutional and Program Alignment of Vision, Mission, Core Values, and Learning Outcomes,	
Key Findings	**Recommendations**
The mission of the Point Loma Nazarene University School of Education is to serve as a vital Christian learning community that exists to develop high-performing, reflective educators of noble character who impact the lives of learners to influence the broader community. Its vision is to become a prominent Christian voice in higher education – looked at as a wellspring of resources and support in the areas of pedagogy, leadership, clinical practice, technology, and innovation. The School of Education (SOE) seeks to be recognized as a Christian learning community that promotes excellence in academic preparation, wholeness in personal development, faithfulness to	Standard Met for both initial and advanced programs; no recommendations made.

mission, a source of expertise and resources within the surrounding communities, vital force of change in the transformation of educational landscapes, exemplary model of servant leadership and commitment to ministry, and a candidate-centered learning environment where diversity is respected, valued, and encouraged.

As a community of faithful learners, PLNU's philosophy and purpose for learning is to engender greater and deeper love for God and all that God has created, exploring the world in the confidence of God's grace, seeking faithfulness to the Wesleyan tradition and engage in the learning process striving to live faithfully toward Jesus Christ.

Institutional Learning Outcomes (ILOs) provide three institutional themes with seven supporting goals aligned to university mission, vision, and values and are used to inform program outcomes in each of the university's academic units including the SOE:

Learning, Informed by our Faith
1. Displays openness to new knowledge and perspectives.
2. Thinks critically, analytically and creatively.
3. Communicates effectively.

Growing, In a Faith Community
1. Demonstrates God-inspired development and understanding of others.
2. Lives gracefully within complex environmental and social contexts.

Serving, In a Context of Faith
1. Engages in actions that reflect Christian discipleship in a context of communal service and collective responsibility.
2. Serves both locally and globally.

All candidates demonstrate program-driven proficiencies that are in alignment with the standards adopted by the California Commission of Teacher Credentialing (CTC) and with the unit's purposes and goal-driven outcomes. Though each program encompasses different content areas, curricular design and integrity are provided through key assessments linked to university and unit outcomes proficiencies.
Ethical and value-based dispositions are cited as a critical factor in becoming a successful educator. The unit considers the relationship between ethical and value-based dispositions and candidate behaviors as the underlying foundation in all of their work and endeavors. Candidates are expected to experience

continuous "whole person" transformation in the context of an intentional Christian professional learning community. The SOE has adopted a set of eight dispositions in alignment with the university's mission, vision, and core values and serve as the working norms for all stakeholders who work collaboratively toward a shared vision of successful candidate learning and program effectiveness:

Honesty & Integrity
Perseverance with Challenge, Flexibility and Humility
Dignity & Honor
Self-Awareness/Calling
Caring, Patience, and Respect
Diligence in Work Habits and Responsibility for Learning
Harmony in Learning Community

The SOE requires and supports candidate use of a variety of technologies to engage in and extend coursework. In all coursework candidates use technology tools to facilitate their communication, collaboration, research, understanding, reflection, application and presentation of course content.

Candidates also interact with and gain exposure to assistive technology, software, Web 2.0 resources, and other technology tools that target the achievement needs of P-12 students in general education, special education, and those who are also English learners.

Diversity is defined at PLNU within the context of a continued celebration of the blessings that emanate from different abilities, ethnic, cultural, racial, national origins, religious, and socio-economic backgrounds. As stated in the SOE's vision, true advocacy is considered to begin with each faculty member's understanding and belief in the positive power of diversity. Candidates are exposed to ethnic, social, cognitive, and cultural diversity within learning communities and supported in the transferring of these theoretical principles of social justice into educational practices throughout their course of study.

The unit has identified four categories of assessments
1. Candidate Progress through the Program (Key Transition Point Assessments)
2. Candidate Performance (Key Signature Assignment Assessments in Alignment with State Standards
and Disposition Assessments)
3. Program Graduate Performance (Exit Surveys and Follow-up Surveys of Preparation and

Performance)
4. Assessment of Unit and Program Operations

These data are derived from multiple stakeholders, representing both internal and external sources. They are routinely and systematically compiled, analyzed, and reported with the intention of improving candidate performance, program quality, and unit operations. The Dean, Associate Deans, and Program Directors provide oversight for data collection. Field experiences and signature assessments are collected, stored, and analyzed by the School of Education faculty. Courses and other data, such as admissions, GPA, CBEST and CSET scores, and demographics, are obtained from the Office of Institutional Research, the Dean of the Graduate School, the Office of the Registrar, and the Admissions Office. The Dean, as head of the unit, is responsible for the aggregation and dissemination of data.

PART II – Capacity and Resource for Academic Quality

Location in Accreditation Self-study (page #) or NC	Topic	Comments
See PLNU SOE Accreditation Electronic Exhibit Room: https://w.taskstream.com/ts/railsback/NCATEAccreditation201112 The password is plnuncate. Select Overview of SOE. *1. See regional center enrollment.* Select Standard 1 and select individual programs. *1. See Biennial Reports for 2009 enrollment and completers.* *2. See Biennial Reports for 2011 enrollment and completers.* Select AACTE PEDS Reports. *1. See SOE submission reports for 2011, 2012, & 2013 for enrollment trends and retention data.*	**External Demand for the Program(s): Analysis of enrollment trends and retention data**	Evidence cites the enrollment and retention.
	Internal Demand for the Program(s): such as service courses	
See PLNU SOE Accreditation Electronic Exhibit Room: https://w.taskstream.com/ts/railsback/NCATEAccreditation201112 The password is plnuncate. Select Title II Reports *1. See Preliminary Credential Candidates and Completers from 2010-11, 2011-12, & 2012-13.* Select AACTE PEDS Reports. *1. See SOE submission reports for 2011, 2012, & 2013 for size, scope and productivity.*	**Size, Scope, and Productivity of the Program(s)**	U.S. Department of Education requires information on enrollment in teacher preparation programs through the submission of the Title II Reports. The American Association of Colleges for Teacher Education (AACTE) requires similar information in the Professional Education Data System (PEDS)
See PLNU SOE Accreditation Electronic Exhibit Room: https://w.taskstream.com/ts/railsback/NCATEAccreditation201112 The password is plnuncate. Select NCATE Institutional Report. *1. See Standard 6.* *2. See Infrastructure at 6a.7, page 107.* *3. See Technology at 6e, pages 112-115.* *4. See Physical Resources at 6d, pages 111-112.*	**Infrastructure: Technology & Physical Resources**	Resources are documented in the SOE Institutional Report for National Accreditation.

See PLNU SOE Accreditation Electronic Exhibit Room: https://w.taskstream.com/ts/railsback/NCATEAccreditation201112 The password is plnuncate. Select Standard Six, Unit Governance and Resources. *1. See 6b (Unit Budget), pages 107-108.* *2. See 6c.6 & 6c.7, page 111.* *3. See 2a., 115-116 (Moving to Target Level).*	**Financial Resources and Budget(s)**	Financial Resources and Budget are listed in this section.
See PLNU SOE Accreditation Electronic Exhibit Room: https://w.taskstream.com/ts/railsback/NCATEAccreditation201112 The password is plnuncate. Select Standard Six, Unit Governance and Resources. *1. See 6b (Unit Budget), pages 107-108.* *2. See 6c.6 & 6c.7, page 111* *3. See 2a., pages 115-116 (Moving To Target Level).*	**Revenue and Other Resources Generated by the Program**	Financial Resources and Budget are listed in this section.
See PLNU SOE Accreditation Electronic Exhibit Room: https://w.taskstream.com/ts/railsback/NCATEAccreditation201112 The password is plnuncate. *1. See Standard Six, Unit Governance and Resources.* *2. See 6b (Unit Budget), pages107-108.* *3. See 6c.6 & 6c.7, page 111.* *See 2a., pages 115-116 (Moving To Target Level).*	**Costs Associated with the Program(s)**	Financial Resources and Budget are listed in this section.
See PLNU SOE Accreditation Electronic Exhibit Room: https://w.taskstream.com/ts/railsback/NCATEAccreditation201112 The password is plnuncate . Select NCATE Application and Pre-Conditions. *1. See Conceptual Framework, pages 22-36 and 38-47.*	**Quality of Program Inputs and Processes**	Section V., of the Conceptual Framework addresses candidate proficiencies. In this section, the assessment system processes are clearly addressed.
See PLNU SOE Accreditation Electronic Exhibit Room: https://w.taskstream.com/ts/railsback/NCATEAc	**Academic Support Services**	Academic Support Services are addressed in these sections of the Institutional Report.

creditation201112 The password is plnuncate. Select Standard Six, Governance and Resources. *1. See 6a. Unit Leadership.* *2. See 6a.4 Candidate Advising and Counseling.* Select Standard One. *1. See individual program handbooks.* Select NCATE Institutional Report. *1. See pages 105-106.*		

PART II - Capacity and Resource for Academic Quality	
Key Findings	**Recommendations**
The School of Education (SOE) is one of three academic divisions at the university, headed by a dean who reports directly to the Provost/Chief Academic Officer. The dean sits on the Provost's Council with two vice provosts–one for Academic Administration and the other for Accreditation— and two other college deans. The dean and associate deans for education have program responsibilities across all regional centers and collaboratively ensure the programs are comprehensively aligned with the university mission. Faculty members across all regional centers collaborate on program and unit committees. Dean's Council meetings in the SOE include regional associate deans, a liberal studies director on the main campus, a NCATE coordinator, a budget and data analyst, and an administrative assistant. This administrative team manages all of the unit's programs. The team meets for a three-day retreat each summer to plan for the year and meets bi-monthly throughout the school academic year, including summer. An associate dean of educational leadership is a separate position focused only on academics. All full-time faculty meet on a monthly basis. This meeting is scheduled on the same day as the university-wide monthly faculty meeting, so that all full-time faculty in the unit can attend both meetings. Five program committees oversee the program design, implementation, and evaluation. Current program committees include Educational Leadership, MAT Preliminary Credential Programs, Special Education MA, School Counseling (including PPS and Child Welfare and Attendance), and MATL, which includes the Multiple Subject/Single Subject Clear Credential, and Reading Certificate. Each program committee is chaired by an associate dean or program director. Membership includes all full-time, part-time, and adjunct faculty, as available, teaching within each program. These committees monitor proposals for program changes,	Standard Met; no recommendations made

evaluate their effectiveness, analyze assessment data, draft the program assessment documents submitted to CTC, and develop written policies in their program handbooks. Sub-committees within these program committees have been formed to address specific issues. Major proposals requiring discussion at the university faculty meeting are forwarded by the chair
of graduate studies commission to the provost.

Academic program information is available in printed brochures and on the university website. Admissions policies are available on the Graduate Admissions page. All policies are available in the university catalog available online and monitored by the dean, associate deans, and program directors. Policy changes are presented to unit faculty at their regular monthly meeting, and are forwarded to the Graduate Studies Committee.
Academic calendars and catalogs are monitored by the vice provost for academic administration. Academic calendars are reviewed by the Academic Council and Provost's Council before final adoption and distribution. The university catalog, including grading policies, is reviewed by the Academic Policy Committee for undergraduate programs and the Graduate Studies Committee for graduate programs.

The unit assigns academic advisors to all candidates upon admission to the program. Programs host New Student Information nights at the beginning of each semester in which candidates are informed of the programs requirements. When a candidate is admitted to a credential or degree program, a digital advising guide is created and available to advisors and candidates in the PLNU portal. Program handbooks are given to each candidate and available on the unit's website and at regional centers to communicate all credential and degree program policies, procedures, and program requirements.

A chaplain is appointed by the Office for Spiritual Development for each regional center to assist candidates with personal or spiritual concerns and make referrals to professional counselors when needed. Undergraduate candidates enrolled on the main campus have access to personal counselors. The regional centers do not provide professional or personal counseling by a licensed psychologist.

Program directors and assigned faculty discuss new programs and revise existing programs based upon market demands, credential changes, or legislation. Each of the four regional centers has an Advisory

Council that meets two- three times per year at each site with the associate deans and full-time faculty to converse about issues within the public and private P-12 sector and identify ways that they partner with the university to support the local learning communities.

Recent examples of this partnering are the collaborative effort to develop of new program proposals for additional credential authorizations in Special Education and the development of a training workshop for clinical practice cooperating teachers. Membership roster email addresses indicate representation from the professional community on these regional Advisory Councils. Departments that provide coursework for the Liberal Studies Major are included in the Teacher Education Committee. The committee is chaired by the associate dean for undergraduate programs. Its
purpose is to provide communication with undergraduate departments with pre-teaching programs that would lead into the Master of Arts in Teaching (MAT) Programs offered at the regional centers.

An assessment of the unit budget with a comparable NCATE-accredited private university in California indicates that the comparable unit, with 60 percent of the enrollment as at PLNU, has budget support for
37 percent of the PLNU budget. The major difference between these two budgets is accounted for by travel expenses between four regional campuses spread out over 200 miles and covering from Bakersfield to San Diego. Budgets at regional centers appear to be adequate and proportional for the faculty and full-time equivalent generated at each site. The budget for the unit and regional centers has remained relatively stable over the past two years with some shifting of budget center costs.

The unit's full-time faculty have earned doctorates or master's degrees and have expertise in their assigned areas. School-based faculty are licensed and credentialed in the field they supervise. Clinical faculty have contemporary professional experiences in their assigned areas. Documentation and data, such as faculty portfolios, transcripts, applications, resumes, and verification of faculty involvement in public schools, verify that faculty are qualified. Since changes in the institution's hiring policies require doctoral degrees of full-time faculty, the unit will replace two retiring individuals, who were without doctorates and were hired before the requirement, with those who hold doctoral degrees. Of the remaining two faculty without doctorates,

one is in the doctoral program and the other is in the final dissertation of a doctoral degree.

Faculty know the content they teach, enabling candidates to develop dispositions and proficiencies related to standards, research, reflection, critical thinking, and their teaching and learning. As requested in the BOE Offsite Report, the unit has disaggregated diversity data in programs and regional centers. Faculty are identified by program, regional center, program director, course, gender, ethnicity, credential, experience, and earned doctorate or exceptional expertise for academic year 2011-2012.

Interviews and documents verify candidates work with diverse faculty. For example, the MAT Multiple Subject program in Arcadia Regional Center identifies eight faculty of Caucasian, African-American, Armenian, and Peruvian ethnicities, 75 percent of who are female. All faculty hold credentials in the program and have experiences in P-12 schools ranging from 10 to 16 years. One faculty member has 22 years of experience in higher education. Three faculty hold doctorates, and two faculty members hold Master's degrees. Another example of disaggregated data is from the Educational Leadership program in Bakersfield Regional Center. Nine faculty are identified, the majority are Caucasian, one faculty member is Hispanic. Six of the nine faculty are male. All faculty have with credentials in the program and experiences in educational leadership positions such as superintendents, principals, and chief business officers. Seven faculty have doctorates; one faculty member is in a doctoral program and one holds a master's degree.

Scholarship is one of the institutional requirements for hiring all full-time, tenure track faculty, therefore, the unit's faculty demonstrate scholarly work in their fields. Since the BOE offsite report, more documents such as scholarly and professional pursuits narratives, faculty accomplishments lists, publications, professional consulting activities, and the institution's faculty research agenda verify their scholarly work is based on the mission of the institution.

Faculty provide service to the institution, schools, and community. They collaborate with the unit, school communities, and institution-wide colleagues and are actively involved in professional associations. Similar to the institution's scholarship requirement, faculty are expected to provide service

in their respective communities. Data and documentation of faculty volunteering in Special Olympics and classrooms, sitting on the county's office of education action team or Commission on Teacher Credentials teams, being seminar leaders in the Association of Christian Schools International, and writing narratives of service to the institution, to the church and community, and to the educational community indicate that all faculty meet the California education code requiring 30 hours of service.

There are multiple tools to evaluate faculty in their teaching performance. Faculty evaluations such as the Self and Department Chair/School Dean Evaluation, peer evaluations, formal and informal course surveys, the Student Instructional Report II, candidate feedback and final evaluations, and a course and faculty evaluation tool called Instructional Development and Evaluation Assessment (IDEA) indicate
faculty evaluations are used to improve teaching, scholarship, and service.

A new position in the institution at the Center for Teaching and Learning (CTL) was created to facilitate professional development for the faculty. These activities are based not only on faculty evaluations from the unit, but with surveys and in collaboration with the unit and the CTL director. CTL also provides each faculty member with $1,000 a year for professional development, $500 a year more if the faculty member becomes the facilitator of these activities. During academic year 2011-2012, faculty development activities have been in "Teachers Noticing Teachers" led by a Mission Valley Regional Center faculty, legal issues in higher education, IDEA workshop for chairs and deans, questioning strategies, and faculty learning community. Through the CTL, professional development activities will continue in exploring questioning strategies at the Bakersfield Regional Center, teaching critical thinking skills, "Publish and Flourish" in the
summer, faculty writing communities, and ITS-funded Technology Integrated Learning Environments (TILE), a six-week certification program led by two of the unit's graduates.

The unit's faculty utilize a multitude of evaluations with feedback to improve teaching, scholarship, and service. Program faculty collaboratively and regularly meet to make necessary changes in programs, instruction, and objectives. These modifications are based on formative and summative evaluations and on changes in state

expectations and policies, PLNU's learning outcomes, and other required expectations, ensuring that candidates develop proficiencies in professional, state, and institutional standards as well as support candidate reflection, critical thinking, problem solving, and professional dispositions. The unit's faculty have high participation in the institution's faculty development activities with many taking the lead as facilitators.

PART III – Educational Effectiveness: Analysis of Evidence about Academic Program Quality and Viability

Location in Accreditation Self-study (page #) or NC	Topic	Comments
See PLNU SOE Accreditation Electronic Exhibit Room: https://w.taskstream.com/ts/railsback/NCATEAccreditation201112 The password is plnuncate. Select Standard 1 and select individual programs. *1. See Biennial Reports for 2009.* *2. See Biennial Reports for 2011.*	**Lines of inquiry for the Program Review**	The CTC Biennial Report serves as our lines of inquiry for program review. It requires responses to the following: 1. Contextual Information -candidate enrollment & completers. - Significant changes in the program. 2. Candidate Assessment & Performance &Program Effectiveness Information. 3. Candidate Performance. 4. Analysis & Discussion of Data. 5. Use of Results to Improve Candidate and Program Performance.
See PLNU SOE Accreditation Electronic Exhibit Room: https://w.taskstream.com/ts/railsback/NCATEAccreditation201112 The password is plnuncate. Select Standard 1 and select individual programs. *1. See Biennial Reports, 2009 for exit survey data.* *2. See Biennial Reports for 2011, for exit survey data.*	**Student Evaluation & feedback (aggregate for each program)**	The Biennial Reports archive the required program/credential completers exit survey housed in Taskstream. Results are analyzed and discussed with changes made for program improvement.
See PLNU SOE Accreditation Electronic Exhibit Room: https://w.taskstream.com/ts/railsback/NCATEAccreditation201112 The password is plnuncate. Select NCATE Application and Pre-Conditions. *1. See Conceptual Framework, pages 24-36.*	**Quality of Program Learning Outcomes**	These pages cite the Learning Outcomes for each of our programs/credentials. They are directly aligned with the CTC Standards, assuring a quality program for the candidates.
See SOE Accreditation Site at: http://www.pointloma.edu/experience/academics/schools-departments/school-education/accreditation-0 Select link to PLNU SOE syllabi	**Curriculum**	The syllabi stored in this area pinpoint the planned interaction of candidates with instructional content, materials, resources, and processes for evaluating the

1. See each program tab, see syllabi. *2. See curriculum and assignments aligned with the CTC Standards.*		attainment of educational objectives. These must be aligned with the CTC standards.
See SOE Accreditation Site at: http://www.pointloma.edu/experience/academics/schools-departments/school-education/accreditation-0 Select link to PLNU SOE syllabi *1. See each program tab, see syllabi for GED 689.* See PLNU SOE Accreditation Electronic Exhibit Room: https://w.taskstream.com/ts/railsback/NCATEAccreditation201112 The password is plnuncate. Select NCATE Institutional Report. *1. See Standard 6.* *2. See 6e.4 and 6e.5 on page 115.*	**Assessment of Information Literacy & Library Resources**	All master degree program completers are required to take GED 689, Master's Research Design. This course demonstrates the candidate's ability to conduct an investigation by identifying a problem, becoming familiar with the literature in the field, demonstrate command of the techniques and principles of research and ability to form valid generalizations from the data.
See PLNU SOE Accreditation Electronic Exhibit Room: https://w.taskstream.com/ts/railsback/NCATEAccreditation201112 The password is plnuncate. Select Miscellaneous at bottom on left. *1. See SOE Instructional Hour Requirement.* See SOE Accreditation Site at: http://www.pointloma.edu/experience/academics/schools-departments/school-education/accreditation-0 Select link to PLNU SOE syllabi *1. See each program tab, see syllabi.* *2. See instructional credit hour policy.*	**Credit Hour Policy and Monitoring**	The policy is archived in the PLNU SOE Accreditation Electronic Exhibit Room. Directors inform faculty at meetings. Directors "spot-check classes throughout the academic year. The policy is also stated in the syllabi.
See PLNU SOE Accreditation Electronic Exhibit Room: https://w.taskstream.com/ts/railsback/NCATEAccreditation201112 The password is plnuncate. Select Standard Six, Governance and Resources *1. See 6a. Unit Leadership and Authority* *2. See 6a.4 Candidate Advising and Counseling.* Select Standard One for all individual programs. *1. See individual program handbooks.*	**Recruitment, Retention, and Student Services**	Services and supports are identified in these sections.

See PLNU SOE Accreditation Electronic Exhibit Room: https://w.taskstream.com/ts/railsback/NCATEAccreditation201112 The password is plnuncate. Select Standard Six, Governance and Resources *1. See 6a.5 and 6a.6, pages 106-107* *2. See 6a.4 Candidate Advising and Counseling.* Select Institutional Report 1. See unit partnerships, pages 55- 58. Se school-based clinical faculty, pages 64-68.	**Academic Discipline, Professional and Community Interactions**	The SOE's policies and procedures for interfacing with the community and developing partnerships are identified in these sections.
See PLNU SOE Accreditation Electronic Exhibit Room: https://w.taskstream.com/ts/railsback/NCATEAccreditation201112 The password is plnuncate. Select NCATE Institutional Report. *1. See pages 18, 22, 27, 30, 3, and 37,*	**Post-graduation Outcomes and Alumni Satisfaction**	The identified pages show data, analysis and discussion from alumni and employers regarding the knowledge, skills, and dispositions of graduates working in the field. see NCATE Exhibit Room at https://www.taskstream.com/TS/railsback/NCATEAccreditation201112.html The password is plnuncate. Select Standard Five (Faculty Qualifications, Performance, and Development) on left. Also see NCATE Institutional Report, Standard Five Faculty Qualifications, Performance, and Development pp. 89-103.

PART III - Educational Effectiveness: Analysis of Evidence about Academic Program Quality and Viability

Key Findings	Recommendations
The unit has developed an assessment system based on professional, state, and institutional standards. All Programs details the alignment of courses, assessments and signature assignments to the candidate outcomes of the conceptual framework and state standards and indicates where learning outcomes and standards are developed, practiced, and assessed. The system includes assessments in initial and advanced programs at admission, program advancement, program completion, and post-program transition points. At the admission point, data such as applications, transcripts, test scores, letters of recommendation, writing samples, and interviews are collected from applicants. Program advancement and program completion data collected from candidates, faculty, and university and clinical supervisors include signature assessment scores, dispositions evaluations, grade point averages, clinical	Standard met; no recommendations made.

practice evaluations, and exit surveys. Post-program data collected include alumni and employer surveys. Assessment data are used to (1) monitor candidate progress through the program, (2) evaluate candidates' performance related to state standards, (3) evaluate program graduates' performance and preparation, and (4) assess the effectiveness of unit and program operations for improvement purposes.

Meeting agendas, minutes, and onsite interviews indicate that the assessment system and data are reviewed by unit leadership through the Dean's Council and the Provost's Council, by faculty in monthly School of Education meetings, and by the professional community through quarterly Advisory Council meetings at each of the regional centers. These opportunities for program constituents to provide analysis and feedback on data have led to a number of changes and improvements. For example, in the Pupil Personnel Services program, changes were made to the culminating portfolio assignment to create a greater focus on candidates' use of technology to create webpages, blogs, and technology-based instruction. Inconsistent performance across regional centers by initial credential candidates on the CalTPA tasks led to the creation of informational videos for each task to ensure that all candidates receive consistent information and preparation. In the Preliminary Education Administration program, signature assignments, such as a budget development project, were reviewed with input from school administrators to improve their authenticity. Analysis of data and feedback from an Advisory Council also led to the development of three day-long Classroom Organization and Management Program (COMP) courses for initial credential candidates.

Interviews with other program coordinators revealed additional examples of data-informed program improvements.

The assessment process responds to the California Commission on Teacher Credentialing's (CTC) accreditation system which requires the unit to systematically collect, compile, aggregate, summarize, analyze, and utilize data each year to assess candidate performance and program quality and to inform ongoing program and unit improvement. This process forms the basis of the 2007-09 and 2009-

Biennial Reports that were submitted by the unit to the CTC and made available in the unit's electronic exhibit room. The dean, associate deans, and program directors provide oversight for the ongoing collection and analysis of data throughout the academic year as part of this continuous assessment cycle.

A comprehensive and sustained effort has been made by all faculty in every program to standardize instruction and assessment across the four regional centers and to engage in calibration activities to ensure reliability in scoring signature assessments. These efforts are an indication that the unit continuously searches for stronger relationships in the evaluations, revising both the underlying data systems and analytic techniques as necessary.

The unit has made a number of improvements to the assessment system since 2008. The adoption of TaskStream has greatly advanced the unit's assessment system, and the TaskStream Coordinator has been highly effective in creating data reports and in training faculty and candidates in the use of this technology tool. The unit has also developed exit surveys for candidates and follow-up surveys for graduates and their employers. Although data from the initial administration of the surveys was provided, the response rate from employers of program graduates was very low. In the spring of 2009, the university also adopted the Instructional Development and Evaluation Assessment (IDEA), a diagnostic course evaluation tool designed to provide faculty with feedback tailored to the particular objectives of each class. The unit's members have worked collaboratively to ensure that all courses, assessments, processes, and procedures are consistent and aligned with CTC state standards.

PART IV – Comparative Position and National Standards

Location in Accreditation Self-study (page #) or NC	Topic	Comments
SOE Prioritzation Report Submitted January of 2014	**Comparison with comparable programs at comparator and aspirant programs at other universities**	The applicant conversion rate of 31.6% is a healthy rate for graduate programs in education, especially considering the local competition and our poorly funded advertising budget. USD, UCSD, SDSU, CSUSM, National, Alliant, Argosy, Ashford, CSUB, FPU, and numerous online programs have larger marketing budgets that include TV, radio, and print media. Our admission rate enjoys a high percentage of completed applications and an 85% yield of all of those who applied to PLNU. This is partially due to the SOE's convenient eight-week quad format, allowing for rolling enrollment. The program attracts students through internal marketing because of our reputation in the communities we serve through high academic quality and strong alumni recommendation.
		The Noel-Levitz (2013) data is difficult to discern; there was no way to determine whether data is an amalgam of regional centers or directed at only the greater San Diego region. Given the three large CSU campuses close to our regional centers, it is no wonder we do not have a larger market share (see data under tab "Local Graduates" in the SOE Prioritization Report).
		(http://www.onlinecollegesdatabase.org/online-colleges-in-california/#Best-Colleges-Shaping-the-Next-Generation-California)
		This data is all the more compelling as there is not a pipeline of students available for admissions, such as occurs at the state institutions.
		Comparative Costs for the 2014-2015 academic year PLNU SOE Tuition $585 per unit Azusa Pacific $622 per unit Loyola Marymont $1,039 per unit University of San Diego $1,325 California Lutheran $670 per unit
SOE Prioritzation Report Submitted January of 2014	**Best practices in the academic discipline**	All candidates (100%), including those in service credential programs, are required to take a series of fieldwork experiences that are designed to connect theory learned in the classroom to practice in the field. In addition to correlated assignments in the course, a faculty supervisor who has a similar background/credential and is considered an expert in the field closely monitors candidate progress. The faculty supervisor makes site visits, gives feedback to the candidate, and works closely with the school site to ensure that the candidate is meeting all requirements and progressing in his or her chosen field. The following table indicates the amount of hours a candidate in each program would complete in fieldwork and clinical practice:
		General Education 500 hours

		Special Education 500 hours
		Counseling and Guidance 700 hours
		Educational Administration 90 hours
		In addition, there are capstone assignments to ensure that all PLNU SOE graduates possess the knowledge, skills, and dispositions to be effective educational change agents who empower others.
		Each master's candidate completes an Action Research project at the candidate's place of work. After gaining approval through the IRB process, the candidate collects data to answer the research questions posed. Candidates then analyze the data, cite findings, and provide recommendations within a comprehensive, five-chapter thesis. This work is also presented to the school site faculty, district office administration, SOE faculty, and at times, the governing school board.
		At appropriate times, faculty has invited students to participate in research and attend conferences to present research findings. In addition, research findings are disseminated to the SOE.
		Before entering supervised fieldwork, all candidates in initial teaching programs must pass the California Basic Test of Educational Skills (CBEST) and show subject matter competency through graduation from an approved subject matter program or passage of a rigorous subject matter competency exam.
		All candidates must then pass the Teacher Performance Assessments (TPAs). These four assessments are designed to test candidate pedagogical delivery and content knowledge, and include submission of a video-taped teaching session. All assessments are blind-scored by independent, trained assessors. PLNU candidates must obtain a score of (3) out of (4) possible points on each assessment to progress further in the program. Candidates must pass all four assessments to obtain a CA teaching credential.
		Current TPA passage rates:
		First attempt of TPA I, II, II and IV 92%
		Overall passage of TPA I, II, II and IV 98.5%
		In addition, all elementary (multiple subject) candidates must pass the Reading Instruction and Comprehensive Assessment prior to being awarded a teaching credential.
SOE Prioritzation Report Submitted January of 2014	**Unique features**	As the SOE faculty has discussed the development of a strategic plan, we have found the following program distinctives:
		• The PLNU SOE is a program known for close

| | | collaboration with our P-20 partners. To promote successful and purposeful placement of our candidates, we know this partnership is essential to meet the needs of our local communities; the partnerships also keep faculty vibrant in recent trends in education.

• The PLNU SOE is known for its ability to be agile in program planning. For example, the recent design of the Masters in Teaching and Learning provides for the enrollment of candidates outside the field of K-12 education but who provide instruction in other venues.

• The PLNU SOE is known for their close collaboration with other departments across the PLNU community. Since many of our PLNU graduates enter the field of education, it is critical that we maintain close contact with those educating our undergraduate population. We are proud that our undergraduate faculty teach our content pedagogy courses. In addition, there are many partnerships, such as with the ECE program, that we consider valuable to the university and school's mission and vision.

• PLNU's SOE is also known for the quality of its programs: a strong match between the university advisor and the candidate; central core coursework for initial teacher preparation; teaching and assessing the whole educator through the dispositional framework.   Because of its unique course framework, candidates have the ability to seek more than one credential at a time, and we encourage and provide an efficient pathway for candidates to obtain multiple certifications which makes them better qualified for jobs in the P-20 schools. |
|---|---|---|
| See PLNU SOE Accreditation Electronic Exhibit Room: https://w.taskstream.com/ts/railsback/NCATEAccreditation201112 The password is plnuncate. Select Standard Five, Faculty Qualifications, Performance, and Development . 1. See Unit Standard Five response, pages 90-104. | **Faculty Profile (compared to similar Programs)** | Faculty Qualifications, Performance, and Development are listed in Standard 5 of the Institutional Report. |

PART IV - Comparative Position and National Standards

Key Findings	**Recommendations**

In the state and national review (2012), all standards were met in all programs.	**No recommendations were made by either accrediting team.**

PART V - Strengths-Weaknesses-Opportunities-Threats Analysis

Location in Accreditation Self-study (page #) or NC	Topic	Comments
SOE Prioritzation Report Submitted January of 2014	**Impact, justification and overall essentiality of the academic Program(s)**	During the past five years, the SOE accounted for over 80% of the graduate credit units taken at PLNU, as compared to other graduate programs. We also have a smaller percentage of full-time faculty. The SOE employs adjunct instructors in 65 – 72% of its courses in any given semester. We value our adjuncts for the practical expertise and currency they bring to our candidates. While hiring adjuncts is cost-effective for the university, we need to consider a higher percentage of full-time faculty. This may be an accreditation issue as the SOE moves forward with increased enrollment. During the 2012-2013 school year, the SOE undertook a large-scale study of unfunded administrative units, which resulted in a decrease of (79) administrative units for the 2013-2014 school year, or approximately (3.3) faculty positions, on top of (100) units slashed from the SOE budget the prior two years. The reduction of (179) administrative units, (7.7 FTE), amounts to $770,000 of savings per year. In addition, the SOE has been operating with (1) full-time faculty position that was unfilled during the 2013-2014 school year. Also unfunded was a faculty position from the 2012-2013 academic year, which amounts to a cost savings of $300,000 for the past two years. The full-time faculty to student ratio in the School of Education is (75:1). When divided by the full-time and part-time faculty, the ratio is decreased to (31:1). As an accredited SOE, we recognize the need to address the balance of full-time and part-time faculty and adjuncts. Our 2012 national accreditation noted the strength of our adjuncts. The number of adjuncts can lead to the misunderstanding of curricular coherence, although we very much value the practical experience and currency that adjuncts bring to our classrooms. Further study needs to occur to determine the efficiency of the ratio between full-time, part-time, and adjunct faculty. The quality of the program with the employment of full-time faculty needs to be maintained. While we were commended for our strategic use of adjuncts, we recognize it presents an ongoing challenge in curricular coherence. With reductions already made, current administrative units need to be maintained at each of the three campuses. While we value our ability to be agile because of this structure, moving towards a doctoral program will give us an opportunity to review the balance between full and part-time as well as adjunct ratios. We are also

| | | implementing a task force to study which courses are best for online study and enrollment management. Implications for accreditation as we move into online programs and coursework will continue to be of importance.

In the 2011 - 2013 academic years, the SOE participated in many discussions regarding academic units used for administrative purposes, and a total of (7.7) FTE faculty and one staff positions were eliminated. While faculty have readily taken on additional responsibility, particularly in the areas required by accrediting agencies, workload issues continue to be of concern.

The areas of administrative support, fieldwork coordination, and credential analysis will be reviewed during the upcoming months. It is anticipated that there may be the ability to downsize and/or reorganize some positions to become more efficient as we study job descriptions and staff administrative workload.

A recent decision made during the prioritization process was to close the Inland Empire Regional Center due to low enrollment; the center's lease runs out in August of 2015. Anticipated gross savings are expected to be over $442,000 per year. |
|---|---|---|
| | **SWOT Analysis** | In addition to the (7.7) FTE of administrative units that were eliminated during the past three years, we recommend the following:

• Closure of the Inland Empire Regional Center. Although the center director has spent a remarkable effort in working with local districts, the center enrollment has not gained any traction and has actually decreased dramatically in the past two years. This has an anticipated annual savings of over $442,000.00.

• Integration of the Child Development Major and the Early Childhood Center programs into the School of Education programs. There is a natural connection with the Child Development major currently offered at PLNU; we offer several common courses that our undergraduates in the Cross-Disciplinary Studies program take along with the Child Development majors. In addition, the CTC is considering offering an early childhood credential in the near future; candidates could choose an early childhood or elementary focus in the multiple subject program. There have also been close collaboration between the ECE and our special education program; we consider this a natural partnership that would be beneficial to both parties.

• Incorporate Center for Teaching and Learning in the SOE. With our faculty experts in the areas of |

		instructional pedagogy and delivery, it appears that the integration of the CTL with the SOE would be an advantageous opportunity for the university. This would give the CTL a home as well as the support of curricular and pedagogical experts. • Develop a graduate governance structure. It is a waste of resources to have all faculty attend a monthly meeting often focused on undergraduate issues. A graduate governance structure would allow for better service to graduate students, and enable graduate programs to meet credential program needs in a timely and nimble manner. • Review and realign the administrative structure of the SOE. The SOE has undergone many changes in the past decade, and there have been six deans in a little over eight years. As we move forward, there may be efficiencies in the review of job descriptions and responsibilities of the administrative staff, including assistants, fieldwork coordinators, and credential analysts. • Formalize the "teaching path" within majors: Math, English, Science, Spanish, Art, Music, Physical Education. Low enrollment courses from those majors would be removed as well as low enrollment majors from those departments, and on the new path place 9 units of Education (EDU) courses as requirements. More students in undergraduate EDU courses would mean more students taking the rest of the credential and Master's degree from our graduate campus.
	Opportunity profile of the Program(s)	During the recent economic uptick, we have seen an increase in the amount of interns requested by our partner districts (20+ in San Diego County and 38+ in Kern County). This is a promising sign of a potential need for new teachers in the next five years, as noted by staff of the CTC (Sandy, 2014). With our increased opportunity for online capacity, particularly for master's level coursework and our partnerships with the local K-12 districts, we are poised to increase our enrollment in a slow, but sustained upward trend.
	Action Plan for Improvement	• See recommendations in next section In addition, the SOE leadership would recommend the following: • Continued participation in national accreditation activities • Program Review in alignment with the state and national accreditation cycle:

| | | Year 1: Collect data; submit Biennial Report
Year 2: Collect data
Year 3: Collect data; submit Biennial Report
Year 4: Collect data; submit Program Assessment
Year 5: Collect data, submit Biennial Report, Prepare for site visit
Year 6: Collect data, site visit
Year 7: Collect data, follow-up

We are currently in Year 3 of the accreditation cycle. |

PART V - Strengths-Weaknesses-Opportunities-Threats analysis

Key Findings	Recommendations
Based on the SOE Prioritization Report, submitted January of 2014.	• Closure of the Inland Empire Regional Center. Although the center director has spent a remarkable effort in working with local districts, the center enrollment has not gained any traction and has actually decreased dramatically in the past two years. This has an anticipated annual savings of over $442,000.00. • Integration of the Child Development Major and the Early Childhood Center programs into the School of Education programs. There is a natural connection with the Child Development major currently offered at PLNU; we offer several common courses that our undergraduates in the Cross-Disciplinary Studies program take along with the Child Development majors. In addition, the CTC is considering offering an early childhood credential in the near future; candidates could choose an early childhood or elementary focus in the multiple subject program. There have also been close collaboration between the ECE and our special education program; we consider this a natural partnership that would be beneficial to both parties. • Incorporate Center for Teaching and Learning in the SOE. With our faculty experts in the areas of instructional pedagogy and delivery, it appears that the integration of the CTL with the SOE would be an advantageous opportunity for the university. This would give the CTL a home as well as the support of curricular and pedagogical experts. • Develop a graduate governance structure. It is a

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• Review and realign the administrative structure of the SOE. The SOE has undergone many changes in the past decade, and there have been six deans in a little over eight years. As we move forward, there may be efficiencies in the review of job descriptions and responsibilities of the administrative staff, including assistants, fieldwork coordinators, and credential analysts.

• Formalize the "teaching path" within majors: Math, English, Science, Spanish, Art, Music, Physical Education. Low enrollment courses from those majors would be removed as well as low enrollment majors from those departments, and on the new path place 9 units of Education (EDU) courses as requirements. More students in undergraduate EDU courses would mean more students taking the rest of the credential and Master's degree from our graduate campus.

Based on feedback from our constituents, the SOE believes it has an outstanding program. In order to better gain a larger market share, the following would be also helpful when considered increased market share:

• A marketing department that is sensitive to the needs of all graduate programs and the various SOE programs
• A quick turn-around time in the preparation of marketing materials
• Better design of the SOE website
• Continual training of faculty in online course development
• Support for marketing at regional centers
• A faculty senate for self-governance of graduate programs
• Additional full-time faculty as enrollment increases</td>
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PART VII - Program Review Themes for Future Inquiry

THEMES FOR FUTURE INQUIRY: Based on the current program review and analysis, discuss any future lines of inquiry the Academic Unit wants to pursue for continuous improvement of the program. Such future lines of inquiry might include revision to mission, learning outcomes, goals, grant opportunities, revised assessment plan, specialized accreditation, etc.

These themes are based on program analysis and discussion every two years for the CTC Biennial Reports.

See PLNU SOE Accreditation Electronic Exhibit Room:

https://w.taskstream.com/ts/railsback/NCATEAccreditation201112

The password is plnuncate.

Select Standard 1 and select individual programs.

1. See Biennial Reports, 2009 and 2011.

*2. See "*Use of Results to Improve Candidate and Program Performance."

NOTE: Please provide an electronic copy of the Self Study to the Program Review Chair and a hard copy for each member of the Committee.

INSTITUTIONAL REPORT

POINT LOMA NAZARENE UNIVERSITY
SAN DIEGO, CALIFORNIA
FEBRUARY 5-8, 2012

Type of Visit:
Initial, Continuous Improvement Option

Contents

OVERVIEW

This section sets the context for the visit. It should clearly state the mission of the institution. It should also describe the characteristics of the unit and identify and describe any branch campuses, off-campus sites, alternate route programs, and distance learning programs for professional school personnel.

A. Institution

A.1. What is the institution's historical context?

On July 28, 1902, Dr. Phineas F. Bresee founded and became the first president of the Pacific Bible College, which would become Pasadena College and later Point Loma Nazarene University (PLNU). Bresee's vision was for a liberal arts institution where spiritual and academic learning went hand-in-hand. That legacy is still with us today, as PLNU remains committed to the liberal arts and to whole-person education. Bresee was also responsible for the founding of the Church of the Nazarene denomination in 1908 that looks to the 18th century English theologian and reformer John Wesley.

Pacific Bible College began with 41 students. In 1910, Bresee purchased the Hugus Ranch property in Pasadena and fulfilled his dream of creating not just a Bible college but a holiness university. Nazarene University opened in 1910 and from its beginning included women students. By 1919, the name of the school had changed again to Pasadena College. In 1964, W. Shelburne Brown became president of Pasadena College. He was instrumental in moving the college from its original location in Pasadena to its new Point Loma, San Diego home in 1973.

Dr. Bob Brower, PLNU's current president, was inaugurated in 1998. In 1999, graduate programs in education were launched at regional centers in Bakersfield and Mission Valley. A graduate program in education has remained in the Pasadena area since the move in 1973. In 2002 this program moved to Arcadia. PLNU now has four regional centers in Arcadia, Bakersfield, the Inland Empire, and Mission Valley, San Diego.

A.2. What is the institution's mission?

Mission Statement
Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Vision Statement
Point Loma Nazarene University will be a nationally prominent Christian university and a leading Wesleyan voice in higher education and the church – known for excellence in academic preparation, wholeness in personal development and faithfulness to mission.

A.3. What are the institution's characteristics [e.g., control (e.g., public or private) and type of institution such as private, land grant, or HBI; location (e.g., urban, rural, or suburban area)]?

Point Loma Nazarene University serves as a private thriving liberal arts institution sponsored by the Church of the Nazarene. PLNU offers degree programs in 56 undergraduate areas of study and graduate programs in education, nursing, business, theology, and biology. A Board of Trustees, composed of an equal number of ministers and laypersons, oversees the affairs of the University. The organizational structure also includes a President (Dr. Bob Brower), a Provost (Dr. Kerry Fulcher),who is the Chief Academic Officer for Academic Affairs, and two Vice-Provosts providing oversight for academic effectiveness and graduate studies.

The college is accredited by WASC with its Senior Commission granting of a ten-year reaffirmation of accreditation in February, 2008. Within the School of Education, each of its 13 programs with supporting licensures is fully accredited by the California Commission on Teacher Credentialing (CTC).

The University's main campus is located on the Point Loma peninsula between San Diego Bay and the shores of the Pacific Ocean with a student population of approximately 3,500 representing the five teaching locations. Graduate Studies are offered at four regional centers in Southern California: Arcadia, Bakersfield, Inland Empire (Corona), and Mission Valley (San Diego).

B. The unit

B.1. What is the professional education unit at your institution and what is its relationship to other units at the institution that are involved in the preparation of professional educators?

The School of Education (SOE) is the unit of PLNU having authority over the professional education preparation programs. There are 13 different professional education programs offered which lead to initial and/or advanced licenses and master's degrees. In May of 2009, the Unit was reorganized into three major divisions: (1) Teacher Education, (2) Educational Leadership, and (3) Master of Arts in Teaching and Learning/School Counseling. Each division is under the direction of an associate dean who reports to the Dean of the SOE. The SOE supports four regional centers located in Arcadia, Bakersfield, Inland Empire (Corona) and Mission Valley (San Diego).

The Dean's Council is the primary governing body of the Unit and consists of the Dean, four Associate Deans, the NCATE Coordinator, and a Budget Analyst. Eight Program Directors support in the management and oversight of the Unit's programs to ensure the effectiveness in the preparation of professional educators.

Within the SOE, a Liberal Studies Major is offered integrating education preparation courses leading to a blended credential. The unit collaborates with "single subject" departments (Math, English, Science, Art, and Music) to advise and guide candidates interested in the field of teacher preparation. A Teacher Education Committee Meeting (TEC) is held monthly to inform faculty and Credential Meetings are scheduled regularly with full-time faculty for advising potential candidates.

B.2. How many professional education faculty members support the professional education unit? Please complete Table 1 or upload your own table at Prompt B.7 below.

Table 1
Professional Education Faculty

Professional Education Faculty	Full-time in the Unit	Full-time in the Institution, but Part-time in the Unit	Part-time at the Institution & the Unit (e.g., adjunct faculty)	Graduate Teaching Assistants Teaching or Supervising Clinical Practice	Total # of Professional Education Faculty
	20	0	171	41	232

B.3. What programs are offered at your institution to prepare candidates for their first license to teach? Please complete Table 2 or upload your own table at Prompt B.7 below.

Table 2
Initial Teacher Preparation Programs and Their Review Status

Program	Award Level (e.g., Bachelor's or Master's)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)	Program Report Submitted for National Review (Yes/No)	State Approval Status (e.g., approved or provisional)	Status of National Recognition of Programs by NCATE
MAT Single Subject	Master's	80	California Commission on Teacher Credentialing	No	Approved	Not applicable to California
MAT Multiple Subject	Master's	65	California Commission on Teacher Credentialing	No	Approved	Not applicable to California
MAT Education Specialist Mild Moderate	Master's	101	California Commission on Teacher Credentialing	No	Approved	Not applicable to California
MAT Education Specialist Moderate Severe	Master's	18	California Commission on Teacher Credentialing	No	Approved	Not applicable to California

B.4. What programs are offered at your institution to prepare advanced teacher candidates and other school professionals? Please complete Table 3 or upload your own table at Prompt B.7 below.

Table 3
Advanced Preparation Programs and Their Review Status

Program	Award Level (e.g., Bachelor's or Master's)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)	Program Report Submitted for National Review (Yes/No)	State Approval Status (e.g., approved or provisional)	Status of National Recognition of Programs by NCATE
MATL Single, Multiple Subject, and Education Specialist Clear Credential, CLAD, Reading Certificate	May lead to a Masters Degree in Teaching and Learning	146	California Commission on Teacher Credentialing	No	Approved	Not applicable to California
Masters in Special Education Education Specialist, Clear Credential AASE in Autism, Traumatic Brain Injury, and Other Health Impaired	May lead to a Masters Degree	191	California Commission on Teacher Credentialing	No	Approved	Not applicable to California
Pupil Personnel Services Counseling or CWA Credential	May lead to a Masters in Teaching and Learning	48	California Commission on Teacher Credentialing	No	Approved	Not applicable to California
Education Leadership Administrative Services Preliminary and Clear Credentials	May lead to a Masters in Teaching and Learning	91	California Commission on Teacher Credentialing	No	Approved	Not applicable to California

B.5. Which of the above initial teacher preparation and advanced preparation programs are offered off-campus or via distance learning technologies? What alternate route programs are offered? [In addition to this response, please review the "Institutional Information" in AIMS and, if updating is needed, contact NCATE with details about these programs.]

To meet the critical teacher shortage in education, the Arcadia, Bakersfield, Inland Empire, and Mission Valley Regional Centers have developed intern partnerships with local districts, charter schools, and non-public schools in their respective regions. Approved by CTC, this alternative route

allows for these credentialing candidates to complete a teacher education program with concurrent employment as a teacher of record with a district. Candidates have two years to complete the required coursework, fieldwork, and clinical practice.

The Unit has extended its advanced teacher preparation program in special education to the off-campus site of Tulare County Office of Education located in Visalia, CA. This partnership provides opportunities for candidates in this region to clear their credential through the county and receive a master's degree through PLNU. Faculty members from the Bakersfield Regional Center faculty provide course instruction at the county office site.

B.6. (Continuing Visit Only) What substantive changes have taken place in the unit since the last visit (e.g., added/dropped programs/degrees; significant increase/decrease in enrollment; major reorganization of the unit, etc.)? [These changes could be compiled from those reported in Part C of the AACTE/NCATE annual reports since the last visit.]

Not applicable. This is the initial visit.

B.7. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the unit context may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

CONCEPTUAL FRAMEWORK

This section provides an overview of the unit's conceptual framework(s). The overview should include a brief description of the framework(s) and its development.

C.1. How does the unit's conceptual framework address the following structural elements? [Please provide a summary here. A more complete description of the conceptual framework should be available as an electronic exhibit.]

- **the vision and mission of the unit**
- **philosophy, purposes, goals, and institutional standards of the unit**
- **knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the unit**
- **candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards**
- **summarized description of the unit's assessment system**

The School of Education's (SOE) conceptual framework provides the structure and direction for program development, course content, instructional practices, candidate assessments, academic scholarship, community service, and overall unit accountability. With an alignment to the mission and vision of the University, the SOE conceptual framework engages faculty, staff, and candidates in ongoing assessment, analysis, and reflection of the unit's beliefs regarding teaching and learning. Embracing Nazarene heritage, the framework integrates the distinctive qualities of Wesleyan tradition and the philosophy that spiritual and academic learning go hand-in hand.

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

Vision
Point Loma Nazarene University School of Education is a prominent Christian voice in higher education – looked at as a wellspring of resources and support in the areas of pedagogy, leadership, clinical practice, technology, and innovation. The School of Education is recognized as a:
- Christian learning community that promotes excellence in academic preparation, wholeness in personal development, and faithfulness to mission,
- source of expertise and resources within the surrounding communities,
- vital force of change in the transformation of educational landscapes,
- exemplary model of servant leadership and commitment to ministry, and a
- candidate-centered learning environment where diversity is respected, valued, and encouraged.

Philosophy and Purpose
As a community of faithful learners, PLNU's philosophy and purpose for learning is to engender greater and deeper love for God and all that God has created, exploring the world in the confidence of God's grace. As a university seeking faithfulness to the Wesleyan tradition, learning and faith are not seen as two separate and distinct spheres that need to be forced together. Rather, all engage in the learning process striving to live faithfully toward Jesus Christ.

Goals
With this philosophical perspective and purpose serving as the foundational tenets, the PLNU's Outcomes (ILOs) provide three institutional themes with supporting goals that align the University's mission and vision with its core values. The ILOs inform program outcomes in each of the University's academic units:

Learning, Informed by our Faith
1. Displays openness to new knowledge and perspectives.
2. Thinks critically, analytically and creatively.
3. Communicates effectively.
Growing, In a Faith Community
1. Demonstrates God-inspired development and understanding of others.
2. Lives gracefully within complex environmental and social contexts.
Serving, In a Context of Faith
1. Engages in actions that reflect Christian discipleship in a context of communal service and collective responsibility.
2. Serves both locally and globally.

Institutional Standards
The Core Commitments of PLNU's Institutional Standards for WASC accreditation are as follows:

- *Standard One: Defining Institutional Purposes and Ensuring Educational Objectives*
  PLNU has a defined purpose, mission, and objectives. Its primary purpose is education. It has a clear and conscious sense of its essential values and its place in the higher education community and in the larger community. It functions with integrity and autonomy;
- *Standard Two: Achieving Educational Objectives through Core Functions*
  PLNU attains its educational objectives through the core functions of teaching, learning, scholarship, and creative activity. It demonstrates with evidence that it performs these functions effectively;
- *Standard Three: Developing and Applying Resources and Organizational Structures to assure Sustainability*
  PLNU sustains its operations through an appropriate and effective set of decision making structures and through investment in human, physical, fiscal, and information resources;
- *Standard Four: Creating an Organization Committed to Learning and Improvement*
  PLNU is committed to learning and improvement. It conducts sustained, evidence-based planning and systematic evaluations of educational effectiveness. Priorities and plans are established in a "culture of evidence."

Knowledge Base – theories, research, policies and practice
PLNU's SOE is grounded in the rich Wesleyan Heritage and theology that provides a fundamental context for its mission and vision. As a reformer in his time, John Wesley was keenly aware of the transformational power of education. The Wesleyan identity embraces the ideal of education for all and as a way of life. Learning is ongoing and when coupled with service is an outward expression of faith.

Wesley's theology was discerned and adjusted in the midst of the prevailing concerns and issues of society in his day (Weems, 1991). Like Wesley, the SOE strives to demonstrate a passionate involvement in the revitalization, redemption and reformation of their surrounding communities. The SOE challenge the candidates to consider, analyze and review the inequities of education that often deny students' fundamental rights for the provision of education. As suggested by current research, the preparing of effective educators requires careful "skillful preparedness" to ensure ultimately a clear "connected[ness] to student success" (Darling-Hammond, 2009). Candidates across all programs are provided carefully selected learning experiences and content to skillfully lead, support, and educate in ways that enable students from all backgrounds and abilities to master the critical content needed in the 21st century.

With the intent to build the capacity of candidates in providing skillful leading, counseling, and teaching 21st century curriculum, the unit melds selected attributes of constructivism, progressivism, and social reconstructionism to meet this commitment. For just as Wesley was aware that human experiences are essential to the transformation of our intellectual and spiritual growth, so does the constructivist perspective. Given Wesley's distinctive model committed to ongoing study and authentic dialogue, viewpoints are reconsidered, adjusted as they apply to contemporary life. Progressivism also believes that individuals must be prepared to meet the ongoing changes in the world and adjust teaching and learning in accordance to this change. Just as Wesley encouraged discipleship through works of mercy, seizing every opportunity to do what is right and just, so does the philosophy of social reconstructionism seek to be responsive to the needs of society including a

system that justly serves all students. Therefore, SOE affirms the uniting of constructivism, progressivism, and social reconstructionism as a way to manifest the Wesleyan educational heritage. Woven together, the attributes of these philosophies that fit the SOE mission, provide guidance to the unit and ensure the competence of educators and leaders to build the capacity of larger educational systems and increase student achievement.

The Unit's accredited programs support all national, state, and university standards. This requirement also necessitates candidates' understanding and school-based experiences promoted by the U.S. Dept. of Education's No Child Left Behind (NCLB) Act of 2001, the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, and other federal reform issues such as Response to Intervention (RtI) and Race to the Top.

Candidate Proficiencies – knowledge, skills, dispositions, technology, diversity
Knowledge and Skills
All candidates demonstrate program-driven proficiencies that are in alignment with the standards adopted by the California Commission of Teacher Credentialing (CTC). The unit has utilized candidate proficiencies as a vehicle to realize the unit's purposes and goal-driven outcomes. Though each program encompasses different content areas, curricular design and integrity are provided through key assessments linked to University and Unit outcomes proficiencies.

Dispositions
The School of Education acknowledges that ethical and value-based dispositions are a critical factor in becoming a successful educator. The Unit recognizes the importance of the relationship between ethical and value-based dispositions and candidate behaviors as the underlying foundation in all of their work and endeavors. Candidates experience continuous "whole person" transformation in the context of an intentional Christian professional learning community. The SOE has adopted a set of eight dispositions in alignment with the University's mission, vision, and core values and serve as the working norms for all stakeholders who work collaboratively toward a shared vision of successful candidate learning and program effectiveness.

Technology
The School of Education requires and supports candidate use of a variety of technologies to engage in and extend coursework. In all coursework candidates use technology tools to facilitate their communication, collaboration, research, understanding, reflection, application and presentation of course content. Candidates also interact with and gain exposure to Assistive Technology, software, Web 2.0 resources, and other technology tools that target the achievement needs of P-12 students in general education, special education, and those who are also English Learners.

The University provides candidate access to its Learning Management System (LMS), Black Board, which the unit brands as "E-class". With access to E-class, candidates participate in discussion boards, retrieve course materials, compose journals and blogs, exchange e-mail, submit assignments, and check grades. Adobe Connect affords course instructors opportunities to provide flexible meeting times via video conferencing. Additional advantages include screen sharing, polling questions, and chat windows to engage students across regional centers. Candidates have the opportunity to access wireless networks at all locations via computer labs and mobile laptop carts.

Diversity
Diversity at PLNU is a continued celebration of the blessings that emanate from different abilities, ethnic, cultural, racial, national origins, religious, and socio-economic backgrounds (Brower, 2010). Stated in the School of Education's vision, true advocacy begins with each faculty member's understanding and belief in the positive power of diversity. Candidates are exposed to ethnic, social, cognitive, and cultural diversity within learning communities and supported in the transferring of these theoretical principles of social justice into educational practices throughout their course of study.

Assessment System Summary
The Unit has identified four categories of assessments
1. Candidate Progress through the Program (Key Transition Point Assessments)
2. Candidate Performance (Key Signature Assignment Assessments in Alignment with State Standards)
3. Program Graduate Performance (Exit Surveys and Follow-up Surveys of Preparation and Performance)
4. Assessment of Unit and Program Operations

This data comes from multiple stakeholders, representing both internal and external sources. It is routinely and systematically compiled, analyzed, and reported with the intention of improving candidate performance, program quality, and unit operations. The Dean, Associate Deans, and Program Directors provide oversight for data collection. Field experiences and signature assessments are collected, stored, and analyzed by the School of Education faculty. Courses and other data, such as admissions, GPA, CBEST and CSET scores, and demographics, are obtained from the Office of Institutional Research, the Dean of the Graduate School, the Office of the Registrar, and the Admissions Office. The Dean, as head of the unit, is responsible for the aggregation and dissemination of data.

C.2. (Continuing Visits Only) What changes have been made to the conceptual framework since the last visit?

Not applicable.

C.3. (First Visits Only) How was the conceptual framework developed and who was involved in its development?

The crafting of the conceptual framework was a shared faculty venture and presents a coherent and consistent set of working operations within and across all unit programs. With input from faculty and advisories, the conceptual framework reflects an alignment with the University's mission and vision, and summarizes the focus of the SOE's credential programs. Five faculty retreats, held from May, 2009 – August, 2010 provided forums for research, discussion, and writing. Faculty took great measures to ensure that the three defining measures of the conceptual framework (equip, transform, and empower) provided a context for ensuring continuity in curriculum, instruction, field experience, clinical practice, and assessment throughout the candidate's program of study. The draft of the conceptual framework was completed in the spring of 2010. In the summer of 2010 it was distributed to various focus groups for final input. The conceptual framework was approved by the faculty in August, 2010.

C.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the conceptual framework may be attached here. [Because BOE members should

be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Overview Find Conceptual Framework
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard Two Find Assessment Handbook

STANDARDS

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1a. Content Knowledge for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

Evidence from the Unit's assessments demonstrates that candidates in state-approved multiple subject, single subject, and special education preliminary licensure programs meet professional, state, and institutional standards for content knowledge and skills, and professional dispositions necessary to help all students learn.

Liberal studies candidates from the undergraduate level may register and earn credit for foundational coursework. Coursework is transferred upon graduation. Graduate students seeking preliminary licensures may also seek a Master's Degree in Teaching.

All initial teacher preparation programs participate in a state review through the California Commission on Teacher Credentialing (CTC). Relevant assessments include state licensure exams, signature assignment assessments embedded within coursework, the state's teacher performance assessments, clinical practice evaluations, disposition assessments, exit surveys, and follow-up surveys of credential program completers and their employers. This evidence reflects the Unit's commitment to assess candidates' knowledge, skills, and dispositions; and clear evidence that the Unit's initial program candidates meet NCATE standards for content knowledge, pedagogical content knowledge and skills, and professional dispositions.

1a.1. What are the pass rates of teacher candidates in initial teacher preparation programs on state tests of content knowledge for each program and across all programs (i.e., overall pass rate)? Please

complete Table 4 or upload your own table at Prompt 1a.5 below. [This information could be compiled from Title II data submitted to the state or from program reports prepared for national review.]

State Tests of Content Knowledge
- *California Basic Educational Skills Test (CBEST)*
The California Basic Educational Skills Test (CBEST) was developed by CTC to meet requirements of laws relating to credentialing and employment. The CBEST is designed to test basic reading, mathematics, and writing skills found to be important for the job of an educator.
- *California Subject Examinations for Teachers (CSET)*
The California Subject Examinations for Teachers (CSET) have been developed by the California Commission on Teacher Credentialing (CTC) for prospective teachers who choose to or are required to meet specific requirements for certification by taking examinations. The CSET includes examinations designed to meet subject matter competence.

CTC requires that all prospective candidates for initial credentialing take a skills proficiency test and submit a score prior to admittance into the graduate program. This can be demonstrated by taking the CBEST exam or Multiple Subject CSET plus writing skills examination. Remedial support for non-passers is emphasized at each of the regional centers. Advisors promote the importance of CSET prep from the first advising session, making sure to note that the test is a prerequisite for Clinical Practice. All centers have CSET preparation manuals available onsite, with each advisor recommending additional texts or websites according to a candidate's needs. The Arcadia Regional Center advisors suggest taking each subtest individually, making the entire test more manageable for the candidates, and advise candidates struggling with the test to enroll in an offsite CSET preparation course. The Mission Valley Regional Center posts flyers advertising preparation courses offered by reputable agencies and can connect candidates with professors on the main campus in the candidate's specific area of study (e.g. math, English, science, etc.) for additional support. The Bakersfield Regional Center partners with the local County Office to send candidates to preparation courses, which are advertised via PLNU email and posted visibly on campus, and also offers on-campus preparation courses throughout the year for the Math CSET.

In addition, **Multiple Subject** candidates participate in the CSET examination with three subtests focusing on general subject matter knowledge in language arts, literature, mathematics, science, social studies, history of the arts, physical education, and human development. The content specifications are aligned with the requirements of the Student Academic Content Standards (Grades K-8) of the State Board of Education. **Single Subject** candidates participate in the CSET examination within their specific content area. Each content area has varying numbers of subtests. **Education Specialist** candidates, based on their grade level focus, are held to the same content knowledge standards and participate in either the Multiple Subjects CSET examination or the Single Subject CSET examination in a specific content area.

Candidates that do not receive passing scores in these state assessments are advised to seek locally offered tutorials. In an effort to seek continual program improvement during the 2011-2012 academic year, an ad-hoc committee with representatives from each regional center will develop a unit-wide tutorial program for those candidates that do not receive passing scores.

1a.1 Required Table 4
Pass Rates on Content Licensure Tests for Initial Teacher Preparation
For Period: 2010-2011 School Year

Program	Name of Licensure Test	# of Test Takers	% Passing State Licensure Test
Overall Pass Rate for the Unit	California Basic Education Skills Test (CBEST)	150 first time takers 81 second attempt takers	65% first time takers 38% second attempt takers
Teacher Education Multiple & Single Subject & Ed. Spec.	California Subject Examination for Teachers (CSET)	**http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html** Log-in using the following password: plnuncate Click on Standard One 1a.1 Required Table: Pass Rates on Content Licensure Tests for Initial Teacher Preparation	

1a.2 (Programs Not Nationally Reviewed) What data from other key assessments indicate that candidates in initial teacher preparation programs demonstrate the content knowledge delineated in professional, state, and institutional standards? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1a.5 below.]

All initial teacher preparation programs participate in state review through the California Commission on Teacher Credentialing. The following summarizes data demonstrating the content knowledge. Detailed information about the assessment data for initial credentialing programs can be reviewed in the program Biennial Reports.

Biennial Report Data: See 1a.5

The California Teaching Performance Assessment (CalTPA) Overview
In addition to the licensure tests identified in 1a.1, preliminary credentialing candidates also demonstrate their in-depth knowledge of the content they plan to teach through the Teaching Performance Assessments (TPA), which is a series of assessments from the California Commission on Teacher Credentialing. The California Teaching Performance Assessment (CalTPA) is an assessment of an initial candidate's ability to demonstrate competency of the Teaching Performance Expectations (TPEs). The Unit requires the CalTPA process for Multiple Subject, Single Subject, and Education Specialist candidates. The CalTPA provides a series of four performance tasks that candidates complete during their professional preparation program. The CalTPA results help to provide formative assessment information to candidates for improving the quality of their teaching. Candidates not receiving a passing score on the first attempt will receive advisement from their advisor and TPA assessment team. Candidates failing on the second attempt must register for a one-unit of special studies for remediation.

Given this overview, TPA Task 1, Subject-Specific Pedagogy, is the unit's key assessment demonstrating **content knowledge** and completed after candidates have completed foundational coursework on educational theory and practices related to supporting all learners. (EDU600, Foundations of Education and Learning Theory, EDU601, Language Acquisition and Diverse Populations or EDU653, or Principles of Language Acquisition for Students with Moderate/Severe Disabilities and EDU602, Foundations of Special Education).

Analysis of the aggregated TPA Task 1 data for 2010-2011 cites that 76.5% of the preliminary candidates passed TPA Task 1 on the first attempt. This is a lower passing percentage than any other task. Candidates' overall mean scores indicate proficiency in all criteria. A relative strength is in the category of **Using Subject Specific Pedagogy,** with a mean score of 3.15. The candidates receive solid exposure to and practice of how to implement effective teaching strategies from the very beginning of their program. A relative area for growth is in the category of **Making Adaptations,** with a mean score of 3.02.

The Reading Instruction Competence Assessment (RICA)
The California Reading Initiative, Educational Code Section 44283, requires the California Commission on Teacher Credentialing (CTC) to develop, adopt, and administer a reading instruction competence assessment to measure an individual's knowledge, skill, and ability relative to effective reading instruction. The evaluation tool used by CTC is the Reading Instruction Competence Assessment (RICA), and it ensures that candidates for Multiple Subject and Education Specialist Instruction Credentials possess the knowledge and skills important for the provision of effective reading instruction to students. Data analysis for RICA test-takers suggests a higher pass rate (79-89%) when the RICA is taken close to the course offering. An analysis of RICA data over the past year shows that candidates are much more likely to pass the RICA on first administration if they have completed EDU 610, Methods of Teaching Reading and Writing, within the last two months. Based on this data, a requirement that all candidates must register for the next administration of the RICA before completing EDU 610 has been added to the syllabus. Non-passers are provided with tutorials on case studies, additional study guides and invitations to audit EDU 619 acting as a review prior to the test administration date(s).

RICA Data:

Date	Takers	Passers	% Passage	% Not Passed	Mean-PLNU	Mean-State
Oct-10	17	15	88	12	237.2	230.2
Dec-10	14	11	79	21	229.5	233.3
Feb-11	27	24	89	11	235.1	234
Apr-11	21	15	71	29	232.5	231.5
Jun-11	31	15	48	52	220.8	225.6

1a.3. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates demonstrate an in-depth knowledge of the content knowledge delineated in professional, state, and institutional standards? [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1a.5 below.]

Advanced teacher preparation programs that lead to a recommendation for state licensure submit to the state review process. Advanced teacher candidate programs include the Multiple/Single Subject Clear Credential, Education Specialist Clear Credential, Reading Certificate, and CLAD Credential. Key signature assignment assessments and current pass rates are listed for each of these programs. Detailed information regarding the signature assignment assessments, data collection and analysis and recommendations for program improvement, are provided in the Biennial Reports. Data charts and rubrics will be posted in the NCATE Exhibit Room for the February, 2012 site visit.

Advanced Multiple and Single Subject and CLAD
- GED 641, School Communities in a Pluralistic Society: This signature assignment assessment requires candidates to demonstrate content mastery through researching the values, religious observances/holidays, learning styles, parental role in education, child rearing traditions, most appropriate ways to praise and discipline the children in school, communication styles (verbal and non-verbal) and best practices in teaching these children of a selected culture. The project should include a reflection section inclusive of the most significant learning and plans to apply learnings in the field. Data analysis for 2010-2011 shows a 4.00 proficiency on a 4.00 rubric scale.
- GED 677, Teaching Strategies for Special Populations: This signature assignment assessment requires candidates to demonstrate understanding, application and use of inclusive practices. Students will give an oral presentation, supplemented by a PowerPoint, showing specific strategies that differentiate instruction for students with diverse needs as well as collaboration strategies to promote inclusive practices for students with diverse needs. Data analysis for 2009-2011 shows a 3.93 proficiency on a 4.00 rubric scale.

Education Specialist (Clear) and Added Authorizations in Special Education
- GED 650, Universal Access, Equity for all Students: This signature assignment assessment requires candidates to demonstrate content mastery through designing a standards-based universal access lesson for a unit of study. The lesson demonstrates equitable access for all learners, and the implementation of differentiated strategies. Data analysis for 2009-2011 shows a 3.44 proficiency on a 4.00 rubric scale.

Reading Certificate
- GED692, Standards, Assessment and Instruction: Comprehending and Composing Written Language: This signature assignment assessment requires candidates to determine best practices and the effectiveness in comprehension strategy instruction by developing and presenting a "Strategy Demonstration Plan" they have found to be successful and justify two practices they would include in future lessons. Data analysis for 2009-2011 shows a 3.98 proficiency on a 4.00 rubric scale.

Biennial Report Data: See 1a.5

Candidates pursuing clear credentials may also seek a Master's of Arts in Education degree in Teaching and Learning. This master's degree does not lead to a recommendation for licensure, so it is exempt from state review. Candidates in this master's degree program must maintain a minimum 3.0 GPA to stay in good academic standing and must satisfactorily complete key content knowledge assessments to progress in their focused program of study. For this master's degree, candidates enter this program with content knowledge preparation already completed. Typically, candidates have demonstrated content knowledge through passing the TPAs and complete a research project in GED 689 demonstrating their in depth knowledge of the content knowledge for their specialization.

1a.4. What do follow-up studies of graduates and employers indicate about graduates' preparation in the content area? If survey data are being reported, what was the response rate? [A table summarizing the results of follow-up studies related to content knowledge could be attached at Prompt 1a.5 below. The attached table could include all of the responses to your follow-up survey to which you could refer the reader in responses on follow-up studies in other elements of Standard 1.]

To support the Unit's focus of ongoing and continuous improvement, a variety of surveys are distributed to probe candidate satisfaction and competence as related to CTC standards and institutional goals and outcomes. These surveys were developed in the fall of 2010 and spring of 2011. Exit survey data has been gathered in the MAT initial teaching credential programs and MATL advanced credentials. The following table extrapolates baseline data from these surveys and suggests that the majority of the candidates feel well prepared in the **content area** of focus:

Credential Program	Data Analysis
Preliminary Multiple Subject Credential	69% yielded highest score of 4 21.93% yielded the second highest score of 3
MAT: Preliminary Single Subject Credential	35.70% yielded highest score of 4 38.50% yielded the second highest score of 3
MAT: Preliminary Education Specialist Mild Moderate Credential	49.20% yielded highest score of 4 23% yielded the second highest score of 3
MAT: Preliminary Education Specialist Moderate Severe Credential	89.20% yielded highest score of 4 7% yielded the second highest score of 3
MATL: Clear Multiple and Single Credential	Developed in spring of 2011 Data analysis will be available at the site visit
Masters in Special Education: Clear Education Specialist Credential	Developed in spring of 2011 Data analysis will be available at the site visit
Added Authorization in Special Education (AASE) Autism	New Credential Data analysis will be available at the site visit
Added Authorization in Special Education (AASE) Traumatic Brain Injury	New Credential Data analysis will be available at the site visit
CLAD Credential	Developed in spring of 2011 Data analysis will be available at the site visit
Reading Certificate	Developed in spring of 2011 Data analysis will be available at the site visit

In the spring of 2011, additional program surveys were developed to probe candidate alumni and employers perceptions one year following program completion. These surveys were distributed in March of 2011 and also offer the unit baseline data. While the candidate alumni survey provided ample data, employer responses were minimal (three responses) therefore providing insufficient data for evaluation. Future considerations will include sending the surveys out at an earlier date and offering a tangible reinforcement for completion and return.

Data analysis from the alumni one year out survey shows that program completers are well prepared in the area of **content knowledge**. Initial program alumni surveys site that courses address current developments in the field (4.13/5), courses were relevant for their field (4.06/5) and prepared them for the daily tasks in their content area. Lower scoring areas spoke to critical evaluation of literature

in the field (3.81/5). Data from the advanced program alumni surveys site that courses addressed current developments in the field (4.25/5) and strengthened their knowledge base (4.38/5). Lower scoring areas were continued research (3.25/5) and engagement in professional projects (3.25/5).

Biennial Report Data: See 1a.5
Exit Surveys: See 1a.5
Follow-Up Survey Results: See 1a.5

1a.5 (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the content knowledge of teacher candidates may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

http://www.taskstream.com/ts/railsback/CTCProgramAssessment.html.   Biennial Report
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html   Log-in using the following password: plnuncate   Click on Unit Standard One. Click on individual initial programs   Find Exit Surveys for each of the individual programs   Find Follow-Up Surveys for each of the individual programs

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1b.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates in initial teacher preparation programs demonstrate the pedagogical content knowledge and skills delineated in professional, state, and institutional standards? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1b.4 below.]

All initial teacher preparation programs participate in state review through the California Commission on Teacher Credentialing. The following summarizes data demonstrating the pedagogical content knowledge and skills. Detailed information regarding the assessment data and analysis and recommendations for program improvement for initial credentialing programs can be reviewed in the program Biennial Reports.

TPA 2
All MAT initial teacher preparation candidates demonstrate **the pedagogical content knowledge and skills** through completion of TPA Task 2. Task 2, a lesson plan designed by candidates serves as the culminating activity that articulates their understanding between content and content specific pedagogy. This lesson integrates the California Content Standards and the adopted framework. 2010-1011 analysis of the aggregated data cites that 92.8% of the initial candidates passed TPA Task 2 on the first attempt. Candidates' overall mean scores indicate proficiency in all criteria. A relative strength continues to be in the category of **Using Subject Specific Pedagogy,** with a mean score of 3.13.

TPA 2 Data: See 1b.4

Other Key Assessments: Foundational Methodology Courses Supporting Pedagogical Content Knowledge and Skills (1b1)

Candidates in the initial teacher preparation program (MAT) reflect an understanding of the relationship of content and content-specific pedagogy delineated in standards throughout the program. Within the initial teacher preparation program (MAT) methods courses, candidates demonstrate this understanding of the content, pedagogy and standards through signature assignments meeting CLO's. Candidates plan and practice a variety of strategies based on their emerging teaching philosophies. Woven throughout their methods courses, MAT candidates also consider ways to present content in real-world contexts and through the integration of technology. A summary of these signature assignment assessments is listed below. Comprehensive data analysis, discussion, and recommendations can be found in the individual program Biennial Reports. Additional program specific charts will be available at the site visit.

All MAT Preliminary Credentials
- EDU 600/600F, Foundations of Education and Learning Theory: This signature assignment assessment requires credentialing candidates to communicate and reflect their teaching philosophies and educational beliefs as related to students, learning, and teaching in contemporary schools. Data analysis on the MAT candidates for 2009-2011 shows a 3.83 proficiency on a 4 point rubric scale.

Preliminary Single Subject (Preliminary)
- EDU 620/620F, Literacy Instruction for Secondary Teachers: This signature assignment assessment consists of a comprehensive case study. It includes a listing of classroom demographics, observations, and assessments. A data analysis will identify the next learning steps for the focus student of an English learner or special education background. Data analysis on candidates for 2009-2011 shows a 3.67 proficiency on a 4 point rubric scale.

Multiple Subject (Preliminary)
- EDU 610/610F, Methods for Teaching Reading and Writing: The signature assignment assessment requires candidates to choose an English Language Learner as a focus student during the field experience. The assignment requires candidates to Collect data through anecdotal observation, literacy assessment instruments, and student conferences, reflect on that data, and set learning goals for student growth. Data analysis for 2009-2011 shows a 3.80 proficiency on a 4 point scale.
- EDU 611/611F, Interdisciplinary Approaches to Teaching in the Content Areas: This signature assignment assessment requires credentialing candidates to develop, plan and organize an integrated standards-based thematic unit of instruction for a classroom of students. The differentiated instruction, technology, assessment techniques and resources that will meet the needs of all students will be included. Data analysis for 2009-2011 shows a 3.79 proficiency on a 4 point rubric scale.

Education Specialist (Mild Moderate and Moderate Severe Preliminary)
- EDU 650, Assessment and Services for Students with Disabilities: This signature assignment assessment requires credentialing candidates to conduct a functional behavioral assessment and develop a behavior support plan for a student with behavioral challenges. The analysis will include the steps taken for the functional behavioral analysis, the assessment results, and

development of 3 goals and will include materials, technology, supports, and assessment system. Data analysis for 2009-2011 shows a 3.72 proficiency on a 4 point rubric scale.

- EDU 652, Coordination and Consultation for IEP Implementation, Evaluation and Program Improvement: This signature assignment assessment requires candidates to prepare a comprehensive lesson and delineate the role of a special education teacher, a service provider, and a paraeducator in collaboration with the general education staff to meet the diverse needs of the students with disabilities and English Learners with special needs. The lesson will include the content area and supporting standards, lesson objectives, considerations for 3 focus students, co-teaching approaches, room arrangements, materials, and assessment products. Data analysis for 2009-2011 shows a 3.63 proficiency on a 4 point rubric scale.

Biennial Report Data: See 1b.4

1b.2. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates know and apply theories related to pedagogy and learning, are able to use a range of instructional strategies and technologies, and can explain the choices they make in their practice. [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1b.4 below.]

Advanced teacher preparation programs that lead to a recommendation for state licensure submit to the state review process. Advanced teacher candidate programs include the Multiple/Single Subject Clear Credential, Education Specialist Clear Credential, Reading Certificate, and the CLAD Credential.

Candidates pursuing clear credentials may also seek a Master's of Arts in Education degree in Teaching and Learning. This master's degree does not lead to a recommendation for licensure, so it is exempt from state review. Candidates in this master's degree program must maintain a minimum 3.0 GPA to stay in good academic standing and must satisfactorily complete key content knowledge assessments to progress in their focused program of study. They must also complete an action research project in GED 689. These exams and research projects show that candidates demonstrate an in depth knowledge of the content knowledge for their specialization.

A complete list of all of the key assessments, data collection and analysis, and recommendations for program improvement that address advanced teacher candidates' in-depth content knowledge can be reviewed in the individual program Biennial Reports. A summary of courses with signature assignments assessing in-depth content knowledge are as follows:

Multiple and Single Subject (Clear) and CLAD
- GED 642, Advanced Strategies for English Learners: This signature assignment assessment requires candidates to design a standards-based unit of study. The format includes instructional consideration for both English Learners and Special Education Students. The candidate lists the instructional texts, strategies, technology, assessment techniques and any supplemental teaching materials. Data analysis for 2009-2011 shows a 3.78 proficiency on a 4.00 rubric scale.

Education Specialist (Clear) and Added Authorization in Special Education (AASE)

- GED622, Advanced Assessment and Behavior Analysis: This signature assignment assessment requires candidates to develop a Comprehensive Philosophy and Action Plan of Assessment and Behavior Support to include their philosophy, rules and expectations, specific consequences, instructional supports, and guidelines for individual behavioral needs. Data analysis for 2009-2011 shows a 3.75 proficiency on a 4.00 rubric scale.

Reading Certificate

- GED693, Research-based Intervention: Models and Strategies: This signature assignment assessment requires candidates to demonstrate content mastery through the reading of intervention models and strategies with on-going assessment results and capturing these in a research report. They strengthen their understanding of the use of intervention, to help struggling readers build the reading and writing skills necessary for school success. Data analysis for 2009-2011 shows a 3.87 proficiency on a 4.00 rubric scale.
- GED 694, Standards, Assessment and Instruction: Word Analysis, Fluency, and Systematic Vocabulary Development: This signature assignment assessment requires candidates to strengthen their research and intervention strategies and practices by reading articles from the National Reading Panel and creating entry logs for each article. Two struggling readers are assessed with candidates presenting an assessment analysis and teaching targets for the focus students. Data analysis for 2009-2011 shows a 4.00 proficiency on a 4 point scale.

Biennial Report Data: See 1b.4

1b.3. What do follow-up studies of graduates and employers indicate about graduates' preparation in pedagogical content knowledge and skills? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to pedagogical content knowledge and skills could be attached at Prompt 1b.4 below.]

To support the Unit's focus of ongoing and continuous improvement, a variety of surveys are distributed to probe candidate satisfaction and competence as related to CTC standards and institutional goals and outcomes. Exit survey data has been gathered in the MAT initial teaching credential programs and MATL advanced credentials. The following table extrapolates data from these surveys and suggests that the majority of the candidates feel well prepared in **pedagogical content knowledge and skills.**

Credential Program	Data Analysis
MAT: Preliminary Multiple Subject Credential	64.25% yielded highest score of 4 35.71% yielded the second highest score of 3
MAT: Preliminary Single Subject Credential	36.66% yielded highest score of 4 29.16% yielded the second highest score of 3
MAT: Preliminary Education Specialist Mild Moderate Credential	57.22% yielded highest score of 4 31.61% yielded the second highest score of 3
MAT: Preliminary Education Specialist Moderate Severe Credential	68.75% yielded highest score of 4 29.10 yielded the second highest score of 3
MATL: Clear Multiple and Single Credential	Developed in spring of 2011 Data analysis will be available at the site visit
Masters in Special Education:	Developed in spring of 2011

Clear Education Specialist Credential	Data analysis will be available at the site visit
Added Authorization in Special Education (AASE) Autism	New Credential Data analysis will be available at the site visit
Added Authorization in Special Education (AASE) Traumatic Brain Injury	New Credential Data analysis will be available at the site visit
CLAD Credential	Developed in spring of 2011 Data analysis will be available at the site visit
Reading Certificate	Developed in spring of 2011 Data analysis will be available at the site visit

In the fall of 2010, additional program surveys were developed to probe candidate alumni and employers perceptions one year following program completion. These surveys were distributed in March of 2011 and offer the unit baseline data. While the candidate alumni survey provided ample data, employer responses were minimal (three responses) therefore providing insufficient data for evaluation. Future considerations will include sending the surveys out at an earlier date and offering a tangible reinforcement for completion and return.

Data analysis from the alumni one year out survey shows that program completers are well prepared in the area of **pedagogical content knowledge and skills**. Initial program alumni surveys cite that candidates improved their ability to impact student achievement (4.09/5) and respond to diverse student/community needs (4.22/5). Lower scores were seen in using appropriate technologies in the workplace (3.78). Reauthorized standards for initial programs now require the integration of technology into all coursework. Advanced program alumni surveys cite that candidates acquired a stronger pedagogical knowledge and skill base (4.38/5).
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Biennial Report Data: See 1b.4
Exit Surveys: See 1b.4
Follow-Up Studies: See 1b.4

1b.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the pedagogical content knowledge of teacher candidates may be attached here.

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard One 1b.4 TPA Tasks 1-4 Passage Rates 2011
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard One. Click on individual initial credential programs Find Exit Surveys for each of the individual programs
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate For Follow-Up Studies: Click on Unit Standard One 1b.4 Advanced_1year_Pedagogical_ Content_ Knowledge Survey Results.xls 1b.4 Initial_1year_Pedagogical_ Content_Knowledge_Survey Results.xls
http://www.taskstream.com/ts/railsback/CTCProgramAssessment.html. Biennial Report

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1c.1. What data from key assessments indicate that candidates in initial teacher preparation and advanced teacher preparation programs demonstrate the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning? [A table summarizing these data could be attached at Prompt 1c.5 below.]

INITIAL TEACHER PREPARATION PROGRAMS

TPA Tasks 4
Throughout the MAT program, preliminary candidates are assessed by the four Teacher Performance Assessments. These assessments are embedded with the California Teaching Performance Expectations established by the CTC to describe the set of knowledge, skills, and abilities beginning teachers should be able to demonstrate. During clinical practice, all initial teacher preparation candidates complete TPA Task 4. Task 4 is the culminating assessment requiring candidates to plan and implement a comprehensive instructional plan based on the California Content Standards. Data analysis for Task 4 shows a 3.24 proficiency on a 4 point rubric scale. A relative strength is in the category of **Creating a Classroom Environment,** with a mean score of 3.35. A relative area for growth is in the category of **Making Adaptations,** with a mean score of 2.91.

TPA Task Data: See 1c.5

ADVANCED TEACHER PREPARATION PROGRAMS

Advanced candidates seeking clear credentials know and apply theories related to pedagogy and learning and are able to use a range of instructional strategies and technologies, and explain the choices they make in their practice. To demonstrate these proficiencies, and meet new authorization standards, coursework for clearing candidates' credentials has been revised. Signature assignments, integrating these new standards, have been added to all of the required courses. A complete listing of the key assessments, data collection and analysis, and recommendations for program improvement are included in the individual program Biennial Reports. A summary of these courses are as follows:

Multiple and Single Subject and Education Specialist (Clear)
- GED 689, Action Research: This signature assignment assessment requires candidates to demonstrate the professional pedagogical knowledge and skills embedded in the clear courses and curriculum standards by the creation of a final action research project that identifies how they have integrated the information from their course work to meet the needs of their students. Data analysis will be available at the site visit.

Added Authorization in Special Education (AASE)
- GED652, Methods for Teaching Students with Autism Spectrum Disorder: This signature assignment assessment requires candidates to develop an organizational/self-regulation system for an individual student to include a daily class/subject Schedule, task completion due dates, support services, a sensory diet, assignment notification, anticipation of change

strategies, a relaxation system and communication of needs. Data analysis for 2011 shows a 3.86 proficiency on a 4.00 rubric scale.

- GED653, Methods for Teaching Students with Traumatic Brain Injury: This signature assignment assessment requires candidates to review the neuropsychological and academic assessment reports of a student who has Traumatic Brain Injury. Candidates will identify areas of strength and need, generate recommendations for services and supports, provide positive behavioral supports, address assistive technology and develop supporting goals and objectives for student learning. Data analysis for 2011 shows a 3.72 proficiency on a 4.00 rubric scale.
- GED 654, Methods for Teaching Students with Other Health Impairments: This is a new AASE and the class was not offered in the 2010-2011 academic year.

CLAD: Cross-Cultural, Language and Academic Development

- GED 668, Bilingual Education and Specially Designed Academic Instruction: This signature assignment assessment requires candidate to design a one-week Specially Designed Academic Instruction in English (SDAIE) unit of study. The format identifies ELD standards, academic content standards as well as language and content objectives. The instructional strategies, technology, assessment techniques and teaching materials that will help meet the needs of the ELL students are included. Candidate enrollment was 0-3 across region centers, rendering insufficient data for analysis. Data analysis will be available at the site visit.

Reading Certificate

- GED 698, Special Studies in Education: Literacy Field Studies: This signature assignment assessment requires candidates to create a final Action Research project that identifies how they have integrated the information from their course work to meet the needs of their students. Data analysis for 2009-2011 shows a 3.85 proficiency on a 4.00 rubric scale.

Biennial Report Data: See 1c.5

1c.2. What data from key assessments indicate that candidates in initial teacher preparation programs consider the school, family, and community contexts and the prior experiences of students; reflect on their own practice; know major schools of thought about schooling, teaching, and learning; and can analyze educational research findings? If a licensure test is required in this area, how are candidates performing on it? [A table summarizing these data could be attached at Prompt 1c.5 below.]

All MAT Preliminary Credentials

- EDU 600/600F, Foundations of Education and Learning Theory: This signature assignment assessment requires credentialing candidates to communicate and reflect their teaching philosophies and educational beliefs as related to students, learning, and teaching in contemporary schools. Data analysis on candidates for 2009-2011 shows a 3.83 proficiency on a 4 point rubric scale. Data can be found in the individual program Biennial Reports.
- Clinical Practice I and II: Mid-term and final clinical practice assessments include a focus on Planning Instruction and Designing Learning Experiences for ALL Students (TPE 8, 9). This component considers relevant information about the class as a whole and about selected students including linguistic background, academic language abilities, content knowledge, and skills, physical, social, and emotional development; cultural and health considerations; and interests. It draws upon detailed and relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first

languages, as well as their proficiency in English. Data analysis on mid-term evaluations for 2010-2011 shows a 3.29 proficiency on a 4 point rubric scale. Data analysis on final evaluations for 2010-2011 shows a 3.76 proficiency on a 4 point rubric scale.

- EDU CPI Seminar and EDU CPII Seminar: These courses are co-requisites to each of the clinical practice experiences required of all preliminary preparation candidates (Multiple, Single, Education Specialist). This course provides a rich forum for discussion and review of school, family and community responsibilities as a professional educator in the field. Candidates keep reflective logs with instructors providing formative feedback regarding this prompt. Data analysis will be available at the site visit.

Biennial Data:
TPA Task 3 and 4 Data:
Clinical Practice Data:

1c.3. What data from key assessments indicate that advanced teacher candidates reflect on their practice; engage in professional activities; have a thorough understanding of the school, family, and community contexts in which they work; collaborate with the professional community; are aware of current research and policies related to schooling, teaching, learning, and best practices; and can analyze educational research and policies and explain the implications for their own practice and the profession? [A table summarizing these data could be attached at Prompt 1c.5 below.]

To supplement the demonstration of the professional and pedagogical knowledge and skills delineated in the state standards to facilitate learning, advanced candidates also complete a reflective coaching course with a fieldwork component to ensure that they have a thorough understanding of the school, family and community contexts in which they work, collaborate with the professional community; are aware of current research and policies related to schooling, teaching, learning, and best practices; and can analyze educational research and policies and explain the implications for their own practice and profession. The Formative Assessment for California Teachers (FACT) system provides the structure for this process. The purpose is to improve teaching as measured by each standard of the *California Standards of the Teaching Profession* (CSTP) and in relation to the *state adopted academic content standards* and *performance levels for students*. Formative assessment is an ongoing learning process that follows the cycle: plan, teach, reflect, and apply. FACT is designed to assist in meeting the learning needs of students while growing as a professional and feeling greater confidence as a teacher.

Multiple and Single Subject (Clear)
- GED 673, Reflective Coaching Seminar: Credential candidates clearing their credentials complete the Plan, Teach, Reflect, and Apply process for Teacher Induction. This formative assessment system utilizes California's Beginning Teacher Support and Assessment (BTSA) materials that serve as resource for candidates and faculty through the process. Candidates, in collaboration with faculty, frame the path for the expanded skills, support application in the classroom, and provide continual reflection for improving practice inquiry and professional growth. Data analysis will be available at the site visit.

Education Specialist (Clear)
- GED658, Reflective Coaching/Induction: Candidates clearing their credential participate in a reflective coaching seminar and complete PLNU formative assessments aligned with the California Standards for the Teaching Profession (CSTP). Candidates need to hold a preliminary credential and be serving as the teacher of record as they complete the requirements for this course. Candidates will complete PLNU's Plan, Teach, Reflect, and

Apply Process with a PLNU reflective coaching mentor. This fieldwork course requires 15 clock hours of observation and participation specific to reflective coaching and individualized induction. Data will be available at the site visit.

1c.4. What do follow-up studies of graduates and employers indicate about graduates' preparation related to professional and pedagogical knowledge and skills? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to professional and pedagogical knowledge and skills could be attached at Prompt 1c.5 below.]

To support the Unit's focus of ongoing and continuous improvement, a variety of surveys were developed in the fall of 2010 and spring of 2011 and distributed to probe candidate satisfaction and competence as related to CTC standards and institutional goals and outcomes. Exit survey data has been gathered in the MAT initial teaching credential programs. The following table extrapolates data from these surveys and suggests that the majority of the candidates feel well prepared in **professional and pedagogical content knowledge and skills.**

Credential Program	Data Analysis
MAT: Preliminary Multiple Subject Credential	64.25% yielded highest score of 4 35.71% yielded the second highest score of 3
MAT: Preliminary Single Subject Credential	36.66% yielded highest score of 4 29.16% yielded the second highest score of 3
MAT: Preliminary Education Specialist Mild Moderate Credential	57.22% yielded highest score of 4 31.61% yielded the second highest score of 3
MAT: Preliminary Education Specialist Moderate Severe Credential	68.75% yielded highest score of 4 29.10% yielded the second highest score of 3
MATL: Clear Multiple and Single Credential	Developed in spring of 2011 Data analysis will be available at the site visit
Masters in Special Education: Clear Education Specialist Credential	Developed in spring of 2011 Data analysis will be available at the site visit
Added Authorization in Special Education (AASE) Autism	New Credential Data analysis will be available at the site visit
Added Authorization in Special Education (AASE) Traumatic Brain Injury	New Credential Data analysis will be available at the site visit
CLAD Credential	Developed in spring of 2011 Data analysis will be available at the site visit
Reading Certificate	Developed in spring of 2011 Data analysis will be available at the site visit

In the spring of 2011, additional program surveys were developed to probe candidate alumni and employers perceptions one year following program completion. These surveys were distributed in March of 2011 and offer the unit baseline data. While the candidate alumni survey provided ample data, employer responses were minimal (three responses) therefore providing insufficient data for evaluation. Future considerations will include sending the surveys out at an earlier date and offering a tangible reinforcement for completion and return.

Data analysis from the alumni one year out survey shows that program completers are well prepared in the area of **pedagogical content knowledge and skills**. Initial program alumni surveys site that candidates improved their ability to impact student achievement (4.09/5) and respond to diverse student/community needs (4.22/5). Lower scores were seen in using appropriate technologies in the work workplace (3.78). Reauthorized standards for initial programs now require the integration of technology into all coursework. Advanced program alumni surveys cite that candidates acquired a stronger pedagogical knowledge and skill base (4.38/5).

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1c.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the professional and pedagogical knowledge and skills of teacher candidates may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

http://www.taskstream.com/ts/railsback/CTCProgramAssessment.html Biennial Report
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard One 1c.5 TPA Tasks 1-4 Passage Rates 2011
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard One 1c.5 Clinical Practice Passage Rates 2010-2011
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard One For Follow-Up Studies: 1c.5 Advanced_1year_Pedagogical_ Content_ Knowledge Survey Results.xls 1c.5 Initial_1year_Pedagogical_ Content_Knowledge_Survey Results.xls
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard One. Click on individual initial programs Find Exit Surveys for of the individual programs

1d. Student Learning for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1d.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates in initial teacher preparation programs can assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences to help all students learn? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1d.4 below.]

TPA Task 3
Throughout the MAT program preliminary candidates are assessed by the four Teacher Performance Assessments. These assessments are embedded with the California Teaching Performance Expectations established by the CTC to describe the set of knowledge, skills, and abilities beginning teachers should be able to demonstrate. During clinical practice, all initial teacher preparation candidates complete TPA Task 3. Task 3 requires candidates to design and implement a comprehensive lesson with special focus student assessment that responds to cultural and differentiated learning needs. With careful data analysis, candidates critique the instruction and student assessment product and propose the next steps in student learning. Data analysis for 2010-2011 shows a 3.19 proficiency on a 4 point rubric scale. A relative strength is in the category of **Planning for Assessment,** with a mean score of 3.28.

TPA Task Data: See 1d.4

1d.2. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates demonstrate a thorough understanding of the major concepts and theories related to assessing student learning; regularly apply them in their practice; analyze student, classroom, and school performance data; make data-driven decisions about strategies for teaching and learning; and are aware of and utilize school and community resources that support student learning? [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1d.4 below.]

To supplement the demonstration of the professional and pedagogical knowledge and skills delineated in the state standards to facilitate learning, advanced candidates also complete a reflective coaching course with a fieldwork component to ensure that they have a thorough understanding of the school, family and community contexts in which they work, collaborate with the professional community; are aware of current research and policies related to schooling, teaching, learning, and best practices; and can analyze educational research and policies and explain the implications for their own practice and the profession. The Formative Assessment for California Teachers (FACT) system provides the structure for this process. The purpose is to improve teaching as measured by each standard of the *California Standards of the Teaching Profession* (CSTP) and in relation to the *state adopted academic content standards* and *performance levels for students*. Formative assessment is an ongoing learning process that follows the cycle: plan, teach, reflect, and apply. FACT is designed to assist in meeting the learning needs of students while growing as a professional and feeling greater confidence as a teacher.

Multiple and Single Subject (Clear)
- GED 673, Reflective Coaching Seminar: Candidates clear their credential complete the Plan, Teach, Reflect, and Apply process for Teacher Induction. This formative assessment system utilizes California's Beginning Teacher Support and Assessment (BTSA) materials that serve as resource for candidates and faculty through the process. Candidates, in collaboration with faculty, frame the path for the expanded skills, support application in the classroom, and provide continual reflection for improving practice inquiry and professional growth. Data analysis will be available at the site visit.

Education Specialist (Clear)
- GED658, Reflective Coaching/Induction: Candidates clearing their credentials participate in a reflective coaching seminar and complete PLNU formative assessments aligned with the

California Standards for the Teaching Profession (CSTP). Candidates need to hold a preliminary credential and be serving as the teacher of record as they complete the requirements for this course. Candidates will complete PLNU's Plan, Teach, Reflect, and Apply Process with a PLNU reflective coaching mentor. This fieldwork course requires 15 clock hours of observation and participation specific to reflective coaching and individualized induction. Data will be available at the site visit.

1d.3. What do follow-up studies of graduates and employers indicate about graduates' ability to help all students learn? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to the ability to help all students learn could be attached at Prompt 1d.4 below.]

To support the Unit's focus of ongoing and continuous improvement, a variety of surveys were developed in fall of 2010 and spring of 2011 and distributed to probe candidate satisfaction and competence as related to CTC standards and institutional goals and outcomes. Exit survey data has been gathered in the MAT initial teaching credential programs. The following table extrapolates data from these surveys and suggests that the majority of the candidates feel empowered in those professional attributions and dispositions **to help all students learn.**

Credential Program	Data Analysis
MAT: Preliminary Multiple Subject Credential	76.53% yielded highest score of 4 16.32% yielded the second highest score of 3
MAT: Preliminary Single Subject Credential	51.42% yielded highest score of 4 42.85% yielded the second highest score of 3
MAT: Preliminary Education Specialist Mild Moderate Credential	66.76% yielded highest score of 4 28.36% yielded the second highest score of 3
MAT: Preliminary Education Specialist Moderate Severe Credential	78.55% yielded highest score of 4 16.42% yielded the second highest score of 3
MATL: Clear Multiple and Single Credential	Developed in spring of 2011 Data analysis will be available at the site visit
Masters in Special Education: Clear Education Specialist Credential	Developed in spring of 2011 Data analysis will be available at the site visit
Added Authorization in Special Education (AASE) Autism	New Credential Data analysis will be available at the site visit
Added Authorization in Special Education (AASE) Traumatic Brain Injury	New Credential Data analysis will be available at the site visit
CLAD Credential	Developed in spring of 2011 Data analysis will be available at the site visit
Reading Certificate	Developed in spring of 2011 Data analysis will be available at the site visit

In the spring of 2011, additional program surveys were developed to probe candidate alumni and employers perceptions one year following program completion. These surveys were distributed in March of 2011 and offer the unit baseline data. While the candidate alumni survey provided ample data, employer responses were minimal (three responses) therefore providing insufficient data for

evaluation. Future considerations will include sending the surveys out at an earlier date and offering a tangible reinforcement for completion and return.

Data analysis from the alumni one year out survey shows that program completers are well prepared to **help all students to learn**. Initial program alumni surveys cite that candidates improved their ability to impact student achievement (4.09/5) and respond to diverse student/community needs (4.22/5). Advanced program alumni surveys cite that candidates improved their ability to impact student achievement (4.25/5) and respond to diverse student/community needs (4.00/5).

1d.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to student learning may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html   Log-in using the following password: plnuncate   1c.5 TPA Tasks 1-4 Passage Rates2011
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html   1c.5 Clinical Practice Passage Rates 2010-2011.docx
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html   Log-in using the following password: plnuncate   Click on Unit Standard One   1c.5_Initial_1year_Pedagogical Content Knowledge Survey Results.xls   1c.5_Advanced_ 1year_Professional and Pedagogical Content Knowledge Survey Results.xls

1e. Knowledge and Skills for Other School Professionals

1e.1. What are the pass rates of other school professionals on licensure tests by program and across all programs (i.e., overall pass rate)? Please complete Table 5 or upload your own table at Prompt 1e.4 below.

Table 5
Pass Rates on Licensure Tests for Other School Professionals

For Period:	Not applicable – no additional licensure tests required.		
Program	Name of Licensure Test	# of Test Takers	% Passing State Licensure Test
Overall Pass Rate for the Unit (across all programs for the preparation of other school professionals)	No licensure tests are required for other school professionals. These candidates hold credentials and have already passed the initial licensure formal assessments.	Not applicable	Not applicable

1e.2. (Programs Not Nationally Reviewed) What data from other key assessments indicate that other school professionals demonstrate the knowledge and skills delineated in professional, state, and institutional standards? [Data for programs for other school professionals that have been nationally reviewed or reviewed through a similar state review do not have to be reported here.

Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1e.4 below.]

Counseling: Pupil Personnel Services Credential (PPS)
This program is designed in a sequential format, affording candidates in-depth knowledge through building on core knowledge. Given that this is a program leading to a credential, all candidates are required to demonstrate competency in 32 CTC state standards before a recommendation is made for the PPS credential. The following listing summarizes the key assessments used to demonstrate competency. Detailed analysis can be found in the individual program's Biennial Report. Candidates may use this coursework in their pursuit of a Masters in Education with a concentration in Counseling.

- GED641, School Communities in a Pluralistic Community: In this signature assignment assessment, candidates research a cultural group using a variety of sources, including the internet, books, and a personal interview with someone from that culture. They present their findings in a presentation supported by a PowerPoint. Data analysis on final evaluations for 2009-2011shows a 3.98 proficiency on a 4 point rubric scale.
- GED662, Counseling and Counseling Theory: In this signature assignment assessment, candidates write an 8-12 page paper discussing the integrative perspective of counseling theory to include definition, use with culturally diverse K-12 students, goals of use, and the value of integrative perspective. Data analysis for 2009-2011 shows a 3.64 proficiency on a 4 point rubric scale.
- GED665, Safe Schools and Violence Prevention: In this signature assignment assessment, candidates select a topic related to school safety and violence prevention in a K-12 school community and write an 8-12 page paper which will incorporate journal references, site visits, interviews, and other literature resources utilized to complete the project. Data analysis for 2009-2011 shows a 3.76 proficiency on a 4 point rubric scale.
- GED667A, Comprehensive Counseling and Guidance Programs – Coordination and Collaboration: In this signature assignment assessment, candidates create a comprehensive counseling and guidance program based on ASCA model utilizing the principles of the ASCA model and present this model in class. Data analysis for 2009-2011 shows a 3.76 proficiency on a 4 point rubric scale.
- GED667B Comprehensive Counseling and Guidance Programs – Coordination and Collaboration: In this signature assignment assessment, candidates collect and analyze data in order to create a SPARC counseling model for a local school within the context of all stakeholders demonstrating accountability. Data analysis for 2009-2011 shows a 3.73 proficiency on a 4 point rubric scale.
- GED677, Teaching Strategies for Special Populations: In this signature assignment assessment, candidates develop a personal philosophy of inclusive practices for students with special needs and gifted and talented students. Data analysis for 2009-2011 shows a 3.80 proficiency on a 4 point rubric scale.
- GED687/F, School Counseling Practica: In this signature assignment assessment, candidates select individual counseling sessions with a student from a fieldwork site. Candidates will include outcomes of the strategies utilized to address the student's needs. Data analysis for 2009-2011 shows a 3.78 proficiency on a 4 point rubric scale.

Counseling: Child Welfare and Attendance Credential (CWA)
CWA is a stand-alone program. To be eligible for this credential, advanced candidates must hold a current PPS credential or be completing the PPS program. New to the Unit in 2011, the first

candidates have yet to submit signature assignments demonstrating mastery of the CWA standards. This is a new program for the Unit, with the first courses offered in the summer, of 2011. Data for each of these key assessments will be available at the time of the visit.

- GED645, The Law and the Professional Role of the Child Welfare and Attendance Counselor: In this signature assignment assessment candidates demonstrate their understanding of laws pertaining to minors by writing a 4-6 page APA formatted paper to include the role of the CWA provider, school climate issues, and cultural factors if relevant. This is a new program (summer, 2011). Data analysis will be available at the time of the visit.
- GED646A, Child Welfare and Attendance Program – Leadership Management, Collaboration, and Community/Parent Partnerships: In this signature assignment assessment, candidates write a 5 page APA formatted paper identifying an issue facing Child Welfare and Attendance Professionals and cite a specific leadership theory which will assist in its effective program implementation. This is a new program (summer, 2011). Data analysis will be available at the time of the visit.
- GED646B, Child Welfare and Attendance Program – Leadership Management, Collaboration, and Community/Parent Partnerships: In this signature assignment, candidates create a PowerPoint presentation utilizing the research paper written in GED646A. This is a new program (summer, 2011). Data analysis will be available at the time of the visit.
- GED647, School Culture and Barriers to Student Achievement: In this signature assignment assessment, candidates design a "Charter School" utilizing evidence-based programs for identified "high-risk" students in grades 7-12. The students can be referred through the LEAs, Department of Probation, the courts, DCFS, SARB and/or parents. This is a new program (summer, 2011). Data analysis will be available at the time of the visit.

Educational Leadership: Preliminary Administrative Credential
Point Loma's Preliminary Educational Leadership program is aligned and founded on the California Professional Standards for Educational Leaders (CPSEL). These standards use the ISLLC (Interstate School Leader Licensure Consortium) as their framework and are tightly correlated with them. Each key assessment in the Preliminary Educational Leadership program is built around one of the six CPSELs. In depth data analysis is available in the program's Biennial Report.

- GED603, Visionary Leadership: In this signature assignment assessment, candidates facilitate the development, articulation, implementation and stewardship of a vision of teaching and learning that is shared and supported by the school community. Data analysis for 2009-2011 shows a 3.45 proficiency on a 4 point rubric scale.
- GED604/604D, Instructional Leadership for the Success of All Students: In this signature assignment assessment, candidates observe and analyze classroom instruction in one general and one special education class to identify strengths and needs based on research-based best practices. The summary will detail the analysis of differentiated instruction for cultural and special needs and discuss the next steps for instructional achievement. Data analysis for 2009-2011 shows a 3.78 proficiency on a 4 point rubric scale.
- GED606, Organizational Leadership and Resource Management: In this signature assignment assessment, candidates use the student achievement data and the budget template provided by the instructor to create a $250,000 Title I budget directly aimed at enhancing student achievement and provide written justification for the alignment of dollars to the instructional priorities and compliance with the funding regulations and guidelines. Data analysis for 2009-2011 shows a 3.61 proficiency on a 4 point rubric scale.

- GED609, Collaborative and Responsive Leadership: In this signature assignment, candidates develop an action plan with goals, activities and a timeline for strengthening parent involvement and education on a campus using district resources and demographic data from a SARC model and a plan for student achievement. Barriers and opportunities for enhancing parent involvement will be identified and district, community and family resources will be listed. Research on best practices is also required. Data analysis for 2009-2011 shows a 3.66 proficiency on a 4 point rubric scale.
- GED610/F, Leadership Within the Political, Social, Economic and Legal Framework: In this signature assignment assessment, candidates write a two page executive summary to a superintendent and cabinet on an educational policy or legal issue articulating a school's implementation of one of the following areas: Student discipline, Student rights, Special education, Sexual harassment, Employee discipline, Religion, Copyright laws, Tort/safety liabilities, English Learners, Federal/State Corrective Actions/Sanctions, or School Governance. Data analysis for 2009-2011 shows a 3.48 proficiency on a 4 point rubric scale.
- GED611/F, Ethical, Moral, and Servant Leadership: In this signature assignment assessment, candidates develop a personalized platform, including a vision of quality educational leadership, indentifying personal strengths and areas for improvement, how it will balance one's professional and personal life, and describe ethical and moral obligations as a public school administrator. Data analysis for 2009-2011 shows a 3.57 proficiency on a 4 point rubric scale.

Educational Leadership: Clear Administrative Credential

Point Loma's Clear Educational Leadership program is aligned and founded on the California Professional Standards for Educational Leaders (CPSEL). These standards use the ISLLC (Interstate School Leader Licensure Consortium) as their framework and are tightly correlated with them. Each key assessment in the Clear Educational Leadership program is built around one of the six CPSELs. In depth data analysis is available in the program's Biennial Report.

- GED796, Induction, Mentoring, and Advanced Fieldwork: In this signature assignment assessment, candidates complete the first self assessment of their leadership skills and competencies based on the California Professional Standards for Educational Leaders (CPSELs) along with a narrative section for identifying strengths and weaknesses. Data analysis for 2009-2011 shows a 2.67-5.00 proficiency on a 5 point rubric scale.
- GED796, Induction, Mentoring, and Advanced Fieldwork: In this signature assignment assessment, candidates engage in their first 360 survey by asking a small, randomly selected group of their certificated and classified staff to complete an anonymous survey of the candidate's competencies as an educational leader. Data analysis for 2009-2011 shows a 4.25-5.00 proficiency on a 5 point rubric scale.
- GED797, Professional Development and Assessment: In this signature assignment assessment, candidates complete their second self assessment of their leadership skills and competencies based on the California Professional Standards for Educational Leaders (CPSELs) along with a narrative section for identifying strengths and weaknesses. Data analysis for 2009-2011 shows a 4.14-5.00 proficiency on a 5 point rubric scale.
- GED797, Professional Development and Assessment: In this signature assignment assessment, candidates engage in their second 360 survey by asking a small, randomly selected group of their certificated and classified staff to complete an anonymous survey of the candidate's competencies as an educational leader. Data analysis for 2009-2011 shows a 4.5-5.00 proficiency on a 5 point rubric scale.

1e.3. What do follow-up studies of graduates and employers indicate about the knowledge and skills of other school professionals? If survey data are being reported, what was the response rate? [A table summarizing the results of follow-up studies related to knowledge and skills could be attached at Prompt 1e.4 below. The attached table could include all of the responses to your follow-up survey to which you could refer the reader in responses on follow-up studies in other elements of Standard 1.]

To support the Unit's focus of ongoing and continuous improvement, a variety of surveys were developed in fall of 2010 and spring of 2011 and distributed to probe candidate satisfaction and competence as related to CTC standards and institutional goals and outcomes. Exit survey data, has been gathered in the Educational Leadership (Preliminary and Clear Administrative Services Credentials).The following table extrapolates data from these surveys and suggests that the majority of the candidates demonstrate the **knowledge and skills**. In depth data analysis is available in the program's Biennial Report.

Credential Program	Data Analysis: Effectiveness

Educational Leadership: Preliminary Administrative Services Credential	Professional Growth: Great Deal = 50%
	                                   Quite a Bit = 41.7%
	 Value of Coursework: Great Deal = 46.2%
	                                   Quite a Bit = 46.2%

Educational Leadership: Clear Administrative Services Credential	Self Assessment : Very Effective = 40%
	                              Effective = 60%
	 360 Assessment: Very Effective = 20%
	                               Effective = 60%
	 Induction Plan: Very Effective = 46.7%
	                              Effective = 33.33

Counseling: Pupil Personnel and Services Credential	Developed in spring of 2011 Data analysis will be available at the site visit
Counseling: Child Welfare and Attendance Credential	Developed in spring of 2011 Data analysis will be available at the site visit

In the spring of 2011, additional program surveys were developed to probe candidate alumni and employers perceptions one year following program completion. These surveys were distributed in March of 2011 and offer the unit baseline data. While the candidate alumni survey provided ample data, employer responses were minimal (three responses) therefore providing insufficient data for evaluation. Future considerations will include sending the surveys out at an earlier date and offering a tangible reinforcement for completion and return.

Data analysis from the alumni one year out survey shows that program completers concur that they have the **knowledge and skills** needed to professionally contribute to their field. These program alumni surveys cite that candidates felt the courses were relevant for their intended profession (4.43/5), the courses addressed current developments in their field (4.29/5), and they acquired a strong knowledge base in their area of specialization (4.14/5).

1e.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the knowledge and skills of other school professionals may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

1f. Student Learning for Other School Professionals

1f.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates can create positive environments for student learning, including building on the developmental levels of students; the diversity of students, families, and communities; and the policy contexts within which they work? [Data for programs for other school professionals that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1f.3 below.]

The following listing summarizes the key assessments used to demonstrate competency regarding the creation of positive learning environments for other professionals. Detailed analysis can be found in the individual program's Biennial Reports.

Counseling: Pupil Personnel Services Credential (PPS)
- GED667A, Comprehensive Counseling and Guidance Programs – Coordination and Collaboration: In this signature assignment assessment, candidates create a comprehensive counseling and guidance program based on ASCA model utilizing the principles of the ASCA model and present this model in class. Data analysis for 2009-2011 shows a 3.76 proficiency on a 4 point rubric scale.
- GED667B, Comprehensive Counseling and Guidance Programs – Coordination and Collaboration: In this signature assignment assessment, candidates collect and analyze data in order to create a SPARC counseling model for a local school within the context of all stakeholders demonstrating accountability. Data analysis for 2009-2011 shows a 3.73 proficiency on a 4 point rubric scale.

Counseling: Child Welfare and Attendance (CWA)
- GED647, School Culture and Addressing Barriers to Student Achievement: In this signature assignment assessment, candidates design a "Charter School" utilizing evidence-based programs for identified "high-risk" students in grades 7-12. The students can be referred through the LEAs, Department of Probation, the courts, DCFS, SARB and/or parents. Data will be available at the time of the visit.

Educational Leadership: Preliminary Administrative Services Credential

The Ed. Leadership Preliminary Administrative Services Credential Program identifies the following signature assignment that supports candidates in creating positive environments for the student:
- GED604/604D, Instructional Leadership for the Success of All Students: In this signature assignment assessment, candidates observe and analyze classroom instruction in one general and one special education class to identify strengths and needs based on research-based best practices. The summary will detail the analysis of differentiated instruction for cultural and

special needs and discuss the next steps for instructional achievement. Data analysis for 2009-2011 shows a 3.78proficiency on a 4 point rubric scale.

Educational Leadership: Clear Administrative Services Credential

The Ed. Leadership Clear Administrative Services Credential Program identifies the following signature assignment that supports candidates in creating positive environments for the student:

- GED796, Induction, Mentoring, and Advanced Fieldwork: In this signature assignment assessment, candidates engage in their first 360 survey by asking a small, randomly selected group of their certificated and classified staff to complete an anonymous survey of the candidate's competencies as an educational leader. Data analysis for 2009-2011 shows a 4.25-5.00 proficiency on a 5 point rubric scale.
- GED797, Professional Development and Assessment: In this signature assignment assessment, candidates engage in their second 360 survey by asking a small, randomly selected group of their certificated and classified staff to complete an anonymous survey of the candidate's competencies as an educational leader. Data analysis for 2009-2011 shows a 4.5-5.00 proficiency on a 5 point rubric scale.

1f.2. What do follow-up studies of graduates and employers indicate about graduates' ability to create positive environments for student learning? If survey data have not already been reported, what was the response rate? [A table summarizing the results of follow-up studies related to the ability to create positive environments for student leaning could be attached at Prompt 1f.3 below.]

In the spring of 2011, additional program surveys were developed to probe candidate alumni and employers perceptions one year following program completion. These surveys were distributed in March of 2011 and offer the unit baseline data. While the candidate alumni survey provided ample data, employer responses were minimal (three responses) therefore providing insufficient data for evaluation. Future considerations will include sending the surveys out at an earlier date and offering a tangible reinforcement for completion and return.

Data analysis from the alumni one year out survey shows that program completers confirm that they have the ability to **creative positive environments for student learning**. These program alumni surveys cite that candidates had the capacity to assume a leadership role (4/5), use interpersonal skills (3.86/5), and communicate effectively with students, families, and community members (3.57/5).

1f.3. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to other school professionals' creation of positive environments for student learning may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

http://www.taskstream.com/ts/railsback/CTCProgramAssessment.html
Biennial Report

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html
Log-in using the following password: plnuncate
Click on Unit Standard One
1f.3 Advanced_1year_Student_Learning_Survey Results.xls

1g. Professional Dispositions for All Candidates. [Indicate when the responses refer to the preparation of initial teacher candidates, advanced teacher candidates, and other school professionals, noting differences when they occur.]

1g.1. What professional dispositions are candidates expected to demonstrate by completion of programs?

Ethical and value-based dispositions are a critical factor in becoming a successful educator. Candidates experience continuous "whole person" transformation in the context of an intentional Christian professional learning community. The unit has adopted a set of eight dispositions in alignment with the University's mission and vision, serving as the working norms for all stakeholders who work collaboratively toward a shared vision of candidate success and program effectiveness.

1. *Dignity & Honor:* The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of the God, committed to civility, respect, hospitality, grace, and service.
2. *Honesty & Integrity:* The candidate demonstrates honesty, integrity, and coherence in attitudes, and actions, and is accountable to the norms and expectations of the learning community.
3. *Caring, Patience, and Respect:* The candidate demonstrates caring, patience, fairness, and respect for the knowledge level, diversity, and abilities of others, ensuring that all students have the opportunity to achieve.
4. *Spirit of Collaboration, Flexibility and Humility:* The candidate actively participates in and contributes to the achievement of the learning community, explains own thought process with humility and considers those of others with a positive, open-minded attitude.
5. *Harmony in Learning Community:* The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community.
6. *Self-Awareness/Calling:* The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform, and to empower every student to fulfill his or her full potential.
7. *Perseverance with Academic Challenge:* Perseveres, remains engaged, and persists as a life-long learner, especially when academic or professional assignments are perceived as challenging.
8. *Diligence in Work Habits & Responsibility for Learning:* The candidate attends to the roles and responsibilities of the learning community, and is well-prepared and on time. The candidate completes required assignments on time and is reflective and receptive to formative feedback.

All candidates are assessed at multiple points in the program to ensure that they are developing a value-based educational philosophy. Assessments are archived on TaskStream. Candidates found with a pattern of unacceptable dispositions are monitored. At any time a Dispositional Improvement Plan may be recommended and developed. Together with an advisor, the disposition data is analyzed, and an action plan is jointly developed. Opportunities for meeting with the advisor and/or the Unit's Chaplain, and reflective journaling are highly recommended. Successful completion will be noted in the candidate's file. Continued dispositional concerns will be documented and addressed by the regional center faculty, the dean's council, and vice-provost.

Disposition Assessment Checks Data: See 1g.5

1g.2. How do candidates demonstrate that they are developing professional dispositions related to fairness and the belief that all students can learn? [A table summarizing these data could be attached at Prompt 1g.5 below.]

Although all of the dispositions impact student learning, three of the adopted dispositions particularly focus on fairness and the belief all students can learn are:

- *Caring, Patience, and Respect:* The candidate demonstrates caring, patience, fairness, and respect for the knowledge level, diversity, and abilities of others, ensuring that all students have the opportunity to achieve.
- *Dignity & Honor:* The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of the God, committed to civility, respect, hospitality, grace, and service.
- *Self-Awareness/Calling:* The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform, and to empower every student to fulfill his or her full potential.

Candidates demonstrate that they are developing professional dispositions related to fairness in the self-assessments that are integrated into each programs' course of study. Assessments are uploaded and evaluated on TaskStream. In depth data analysis is also available in each program's Biennial Report.

1g.3. What data from key assessments indicate that candidates demonstrate the professional dispositions listed in 1.g.1 as they work with students, families, colleagues, and communities? [A table summarizing these data could be attached at Prompt 1g.5 below.]

Candidates demonstrate the professional dispositions in their coursework, fieldwork, and clinical practice experiences. Rubric-based disposition assessments, taken at various points during their respective programs, are uploaded and evaluated on TaskStream. In depth data analysis is available in each program's Biennial Report.

In initial licensure programs, the dispositions are assessed in their coursework, fieldwork, and clinical practice. In clinical practice they are working in supportive environments interacting with families, colleagues, and communities. These dispositions are also integrated in the 13 Teacher Preparation Expectations that include making subject matter comprehensible, reflecting on practice, assessing student learning, engaging and supporting students, planning and designing instruction, creating and maintaining effective learning environments, and developing as a professional educator. In clinical practice seminars, and with university supervisors, candidates receive formative feedback and discuss ways to improve their practice.

In advanced licensure programs, dispositions are assessed in their coursework, fieldwork, and supporting seminars. Clear credentialing candidates complete a reflective coaching course with a fieldwork component to ensure that they have a thorough understanding of the school, family and community contexts in which they work and collaborate with the professional community. The Formative Assessment for California Teachers (FACT) system provides the structure for this process. Counseling candidates complete a Professional School Counselor Growth Chart that tracks specific

dispositional growth areas identified as well as sets goals within the identified areas. Educational Leadership candidates, who are working professionals, interact with their learning communities during fieldwork. With university supervisors, they conduct comprehensive self assessments and engage in "360" evaluations.

1g.4. What do follow-up studies of graduates and employers indicate about graduates' demonstration of professional dispositions? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to professional dispositions could be attached at Prompt 1g.5 below.]

In the spring of 2011, additional program surveys were developed to probe candidate alumni and employers perceptions one year following program completion. These surveys were distributed in March of 2011 and offer the unit baseline data. While the candidate alumni survey provided ample data, employer responses were minimal (three responses) therefore providing insufficient data for evaluation. Future considerations will include sending the surveys out at an earlier date and offering a tangible reinforcement for completion and return.

Data analysis from the alumni one year out survey shows that program completers concur that they have the **professional dispositions** needed to professionally contribute to their field. These program alumni surveys confirm that candidates felt well prepared in professional dispositions.
- Dignity and Honor: 4.60% proficiency on a 5 point rubric
- Honesty and Integrity: 4.61% proficiency on a 5 point rubric
- Caring, Patience and Respect: 4.59% proficiency on a 5 point rubric
- Flexibility and Humility: 4.49% proficiency on a 5 point rubric
- Harmony in the Learning Community: 4.48% proficiency on a 5 point rubric
- Self-Awareness and Calling: 4.44% proficiency on a 5 point rubric
- Perseverance with Challenge: 4.44% proficiency on a 5 point rubric
- Diligence in Work Habits and Responsibility for Learning: 4.51% proficiency on a 5 point rubric

1g.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to professional dispositions may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard One 1g.5_Disposition Assessment Checks All Programs.doc
http://www.taskstream.com/ts/railsback/CTCProgramAssessment.html Biennial Report
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard One 1g.5_Dispositions_Survey_Results_All Programs_2011.xls

1. What does your unit do particularly well related to Standard 1?

The SOE operates from main campus and four regional centers in Southern California. Over the last four years, the SOE has focused on unifying its work and to be seen as one unit. Major accomplishments related to Standard One include:

- Upgraded technology in all classrooms. Video-conferencing is available to connect candidates and learning across all regional centers.
- Purchase and use of a data storage system (TaskStream).
- Yearly analysis of data used for program improvement.
- Consistent course syllabi and key assessments across regional centers.
- Revision of syllabi to meet new state reauthorization standards.
- Consistent use of evaluation forms.
- Development of policies and procedures related to candidate knowledge, skills, and dispositions.
- Professional development seminars for candidates across all regional centers.
- Increased professional development requirements for faculty.
- Research and publication required of faculty.

2. What research related to Standard 1 is being conducted by the unit or its faculty?

Dr. Conni Campbell
Research and Presentation: Current survey research is being conduction on "*K-12 Grading Practice in Public and Private School Settings.*" To be presented October, 2011 at the ERIC Institute through La Verne University. (2011)

Dr. Josh Emmet
Research and Presentation: "*An Urban High School Response to Underprepared Freshman: A Case Study of a Freshman Academy.*" California Educational Research Association, San Diego, CA. (2010)

Dr. Andrea Liston
Research and Publication: Research on co-teaching resulted in the publication of a peer-reviewed article: *Co-Teaching in Urban Secondary U.S. School Districts to Met the Needs of all Teachers and Learners: Implications for Teacher Education Reform* in the International Journal of Whole Schooling. (2010)

Dr. Enedina Martinez
Publication: *"Bilingual Teachers' Beliefs and Attitudes Toward Meeting the Linguistic Needs of Hispanic Bilingual Students: Implications for Educators and Language Policymakers in an Era of Globalization."* Round Table Oxford, Harris Manchester College, Oxford University, Oxford, England. (2008)

Dr. Doretha O'Quinn
Research: Research funded by the PLNU Alumni Association resulted in a new advanced candidate course titled "*Urban Education in American Society*" (2010)

Dr. Gary McGuire
Research and Presentation: *"Identifying the Key Leadership Behaviors Demonstrated by Site Principals and Leadership Team Members at Riverside and San Bernardino County Program Improvement Elementary Schools Which Resulted in Meeting or Exceeding 2008 and 2009 API and AYP Targets."* CAPEA Fall Conference. (2009-2010)

Corey McKenna
Research and Presentation: *"The Development and Implementation of an Integrated Curriculum at a Math, Science, and Technology magnet school"* presented at the California Educational Research Association annual meeting, San Francisco, CA. (2009)

STANDARD 2. ASSESSMENT SYSTEM AND UNIT EVALUATION

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

2a. Assessment System

2a.1. How does the unit ensure that the assessment system collects information on candidate proficiencies outlined in the unit's conceptual framework, state standards, and professional standards?

The unit has revised the process for assessing candidate process several times since 2008 based on advancements in technology, CTC's new accreditation cycle, and the decision to pursue NCATE accreditation. To capture the changes in this multi-year effort and to develop and implement a comprehensive system, a *Unit Assessment Handbook* has been developed and provides the structure and procedures for assessment.

The Units assessment system is in alignment with the candidate proficiencies outlined in the conceptual framework. Candidate proficiencies for each program are articulated in the Conceptual Framework and aligned with state standards, program learning outcomes, unit learning outcomes, and University learning outcomes. Details of this program alignment are included in the data table 2a.6. These proficiency tables also support the University's accreditation efforts in the development of curriculum mapping across all schools. The mapping framework suggests that having determined the standards that must be achieved, a developed matrix indicates where standards are addressed, practiced, and assessed. Curricular maps for each program were completed in May, 2011. They can be found in the NCATE Exhibit Room in Standard Two.

The unit ensures that state standards are embedded in all course syllabi, key signature assignment assessments, fieldwork experiences, and clinical practice evaluations. TaskStream, the Unit's data storage system, is utilized to archive candidate performance and competencies in individualized folios. This system is used to assist in data entry, evaluation, maintenance, and aggregation efforts. It uses multiple assessments to monitor performance at specified transition points: admission to the university, admission to the program, program advancement, and program completion. At the initial educator preparation level, candidate performance is monitored through advancement interviews, teacher performance assessments (TPAs), key assessments known as signature assignments, fieldwork and clinical practice evaluations, GPA, disposition checks, required exams (such as RICA, CPR, U.S. Constitution), exit surveys following program completion, and follow-up surveys. This process is outlined in the MAT Handbook. At the advanced level, candidate performance is monitored through key assessments known as signature assignments, fieldwork/practica evaluations

as appropriate, disposition checks, GPA, culminating projects/portfolios, exit surveys following program completion and follow-up surveys. The processes for advanced programs are outlined in the MATL Handbook, the PPS/CWA Handbook, and the Education Leadership Handbook.

All candidates are continually informed of their program status. The admissions process requires an assessment conducted by the program admission chairs of the potential candidate's writing skills, interview responses, and perceived dispositions. The admissions office counselors inform the candidate of acceptance. Throughout the program, faculty advisors communicate with candidates via face-to-face interactions, e-mails, letters, and curriculum sequence guide sheets. The TaskStream data storage system provides candidate access to folios that archive key assessments and track candidate progress. Decision points for advancement are fully explained to candidates at regional center orientation sessions (EDU600 for initial teacher education preparation), through program coordinator e-mails, and faculty advisement sessions. Academic performance (competence in meeting standards) is monitored by the vice-provost over academic affairs, and formal notification is sent to students with a low GPA informing them of a probationary status. Candidates who are not making progress in standards or who do not adequately demonstrate the Unit's professional dispositions are counseled by the faculty advisor and program coordinator. An action plan is developed to support and assist probationary candidates in meeting the required academic performance and professional dispositions.

Assessment Handbook Data: 2a.6
Alignment of Candidate Proficiencies Data: 2a.6
Program Handbooks Data: 2a.6

2a.2. What are the key assessments used by the unit and its programs to monitor and make decisions about candidate performance at transition points such as those listed in Table 6? Please complete Table 6 or upload your own table at Prompt 2a.6 below.

Table 6
Unit Assessment System: Transition Point Assessments

Program	Admission	Entry to clinical practice	Exit from clinical practice	Program completion	After program completion
Key assessments occur within each program that reflects best practices in the education as determined by state (CTC) standards. If the candidate does not meet program requirements at any of the identified transition points, notification is sent to the candidate with a recommendation for remediation. The advisor counsels and works with the candidate to complete the necessary requirements. Failure to meet program requirements may result in removal from the program. http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard Two 2a.6 Required Table_6_Transition_Point_Assessments_All_Programs.docx					

2a.3. How is the unit assessment system evaluated? Who is involved and how?

The assessment system used by the Unit serves three primary functions: (1) assessing candidate's knowledge, skills, and dispositions, (2) reviewing specific programs within the School of Education, and (3) evaluating the entire unit—the School of Education. The assessment system is multi-

dimensional, ongoing, and cyclical with data used in formative and summative ways for decisions with respect to the candidates and for meaningful programmatic change within the unit.

The Dean, Associate Deans, and Program Directors provide oversight for the ongoing collection and analysis of data that is collected throughout the academic year and continuous assessment cycle. Data analysis is shared with the Office of Institutional Research, Provost and Academic Council, and supports the University's annual assessment of institutional learning outcomes for WASC. The Unit is regularly evaluating the capacity and effectiveness of its assessment system, which reflects the conceptual framework and incorporates candidate proficiencies outlined in professional and state standards. At the Unit level, evaluation of the capacity and effectiveness of its assessment system is a joint effort with its regional center advisory councils. Information is gathered regarding the validity and utility of program assessments used in the field. Annually, Program Coordinators meet with the Dean and Associate Deans to discuss overall assessment data to include course signature assignments, fieldwork and clinical practice evaluations, demographics, and other data such as admission required interview, writing sample, GPA, CBEST and CSET scores. They provide recommendations consistent with findings for program improvement, technology updates, and program standards. Program-specific faculty meet annually to examine key assessments (signature assignments) and to calibrate assessment across regional centers. To show a strong relationship of performance assessments to candidate success throughout their programs and later in classrooms or schools, follow-up studies are conducted. Developed in fall semester of 2010, these surveys include: (1) candidate exit surveys, (2) alumni one year out surveys, and (3) employer surveys. Distribution of these surveys began in spring of 2011. Data analysis is used to inform the Unit of candidate competence and success in the field.

Signature Assignment Assessment Rubrics: 2a.6
Exit Survey: 2a.6
Alumni One Year Out Survey: 2a.6
Employer Survey: 2a.6

2a.4. How does the unit ensure that its assessment procedures are fair, accurate, consistent, and free of bias?

The SOE's commitment to fairness, accuracy, consistency, and freedom from bias stems from the Nazarene and Wesleyan heritage that compels one to love justice and to treat every individual equally with respect and compassion. Faculty members take a candidate-centered, developmental approach toward the achievement of standards of excellence. Candidate learning strengths and prior knowledge are honored and serve as the foundation for instructional planning along with assessment of language, cultural background, interests, learning styles, and aspirations. To maintain each of the elements of fairness, accuracy consistency and freedom of bias across all regional centers, program faculty do not work in isolation. As a collaborative team, the unit monitors, reviews and discusses assessment data each year, and make adjustments accordingly. In good faith, the unit's procedures for guiding these elements are outlined as follows.

Fairness
To address issues related with fairness, the unit has developed assessments that are consistent with unit and state standards. These standards have been acknowledged as valid and serve as the understructure when addressing the knowledge and skills of candidates. However, the unit must also acknowledge fairness as it relates to standards more ethical in nature, i.e., candidate professional

dispositions that are valued in the field of education. All assessments are specifically chosen, and designed to occur at the various transition points in the candidate's program to ensure that course objectives have been mastered and dispositions are consistent with the core values of the University. Within the unit's data storage system of TaskStream, the assessment directives and supporting performance rubrics are presented so that all candidates have access to the same set of expectations.

Accuracy

Assessment accuracy has been the responsibility of program-based committees. It is their collaborative task to review each assessment and link the specific components of each assessment with the state standards. Explicit definitions regarding requisite candidate knowledge, skills, and dispositions are aligned with instruction, learning experiences and assessments to provide candidates with a deep, integrated, and applied understanding. In cases where a number of the unit's programs utilize the same core courses, multiple representatives from each program meet to review these assessments for accuracy and conformity.

Consistency

Consistency starts with uniformity in syllabi and is followed by course candidate learning outcomes (CLO's) content, and assessment products. Faculty members across all regional centers are required to commit to this level of homogeneity, and submit their syllabi each semester to their respective program directors for review. Candidates are assessed using the same directives, the same resources, and the same assessment protocols. Directives and corresponding rubrics that have been designed for each of the signature assessments, have been developed by lead course instructors and reviewed by program committees and accreditation director(s) for clarity and correctness. With a yearly review of data, program faculty members analyze the data and the elements for the given rubric, discussing the outcomes and with the intent of the assessment.

Freedom from Bias

The unit's faculty members are committed to an educational practice that ensures universal access that is non-discriminatory and welcoming of candidates from diverse backgrounds. Faculty, master teachers, support providers, and clinical supervisors working alongside candidates receive initial orientation training and ongoing professional development each year from the University and Unit regarding best practices, policies and procedures. Candidates participate in a multitude of assessments throughout their course of study and are assessed by a number of university evaluators. Assessments are examined for objective and just language by collaborative P-12 and university faculty teams and adjusted accordingly. Formative assessment, analysis and reflection on candidates' data are used to inform the unit of candidates' cumulative growth. It is the goal of the University and Unit alike to provide an environment that is just and free of bias.

2a.5. What assessments and evaluation measures are used to manage and improve the operations and programs of the unit?

The Unit has and uses multiple measures to manage and improve unit operations and program quality in a yearly assessment cycle:
- Unit-based measures (Data is included in Standards 5 and 6)
    - Administrative faculty 360 evaluations
    - Program director faculty 360 evaluations
    - Faculty and adjunct faculty evaluations (IDEA)
    - Faculty publications and community service records
    - Master teacher evaluations

- o Advisory council Input
- o Follow-up studies
- o Monthly unit meetings minutes
- o Monthly assessment meetings (NCATE, CTC) and minutes
- o Semiannual retreats meetings and minutes
- Program-based measures
  - o Curricular mapping
  - o Follow-up studies
  - o Monthly program meetings and minutes
  - o Annual calibration meetings and minutes
- Candidate-based measures
  - o Signature assignments
  - o Clinical practice evaluations
  - o Dispositions of noble character
  - o Follow-up studies

Of particular focus are the assessments and evaluations used to improve the Unit's operations. Administrative faculty and program directors engage in the 360-degree evaluation process with multi-rater feedback coming from all stakeholders within the unit. The results are used for professional development and training. The Instructional Development and Evaluation Assessment (IDEA) is a diagnostic tool that features a special in-depth course evaluation designed to provide instructors with feedback tailored to the particular objectives of each class. Course evaluation data provides statistical means for instructional quality of faculty. Vita of unit faculty are aggregated to determine faculty presentations, publications, and community services and used as variables to be considered for promotion and tenure.

The full faculty meets monthly to attend to state (CTC), university (WASC), and national (NCATE) accreditation mandates and to provide a forum for discussion on unit and program improvement. The recursive CTC review process includes the development of a Biennial Report and Program Assessment to provide an ongoing, in depth internal and external forum for studying assessment procedures and program operations. Based upon the findings of these CTC studies, data reviews, and reports, the program changes and improvements are implemented. Semiannual retreats focus on data analysis and decision-making for continuous improvement. Program coordinators meet each semester with the dean and associate deans to supervise and provide oversight of the assessment process. Program faculty members meet monthly to monitor continuous improvement. They also meet annually to examine the validity and utility of the program assessments, modifying signature assignments and other evaluation tools as needed and keeping current with assessment technology and professional standards. Meeting agendas and minutes are archived in Unit Standard Six.

2a.6. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the unit's assessment system may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html
Log-in using the following password: plnuncate
Click on Unit Standard Two
Find Assessment Handbook

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html   Log-in using the following password: plnuncate   Click on Unit Standard Two   2a.6 Curricular Mapping for All Programs
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html   Log-in using the following password: plnuncate   Click on Additional Accreditation Documents   Find WASC Program Summary Reports
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html   Log-in using the following password: plnuncate   Click on Unit Standard Two   Click on Individual Programs   Find Signature Assignment Assessment Rubrics
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html   Log-in using the following password: plnuncate   Click on Unit Standard Two   Click on Individual Programs   Find Exit Survey   Find Follow-Up Surveys: Alumni One Year Out Survey, and Employer Survey
http://www.taskstream.com/ts/railsback/CTCProgramAssessment.html   Biennial Report

2b. Data Collection, Analysis, and Evaluation

2b.1. What are the processes and timelines used by the unit to collect, compile, aggregate, summarize, and analyze data on candidate performance, unit operations, and program quality?

- **How are the data collected?**
- **From whom (e.g., applicants, candidates, graduates, faculty) are data collected?**
- **How often are the data summarized and analyzed?**
- **Whose responsibility is it to summarize and analyze the data? (dean, assistant dean, data coordinator, etc.)**
- **In what formats are the data summarized and analyzed? (reports, tables, charts, graphs, etc.)**
- **What information technologies are used to maintain the unit's assessment system?**

2b.1. What are the processes and timelines used by the unit to collect, compile, aggregate, summarize, and analyze data on candidate performance, unit operations, and program quality?

The unit's accreditation system is aligned with the accreditation mandates of CTC. It is designed to focus on the demonstrated competence of California's educators. The system features an ongoing data collection and a seven year cycle of assessment activities with one site visit. The CTC Accreditation Committee determines the effectiveness of education preparation programs and determines if program intervention or assistance is needed. Unit success is measured by the continuing ability of programs to respond to the following characteristics: (CTC, 2011)

- Accountability: Continuous data collection, periodic site visits and focused intervention ensure ongoing program accountability and educator competence.
- Quality-based: Consistent adherence to program quality standards and candidate performance maintains educator preparation program quality.

- Standard-driven: Educator preparation programs demonstrate how the state requirements and program standards are met. Standards are aligned with California's K-12 Student Academic Content Standards and designed to prepare effective educators for the state's diverse population.
- Ongoing Improvement: Analysis of data based on candidate competence is applied to ongoing program improvement and accreditation decisions.
- Biennial Reports: Educator preparation programs collect data on candidate competence and report the results electronically every other year of the cycle. Reports are reviewed by Commission staff and reported to the Committee on Accreditation.
- Program Assessment: The program sponsor reports on indicators of candidate competence such as performance on assessments and feedback from employers. The report also includes program updates and provides a data-based rationale for any program changes. Reports are reviewed by trained educators with expertise in the credential area, are summarized by staff, and then reported to the Committee on Accreditation.
- Site Visits: All data are provided to a trained team of evaluators. Team members provide expertise in credential areas. Site visits also include in-depth interviews of graduates, candidates, employers, and program faculty and administrators. Accreditation recommendations are made by the team for final action by the Committee on Accreditation.

Assessment data is collected according to the established timelines to meet state standards. The state commission (CTC) utilizes cohort grouping to organize the activities in a seven year accreditation cycle. Point Loma Nazarene University is assigned to the red cohort. The red cohort map provides a description of these activities and what documents need to be submitted to CTC. It is included as archived data in 2b.4.

Each year, the Dean and TaskStream coordinator provide aggregated data to program coordinators and faculty for review. Simultaneously, unit operation data are also reviewed. Program improvement and unit operation policy changes proceed according to the established governance structure. The Graduate Studies Committee (GSC), Graduate Academic Leadership (GAL), and Graduate Program Directors (GDM) establish and maintain standards for review and approval. The format for presentation of data and proposals are based on the intent and the individuals with whom it will be shared. Candidate signature assignment data are presented in statistical tables demonstrating percentage of competence in a given evaluative tool. With additional input from advisory councils, it is used annually by program faculty to drive programmatic change and improvement.

To support the Unit's focus of ongoing and continuous improvement, a variety of surveys are distributed to probe candidate satisfaction and competence as related to CTC standards and institutional goals and outcomes. Exit surveys were developed in the fall of 2010 and spring of 2011. In the spring of 2011, additional program surveys were developed to probe candidate alumni and employers perceptions one year following program completion. These surveys were distributed in March of 2011 and offer the unit baseline data.

The Unit uses a variety of information technologies as data storage systems. Candidate competencies are archived in TaskStream, a web-based software, and is used to manage assessment and accountability processes and facilitate the demonstration of candidate achievements. The University's data base (portal) within the University's mainframe provides faculty, staff, and candidates with admission data, pass rates on content licensure tests, transcripts, GPA, course registration, and candidate status. This data base also provides the Unit with pass rates on content

licensure tests and is used in the state required Title II report (Sections 205 through 208 of the *Higher Education Act*). The Unit's homepage provides information on the programs offered at the Unit's four regional centers, archives faculty vita, and cites the Unit's activities.

California State Accreditation Data: 2b4

2b.2 How does the unit disaggregate candidate assessment data for candidates on the main campus, at off-campus sites, in distance learning programs, and in alternate route programs?

The TaskStream coordinator is given the responsibility to manage the majority of the key assessment data. In addition, the Unit uses Survey Monkey, a software program designed to conduct, manage, and analyze its follow-up studies. This tool is used to administer and archive responses for alumni one year out surveys and employer surveys. Each year, the data is aggregated by programs. This aggregation takes place typically each May, at the end of spring semester. Statistical tables identify the performance and percentage of candidate competence on the evaluation measures (i.e. signature assignment assessments, advancement interviews, portfolio projects, clinical teacher evaluations, and disposition assessments). Traditionally, initial TaskStream reports are shared with the Dean and Associate Deans. The Associate Deans meet with program specific directors and faculty during the summer semester for data review. During this phase, the program data is also disaggregated by regional centers. This affords regional-based advisory councils review of data and an opportunity to suggest program and unit operation changers to better respond to the regional needs and improve preparation programs.

The Unit is very fortunate to have a number of long-standing partnerships with private school systems, school districts, and county offices of education (especially with the Tulare Office of Education in Visalia, CA). Tulare partners play a critical role in the delivery of the Formative Assessment for California Teachers (FACT) system, a reflective assessment and support process for teacher induction, while Bakersfield regional center faculty deliver content coursework needed for a clear (advanced) credential. The Arcadia, Bakersfield, and Mission Valley regional centers also partner with regional school districts by providing the intern alternative route program. Yearly data is also shared with these partners as well as with advisory council members Their input has played a critical role in the design and delivery of clinical practice, field experiences, course content, and seminars.

2b.3. How does the unit maintain records of formal candidate complaints and their resolutions?

The Dean of the School of Education or designee determines whether a complaint should be considered a complaint against the University and/or an individual employee, or against an individual within a partner school district where the person initiating the complaint is completing his/her fieldwork activities, and whether it should be resolved by the University's process for complaints concerning personnel and/or other University procedures. To promote prompt and fair resolution of the complaint, the following procedures govern the resolution of complaints against University employees:
1.   Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, the complainant communicates directly to the employee to resolve concerns.
2.   If a complainant is unable or unwilling to resolve the complaint directly with the employee, he/she may submit an oral or written complaint to the employee's immediate supervisor or the Dean of the School of Education or designee.

3. All complaints related to University personnel other than Associate Deans and Deans or against individuals at partner school districts are submitted in writing to the Dean of the School of Education or designee or immediate supervisor. If the complainant is unable to prepare the complaint in writing, Program Advisors help him/her to do so. Complaints related to a Program Director or Advisor are initially filed in writing with the Associate Dean or designee. Complaints related to the Dean of the School of Education or designee are initially filed in writing with the University Provost.
4. When a written complaint is received, the employee is notified within five days.
5. The administrator responsible for investigating complaints attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.
6. Both the complainant and the employee against whom the complaint was made may appeal a decision by immediate supervisor to the Dean or designee, who attempts to resolve the complaint to the satisfaction of the person involved within 30 days.
7. Before the Provost's consideration of a complaint, the Dean or designee submits a written report to the Provost.
8. The Provost may uphold the Dean's or designee's decision without hearing the complaint.
9. All parties to a complaint may be asked to meet with the Provost to clarify the issue and present all available evidence.
10. The decision of the Provost will be final.

2b.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the unit's data collection, analysis, and evaluation may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

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http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html
Log-in using the following password: plnuncate
Click on Standard Two
2b.4 California State Accreditation Cycle

2c. Use of Data for Program Improvement

2c.1. In what ways does the unit regularly and systematically use data to evaluate the efficacy of and initiate changes to its courses, programs, and clinical experiences?

The intent of the Unit's data collection is to identify both the strengths and weaknesses in program delivery and candidate performance. The data is collected at the initial and advanced levels of education preparation to provide feedback to the candidates and afford the unit and program faculty a reflective tool so that decisions can be made for enhancement and improvement.

At the entry level, the admission checkpoints inform the candidates, Admissions Office counselors, and program faculty of candidate status regarding admission. This initial checkpoint is archived in the University's Portal, where candidate admission data are collected and organized for review by admission counselors, program admission chairs, and credential analysts. The data is used to inform all parties of candidate status, determining if the application is sound and ready, or if there are challenges with transcripts, GPAs, content licensure tests, or letters of recommendation. The counselors, credential analysts, and faculty work together to address challenges so that the admission process can continue. Recent changes in the CTC state admission requirements have led to the

development and implementation of a more formalized admission process and addition of an admissions protocol rubric. This process was implemented in the summer of 2011.

At the initial level and advanced levels, formative candidate folios archived on TaskStream document candidate performance and growth as they move through program requirements. Program faculty instructors provide feedback to candidates in the coursework embedded in standard-aligned key signature assignment assessments. These signature assignments are uploaded in TaskStream, and evaluated by faculty using a rubric-based tool. The system also archives disposition assessments (i.e. self, instructor, cooperating or master teacher) at various checkpoints in the program. Results from key transitional assessments, such as the MAT (initial) program's advancement interview rubric evaluations are uploaded in TaskStream. Cooperating teachers and master teachers evaluate candidates for standard competence and dispositions during fieldwork and clinical practice. These evaluations are also stored on TaskStream. This collection of data is used to monitor candidate competence as they move through the program. It serves as a tool for faculty advisors and candidates to discuss, and reflect on the candidate's performance in the program. Advisement takes place each semester, and notes are archived in the University's Portal. If a candidate fails to meet the required progress in meeting course requirements, overall GPA, and dispositions, faculty advisors may elect to complete an action plan to remediate the situation. If the situation persists, the program, in conjunction with the Unit, may choose to counsel the candidate to an alternative career. TaskStream data is reviewed annually by program specific faculty. It is disaggregated by regional centers so that inconsistent patterns in candidate performance and faculty evaluation can be identified. Based on these findings, program faculty and supporting adjuncts meet annually to calibrate course content, evaluations, and signature assignments.

Fieldwork coordinators are responsible for making placements for candidates needing fieldwork experience or clinical practice. Schools locations where candidates engage in fieldwork and clinical practice are stored on TaskStream. School demographics are monitored to ensure that candidates are placed in instructional settings that reflect the typical diversity found in the classrooms and schools of the 21st century. Coordinators also review evaluative feedback from candidates on university supervisors, coordinating teachers and master teachers. Data is reviewed each semester by fieldwork coordinators and the responsible associate deans to ensure sound, supportive, and diverse experiences for all candidates.

The exit process is monitored by the University's Records Office, credential analysts, and faculty advisors. The program faculty advisor provides data related to program requirement completion. The graduate coordinator at the University's Record's Office confirms completion by providing transcripts on exit/graduation status. The credential analyst endorses the completion and works with the candidate to attain the new licensure. Prior to 2010, advisor and credential analyst data for the regional centers were kept in separate data storage systems, which led to a fragmented and inefficient picture of candidate competencies. Significant changes have been made; currently, all candidate data is kept on the University Portal.

Admissions Process and Protocol Data: 2c.4

2c.2. What data-driven changes have occurred over the past three years?

The Unit has initiated substantial changes over the past three years.

TaskStream:
Prior to 2008, the SOE had no assessment system to evaluate candidate performance. Candidate competencies, in the form of signature assignments, were archived on CD's or in binders and presented by candidates as culminating evidence. Data was not aggregated nor analyzed. In the summer of 2008, the University purchased TaskStream software to archive unit operations and monitor candidate competence as they moved through program requirements. Based on this purchase the following data-driven changes have been made:

- Consistency in course syllabi used at the four regional centers has been achieved and is archived on TaskStream. Course outcomes reflect state standards. Syllabi are reviewed annually and content/coursework adjusted to reflect current standards.
- Candidate folios have been developed by each program to consistently monitor candidate entry, progression, and completion across regional centers. These folios archive multiple evaluation assessments and supporting data to include TPA's, standard-infused signature assignments, advancement interviews, fieldwork and clinical practice evaluations, disposition assessments, research projects, and portfolio projects. Data is reviewed annually. Faculty calibration is conducted semiannually to ensure consistency in instruction, assessment, and evaluation.
- Fieldwork and clinical practice placements, demographics, and evaluations are archived on TaskStream. This ensures that placements are diverse in population and afford the student a supportive instructional environment. Data is reviewed annually for efficacy.

Survey Monkey Software
The use of Survey Monkey has supported the unit in the creation, management and assessment of evaluation assessments. Based on the use of this software, data-driven changes include:

- The development and implementation of a 360-degree evaluation tool used to measure Dean, Associate Dean, and Program Director performance was initiated in 2009. Evaluations are conducted biennially. Results are analyzed and used for professional growth.
- Development and distribution of alumni one year out surveys and employer surveys serve as the evaluation tool for follow-up studies. This was created in the spring of 2011 and distributed in March and April of 2011. Initial data collection is in process.

Course Evaluations
Prior to 2009, a paper system was used to provide faculty with instructional feedback. In the spring of 2009, the University adopted The Instructional Development and Evaluation Assessment (IDEA), a diagnostic course evaluation tool designed to provide faculty with feedback tailored to the particular objectives of each class. Web-based course evaluation data provides statistical means for instructional quality of faculty.

Biennial Report
The Commission on Teacher Credentialing (CTC) collects standard-driven data and information from all institutions and approved programs on a biennial basis. The Unit, using archived data from TaskStream, submitted the requested biennial report in 2009 and 2011. Reported data was analyzed and recommendations made for continuous improvement.

E-Class Enhanced Learning Opportunities (Blackboard)
Although standard-driven course outcomes are met in a traditional format, the Unit has advocated the use of E-class. In the fall of 2009, all faculty were required to enrich their coursework formats and

include the use of E-Class. Collaboration activities, rich discussion, and purposeful activities supporting differentiated learning styles were infused. The Unit also uses a number of E-class tools in structuring the series of courses EDU622-629 for candidates across all Regional Centers. As part of continuous improvement, the Unit implemented an on-line pilot of EDU672, Philosophy of Education, in the summer of 2011. This allowed for candidates from all regional centers to interact in rich discussions and learn about educational systems and cultures in different demographic areas. Assessment data on candidate engagement, learning competencies, and satisfaction will be analyzed, and recommendations made for continuous improvement.

Video-Conference Enhanced Learning Opportunities
The enrollment of five or less candidates in smaller programs (i.e. preliminary education specialist moderate/severe) has prohibited courses being offered each semester at the four regional centers. In numerous cases, this has lead to candidate dissatisfaction as conditional employment necessitated completion of coursework in a specified period of time. Therefore, in 2010, sophisticated video-conferencing technology was purchased and installed at the four regional centers and main campus. Faculty and staff are in the process of being trained to use this sophisticated equipment. This also allowed for candidates from all regional centers to interact in rich discussions and learn about educational systems and cultures in different demographic areas. Assessment data on candidate engagement, learning competencies, and satisfaction will be analyzed, and recommendations for continuous improvement made.

2c.3. What access do faculty members have to candidate assessment data and/or data systems?

All faculty members responsible for evaluating candidate assessments have access to the TaskStream folios and course assessment data. Data analysis resulting from standard-driven key signature assignment assessments and disposition assessments are shared with appropriate faculty annually. Because faculty advisors are required to make contact with the candidate regarding their status each semester, they review the candidate's individual folios. As candidates meet with their advisors, they are also provided the opportunities to self-assess and reflect on their progress each semester. Transition point data is also available to faculty advisors as this provides them with data related to candidate advancement in the program. Exit survey and follow-up studies data are reviewed annually. Comprehensive program data are shared with faculty at annual retreats and used for continuous improvement.

2c.4. How are assessment data shared with candidates, faculty, and other stakeholders to help them reflect on and improve their performance and programs?

Candidates:
Candidates receive feedback from faculty on standard-driven signature assignments submitted on TaskStream. Faculty members have the option of requesting revisions and reposting of the signature assignment for final evaluation. Faculty advisors share transition point data with candidates each semester. This affords the candidate reflective feedback and counsel for increasing candidate competencies as appropriate.
Faculty: Faculty members have the opportunity to evaluate candidate signature assignments and provide candidates with feedback for each course they teach. They also have access to the course's key assessment data which provides opportunities for analysis, reflection and instructional improvement.

Stakeholders: Comprehensive program data are shared with all faculty and members of the Advisory Councils on an annual basis. Recommendations are strongly considered and used for continuous improvement.

2c.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the use of data for program improvement may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard Two Find Admissions Protocol Find Admissions Process
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard Two Click on individual programs Find Follow-Up Surveys: One Year Out Alumni Survey and Employer Survey
http://www.taskstream.com/ts/railsback/CTCProgramAssessment.html Biennial Report
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard Two Find Individual Programs Find Curricular Maps

Optional

1. What does your unit do particularly well related to Standard 2?

Prior to 2008, each of the Unit's regional centers operated as individualized departments. Staff and faculty rarely interacted. Course content and assessment were not consistent, and the Unit did not exhibit consistency in overall operations of the unit. With the visionary leadership and guidance of a new dean, Dr. Gary Railsback, the Unit's members have worked collaboratively and diligently over the past 3 years to ensure that all courses, assessments, process, and procedures are consistent and aligned with CTC state standards.

2. What research related to Standard 2 is being conducted by the unit or its faculty?

Dr. Conni Campbell
Research and Presentation: *"Assessment Practice in the K-12 Classroom."* Association of Christian Schools International, Anaheim, CA. (2009)
Research and Presentation: *"TPA as a Formative and Summative Evaluation Tool."* California Educational Research Association. (2009)
Research and Presentation: *"Assessing Dispositions: A Heuristic for Teacher Education Candidates"* California Council of Teacher Education. (2009)
Research and Presentation: *"Teaching Performance Assessment and Dispositions: Linking policy*

with institutional priorities" California Council of Teacher Education. (2010)
Research and Presentation: *"Assessing Dispositions of K-12 Teachers and Students."* Association of Christian Schools International, Anaheim, CA. (2010)

STANDARD 3. FIELD EXPERIENCES AND CLINICAL PRACTICE

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

3a. Collaboration between Unit and School Partners

3a.1. Who are the unit's partners in the design, delivery, and evaluation of the unit's field and clinical experiences?

Due to the large geographical area and number of school districts, charter schools, and special education non-public schools within the regions which PLNU serves, each regional center and their respective programs have developed partnerships in which they place candidates for fieldwork and clinical experience. Faculty work closely with school district personnel to include cooperating teachers and principals to design, implement and evaluate the fieldwork and clinical experience. A current listing of partnerships is included in 3a.5.

Initial Teacher Preparation Programs
District leaders, principals, university supervisors, cooperating teachers, and adjunct and full-time program faculty work together to collaboratively develop the structures and evaluation processes for fieldwork and clinical practice experiences. The SOE uses a model that involves using identified partnerships in which to place clinical practice candidates. Collaboration with schools is integral to selecting suitable school sites for candidates' field experience and clinical practice. Examples of these partnerships are the Arcadia regional center with the Pasadena Unified School District, the Inland Empire regional center with the Chino School District, and the Mission Valley regional center with San Diego Unified School District partnerships. Representatives of the districts are active members on the regional centers' advisory councils. Many serve as adjuncts and guest lecturers, providing "real life" exemplars in the field. Experienced cooperating teachers work with university supervisors to support in the training of new cooperating teachers and provide input on clinical practice assessments and give recommendations for program improvement. Internship partnerships at the Arcadia, Bakersfield, and Mission Valley regional centers have provided the Unit with district representatives to collaborate in the selection, orientation, and evaluation of interns and of mentors that guide, assist, and support each intern at his/her school site throughout the duration of the internship. In the 2010-2011 academic year, outreach coordinators were assigned to each of the regional centers to strengthen these partnerships. Plans for the 2011-2012 academic year focus on partnership descriptors and the development of model partnerships.
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Advanced Teacher Preparation Programs and Programs for Other School Professionals.
Because most advanced candidates are practicing educators in local districts, representatives from
these districts, to include district leaders, principals, and site mentors work in collaboration with
program faculty to collaboratively develop appropriate field experiences for advanced candidates.
Site mentors work with university supervisors in the development of individual "induction" plans.
Many serve as adjuncts and guest lecturers, providing real life exemplars in the field. They also
collaborate with program faculty to plan demographically appropriate curricular activities and
assignments for their candidates. Examples of these partnerships are Bakersfield regional center with
the Tulare County Office of Education and Mission Valley regional center with the Grossmont
Unified School District. Representatives of these educational systems are members of the regional
centers' advisory councils. Partners collaborate and support new teacher induction and provide a
variety of pathways for candidates to clear their initial credential. In the Education Leadership
program, all directors are members and certified coaching leaders in the Association for California
School Administrators which gives them ample opportunities to collaborate with administrators
throughout California and ensure that best practice in the field is implemented in the Unit. This
multi-partner connection has received state recognition as an impetus to improve and change the
professional clear administration credentialing process. In the 2010-2011 academic year, outreach
coordinators were assigned to each of the regional centers to strengthen these partnerships. Plans for
the 2011-2012 academic year focus on partnership descriptors and the development of model
partnerships.

Partnerships by Regional Center Data: 3a.5

**3a.2. In what ways have the unit's partners contributed to the design, delivery, and evaluation of
the unit's field and clinical experiences?**

Each regional center and respective program within the Unit has established partnerships with their
local learning communities. Unit partners offer feedback through formal and informal processes.
Each regional center has an advisory council which includes partnership representatives such as
district administrators, principals, and other school professionals. It is through these processes that
partnerships review clinical practice curricula, provide feedback on areas to be strengthened and
identify new directions or needs. Recommendations are forwarded to all programs and considered
critical to ongoing program improvement.

Formal Processes:
- Advisory council meetings held each semester
- University supervisor and cooperating teacher meetings held each semester
- Partnership meetings
- Focus groups on internships and induction
- Representation of faculty on district-based committees
- Cooperating teacher training held each semester
- Support seminars and joint professional development held each semester
- Written and oral evaluations for university supervisors and cooperating teachers each
  semester

Informal Processes:
- Program coordinators' periodic visits with district personnel to affirm protocol and exchange
  professional development ideas, and review the ongoing relationship with districts and
  schools

- Fieldwork and clinical practice coordinators' maintenance of direct lines of communication with the designated district personnel, site administrators, and cooperating teachers
- University supervisors' frequent conversation with principals, cooperating teachers, and site mentors to receive feedback and suggestions regarding field and clinical experience

3a.3. What are the roles of the unit and its school partners in determining how and where candidates are placed for field experiences, student teaching, and internships?

Each program has specific requirements for the field experience placements. These requirements include, but are not limited to: working with diverse students, including working with students from diverse cultural backgrounds and students with special needs; working with different age groups, and working with qualified cooperating teachers or other school professionals. Fieldwork coordinators at each regional center work with district personnel to ensure that these requirements are met prior to placing candidates in the field.

Initial Teacher Preparation Programs
Internship partnerships and candidate placement in those positions follow state licensure policies. To be eligible for an internship, the candidate must have a Bachelor of Arts degree from an accredited institution and 10 hours of experience inclusive of working with English Language Learners. They must have passed the California Basic Educational Skills Test (CBEST), California Subject Examinations for Teachers (CSET), and the required district tuberculosis and fingerprint assessments. In addition, the district is required to have exhausted the list of eligible credentialed candidates for the position in which they are seeking to fill with an intern. Most often, the district, charter school, or non-public school contacts the Unit's regional center. The call is forwarded to the program coordinator/admission chair at the regional center so that a conversation can begin regarding the vacancy and eligible candidates. If a candidate is offered a contract, the regional center credential analyst works with the candidate in applying for a two year intern credential.

The fieldwork coordinators at each of the four regional centers work in conjunction with local school districts and private K-12 private learning institutions to find quality placements for fieldwork and clinical practice. A quality placement is defined as an experience affording the candidate with a diverse learning community and a highly qualified/experienced teacher who demonstrates best practices and has training/experience in coaching. When working with school districts, the Unit follows the adopted protocol of the district. In larger districts, it is common protocol that the coordinator makes official contact with the school board office with the request forwarded to the appropriate department. Smaller districts usually direct the coordinators to contact the principals, and discuss placements and teachers. Because clinical supervisors work "in the field" and often have developed professional relationships with the local learning community, they are also consulted in the placement options and master teachers.

Advanced Teacher Preparation Programs and Programs for Other School Professionals
Advanced candidates seeking additional teacher certifications or preparing to become an "other professional" (i.e. counselor, administrator) also engage in extensive practica or fieldwork experiences. The mandated hours and intensity of the experience follows program and state (CTC) requirements. Placements are coordinated by the fieldwork coordinator with input from the program directors and lead staff. For candidates seeking the education specialist clear credential, added authorizations in special education (AASE) are offered, requiring faculty and candidates to work with field supervisors and develop pertinent experiences. AASEs are currently offered in the areas of

autism, traumatic brain injury, and other health impairments. Currently, the education specialist clear credential is in transition to implementing the newly authorized standards.

3a.4. How do the unit and its school partners share expertise and resources to support candidates' learning in field experiences and clinical practice?

Resources that each program utilizes and makes available to unit partners include: program specific handbooks, clinical practice/fieldwork and cooperating teacher handbooks, observation and evaluation forms. These are available in hard copies and on-line. Resources may be viewed in the NCATE Exhibit Room in Standard Three under each program.

University supervisors and district/school partners meet formally and informally to share expertise and professional resources aimed at supporting candidates' learning. Cooperating teachers and university supervisors hold reflective conferences with candidates during site-based meetings and seminar sessions to support candidate growth in areas of competence as determined by institution and state standards. Cooperating teachers and other practitioners representing partnerships attend coursework sessions as guest lecturers. Representatives in the field also participate in advancement interviews, action research mentors, and culminating experiences. As a note of gratitude to district/school faculty, the Unit invites these individuals to its professional development activities. Often they take on a supporting role, and add to the topic-centered rich discussion.

Both faculty and clinical supervisors also take advantage of the opportunity to participate in professional development activities offered districts and K-12 private institutions of learning. In the Inland Empire regional center, clinical supervisors attend administrative program specialist meetings to learn district-based practices. In the Mission Valley regional center, faculty members participate in district-based summer professional development activities. In the Arcadia and Mission Valley regional centers, private K-12 learning institutions are invited to attend support seminars and other professional development workshops.

Full time faculty members are also engaged in community service. CTC General Preconditions Established by State Law state: Each postsecondary faculty member who regularly teaches one or more courses relating to instructional methods in a college or university program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. *Reference: Education Code Section 44227.5 (a) and (b).* A minimum of 30 hours every 3 years is the recommended guideline. Activities may include, but are not limited to: consulting activities, service on a school site council, or other governance team, service on a district advisory committee. Activities that are not included are supervision of student teachers, interns, or administrative services students. Full-time faculty members are required to verify their service in public schools. Data is provided in Unit Standard Five.

3a.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to collaboration between unit and school partners may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

3b.1. What are the entry and exit requirements for clinical practice?

All initial teacher education candidates must complete eight units of clinical practice and two units of clinical practice seminar. Candidates must complete multiple competencies and requirements prior to the commencement of the clinical practice experience as stated below:

Basic Skills Requirement (Must satisfy one)
- CBEST
- CSET: Multiple Subjects (I, II, III) PLUS Writing Skills (Subtest 142)
- California State University Placement Exams: Mathematics (score at least 50) and English (score at least 151)
- California State University Early Assessment Program (English & Math sections): Taken during 11th-grade standardized testing with score of "College-Ready" or "Exempt"
- Basic skills examination from another state
  Subject Matter Competence: (Must satisfy one)
- Passing score on the California Subject Examination for Teachers (CSET) in the area in which the candidate will complete clinical practice
- Signed verification of completion of a CTC-approved subject-matter program (Single Subject and Special Education [in approved subjects] only)

Coursework/Seminars:
- A grade of "C" or better in all coursework attempted during enrollment in the MAT program
- 3.0 GPA

Fieldwork:
- A grade of "Credit" in all required fieldwork courses in the program

TPA Tasks One and Two:
- A minimum score of 3 on Task One and Two prior to the commencement of Clinical Practice

Advancement Interview:
- An average score of 3 or higher on the advancement interview

Recommendation by the Advisor:
- Written recommendation by the advisor of the program in which the candidate will complete clinical practice.

In the event that a candidate is not approved for Clinical Practice, based on the advisor's recommendation, the candidate must enroll in GED691: Studies in Education (Special Studies: Clinical Practice). Upon successful completion of this course, the candidate may re-apply for

admission to Clinical Practice. There is no allowance made for candidates who are not successful in this course.

Exit Requirements from Clinical Practice:
- Three cooperating teacher evaluations (average 3 on a 4 point rubric)
- One mid-term university clinical supervisor evaluation (average 3 on a 4 point rubric)
- One final university clinical supervisor evaluation (average 3 on a 4 point rubric)
- Six developed lessons with supporting university clinical supervision report
- Four weeks of lead teacher responsibilities
  - Lesson planning
  - Classroom management
  - Leading all class instruction

3b.2. What field experiences are required for each program or categories of programs (e.g., secondary) at both the initial teacher preparation and advanced preparation levels, including graduate programs for licensed teachers and other school professionals? What clinical practice is required for each program or categories of programs in initial teacher preparation programs and programs for the preparation of other school professionals? Please complete Table 7 or upload your own table at Prompt 3b.9 below.

Table 7
Field Experiences and Clinical Practice by Program

Program	Field Experiences	Clinical Practice (Student Teaching or Internship)	Total Number of Hours
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html **Log-in using the following password: plnuncate** • 3b.9 Field Experiences and Clinical Practice by Program			

3b.3. How does the unit systematically ensure that candidates develop proficiencies outlined in the unit's conceptual framework, state standards, and professional standards through field and clinical experiences in initial and advanced preparation programs?

Initial Teacher Preparation Programs

During four of the required courses for Multiple Subject, Single Subject, and Education Specialist credentials, candidates are enrolled concurrently in 15 hours of field experience for each course. Following required coursework, candidates enroll in clinical practice requiring 400 hours of experience in the field. This allows candidates to apply and reflect on their content, professional and pedagogical knowledge, skills, and the Unit's adopted professional dispositions in a variety of settings with students and adults. In field experiences and clinical practice, candidates have the opportunity to apply the Unit's tenets of the conceptual framework in their practice. The Unit has adopted three defining measures: equip, transform, and empower. These measures embrace the unit's shared values as well as the candidate learning outcomes regarding teaching and learning. They provide the unit a context for ensuring a multi-layered continuity in curriculum, instruction, field experience, clinical practice, and assessment. First, in the Unit's conceptual framework, is *Equip*. The emphasis is that the candidates need to engage in ongoing scholarly, professional, personal, and spiritual growth. Candidates focus on a practice of collaboration and the importance of being a lifelong learner. During field experience and clinical practice our candidates are expected to work

collaboratively and communicate effectively as servant leaders. *Transform* is the second. This is to embrace the positive power of diversity through development as advocates for equity and access. California is a state represented by great diversity. Candidates are placed in schools sites reflecting diversity of learners which include cultural diversity, English learners, special needs students, at-risk students, and socio-economic diversity. Candidates apply faith-based influences and beliefs within educational organizations. The Unit's third emphasis is *Empower*. During the candidate's field experiences and clinical practice candidates should be engaging in reflective educational practices that emulate Christian discipleship within an educational community focused on service and responsibility. The extension of the unit's conceptual framework into practice must come through modeling by clinical practice university supervisors as well as the well-designed opportunities afforded the candidate during field experiences and clinical practice. Throughout the credential program, candidates are supported and assessed in the areas of intentional preparation in theory, academic goals and state adopted content standards, subject specific pedagogical skills, assessment, instructional practices for English language development, instructional planning and rationale, and adaptations to support learning for all students to promote and enhance student learning.

Clinical practice university supervisors are each required to make a minimum of 12 visits/conferences with the candidate during a semester of clinical practice, for both the traditional candidates and those in the internship program. For each formal observation, the discussion should include the PLNU Instructional Plan and the candidate-completed Analysis/Reflecting Conference Guide form. Two of the visits/conferences will be triad conferences to include the candidate, cooperating teacher, and university supervisor. With input from the cooperating teacher, clinical university supervisors complete formal mid-term and final evaluations. In addition, they complete the *Dispositions and Indicators of Noble Character Rubric*. All visits requiring a formal lesson are recorded on observation forms (Formative Assessment Summary). Candidates are required to complete the PLNU Instructional Plan for each formal visit and provide a copy to the clinical faculty at the time of the visit. The cooperating teacher completes three (3) formal observations using the Formative Assessment Summary and the candidate provides lessons designed with the PLNU Instructional Plan. The cooperating teacher also provides written feedback on the appropriate forms (*Pre-Assessment/Dispositions and Indicators of Noble Character Rubric*, Mid-Term Assessment, and Final Assessment/*Dispositions and Indicators of Noble Character and Narrative*). Resources may be viewed in the NCATE Exhibit Room in Standard 3 under each program.

Advanced Programs in Teacher Education and Programs for Other School Professionals

Clear Credentials (Multiple/Single Subject, Education Specialist)
Added Authorizations in Special Education (AASE)
Fieldwork at the advanced level is a collaborative team approach to learning providing candidates with a variety of experiences while working in the field. This approach enables the candidate to reflect on and debrief experiences, discuss the application of theory and skills, brainstorm possible solutions to current issues, and receive guidance and support in a mentoring relationship with both the university supervisor and site mentor. The design of the fieldwork experiences is based on CTC's FACT, a reflective assessment and induction process designed to support new teachers. The implementation of the fieldwork experience is overseen by the university fieldwork supervisor and the site mentor both contributing to and shaping the learning of the candidate through modeling and coaching. The fieldwork activities are aligned with the conceptual framework and are carefully crafted experiences designed to provide opportunities for candidates to learn through doing. Field experiences for multiple and single subject clear credentials are aligned with the districts' BTSA programs and requirements. Field experiences for the Educational Specialist clear credential are

designed to include an AASE. Resources may be viewed in the NCATE Exhibit Room in Standard 3 under each program.

Pupil and Personnel Services (PPS) and Child Welfare and Attendance (CWA)

Candidates in the Counseling program have the opportunity to extend the Unit's conceptual framework into practice during fieldwork experiences. The Unit's adopted three defining measures-equip, transform and empower, that embrace the Unit's shared values as well as the candidate learning outcomes regarding teaching and learning. They provide the counseling program a context for ensuring a multi-layered continuity in curriculum, instruction, field experience, clinical practice, and assessment. PPS candidates are required to complete 600 hours of supervised fieldwork and CWA candidates are required to complete 150 hours of supervised fieldwork. During fieldwork, candidates are required to complete a "dispositional" Professional Growth Chart. This chart reflects ongoing dispositional assessments (self, professor, and clinical supervisor) and targets specific personal and professional areas for growth.

Both PPS and CWA candidates are also required to submit a culminating portfolio which demonstrates competency by including a compendium of one-page written reflections for each of the state standards with identification as to how each of the standards were met in the courses. Candidates are required to provide three artifacts per standard. Candidates present culminating portfolios to the fieldwork university supervisor during the exit interview at the conclusion of the program. The portfolio includes their conceptual framework reflection which demonstrates how the conceptual framework has been integrated into course and fieldwork experiences.

Professional Preliminary Administrative Services Credential

Fieldwork is a collaborative team approach to learning to provide candidates with a variety of experiences with students and adults to experience leadership in real-world settings. This approach enables the candidate to reflect on and debrief experiences, discuss the application of theory and skills, brainstorm possible solutions to current issues, and receive guidance and support in a mentoring relationship with both the university supervisor and site mentor. The design of the fieldwork experiences is based on the CPSELs and the application of knowledge and skills developed in the leadership coursework for real world situations. The implementation of the fieldwork experience is overseen by the university fieldwork supervisor and the site supervisor both contributing to and shaping the learning of the candidate through modeling, instruction, and coaching. The fieldwork activities are aligned with the conceptual framework and are carefully crafted experiences which are designed to provide opportunities for candidates to learn leadership through doing. As a part of the fieldwork process, candidates observe site administrators in their on-the-job settings. Additionally, the site mentors and the fieldwork university supervisors observe candidates in a variety of leadership settings.

Candidates participate both in university classroom simulations and school-based activities that are directly related to the improvement of teaching and learning. These experiences include developing of site budgets, interacting with parents and the community, using technology to collect student achievement data and improve instructional programs and enhance professional development based on that data. Many of the activities are collaborative in nature and included group simulations within university classrooms as well as participating and collaborating with school-based leadership teams as a part of the fieldwork experience. Built into each documented fieldwork assignment is the requirement for reflection. In the course assignments and in the fieldwork journal, reflections are valued, emphasized, and debriefed. These reflections integrate the candidate's professional knowledge, personal dispositions, and real world experience.

Preliminary administrative services program candidates participate in field experiences that require them to design, implement, and evaluate projects which fall under the responsibility of the site administrator(s). These include activities such the development of a new staff member orientation program, development of a mission and vision statement, building, supporting, and leading Professional Learning Communities, budget development, development of a family involvement plan, etc. Candidates are expected to interact with teachers, families of students, site administrators, university supervisors, and other candidates/interns as a required component of their field and coursework. Candidates are expected to serve as members of the instructional/leadership teams at the sites where they carry out their fieldwork activities. The activities require that candidates are participants in administrative decisions at the sites.

Advanced Program: Professional Clear Administrative Services Credential
The professional Administrative Services Clear Credential Program is a reflective induction program which includes multiple points of guided and self-reflection of candidate performance relative to the California Professional Standards for Educational Leaders (CPSELs). Since the majority of the candidates in this program are already practicing education professionals, the leadership settings in which the candidates complete their fieldwork are working school sites or district/county offices. Therefore, candidates are afforded interaction with students and adults in a variety of settings.

The implementation of the fieldwork experience is overseen by both the university fieldwork supervisor and the district mentor. Each contributes to, and shapes the learning of the candidate through modeling, instruction, and coaching. The fieldwork activities are aligned with the conceptual framework and CPSELs and are carefully crafted, individualized experiences which are designed to provide opportunities for candidates to learn leadership within their work settings. All fieldwork experiences are designed to be integrated into the school instructional and operational programs within the work settings giving site mentors and the fieldwork supervisors a chance to observe candidates in a variety of leadership activities.

Clear candidates are, by the nature of their administrative assignments, involved in a wide variety of school-based activities focused on improving teaching and learning. They collaborate continually with teachers, peers, and district officials utilizing technology and participating in and leading in service learning. Additionally, as a requirement of the clear program, candidates participate in two, non-university professional development activities. Built into the program is an ongoing expectation of reflection. Reflection is valued, emphasized, and debriefed as an expected habit of a successful educational leader. These reflections integrate the candidate's professional knowledge, personal dispositions and real world experience.

3b.4. How does the unit systematically ensure that candidates use technology as an instructional tool during field experiences and clinical practice?

As a prerequisite to clinical practice and fieldwork, candidates are required to develop and demonstrate technological proficiency in their program of study. Basic proficiencies are exhibited in communicating via e-mail, accessing course material and participating in discussion boards via the Unit's on-line learning management platform (Blackboard), and posting signature assignment assessments on TaskStream. The Unit is also piloting the use of an upgraded video-conferencing system, affording candidates access to courses when offered at different regional centers. All classrooms are equipped with computers, document cameras, and DVDs/VCRs giving instructors the opportunity to model the use of technology. University coursework provide instruction and training

for candidates in using technology tools that are directly related to the improvement of teaching and learning. Candidates, presenting to colleagues during course sessions, are required to integrate the use of these technology aides in their presentations. Signature assignment assessments integrate state-driven technology standards. These experiences include, but are not limited to, the use of technology to identify curricular programs, use instructional tools, administer assessments (formal and summative), collect and analyze student achievement data, develop site budgets and the master schedule, and in service-related activities. Many of the activities are collaborative in nature and include group simulations within university classrooms as well as the fieldwork and clinical practice experience of participating with school-based teams.

Initial Teacher Preparation Programs
In clinical practice experiences for initial teacher preparation credentials, candidates are required to apply their learnings in instructional technology into lesson plans. Clinical practice university supervisors collaborate with cooperating teachers to ensure that candidates have experience with instructional technologies. Common examples include the use of the Promethian interactive whiteboard, PowerPoint presentations, and document cameras. To support students with learning differences, the use of instructional software as well as adaptive and assistive technologies are also integrated into lesson plans. Candidates document use of technology in daily reflection logs and discuss their learnings with cooperative teachers and clinical practice university supervisors. The use of technology is embedded in the mid-point and final clinical practice evaluations – Understanding and Organizing Subject Matter for Learning which states, "Using materials, resources and technologies to make subject matter accessible to students."

Advanced Teacher Preparation Programs and Programs for Other School Professionals
In fieldwork experiences for advanced teacher preparation and other school professionals, candidates are required to use technology in their work settings. Fieldwork university supervisors collaborate with site mentors to ensure that candidates have experience with a variety of technologies. Candidates are encouraged to use technology in the preparation of instructional and professional development materials, and in the assessment of their effectiveness. They are required to use technology as a research tool (i.e. Survey Monkey, Excel) and use data warehouses to access and analyze P-12 student performance, attendance patterns, grade history, grade point averages, special education service reports and plans, California High School Exit Examination (CAHSEE) passage rates and college admission requirements.

3b.5. What criteria are used in the selection of school-based clinical faculty? How are the criteria implemented? What evidence suggests that school-based clinical faculty members are accomplished school professionals?

University Supervisor Support: School-based Clinical Faculty
University faculty who provide clinical supervision are part-time or adjunct faculty members who serve 2-8 candidates each quad. All adjuncts are experienced educators with more than 10 years of experience in the classroom and have master degrees, administration credentials, and/or Doctorate degrees. Many are retired administrators or program specialists who have served in districts within the region. They know and understand complexity of the different learning communities and the standard operating procedures of the local school districts. Newly hired clinical supervisors must undergo the screening protocol requirements of the Human Resources Department.

School Based Supports
The fieldwork coordinators at each of the four regional centers work in conjunction with local school districts and private K-12 private learning institutions to find quality placements for fieldwork and clinical practice. Preferred are placements in which the Unit already has an established relationship. A quality placement is defined as an experience affording the candidate with a diverse learning community and a highly qualified/experienced teacher who demonstrates best practices and has training/experience in coaching. When working with school districts, the Unit follows the adopted protocol of the district. In larger districts, it is common protocol that the coordinator makes official contact with the school board office with those requests forwarded to the appropriate department. Smaller districts usually direct the coordinators to contact the principals, and discuss placements and teachers. Because university clinical supervisors work "in the field" and often have developed professional relationships with the local learning community, they are also consulted in the placement options and master teachers.

To keep lists updated and accurate requires consistent communication with the appropriate district personnel. Once matches are made between the candidate and school-based clinical faculty, adherence to the identified criteria is closely monitored by district and university supervisors who are most connected to the field to ensure that candidates are receiving quality support and mentoring.

Initial Teacher Preparation Programs
Cooperating teachers qualifications:
- Has three or more years of documented successful school-based experience in the credential area of support
- Holds a current credential for work setting
- Demonstrates a willingness to fulfill the roles and responsibilities of the cooperating teacher
- Attains a recommendation from a school or district administrator based on demonstrated competencies considered necessary to be effective teachers and mentors for candidates
- Participates in required trainings provided by the district and the SOE
- Values diversity and demonstrates cross-cultural competence in their interactions with staff, students, family, and community
- Demonstrates best instructional practices consistent with those emphasized in the SOE

Advanced Credential Programs and Programs for Other School Professionals
- Has three or more years of documented successful school-based experience in the credential area of support
- Holds a current credential for area of support
- Attains a recommendation from a school or district administrator based on demonstrated competencies considered necessary to be effective coaches/site mentors for candidates
- Demonstrates a willingness to fulfill the roles and responsibilities of the coach/site mentor
- Participates in required trainings
- Demonstrates competence in their collaborative interactions with administrators, university supervisors, and members of the professional learning community

3b.6. What preparation do school-based faculty members receive for their roles as clinical supervisors?

At each regional center, clinical university supervisors for initial and advanced programs attend a training session held the first week of each quad. During this training session, supervisors receive the

listing of assigned candidates and supporting contact information and documentation materials (visit logs, observation forms, evaluations, etc.). Clinical supervisors are trained and updated in collaboration techniques, review of reflection logs, coaching strategies, targeting areas for growth, and the development of remediation plans. During the first week of each quad, clinical supervisors meet with their assigned candidates to introduce themselves, schedule initial site visits, and review the roles and responsibilities of the supervisor, cooperating teacher/site mentor and the candidate. The fieldwork coordinator is accessible throughout the quad and communicates with the clinical supervisors via e-mail, phone conferences, and face-to-face interactions.

Cooperating teachers/site mentors provide daily support to the candidates in the field. They are also considered employees of PLNU, and are required to uphold the professional dispositions that are espoused by the Unit. Cooperating teachers/site mentors are required to attend initial training sessions offered each semester, and encouraged to receive update training each year. The Unit has plans to upgrade trainings by adding technology in the form of videos and PowerPoint presentations to be used across the regional centers. Cooperating teachers receive a copy of the Clinical Practice Handbook and supervision support materials.

Candidates have the obligation to submit evaluation forms on their clinical supervisors and cooperating teachers/site mentors. Cooperating teacher/site mentors evaluate the clinical supervisors. The fieldwork coordinator files these evaluations which are reviewed by the associate deans. The results are used for professional development, and the regional center considers these results when making supervisor assignments and placements in the future.

3b.7. What evidence demonstrates that clinical faculty members provide regular and continuous support for student teachers, licensed teachers completing graduate programs, and other school professionals?

Initial Teacher Preparation Programs

At each visit during the eight weeks of full-time clinical practice, the university supervisor will confer with the candidate, as well as confer with the cooperating teacher.
The university supervisor:
- Maintains open and prompt communication between school personnel, the Cooperating teacher(s), and the candidate(s)
- Provides the cooperating teacher(s) and candidate(s) with information about the program goals, objectives, required activities, observation appointments, time lines and record-keeping needs
- Supports and encourages the development of teaching skills
- Reviews student PLNU instructional plans prior to each visit
- Participates in a minimum of six visits/conferences with the candidate. For each formal observation, the discussion should include the PLNU Instructional Plan and the candidate-completed Analysis/Reflecting Conference Guide form. Two of the visits/conferences will be the triad with the candidate, cooperating teacher and university supervisor
- Confers a minimum of six times, with the cooperating teacher about the behavior, achievements, instructional responsibilities and performance of the candidate,
- Completes two formal evaluations; mid-term assessment, final assessment and narrative. Single subject candidates will be assessed additionally via the Content Specific Competency Assessment (Pre-Assessment and Final Assessment)

- Monitors the Pre-Assessment evaluation and *Dispositions and Indicators of Noble Character* rubric—to be completed by the Cooperating Teacher and candidate by end of the second week,
- Schedules a triad midterm conference with the candidate and the Cooperating Teacher to evaluate the candidate's progress and complete the midterm evaluation prior to this conference, gives a copy of the evaluation to the candidate and Cooperating Teacher at the end of the conference,
- Attends a triad *exit* conference with the Cooperating Teacher and the candidate,
- Completes the final evaluation and narrative and *Dispositions and Indicators of Noble Character* rubric of the candidate at the end of the assignment,
- Assists the candidate and Cooperating Teacher throughout the assignment while clearly communicating expectations, affirming the positive, encouraging improvement, and staying informed of the progress of the candidate
- Responds immediately to a Cooperating Teacher's decision that a candidate is not performing responsibly, professionally or to minimum standards of the profession. In this case, the university supervisor, along with the program advisor and the cooperating teacher, will assist the candidate to improve while at the same time completing the necessary documentation for possible removal from clinical practice

Advanced Credential Programs and Programs for Other School Professionals

Clear Candidates: Single Subject, Multiple Subject, Education Specialist and AASE)
The Clear Credential program includes a reflective coaching-mentoring component which is based on an assessment of the candidate's skills, knowledge, and interests and is individualized to fit the specific needs of each candidate. During the program, candidates have an opportunity to work in a personalized mentoring and coaching relationship, engage in reflection processes and receive focused guidance and support while undertaking his/her new teaching role. The reflective coaching seminar is designed to provide a responsive professional growth plan specific to the unique individual teacher needs that requires the ability to implement instructional strategies and apply K-12 content standards and CSTP'S that are consistent with the California Education Code. When enrolled in the reflective coaching seminar, the candidate will continue to receive coaching/mentoring and participate in courses focused on the CSTP/themes identified in the professional growth plan.

Other School Professionals: Pupil Personnel Services (PPS) and Child Welfare and Attendance (CWA)
The majority of the candidates are already working in professional educational environments. When possible, fieldwork is completed at the site of the candidate's employment. PPS site supervisors are provided with a Site Supervisor Handbook informing the partners of the guidelines regarding candidate placement and need to complete 600 hours of fieldwork through GED 687, PPS Fieldwork. The university supervisor meets with the site supervisor and the candidate to discuss the evaluation process, areas of strength, and targeted areas of growth. Site supervisors provide candidates with assessments regarding their performance on specific school counseling tasks during their fieldwork experiences at each level. The CWA program is new to the Unit and only offered at the Arcadia Regional Center. CWA fieldwork requires only 150 hours and integrated into GED 688, CWA Fieldwork. University supervisors and site mentors collaborate with the candidates to ensure that CTC standard requirements are met, and this new program monitored appropriately.

Other School Professionals: Education Leadership Preliminary Administrative Services Credential

The majority of the candidates are already working in professional educational environments. When possible, fieldwork is completed at the site of the candidate's employment. Education Leadership site supervisors are provided with a Site Supervisor Handbook informing the partners of the guidelines regarding candidate placement. It is the responsibility of the university clinical supervisor to:

- Meet with the candidate during the first course to provide an overview of the program and review the fieldwork requirements including the role of the site supervisor, the process for selecting experiences and developing the outline, the Fieldwork Activity Narrative/Reflection (Form C), the required and optional meetings, and the culminating activity as well as a discussion of how and when credits are granted
- Assist the candidate in identifying additional fieldwork opportunities at other sites or other grade levels
- Maintain on-going and frequent communication with the candidate to review Fieldwork Activity Narrative/Reflections (Form C) and provide interim evaluations
- Maintain on-going and frequent communication with the candidate and site supervisors to plan, analyze, review narratives, assist the candidate in practicing the art of self-reflection, provide feedback and coaching, and provide formative and summative evaluations. These communications/meetings will include a three-way conversation with the candidate and site supervisor utilizing the CCAD as a mid-program formative assessment, the final culminating-activity meeting, and other forms of communication such as meetings, phone calls, emails, etc. as needed
- Provide the candidate opportunities to communicate openly and candidly about fieldwork experiences and outcomes
- Coordinate calendars for self, the site supervisor and the candidate for the culminating activity
- Make the final evaluation of the candidate's level of competency based on input from the candidate and the site fieldwork supervisor after reviewing the contents of the candidate's documentation (narrative notebook, artifacts, Fieldwork Activity Narrative/Reflection (Form C), etc.), attending the culminating activity, and completing the summative evaluation

Advanced Programs: Education Leadership Clear Administrative Services Credential

The majority of the candidates are already working in professional educational environments. When possible, fieldwork is completed at the site of the candidate's employment. The university fieldwork supervisor is assigned by the Unit. Education Leadership site supervisors are provided with a Site Supervisor Handbook informing the partners of the guidelines regarding candidate placement. The candidate's Individual Induction Plan (IIP) is developed collaboratively with the university supervisor and site supervisor and is based on the candidate's competency assessment of his/her knowledge, skills and interests related to the CPSEL's. The university supervisor and site supervisor make a commitment to assist the candidate in meeting his/her identified goals and objectives, engage in reflective study with the candidate, and guide the candidate as he/she grows professionally as a new administrator. The role of the university fieldwork supervisor is to offer coaching, personalized professional development opportunities, professional assessment, and career advisement. The university fieldwork supervisor will meet in person with the candidate for a minimum of 10 hours per

course for IIP progress reports, coaching, and observation of the candidate on site during the performance of administrative activities, and will be available for unscheduled conversations via phone or e-mail.

3b.8. What structured activities involving the analysis of data and current research are required in programs for other school professionals?

School Counseling: Pupil Personnel Services and Child Welfare and Attendance Credentials
Candidates research cultural groups and create data-based PowerPoint presentations. Candidates analyze the achievement gaps. They design, deliver and evaluate the results of delivering classroom guidance curriculum (graduation, college admissions, study skills, etc). Candidates also use data to analyze and create a School Personnel Accountability Report Card (SPARC). Candidates research topics related to school violence and use information to design intentional interventions for at-risk students. Candidates also take part in a variety of action research activities involving case studies. These activities are archived in the program's signature assignment assessments found in the Biennial Reports.

Educational Leadership: Administrative Services Preliminary and Clear Credentials
Candidates develop research projects and school-based projects that involve research-based literature review and multiple uses of data from districts, national or government data sources, or data warehouses like Data Director and Power School, to access and analyze P-12 student performance and achievement, attendance patterns, grade history, grade point average, and CAHSEE passage rates. Using student achievement data and a budget template, candidates create a $250,000 Title I budget in alignment with funding regulations and guidelines directly aimed at enhancing student achievement. Using district resources and demographic data from a School Accountability Report Card (SARC) and Single Plan for Student Achievement, candidates identify barriers and develop an action plan to include a summary of the demographic data of the school, current parent involvement, research-based strategies, and district, community, and family resources which can support parent involvement in increasing student achievement. These activities are archived in the program's signature assignment assessments found in the Biennial Reports.

3b.9. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the design, implementation, and evaluation of field experiences and clinical practice may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html **Log-in using the following password: plnuncate** Click on Unit Standard Three Click on individual programs Find program handbooks Find clinical practice handbooks
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html **Log-in using the following password: plnuncate** 3b.9 Field Experiences and Clinical Practice by Program
http://www.taskstream.com/ts/railsback/CTCProgramAssessment.html Biennial Report

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

3c.1. On average, how many candidates are eligible for clinical practice each semester or year? What percent, on average, complete clinical practice successfully?

The Unit is pleased to cite a 98% overall pass rate for initial teacher preparation candidates. The success can be attributed to a number of variables to include the professional attentiveness students receive, spiritual guidance as it relates to the ministry of education, sound advisement regarding required coursework, and additional resources/support.

Candidates eligible and registered for the 2008-2011 include the following:
FA 2008—102 candidates   SP 2009—91candidates
SU 2009—79 candidates   FA 2009—53 candidates
SP 2010—82 candidates   SU 2010—20 candidates
FA 2010—78 candidates   SP 2011—71 candidates.

3c.2. What are the roles of candidates, university supervisors, and school-based faculty in assessing candidate performance and reviewing the results during clinical practice?

Within the Unit, only the initial (or preliminary) teacher preparation programs require clinical practice. Candidate performance during clinical practice is carefully assessed by all stakeholders (candidates, cooperating teacher, and clinical supervisor) during 16 week experience. A variety of assessment instruments are used at multiple points. TPA 3, focusing on student assessment, is completed in the first phase of clinical supervision. TPA 4, the culminating instructional lesson plan is implemented by the candidate and video-taped. Both of these assessments are uploaded on TaskStream. Independent evaluators trained by the Unit assess the candidate's TPA performances on a four point rubric scale. To receive a passing score, candidates must earn the average score of three for each of these assessments. Observations of six candidates developed lessons are completed. Following the observations, candidates conduct an analysis of the given instructional lesson plan. Following a formative feedback protocol, the clinical supervisor and cooperating teacher review the lesson plan analyses with the candidate. Candidate reflection logs archive daily activities and new learnings. These are shared with cooperating teachers daily so that any candidate questions are attended to. Clinical supervisors review these logs during their site visits. A mid-term and final evaluation conducted by the clinical supervisor and cooperating teacher, are shard in evaluation conferences to provide the candidate with formative/summative feedback. These evaluations are comprehensive and integrate the California Standards of the Teaching Profession (TPEs). Evaluation findings are discussed for purpose of calibrating the findings of the cooperating teacher and clinical supervisor as well as to inform the candidate of overall progress and the meeting of state competencies. As needed, remediation plans are developed to support candidate growth. All evaluations are archived in a clinical practice portfolio which, at the end of the program, is submitted to the fieldwork coordinator. Evaluative documents are copied and uploaded onto TaskStream. Clinical supervisors often co-teach the clinical practice seminars so that all current trends and challenges in the field can be discussed and solutions found.

3c.3. How is time for reflection and feedback from peers and clinical faculty incorporated into field experiences and clinical practice?

The Unit's measure of *transform* implies that candidates are reflective in nature, and with the opportunity to practice learned skills in supportive environments, they will flourish as educators. Therefore, in keeping with the belief system, the Unit ensures that candidates have numerous opportunities for reflection at each level and in every program.

Initial Teacher Preparation Programs

In the MAT program (initial teacher preparation), field experience reflections are debriefed in group/class discussions. Individual candidate reflective journals are carefully reviewed by both the clinical supervisor and cooperating teacher. Candidates are given responsive feedback throughout the clinical practice experience. During clinical practice, informal daily conferences are held with the cooperating teachers with a focus on attending to instructional processes, and student assessment products. Self assessment and analysis of developed and taught lessons offer yet another reflection. Facilitated by Unit faculty, clinical practice seminars afford another opportunity for candidates to interact with one another, sharing their experiences of success and areas of struggle. It provides a forum to set goals for their teaching.

Advanced Teacher Preparation Programs and Programs for Other School Professionals

In the MATL Program and Special Education Masters Program (advanced teacher preparation programs), the theme of reflection continues, and advanced teacher candidates develop induction plans to increase practitioner effectiveness in their chosen profession. Embedded in advanced credentialing coursework and fieldwork, are opportunities candidates document and use their hours in the classroom to refine their instructional skills. In reflective coaching seminars, group debriefing is designed to provide time and support for reflective teaching.

In the Counseling Program, candidates are required to complete the School Counseling Professional Growth Chart reflecting self, professor and site supervisor assessments of the candidate's *Dispositions of Noble Character* to identify specific personal and professional areas for growth and how they will achieve them. In addition, reflective seminars give candidates the opportunity to better prepare themselves for real-world application in the school community. Candidates participate in role plays, presentations, group leadership opportunities, and discussion.

In the Education Leadership Program, initial fieldwork is a collaborative team approach to learning which seeks to provide candidates with a variety of experiences with students and adults to experience leadership in a real-world setting. This approach enables the candidate to reflect on and debrief experiences, discuss the application of theory and skills, brainstorm possible solutions to current issues, and receive guidance and support in a mentoring relationship with both the university supervisor and site mentor. At the advanced level, the reflective induction program includes multiple points of guided and self-reflection of candidate performance relative to the California Professional Standards for Educational Leaders (CPSELs).

3c.4. What data from multiple assessments provide evidence that candidates demonstrate the knowledge, skills, and professional dispositions for helping all students learn in field experiences and clinical practice?

Carefully structured field experience and clinical practice coupled with formative and summative evaluations provide a consistent process with evidence that candidates demonstrate the knowledge, skills, and professional dispositions for helping all students learn.

At the initial preparation level, TPAs 1-4 hallmark the professional growth process for all candidates in the demonstration of the knowledge, skills, and professional dispositions needed to support student learning. Fieldwork experience and evaluations build upon the content of methodology courses. With

differentiation strategies embedded in all methodology coursework, candidates are able to observe differentiated instruction and begin to experience working with the diverse learning styles in the classroom. During clinical practice, the mid-term and final evaluations focus on the California Standards of the Teaching Profession. This confirms that the specific knowledge, skills, and professional dispositions are monitored and demonstrate candidate competency. Consistent use of assessments pertaining to the *Dispositions of Christ-like and Noble Character* was implemented in the spring of 2011.

At the advanced teacher preparation level, individual induction plans identify areas of strength and target areas for professional growth. Reflective coursework monitor candidate growth and abilities to meet the needs of the differentiated learners. Consistent use of assessments pertaining to the *Dispositions of Christ-like and Noble Character* are also required at multiple points in the program.

The programs for other school professionals prepare candidates for responsibilities beyond the classroom where candidates participate in fieldwork experiences aligned with state standards. For example, in the counseling program, candidates are required to develop a professional growth chart affording the candidate self assessment and guidance from a coach/mentor. Culminating portfolios archive their abilities to walk alongside the learning community so that students have optimum opportunities to learn. In the education leadership program, candidates' fieldwork integrates state adopted California Professional Standards for Educational Leaders (CPSELS). The CPSELS focus on what administrators need to know and be able to demonstrate in order to guide and improve achievement for all students.

3c.5. What process is used to ensure that candidates collect and analyze data on student learning, reflect on those data, and improve student learning during clinical practice?

Teacher Performance Assessments: Tasks 3 and 4

Throughout the MAT program, preliminary candidates are assessed by the four Teacher Performance Assessments. These assessments are embedded with the California Teaching Performance Expectations established by the CTC to describe the set of knowledge, skills, and abilities beginning teachers should be able to demonstrate.

During clinical practice, all initial teacher preparation candidates complete TPA Task 3 and Task 4. Task 3 requires candidates to design and implement a comprehensive lesson with special focus student assessment that responds to cultural and differentiated learning needs. With careful data analysis, candidates will critique the instruction and student assessment product and propose the next steps in student learning. Task 4 is the culminating assessment requiring candidates to plan and implement a comprehensive instructional plan based on the California Content Standards. TPA Task 3 data analysis for 2010-2011 shows a 3.19 proficiency on a 4 point rubric scale. Data analysis for Task 4 shows a 3.24 proficiency on a 4 point rubric scale. Detailed data analysis can be viewed in the NCATE Exhibit Room.

TPA Task Data: See 3c.7

3c.6. How does the unit ensure that all candidates have field experiences or clinical practice that includes students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups?

The Unit is acutely aware that candidates need to experience students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups. California is a state represented by great diversity. Candidates are guided to embrace the positive power of diversity through development as advocates for equity and access. Candidates learn how to apply faith-based influences and beliefs within educational organizations. During the candidate's field experiences and clinical practice candidates engage in reflective educational practices that emulate Christian discipleship within a diversified educational community.

Therefore, fieldwork coordinators take great effort in providing quality experiences for the candidates. Coordinators at each of the four regional centers are required to monitor school district demographics and school sites. They often work with university supervisors, district offices and individual principals to locate placements that not only represent the diversity in the classrooms today but also respect and appreciate the student diversity in areas of development and learning. The only situations where there is relatively little choice in regard to the placement of candidates is the intern program where candidates are employed and placed by the district with a shortage, and in the education leadership program where candidates are employed at a district-based site. In these cases, the university supervisors work closely with the principal and district leaders to ensure that fieldwork and clinical practice experiences are ones that reflects diversity.

Diverse Fieldwork and Clinical Practice Samples Data: 3c.7

3c.7. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the development and demonstration of knowledge, skills, and professional dispositions for helping all students learn may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html   **Log-in using the following password: plnuncate**   Click on Unit Standard Three   3c.7 TPA Tasks 1-4 Passage Rates Results 2011
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html   **Log-in using the following password: plnuncate**   Click on Unit Standard Three   Click on individual programs   3c.7_Diverse_Placement_Candidate_Sample_Multi Sub   3c.7_Diverse_Placement_Candidate_Sample_Single Sub   3c.7_Diverse_Placement_Candidate_Sample_Sped

Optional
1. What does your unit do particularly well related to Standard 3?

- Full implementation of CTC's Teacher Performance Assessments for the initial teacher preparation programs.
- Full implementation of CTC's adopted California Professional Standards for Educational Leaders CPSELs for the education leadership programs.
- Transition to newly adopted standards for the advanced teacher preparation programs (Multiple and Single Subject Clear and Education Specialist Clear).
- Targeted area of growth for 2011-2012 focuses on developing stronger partnerships.

2. What research related to Standard 3 is being conducted by the unit or its faculty?

Dr. Conni Campbell
Research and Presentation: *"Teaching Performance Assessment and Dispositions: Linking policy with Institutional Priorities."* CCTE Conference (2010)
Research and Presentation: "Assessing Dispositions of K-12 Teachers and Students." ACSI Conference (2010)
Dr. Josh Emmett
Publication: *"A New Teacher Empowerment Framework for High School Improvement: A Multi-Site Case Study."* California Educational Research Association, San Francisco, CA. (2009)
Dr. Gary McGuire
Research and Presentation: *"Providing Culturally Aware Pre-Service teacher and Administrator Preparation Programs: The Impact Higher Education can make on Eliminating the K-12 Achievement Gap."* Co-presenter; Christians on Diversity in the Academy National Conference. (2009)
Publication: *"Shared Leadership, Shared Results."* Association of California School Administrators. Volume 37, NO. 3. January/February 2008. pp. 35-38.
Dr. Corey McKenna
Research and Presentation: "The Effects of Exercise on Student Achievement in Elementary School Classrooms" at the California Educational Research Association annual meeting, San Francisco, CA. (2009)
Research and Publication: *"The Development and Implementation of an Integrated Curriculum at a Math, Science, and Technology Magnet School"* at the California Educational Research Association annual meeting, San Francisco, CA. (2009)
Dr. Andrea Liston
Research and Publication: *Co-Teaching in Urban Secondary U.S. School Districts to Met the Needs of all Teachers and Learners: Implications for Teacher Education Reform* in the International Journal of Whole Schooling. (2010)
Dr. Enedina Martinez
Research and Presentation: *"Meeting the Linguistic and Academic Needs of English Language Learners: Implications for Educators and Policymakers in an Era of Globalization."* California Council on Teacher Education (CCTE) Conference. 2009)

STANDARD 4. DIVERSITY

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty; candidates; and students in P-12 schools.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

4a.1. What proficiencies related to diversity are candidates expected to develop and demonstrate?

The University and Unit's **commitment to diversity** stems from the Nazarene and Wesleyan heritage that compels all to embrace justice and to treat every individual equally with respect and compassion. It is through experiences with others from diverse points of view that all individuals see dimensions of truth. Diversity not only enriches the educational endeavor, it is critical to it. As stated by PLNU's President Brower, diversity at PLNU is a continued celebration of the blessings that emanate from different abilities, ethnic, cultural, racial, national origins, religious, and socio-economic backgrounds (Brower, 2010). PLNU's Diversity Council reinforces this commitment of preparing students for professional roles in an increasingly global society. The mission of the Council includes creating goals and strategic plans that support and enhance the university's commitment to diversity as stated in their core values.

As stated in the Unit's vision, true advocacy begins with each faculty member's understanding and belief in the positive power of diversity. Candidates are exposed to ethnic, social, cognitive, and cultural diversity within learning communities and supported in the transferring of these theoretical principles of social justice into educational practices throughout their course of study. Responding to the Wesleyan Heritage to pursue a life of holiness, faculty, staff, and candidates are called to embrace and embody a Christ-like ethic of love and sacrifice on behalf of those they serve (Maddox, 1996). Faculty members model this commitment by taking a candidate-centered, developmental approach toward the achievement of standards of excellence.

Therefore, the Unit has the responsibility to provide opportunities for candidates to understand diversity and equity in the teaching and learning process. Facilitating the learning of all students in an increasingly diverse learning community is imperative for the educators of the 21st century. The Unit's coursework and fieldwork experiences are based on well-developed foundations, and designed to help candidates understand diversity and equity and the influence of culture on education. All candidates receive instruction and guidance in the legal, moral, and ethical issues related to diversity and inclusion, to equip them to protect students and fellow educators from discrimination and to support overall achievement within their learning communities. They are required to uphold the Unit's adopted professional dispositions of noble character in all of their teaching and learning environments. The Unit's Conceptual Framework addresses diversity proficiencies required of all students and lists program learning outcomes that speak to candidate proficiencies related to diversity.

Candidate Proficiencies in Diversity: See 4a.4 Conceptual Framework, page 23

4a.2. What required coursework and experiences enable teacher candidates and candidates for other school professional roles to develop:
- ☐ **awareness of the importance of diversity in teaching and learning; and**
- ☐ **the knowledge, skills, and professional dispositions to adapt instruction and/or services for diverse populations, including linguistically and culturally diverse students and students with exceptionalities?**

A willingness to hear and learn from many diverse voices is foundational to a Christian education and prepares candidates to become truly educated people, equipped to live in a diverse society and world. Our faith confirms that we are finite and therefore our knowledge is incomplete. It is through the inclusion and experience of others from diverse backgrounds and points of view that we often begin to see dimensions of truth previously unseen by us. Diversity not only enriches the educational

endeavor, it is critical to it. Required coursework and experiences enable teacher candidates and candidates for other school professional to develop: awareness of the importance of diversity in teaching and learning; and the knowledge, skills, and professional dispositions to adapt instruction and/or services for diverse populations, including linguistically and culturally diverse students and students with exceptionalities. The coursework and experiences are summarized below. Detailed course descriptors are found in the graduate catalog.

Initial and Advanced Teacher Preparation Programs
All teacher candidates (initial, advanced, CLAD, Reading Certificate) learn to contextualize teaching by being given opportunities to develop lesson plans, apply culturally relevant teaching strategies and techniques that are relevant to teaching English Language Learners, students from ethnically diverse backgrounds as well as students with special disabilities. They understand the concept of equitable learning environments and learn about differentiating instruction for English Language Learners, students from ethnically diverse backgrounds as well as students with special disabilities. Candidates engage all students by providing a positive learning environment, curriculum design and differentiated content, and applying the instructional process based on students needs.
Initial Coursework:
Course: EDU602 Foundations of Special Education
Course: EDU612 Differentiated Math Instruction
Course: EDU621 General Methods for Secondary Teachers
Course: EDU651 Instructional Adaptations for Mild Moderate Disabilities
Course: EDU654 Methods for Teaching Students with Moderate Severe Disabilities
Advanced Coursework:
Course: GED641 School Communities in a Pluralistic Society
Course: GED642 Teaching Strategies for English Learners
Course: GED650 Universal Access: Equity for All Learners
Course: GED652 Methods for Teaching Students with ASD
Course: GED653 Methods for Teaching Students with TBI
Course: GED654 Methods for Teaching Students with OHI
Course: GED677 Teaching Special Populations
Course: GED673 Reflective Coaching Seminar
Course: GED693 Research-based Intervention Models and Strategies

Other School Professionals: Counseling (PPS and CWA)
In programs for other school professionals, candidates reflect on diversity in a professional growth chart, demonstrating dispositional competencies of caring, patience, and respect. Fieldwork experiences afford candidates with opportunities to explore community agencies located in ethnically diverse neighborhoods to understand neighborhood supports and overall educational equity as it pertains to ethnicity and disabilities. Candidates are also taught to be team members in the creation of culturally responsive and inclusive environments at the schools, in the classrooms, and in the counseling center. They are integral members in creating a climate of respect for all cultures and language groups and demonstrating how to proactively approach cultural conflicts, and openly discuss topics such as bullying, racism, prejudice, discrimination, stereotypes, etc.
Coursework:
Course: GED667A/B Comprehensive Counseling and Guidance
Course: GED665 Safe Schools and Violence Prevention
Course: GED641 School Communities in a Pluralistic Society
Course: GED662 Foundations of Counseling and Counseling Theory
Course: GED687 Research, Field Studies & Practicum in Counseling and Guidance

Other School Professionals: Educational Leadership (Administrative Services)
Educational Leadership includes strong pedagogical background, knowledge of curriculum content and instructional strategies. This program (preliminary and clear administrative), ensures that educational leadership candidates have access to resources to help bridge the transition from teacher to administrator. Coursework and fieldwork experiences are directly linked to the six standards for professional leadership (CPSELS) and connected with diverse learning communities. The fieldwork process is conducted within the educational community and provides for collaborative discussion on exceptionalities and inclusion, English learners, ethnic/racial, cultural, and linguistic differences, gender differences and the impact of these factors on learning. Access to high quality leaders is the right of every school. Educational leadership candidates providing a positive learning environment means attending to the standards for professional leadership. Leadership includes strong pedagogical background, knowledge of curriculum content and instructional strategies. Strategies to support strong schools includes: collaboration between and amongst staff, activities that promote interaction, shared reflection about students, clear and explicit standards-based goals, and anticipated issues that might arise from some of the "invisible" diversity in the class.

Coursework:
Course: GED603 Visionary Leadership
Course: GED604 Instructional Leadership for the Success of All Students
Course: GED609 Collaborative and Responsive Leadership
Course: GED796 Induction, Mentoring, and Advanced Fieldwork
Course: GED797 Professional Development and Assessment

Graduate Catalog Course Descriptors: 4a.4

4a.3. What key assessments provide evidence about candidates' proficiencies related to diversity? How are candidates performing on these assessments?

Understanding the importance of diversity means having the knowledge, skills, and dispositions to work in diversified learning communities, having the skill to adapt instruction, having the ability to work with linguistic and culturally diverse students, and having the ability work with students having exceptionalities. The Unit collects assessment data from a variety of signature assignment assessments to ensure that candidates in all programs are developing competencies related to diversity proficiencies. Each Program/Credential's signature assignment assessments and candidate performance is summarized below. Detailed information may be found in each program's Biennial Reports.

Initial Single Subject (Preliminary)
- EDU 620, Literacy Instruction for Secondary Teachers: This signature assignment assessment consists of a comprehensive case study. It includes a listing of classroom demographics, observations, and assessments. A data analysis will identify the next learning steps for the focus student of an English Learner or special education background. Data analysis on candidates for 2009-2011 shows a 3.67 proficiency on a 4 point rubric scale.

Initial Multiple Subject (Preliminary)
- EDU 610, Methods of Teaching Reading and Writing: This signature assignment assessment requires candidates to choose an English Language Learner as a focus student during the field experience. The assignment requires candidates to collect data through anecdotal observation,

literacy assessment instruments, and student conferences, reflect on that data, and set learning goals for student growth. Data analysis for 2009-2011 shows a 3.80 proficiency on a 4 point scale.

- EDU 611, Interdisciplinary Approaches to Teaching in the Content Areas: This signature assignment assessment requires credentialing candidates to develop, plan and organize an integrated standards-based thematic unit of instruction for a classroom of students. The differentiated instruction, technology, assessment techniques and resources that will meet the needs of all students will be included. Data analysis for 2009-2011 shows a 3.79 proficiency on a 4 point rubric scale.

Initial Education Specialist (Preliminary)

- EDU 650, Assessment and Services for Students with Disabilities: This signature assignment assessment requires credentialing candidates to conduct a functional behavioral assessment and develop a behavior support plan for a student with behavioral challenges. The analysis will include the steps taken for the functional behavioral analysis, the assessment results, and development of 3 goals and will include materials, technology, supports, and assessment system. Data analysis for 2009-2011 shows a 3.72 proficiency on a 4 point rubric scale.
- EDU 652, Collaboration and Consultation for IEP Implementation, Evaluation, and Program Improvement: This signature assignment assessment requires candidates to prepare a comprehensive lesson and delineate the role of a special education teacher, a service provider, and a paraeducator in collaboration with the general education staff to meet the diverse needs of the students with disabilities and English Learners with special needs. The lesson will include the content area and supporting standards, lesson objectives, considerations for 3 focus students, co-teaching approaches, room arrangements, materials, and assessment products. Data analysis for 2009-2011 shows a 3.63 proficiency on a 4 point rubric scale.

Advanced Multiple and Single Subject

- GED 641, School Communities in a Pluralistic Society: This signature assignment assessment requires candidates to demonstrate content mastery through researching the values, religious observances/holidays, learning styles, parental roles in education, child rearing traditions, most appropriate ways to praise and discipline the children in school, communication styles (verbal and non-verbal) and best practices in teaching these children of a selected culture. The project should include a reflection section inclusive of the most significant learning and plans to apply learnings in the field. Data analysis for 2010-2011 shows a 4.00 proficiency on a 4.00 rubric scale.
- GED 642, Teaching Strategies for English Learners: This signature assignment assessment requires candidates to design a standards-based unit of study. The format includes instructional consideration for both English Learners and Special Education Students. The candidate lists the instructional texts, strategies, technology, assessment techniques and any supplemental teaching materials. Data analysis for 2009-2011 shows a 3.78 proficiency on a 4.00 rubric scale.
- GED 677, Teaching Special Populations: This signature assignment assessment requires candidates to demonstrate understanding, application and use of inclusive practices Students will give an oral presentation supplemented by a PowerPoint showing specific strategies that differentiate instruction for students with diverse needs as well collaboration strategies to promote inclusive practices for students with diverse needs. Data analysis for 2009-2011 shows a 3.93 proficiency on a 4.00 rubric scale.

Education Specialist (Clear)
- GED 650, Universal Access: This signature assignment assessment requires candidates to demonstrate content mastery through designing a standards-based universal access lesson for a unit of study. The lesson demonstrates equitable access for all learners, and the implementation of differentiated strategies. Data analysis for 2009-2011 shows a 3.44 proficiency on a 4.00 rubric scale.
- GED622, Advanced Special Education Assessment and Analysis of Behavior: This signature assignment assessment requires candidates to develop a Comprehensive Philosophy and Action Plan of Assessment and Behavior Support to include their philosophy, rules and expectations, specific consequences, instructional supports, and guidelines for individual behavioral needs. Data analysis for 2009-2011 shows a 3.83 proficiency on a 4.00 rubric scale.

Added Authorizations in Special Education
- GED652, Methods of Teaching Students with Autism Spectrum Disorder: In this signature assignment assessment, candidates will develop an organizational/self-regulation system for an individual student with ASD from their fieldwork experience on a Word document that includes each of the following: daily class/ subject-schedule, task completion-due dates, long/short term assignments planning, support services, sensory diet assignment notification, anticipation of change, relaxation system, and communication of needs. Data analysis for 2009-2011 shows a 3.86 proficiency on a 4 point rubric scale.
- GED 653, Methods for Teaching Students with Traumatic Brain Injury: In this signature assignment, candidates will be given the neuropsychological and academic assessment reports of a student who has a traumatic brain injury. After reviewing the assessments and analyzing the results, each candidate will develop a written analysis and instructional plan identifying areas of strengths and areas of need, generating classroom recommendations of services and supports for IEP goals and objectives supporting academic growth, behavior, and technology. Data analysis for 2009-2011 shows a 3.72 proficiency on a 4 point rubric scale.

Reading Certificate
- GED692, Standards, Assessment, and Instruction – Comprehending and Composing Written Language: This signature assignment assessment requires candidates to determine best practices and the effectiveness in comprehension strategy instruction by developing and presenting a "Strategy Demonstration Plan" they have found to be successful and justify two practices they would include in future lessons. Data analysis for 29009-2011 shows a 3.98 proficiency on a 4.00 rubric scale.
- GED693, Research-based Intervention Strategies and Models: This signature assignment assessment requires candidates to demonstrate content mastery through the reading of intervention models and strategies with on-going assessment results and capturing these in a research report. They strengthen their understanding of the use of intervention to help struggling readers build the reading and writing skills necessary for school success. Data analysis for 2009-2011 shows a 3.87 proficiency on a 4.00 rubric scale.
- GED 694, Standards, Assessment, and Instruction – Word Analysis, Fluency and Systematic Vocabulary Development: This signature assignment assessment requires candidates to strengthen their research and intervention strategies and practices by reading articles from the National Reading Panel and creating entry logs for each article. Two struggling readers are assessed with candidates presenting an assessment analysis and teaching targets for the focus students. Data analysis for 2009-2011 shows a 4.00 proficiency on a 4 point scale.

Cross-Cultural, Language and Academic Development (CLAD) Credential
- GED 668, Bilingual Education and Specifically Designed Academic Instruction: This signature assignment assessment requires candidate to design a one-week Specially Designed Academic Instruction in English (SDAIE) unit of study. The format identifies ELD standards, academic content standards as well as language and content objectives. The instructional strategies, technology, assessment techniques and teaching materials that will help meet the needs of the ELL students are included. Data analysis will be available at the site visit.
- GED641, School Communities in a Pluralistic Society: In this signature assignment assessment, candidates research a cultural group using a variety of sources, including the internet, books and a personal interview with someone from that culture and present their findings in a presentation supported by PowerPoint. Data analysis on final evaluations for 2009-2011 shows a 3.98 proficiency on a 4 point rubric scale.

Counseling: Pupil Personnel Services Credential
- GED662, Foundations of Counseling and Counseling Theory: In this signature assignment assessment, candidates write an 8-12 page paper discussing the integrative perspective of counseling theory to include definition, use with culturally diverse K-12 students, goals of use, and the value of integrative perspective. Data analysis for 2009-2011 shows a 3.64 proficiency on a 4 point rubric scale.
- GED665, Safe Schools and Violence Prevention: In this signature assignment assessment, candidates select a topic related to school safety and violence prevention in a K-12 school community and write an 8-12 page paper which will incorporate journal references, site visits, interviews, and other literature resources utilized to complete the project. Data analysis for 2009-2011 shows a 3.76 proficiency on a 4 point rubric scale.
- GED677, Teaching Strategies for Special Populations: In this signature assignment assessment, candidates develop a personal philosophy of inclusive practices for students with special needs and gifted and talented students. Data analysis for 2009-2011 shows a 3.80 proficiency on a 4 point rubric scale.

Counseling: Child Welfare and Attendance Credential
CWA is a stand-alone program. To be eligible for this credential, advanced candidates must hold a current PPS credential or be completing the PPS program. New to the Unit in 2011, the first candidates have yet to submit signature assignments demonstrating mastery of the CWA standards. Data for each of these key assessments will be available at the time of the visit.
- GED645, The Law and the Professional Role of the Child Welfare and Attendance Counselor: In this signature assignment assessment candidates demonstrate their understanding of laws pertaining to minors by writing a 4-6 page APA formatted paper to include the role of the CWA provider, school climate issues, and cultural factors if relevant. This is a new program (summer, 2011). Data analysis will be available at the time of the visit.
- GED646A, Child Welfare and Attendance Program – Leadership, Management, Collaboration, and Community/Parent Partnerships: In this signature assignment assessment, candidates write a five page APA formatted paper identifying an issue facing Child Welfare and Attendance Professionals and cite a specific leadership theory which will assist in its effective program implementation. This is a new program (summer, 2011). Data analysis will be available at the time of the visit.
- GED646B, Child Welfare and Attendance Program – Leadership, Management, Collaboration, and Community/Parent Partnerships: In this signature assignment, candidates

create a PowerPoint presentation utilizing the research paper written in GED646A. This is a new program (summer, 2011). Data analysis will be available at the time of the visit.

- GED647: In this signature assignment assessment, candidates design a "Charter School" utilizing evidence-based programs for identified "high-risk" students in grades 7-12. The students can be referred through the LEAs, Department of Probation, the courts, DCFS, SARB and/or parents. This is a new program (summer, 2011). Data analysis will be available at the time of the visit.

Education Leadership: Administrative Services Preliminary Credential
- GED604, Instructional Leadership for the Success of All Students**:** In this signature assignment assessment, candidates observe and analyze classroom instruction in one general and one special education class to identify strengths and needs based on research-based best practices. The summary will detail the analysis of differentiated instruction for cultural and special needs and discuss the next steps for instructional achievement. Data analysis for 2009-2011 shows a 3.78 proficiency on a 4 point rubric scale.
- GED609, Collaborative and Responsive Leadership: In this signature assignment, candidates develop an action plan with goals, activities and a timeline for strengthening parent involvement and education on a campus using district resources and demographic data from a SARC model and a plan for student achievement. Barriers and opportunities for enhancing parent involvement will be identified and district, community and family resources will be listed. Research on best practices is also required. Data analysis for 2009-2011 shows a 3.66 proficiency on a 4 point rubric scale.

Education Leadership: Administrative Services Clear Credential
Each key assessment in the Clear Educational Leadership program is built around one of the six CPSELs. In depth data analysis is available in the program's Biennial Report. Detailed data charts will be available at the visit.

- GED796, Induction, Mentoring, and Advanced Fieldwork: In this signature assignment assessment, candidates complete the first self assessment of their leadership skills and competencies based on the California Professional Standards for Educational Leaders (CPSELs) along with a narrative section for identifying strengths and weaknesses. All CPSELS integrate diversity. Data analysis for 2009-2011 shows a 2.67-5.00 proficiency on a 5 point rubric scale.
- GED796, Induction, Mentoring, and Advanced Fieldwork: In this signature assignment assessment, candidates engage in their first 360 survey by asking a small, randomly selected group of their certificated and classified staff to complete an anonymous survey of the candidate's competencies as an educational leader. All CPSELS integrate diversity. Data analysis for 2009-2011 shows a 4.25-5.00 proficiency on a 5 point rubric scale.
- GED797, Professional Development and Assessment: In this signature assignment assessment, candidates complete their second self assessment of their leadership skills and competencies based on the California Professional Standards for Educational Leaders (CPSELs) along with a narrative section for identifying strengths and weaknesses. All CPSELS integrate diversity. Data analysis for 2009-2011 shows a 4.14-5.00 proficiency on a 5 point rubric scale.
- GED797, Professional Development and Assessment: In this signature assignment assessment, candidates engage in their second 360 survey by asking a small, randomly selected group of their certificated and classified staff to complete an anonymous survey of the candidate's competencies as an educational leader. All CPSELS integrate diversity. Data analysis for 2009-2011 shows a 4.5-5.00 proficiency on a 5 point rubric scale.

4a.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to diversity proficiencies and assessments may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Overview Find Conceptual Framework Proficiencies, page 23 Program Learning Outcomes, pages 24-51
http://www.pointloma.edu/experience/academics/catalogs/graduate-catalog/school-education/school-education-course-descriptions Graduate Catalog course descriptors
http://www.taskstream.com/ts/railsback/CTCProgramAssessment.html Biennial Report

4b. Experiences Working with Diverse Faculty

4b.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with higher education and/or school-based faculty from diverse groups?

"PLNU recruits and employs women and men from a variety of cultural, ethnic, and socio-economic backgrounds as faculty and staff. A willingness to hear and learn from many diverse voices is foundational to a Christian liberal arts education and prepares students to become truly educated people, equipped to live in a diverse society and world." These statements are articulated as Core Values for PLNU. Our faith confirms that we are finite and therefore our knowledge is incomplete. It is through the inclusion and experience of others from diverse backgrounds and points of view that we often begin to see dimensions of truth previously unseen by us. Diversity not only enriches the educational endeavor, it is critical to it. The diversity in faculty charts for each program are available in the NCATE Exhibit room.

Within the Unit, fieldwork coordinators at each of the four regional centers work with district offices, private schools, and clinical supervisors in an effort to recruit cooperating teachers and mentors that reflect the diversity in the learning communities of today. All fieldwork and clinical practice placements are made in schools that reflect cultural diversity. Programs host guest speakers from different cultures, with different attributes, and various disabilities. For example, the Special Education Program brings in adults with autism, and Single Subject/Multiple Subject Programs bring in speakers with a primary language other than English. Representatives from missionary-based schools, such as the Eduardo Barahona International School in Honduras are also invited to the regional centers to recruit teacher candidates. Support seminars provide for additional opportunities to bring individuals from different cultural backgrounds and abilities' diversity to the forefront of educational reform.

Diversity in Faculty Data: See 4b.5

4b.2. What knowledge and experiences do faculty have related to preparing candidates to work with students from diverse groups?

Consistent with the PLNU mission and core values, the University diversity initiatives aim to: (1) foster mutual respect, appreciation and understanding among the members of a diverse university community, (2) disseminate information to members of the university community about "best practices" which encourage and support diversity, (3) serve as a means of communication on diversity issues between and among the schools and other institutional units, and (4) sponsor programs and activities which encourage diversity.

At the University level, the Margaret Stevenson Center for Women's Studies provides resources that enable faculty and students to learn about prominent women's issues and celebrates the contributions that women have made to society. In addition, it advocates women's participation in faith ministry and works to achieve this commitment through focused studies into gender equality. The Center for Justice and Reconciliation (CJR) studies poverty and oppression and seeks to explore and support Christian means of social engagement. The center hosts co-curricular interdisciplinary conferences, symposiums and forums for ongoing faculty, staff and student enrichment. Most recently, the University has developed an "Urban Term" for undergraduate students. In partnership with interested teaching faculty and community leaders, every other summer the CJR director coordinates an intensive cross-cultural immersion sociological and theological educational curriculum for students designed to combine praxis and academic reflection on the complexities of urban life while living and serving in City Heights, a diverse, low-income community in San Diego.

Higher education and school faculty with whom the Educational Leadership candidates work throughout their program (coursework and fieldwork) are knowledgeable about and sensitive to preparing leaders to work with diverse students, including students with exceptionalities, students from culturally diverse background, and students from a broad range of diversity groups. Faculty attends local, state, and national conferences to ensure course content and instruction is consistent with best practice. Faculty engages in ongoing research studies.

Faculty members who regularly teach one or more courses actively participate in public elementary or secondary schools and classrooms at least 30 hours per academic year. Activities include: school leadership roles, consulting, service on school site or other governance teams, advisory committees. This requirement serves to engage faculty in the working field of America's classrooms that are becoming increasingly diverse (i.e. growing numbers of students with classifications of disabilities, 40% of students in P-12 classrooms are students of color, 20% have at least one foreign-born parent, many have native languages other than English, and many have diverse religious and cultural backgrounds.

Advisory Councils from each of the Unit's regional centers bring together a diverse representation of community representatives, program completers, faculty, and candidates. They inform the program's curriculum, pedagogy, and fieldwork experiences in culturally meaningful ways. The council provides for different voices in the continued improvement of the program and work of the education profession. Diversity is monitored and the council provides guidance in ensuring and maintaining diverse populations amongst faculty.

The Unit faculty members have both considerable interest in and experience with research on issues of diversity. In the past five years, Unit faculty members have published numerous articles related to

diversity in education. Review of faculty research interests in the area of diversity also indicates a strong interest in issues surrounding diversity.

Unit faculty experiences promoting diversity are to be commended:
- Dr. Jim Johnson has coordinated the Special Olympics Event held at PLNU for the past 15 years. The 2011 event, The San Diego County Region Special Olympics Track Meet, was held at the PLNU Track on April 16, 2011. Candidates and faculty are welcomed to support in the organization of the event.
- Dr. Corey McKenna was part of the Challenged Athletes Foundation Team raising money for Operation Rebound (a part of CAR helping troops get back into the multi-sport lifestyle after being injured in combat.) He also participated in an Ironman event which raised more than $40,000 for the "Ride to Walk" program in Lincoln, CA. It is a horseback riding therapy program for children with disabilities.
- Dr. Doretha O'Quinn was honored as an outstanding African American Educator by Phi Delta Kappa, an international professional association for educator The honor was based upon her current work at PLNU in reaching out to urban schools, previous work at Biola University and Azusa Pacific University, her publishing, and service to the wider church as a part of the board of directors for the International Church of the Foursquare Gospel.
- Dr. Andrea Liston rappelled down the 33 story Manchester Grand Hyatt Hotel in San Diego on Nov. 6, 2010 to raise money for "Over the Edge," an event put on by Kids Included Together, a non-profit organization specializing in providing best practices training for community-based youth organizations committed to including children with disabilities into their existing recreational, social and child care programs."

4b.3. How diverse are the faculty members who work with education candidates? [Diversity characteristics in addition to those in Table 8 can also be presented and/or discussed, if data are available, in response to other prompts for this element.] Please complete Table 8 or upload your own table at Prompt 4b.5 below.

Table 8
Faculty Demographics

	Prof. Ed. Faculty Who Teach Only in Initial Teacher Preparation Programs n (%)	Prof. Ed. Faculty Who Teach Only in Advanced Programs n (%)	Prof. Ed. Faculty Who Teach in Both Initial Teacher Preparation & Advanced Programs n (%)	All Faculty in the Institu-tion n (%)	School-based faculty n (%)
American Indian or Alaska Native	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Asian	0 (0%)	0 (0%)	1 (3.8%)	13 (3.6%)	1 (.5%)
Black or African American, non-Hispanic	5 (7.4%)	11 (12%)	2 (7.7%)	15 (4.1%)	18 (9.4%)
Native Hawaiian or Other Pacific Islander	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Hispanic or Latino	3 (4.4%)	12 (13%)	1 (3.8%)	14 (3.9%)	17 (8.9%)
White, non-Hispanic	59 (86.8%)	68 (73.9%)	20 (84.6%)	307 (84.6%)	155 (81.2%)
Two or more races	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other	0 (0%)	0 (0%)	0 (0%)	14 (3.9%)	0 (0%)
Race/ethnicity unknown	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total	68 (100%)	92 (100%)	24 (100%)	363 (100%)	191 (100%)
Female	43 (63.2%)	54 (58.7%)	17 (70.8%)	190 (52.3%)	128 (63.7%)
Male	25 (36.8%)	38 (41.3%)	7 (29.2%)	173 (47.7%)	73 (36.3%)
Total	68 (100%)	92 (100%)	24 (100%)	363 (100%)	201 (100%)

4b.4. What efforts does the unit make to recruit and retain a diverse faculty?

The Unit is required to follow the University's policies and procedures in its recruitment efforts. The policy, as it relates to diversity states:

"The University is an equal opportunity employer and is committed to making employment decisions on the basis of merit. We want to have the most qualified person in every job. University policy prohibits unlawful discrimination based on race, color, sex, age, national origin, disability or

ancestry, or any other consideration made unlawful by federal, state or local laws. This commitment applies to all persons involved in the operation of the University and prohibits unlawful discrimination by any employee of the University, including supervisors and co-workers."

The Unit believes that the greater range of cultural backgrounds and experiences among faculty from diverse populations enhances understanding of diversity. These groups include:
- Full time and adjunct faculty for course instruction
- Guest professors (coursework)

It should be noted the Unit has been focused and intentional in the recruitment of faculty with diverse backgrounds. Since 2008, at least seven individuals of diverse cultural backgrounds have been offered employment and worked in the Unit as faculty.

4b.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to faculty diversity may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard Four

4c. Experiences Working with Diverse Candidates

4c.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with candidates from diverse groups?

The active participation of candidates from diverse cultures and with different experiences is solicited, valued, and promoted in courses and advanced fieldwork experiences. Candidate learning outcomes embedded in courses require diverse candidates to attend course sessions together and work in collaborative teams to complete course assignments. Candidates interact with peers diverse in ethnicity as well as job type and engage in networking opportunities with local school districts employing those of diverse backgrounds.

Interaction with candidates from diverse groups is fostered by the Unit's addition of on-line courses and video-conferencing. These additions open up candidate enrollment in coursework across all regional centers. This increases the opportunities for interactions with candidates from diverse groups, as the demographics in the regions surrounding the centers present many different cultures and ethnicity.

Other opportunities include professional development seminars, district professional development workshops and local conferences. Attendance at these events also affords candidate networking opportunities with local school districts employing those of diverse backgrounds.

4c.2. How diverse are the candidates in initial teacher preparation and advanced preparation programs? [Diversity characteristics in addition to those in Table 9 can also be presented and discussed, if data are available, in other prompts of this element.] Please complete Table 9 or upload your own table at Prompt 4c.4 below.

Table 9
Candidate Demographics

	Candidates in Initial Teacher Preparation Programs n (%)	Candidates in Advanced Preparation Programs n (%)	All Students in the Institution n (%)	Diversity of Geographical Area Served by Institution (%)
American Indian or Alaska Native	3 (.7%)	4 (.6%)	8 (.6%)	6,186 (0.1%)
Asian	15 (3.7%)	34 (5.0%)	81 (6.1%)	94,932 (1.9%)
Black or African American, non-Hispanic	10 (2.4%)	40 (5.9%)	62 (4.7%)	116,939 (2.4%)
Native Hawaiian or Other Pacific Islander	0 (0%)	0 (0%)	0 (0%)	6,389 (0.1%)
Hispanic or Latino	97 (23.7%)	194 (28.7%)	314 (23.7%)	982,121

				(19.8%)
White, non-Hispanic	245 (59.8%)	358 (53.0%)	751 (56.7%)	300,462 (6%)
Two or more races	0 (0%)	0 (0%)	0 (0%)	18,154 (0.4%)
Other	10 (2.4%)	11 (1.6%)	31 (2.3%)	0 (0%)
Race/ethnicity unknown	30 (7.3%)	33 (4.9%)	73 (5.5%)	0 (0%)
Total	410 (100%)	676 (100%)	1324 (100%)	4,969,103 (100%)
Female	286 (69.8%)	511 (75.6%)	924 (69.8%)	NA
Male	124 (30.2%)	165 (24.4%)	400 (30.2%)	NA
Total	410 (100%)	676 (100%)	1324 (100%)	

4c.3. What efforts does the unit make to recruit and retain candidates from diverse groups?

The Unit takes efforts to recruit and retain candidates from diverse groups. To meet the recruiting and retention objectives, specific steps have been taken to achieve this end:
- The Dean has worked with Marketing Services to develop program brochures that represent diversity. Media spots have been promoted to attract the working professional/educator to the field of education.
- At all locations, the Unit invests in intensive partnerships with local private and public schools, school districts, county offices of education, BTSA programs, and SELPAs. As a result, the Unit attracts many candidates from diverse backgrounds to pursue additional credentials and degrees.
- At all locations, the Unit has appointed a faculty to serve as an outreach coordinator to make personalized connections with local learning communities and potential candidates.
- The Unit and Admissions Office sponsor information nights at each of the regional centers, and speak to educational credentialing programs that fit the lifestyle of working professionals.
- EDUCAP, the Unit's alumni organization, offers 10 scholarships yearly to support credentialing candidates pursuing credentials and degrees.

4c.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to candidate diversity may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

4d. Experiences Working with Diverse Students in P-12 Schools

4d.1. How does the unit ensure that candidates develop and practice knowledge, skills, and professional dispositions related to diversity during their field experiences and clinical practice?

The Unit has adopted three measures with supporting goals that align the Unit's mission and vision with its core values. These measures embrace the Unit's shared values as well as the candidate learning outcomes regarding teaching and learning. They provide the Unit a context for ensuring a multi-layered continuity in curriculum and instruction, field experience, clinical practice, and assessment. The second measure, *Transform*, relates to the transformative phase of the credentialing process, where candidates are given opportunities to apply their skills in a supportive environment. Most important is to embrace the positive power of diversity through the development as advocates

for equity and access. California is a state represented by great diversity. Candidates are placed in school sites reflecting diversity of learners which include cultural diversity, English learners, special needs students, at-risk students, and socio-economic diversity. Candidates need to understand how to apply faith-based influences and beliefs within educational organizations.

The Unit also recognizes that all candidates will work in increasingly diverse learning communities. To that end, the Unit ensures that candidates at all levels develop and practice knowledge, skills, and dispositions related to diversity during their field experiences and clinical practice. During these experiences, each candidate is evaluated using field placement or clinical practice evaluation tools to provide evidence of the acquisition of the knowledge, skills, and dispositions needed to work with students from diverse backgrounds.

With the requirement to concurrently complete and submit signature assignments related to diversity, candidates fulfill the CTC standards and discipline-specific skills that the Unit believes are paramount to each candidate's sensitivity to and knowledge of race, ethnicity, culture, gender, exceptionalities, English Language Learners, and socioeconomic status. Each signature *assignment identifies specific knowledge, skills, and dispositions that are standards based and* relevant. Evidence of these competencies have been addressed in writing prompts 4a.2 and 4a.3.

4d.2. How diverse are the P-12 students in the settings in which candidates participate in field experiences and clinical practice? Please complete Table 10 or upload your own table at Prompt 4d.4 below. [Although NCATE encourages institutions to report the data available for each school used for clinical practice, units may not have these data available by school. If the unit uses more than 20 schools for clinical practice, school district data may be substituted for school data in the table below. In addition, data may be reported for other schools in which field experiences, but not clinical practice, occur. Please indicate where this is the case.]

Table 10
Demographics on Sites for Clinical Practice in Initial and Advanced Programs

Name of school	American Indian or Alaska Native	Asian	Black or African American, non-Hispanic	Native Hawaiian or Other Pacific Islander	Hispanic or Latino	White, non-Hispanic	Two or more races	Other	Race / ethnicity unknown	Students receiving free / reduced price lunch	English language learners	Students with disabilities
See 4d.4 SOE District Demographics												

4d.3. How does the unit ensure that candidates use feedback from peers and supervisors to reflect on their skills in working with students from diverse groups?

Reflective feedback is a recursive process that provides ongoing channels of communication between faculty, cooperating teachers, and candidates. Based on CTC standards related to diversity, dialogues and discussions in class often focus on issues of diversity especially in the areas of the connection between community and schools, English language learners, and students with exceptionalities.

Likewise, the field experience and clinical evaluation tools, such as the analysis and reflection form, provide opportunities for university supervisors and cooperating teachers to discuss with candidates the skills in working with students from diverse groups.

During clinical practice and reflective coaching seminars, reflective journal entries are shared with peers. Teaching successes and challenges are shared and candidates work together to problem-solve issues.

Another avenue for feedback is assessing the candidates' dispositions, which occur at multiple points in the program. Of particular focus is disposition number four, *Spirit of Collaboration, Flexibility and Humility.* This disposition requires the candidate to actively participate in and contribute to the achievement of the learning community, explain own thought process with humility and consider those of others with a positive, open-minded attitude.

4d.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the diversity of P-12 students in schools in which education candidates do their field experiences and clinical practice may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

http://www.pointloma.edu/experience/academics/catalogs/graduate-catalog/school-education/school-education-course-descriptions Course descriptions showing competence in diversity
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Standard 4 Find 4d.4_District Demographics

Optional

1. What does your unit do particularly well related to Standard 4?
As stated by PLNU's President Brower, diversity at PLNU is a continued celebration of the blessings that emanate from different abilities, ethnic, cultural, racial, national origins, religious, and socio-economic backgrounds (Brower, 2010). Stated in the Unit's vision, true advocacy begins with each faculty member's understanding and belief in the positive power of diversity. Faculty and staff are called to embrace and embody a Christ-like ethic of love and sacrifice on behalf of those they serve (Maddox, 1996). The following disposition is modeled in all those that come through the doors of the School of Education:

> *Dignity & Honor:* 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 the God, committed to civility, respect, hospitality, grace, and service.

2. What research related to Standard 4 is being conducted by the unit or its faculty?

Dr. Doretha O'Quinn
Research, funded by the PLNU Alumni Association resulted in a new advanced candidate course titled *"Urban Education in American Society"* (2010).
Dr. Josh Emmet
Research and Presentation: *"An Urban High School Response to Underprepared Freshman: A Case Study of a Freshman Academy."* California Educational Research Association, San Diego, CA. (2010)

Dr. Enedina Martinez

Research and Presentation: "Meeting the Linguistic and Academic Needs of English Language Learners: Implications for Educators and Policymakers in an Era of Globalization," at the California Council on Teacher Education (CCTE) Conference. (2009)

Dr. Gary McGuire
Research and Presentation: "Providing Culturally Aware Pre-Service teacher and Administrator Preparation Programs: The Impact Higher Education can make on Eliminating the K-12 Achievement Gap." Co-presenter; Christians on Diversity in the Academy National Conference. (2009)

Dr. Andrea Liston
Research and Publication: *Co-Teaching in Urban Secondary U.S. School Districts to Met the Needs of all Teachers and Learners: Implications for Teacher Education Reform* in the International Journal of Whole Schooling (2010)

STANDARD 5. FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

[In this section the unit must include the professional education faculty in (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

5a. Qualified Faculty

5a.1. What are the qualifications of the full- and part-time professional education faculty (e.g., earned degrees, experience, and expertise)? Please complete Table 11 or upload your own table at Prompt 5a.5 below. [Professional Education Faculty information compiled by AIMS from earlier reports submitted for the national review of programs and updated by your institution (see Manage Faculty Information page in your AIMS workspace) can be imported into Table 11. For further guidance on completing this table, see the directions provided below (select link "click here") as well as in the Help document (click on "Help" in the upper right corner of your screen.]

OVERVIEW

Hiring of Qualified and Committed Faculty
The Unit's Conceptual Framework emphasizes *"Teaching and Learning"* with instruction developed and delivered by highly qualified faculty. This value of employing highly qualified faculty to serve as role models drives the Unit's efforts regarding the recruitment, hiring, evaluation, and retention of faculty. Since the hiring of a new Dean in 2008, the process for employing new faculty begins with the consultation between the Provost, Dean, and Associate Dean providing oversight for the regional center with a vacancy. Once the Provost and President's Cabinet have approved the position, the vacancy is posted in three online faculty search engines:
 (1) PLNU Human Resources page (www.employment.pointloma.edu/). All PLNU Faculty and staff positions are posted on this website.

(2) The Council for Christian Colleges and Universities website (www.cccu.org) and
(3) and www.Higheredjobs.com.

Following this posting, a search committee is appointed by the Dean. Members include the Associate Dean/Director of the regional center where the vacancy exits as well as other faculty related to the new position. The search committee then reviews each of the applicants and identifies finalists for open positions. Considerations for employment are based on academic qualifications, professional experiences, evidence of applicants' effectiveness as teachers, and evidence of commitment to the values of the School of Education, and the Christian mission of PLNU.

One to two finalists are chosen by the search committee and recommended to the Provost for an on campus visits and interviews. The two campus visits involve spending time on the main campus and at the appropriate regional center. Applicants for open full-time faculty positions typically present twice during their campus visits. The first presentation consists of their recent or current research to faculty and staff. In the second presentation, given a specific topic, they instruct a portion of a current course session. Reference checks always include questions about finalist's capacity to teach the appropriate content and age group (undergraduate or graduate), the applicant's fit with the Christian mission of the university, and their potential for service and scholarship.

The candidate also interviews with the Dean and other Unit members as well as the President and Provost on PLNU's main campus. These interviews are inclusive of specific questions that ascertain the degree to which a prospective faculty member is committed to University mission and Unit values. In the past three years, the SOE has hired two full-time faculty members using this process. These faculty members have received positive evaluations on their instructional abilities, served on Unit and University committees, conducted research in the field, and have been warmly received by their peers. The Associate Deans/Directors providing mentorship to these new hires s agree that they are demonstrative of best practice and contributing to the preparation of effective educators.

Part-time faculty positions are approved and announced in the same manner as full-time faculty positions with one exception; they do not interview with the President.

5a. Qualified Faculty

5a.1. What are the qualifications of the full- and part-time professional education faculty (e.g., earned degrees, experience, and expertise)? Please complete Table 11 or upload your own table at Prompt 5a.5 below. [Professional Education Faculty information compiled by AIMS from earlier reports submitted for the national review of programs and updated by your institution (see Manage Faculty Information page in your AIMS workspace) can be imported into Table 11. For further guidance on completing this table, see the directions provided below (select link "click here") as well as in the Help document (click on "Help" in the upper right corner of your screen.]

Table 11
Faculty Qualification Summary

	Highest	Assignment: Indicate the			Scholarship, Leadership in Professional Associations, and Service: List up to	Teaching or Other Profes- sional Ex-

Faculty Member Name	Degree, Field, & University	role of the faculty member	Faculty Rank	Tenure Track	3 major contri-butions in the past 3 years	perience in P-12 Schools
Table 11 is uploaded in 5a.5						

5a.2. What expertise qualifies professional education faculty members who do not hold terminal degrees for their assignments?

PLNU has three categories of faculty status:
1. Full-time faculty
2. Part-time faculty
3. Adjunct faculty

Full-time faculty members are a tenure track with PLNU utilizing the normal higher education ranks. This ranking begins with the title of Assistant Professor. After considerable higher education teaching experience, and most doctoral work completed, a promotion to Associate Professor is granted. The promotion to Professor Status requires an earned doctorate and considerable higher education teaching experience. Requirements necessary for initial faculty ranking are outlined in the PLNU Faculty Handbook (uploaded at Standard 5) and summarized here:

1. **Professor:** An earned doctorate and at least ten years of experience, four of which must be at the associate professor rank.
2. **Associate Professor:** An earned doctorate and at least six years of experience, three of which must be at the assistant professor rank; or a master's degree plus at least thirty additional semester units in an active doctoral program and eight years of experience, four of which must be at the assistant professor rank.
3. **Assistant Professor:** An earned doctorate and at least two years of experience; or a master's degree plus at least twelve semester units toward a doctorate and three years of experience; or a master's degree plus four years of experience.

Part-time faculty is a category of faculty that receive annual "appointment letters" similar to contracts but are not tenure track. Part-time faculty are placed on the faculty salary schedule and receive a salary proportional to their full-time colleagues based upon their teaching or administrative load. Part-time faculty members are also eligible for University benefits such as health and retirement.

Adjunct faculty, are those faculty members that typically teach one or two courses each year and are paid according to the adjunct salary schedule.

SCHOOL OF EDUCATION (SOE) STATUS

Full-time Faculty: All professional education faculty hired by the unit are selected for their appropriate academic preparation, appropriate credential and extensive experience in the program. The Unit has 20 full-time faculty and 16 or 80% have earned doctoral degrees. The four individuals without terminal degrees were all hired prior to 2008 when the current hiring practices were put into place. These four individuals each have extensive professional experience in P-12 schools related to their respective program areas and are all PLNU graduates. Two of the individuals are nearing retirement and would be replaced by individuals with terminal degrees according to current PLNU

and Unit hiring policies. One individual recently started a doctoral program, and the fourth individual is working on the final dissertation. All are committed to the Unit's mission and Conceptual Framework and productive members of the faculty community.

Part-time Faculty: The Unit has 12 faculty members that have part-time appointments at PLNU. These individuals serve in critical leadership areas and bring extensive experience to their assignments. Although only six of these individuals or 50% have earned doctorates, all have extensive leadership experience in P-12 schools.

Adjunct faculty: The graduate courses offered by Unit are scheduled to meet in the evenings or weekends to make courses available to candidates working in schools or in other day-time employment. One benefit to this scheduling is the Unit's ability to utilize experienced school practitioners as faculty. These adjunct faculty members are hired and reviewed annually by Associate Deans and program directors to insure quality instruction and relevant teaching experience for credential and degree programs. They receive feedback by participating in the student evaluations process for each course they teach. In addition, they are observed by the Dean, Associate Dean, or program director using the Unit's "Part-time/Adjunct Faculty Feedback" form.

5a.3. How many of the school-based faculty members are licensed in the areas they teach or are supervising? How does the unit ensure that school-based faculty members are adequately licensed?

A field experience coordinator is designated at each of the four regional centers to supervise all fieldwork and clinical practice experiences. One aspect of their work is to request that school-based faculty members (e.g., cooperating teachers, site supervisors) are licensed in the area they supervise. These school-based faculty members submit a brief vitae or resume to the field experience coordinator to verify their credential and experience. In larger districts, the coordinator works with the district office to identify trained school-based faculty. In smaller districts, coordinators are requested to work with individual school sites and principals.

For the preliminary teaching credential programs, school-based placements are completed by the field experience coordinator in consultation with the program faculty. In advanced programs most candidates are working education professionals, and when possible, placements are coordinated at their place of employment. Requests are made to place candidates under licensed and experienced practitioners for this portion of their preparation program. Site supervisors complete a Supervisor Qualification form that verifies their experience and credentials for the assignment of working with a candidate in clear induction programs, school counseling or administrative fieldwork.

5a.4. What contemporary professional experiences do higher education clinical faculty members have in school settings?

California Education code requires that higher education faculty involved in teaching methods courses and clinical faculty members maintain current participation in California Public schools Education Code Section 44227.5 (a) and (b) (Link to the law: http://law.onecle.com/california/education/44227.5.html). One of the preconditions for California credential programs to be approved as an accredited teacher preparation program is to verify that this requirement is met by faculty.

Full-time Faculty

The "Verification of Faculty Involvement in Public Schools" form is distributed to all full-time faculty at the beginning of each academic year. They are asked to submit the document on TaskStream website in the area titled "SOE Faculty Documents." The administrative assistant informs associate deans at the regional centers of full-time faculty that have not returned the verification within 30 days of receiving the contract or notification.

Part-time and Adjunct Faculty

Each summer, annual appointment letters are mailed to part-time and adjunct faculty. A copy of the form "verification of faculty involvement in public schools" is included in this mailing. These forms are also submitted to the TaskStream website in the area titled "SOE Faculty Documents." The Dean's administrative assistant verifies that all part-time and adjunct faculty members have returned this form along with a signed appointment letter.

Acceptable contemporary professional experiences are defined on the form as follows: "A minimum of 30 hours every three years is a recommended guideline. Activities may include, but are not limited to: consulting activities, service on a school site council, or other governance team, service on a district advisory committee. Activities that are not included are supervision of student teachers, interns, or administrative services students."

5a.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to faculty qualifications may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard Six Find 6a. SOE Organizational Chart 2010-11 Find 6a. PLNU Organizational Structure President's Cabinet Find 6a. Dean's Council Agendas 2010-11
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard Five Find 5a.5 Faculty Job Announcement - Single Subject Bakersfield 2008 Find 5a.5 Job Announcement - Educational Leadership Find 5a.5 Job Announcement - Math Methods Find 5a.5 Job Announcement - School Counseling Find 5a.5 Job Announcement - Special Ed Corona
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard Five Find5a.5 Faculty Qualification Summary (Required Table 11)
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Standard Five Find 5a.5 Verification of Public School Involvement

5b. Modeling Best Professional Practices in Teaching

5b.1. How does instruction by professional education faculty reflect the conceptual framework as well as current research and developments in the fields?

As noted in previous sections regarding the development of the Unit's Conceptual Framework, faculty have engaged in the discussion, development, editing, implementation and revision of this framework since initial discussions regarding NCATE accreditation were introduced in 2007. The work culminated in the formal approval by Unit's faculty in summer 2010 encapsulating the Unit's three measures: "*equip, transform,* and *empower*." With this final adoption, the Unit's program directors worked with full-time, part-time, and adjunct faculty in their program areas to discuss the implementation of the Conceptual Framework in coursework and program activities. Elements of the Conceptual Framework and subsequent learning outcomes are built upon the foundation of the University's Institutional Learning Outcomes of "*learn, shape,* and *grow."* Both of these outcomes lead to Program Learning Outcomes as well as course embedded Candidate Learning Outcomes. Within many of the Unit's courses, the candidate learning outcomes are assessed by signature assignments embracing these signature themes. The curriculum map and program learning outcomes for each program are posted in the NCATE Exhibit Rom under Unit Standard One. Program learning outcomes may be viewed in the Graduate University Catalog 2011-2012 and in the course syllabi.

Current research and developments in teaching in each of the program areas are led by the associate deans and program directors. Examples of Unit's faculty participation in research and development in their respective areas are addressed in section 5c.2

5b.2. How do unit faculty members encourage the development of reflection, critical thinking, problem solving, and professional dispositions?

Unit faculty encourage the *development of reflection* among candidates in their various programs by modeling reflection in their teaching, advising and supervising, addressing reflection in the content of their coursework including reading assignments about the importance of reflection, and developing assignments integrating the use of reflection. This is especially true in the area of clinical practice in preliminary teaching credential programs and in fieldwork for advanced programs (e.g., clear credential, PPS/CWA credential, administrative services credential). Reflection was also discussed in the Unit's Conceptual Framework: "Gardner describes the philosophical underpinnings of his work as 'providing educators with a conceptual framework for organizing and reflecting on curriculum assessment and pedagogical practices. In turn, this reflection has led many educators to develop new approaches that might better meet the needs of the range of learners in their classrooms." The faculty promotes this constructivist perspective of reflection and organization of thinking so that candidates might better meet the needs of their students." (p. 17). Additional examples, found in the Conceptual Framework's Program Learning Outcomes (p. 23-35) are as follows:

Preliminary Teaching Credential (MAT Program): "Through the analysis and assessment of practices to promote professional growth, uses reflection and feedback to formulate and prioritize goals for increasing the subject-matter knowledge and teaching effectiveness."

Master of Arts in Teaching & Learning (MATL): "Reflects on learning throughout the program and develops a professional development and research plan to continually extend and refine a philosophical, technological, and research application and orientation to teaching and learning."

PPS Credential (Master of Arts in Education – Concentration in Counseling & Guidance): "Engages in on-going professional self-evaluation and personal self-reflection using the dispositions."

Unit faculty members encourage the *development of critical thinking* among candidates in their various programs by articulating the importance of critical thinking from beginning to end in all programs. One of the PLNU institutional learning outcomes focuses on the development of critical thinking, and thus, the SOE has developed program learning outcomes that align with this important area. The SOE Program learning outcome is addressed in #2 as *"Gains knowledge and skills in critical thinking, analysis, and synthesis."* Examples of reflective practice are found in the Conceptual Framework's Program Learning Outcomes (p. 23-35) and included here:

Preliminary Teaching Credential Multiple Subject (MAT Program): "Gains knowledge and skills in critical thinking, analysis, and synthesis. (CTC 3, 5, 6, 7)

Unit faculty members encourage the *development of problem solving* among candidates. Examples of problem solving are found in the Conceptual Framework's Program Learning Outcomes (p.23-35) and included here:

Master of Arts in Teaching and Learning (MATL): "Designs, adapts and uses lessons that address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning."

Unit faculty encourage the *development of professional dispositions* among candidates in their various programs by introducing candidates to the Unit's "Dispositions of Noble Character" in their initial admissions interview for admission to the program, with continued discussion and assessment of these dispositions throughout the program. Each of the credential and degree programs offered by the Unit has included assessment of these dispositions at multiple points throughout the course sequence. These assessments include a self-assessment by candidates, and triangulation by cooperating teachers, faculty, and site supervisors. Assessment data, analysis, and discussion for program improvement may be viewed in detail in the Biennial Reports for each individual program.

5b.3. What types of instructional strategies and assessments do unit faculty members model?

The SOE has adopted three defining themes – *equip, transform,* and *empower*, which collectively, ensure that the philosophical perspective and purpose of the university are actualized within the conceptual framework. These outcomes are linked to the Institutional Learning Outcomes and provide a structure for the unit's goals. They provide the unit a context for ensuring a multi-layered continuity in curriculum, instruction, field experience, clinical practice, and assessment throughout the program of study. Finally, they play a significant role in influencing and affecting all stakeholders who work toward successful candidate outcomes.

Unit members striving to be servant leaders model the ongoing pursuit of knowledge integrated with beliefs and values. Both faculty and staff live out their faith by presenting a positive environment for candidates, local learning communities, and the profession. They promote diverse learning environments advocating for and *modeling* responsive and technology-infused pedagogy. The unit believes that true advocacy begins with each faculty member and his or her understanding of the positive power of diversity. Embedded in the unit's educational philosophy and pedagogy, candidates are exposed to ethnic, socio-economic, linguistic, religious, cognitive, and cultural diversity within

learning communities and supported in the transferring of these theoretical principles into educational practices that portray student empowerment and social justice. Faculty, candidates, and graduates are recognized for pursuing initiatives such as U.S. Dept. of Education's No Child Left Behind (NCLB) Act and Race to the Top Initiative that promote equity and access for those who have become marginalized and minimized by unjust and/or unthinking social and educational practices and policies. Responding to the Wesleyan heritage of pursuing a life of holiness, the SOE embraces and embodies a Christ-like ethic of love and sacrifice on behalf of those they serve as educators and leaders (Maddox, 1996). "Finally brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things." Philippians 4:8.

5b.4. How do unit faculty members incorporate the use of technology into instruction?

The unit's faculty members use a variety of technological resources utilized by the Unit's faculty members to improve and model instructional use of technology.

First, the PLNU Institutional Technology Services (ITS) department provides a Blackboard platform (aka "E-class") for all of the Unit's courses. All instructors are required upload a course syllabus for students to access and most courses include additional resources for candidate learning. On-line learning may provide for up to 25% of course time utilizing discussion boards, blogs, and assignment submission.

The Information Technology Services (ITS) provides professional development courses on various technology tools available on faculty computers and web-based programs such as E-class, PowerPoint, Microsoft Word, Microsoft Excel, and Adobe Connect. ITS advertises these workshops through university e-mail each week encouraging faculty to attend.

Second, the Center for Teaching and Learning (CTL) provides resources to assist faculty with technology. The purpose of the CTL is defined in the PLNU Faculty handbook as:
"The Center for Teaching and Learning works to encourage and empower faculty to develop their teaching craft and to become more intentional in their pedagogy. Since teaching remains our primary contact with students, our teaching needs to reflect both the standards of our professional discipline and the relational values of our Wesleyan theology. The programs of the Center aim to support faculty efforts towards teaching excellence and to create spaces where faculty can meet to talk about their teaching." One of the major initiatives of CTL was the Technology Integrated Learning Environments (TILE) Workshop that was introduced in summer of 2010 and again in summer of 2011. A number of SOE faculty participated in the inaugural program of TILE and instruction on the new video conferencing system in summer of 2010.

Each regional center has a faculty meeting once per semester and uses this time to provide instruction to faculty on technology resources such PLNU Portal where class rosters and grading are conducted, E-class, TaskStream and other technology resources.

Third, the Unit implemented TaskStream as a web-based assessment system in fall semester 2008. For the first two years there was a part-time TaskStream coordinator position based at Mission Valley Regional Center. This coordinator provided resources and assisted faculty and students regarding the many facets of this program. In February, 2011 the position was increased to full-time with the coordinator's home base being at the Arcadia Regional Center. This center is located mid-

point between the main campus and all of the regional centers affording the coordinator easier accessibility to the regional centers to assist with this technology.

5b.5. How do unit faculty members systematically engage in self-assessment of their own teaching?

The Unit's tenure-track faculty members participate in the University evaluation system. This evaluative process begins with the faculty member completing the university provided form titled "Self/Chair Evaluation." This form asks the faculty member to self-assess their teaching, scholarship, and service to the university by utilizing student evaluations and other feedback received from students. The form is sent to the Dean of the School of Education for review and to add confirming comments. In the years which the faculty member is applying for tenure and promotion this self-evaluation is also be sent to the Provost and reviewed by the Faculty Status Committee for consideration. In addition to the "Self/Chair evaluation" form the faculty member applying for tenure and promotion would also request that a peer faculty member conduct an observation of their teaching. That information, along with a developed professional portfolio documents their work and achievements. Past copies of Tenure/promotion portfolios will be available at the onsite visit upon request by the team.

Unit faculty members who are not tenure track are evaluated annually by the program director and associate dean responsible for the program. Program directors observe each part-time or adjunct faculty member teaching a course session; provide documentation of their visit and an analysis of student evaluations utilizing the Unit's "Feedback to Full and Part-time Faculty" form. The form requests a response from the faculty member and culminates in a recommendation by the program director for a teaching assignment for the following year. Faculty who receive poor student evaluations and/or observations from the associate dean/program director meet with the program director to discuss areas targeted for improvement. If poor performance is maintained a second semester, the faculty member is not assigned this course again.

In all cases, the Dean's office keeps documentation of all student evaluations and submissions of the "Self/Chair Evaluation" form.

5b.6. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to faculty teaching may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

http://www.taskstream.com/ts/railsback/CTCProgramAssessment.html Find Biennial Reports
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click: Standard Five (Faculty Qualifications, Performance, and Development) 5b.5. Self-Chair Evaluation (PLNU 3 semester version) 5b.5. Feedback form to part-time faculty

5c. Modeling Best Professional Practices in Scholarship

5c.1. What types of scholarly work are expected of faculty as part of the institution's and unit's mission?

The PLNU Faculty Handbook (uploaded at 5c.1) contains several sections that relate to professional practices in scholarship.

First, the initial hiring of all full-time tenure track faculty requires a focus on
Knowledge and Scholarship: "a) a serious effort to remain current in the area of major instruction; b) a vital interest in some type of creative work such as research and writing in the area of academic competence; c) membership in and service to appropriate professional groups; d) travel experiences designed to enhance professional competence. Documentation required: curriculum vita; evidence of scholarly work and/or professional involvements; personal references." (p. 38)

Second, the section defining tenure describes four major areas for consideration: (1) Commitment to Christ and Christian Higher Education, (2) Teaching Excellence, (3) *Scholarly/Professional pursuits,* and (4) Service.

Finally, the section regarding *Scholarly Professional Pursuits* is explained as such:
The successful tenure candidate *pursues scholarly/ professional activities* first of all to enhance the teaching/learning function. Each candidate is expected to keep abreast of new developments within his/her discipline. Further commitment to scholarly/professional pursuits may be exhibited through the scholarship of discovery, the scholarship of integration, and the scholarship of application. This scholarship is documented by communication with others through informal dialogue, formal presentations, seminars, papers, performances, and publications, and by practice of the skills of the profession." (p. 41)

The PLNU Faculty Handbook provides the following statement regarding resources available for faculty research: "The Office of the Vice Provost for Faculty Development attempts to provide programmatic support for the enhancement of research. In addition, a Research and Special Projects (RASP) fund was established in 1977 in an amount approximately equal to one-half of one percent of the total salary budget. While generally small, RASP grants are intended to encourage faculty members to conduct research or projects in their academic discipline on a regular basis. See Research and Special Projects Fund (section IV.R.5) for information on the application and selection process for RASP grant awards. In addition, some funds are available for faculty who are able to involve promising departmental majors as co-researchers in the faculty member's research with the purpose of getting joint student-professor publications and of enabling the students to present their research results in some fully professional arena, such as at a disciplinary conference or, at the least, at an undergraduate research conference." (p. 54-55)

The Unit's faculty members subscribe to the above mentioned University requirements for initial hiring, tenure and promotion. When the Unit first began discussions about NCATE, one of the major hurdles recognized was the lack of faculty scholarship necessary for an exemplary teacher education program. In 2008 there were only two faculty members with tenure. Out of the 26 faculty members, fifty percent had been hired since 2006 and less than half had earned doctorates. Since 2008, one additional faculty member has received tenure for a current total of three faculty members out of 20 full-time eligible tenure track faculty.

Beginning in summer 2008 the Unit set goals to increase the level of scholarship within the unit and implemented the following strategy: (1) Research circles were developed to provide encouragement, support and a framework for faculty with similar interests to meet these goals. (2) A faculty research agenda form was distributed to all full-time faculty members asking them to set goals for their research agenda. In follow-up meetings with individual faculty discussions about annual feedback has included an update on their goals and progress made toward them. The results have been tremendous as faculty have begun to move into an area where they had no experience after completing their doctoral dissertations. (3) Professional development funds available from the Provost office were encouraged to be used for scholarship whereas in the past they were used for attending conferences emphasizing K-12 practices such as ASCD. Panel discussions at monthly SOE faculty meetings have included discussions about faculty scholarship with those that have participated describing their process and encouraging others to move forward. (4) Dean's Council requests – faculty members that have desired to attend conferences for research presentations beyond the funds available from the Provosts office have been encouraged to write proposals for additional funds that were discussed and if approved, funds were provided by the Dean's budget. The result has been positive, with an increased number of faculty members attending and presenting at state and national conferences that are described in 5c.2 below.

5c.2. In what types of scholarship activities are faculty members engaged? How is their scholarship related to teaching and learning? What percentage of the unit's faculty is engaged in scholarship?

The Unit's faculty are engaged in a wide variety of scholarship activities including presentations at state, regional and national conferences, peer reviewed journals, and writing book reviews, chapters and entire books. A sample of these types of scholarship activities is included here and a full listing is attached in the link below:

1. American Educational Research Association (AERA) presentations: In the last 3 years 4 faculty members have made presentations at the conferences in San Diego (2009), Denver (2010) and New Orleans (2011). Andrea Liston, Gary McGuire, Don Phillips, Gary Railsback.
2. AERA Special Interest Group (SIG): The Dean has served a three year term as chair of the Associates for Research on Private Education (2009-2012), and chair elect (2007 – 2008).
3. American Associates for Colleges of Teacher Education (AACTE) presentation: Dr. Robin Kohl.
4. California Council on Teacher Education (Cal Council) presentations: Dr. Conni Campbell, Dr. Shirlee Gibbs, and part-time faculty member Dr. Jennifer Reiter-Cook.
5. California Educational Research Association (the state affiliate of AERA) presentations: Josh Emmett, Corey McKenna, Conni Campbell.
6. Article: *Private School Monitor* – journal of the AERA Special Interest Group Associates for Research on Private Education: Four PLNU faculty collaborated in the development of an article on Faculty Satisfaction.
7. *National Social Science Journal* (2011) "Learning by Doing: A constructivist approach to assessment and collaborative action research through the lens of professional learning communities." Dr. Corey McKenna.
8. Article: *National Social Science Journal* (2011) "Before-school physical education program and its effects on student achievement in Virginia elementary classrooms." Dr. Corey McKenna along with joint authors.

9. Article: *National International Journal of Whole Schooling* (2010). "Co-Teaching in Urban Secondary U.S. School Districts to Meet the Needs of all Teachers and Learners: Implications for Teacher Education Reform." Dr. Andrea Liston along with joint authors.
10. Article: *National Journal of Research on Christian Education* – Two SOE faculty and one colleague from Political science had a submitted article accepted for publication on "Private college faculty perceptions of tenure." (Winter 2011). Jill Hamilton-Bunch and Gary Railsback.
11. Book Review: *National Review of Higher Education* – "Christianity and moral identity in Christian higher education." Gary Railsback.

5c.3. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to faculty scholarship may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html   **Log-in using the following password: plnuncate**   **Click:** Standard Five (Faculty Qualifications, Performance, and Development)   5c.1. PLNU Faculty Handbook 2010
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html   **Log-in using the following password: plnuncate**   **Click:** Standard Five (Faculty Qualifications, Performance, and Development)   5a. Table 11 Faculty Qualifications

5d. Modeling Best Professional Practices in Service

5d.1. What types of service are expected of faculty as part of the institution's and the unit's mission?

As members of the PLNU community, the Unit's faculty are expected to provide service in their respective communities. The Unit primarily provides this service by sitting on site councils, serving as officers in professional organizations, leading workshops for teachers and administrators, and providing individual support for program completers as they begin their professional careers. The leadership team of the Unit's Dean's Council, along with other key faculty and staff, has been trained by the CTC as Board of Institutional Reviewers (BIR). Newly trained BIR members in the last three years and their participation in the CTC Accreditation process include:

1. Dr. Gary Railsback, Dean – site visit member for two CTC/NCATE visits to Loyola Marymount University, Los Angeles, March 2010 and University of the Pacific, April 2011.
2. Dr. Jill Hamilton-Bunch, Associate Dean for Teacher Education & Bakersfield. Technical Assistance team member to Oakland, CA program, 2010.
3. Dr. Gary McGuire – Associate Dean for Educational Leadership, Program assessment reviewer for CTC in Sacramento – 2010 and 2011, and assigned to CTC/NCATE Site visit team at California State University, Los Angeles, fall semester 2011.
4. Dr. Doretha O'Quinn, Associate Dean for MATL & PPS Program & Arcadia, site visit member for CTC Visit, Touro University, 2010.
5. Dr. Conni Campbell, Associate Dean for Undergraduate Studies and Mission Valley, CTC Site visit member for Hebrew University, Los Angeles, March 2011.
6. Dr. Andrea Liston, NCATE Coordinator, CTC/NCATE Site visit team member, University of La Verne, April 2011.

7.	Christie Pearson-Wohlwend – Credential Analyst, CTC Program Assessment Reviewer, Sacramento.
8.	Dr. Laura Amstead – Program Director, MATL Program & Reading Certificate.

A table describing the community service provided by SOE faculty members is uploaded at 5d.1.

5d.2. In what types of service activities are faculty members engaged? Provide examples of faculty service related to practice in P-12 schools and service to the profession at the local, state, national, and international levels (e.g., through professional associations). What percentage of the faculty is actively involved in these various types of service activities?

Please review the data provided in 5d.1

5e. Unit Evaluation of Professional Education Faculty Performance

5e.1. How are faculty evaluated? How regular, systematic, and comprehensive are the unit evaluations of adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants?

The PLNU and SOE faculty evaluation process was described in 5b.5 as it related to self-assessment.

The Dean, associate deans, and program directors complete the assessment cycle by having discussions with faculty members that are perceived by students as being poor or mediocre instructors. Depending upon the individual faculty member's response to the feedback, faculty members are provided opportunities for mentoring by other faculty members that were rated as exceptional instructors. Program directors provide support on ways to improve teaching and encouraged these faculty members to attend professional development workshops.
If faculty members respond in defensive ways toward the student feedback and are unable to make improvements over time, they are reassigned to alternative courses that are better suited for their background. However, adjunct faculty responding in a similar fashion are not reassigned to the course(s).

5e.3. How are faculty evaluations used to improve teaching, scholarship, and service?

The "Self/Chair Evaluation" form provided by the Provost's office is the major tool used to provide full-time faculty with feedback and support, as well as to monitor and document growth over time. This same process is utilized for part-time and adjunct faculty using the Unit's "Feedback" form for improving teaching and service. No scholarship is required of these individuals.

5f. Unit Facilitation of Professional Development

5f.1. How is professional development related to needs identified in unit evaluations of faculty? How does this occur?

With the current unit evaluation structure used by the Unit, data is collected from the university "Self/Chair Evaluation" form or the "SOE Feedback" form. Data analysis conducted by the Dean, associate deans, and program directors provides targeted areas for improvement. Faculty members are provided direct counsel from the Dean, associate deans, and program directors that is tailored to meet the individual needs.

5f.2. What professional development activities are offered to faculty related to performance assessment, diversity, technology, emerging practices, and/or the unit's conceptual framework?

When the desire to seek NCATE accreditation was approved in 2008 by the faculty, the critical need of developing of a web-based assessment and data storage system was identified. The research and selection of this system involved input from the Unit's faculty committee, individuals from the University's ITS Department, and the other University Deans. The process outlined below had multiple facets and following the gathering and analysis of information, the Unit unanimously recommended the adoption of TaskStream. This was approved by the University administration in 2008. Subsequently the University adopted another vendor, Live Text, for student assessment for undergraduate programs and graduate programs offered by other units within the University.

Professional development provided by the SOE since 2008 has focused primarily on assessment and preparation for CTC and NCATE Accreditation. This has included presentations or workshops by the following individuals:
1. *Live Text:* A half-day presentation was presented by a team from Live Text to assist Unit's faculty in determining the most appropriate web-based assessment system. (June 2008)
2. Chalk and Wire: A half-day presentation was presented by a team from Live Text to assist the Unit's faculty. (June 2008)
3. *TaskStream:* A half-day presentation was presented to the Unit's faculty to determine the most appropriate web-based assessment system for unit and program assessment. (June 2008)
4. *TaskStream Consultation:* The Unit hired an experienced colleague from another university to spend three days in Mission Valley Regional Center helping all key faculty understand how to design, implement, and assess student work on TaskStream. (July 2008)
5. *California Commission on Teacher Credentialing (CTC) Accreditation Update:* A consultant from CTC made a presentation to the Unit's faculty (February 2008) to inform them of the new process of continuous improvement including the biennial report, program assessment and site visits.
6. *Developing an Assessment System:* An all day presentation was presented by the Associate Dean at Azusa Pacific University presented an all-day workshop (May 2009) for unit faculty.
7. *Unit System Evaluation:* The Assessment Director at San Diego State University presented an all-day workshop (May 2010) for unit faculty.

5f.3. How often does faculty participate in professional development activities both on and off campus? [Include adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants.]

Faculty members frequently participate in professional development activities both on and off campus. The office of Institutional Technology sends weekly updates about workshops on technology programs: Blackboard, Excel, PowerPoint, etc. The Unit's TaskStream coordinator provides frequent professional development opportunities at each of the regional centers with a concentrated focus on utilizing TaskStream as a web-based assessment.

The Center for Teaching and Learning on campus provides a wide variety of professional development activities during the year. Professional Development for the 2010-2011academic year included:
1. Creating a Community in Your Classroom (8/12/10)
2. Workshop on Collaborative Learning Techniques (9/1/10)

3. Workshop on Motivation; Daniel Pink's TED talk (9/15/10)
4. Classroom Assessment Techniques (10/13/10)
5. Teachers Noticing Teachers with April Maskiewicz (multiple meetings throughout the academic year)
6. Strengths Quest Training (11/3/10)
7. Using clickers and cell phones for polling with Ted Anderson, Nancy K. Murray, and Paul Schmelzenbach (11/10/10)
8. New Faculty Seminar: Student Engagement (11/15/10)
9. TILE Presentations (12/1/10)
10. Effective Questioning Strategies with Scott Dirkse (2/2/11)
11. Closing the Assessment Loop (2/16/11)
12. Closing the Assessment Loop (2/17/11)
13. IDEA Workshop with Stephanie Juillerat (2/23/11)
14. Promotion and Tenure Informational Meeting (4/6/11)
15. Elizabeth Barkley workshop on Student Engagement Techniques (5/16/11)

Additional Examples: [Creating a Syllabus], [Planning a Course], [Writing in the Disciplines], [Academic Honesty], and [Tenure & Promotion].

STANDARD 6. UNIT GOVERNANCE AND RESOURCES

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6a. Unit Leadership and Authority

6a.1. How does the unit manage or coordinate the planning, delivery, and operation of all programs at the institution for the preparation of educators?

The Unit has undergone significant transformation in the last four years. In 2006, the Unit was a loosely coupled group of regional centers that had little in common except the delivery of the same catalog courses and state-approved credential programs. The regional centers operated independently with little contact among the staff and faculty at other centers. From 2006-2008, the Unit did not have a Dean to lead and provide oversight for the Unit's operations. With the hiring of a Dean in 2008, the Unit has now become a well organized and highly interdependent body led by a Dean who regularly visits all regional centers and Associate Deans who have program responsibilities across all regional centers. The Dean and Associate Deans work collaboratively to ensure the programs are efficient, cohesive, and aligned with the University mission. Faculty members across all regional centers work closely together on program and unit committees to develop high quality programs.

The School of Education is a unit within the Academic Affairs division of PLNU. The Unit head is identified as the Dean, and the Dean reports directly to the Provost/Chief Academic Officer. Point Loma currently has three academic divisions – the College of Arts and Sciences, the College of Social Sciences and Professional Studies, and the Unit. The Dean represents the Unit on the Provost's Council that includes two Vice Provosts - one for Academic Administration and the other for Accreditation - and the two College deans. The 2010-11 academic year was a year of transition.

During this year, the university was served by an interim Provost, who was appointed permanently to the post in March 2011, and two interim college deans. A new Vice Provost for Academic Administration was appointed in the fall of 2010. Prior to the current Provost, the Unit's Dean reported to the Dean of the College of Social Sciences and Professional Studies and was not represented on the Provost Council.

The responsibility for managing and coordination of all the Unit's programs ultimately lies with the Dean and the directive given by the Provost in 2008 was to align the regional centers with the university and each other. This challenge was not easy or quick as the centers had been operating in isolation and had participated in a system that forced them to compete for resources. The four regional center directors did meet regularly without an appointed leader, but they had no direct supervisor since there was no dean. After a year of observation and evaluation of the organizational system, the Dean broadened representation at the Regional Center Director meetings to include the Liberal Studies Director on the main campus, the NCATE Coordinator, and the Dean's Administrative Assistant. With this broader representation, the title assigned the Regional Center Directors group was changed to the Dean's Council to more accurately reflect the responsibilities and tasks of this body. In 2010, with the approval of a new position of a Budget and Data Analyst, this individual was also added to the Dean's Council membership and provides payroll coordination and bi-monthly financial updates on all of the cost centers and accounts associated with the Unit.

The job descriptions of the Regional Center Directors were also broadened in 2009. Recognizing their administrative responsibility for one of the graduate regional centers as well as for one or more areas of our academic program, the title was changed to Associate Dean. This new administrative team works collaboratively to manage, coordinate, and evaluate all of the Unit's programs. The team meets for a three-day retreat each summer to plan the year and then meets bi-monthly throughout the school academic year, including summer. Two shifts in this organization took place in August 2011 with the resignation of the Associate Dean at Arcadia. An interim director was put in place in August 2011. The Associate Dean of Educational Leadership position was realigned in August 2011. Previously the role had included academic oversight of the Educational Leadership Program as well as site oversight of the Corona campus. The Corona campus now has a director for enrollment and outreach, and the Associate Dean of Educational Leadership is separate position focused only on academics.

SOE Organizational Chart Data: 6a.7

SOE Faculty Meetings: Beginning in 2007-08, the Unit's full-time faculty began to meet for the first time on a monthly basis. This meeting is scheduled on the same day as the University's monthly faculty meeting, ensuring all full-time faculty in the Unit attend both meetings. The typical meeting schedule includes: a two-hour program committee, an approximately 1.5 hour Unit faculty meeting, lunch in the faculty dining room to meet with faculty across campus, and a concluding University faculty meeting. The agendas and minutes of these monthly meetings are kept each month.

Program Committees: The Unit has several program committees that oversee the program design, implementation and evaluation. The current program committees are (1) Educational Leadership, (2) MAT Preliminary Credential Programs, (3) Special Education MA, (4) School Counseling (including PPS and Child Welfare and Attendance), and (5) MATL, which includes the Multiple Subject/Single Subject Clear Credential, Reading Certificate and the CLAD Certificate. Each of the program committees is chaired by either an Associate Dean or Program Director. Membership includes all full-time, part-time and when possible, adjunct faculty teaching in the program. Because these

meetings are usually held in San Diego during the daytime, adjunct faculty are not always able to attend. These program committees meet monthly on the mornings of the Unit's faculty meeting in San Diego. All full-time and part-time faculty from the four regional centers are required to attend. These committees monitor proposals for program changes, evaluate their effectiveness, and are responsible for analyzing assessment data, drafting the Program assessment documents submitted to CTC, and developing written policies in their program handbooks. Sub-committees within these program committees have also been formed to address issues related to specific courses or small programs overseen by a larger committee.

After a program committee has developed a proposal for a new program or has revised an existing program, the proposal is forwarded to the Dean for inclusion on the next Unit faculty meeting agenda. All full-time and part-time faculty within the Unit discuss the proposal and either approve, amend, or send back to the program committee for revisions. If the proposal is approved by the Unit faculty at their monthly meeting, it is forwarded on to the Graduate Studies Committee.

Major proposals requiring discussion at the University faculty meeting are then forwarded by the Chair of Graduate Studies Commission to the Provost for the meeting agenda.

Data for Dean's Council Agendas, SOE Organizational Chart, SOE ByLaws, PLNU President's Cabinet Organizational Chart, Job Descriptions for Dean and Associate Deans, and SOE Faculty Meeting Agendas and Minutes: See 6a.7

6a.2. What are the unit's recruiting and admissions policies? How does the unit ensure that they are clearly and consistently described in publications and catalogues?

Each of the Unit's academic programs has information available in printed brochures and on the University website (www.pointloma.edu/soe.htm). The admissions policies are available on the Graduate Admissions page (http://www.pointloma.edu/discover/graduate-school-san-diego). These policies are also available in the university catalog available online at (http://www.pointloma.edu/experience/academics/catalogs/graduate-catalog). These policies are monitored by the Unit's Dean, Associate Deans, and program directors. If changes are requested to either academic policies or admissions policies, they are presented to Unit faculty at their regular monthly meeting, and then forwarded on to the Graduate Studies Committee meeting.

6a.3. How does the unit ensure that its academic calendars, catalogues, publications, grading policies, and advertising are accurate and current?

Responsibility for academic calendars, catalogues, publications, grading policies and advertising is located within several departments at Point Loma. The Academic calendars and catalogues are monitored by the Vice Provost for Academic Administration. Academic calendars are reviewed by the Academic Council and Provost's council before final adoption and distribution. Changes in the university catalog are reviewed by the Academic Policy committee for undergraduate programs and the Graduate Studies Committee for graduate programs. Grading policies for graduate programs are monitored by the Graduate Studies Committee. Advertising is monitored collaboratively by the Creative Marketing Services Department, Graduate Admissions and the Unit.

6a.4. How does the unit ensure that candidates have access to student services such as advising and counseling?

The Unit assigns an academic advisor to all new students upon admission to the program. The advisor is responsible for discussing program curriculum, policies and procedures with the students. Programs also have New Student Information nights at the beginning of each semester where students are informed of the programs requirements.

Electronic Advising Guide: Once a candidate is admitted to a credential or degree program, a digital advising guide is automatically created and available to advisors and to the student in the PLNU portal (my.pointloma.edu).

File Copy Advising Guide: A file copy of the student advising guide is used by program advisors to discuss credential and degree program requirements. The advisor and student sign a copy of this form and it is archived in the candidate's portal account for review by either the advisor or candidate.

Program Handbooks: Candidates are provided with a program handbook upon enrollment by their advisor. These handbooks are available on the Unit's website and at regional centers. The handbooks provide policies and procedures for the program and all credential and degree program information.

Each of the regional centers that enroll graduate students has a chaplain appointed by the office of Spiritual Development. The chaplain has an office and has visibility on the regional campus to assist students with personal and or spiritual concerns, and to provide referrals to professional counselors if appropriate.

The undergraduate students enrolled on the main campus would have access to personal counselors. The regional centers do not provide professional or personal counseling by a licensed psychologist.

6a.5. Which members of the professional community participate in program design, implementation, and evaluation? In what ways do they participate?

The Unit actively solicits feedback from the professional community in the design of new programs, implementation and evaluation. The process begins with program directors and their assigned faculty discussing the implementation of a new program or revisions of an existing program based upon market demands, credential changes or legislation. Each of the four regional enters has an Advisory Council that meets 2-3 times per year at each site along with the Associate Deans and full-time faculty to converse about issues within the public and private P-12 sector, and identify ways that they partner with the University to support the local learning communities. A recent example of this partnering is the collaborative effort to develop of new program proposals for added credential authorizations in Special Education. School Districts helped us prioritize their employment needs in Autism, Other Health Impaired, Traumatic Brain Injury, Emotional Disturbances and Early childhood Special Education from a much longer list of possibilities. As the proposals were developed, they were brought back to Advisory Councils for feedback. Another example is the working with Advisory Council members to develop a training workshop for clinical practice cooperating teachers. Presentation facilitators included both Advisory Council members and faculty.

Information regarding the four regional center advisory councils is uploaded to TaskStream under section 6a5. This section includes agendas and minutes of meetings for the 2010-11 year.

6a.6. How does the unit facilitate collaboration with other academic units involved in the preparation of professional educators?

Currently, there is no other academic unit at PLNU that has approved preparation programs for professional educators. There are several undergraduate departments such as Literature, Math, Physical Education, and Music and Art that have one or more undergraduate courses in teaching methods that are included in their majors but are not credential programs. Departments that provide coursework for the Liberal Studies Major are included in the Teacher Education Committee that meets regularly and is chaired by the Associate Dean for Undergraduate programs. The purpose of the Teacher Education committee is to provide communication between undergraduate departments with pre-teaching programs that would lead into the Master of Arts in Teaching (MAT) Programs offered at the regional centers.

Data for Teacher Education Committee and minutes of meetings: See table 6a.7

6a.7. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to unit leadership and authority may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html   Log-in using the following password: plnuncate   Click on Unit Standard Six   6a.7 Dean's Council Agendas   6a.7 SOE Organizational Chart   6a.7 SOE Bylaws   6a.7 PLNU President's Cabinet Organizational Chart   6a.7 Job Descriptions for Dean and Associate Deans   6a.7 SOE Faculty Meeting Agendas and Minutes
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html   Log-in using the following password: plnuncate   Click on Unit Standard Six   6a.7Teacher Education Committee and minutes of meetings

6b. Unit Budget

6b.1. What is the budget available to support programs preparing candidates to meet standards? How does the unit's budget compare to the budgets of other units with clinical components on campus or similar units at other institutions?

The Table below compares the Program budget for SOE for 2009-2010 with the 2010-11 as of 8.4.2011. The major accounting difference between the two budgets are that the current fiscal year does not include budget for leases at the three regional centers outside San Diego (Arcadia, Bakersfield & Corona), and that travel expenses to San Diego for program and faculty meetings are now taken out of the Dean's budget (Cost center 5205) rather than the individual centers. The major reduction from 2009-10 from 1.4 million to $531,000 was the exclusion of building leases and utilities. The rest of the program budgets were increased by $4,000 for 2009-10 to account for increased expenses in the preparation of accreditation and membership in NCATE.

Cost CTR	Name	2009-10				2010-11			
		2009-10 Budget	Actual	(Over)/ Under Budget	% Budget	2010-11 Budget	Actual as of 8.4.2011	(Over)/Un der Budget	% Budget
5034	Liberal Studies	153,262	125,886	27,376	82%	20000	19,249	751	96%
5133	GRAD ED - MV	15185	16197	(1,012)	107%	107000	113346	(6,346)	106%
5181	GRAD ED - Arcadia	676350	582524	93,826	86%	117100	117295	(195)	100%
5182	GRAD ED - Bakersfield	433595	404751	28,844	93%	141095	98434	42,661	70%
5183	GRAD ED - Inland Empire	123250	104180	19,070	85%	59847	64822	(4,975)	108%
5205	Dean's School of ED	0	-3208	3,208	0%	86500	96411	(9,911)	111%
TOTAL		1,401,642	1,230,330	171,312	88%	531542	509,557	21,985	96%

A full financial report has been uploaded to TaskStream under 6b.2 that compares the SOE with the School of Nursing which is the only other professional program at PLNU with clinical supervision.

A comparison of the Unit's budget with a comparable private university in California that is NCATE accredited that has 600 enrolled students has a program budget of $200,000 while PLNU has an enrollment of 1,000 students with a program budget of $531,542. The comparator university has an enrollment that is 60% of PLNU's and yet has budget support for just 37% of what PLNU has. The major difference between these two budgets is accounted for by travel expenses between four regional campuses spread out of 200 miles from Bakersfield to San Diego.

PLNU faculty salaries are included in the full financial report uploaded to TaskStream. The annual budget for salary and benefits for the Unit's faculty and staff is $6 million.

6b.2. How adequately does the budget support all programs for the preparation of educators? What changes to the budget over the past few years have affected the quality of the programs offered?

The Unit's budgets are analyzed bi-monthly by the Unit's Budget and Data analyst and presented to the Dean's council for review. This process of analyzing all Unit budgets as a whole has created a culture of transparency and unity where prior to 2008 the individual regional center program budgets were isolated and hidden from one another and were not proportional to enrollment. The Unit's leadership team believes that, based upon the budget comparison with another California private university, an adequate budget exists for the preparation of educators.

With the downturn of the federal, state and especially public school district budgets since 2008, there has been a decrease in enrollment in teaching credential programs and a desire to ensure that all of the Unit's regional centers were staffed appropriately. In spring 2010, the analysis by the Dean and Chief Financial Officer concluded that the Mission Valley regional center had twice as many full-time faculty and staff as the Bakersfield regional center, yet they served the same number of students. Due to this financial analysis, the Mission Valley regional center did not renew the contracts of three tenure-track (but not tenured faculty members) following the process of last hired, first let go as specified in the PLNU faculty handbook.

6c. Personnel

6c.1. What are the institution's and unit's workload policies? What is included in the workloads of faculty (e.g., hours of teaching, advising of candidates, supervising student teachers, work in P-12 schools, independent study, research, administrative duties, and dissertation advisement)?

The PLNU faculty handbook does not have a policy limiting the workload of faculty. In 2007-08 it was common to have full-time faculty teaching 50-60 units per year, with anything over 24 units paid as overload. Because of this practice, it was necessary for the Unit to develop workload policies. The Provost issued new contracts to full-time faculty that included their program director and teaching responsibilities for the summer due to heavy enrollment and advising responsibilities in the summer. Beginning in the fall of 2008, full-time faculty were to be issued 27-unit contracts spread out over three semesters. The typical distribution of load is 9 units fall, 9 units spring and 9 units summer. Starting fall semester 2008, the Unit developed a policy that faculty could teach one overload per semester or a total of 9 units overload total. This was reduced by one 3 unit course each year. The 2009-10 policy was that faculty could teach 6 units overload annually, and the 2010-11 policy was that faculty could teach just one overload annually, and by 2011-12 they would be limited to the 27 units of their contract.

This 27-unit contract provided a summer break for faculty and helped the Unit reduce overloads and provide for consistent leadership and core faculty teaching in the summer when enrollments are strong. Exceptions to the 27-unit contract have been made to faculty with medical releases from their physicians.

All full-time faculty advice between 25 – 50 candidates. Associate Deans at each regional center work to manage advising loads so that they are appropriate to a faculty member's background and equitable to all.

With the 9-9-9 workload, most full-time faculty members are given course release for administrative duties based on the size and complexity of the program. These administrative loads range from one unit for extremely small programs, to four units for program directors. The four Associate Deans have 11-month contracts that are mostly administrative. They may teach one or more courses depending on their personal preferences.

Most supervision of candidates participating in clinical practice is provided by part-time or adjunct faculty. For the preliminary clinical practice experience students enroll in an eight week quad session and four semester unit. University supervisors are paid a supervision rate that consists of 20% of a unit per student times the number of units of enrollment. For an eight week session a supervisor at the assistant professor rank would be paid $1,251 x (.2 x 4 or .8). This would equate to $1,000.80 for the eight week period. During this eight week clinical experience they are asked to observe candidates a minimum of six times.

Independent studies are discouraged, but when approved by the Dean, faculty are paid a rate approved by the Provost and specified in the Unit's Payroll Policies.

PLNU Payroll Policies Data: See 6c.7

6c.2. What are the faculty workloads for teaching and the supervision of clinical practice?

The full-time faculty members typically have a workload of nine units for each of the three semesters. This provides a lighter load than 12 units during fall and spring to allow for research and scholarship. Usually, full-time faculty members do not supervise clinical practice. The majority of clinical practice supervision is performed by part-time and adjunct faculty. Typically, supervisors support no more than five students each eight-week quad.

Cumulative Full-Time Faculty Loads 201110-2011 Data: See 6c.7

6c.3. To what extent do workloads and class size allow faculty to be engaged effectively in teaching, scholarship, and service (including time for such responsibilities as advisement, developing assessments, and online courses)?

Since 2008, faculty workloads have been monitored much more closely by the Dean and Associate Deans at each of the regional centers. Proper management of workloads has provided time for faculty to be engaged effectively in teaching, scholarship, and service. Class sizes are limited to 25 for most classes due to classroom and pedagogical considerations. The average class size is near 15.

6c.4. How does the unit ensure that the use of part-time faculty contributes to the integrity, coherence, and quality of the unit and its programs?

The Unit works closely with part-time and adjunct faculty to ensure the integrity, coherence, and quality of the unit and programs. At each regional center, the Associate Dean and program directors work closely with adjunct faculty to introduce them to the curriculum, monitor syllabi before each eight-week quad, observe instruction, and schedule required faculty meetings each semester. Associate Deans and program directors closely monitor the student evaluations. Critical feedback and teaching suggestions for new or struggling faculty provides for ongoing professional growth.

Program directors also schedule annual meetings with part-time and adjunct faculty to discuss the relationship between course syllabi, program learning outcomes and assessment. A critical component of these meetings is calibration of the signature assignments used in program courses.

6c.5. What personnel provide support for the unit? How does the unit ensure that it has an adequate number of support personnel?

Analysis of the appropriate amount of support personnel was conducted by the Dean and Associate Deans starting in 2008. Job descriptions were refined and aligned. Each center now operates with a Receptionist, Field Experience coordinator, Credential Analyst, and Administrative Assistant to the Associate Dean. The Administrative Assistant also serves as the Payroll Coordinator at three of the regional centers - Arcadia, Bakersfield, and Corona. In addition, three full-time support staff t serve the entire unit and report directly to the Dean or Associate Dean of Accreditation and Assessment:

The Budget and Data Analyst: The analyst works with the budgets of all centers, supervises the payroll submissions from the other centers, prepares the Mission Valley payroll, and provides data analysis support for projects such as Title 2 and assessment projects.

TaskStream Coordinator: This position was created in 2008 as a part-time assignment for the receptionist at Mission Valley. Over time it was apparent that this coordinator needed to have additional time and the flexibility to attend meetings at other centers with candidates and faculty. In January 2011, this position was increased to full-time and a new part-time receptionist position was created for Mission Valley. The TaskStream coordinator reports directly to the Associate Dean for Accreditation and Assessment.

Assistant to the Dean: The Dean's assistant has responsibility for issuing part-time and adjunct faculty appointment letters (AKA Contracts), maintaining faculty employment files, providing support to the Dean for his travel, taking minutes at the faculty and Dean's council meetings, and making arrangements for SOE meetings and meals on the main campus.

6c.6. What financial support is available for professional development activities for faculty?

The primary support for PLNU faculty is provided by the Provost's office. Each full-time faculty member is allotted $1,000 per year from the Provost's budget for travel to research conferences. Needs beyond this amount or support to part-time and adjunct faculty are provided by the SOE Dean's budget after submission of a proposal that is discussed and approved by the Dean's Council.

The director of the Center for Teaching and Learning provides extensive professional development opportunities on the main campus and beginning the 2011-12 will be offering these at the regional centers.

6c.7. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to personnel may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html
Log-in using the following password: plnuncate
Click on Unit Standard Six
6c.7 PLNU Payroll Policies
6c.7. Cumulative Full-time Faculty Loads 2010-11

6d. Unit facilities

6d.1. How adequate are unit--classrooms, faculty offices, library/media center, the technology infrastructure, and school facilities--to support teaching and learning? [Describe facilities on the main campus as well as the facilities at off-campus sites if they exist.]

The Unit has facilities at five different locations. The main campus, which serves approximately 2,400 undergraduate students on the Point Loma peninsula in San Diego, and regional centers that serve graduate students at the Mission Valley Regional center just 8 miles from the main campus, he Corona campus about 90 miles north of Mission Valley, the Arcadia campus another 35 miles northwest of Corona, and the Bakersfield campus 110 miles northwest of Arcadia.

Each of these facilities has offices, classrooms, and technology available for students. Each regional center has classrooms equipped with a podium that contains a presenter computer, document camera and a DVD/VCR player, and a serial cable that can connect to a laptop. Each component in the podium feeds to a classroom projector.

Each center has a wireless network available to the students and faculty. The Arcadia, Mission Valley and Bakersfield regional centers have computer labs. Bakersfield also has a mobile laptop lab with 24 computers that can be utilized in any classroom.

6e. Unit resources including technology

6e.1. How does the unit allocate resources across programs to ensure candidates meet standards in their field of study?

Each of the Unit's approved credential programs has technology standards as identified by the California Commission on Teacher Credentialing. The PLNU plan for meeting these CTC standards have been submitted to CTC and approved as ensuring that all candidates meet the standards in their field of study.

In recent years, the University has centralized support on-line and extended hours of support for all of its graduate and regional student services including the Library, Information Technology Services (ITS), Student Financial Services, Admissions, and Office of Records. Off-campus support services have improved significantly in recent years as more resources have targeted the unique needs of the graduate student. In addition, web-based graduate student resources have been added to facilitate easy access to forms, calendars, and policies.

Technology Integrated Learning Environments (TILE): The TILE program focuses on using technology in a variety of ways to support learning outcomes. Faculty members who participate in the program redesign one course of their choosing and explore ways to create a *student-centered learning environment* to increase quality in the classroom. Program topics include; pedagogies for learning, strategies for teaching, best practices for using technology, as well as learning how to use these technologies. Over thirty faculty members applied for the ten slots available for the pilot program. Many more expressed interest but were not able to make it because of summer schedules. This pilot program started on June 1, 2010 with daily sessions offered in a hybrid format that included both synchronous and asynchronous learning activities. The most common word used by the participating faculty to describe this program is "Transforming."

Tools Training: In addition to a holistic approach to integrating technology with pedagogy, the Instructional Technology Services department (ITS) provides training for individual tools as well. Training is regularly held at beginner, intermediate, and advanced levels for various topics. These tools include: Blackboard Learning Management System, TaskStream, E-Portfolio & assessment system, Adobe Connect remote collaborative learning system, Camtasia lecture capture system, the Microsoft Office Suite (PowerPoint, Word, Excel, and Outlook), Classroom Media Setups, etc.

Task Stream: The School of Education began using TaskStream in September 2008 as a web-based assessment system. All signature assignments are uploaded to the appropriate courses by students, evaluated by course faculty, and analyzed by the School of Education staff and faculty. The School of Education provides training at the regional centers for adjunct faculty at semester faculty members, and to students in New Student Orientation. A TaskStream coordinator was appointed by

the Unit in August 2008 and is available by email, phone or in person to students and faculty. When the position was increased to full-time in February 2011 the coordinator has a university cell phone and has hours available to candidates and faculty on both Saturdays and Sundays, and normally does not work on Fridays.

Video Conference Classroom Training: PLNU has just finished the process of upgrading the video conference system. The objective of the upgrade is to improve the classroom experience for graduate students at our remote locations. Along with the upgrade to the video conference system, the Instructional Technology department is also introducing a series of training sessions to assist faculty in adjusting pedagogically to appropriate strategies in their new teaching environment. For example, when faculty switch from the use of a whiteboard to an electronic whiteboard such as the Sympodium by Smartboard they will need to adjust their classroom examples to maximize the use of the new technology to enhance the student's learning. This is especially valuable to our Education students who may be using similar advanced technology in their own K through 12 classrooms.

Help Desk:
The ITS Help Desk hours of telephone operation (619-849-2222) are:

Monday thru Friday - 7:30 am to 11:30 pm
Saturday and Sunday - Closed

For a computer *emergency* after hours, faculty and students may contact a technician by calling the ITS Help Desk voice mail at (619-849-2222) and leave a voice mail message marked it as *urgent*. A technician will be paged automatically and will return your call as soon as possible.

Note: For *non-emergency* situations, one may call the ITS Help Desk voice mail at 619-849-2222 and leave a message. A Help Desk technician will return the call the following business day.

On-call support hours for technicians are Monday through Friday from 6:30pm to 10:00pm and Saturday and Sunday from 8:00am to 10:00pm. The second and third tier on-call persons are also available after hours to ensure quality support.

6e.2. What information technology resources support faculty and candidates? What evidence shows that candidates and faculty use these resources?

Each of the Unit's Regional centers and classroom on the main campus are equipped with internet access, project screens and projectors so that instructors can use PowerPoint, internet websites and document cameras for displaying printed materials. The equipment is widely used by faculty and candidates in their coursework to demonstrate technology usage and preparation for their work in P-12 schools. Evidence that faculty and candidates use these resources can be found in course syllabi, assignments and by interviews with them.

6e.3. What resources are available for the development and implementation of the unit's assessment system?

The University supported the Unit's recommendation to adopt TaskStream as the web-based assessment system and provided the monetary resources necessary for the hiring of a consultant to train and assist faculty in this implementation, and in 2011 to increase the TaskStream coordinators

salary from 70% to a full-time position. Additional funds have been used to bring assessment experts from other California campuses.

6e.4. What library and curricular resources exist at the institution? How does the unit ensure they are sufficient and current?

Four of the six members of the library faculty are designated as "Instructional Services Librarians," and one of these librarians is assigned specifically to our graduate student population. This librarian is available, along with all of the university's librarians, to provide assistance by phone, email, or instant messaging as needed. The library's circulation supervisor and document delivery assistant are also available to assist students and faculty affiliated with the graduate programs in PLNU's School of Education.

The Instructional Services Librarian for Graduate Studies (ISL for GS) provides in-person research instruction sessions in graduate courses at the request of course faculty. This person also serves as Ryan Library's official liaison to the School of Education, and in this role she has cultivated relationships with Education students and faculty. The ISL for GS conducts onsite/ in-person research instruction sessions on request and as scheduled. These sessions include an introduction to the databases most useful to the students' course of study, instruction in the search strategies most appropriate for each database, an orientation to the Endnotes Web bibliographic management tool, and teaching students how to access the library's print and electronic resources effectively. The foundational competencies of information literacy are integrated into these sessions as students learn to identify their needs, search effectively for information, and evaluate the quality and relevance of the resources they locate. The ISL for GS has begun incorporating remote teaching technologies (streaming video) to supplement this instruction and is eager to expand the use of these technologies as appropriate. Student and instructor response have thus far been encouraging.

Ryan Library provides graduate students full access to its 176,000-volume collection, as well as its print and electronic serials. We also provide reciprocal borrowing through our consortial memberships in the Statewide California Electronic Library Consortium (SCELC), Link+ (a shared regional catalog with over 50 members), and the Southern California Theological Library Association (SCATLA). All graduate students may also receive free delivery of materials through our interlibrary loan system, OCLC ILLiad.

The library also provides graduate students with online access to its more than 70 subscription databases, including: ERIC, Education Full Text, JSTOR, PsycINFO, Academic Search Premier, and OmniFile Full Text Mega. Students may access library databases through proxied URLs, permitting off-site/ off-campus access from any location. These resources are listed and fully described on the library databases page:

http://www.pointloma.edu/experience/academics/libraries/ryan-library/find-articles-databases

6e.5. How does the unit ensure the accessibility of resources to candidates, including candidates in off-campus, distance learning, and alternate route programs, through electronic means?

The graduate librarian makes regular presentations at the regional centers ensuring that candidates have the knowledge to access electronic materials. In addition, all regional centers provide library information at their New Student Orientations. Candidates at all of the regional centers have access to the electronic resources available on the university website through electric databases. The unit has

just one course (GED672) that is entirely online as an experimental program and students enrolled in this course would be completing the rest of their program in face-to-face courses.

2a.   Standard on which the unit is moving to the Target Level [maximum of five pages]
   - **Describe work undertaken to move to the Target Level**

The Unit has made tremendous strides in transforming four separate regional centers into one cohesive unit in just three years. Though standard 6 was not originally chosen as the standard in which the Unit was moving to the target level, it was determined that unless the SOE operated as one cohesive unit, it would not be able to ensure candidate knowledge, skills and dispositions, a uniform assessment system, a cohesive field experience program, commitments to diversity, or have high quality faculty working toward teaching, scholarship and service. The key to the movement of these diverse regional centers into one unit was first in the development of a leadership team. In 2008, the SOE leadership was brought together for a three-day retreat by the new dean with the Provost, Vice Provost for Graduate Programs, College Dean, and each of the regional center directors. The focus of the retreat was on the business management book "Five dysfunctions of a team" by Patrick Lencioni, a noted business consultant and writer.

One major task for the 2008-09 year was the development of an assessment system with signature assignments in each of the CTC approved credential programs. As the faculty met with their associate deans and program committees, they planned the signature assignments and designed a system for their assessment. Following the collection of the assessment data in the summer 2009, the faculty analyzed this data and together wrote up their first biennial reports.

By the end of the second year, there was turnover of three of the four regional center directors that facilitated the reorganization of the leadership team. The transitions of the regional center directors came with one resigning due to personal reasons, one returning to a public school administrator position, and one being asked to move to a faculty position. This transition allowed for the movement from a system of placing directors as leaders of independent sites to the appointment of Associate Deans who had responsibility of major areas of the Unit's curriculum in addition to the regional center administration. The assignment of curriculum responsibilities to these new associate dean positions was based upon expertise and previous experience in K-12 schools. The associate dean for educational leadership had been teaching in the administrative programs for five years prior and had served as an elementary principal for most of his career. The Associate Dean for the Teacher Education program had been teaching in the program for 7 years and had been a Middle School teacher. The Associate Dean for MATL & PPS Programs had worked with both pre-service and in-service teachers. Finally, the associate dean for Teacher Performance Assessment (TPA) and Undergraduate programs had been coordinating the implementation of TPA for Point Loma and had served as Director of the undergraduate programs for two years. Two of the regional centers also read and discussed the Patrick Lencioni book on "Five dysfunctions of a team" for their staff/faculty meetings.

With this new leadership team in place by summer 2009, the emphasis at the second leadership retreat was "Silos, politics and turf wars," also by Patrick Lencioni. This retreat further moved the SOE leadership and subsequently faculty at the regional centers to view themselves as working within a larger unit rather than just their regional center. As the associate deans began to take on their

responsibilities for curriculum across all of the centers, there was improved communication, consistency and cohesion among all programs across all centers. In 2009, the unit completed the Program Assessment and Biennial Reports due to CTC in December 2009. This new leadership structure helped to ensure that the unit was operating one program instead of four separate programs. The unit had undergone tremendous organizational change by the summer of 2010, so the leadership retreat focused on the topic of change. The leaders each read the book "Our Iceberg Is Melting: Changing and Succeeding Under Any Conditions," an allegory by John Kotter, Harvard Business School professor and author. The leaders each shared their observations from this experience at the beginning of the school year faculty meetings so that all faculty and staff could understand the final changes that needed to be made in the third year. One of the organizational changes made for 2010-11 was the selection of one program director to oversee each of the curriculum programs. Prior to this, each of the regional centers had a program coordinator for each program, and, when these leaders came together, they were perceived as equals. This perpetuated minor and major differences in regional centers' implementation of uniform programs as some resisted the changes that were being suggested by their peers. The newly appointed program directors were responsible for reviewing syllabi before distribution to students and to keep the CTC Program assessment documents accurate.

Moving to the target level also involved examining budgets and financial resources in a way that involved the leadership team as a whole. The newly created position of Budget and Data Analyst helped to create a structure to bring the unit together in delivering consistent payroll policies and procedures, and for financial reporting. In 2010-11, the budgets were reallocated in two ways – first the regional center operations and maintenance budgets were separated from the SOE Unit operations at the center. For example, at Arcadia the regional center budget (See figure below, cost center 5181) for 2009-10 was $676,350 and $71,842 for campus operations (Cost center 5790) or a total of $748,192. For 2010-11 the major expense in the regional center budget had been the lease for property and it was taken out of the regional center operations and added to operations and maintenance thus increasing it to $504,601.

	2009-10	2010-11
Arcadia Graduate Education 5181	676,350	117100
Arcadia Operations & Maintenance 5790	71,842	504,601
	748,192.00	$ 621,701.00

The second major budgetary change in 2010-11 was to centralize expenses that pertained to the unit in the Dean's budget (Cost center 5205) instead of the regional center budgets bearing all of the costs. This included travel to San Diego for faculty meetings and for frequent meetings at the centrally located Arcadia Regional center. Without additional dollars, each of the regional centers moved funds to the Dean's cost center so that expenses for the operation of the center would be in the appropriate cost center, and expenses for the unit to operate were centralized. The budget in section 6.b.1 shows that the Dean's budget had very little operating funds in 2009-10, and that it was increased due to contributions from each of the regional center budgets.

The third major budget change in 2010-11 was to create a new cost center for the undergraduate Liberal Studies Program and to separate the expenses for this program from the graduate program at Mission Valley. The Accounting and Finance office assigned appropriate cost center numbers to the

undergraduate program to match other undergraduate programs at the university (5034) and to create a new cost center for the graduate programs at MV (5133).

The 2010-11 academic year focused on the preparation for the NCATE Mock visit in May 2011 and ultimately toward the CTC and NCATE visit in February 2012. Neither of these events could have been pulled off with such unity without the major organizational shifts that had taken place in the previous years. Faculty and staff at each of the centers prepared with enthusiasm for the opportunity to share with the NCATE MOCK team the progress and accomplishments that had been implemented in recent years.

- **Discuss plans for continuing to improve**

The Unit has moved very quickly from being considered one of the most dysfunctional units on the university campus to now being promoted and recognized as having an exceptional assessment system and a unified staff and faculty.   The next step in the Unit's master plan is to stabilize and solidify the changes that have been made since 2008.

2b. Continuous Improvement [maximum of three pages]
- **Briefly summarize the most significant changes related to Standard 6 that have led to continuous improvement. (If no significant changes related to this standard have occurred since the previous visit, indicate "None" in this section.)**

None. This is the Unit's initial NCATE visit.

SCHOOL OF EDUCATION

Conceptual Framework

September, 2010

EQUIP   TRANSFORM   EMPOWER

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SECTION I. INTRODUCTION TOTHE CONCEPTUAL FRAMEWORK

A conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework provides the bases that describe the unit's intellectual philosophy, and institutional standards which distinguish graduates of one institution from those of another (NCATE, 2009).

Description

The School of Education's (SOE) conceptual framework provides the structure and direction for its program development, course content, instructional practices, candidate assessments, academic scholarship, community service, and overall unit accountability. It supports candidates in reaching the unit's overarching mission of developing high-performing reflective educators of noble character who impact the lives of learners to influence a broader community. With an alignment to the mission and vision of the university, the SOE conceptual framework engages faculty, staff, and candidates in ongoing assessment, analysis, and reflection of the unit's beliefs regarding teaching and learning. It provides opportunities for rich discussion and input from educational partnerships in the community. Embracing Nazarene heritage, the framework integrates the distinctive qualities of Wesleyan tradition and the philosophy that spiritual and academic learning go hand-in hand. Expressed throughout the document is the integration of the cognitive and dispositions as well as the Nazarene call to wholeness in personal development and faithfulness to mission, where grace is foundational, truth is pursued, and holiness is a way of life.

Development

The initial structure for the School of Education's (SOE) conceptual framework began in the spring of 2008 when full-time faculty from the unit's four regional centers gathered for a two day retreat. While the intention of the retreat was to align standard operating procedures, policies, instruction, and assessment across the regional centers, it quickly became obvious that foundational to our work was the development and adoption of a mission and vision (adopted in May, 2009). The desire of the unit to be affiliated with the National Council for Accreditation of Teacher Education (NCATE) was also approved. This was the foundation for the establishment of specific committees to further explore and respond to the expectations of this council.

The crafting of the conceptual framework was a shared faculty venture following the approval of the mission and vision. The conceptual framework is based on the guidelines suggested by NCATE and presents a shared, coherent, and consistent set of working operations within and across all unit programs. With input from faculty and advisories, the conceptual framework reflects an alignment with the university's mission and vision, and summarizes the focus of the SOE's credential programs. Faculty took great measures to ensure that the three defining measures of the conceptual framework (equip, transform, and empower) provide a context for ensuring continuity in curriculum, instruction, field experience, clinical practice, and assessment throughout the candidate's program of study. Six SOE committees, each reflecting one of the six NCATE standards, monitored and evaluated the unit's operations, so as to ensure

integration of the conceptual framework across all programs. The draft of the conceptual framework was prepared in the spring of 2010. Once the initial draft was prepared, it was distributed to various focus groups for input, which led to several revisions. As partial fulfillment of NCATE's precondition requirement, the conceptual framework was submitted to NCATE in September, 2010.

SECTION II. DESCRIPTION OF THE UNIVERSITY

Historical and University Profile

Historical Profile

On July 28, 1902, Dr. Phineas F. Bresee founded and became the first president of the Pacific Bible College, which would become Pasadena College and later Point Loma Nazarene University (PLNU). Bresee's vision was for a liberal arts institution where spiritual and academic learning went hand-in-hand. That legacy is still with us today, as PLNU remains committed to the liberal arts and to whole-person education. Bresee was also responsible for the founding of the Church of the Nazarene denomination in 1908 that looks to the 18th century English theologian and reformer John Wesley. Future references to Wesley or Wesleyan in this document are a reference to this legacy.

Pacific Bible College began with 41 students. In 1910, Bresee purchased the Hugus Ranch property in Pasadena and fulfilled his dream of creating not just a Bible college but a holiness university. Nazarene University opened in 1910 and from its beginning included women students. By 1919, the name of the school had changed again to Pasadena College. In 1964, W. Shelburne Brown became president of Pasadena College He was instrumental in moving the college form its original location in Pasadena to its new Point Loma, San Diego home in 1973.

Dr. Bob Brower, PLNU's current president, was inaugurated in 1998. In 1999, graduate programs in education were launched at regional centers in Bakersfield and Mission Valley. A graduate program in education has remained in the Pasadena area since the move in 1973. In 2002 this program moved to Arcadia. PLNU now has four regional centers in Arcadia, Bakersfield, the Inland Empire, and Mission Valley, San Diego.

University Profile

The university is accredited by the Western Association of Schools and Colleges (WASC) and is a member of the Council for Christian Colleges and Universities (CCCU). PLNU has also gained professional and program accreditation in seven programs, including the California Commission on Teacher Credentialing. Enrollment Data, for fall, 2009 is as follows:

Undergraduate Programs:

- 2,387 students, FTE 2,228
- 62% women; 38% men
- 67% of undergraduates live on the Point Loma campus
- Average Incoming GPA: 3.65
- Students come from 40 states and 13 foreign countries
- 86% of the undergraduate students received financial aid for the 2007-08 academic year

Graduate Programs:

- 1,096 students, FTE 560
- 70% women; 30% men
- 44% come from diverse ethnic backgrounds
- 66% of graduate students received financial aid for the 2007-08 academic year
- Graduate programs are offered in biology, business, education, ministry, nursing, and theology
- Teaching, service, and administrative credentials are also available

<div align="center">Mission, and Vision of the University (4.1)</div>

<div align="center">*Mission Statement*</div>

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

<div align="center">*Vision Statement*</div>

Point Loma Nazarene University will be a nationally prominent Christian university and a leading Wesleyan voice in higher education and the church – known for excellence in academic preparation, wholeness in personal development and faithfulness to mission.

The university will be recognized for:

- Spiritual vitality centered on the Lordship of Jesus Christ.
- A robust scholarly community that promotes excellence in teaching, research, and service.
- A collegial community characterized by civility and respect, where all members are valued and encouraged to fulfill their potential.
- A distinctive undergraduate curriculum and co-curricular experience that offer a model in higher education.
- Exceptional undergraduate programs preparing students for success in graduate school and their professions.
- Select graduate programs of quality and professional relevance.
- Participation and influence in professional and academic organizations at the national level.
- Superior student retention and graduation rates.
- A thoughtful articulation and consistent embodiment of Wesleyan approach to faithful living.
- Effective efforts in the development of pastoral and lay leadership in collaboration with the church.
- An exemplary model of student engagement for service to community and church.
- A source of expertise, resource, and involvement for the university's surrounding communities. Learning Outcomes and Institutional Standards.

Institutional Learning Outcomes (ILOs) at PLNU are the broad, over-arching outcomes aligned with university mission and core values and serve as the university's operating and fundamental institutional standards. They inform program outcomes in the university's academic, co-curricular, and support units. These ILOs are open enough to capture the breadth of the PLNU experience and community and sufficiently focused to define its uniqueness. For students beginning their educational experience, the ILOs determine those focal points that mark their journey, and for graduate students continuing their academic experience, the ILOs define both the starting point and the direction of their ongoing journey. For the PLNU staff and faculty the outcomes explicitly articulate the institution's expectations. The ILOs guide the community in discussions around questions of faith, profession, social justice, personal relationships, service, giftedness, political and community engagement, and life choices.

The university and the students work cooperatively to achieve ILOs, so that students will be prepared to live faithfully as engaged, growing Christians who seek to model the character of God in their lives. These students will also possess a curiosity for life learning; the ability to think critically about global challenges; the ability to identify, create and weigh alternative view points and opinions; and the ability to imagine and enact characteristically Christian ways of addressing these challenges. To achieve these ILOs the University provides students a safe environment to challenge the status quo, to engage intentionally in discussions that test the foundation of their views, to build a respect for the stewardship of creation, to show compassion toward those in need, and to respect the diversity of opinions within and outside the Christian faith community. "As a community of faithful learners, PLNU's purpose for learning is to engender greater and deeper love for God and all that God has created, exploring the world in the confidence of God's grace. As a university seeking faithfulness to the Wesleyan tradition, learning and faith are not seen as two separate and distinct spheres that need to be forced together. Rather, all engage in the learning process as a people striving to live faithfully toward Jesus Christ, who calls his followers to this love of God and neighbor. This community pursues the vocation of learning together in the very presence of the God of the universe, "freeing us to ask hard questions about our beliefs, ourselves and our world." (A Wesleyan Approach to Faithful Academic Life, PLNU, from 2009 edition).

On this foundation, the core value of faithfulness to the Nazarene heritage and a Wesleyan theological tradition is interwoven through the ILOs. While working cooperatively with the whole church of Jesus Christ, the university is committed to maintaining and celebrating our denominational ties with the Church of the Nazarene and embracing the distinctive of that tradition. The ILOs include learning informed by faith, growing in a faith community, and serving in a context of faith.

Members of the Point Loma Nazarene University community will demonstrate the following characteristics:

Learning, Informed by Faith

Outcome:

Members of the PLNU community will display openness to new knowledge and perspectives, think critically, analytically, and creatively, and communicate effectively.

Mission:

Minds Engaged and Challenged.

Core Values:

Excellence in teaching and learning. Teaching and learning constitute the central and defining activities of Point Loma Nazarene University. Faculty believe that effective teaching includes

maintaining a vital relationship with one's discipline, establishing a positive connection to students, and building bridges among the students as a community of learning with the academic material.

A global perspective and experience. PLNU students should be equipped to become "world citizens." The university provides academic coursework, international study, field research, and ministry experiences that aid students in becoming conversant with the complexities of life in the global community.

Growing, In a Faith Community

Outcome:

Members of the PLNU community will demonstrate God-inspired development and understanding of others, living gracefully within complex environmental and social contexts.

Mission:

Character Modeled and Formed.

Core Values:

The development of students as whole persons. A complete education prepares women and men to live full lives that integrate the pursuit of knowledge with beliefs, values, and actions. Holistic learning prepares students to make a positive difference in the world.

Ethnic and cultural diversity. PLNU recruits women and men from a variety of cultural, ethnic, and socio-economic backgrounds as students, faculty, and staff. A willingness to hear and learn from many diverse voices is foundational to a Christian liberal arts education and prepares students to become truly educated people, equipped to live in a diverse society and world. The university therefore actively pursues ideas, practices, and relationships that honor diversity and encourages engagement with others different from oneself in order to grow in community with and be reconciled to one another.

An intentionally Christian community. PLNU wants students to be participants in a community of learning who intentionally think and behave as Christians in all of their endeavors. Through many curricular and co-curricular activities, PLNU builds a community where women and men are challenged to explore ways to align their hearts and minds to that of Christ.

Outcome:

Members of the PLNU community will engage in actions that reflect Christian discipleship in a context of communal service and collective responsibility, serving both locally and globally.

Mission:

Service an Expression of Faith.

Core Values:

Service as an expression of faith. The university community understands itself to be stewards, not owners, of time, talent, and selves. Part of the call to Christians is to serve the world, working to better the condition of humankind both locally and globally.

The stewardship of resources. PLNU considers itself to be caretaker of all that has been entrusted to the university (people, facilities, money, and knowledge), using resources in a way that reflects the purposes of God and protects the goodness of God's creation.

SECTION III. DESCRIPTION OF THE UNIT

Mission and Vision (4.1)

Mission Statement

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

Vision

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

The School of Education is recognized as:

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

Unit members strive to be servant leaders who model the ongoing pursuit of knowledge integrated with beliefs and values. Both faculty and staff live out their faith by presenting a positive environment for candidates, local learning communities, and the profession. They play significant roles in the ongoing professional dialogue within the local, regional, state, and national educational communities. They promote diverse learning environments advocating for responsive and technology-infused pedagogy. The SOE inspires, affirms, and prepares candidates to serve collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity. "For we are God's workmanship, created in Christ Jesus to do good works…" Ephesians 2:10a.

Graduates, given excellence in academic preparation, wholeness in personal development and faithfulness to mission, leave the SOE empowered to be servant leaders. With a depth of caring and the power of practice as educational leaders, graduates are vital forces of change in transforming the educational landscapes that lay before them. "Be very careful then, how you live—not as unwise, but as wise, making the most of every opportunity…" Ephesians 5:15-16.

The SOE believes that true advocacy begins with each faculty member and his or her understanding of the positive power of diversity. Embedded in the unit's educational philosophy and pedagogy, candidates are exposed to ethnic, socio-economic, linguistic, religious, cognitive, and cultural diversity within learning communities and supported in the transferring of these theoretical principles into educational practices that portray student empowerment and social justice. Faculty, candidates, and

graduates are recognized for pursuing initiatives such as U.S. Dept. of Education's No Child Left Behind (NCLB) Act and Race to the Top Initiative that promote equity and access for those who have become marginalized and minimized by unjust and/or unthinking social and educational practices and policies. Responding to the Wesleyan heritage of pursuing a life of holiness, the SOE embraces and embodies a Christ-like ethic of love and sacrifice on behalf of those they serve as educators and leaders (Maddox, 1996). "Finally brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things." Philippians 4:8.

<center>Philosophy, Purpose, Goals, Institutional Standards (4.2)</center>

<center>*Philosophy and Purpose*</center>

As a community of faithful learners, PLNU's philosophy and purpose for learning is to engender greater and deeper love for God and all that God has created, exploring the world in the confidence of God's grace. As a university seeking faithfulness to the Wesleyan tradition, learning and faith are not seen as two separate and distinct spheres that need to be forced together. Rather, all engage in the learning process as a people striving to live faithfully toward Jesus Christ, who calls his followers to this love of God and neighbor. This community pursues the vocation of learning together in the very presence of the God of the universe, "freeing us to ask hard questions about our beliefs, ourselves and our world." (A Wesleyan Approach to Faithful Academic Life, PLNU, from 2009 edition).

<center>*Goals*</center>

With this philosophical perspective and purpose serving as the foundational tenets, the PLNU's Outcomes (ILOs) provide three institutional themes with supporting goals that align the university mission and vision with its core values. The ILOs inform program outcomes in each of the university's academic units. The SOE has adopted three defining themes – equip, transform, and empower, which collectively, ensure that the philosophical perspective and purpose of the university are actualized within the conceptual framework. These outcomes are linked to the Institutional Learning Outcomes and provide a structure for the unit's goals. They provide the unit a context for ensuring a multi-layered continuity in curriculum, instruction, field experience, clinical practice, and assessment throughout the program of study. Finally, they play a significant role in influencing and affecting all stakeholders who work toward successful candidate outcomes. To further articulate the unit's philosophy, purpose, and goals, the following table is presented to express the alignment of the three defining measures with the university's institutional outcomes – learning, growing, and serving.

Table 1. Institutional Outcomes Aligned with SOE Learning Outcomes

Institutional Learning Outcomes Student Goals	SOE Learning Outcomes Candidate Goals
Learning, Informed by our Faith 1. Displays openness to new knowledge and perspectives. 2. Thinks critically, analytically and creatively. 3. Communicates effectively.	Equip 1. Engages in ongoing scholarly, professional, personal and spiritual growth. 2. Gains knowledge and skills in critical thinking, analysis, and synthesis. 3. Works collaboratively and communicates effectively as servant leaders.
Growing, In a Faith Community 1. Demonstrates God-inspired development	Transform 1. Embraces the positive power of diversity through development as

and understanding of others. 2. Lives gracefully within complex environmental and social contexts.	advocates for equity and access. 2. Applies faith-based influences and beliefs within educational organizations.
Serving, In a Context of Faith 1. Engages in actions that reflect Christian discipleship in a context of communal service and collective responsibility. 2. Serves both locally and globally.	Empower 1. Engages in reflective educational practices that emulate Christian discipleship within an educational community focused on service and responsibility. 2. Serves as research-based transformational leaders within educational organizations.

Institutional Standards

The Core Commitments of PLNU's Institutional Standards for WASC accreditation are as follows:

- *Standard One: Defining Institutional Purposes and Ensuring Educational Objectives*
  PLNU has a defined purpose, mission, and objectives. Its primary purpose is education. It has a clear and conscious sense of its essential values and its place in the higher education community and in the larger community. It functions with integrity and autonomy;
- *Standard Two: Achieving Educational Objectives through Core Functions*
  PLNU attains its educational objectives through the core functions of teaching, learning, scholarship, and creative activity. It demonstrates with evidence that it performs these functions effectively;
- *Standard Three: Developing and Applying Resources and Organizational Structures to assure Sustainability*
  PLNU sustains its operations through an appropriate and effective set of decision making structures and through investment in human, physical, fiscal, and information resources;
- *Standard Four: Creating an Organization Committed to Learning and Improvement*
  PLNU is committed to learning and improvement. It conducts sustained, evidence-based planning and systematic evaluations of educational effectiveness. Priorities and plans are established in a "culture of evidence."

Institutional Standard One: Diversity

Functioning with integrity and autonomy, PLNU and the SOE recruit and employ women and men from a variety of cultural, ethnic, and socio-economic backgrounds as students, faculty, and staff. A willingness to hear and learn from many diverse voices is foundational to a Christian education and prepares students to become truly educated people, equipped to live in a diverse society and world. Our faith confirms that we are finite and therefore our knowledge is incomplete. It is through the inclusion and experience of others from diverse backgrounds and points of view that we often begin to see dimensions of truth previously unseen by us. Diversity not only enriches the educational endeavor, it is critical to it.
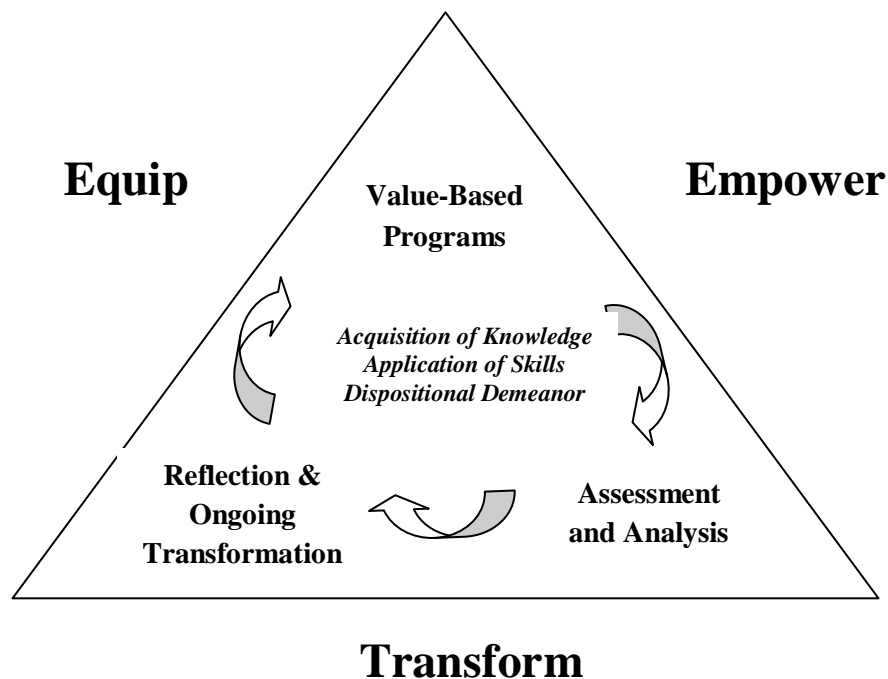
Institutional Standard Three: Technology

The university invests in human, physical, fiscal, and information resources. As such, it requires and supports students to use of a variety of technologies to engage students and extend learnings. Faculty are committed to using technology tools to facilitate their communication, collaboration, research,

understanding, reflection, application, and presentation of course content. Within the SOE, candidates also interact with and gain exposure to assistive technology, software, Web 2.0 resources, and other technology tools that target the achievement needs of P-12 students in general education, special education, and those who are also English Learners.

In closing, the SOE's outcomes focus on a "whole person" transformation throughout the preparation program. The unit's themes – equip, transform, and empower serve as the foundational and philosophical structure on which each of the programs is developed, implemented, assessed, and improved. The measures integrate the unit's values and beliefs that are shared about the landscape of learning:

- The EQUIP category focuses on a deep and coordinated understanding of the knowledge, skills, and dispositions demonstrated by effective educators.
- The TRANSFORM category focuses on the candidate's ongoing development and competence to apply the knowledge, skills, and dispositions of effective educators in supportive diverse environments.
- The EMPOWER category focuses on the capacity of program completers, their sustaining high levels of mastery and demonstrating continual transformation in their professional practice.

Equip   **Empower**

**Value-Based
Programs**

*Acquisition of Knowledge
Application of Skills
Dispositional Demeanor*

**Reflection &
Ongoing
Transformation**

**Assessment
and Analysis**

Transform

SECTION IV. KNOWLEDGE BASES (4.3)

Theological Underpinnings

PLNU's SOE is grounded in the rich Wesleyan Heritage and theology that provides a fundamental context for its mission and vision. As a reformer in his time, John Wesley was keenly aware of the transformational power of education. The Wesleyan identity embraces the ideal of education for all and as a way of life. Learning is ongoing and when coupled with service is an outward expression of faith.

In the unit's heritage, the Wesleyan perspectives view the methodology for one's ongoing pursuit of intellect and personal reflection are centered in the key elements of the Wesleyan Quadrilateral. Four primary guidelines serve as the stabilizing forces of the Quadrilateral, each having equal value and working in partnerships with one another. The sources are as follows:

- Scripture (Holy Bible)
  - Requiring ongoing inquiry, interpretation, and reflection
- Tradition (History of The Christian Church)
  - Acknowledging customs, influences, upbringing
- Reason (Rationale thinking and reflection)
  - Analyzing, challenging, and adjusting
- Experience (Ongoing communal journey)
  - Living out interpretations and reflections

Wesley's commitment to engage in ongoing scholarly dialogue among scripture, tradition, reason, and experience is ecumenical in nature. As an alert perceiver of human behavior and a realist, he posited that Christians bring forth perspectives, and use working human relationships as the focal point for discipleship and change. With the belief that the Christian faith is fundamentally grounded in scripture, truths are to be lived and breathed, rather than merely read and accepted. All are called to live as Christians in the midst of a secular world, unifying faith and action by good works and service (Gunter, 1997).

In this light, the SOE embraces the heart and thought of Wesley. The unit's vision and hope for candidates is that through rigorous preparation programs and continuous professional learning, candidates are those who strive to be life-long scholars who, through ongoing inquiry, engage in the pursuit of expanding knowledge bases, refining skills, and living out the professional dispositions. Faith is foundational, serving as the anchor in which the unit's programs prepare candidates to contribute to the building up of a society that embraces differences without division.

Blending of Theoretical Underpinnings

Wesley's theology was discerned and adjusted in the midst of the prevailing concerns and issues of society in his day (Weems, 1991). Like Wesley, the SOE strives to demonstrate a passionate involvement in the revitalization, redemption and reformation of their surrounding communities. The SOE challenge the candidates to consider, analyze and review the inequities of education that often deny

students fundamental rights for the provision of education. As suggested by current research, the preparing of effective educators requires careful "skillful preparedness" to ensure ultimately a clear and "connected[ness] to student success" (Darling-Hammond, 2009). Candidates across all programs are provided carefully selected learning experiences and content to skillfully lead, support, and educate in ways that enable students from all backgrounds and abilities to master the critical content needed in the 21st century.

With the intent to build the capacity of candidates in providing skillful leading, counseling, and teaching 21st century curriculum, the unit melds selected attributes of constructivism, progressivism, and social reconstructionism to meet this commitment. For just as Wesley was aware that human experiences are key to the transformation of our intellectual and spiritual growth, so does the constructivist perspective. Given Wesley's distinctive model committed to ongoing study and authentic dialogue, viewpoints are reconsidered, adjusted as they apply to contemporary life. Progressivism also believes that individuals must be prepared to meet the ongoing changes in the world and adjust teaching and learning in accordance to this change. Just as Wesley encouraged discipleship through works of mercy, seizing every opportunity to do what is right and just, so does the philosophy of social reconstructionism seek to be responsive to the needs of society including a system the justly serves all students. Therefore, SOE affirms the uniting of constructivism, progressivism, and social reconstructionism as a way to manifest the Wesleyan educational heritage. Woven together, the attributes of these philosophies that fit the SOE mission, provide guidance to the unit and ensure the competence of educators and leaders to build the capacity of larger educational systems and increase student achievement.

Constructivism

According to Wesley, the truth of scripture is how it is seen in the practical application in one's experience. He also maintains that various beliefs and encounters also have an effect on one's understanding of the scriptures. Our traditions and experiences form a powerful set of lenses through which we view and interpret the world.

Although the pure theoretical constructs of Constructivism include the premise that each person creates his or her own truth, the Wesleyan heritage embraces other forms of constructivism such as building upon prior knowledge and experience in light of new learning, learners as dynamic participants in the learning process, and each person making sense of new ideas in light of their personal experience. Constructivism, in an educational setting, is a philosophy founded on the presupposition that students, by reflecting upon their experiences, construct their own understandings and new ideas. This educational perspective is consistent with scholars such as Jean Piaget, Lev Vygotsky, John Dewey, Jerome Bruner and Howard Gardner. (Larochelle, Bednarz, & Garrison, 2009; Twomey-Fonot, 2005; Von Glaserfeld & Stedde, 1991). Piaget described intelligent behavior as an adaptation with the learner organizing understandings to their own mental structures. Structures are modified to assimilate the new information. Vygotsky emphasizes the intimate and social construction of knowledge with the belief that interactions of learners with educators facilitate and scaffold the process of learning. Dewey purports that individuals learn by actively engaging in the constructing of their understanding of new concepts based on past and current knowledge. Learning is personalized, and fosters critical thinking, self-reflection, and active engagement.

Based on the work of Jean Piaget and Lev Vygotsky, Constructivism has major ramifications for the goals that educators set for their learners with whom they work, the selection of the curricula, the employment of specific instructional strategies, and the methods of assessment to document authentic learning. (Von Glaserfeld & Stedde,1991). Constructivism promotes utilizing curricula that is personalized based on the students' prior knowledge and experiences. Speaking to the need of curriculum resources and technology to "connect students with sources of information and knowledge that allow them to explore ideas, acquire and synthesize information and frame and solve problems," Darling Hammond (2009) reinforces this concept. These additional tools of technology promote the construction of knowledge and linkage to understanding, especially for students having learning based on culture, ethnicity, gender and abilities. The constructivist educator must also work to cultivate curiosity and promote it. Instructional strategies must foster student responses, analysis, interpretations, and predictions. Open-ended queries and extensive discussions are prominent. Larochelle, Bednarz, & Garrison, 2009) speaks to "the greater good of garnering curiosity in students and creating a life-long learner." Assessment becomes an integral part of the learning process, and as students interact with the curricula, textbooks, technology-based resources, teachers, and their peers, they judge their own process.

Jerome Bruner (1996) envisioned this constructivist viewpoint within a context of one's culture or environment. Bruner maintained that "culture shapes the mind... it provides us with the toolkit by which we construct not only our worlds but our very conception of our selves and our powers". Furthermore teachers' decision-making and actions are affected by their knowledge about themselves, their interpretations of who and how they are as teachers, and their experiences as learners (Lytle & Cochran-Smith, 1994). Candidates reflect on their own predispositions and attitudes about teaching and learning as well as participate in a variety of experiences that promote the connection between the "toolkit" provided by the culture so they are able to construct their own conceptions of themselves as teachers.

In aligning our understanding of the constructivist philosophy of teaching and learning with the programs offered to our candidates, we have also focused on Howard Gardner's work (2001). Gardner describes the philosophical underpinnings of his work as "providing educators with a conceptual framework for organizing and reflecting on curriculum assessment and pedagogical practices. In turn, this reflection has led many educators to develop new approaches that might better meet the needs of the range of learners in their classrooms." The faculty promotes this constructivist perspective of reflection and organization of thinking so that our candidates might better meet the needs of their students.

The constructivist philosophy is evident in the unit's three defined learning outcomes – equip, transform and empower. Using these outcomes as focal points, the constructivist perspective is delineated:

Equip

Candidates reflect on learned concepts and material at a deep and coordinated level, to reach a sense of equilibrium with their own thinking, mixing their prior understandings and insights with the new material.

Transform

Candidates apply new learnings in structured settings. These experiences, requiring social interaction further shape the candidates' knowledge. Integrated, are developmental and cultural components.

Empower

Learnings are examined in the external social world. Growth is constantly under reconstruction, transferring skills from one environment to another. Graduate candidates are empowered to provide opportunities for their learners to reflect on and interact with the material presented as they also consider their own prior knowledge and experiences.

Progressivism

Wesley's stress was always on the positive ideal of providing individuals with new experiences of personal dignity conferred upon them by God. The gift of reason is progressive in nature and the means by which individuals evaluate and even challenge the assumptions of current influences. Nothing is static. The reconciling nature of human experience focuses on mediating pre-existing intellectual understandings through ongoing exposure and increased familiarity.

Although the pure theoretical constructs of Progressivism include the idea that each person controls his or her own destiny without intervention from God, the Wesleyan heritage embraces the aspect of this philosophy as it relates to individual personal growth throughout life and the idea of serving each person with dignity and respect. William James and John Dewey are accredited for developing the characteristically American philosophy of education over a century ago that is known as progressivism. Their collective insights brought together a democratic culture and meaningful education suggesting hope in making educational systems more effective as the change agents of a democratic society. Regardless of the twenty-first century reform efforts to employ rigorous academic curricular frameworks and setting a high bar for student performance, the movement of progressive education, although there are numerous differences in emphasis among progressive educators, still remains the principle force that has sculpted contemporary American education (Labaree, 2005; Soder 2005; Westbrook 1991). Though the teacher-centered philosophy appears to govern management and pedagogy, emerging legislation focusing on universal access embraces the progressive ideals and is beginning to have an enormous impact on preparing candidates to teach in the diverse classrooms of today. The premise of progressivism maintains that individuals must be prepared to meet change within the world and within their lives. It orients education to the openmindedness toward the issues that educators will need to face in an accelerating and quickly changing world (Carlson, 2002; Jervis & Montag, 1991). To support students to be ready to meet the change ahead, their "whole" being must be considered and developed rather than the single focus of learning content. This is inclusive of their developmental stages, interests, attitudes, and values. As with constructivism, students learn by doing with curricula focus derived from student interest and questions.

The philosophy of Progressivism gave birth to the "whole child" movement of the Many education theorists (Dulay & Burt, 1977; Krashen, 1982) have proposed that students retain what they learn when the learning is associated with strong positive emotion. Cognitive psychology studies provide clinical evidence that stress, boredom, confusion, low motivation, and anxiety can individually, and more

profoundly in combination, interfere with learning (Christianson, 1992). nel noddings (2005) sites the need to a more holistic view of students in schools. She maintains that "Almost certainly, the sense of community and trust in our schools has declined. Perhaps the most effective way to make our schools safer would be to restore this sense of trust" (noddings, 2005). noddings articulates the need for a caring environment in order to help students grow emotionally and socially as well as academically, while they attend school. Teachers need to know their students holistically so they are better able to meet their individual needs.

An important tenet of progressivism is that education be charged with improving the quality of one's life through a democratic school system. Research has shown us that teachers' actions in the learning environment have twice the impact on student learning as do school policies regarding curriculum selection and assessment techniques (Marzano, 2003). Therefore, it is no surprise that given the progressive mindset, it is the educator's role to introduce to students the responsibility of being a productive member of society. This means that the educator is to act as liaison between the complexity of the real world and the haven of childhood. Attention is given to analytic thinking and the development of potential responses to the problems of the ever-changing society. Feedback is cyclical, and serves as the means of assessment for instruction that is rooted in problem-solving. The educational perspective of progressivism supports the unit's outcomes in the following ways:

Equip

As candidates consider the material and learning experiences, ample opportunities are afforded for self-reflection and group interaction. Ideas, values, and emotions as they pertain to new learnings are probed.

Transform

In structured settings, candidates support teaching the "whole" student, attending to students' personal development as well as academic achievement. Candidates provide students with problem solving skills necessary to survive and succeed in an ever-changing world.

Empower

With an emphasis in responsibility and democracy, graduate candidates become productive educators that adeptly function in an ever-changing world. They find roots in the present experience and adapt to society's current state. Experiences are utilized to provide stimulus for evaluating one's role and assess the conventional educational traditions.

<center>*Social Reconstructionism*</center>

Within his times, Wesley can be credited with far-reaching contributions within the educational system of England. He cared for people and had a genuine concern for them. Using the concept of universal education, it functioned as a mechanism for social reform and Wesley used it as a venue to promote a new working class of men and women who had previously been marginalized. These individuals were ultimately responsible for a succession of social reforms including the trade union movement, prison reform, and the abolition of slavery (Felton, 1997).

Although the pure theoretical constructs of Social Reconstructionism include the promotion of education as the means to overthrow society's oppression of individuals, Wesleyan heritage embraces the tenets of compassion for our world and care for our fellow man .Wesley's work, grown from the roots of compassion, focused on supporting and educating the oppressed with the aim of developing a new world. Similarly, the premise of Social Reconstruction is that society can only be dramatically changed through the direct intervention of education. It is a philosophy directly linked to progressivism, emphasizing the creation of a better society and democracy-steeped world. Theodore Brameld, in his reaction to the realities of World War II, was founder of this philosophy. He recognized the potential of society to annihilate humans through cruelty or create a humanitarian society through compassion. Educators supporting reconstructionism focus on social reform as the goal of education (Riley, 2006). Educational systems are recognized for the preparation of individuals to create this new and just social order. Paulo Freire, whose upbringing in poverty led him to promote education and literacy as the mechanism for social change. His stance was that humans be held accountable and resist oppression, thus not becoming victims. Required was the development of critical consciousness, and awareness to overcome domination (Freire, 1998, 2004, 2006). Friere saw teaching and learning a reciprocal process of inquiry and then reinventing the world through social action. Friere maintained that "There is no such thing as a neutral education process. Education either functions as an instrument which is used to facilitate the integration of generations into the logic of the present system and bring about conformity to it, or it becomes the 'practice of freedom', the means by which men and women deal critically with reality and discover how to participate in the transformation of their world (Mayo, 1999)."

The pedagogical orientation supporting social reconstructionism differs from traditional education systems in that it is respectful of the impact that ethnic diversity brings. To be transformative, educational leaders and educators must have an awareness of the culture within the learning community (Barth, 2002). Open discussion, acknowledgement of the mindsets that are detrimental to progress, and focused work is imperative to creating a culture that stimulates lifelong learning. It includes the understanding the instruction must aim for the transfer prior experience, knowledge, and skills across languages. Respect for cultures and languages must be communicated to be encouraging and interesting for students to engage and invest in the learning process (Cummins 2005; Krashen 2009). Subsequent expansions related to diversity in education also embrace social class, gender, age, and disability. According to Gay (2004) this expansion was beckoned by shifts in society's language. Once termed "minority studies," education responding to diversity is now recognized as "multicultural education." It is dedicated to democratic and citizen-based education, character education, the principles of critical theory, and sound pedagogy. It is seen as the next shift in education, serving as a primary medium of equity and attending to the needs of diverse learners of the 21st century. As such, social reconstructionism supports the unit's outcomes in the following ways:

Equip

Candidates learn techniques and methods for involving students in issues facing a contemporary and multicultural society. Strategies are inclusive of dealing with controversial issues, inquiry, dialogue, and multiple perspectives are of focus.

Transform

Candidates, in structured settings, implement learned strategies and engage in practices that bring the world and the multiplicity of different traditions into the classroom.

Empower

Candidate graduates build a pedagogy converging different perspectives that promote education. They see teaching and learning a process of preparation, student inquiry, and the implementing the principles of social justice and equity.

Summary

In closing, the identified theories, research, literature, and wisdom of practice support the conceptual framework and drive the work of the School of Education. The unit's accredited programs support all national, state, and university standards. This requirement also necessitates candidates' understanding and school-based experiences promoted by the U.S. Dept. of Education's No Child Left Behind (NCLB) Act of 2001, the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, and other federal reform issues such as Response to Intervention (RtI) and Race to the Top.

All candidates are prepared through the provision of rigorous academic, clinical, and field experiences. The faculty instills an integrated conceptual understanding and ability to apply research-based proficiencies thus empowering candidates to serve effectively as transformational leaders in their own classrooms, schools, districts, communities, and beyond. The unit's programs delivered via regional learning centers, and their respective candidates, as products of these regional programs, will continue to grow in prominence and respect within their geographical areas of influence. Regionally-based educational leaders look to the School of Education's regional centers, faculty, and candidates as wellsprings of resources and support in the areas of educational expertise, leadership, clinical practice and innovation.

SECTION V. CANDIDATE PROFICIENCIES (4.4)

Overview

The SOE provides credential, certificate, and advanced degree programs of excellence focused on the comprehensive development of highly qualified, high performing educators of noble character. Multiple opportunities probe candidate progress including an admissions process that addresses candidate potential; standards driven coursework assessments that monitor candidate growth; dispositional checkpoints; clinical practice evaluations; and follow-up alumni focused surveys to verify goal achievement.

Candidates admitted in the School of Education demonstrate evidence that teaching is a confirmed calling. By reflection, course assignments and feedback, they assess their areas of strength, interests, learning style, and desire for personal and professional growth in the field of education. The unit takes a candidate-centered, developmental approach where learning strengths and prior knowledge are honored and serve as the foundation for the building of program specific candidate proficiencies. These proficiencies represent critical content knowledge, application of skills using technology and varied resources, and display dispositions that promote the success of all students. With respect to the recent legislative mandates of the U.S. Dept. of Education's No Child Left Behind (NCLB) Act of 2001, the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, and other federal reform issues such as Response to Intervention (RtI) and Race to the Top, faculty model research-based responsive pedagogy and provide continuous, formative and explicit feedback to candidates so that learning potential is maximized. Evidence of growth is measured numerous times and in a variety of ways throughout the candidates' course of study to ensure that new learnings are generalized across a variety of environments.

Candidate Proficiencies Related to Professional Dispositions

Backing our belief-based standards and goals is the recent acknowledgement from accreditation bodies that the skills required in the diverse classrooms of the 21st century can no longer be limited to pedagogical performance. Standards from The National Board for Professional Teacher Standards (2005), the Council for Exceptional Children (2005), as well as the National Council of Accreditation for Teacher Education (2009) are not only embracing a comprehensive set of knowledge and skills, but also consider candidate professional dispositions as an important factor in successful practice.

The School of Education acknowledges that ethical and value-based dispositions are a critical factor in becoming a successful educator. The unit, embracing its Wesleyan heritage, recognizes the importance of the relationship between ethical and value-based dispositions and candidate behaviors as the underlying foundation in all of their work and endeavors. Candidates experience continuous "whole person" transformation in the context of an intentional Christian professional learning community. The SOE has adopted a set of eight dispositions in alignment with the University's mission, vision, and core values and serve as the working norms for all stakeholders who work collaboratively toward a shared vision of successful candidate learning and program effectiveness. These dispositions are defined below in narrative form.

1. *Dignity & Honor:* The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of the God, committed to civility, respect, hospitality, grace, and service.
2. *Honesty & Integrity:* The candidate demonstrates honesty, integrity, and coherence in attitudes, and actions, and is accountable to the norms and expectations of the learning community.
3. *Caring, Patience, and Respect:* The candidate demonstrates caring, patience, fairness, and respect for the knowledge level, diversity, and abilities of others, ensuring that all students have the opportunity to achieve.
4. *Spirit of Collaboration, Flexibility and Humility:* The candidate actively participates in and contributes to the achievement of the learning community, explaining own thought process with humility and considers those of others with a positive, open-minded attitude.
5. *Harmony in Learning Community:* The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community.
6. *Self-Awareness/Calling:* The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform, and to empower every student to fulfill his or her full potential.
7. *Perseverance with Academic Challenge:* Perseveres, remains engaged, and persists as a life-long learner, especially when academic or professional assignments are perceived as challenging.
8. *Diligence in Work Habits & /Responsibility for Learning:* The candidate attends to the roles and responsibilities of the learning community, and is well-prepared and on time. The candidate completes required assignments on time and is reflective and receptive to formative feedback.

Candidate Proficiencies Related to Diversity

As stated by PLNU's President Brower, diversity at PLNU is a continued celebration of the blessings that emanate from different abilities, ethnic, cultural, racial, national origins, religious, and socio-economic backgrounds (Brower, 2010). Stated in the School of Education's vision, true advocacy begins with each faculty member's understanding and belief in the positive power of diversity. Candidates are exposed to ethnic, social, cognitive, and cultural diversity within learning communities and supported in the transferring of these theoretical principles of social justice into educational practices throughout their course of study. Responding to the Wesleyan Heritage to pursue a life of holiness, faculty, staff, and candidates are called to embrace and embody a Christ-like ethic of love and sacrifice on behalf of those they serve (Maddox, 1996).

Candidate Proficiencies Related to Technology

The School of Education requires and supports candidate use of a variety of technologies to engage in and extend coursework. In all coursework candidates use technology tools to facilitate their communication, collaboration, research, understanding, reflection, application and presentation of course content. Candidates also interact with and gain exposure to Assistive Technology, software, Web 2.0 resources, and other technology tools that target the achievement needs of K12 students in general education, special education, and those who are also English Learners.

The university provides candidate access to its Learning Management System (LMS), Black Board, which the unit brands as "E-class". With access to E-class, candidates participate in discussion boards, retrieve course materials, compose journals and blogs, exchange e-mail, submit assignments, and check grades. Adobe Connect has afforded course instructors opportunities to provide flexible meeting times via video conferencing. Additional advantages of include screen sharing, polling questions, and chat windows to engage students across regional centers. Candidates have the opportunity to access wireless networks at all locations via computer labs and mobile laptop carts. Technical support is provided through the university via a student and faculty help desk.

Candidate Proficiencies Aligned with the Expectations in Institutional and State Standards

All candidates demonstrate program-driven proficiencies that are in alignment with the standards adopted by the California Commission of Teacher Credentialing (CTC). The unit has utilized candidate proficiencies as a vehicle to realize the unit's purposes and goal-driven outcomes. Though each program encompasses different content areas, curricular design and integrity are provided through key assessments linked university and unit outcomes proficiencies (previously discussed on page 12 of this document). To further articulate these linkages, the following tables are presented to express candidate proficiencies for each program and represent the said alignment.

Candidate Proficiencies for Initial Degree Programs

Table 2. Master of Arts in Teaching (MAT): General Education Multiple Subject (Preliminary Credential)

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

Table 3. Master of Arts in Teaching (MAT): General Education Single Subject (Preliminary Credential)

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	CTC Standard Driven Candidate Outcomes
Learning informed by faith.	Equip	Equip 1. Possesses the skills and dispositions to develop instructional plans and engage students in content-specific learning experiences that lead to improved student outcomes.	Equip 1. Designs effective curriculum, instruction, and assessment to meet the learning needs of all students, including English learners, students with special needs, and gifted and talented students. (CTC 6, 12, & 13) 2. Utilizes technology to make content accessible to students and to facilitate the teaching and learning process. (CTC 8-B & 11, 12, 13)
Growing in a faith community.	Transform	Transform 1. Possesses the skills and dispositions to promote the learning of diverse learners at the secondary level. 2. Utilizes subject-specific pedagogy, content-related literacy instruction, and developmentally appropriate instruction to support learning for all students. 3. Reflects positive personal presence, age-appropriate strategies, and research-based knowledge of adolescent psychology to create safe classroom environments that promote learning for all students.	Transform Understands principles of educational equity and diversity and their implementation in curriculum content and school practices for all students. This will be accomplished when candidates: 1. Practices and use a variety of subject-specific pedagogical skills and methods essential for effective teaching that promotes student achievement by meeting diverse learning needs of students at both the middle grade and high school levels. (CTC 5, 6, 8-B, 9) 2. Demonstrates understanding of how to incorporate the California Reading Language Arts Content Standards for grades 7 –12 and the English Language Development Standards into the candidate's content area. (CTC 7-B) 3. Utilizes effective classroom management strategies for the secondary classroom to develop a safe, inclusive, positive learning environment, in which respect is promoted, differences are valued, and conflicts are mediated. (CTC 6, 10)
Serving in the context of faith.	Empower	Empower 1. Analyzes assessment data from instruction through thoughtful reflection that informs professional practice for continual improvement.	Empower 1. Effectively uses a variety of data (formative and summative assessments, classroom observations, reflection, and consultation) to plan instruction and to determine students' progress, including modifying curriculum and practice to support the learning of students with special needs. (CTC 4, 6) 2. Through the analysis and assessment of practices to promote professional growth, uses reflection and feedback to formulate and prioritize goals for increasing the subject-matter knowledge and teaching effectiveness. (CTC 6)

Table 4. Master of Arts in Teaching (MAT): Special Education Mild Moderate (Preliminary Credential)

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	CTC Standard Driven Candidate Outcomes
Learning informed by faith.	Equip	Equip 1a. Promotes the success of all students by being a servant leader who serves collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity. 1b. Possesses the skills and dispositions to plan, implement and analyze instruction that supports all students learning.	Equip 1. Engages in ongoing scholarly, professional, and personal growth. (CTC 3,6 and MM Standard 1) 2. Gains knowledge and skills in assessment, planning, implantation and analysis of instruction to support all learners. (CTC 5,8,9,11 and MM Standard 2) 3. Demonstrates the ability to work collaboratively and communicate effectively. (CTC 4,7 and MM Standard 1) 4. Demonstrates knowledge and be able to support the use of state adopted materials and a wide array of learning strategies to support student learning. (CTC 3, MM Standard 3,4,and 5)
Growing in a faith community.	Transform	Transform 1a. Engages in ways of thinking and being to embrace the positive power of diversity and advocacy for universal social justice. 1b. Utilizes research-based strategies, curriculum, instructional practices and behavioral strategies to support learning for all students. 1c. Reflects positive presence, age-appropriate strategies, and research-based knowledge s to create safe classroom environments that promote learning .	Transform 1. Demonstrates strategies for using the influence of diversity to improve teaching and learning. (CTC 3,13) 2. Demonstrates skills to effectively communicate with parents, staff and community on a regular and predictable basis. (CTC 3,4,5,8 and MM Standard 6) 3. Uses a variety of methods and strategies to meet student achievement and learning needs. (CTC 9,11,13 and MM Standard 3,4 and 5) 4. Practices skills and techniques essential for the effective teaching of students with disabilities. (CTC 9,11,13 and MM Standard 3,4 and 5)
Serving in the context of faith.	Empower	Empower 1a. Reflects and engages in on-going scholarly, professional, and spiritual growth. 1b. Serves effectively as a research-based transformational leader within their classrooms, schools, and districts.	Empower 1. Demonstrates an understanding of an accountability system of teaching and learning based on state K-12 content standards and students IEP goals and progress towards the standards and goals for all students. (CTC 3,5,8,9,13,15 and MM Standard 3,6) 2. Builds the capacity to recognize students' specific learning needs, place students in developmentally appropriate context for learning, assisting students to have access to needed resources for learning. (CTC 3,5,7,8,13,15 and MM Standard 6) 3. Demonstrates the ability to evaluate and use a wide range of technologies, including assistive techniques and augmentative communication when appropriate, to support instruction and student achievement. (CTC 5,6,13 and MM Standard 6) 4. Demonstrates an understanding of laws and policies governing educational services and supports for students with disabilities. (CTC 3,4,8,15And MM Standard 6)

Table 5. Master of Arts in Teaching (MAT): Special Education Moderate Severe (Preliminary Credential)

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	CTC Standard Driven Candidate Outcomes
Learning informed by faith.	Equip	Equip 1. Promotes the success of all students by being a servant leader who serves collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity. 2. Possesses the skills and dispositions to plan, implement and analyze instruction that supports all students learning.	Equip 1. Engages in ongoing scholarly, professional, and personal growth. (CTC 3,6 and MS Standard 1,2,3) 2. Gains knowledge and skills in assessment, planning, implantation and analysis of instruction to support all learners. (CTC 5,8,9,11 and MS Standard 1,2,3) 3. Demonstrates the ability to work collaboratively and communicate effectively. (CTC 4,7 and MS Standard 2,3,8) 4. Demonstrates knowledge and be able to support the use of state adopted materials and a wide array of learning strategies to support student learning. (CTC 3, MS Standard 4,and 6)
Growing in a faith community.	Transform	Transform 1. Engages in ways of thinking and being to embrace the positive power of diversity and advocacy for universal social justice within their classrooms, schools, districts, and communities. 2. Utilize research-based strategies, curriculum, instructional practices and behavioral strategies to support learning for all students. 3. Reflects positive personal presence, age-appropriate strategies, and research-based knowledge of students with special needs and the psychology to create safe classroom environments that promote learning for all students.	Transform 1. Demonstrates strategies for using the influence of diversity to improve teaching and learning. (CTC 3,13) 2. Demonstrate skills to effectively communicate with parents, staff and community on a regular and predictable basis. (CTC 3,4,5,8 and MS Standard 7,8) 3. Uses a variety of methods and strategies to meet student achievement and learning needs .(CTC 9,11,13 and MS Standard 3,4 ,5,6) 4. Practices skills and techniques essential for the effective teaching of students with disabilities. (CTC 9,11,13 and MS Standard 3,4, 5,6)
Serving in the context of faith.	Empower	Empower 1. Reflects and engages in on-going scholarly, professional, and spiritual growth. 2. Serves effectively as a research-based transformational leader within their classrooms, schools, districts, and communities.	Empower 1. Demonstrates an understanding of an accountability system of teaching and learning based on state K-12 content standards and students IEP goals and progress towards the standards and goals for all students. (CTC 3,5,8,9,13,15 and MM Standard 2,3,7,8) 2. Builds the capacity to recognize students' specific learning needs, place students in developmentally appropriate context for learning, assisting students to have access to needed resources for learning. (CTC 3,5,7,8,13,15 and MS Standard 7,8) 3. Demonstrates evaluation and use a wide range of technologies, including assistive techniques and augmentative communication when appropriate, to support instruction and student achievement. (CTC 5,6,13 and MS Standard 7,8),6,13 and MS Standard 7,8)

Table 6. Master of Arts in Education: concentration in Special Education (Clear Credential)

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	CTC Standard Driven Candidate Outcomes
Learning informed by faith.	Equip	Equip 1. Promotes the success of all students by being a servant leader that serves collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity.	Equip 1. Engages in ongoing scholarly, professional, personal, and spiritual growth via a personal/professional growth plan. (CTC 1, 5, 6, 7) 2. Demonstrates the ability to work collaboratively and communicate effectively. (CTC 1, 5, 6, 7) 3. Demonstrates knowledge and be able to support the use of state adopted materials and a wide array of learning strategies to support student learning. (CTC 1, 5, 6, 7)
Growing in a faith community.	Transform	Transform 1. Engages in ways of thinking and being to embrace the positive power of diversity and advocacy for universal social justice within their classrooms, schools, districts, and communities. 2. Applies faith-based influences and beliefs within educational organizations.	Transform 1. Demonstrates strategies for using the influence of diversity to improve teaching and learning. (CTC 1, 6) 2. Demonstrates skills to effectively communicate with parents, staff and community on a regular and predictable basis. (CTC 1, 6) 3. Demonstrates strategies for using the influence of diversity to improve teaching and learning. (CTC 1, 6) 4. Understands laws and policies for special education and models professional ethics, integrity, justice, and fairness. (CTC,2,3,4,5 6)
Serving in the context of faith.	Empower	Empower 1. Reflects and engages in on-going scholarly, professional, and spiritual growth. 2. Serves effectively as research-based transformational leaders within their classrooms, schools, districts, and communities.	Empower 1. Demonstrates an understanding of an accountability system of teaching and learning based on state content standards and Individualized Education Programs (IEP). (CTC 2, 3, 4, 5) 2. Facilitates the design, implementation and evaluation of individual instructional programs (IEPs) that serve the diverse learning styles and needs of identified students and lead in the continual development and improvement of those programs. (CTC 1, 2, 3, 4, 5, 7) 3. Demonstrates the ability to evaluate and use a wide range of technologies, including assistive techniques and augmentative communication when appropriate, to support instruction and student achievement. (CTC 2, 3, 4, 5) 4. Implements effective practices for positive student behavior support systems. (CTC 1, 2, 3, 4, 5, 7)

Table 7. Master of Arts in Education: concentration in Teaching and Learning (Core)

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	Candidate Outcomes (Degree program only, no CTC Standards addressed)
Learning informed by faith.	Equip	Equip 1. Engages in life-long learning in an information-based, interactive society and explores the major classical and modern philosophies as they relate to contemporary educational theories and practices. 2. Develops and internalizes the essential knowledge, skills and dispositions to conduct research that transforms their teaching and significantly impact student learning in their classroom. 3. Communicates a cohesive, personal educational philosophy, an educational mission, core values and vision of teaching and learning as s servant leader.	Equip 1. Demonstrates a basic understanding of major beliefs of schools of philosophies and notable theorists. 2. Designs, adapts and uses lessons that address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning. 3. Communicates a vision of how and why on-going action research systematically improves teaching and learning. 4. Demonstrates an applied understanding of the basic components and step-by-step process for conducting action research aligned with the cycle which includes plan, teach, reflect, and apply.
Growing in a faith community. .	Transform	Transform 1. Demonstrates evidence of an applied understanding of the five propositions of National Board for Professional Teaching Standards and a commitment to students and learning with respect to the cultural and family differences students brings to the classroom by distinguishing students' differences from one another, taking into account their differences in their practice. 2. Reflects on learning throughout the program and develops a professional development and research plan to continually extend and refine a philosophical, technological, and research application and orientation to teaching and learning.	Transform 1. Demonstrates the ability to present research findings to faculty and/or community panel. 2. Implements and uses technology in lessons to increase students' ability to plan, locate, evaluate, select and use information to solve problems and draw conclusions as a means to create or make use of diverse learning environments. 3. Interacts and collaborates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology-enhance curriculum.
Serving in the context of faith.	Empower	Empower 1. Works within a professional educational learning community reflecting and contributing to instructional improvement within diverse school communities. 2. Extends and refines the understanding of a current challenge/trend in education and develops a response plan aligned with a personal philosophy in addressing this challenge/trend.	Empower 1. Demonstrates the ability to work collaboratively with assigned faculty mentor for twenty-five hours throughout the program of study. 2. Identifies and summarizes the philosophical perspectives covering the five key perspectives- personal, philosophical, theoretical, political and personal/spiritual perspectives.

Table 8. Master of Arts in Education: concerntration in Education Leadership (Administrative Preliminary)

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	CTC Standard Driven Candidate Outcomes
Learning informed by faith.	Equip	Equip 1. Promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context.	1. Demonstrates the ability to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, and regulations, statutory and fiscal requirements. (CTC 6.f.2) 2. Demonstrates an understanding of how to work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. (CTC 6.f.4) 3. Demonstrates an understanding of how to influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students. (CTC 6.f.4)
Growing in a faith community.	Transform	Transform 1. Promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.	Transform 1. Models personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others. (CTC 6.e.1) 2. Reflects on personal leadership practices and recognizes impact and influence on the performance of others. (CTC 6.e.3) 3. Demonstrates an understanding of how to sustain personal motivation, commitment, energy and health by balancing professional and personal responsibilities. (CTC 6.e.3)
Serving in the context of faith.	Empower	Empower 1. Promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.	Empower 1. Demonstrates an understanding of the importance of incorporating information about family and community expectations into school decision-making activities. (CTC 6.d.1) 2. Demonstrates strategies for using the influence of diversity to improve teaching and learning. (CTC 6.d.1) 3. Uses leadership skills to engage all members of the school community in decision-making which supports a shared vision and which treats all with fairness and respect. (CTC 6.d.1) 4. Identifies barriers to parent and community involvement and strategies for overcoming identified barriers. (CTC 6.d.1) 5. Utilize technology to foster effective and timely communication to all members of the school community. (CTC 6 (e)(4) [*also CTC 14(d)]*)

Table 9. Masters of Arts in Education: concentration in School Counseling, Pupil Personnel Services (Clear Credential)

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	CTC Driven Candidate Outcomes
Learning informed by faith.	Equip	Equip 1. Maintains competencies in knowledge, skills of the school counseling profession, and practices attitudes that demonstrate the ability to ethically implement, maintain, and advocate for a results-based counseling program.	Equip 1. Demonstrates knowledge of ethical standards and practices of the counseling profession. (CTC 6,18) 2. Demonstrates knowledge and understanding of major counseling theories and their contribution to the counseling process. (CTC 17,25) 3. Identifies and demonstrates an understanding of the key/current critical issues in education and the need for appropriate action/reaction. (CTC 12, 22) 4. Understands the importance of collaboration within the school community. (CTC, 27)
Growing in a faith community.	Transform	Transform 1. .Promotes the comprehensive counseling program through modeling of servant leadership that focuses on positive outcomes for diverse school communities in the belief that all students can learn and succeed.	Transform 1. Demonstrates an understanding of effective leadership skills. (CTC 12, 22) 2. Understands the importance of developing cultural competence and the ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. (CTC 3) 3. Identifies the sources of cultural identity and the various agents that transmit culture and understand how a teacher's own cultural identity, assumptions and expectations of students affect their students' learning and achievement. (CTC 3) 4. Understands the various issues surrounding universal access, equity for all students (including poverty) and employ techniques to protect and support all students in order to create an equitable learning environment in the classroom. (CTC 5) 5. Understands the importance of coordination and collaboration within the school community. (CTC 27)
Serving in the context of faith.	Empower	Empower 1. Engages in on-going professional self-evaluation and personal self-reflection using the dispositions 2. Assesses student needs routinely and uses technology to conduct, analyze, and evaluate research data and communicate results to all school stakeholders.	Empower 1. Demonstrates knowledge of own belief system (spiritual self, personal philosophy) and willingness to model Christianity in the modern world. 2. Demonstrates knowledge and skill in academic assessment, personal and social counseling, academic and career counseling, program development, program coordination and supervision, consultation, legal aspects and professional ethics. (CTC 1-30) 3. Demonstrates skills in current technology for communication and collecting, organizing, distributing, and analyzing data to facilitate effective outcomes and student achievement. (CTC 4, 15, 25,30 30)

Stand Alone Programs

Table 10. Child Welfare and Attendance (CWA) Certificate

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	CTC Standard Driven Candidate Outcomes
Learning informed by faith.	Equip	Equip 1. Maintains competencies in knowledge and skills of the child welfare & attendance specialist regarding the history, philosophy, and laws related to K-12 students in the California public education system.	Equip 1. Demonstrates knowledge of the history, philosophy, and trends in Child Welfare and Attendance (CWA) Programs. (CTC 1) 2. Demonstrates knowledge and application of laws found in the California Education Code, Penal Code, local and civil ordinances and relevant federal and state laws. (CTC 2)
Growing in a faith community.	Transform	Transform 1. Promotes the child welfare & attendance program through modeling servant leadership that focuses on positive outcomes for diverse school communities in the belief that all students can learn and succeed.	Transform 1. Demonstrates leadership skills and knowledge of program goals and management objectives of the CWA programs. (CTC 3) 2. Demonstrates K-12 student advocacy role and understanding of emotional, familial, educational, institutional. And community barriers to successful academic achievement by at-risk and under-achieving K-12 students. (CTC 5, 6)
Serving in the context of faith.	Empower	Empower 1. Engages in on-going professional self-evaluation and personal self-reflection using the dispositions. 2. Assesses student needs routinely and uses technology to conduct, analyze, and evaluate research data and communicate results to all school stakeholders.	Empower 1.Completes a minimum of 150 hours of supervised field experience while demonstrating a command of the state, local, and federal laws pertaining to parent and pupil rights regarding the child's education and attendance. (CTC 7)

Table 11. Education Leadership (Administrative Clear)

Institutional Outcomes	School of Education All Student Outcomes	CTC	State Standard Driven Candidate Outcomes California Professional Standards for Educational Leaders (CPSEL)
Learning informed by faith.	Equip	Equip Promotes the success of all students by demonstration of the following: 1.Understands the larger political, social, economic, legal, and cultural context . 2. Responds to and influences the larger political, social, economic, legal, and cultural context. 3. Develops professional leadership capacity.	Empower 1. Works with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. (CPSEL 6) 2. Influences and supports public policies ensuring the equitable distribution of resources and support for all subgroups of students. (CPSEL 6) 3. Ensures that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements. (CPSEL 6) 4. Reflects on personal leadership practices and recognize their impact and influence on the performance of others. (CPSEL 5) 5. Engages in professional and personal development. (CPSEL 5)
Growing in a faith community.	Transform	Transform Promotes the success of all students by demonstration of the following: 1. Responds to diverse community interests and needs. 2. Collaborates with families and community members and mobilizing community resources. 3. Models a personal code of ethics.	Transform 1. Recognizes and respect the goals and aspirations of diverse family and community groups. (CPSEL 4) 2. Communicates information about the school on a regular and predictable basis through a variety of media. (CPSEL 4) 3. Supports the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services. (CPSEL 4) 4. Models personal and professional ethics, integrity, justice, and fairness, and expect the same behaviors from others. (CPSEL 5) 5. Utilizes technology to foster effective and timely communication to all members of the school community. (CPSEL 5, CTC 6 (e)(4) [*also CTC 14(d)]*)
Serving in the context of faith.	Empower	Empower Promotes the success of all students by demonstration of the following: 1. Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. 2. Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff development and growth. 3. Censures management of the organization, operation and resources for a safe, efficient, and effective learning environment.	Empower 1. Facilitates the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators. (CPSEL 1) 2. Shapes a culture in which high expectations are the norm for each student as evident in rigorous academic work. (CPSEL 2) 3. Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff. (CPSEL 3) 4. Establishes school structures and processes that support student learning. (CPSEL 3)

Table 12. Crosscultural, Language, and Academic Development (CLAD) Certificate

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

Table 13. Reading Certificate

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	CTC Standard Driven Candidate Outcomes
Learning informed by faith	Equip	Equip Maintains competencies in knowledge and skills by demonstration of the following: 1. Utilizes research-based instructional practices, intervention models and strategies in reading and language arts to benefit all students. 2. Utilizes effective instructional practices by the application of the teaching model of "plan, teach, reflect, and apply" to maximize student success and to effectively communicate with all students; special needs, diverse cultural groups, and second language learners.	Equip 1. Demonstrates the ability to explore research and best practices related to precursors for phonics success, stages in word recognition, spelling instruction, exemplary phonics instruction, developing sight words, automaticity and fluency and systematic vocabulary and concept development. (CTC 5) 2. Develop independent reading and writing skills by providing universal access to narrative and expository texts. (CTC 4, 9)
Growing in a faith community.	Transform	Transform Promotes the success of all students by demonstration of the following: 1. Collects and analyzes data to advocate for all students. 2. Cultivates on-going self-evaluation and life-long learning habits that promote PLNU dispositions of noble character.	Transform 1. Collects data, analyze data, and develop intervention strategies of four struggling learners. (CTC 11)
Serving in the context of faith.	Empower	Empower: Promotes the success of all students by demonstration of the following: 1. Researches and identifies research-based strategies to help struggling readers. 2. Reflects on the research based strategies that were applied during intervention and how they had implications for the candidates' instructional practices.	Empower 1. Demonstrates the ability to administer and analyzes assessment data and develop intervention strategies in to improve instruction for struggling readers in classrooms. (CTC 4, 11)

Table 14. Single and Multiple Subject (Clear Credential)

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	CTC Standard Driven Candidate Outcomes
Learning informed by faith.	Equip	Equip 1. Works collaboratively with school site personnel and university faculty to gain a deepened understanding and competence of effective pedagogy and ability to apply academic instruction that includes universal access and equity for all students. 2. Maintains competencies in knowledge, skills and attitudes that demonstrate the ability to utilize the teaching model of Plan/Teach/Reflect/Apply in order to maximize student success. 3. Develops attitudes and skills to effectively communicate with all students; special needs, diverse cultural groups, and second language learners.	Equip 1. Demonstrates using a variety of instructional strategies how to assist all students in the mastery of content in the field of study. (CTC clear1e;5) 2. Knows and demonstrates how to consider individual growth or progress, and learning styles in assessing learning. (CTC clear 4) 3. Knows and demonstrates how to promote a collaborative learning environment of sensitivity, caring and trust. (CTC clear 2, 6a, 6b)
Growing in a faith community.	Transform	Transform 1. Demonstrates how to identify, clarify and address barriers to student learning while partnering with community resources to achieve academic goals. 2. Cultivates on-going self-evaluation and life-long learning habits that promote dispositions of noble character.	Transform 1. Demonstrates the ability to maximize student success by utilizing community resources to facilitate solutions to academic problems. (CTC clear 1-3, 6) 2. Demonstrates openness to continuous, formative and explicit feedback to maximize effectiveness with students. (CTC clear 3, 4)
Serving in the context of faith.	Empower	Empower 1. Honors diversity, while using pedagogical skill to implement principles of equity and empowerment. 2. Commits to ongoing professional development, a lifestyle of integrity and fairness and the use of high ethical and professional values in the field with administrators, colleagues, parents and students.	Empower 1. Communicates and demonstrates respect and sensitivity to all culturally diverse learners while challenging all to do their best. (CTC clear 5; 6a,6b) 2. Identifies ways to show respect for and effectively teach students from diverse backgrounds and communities and communicates effectively. (CTC clear 3,4,6a,6b)

SECTION VI. UNIT ASSESSMENT SYSTEM (4.5)

"The aim of assessment is primarily to educate and improve student performance, not merely to audit it."
(Grant Wiggins)

The assessment system used by the School of Education at Point Loma Nazarene University serves three primary functions: 1) assessing candidate's knowledge, skills, and dispositions, 2) reviewing specific programs within the School of Education, and 3) evaluating the entire unit—the School of Education. The assessment system is not just a program responsibility. It is also a community-wide (internally and externally) responsibility. Assessment is valued because the unit cares about change and improvement. Ultimately, the unit is cognizant of its responsibility to its candidates and the public at large.

The assessment system is multi-dimensional, ongoing, and cyclical with data used in formative and summative ways for decisions with respect to the candidates and for meaningful programmatic change within the unit. The candidate-based assessments are drawn from both internal and external sources. In all of the SOE's programs, these assessments are recognized as signature assignments, and entered in to the data management system, *Task Stream*. This system is used to assist in data entry, evaluation, maintenance, and aggregation efforts.

Philosophy and Principles of Unit Assessment

The initial development of the SOE's assessment system began with the 2008 adoption and development of the structure for the unit's conceptual framework. With ongoing and continued refinement, the conceptual framework has continued to inform the unit's work to the present time. The conceptual framework guides the mission of the SOE and commits the unit to the development of high-performing, reflective educators of noble character who are *Equipped*, *Transformed*, and *Empowered*.

Each course within the unit provides a syllabus that identifies specific candidate learning outcomes. The specified candidate learning outcomes (CLOs) are linked to one or more elements of *Equip, Transform*, and *Empower*. An example of this linkage would be a specific learning outcome calling for a candidate to "*analyze, discuss, and evaluate the state-adopted academic content standards and frameworks for students in (K-8) related to major concepts, principles and investigations in the content area disciplines*" thus *Equipping* the candidate with this content area knowledge.

The assessment system is designed to determine eligibility for admission into the SOE and to provide continuous monitoring of the candidates' professional growth toward proficiency at the initial and advanced levels. This system is structured to require candidate assessments at critical points within a given program. With all regional centers and programs utilizing common assessment points and measures, consistency is ensured within the unit.

Structure of the Assessment System

In 2008, the SOE began to utilize Taskstream as the unit's primary data storage system. Since that time, data from each of the unit's programs have been routinely and systematically compiled, analyzed,

and reported with the intention of improving candidate performance, program quality, and unit operations. The Dean, Associate Deans, and Program Directors provide oversight for the collection of this data. All field experiences and signature assessments are collected, stored, and analyzed by the School of Education faculty. Courses and other data, such as admissions, GPA, CBEST and CSET scores, and demographics, are obtained from the Office of Institutional Research, the Dean of the Graduate School, the Office of the Registrar, and the Admissions Office. The Dean, as head of the unit, is responsible for the aggregation and dissemination of data. An overview of the assessment system is shown in Table 15 identifying the flow of the SOE's assessment system, commencing at the university level and concluding at the candidate level.

Table 15. Flowchart of the School of Education Assessment System
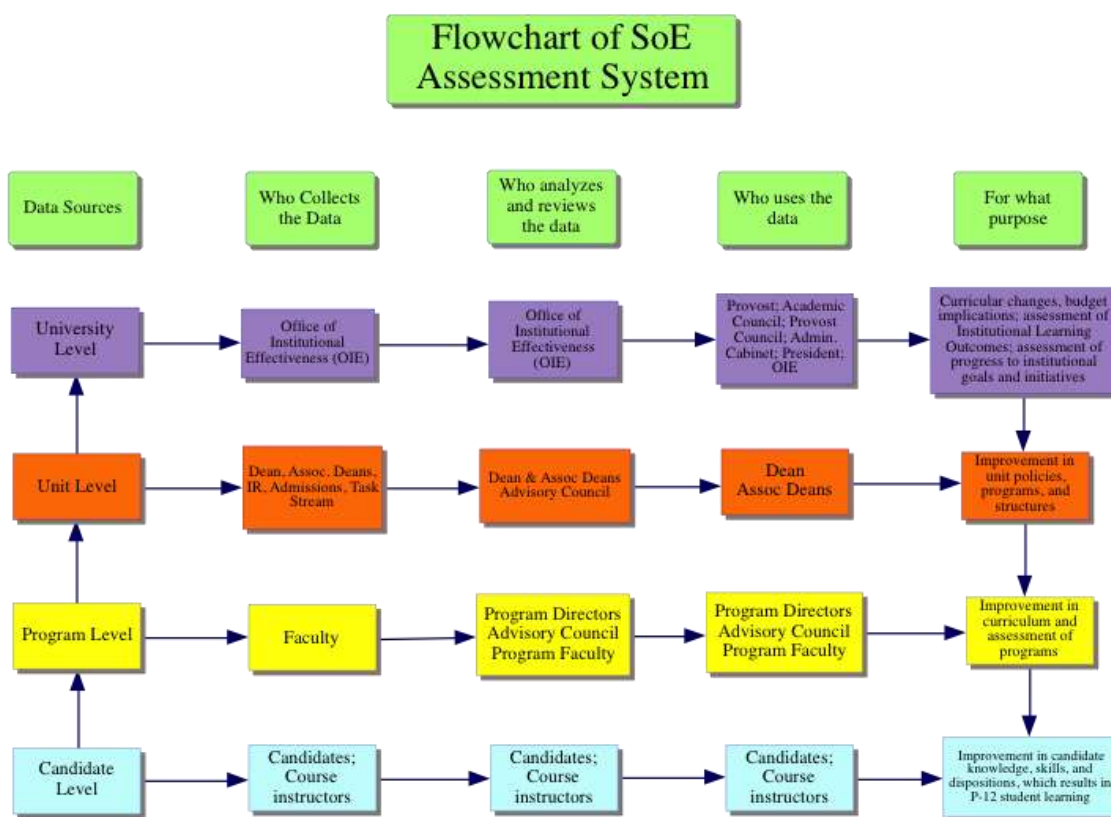
Transition Points

As determined and required by the CTC accreditation system, assessments occur within a standards-driven context that reflects best practices in teaching and learning. A wide range of internal and external assessment measures are utilized to gauge candidates' progress toward becoming servant leaders in the field of education. Each of the unit's programs has established four transition points or advancement gateways through which candidates must pass in to move forward in the program. The gateways are based on both formative and summative measures and utilized to monitor the knowledge,

skills, and dispositions of the candidates. All are integral in determining the candidates progression in matters of the unit's measures of *Equip*, *Transform*, and *Empower*. These measures are imbedded both within the course requirements as well as in the fieldwork practice.

Table 16. Assessment System Transition Points

Transition Point	Data Source	Analysis and Summary of Data	Use of Data
Admission	Undergraduate and graduate GPAs	Range and mean GPAs	Monitor characteristics of candidates; improve recruitment and admission
	Demographics: Race/ethnicity, gender, in/out of state, international	Number and percentage of candidates	Monitor diversity of candidates; improve recruitment and admissions; improve program accessibility
	Standardized Test Scores: MAT, CBEST	Range and mean scores	Monitor characteristics of candidates; improve recruitment and admission
	Candidate intake interviews	Scores based on written criteria	Assess verbal ability and dispositions
	Writing sample	Scores based on written criteria	Assess writing ability, fit with program
	Resume	Scores based on written criteria	Assess candidate level of experience
Midpoint	GPAs	Performance-based evidence of candidates' knowledge, skills, and dispositions (written criteria provided in advance to candidates)	Assess progress and performance, intervention and remediation, course revision and improvement, practicum improvement, program improvement
	Fieldwork observations		
	Candidate advancement interviews		
	TPAs 1 and 2 (Preliminary credentials program only)		
	Course Completion and grades		
	Signature Assignments		
	Standardized test scores: CBEST, CSET, MAT	Range and mean scores	
	Practica Hours (PPS)	Completion of a variety practica experiences prior to starting fieldwork	Assess candidate preparation for fieldwork
	Disposition Assessment		
Program Completion	GPAs	Performance-based evidence of candidates' knowledge, skills, and	Assess progress and performance, intervention and remediation, course revision and improvement, practicum
	TPAs 3 and 4 (Preliminary		

	credentials program only)	dispositions (written criteria provided in advance to candidates)	improvement, program improvement, relationship of coursework and comprehensive exams (if applicable).
	Course Completion and grades		
	Signature Assignments		
	Field studies completion		
	Thesis/project completion (GED 689)		
	Portfolio		
	Program Completer Surveys	Perceptions of quality and service of academic programs	Improve programs
	Standardized test scores: RICA	Pass rates	Assess performance of candidates
Follow up	Candidate Follow up surveys	Perceptions of quality and service of academic programs	Improve programs
	Employer surveys	Perceptions of quality and service of academic programs	Improve programs
	Title II/Higher Ed reports	Comparison across programs	Monitor number of graduates; improve programs

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<div align="center">Unit Key Assessments</div>

With Taskstream in place as the primary data storage system, the SoE began the collection of unit key assessments in their fall, 2008 restructuring efforts. To meet the specified requirements for the CTC accreditation, the unit collected, analyzed, and reflected on given data for the purpose of writing the CTC Biennial Report. A minimum of four assessments in each of the unit's CTC approved programs resulted in obtaining the requested quantitative data. The Biennial report reported mean scores and standard deviations. These assignments were included in courses at all of the regional centers and identified as "signature assignments." After three consecutive semesters of collecting data, the results were compiled and submitted to CTC in December, 2009. Currently, assessment data is collected through internal and external sources. Focus groups representing staff, faculty, clinical supervisors, and advisory councils have worked together to discern a set balanced assessment measures. They are as follows:

- Observations (field experience, fieldwork, internship, and clinical practice)
- Coursework (GED 672 Philosophy of Education)
- Dispositions

- Completer and Follow up surveys
- PLNU Evaluation System (e.g., IDEA, Peer, Self, 360)
- Policies and Procedures

Assessment is evident throughout the evaluation processes of the curriculum and its delivery with the overall goal of improving teaching and learning. As such, the assessments are interlinked with ongoing, center-wide assessments that are coordinated across all programs. The curricular structure and integrity are provided through the key assessments in the programs. Candidates demonstrate knowledge and skills that are aligned with unit proficiencies and state standards as described in Section V. of this conceptual framework.

Process for Assuring Assessments are Fair, Accurate, Consistent, and Free from Bias

The SOE's commitment to fairness, accuracy, consistency and freedom from bias stems from the Nazarene and Wesleyan heritage that compels one to love justice and to treat every individual equally with respect and compassion. Faculty members take a candidate-centered, developmental approach toward the achievement of standards of excellence. Candidate learning strengths and prior knowledge are honored and serve as the foundation for instructional planning along with and assessment of language, cultural background, interests, learning styles and aspirations. To maintain each of the elements of fairness, accuracy consistency and freedom of bias across all regional centers, program faculty do not work in isolation. As a collaborative team, the unit monitors, reviews and discusses assessment data each year, and make adjustments accordingly. In good faith, the unit's procedures for guiding these elements are outlined as follows.

Fairness

To address issues related with fairness, the unit has developed assessments that are consistent with unit and state standards. These standards have been acknowledged as valid and serve as the understructure when addressing the knowledge and skills of candidates. However, the unit must also acknowledge fairness as it relates to standards more ethical in nature, i.e., candidate professional dispositions that are valued in the field of education. All assessments are specifically chosen, and designed to occur at the various transition points in the candidate's program to ensure that course objectives have been mastered and dispositions are consistent with the core values of the university. Within the unit's data storage system of Taskstream, the assessment directives and supporting performance rubrics are presented so that all candidates have access to the same set of expectations.

Accuracy

Assessment accuracy has been the responsibility of program-based committees. It is their collaborative task to review each assessment and link the specific components of each assessment with the state standards. Explicit definitions regarding requisite candidate knowledge, skills, and dispositions are aligned with instruction, learning experiences and assessments to provide candidates with a deep,

integrated, and applied understanding. In cases where a number of the unit's programs utilize the same core courses, multiple representatives from each program meet to review these assessments for accuracy and conformity.

Consistency

Consistency starts with uniformity in syllabi and is followed by course candidate learning outcomes (CLO's) content, and assessment products. Faculty members across all regional centers are required to commit to this level of homogeneity, and submit their syllabi each semester to their respective program directors for review. Candidates are assessed using the same directives, the same resources, and the same assessment protocols. Directives and corresponding rubrics that have been designed for each of the signature assessments, have been developed by lead course instructors and reviewed by program committees and accreditation director(s) for clarity and correctness. With a yearly review of data, program faculty members analyze the data and the elements for the given rubric, discussing the outcomes and with the intent of the assessment.

Freedom from Bias

SoE faculty members are committed to an educational practice that ensures universal access that is non-discriminatory and welcoming of candidates from diverse backgrounds. Faculty, master teachers, support providers, and clinical supervisors working alongside candidates receive initial orientation training and ongoing professional development each year from the university and unit regarding best practices, policies and procedures. Candidates participate in a multitude of assessments throughout their course of study and are assessed by a number of university evaluators. Assessments are examined for objective and just language by collaborative P-12 and university faculty teams and adjusted accordingly. Formative assessment, analysis and reflection on candidates' data are used to inform the unit of candidates' cumulative growth. It is the goal of the university and unit alike to provide an environment that is just and free of bias.

System for Handling Candidates Who Have Not Met Unit Expectations

Admission

Applicants are required to meet admission requirements within 1 semester of their provisional acceptance date. Applicants who do not meet the minimum standards for program eligibility, but who can demonstrate an exceptionally rich experiential background and/or have shown a dramatic change in academic performance, may petition the academic department or school for a special review of their status. The academic department or school reviews the petition along with the student's application package and determines the merits and appropriateness of the request.

A copy of the petition must be filed with the Office of Graduate Admissions. In order to apply for program eligibility under exception, the applicant must also provide a statement outlining the applicant's reasons and justification for requesting an exception to admission policies with supporting documentation. The applicant is also required to schedule an interview with a Point Loma Nazarene University academic advisor from the school to which the applicant is applying.

Following the interview, the academic advisor submits a summary of the applicant's interview and petition package to the department chair or dean of the school. When appropriate, the dean submits the petition to the Graduate Studies Committee with a recommendation. The Graduate Studies Committee or designee is the final authority for all petitions for program eligibility under exception.

Graduation

A student who intends to graduate must complete an Application for Degree Candidacy (on-line or in the Office of Records at the Point Loma campus). The form must be filed with the Office of Records no less than 60 days prior to the anticipated degree posting date. Graduation fees will be applied to the student's account. Work for all courses and program requirements considered for a degree must be completed prior to the anticipated degree posting date. Passing grades for all courses must be recorded prior to a degree posting. Posting dates are available on the academic calendar. If all program requirements for the semester of application are not completed, the student must reapply for graduation.

Plan for Evaluating Unit Operations

Overview

Unit operations are monitored by the head of the unit, the University Provost, and the College Dean. Annual input is provided by multiple sources. Through the university and unit's strategic plan and the Assessment of Candidate Learning Outcomes process, the Provost determines the budget, personnel, facilities, and resources that are needed to support the programs for preparation of candidates.

Evaluation of Faculty

The unit utilizes a 360 degree feedback annually to obtain feedback from candidates, peers and staff regarding the work of the Dean, Associate Deans, program directors, field experience coordinators, credential analysts and the NCATE Coordinator. The results are gathered by SurveyMonkey.com and a summary report is given to each administrator. The focus is on formative assessment and is used to support administrators improve their practice.

The SOE participates in the tenure and promotion process that has a timeline based on the faculty member's rank. This process includes student and peer evaluations and is summarized by the School Dean.

Evaluation of the Assessment System

The unit's assessment system is aligned with its conceptual framework as well as with the California Professional Standards for Educators. Therefore, it is imperative that a thorough review process is conducted on a regular basis, requiring the unit and its programs to look at assessment processes and procedures to ensure program quality and ongoing improvement. Individual program committees, which consist of an Associate Dean and the program directors from each regional center, meet monthly to provide program oversight to include ongoing evaluation of the capacity and effectiveness of the assessment system. Regional center Advisory Councils meet three times each year to inform the unit of candidate proficiencies and program effectiveness, thus providing valuable input for continuous improvement. The Taskstream coordinator meets annually with the associate deans and

program directors to evaluate the validity and utility of the unit's assessment system, modifying it as needed and keeping current with assessment technology and professional standards.

Evaluation of Program Effectiveness

Each year the review process requires the Unit to look at programmatic and assessment processes and procedures to ensure program quality and ongoing improvement. The recursive CTC seven year program improvement cycle accreditation cycle provides the structure for this ongoing, in depth, intern and external review process.

Table 17 provides a visual of this accreditation cycle. All data collected are not only disaggregated by program, but also by regional center, racial/ethnicity, standards, and gender and ultimately leads to the development of the CTC required program assessments and biennial reports. Based upon the findings of these CTS studies and reports, the program changes and improvements are implemented to improve candidate performance, program quality, and program operations.

Table 17. CTC Accreditation Cycle
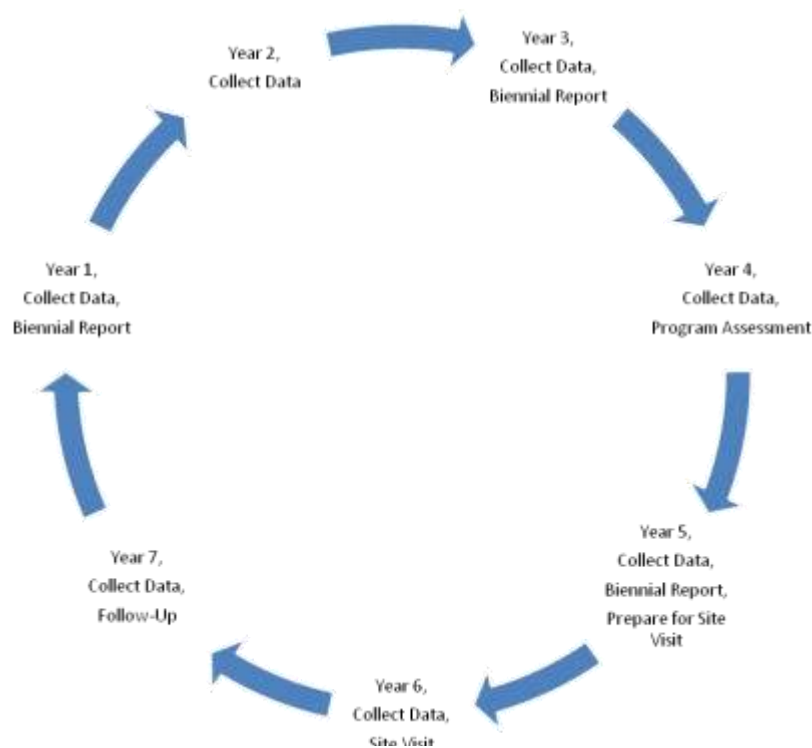
Candidate Admission and Exit Assessment Samples

If the unit is effectively responding to its desire of graduating candidates that have acquired the learning outcomes of *Equip, Transform*, and *Empower,* the SOE must provide continuous monitoring of professional growth as it pertains to candidates' knowledge, skills and dispositions. However, of equal importance are the CTC accreditation mandates requiring data collection and analysis at the admission and exit phases. These assessments provide the mechanism to identify initial candidate proficiencies and

overall success rates. It gives credence that the unit's entire assessment process not only identifies capable candidates, but also equips the candidates to meet high standards set by the university and state and be empowered as a servant leader. Tables 18 and 19 represent samples of admission and exit data for the 2009-2010 academic year. For the 2010-2011 academic year, additional program data will be available for CTC basic proficiencies requirement, admission interviews, exit surveys, alumni surveys, and employer surveys.

Table 18. Sample of Unit Admission Data

All Programs	Data Sample: Admission Writing Samples	
	Number of Candidates	Mean Score 12 Point Scale
Masters in Tea hing (MAT)	30	8.1
Masters in Teaching and Learning (MATL)	25	10.3
Education Leadership	30	10.3
Pupil Personnel Services	20	9.6

All Programs	Data Sample: Grade Point Average (GPA)	
	Number of Candidates	Average GPA on 4 Point Scale
Masters in Tea hing (MAT)	261	3.71
Masters in Teaching and Learning (MATL)	158	3.79
Education Leadership	171	3.51
Pupil Personnel Services	105	3.81

Table 19. Sample of Program Exit Data

Program: Masters in Teaching (MAT)	Data Sample: Teacher Performance Assessment (TPA) Multiple/Single Subject and Special Education	
	Number of Candidates	Mean Score 4 Point Scale
TPA 1	243	3.17
TPA 2	175	3.37
TPA 3	149	3.33
TPA 4	132	3.36

Program: Masters in Teaching and Learning (MATL)	Data Sample: Common Signature Assignments California Professional Standards for Multiple/Single/Sped. Clear	
	Number of Candidates	Mean Score 4 Point Scale
GED 628 Technology	55	3.65
GED 639 Health	58	3.76
GED 642 English Learners	27	3.61

Program: Pupil Personnel Services (PPS)	Data Sample: Fieldwork and Clinical Practice Evaluation Data California Professional Standards for Pupil Personnel Services	
	Number of Candidates	Mean Score 4 Point Scale
Personal Characteristics	144	3.36
Communication and Coordination	144	3.36
Skills in Counseling	144	3.20
Information Services	144	2.48
Assessment and Appraisal	144	2.68

Program: Education Leadership	Data Sample: Signature Assignments California Professional Standards for Educational Leaders (CSPEL)	
	Number of Candidates	Mean Score 4 Point Scale
CPSEL 1	106	3.51
CPSEL 2	85	3.76
CPSEL 3	119	3.63
CPSEL 4	76	3.54
CPSEL 5	78	3.57
CPSEL 6	97	3.40

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INSTITUTIONAL REPORT

POINT LOMA NAZARENE UNIVERSITY
SAN DIEGO, CALIFORNIA
FEBRUARY 5-8, 2012

Type of Visit:
Initial, Continuous Improvement Option

Contents

OVERVIEW

This section sets the context for the visit. It should clearly state the mission of the institution. It should also describe the characteristics of the unit and identify and describe any branch campuses, off-campus sites, alternate route programs, and distance learning programs for professional school personnel.

A. Institution

A.1. What is the institution's historical context?

On July 28, 1902, Dr. Phineas F. Bresee founded and became the first president of the Pacific Bible College, which would become Pasadena College and later Point Loma Nazarene University (PLNU). Bresee's vision was for a liberal arts institution where spiritual and academic learning went hand-in-hand. That legacy is still with us today, as PLNU remains committed to the liberal arts and to whole-person education. Bresee was also responsible for the founding of the Church of the Nazarene denomination in 1908 that looks to the 18th century English theologian and reformer John Wesley.

Pacific Bible College began with 41 students. In 1910, Bresee purchased the Hugus Ranch property in Pasadena and fulfilled his dream of creating not just a Bible college but a holiness university. Nazarene University opened in 1910 and from its beginning included women students. By 1919, the name of the school had changed again to Pasadena College. In 1964, W. Shelburne Brown became president of Pasadena College. He was instrumental in moving the college from its original location in Pasadena to its new Point Loma, San Diego home in 1973.

Dr. Bob Brower, PLNU's current president, was inaugurated in 1998. In 1999, graduate programs in education were launched at regional centers in Bakersfield and Mission Valley. A graduate program in education has remained in the Pasadena area since the move in 1973. In 2002 this program moved to Arcadia. PLNU now has four regional centers in Arcadia, Bakersfield, the Inland Empire, and Mission Valley, San Diego.

A.2. What is the institution's mission?

Mission Statement
Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Vision Statement
Point Loma Nazarene University will be a nationally prominent Christian university and a leading Wesleyan voice in higher education and the church – known for excellence in academic preparation, wholeness in personal development and faithfulness to mission.

A.3. What are the institution's characteristics [e.g., control (e.g., public or private) and type of institution such as private, land grant, or HBI; location (e.g., urban, rural, or suburban area)]?

Point Loma Nazarene University serves as a private thriving liberal arts institution sponsored by the Church of the Nazarene. PLNU offers degree programs in 56 undergraduate areas of study and graduate programs in education, nursing, business, theology, and biology. A Board of Trustees, composed of an equal number of ministers and laypersons, oversees the affairs of the University. The organizational structure also includes a President (Dr. Bob Brower), a Provost (Dr. Kerry Fulcher),who is the Chief Academic Officer for Academic Affairs, and two Vice-Provosts providing oversight for academic effectiveness and graduate studies.

The college is accredited by WASC with its Senior Commission granting of a ten-year reaffirmation of accreditation in February, 2008. Within the School of Education, each of its 13 programs with supporting licensures is fully accredited by the California Commission on Teacher Credentialing (CTC).

The University's main campus is located on the Point Loma peninsula between San Diego Bay and the shores of the Pacific Ocean with a student population of approximately 3,500 representing the five teaching locations. Graduate Studies are offered at four regional centers in Southern California: Arcadia, Bakersfield, Inland Empire (Corona), and Mission Valley (San Diego).

B. The unit

B.1. What is the professional education unit at your institution and what is its relationship to other units at the institution that are involved in the preparation of professional educators?

The School of Education (SOE) is the unit of PLNU having authority over the professional education preparation programs. There are 13 different professional education programs offered which lead to initial and/or advanced licenses and master's degrees. In May of 2009, the Unit was reorganized into three major divisions: (1) Teacher Education, (2) Educational Leadership, and (3) Master of Arts in Teaching and Learning/School Counseling. Each division is under the direction of an associate dean who reports to the Dean of the SOE. The SOE supports four regional centers located in Arcadia, Bakersfield, Inland Empire (Corona) and Mission Valley (San Diego).

The Dean's Council is the primary governing body of the Unit and consists of the Dean, four Associate Deans, the NCATE Coordinator, and a Budget Analyst. Eight Program Directors support in the management and oversight of the Unit's programs to ensure the effectiveness in the preparation of professional educators.

Within the SOE, a Liberal Studies Major is offered integrating education preparation courses leading to a blended credential. The unit collaborates with "single subject" departments (Math, English, Science, Art, and Music) to advise and guide candidates interested in the field of teacher preparation. A Teacher Education Committee Meeting (TEC) is held monthly to inform faculty and Credential Meetings are scheduled regularly with full-time faculty for advising potential candidates.

B.2. How many professional education faculty members support the professional education unit? Please complete Table 1 or upload your own table at Prompt B.7 below.

Table 1
Professional Education Faculty

Professional Education Faculty	Full-time in the Unit	Full-time in the Institution, but Part-time in the Unit	Part-time at the Institution & the Unit (e.g., adjunct faculty)	Graduate Teaching Assistants Teaching or Supervising Clinical Practice	Total # of Professional Education Faculty
	20	0	171	41	232

B.3. What programs are offered at your institution to prepare candidates for their first license to teach? Please complete Table 2 or upload your own table at Prompt B.7 below.

Table 2
Initial Teacher Preparation Programs and Their Review Status

Program	Award Level (e.g., Bachelor's or Master's)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)	Program Report Submitted for National Review (Yes/No)	State Approval Status (e.g., approved or provisional)	Status of National Recognition of Programs by NCATE
MAT Single Subject	Master's	80	California Commission on Teacher Credentialing	No	Approved	Not applicable to California
MAT Multiple Subject	Master's	65	California Commission on Teacher Credentialing	No	Approved	Not applicable to California
MAT Education Specialist Mild Moderate	Master's	101	California Commission on Teacher Credentialing	No	Approved	Not applicable to California
MAT Education Specialist Moderate Severe	Master's	18	California Commission on Teacher Credentialing	No	Approved	Not applicable to California

B.4. What programs are offered at your institution to prepare advanced teacher candidates and other school professionals? Please complete Table 3 or upload your own table at Prompt B.7 below.

Table 3
Advanced Preparation Programs and Their Review Status

Program	Award Level (e.g., Bachelor's or Master's)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs (e.g., State, NAEYC, or Bd. of Regents)	Program Report Submitted for National Review (Yes/No)	State Approval Status (e.g., approved or provisional)	Status of National Recognition of Programs by NCATE
MATL Single, Multiple Subject, and Education Specialist Clear Credential, CLAD, Reading Certificate	May lead to a Masters Degree in Teaching and Learning	146	California Commission on Teacher Credentialing	No	Approved	Not applicable to California
Masters in Special Education Education Specialist, Clear Credential AASE in Autism, Traumatic Brain Injury, and Other Health Impaired	May lead to a Masters Degree	191	California Commission on Teacher Credentialing	No	Approved	Not applicable to California
Pupil Personnel Services Counseling or CWA Credential	May lead to a Masters in Teaching and Learning	48	California Commission on Teacher Credentialing	No	Approved	Not applicable to California
Education Leadership Administrative Services Preliminary and Clear Credentials	May lead to a Masters in Teaching and Learning	91	California Commission on Teacher Credentialing	No	Approved	Not applicable to California

B.5. Which of the above initial teacher preparation and advanced preparation programs are offered off-campus or via distance learning technologies? What alternate route programs are offered? [In addition to this response, please review the "Institutional Information" in AIMS and, if updating is needed, contact NCATE with details about these programs.]

To meet the critical teacher shortage in education, the Arcadia, Bakersfield, Inland Empire, and Mission Valley Regional Centers have developed intern partnerships with local districts, charter schools, and non-public schools in their respective regions. Approved by CTC, this alternative route

allows for these credentialing candidates to complete a teacher education program with concurrent employment as a teacher of record with a district. Candidates have two years to complete the required coursework, fieldwork, and clinical practice.

The Unit has extended its advanced teacher preparation program in special education to the off-campus site of Tulare County Office of Education located in Visalia, CA. This partnership provides opportunities for candidates in this region to clear their credential through the county and receive a master's degree through PLNU. Faculty members from the Bakersfield Regional Center faculty provide course instruction at the county office site.

B.6. (Continuing Visit Only) What substantive changes have taken place in the unit since the last visit (e.g., added/dropped programs/degrees; significant increase/decrease in enrollment; major reorganization of the unit, etc.)? [These changes could be compiled from those reported in Part C of the AACTE/NCATE annual reports since the last visit.]

Not applicable. This is the initial visit.

B.7. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the unit context may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

CONCEPTUAL FRAMEWORK

This section provides an overview of the unit's conceptual framework(s). The overview should include a brief description of the framework(s) and its development.

C.1. How does the unit's conceptual framework address the following structural elements? [Please provide a summary here. A more complete description of the conceptual framework should be available as an electronic exhibit.]

☐ **the vision and mission of the unit**
☐ **philosophy, purposes, goals, and institutional standards of the unit**
☐ **knowledge bases, including theories, research, the wisdom of practice, and educational policies that drive the work of the unit**
☐ **candidate proficiencies related to expected knowledge, skills, and professional dispositions, including proficiencies associated with diversity and technology, that are aligned with the expectations in professional, state, and institutional standards**
☐ **summarized description of the unit's assessment system**

The School of Education's (SOE) conceptual framework provides the structure and direction for program development, course content, instructional practices, candidate assessments, academic scholarship, community service, and overall unit accountability. With an alignment to the mission and vision of the University, the SOE conceptual framework engages faculty, staff, and candidates in ongoing assessment, analysis, and reflection of the unit's beliefs regarding teaching and learning. Embracing Nazarene heritage, the framework integrates the distinctive qualities of Wesleyan tradition and the philosophy that spiritual and academic learning go hand-in hand.

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

Vision
Point Loma Nazarene University School of Education is a prominent Christian voice in higher education – looked at as a wellspring of resources and support in the areas of pedagogy, leadership, clinical practice, technology, and innovation. The School of Education is recognized as a:
- Christian learning community that promotes excellence in academic preparation, wholeness in personal development, and faithfulness to mission,
- source of expertise and resources within the surrounding communities,
- vital force of change in the transformation of educational landscapes,
- exemplary model of servant leadership and commitment to ministry, and a
- candidate-centered learning environment where diversity is respected, valued, and encouraged.

Philosophy and Purpose
As a community of faithful learners, PLNU's philosophy and purpose for learning is to engender greater and deeper love for God and all that God has created, exploring the world in the confidence of God's grace. As a university seeking faithfulness to the Wesleyan tradition, learning and faith are not seen as two separate and distinct spheres that need to be forced together. Rather, all engage in the learning process striving to live faithfully toward Jesus Christ.

Goals
With this philosophical perspective and purpose serving as the foundational tenets, the PLNU's Outcomes (ILOs) provide three institutional themes with supporting goals that align the University's mission and vision with its core values. The ILOs inform program outcomes in each of the University's academic units:

Learning, Informed by our Faith
1. Displays openness to new knowledge and perspectives.
2. Thinks critically, analytically and creatively.
3. Communicates effectively.
Growing, In a Faith Community
1. Demonstrates God-inspired development and understanding of others.
2. Lives gracefully within complex environmental and social contexts.
Serving, In a Context of Faith
1. Engages in actions that reflect Christian discipleship in a context of communal service and collective responsibility.
2. Serves both locally and globally.

Institutional Standards
The Core Commitments of PLNU's Institutional Standards for WASC accreditation are as follows:

- *Standard One: Defining Institutional Purposes and Ensuring Educational Objectives*
  PLNU has a defined purpose, mission, and objectives. Its primary purpose is education. It has a clear and conscious sense of its essential values and its place in the higher education community and in the larger community. It functions with integrity and autonomy;
- *Standard Two: Achieving Educational Objectives through Core Functions*
  PLNU attains its educational objectives through the core functions of teaching, learning, scholarship, and creative activity. It demonstrates with evidence that it performs these functions effectively;
- *Standard Three: Developing and Applying Resources and Organizational Structures to assure Sustainability*
  PLNU sustains its operations through an appropriate and effective set of decision making structures and through investment in human, physical, fiscal, and information resources;
- *Standard Four: Creating an Organization Committed to Learning and Improvement*
  PLNU is committed to learning and improvement. It conducts sustained, evidence-based planning and systematic evaluations of educational effectiveness. Priorities and plans are established in a "culture of evidence."

Knowledge Base – theories, research, policies and practice
PLNU's SOE is grounded in the rich Wesleyan Heritage and theology that provides a fundamental context for its mission and vision. As a reformer in his time, John Wesley was keenly aware of the transformational power of education. The Wesleyan identity embraces the ideal of education for all and as a way of life. Learning is ongoing and when coupled with service is an outward expression of faith.

Wesley's theology was discerned and adjusted in the midst of the prevailing concerns and issues of society in his day (Weems, 1991). Like Wesley, the SOE strives to demonstrate a passionate involvement in the revitalization, redemption and reformation of their surrounding communities. The SOE challenge the candidates to consider, analyze and review the inequities of education that often deny students' fundamental rights for the provision of education. As suggested by current research, the preparing of effective educators requires careful "skillful preparedness" to ensure ultimately a clear "connected[ness] to student success" (Darling-Hammond, 2009). Candidates across all programs are provided carefully selected learning experiences and content to skillfully lead, support, and educate in ways that enable students from all backgrounds and abilities to master the critical content needed in the 21st century.

With the intent to build the capacity of candidates in providing skillful leading, counseling, and teaching 21st century curriculum, the unit melds selected attributes of constructivism, progressivism, and social reconstructionism to meet this commitment. For just as Wesley was aware that human experiences are essential to the transformation of our intellectual and spiritual growth, so does the constructivist perspective. Given Wesley's distinctive model committed to ongoing study and authentic dialogue, viewpoints are reconsidered, adjusted as they apply to contemporary life. Progressivism also believes that individuals must be prepared to meet the ongoing changes in the world and adjust teaching and learning in accordance to this change. Just as Wesley encouraged discipleship through works of mercy, seizing every opportunity to do what is right and just, so does the philosophy of social reconstructionism seek to be responsive to the needs of society including a

system that justly serves all students. Therefore, SOE affirms the uniting of constructivism, progressivism, and social reconstructionism as a way to manifest the Wesleyan educational heritage. Woven together, the attributes of these philosophies that fit the SOE mission, provide guidance to the unit and ensure the competence of educators and leaders to build the capacity of larger educational systems and increase student achievement.

The Unit's accredited programs support all national, state, and university standards. This requirement also necessitates candidates' understanding and school-based experiences promoted by the U.S. Dept. of Education's No Child Left Behind (NCLB) Act of 2001, the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, and other federal reform issues such as Response to Intervention (RtI) and Race to the Top.

Candidate Proficiencies – knowledge, skills, dispositions, technology, diversity
Knowledge and Skills
All candidates demonstrate program-driven proficiencies that are in alignment with the standards adopted by the California Commission of Teacher Credentialing (CTC). The unit has utilized candidate proficiencies as a vehicle to realize the unit's purposes and goal-driven outcomes. Though each program encompasses different content areas, curricular design and integrity are provided through key assessments linked to University and Unit outcomes proficiencies.

Dispositions
The School of Education acknowledges that ethical and value-based dispositions are a critical factor in becoming a successful educator. The Unit recognizes the importance of the relationship between ethical and value-based dispositions and candidate behaviors as the underlying foundation in all of their work and endeavors. Candidates experience continuous "whole person" transformation in the context of an intentional Christian professional learning community. The SOE has adopted a set of eight dispositions in alignment with the University's mission, vision, and core values and serve as the working norms for all stakeholders who work collaboratively toward a shared vision of successful candidate learning and program effectiveness.

Technology
The School of Education requires and supports candidate use of a variety of technologies to engage in and extend coursework. In all coursework candidates use technology tools to facilitate their communication, collaboration, research, understanding, reflection, application and presentation of course content. Candidates also interact with and gain exposure to Assistive Technology, software, Web 2.0 resources, and other technology tools that target the achievement needs of P-12 students in general education, special education, and those who are also English Learners.

The University provides candidate access to its Learning Management System (LMS), Black Board, which the unit brands as "E-class". With access to E-class, candidates participate in discussion boards, retrieve course materials, compose journals and blogs, exchange e-mail, submit assignments, and check grades. Adobe Connect affords course instructors opportunities to provide flexible meeting times via video conferencing. Additional advantages include screen sharing, polling questions, and chat windows to engage students across regional centers. Candidates have the opportunity to access wireless networks at all locations via computer labs and mobile laptop carts.

Diversity
Diversity at PLNU is a continued celebration of the blessings that emanate from different abilities, ethnic, cultural, racial, national origins, religious, and socio-economic backgrounds (Brower, 2010). Stated in the School of Education's vision, true advocacy begins with each faculty member's understanding and belief in the positive power of diversity. Candidates are exposed to ethnic, social, cognitive, and cultural diversity within learning communities and supported in the transferring of these theoretical principles of social justice into educational practices throughout their course of study.

 Assessment System Summary
The Unit has identified four categories of assessments
1. Candidate Progress through the Program (Key Transition Point Assessments)
2. Candidate Performance (Key Signature Assignment Assessments in Alignment with State Standards)
3. Program Graduate Performance (Exit Surveys and Follow-up Surveys of Preparation and Performance)
4. Assessment of Unit and Program Operations

This data comes from multiple stakeholders, representing both internal and external sources. It is routinely and systematically compiled, analyzed, and reported with the intention of improving candidate performance, program quality, and unit operations. The Dean, Associate Deans, and Program Directors provide oversight for data collection. Field experiences and signature assessments are collected, stored, and analyzed by the School of Education faculty. Courses and other data, such as admissions, GPA, CBEST and CSET scores, and demographics, are obtained from the Office of Institutional Research, the Dean of the Graduate School, the Office of the Registrar, and the Admissions Office. The Dean, as head of the unit, is responsible for the aggregation and dissemination of data.

C.2. (Continuing Visits Only) What changes have been made to the conceptual framework since the last visit?

Not applicable.

C.3. (First Visits Only) How was the conceptual framework developed and who was involved in its development?

The crafting of the conceptual framework was a shared faculty venture and presents a coherent and consistent set of working operations within and across all unit programs. With input from faculty and advisories, the conceptual framework reflects an alignment with the University's mission and vision, and summarizes the focus of the SOE's credential programs. Five faculty retreats, held from May, 2009 – August, 2010 provided forums for research, discussion, and writing. Faculty took great measures to ensure that the three defining measures of the conceptual framework (equip, transform, and empower) provided a context for ensuring continuity in curriculum, instruction, field experience, clinical practice, and assessment throughout the candidate's program of study. The draft of the conceptual framework was completed in the spring of 2010. In the summer of 2010 it was distributed to various focus groups for final input. The conceptual framework was approved by the faculty in August, 2010.

C.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the conceptual framework may be attached here. [Because BOE members should

be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Overview Find Conceptual Framework
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard Two Find Assessment Handbook

STANDARDS

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1a. Content Knowledge for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

Evidence from the Unit's assessments demonstrates that candidates in state-approved multiple subject, single subject, and special education preliminary licensure programs meet professional, state, and institutional standards for content knowledge and skills, and professional dispositions necessary to help all students learn.

Liberal studies candidates from the undergraduate level may register and earn credit for foundational coursework. Coursework is transferred upon graduation. Graduate students seeking preliminary licensures may also seek a Master's Degree in Teaching.

All initial teacher preparation programs participate in a state review through the California Commission on Teacher Credentialing (CTC). Relevant assessments include state licensure exams, signature assignment assessments embedded within coursework, the state's teacher performance assessments, clinical practice evaluations, disposition assessments, exit surveys, and follow-up surveys of credential program completers and their employers. This evidence reflects the Unit's commitment to assess candidates' knowledge, skills, and dispositions; and clear evidence that the Unit's initial program candidates meet NCATE standards for content knowledge, pedagogical content knowledge and skills, and professional dispositions.

1a.1. What are the pass rates of teacher candidates in initial teacher preparation programs on state tests of content knowledge for each program and across all programs (i.e., overall pass rate)? Please

complete Table 4 or upload your own table at Prompt 1a.5 below. [This information could be compiled from Title II data submitted to the state or from program reports prepared for national review.]

State Tests of Content Knowledge
- *California Basic Educational Skills Test (CBEST)*
The California Basic Educational Skills Test (CBEST) was developed by CTC to meet requirements of laws relating to credentialing and employment. The CBEST is designed to test basic reading, mathematics, and writing skills found to be important for the job of an educator.
- *California Subject Examinations for Teachers (CSET)*
The California Subject Examinations for Teachers (CSET) have been developed by the California Commission on Teacher Credentialing (CTC) for prospective teachers who choose to or are required to meet specific requirements for certification by taking examinations. The CSET includes examinations designed to meet subject matter competence.

CTC requires that all prospective candidates for initial credentialing take a skills proficiency test and submit a score prior to admittance into the graduate program. This can be demonstrated by taking the CBEST exam or Multiple Subject CSET plus writing skills examination. Remedial support for non-passers is emphasized at each of the regional centers. Advisors promote the importance of CSET prep from the first advising session, making sure to note that the test is a prerequisite for Clinical Practice. All centers have CSET preparation manuals available onsite, with each advisor recommending additional texts or websites according to a candidate's needs. The Arcadia Regional Center advisors suggest taking each subtest individually, making the entire test more manageable for the candidates, and advise candidates struggling with the test to enroll in an offsite CSET preparation course. The Mission Valley Regional Center posts flyers advertising preparation courses offered by reputable agencies and can connect candidates with professors on the main campus in the candidate's specific area of study (e.g. math, English, science, etc.) for additional support. The Bakersfield Regional Center partners with the local County Office to send candidates to preparation courses, which are advertised via PLNU email and posted visibly on campus, and also offers on-campus preparation courses throughout the year for the Math CSET.

In addition, **Multiple Subject** candidates participate in the CSET examination with three subtests focusing on general subject matter knowledge in language arts, literature, mathematics, science, social studies, history of the arts, physical education, and human development. The content specifications are aligned with the requirements of the Student Academic Content Standards (Grades K-8) of the State Board of Education. **Single Subject** candidates participate in the CSET examination within their specific content area. Each content area has varying numbers of subtests. **Education Specialist** candidates, based on their grade level focus, are held to the same content knowledge standards and participate in either the Multiple Subjects CSET examination or the Single Subject CSET examination in a specific content area.

Candidates that do not receive passing scores in these state assessments are advised to seek locally offered tutorials. In an effort to seek continual program improvement during the 2011-2012 academic year, an ad-hoc committee with representatives from each regional center will develop a unit-wide tutorial program for those candidates that do not receive passing scores.

1a.1 Required Table 4
Pass Rates on Content Licensure Tests for Initial Teacher Preparation
For Period: 2010-2011 School Year

Program	Name of Licensure Test	# of Test Takers	% Passing State Licensure Test
Overall Pass Rate for the Unit	California Basic Education Skills Test (CBEST)	150 first time takers 81 second attempt takers	65% first time takers 38% second attempt takers
Teacher Education Multiple & Single Subject & Ed. Spec.	California Subject Examination for Teachers (CSET)	**http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html** Log-in using the following password: plnuncate Click on Standard One 1a.1 Required Table: Pass Rates on Content Licensure Tests for Initial Teacher Preparation	

1a.2 (Programs Not Nationally Reviewed) What data from other key assessments indicate that candidates in initial teacher preparation programs demonstrate the content knowledge delineated in professional, state, and institutional standards? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1a.5 below.]

All initial teacher preparation programs participate in state review through the California Commission on Teacher Credentialing. The following summarizes data demonstrating the content knowledge. Detailed information about the assessment data for initial credentialing programs can be reviewed in the program Biennial Reports.

Biennial Report Data: See 1a.5

The California Teaching Performance Assessment (CalTPA) Overview
In addition to the licensure tests identified in 1a.1, preliminary credentialing candidates also demonstrate their in-depth knowledge of the content they plan to teach through the Teaching Performance Assessments (TPA), which is a series of assessments from the California Commission on Teacher Credentialing. The California Teaching Performance Assessment (CalTPA) is an assessment of an initial candidate's ability to demonstrate competency of the Teaching Performance Expectations (TPEs). The Unit requires the CalTPA process for Multiple Subject, Single Subject, and Education Specialist candidates. The CalTPA provides a series of four performance tasks that candidates complete during their professional preparation program. The CalTPA results help to provide formative assessment information to candidates for improving the quality of their teaching. Candidates not receiving a passing score on the first attempt will receive advisement from their advisor and TPA assessment team. Candidates failing on the second attempt must register for a one-unit of special studies for remediation.

Given this overview, TPA Task 1, Subject-Specific Pedagogy, is the unit's key assessment demonstrating **content knowledge** and completed after candidates have completed foundational coursework on educational theory and practices related to supporting all learners. (EDU600, Foundations of Education and Learning Theory, EDU601, Language Acquisition and Diverse Populations or EDU653, or Principles of Language Acquisition for Students with Moderate/Severe Disabilities and EDU602, Foundations of Special Education).

Analysis of the aggregated TPA Task 1 data for 2010-2011 cites that 76.5% of the preliminary candidates passed TPA Task 1 on the first attempt. This is a lower passing percentage than any other task. Candidates' overall mean scores indicate proficiency in all criteria. A relative strength is in the category of **Using Subject Specific Pedagogy,** with a mean score of 3.15. The candidates receive solid exposure to and practice of how to implement effective teaching strategies from the very beginning of their program. A relative area for growth is in the category of **Making Adaptations,** with a mean score of 3.02.

The Reading Instruction Competence Assessment (RICA)

The California Reading Initiative, Educational Code Section 44283, requires the California Commission on Teacher Credentialing (CTC) to develop, adopt, and administer a reading instruction competence assessment to measure an individual's knowledge, skill, and ability relative to effective reading instruction. The evaluation tool used by CTC is the Reading Instruction Competence Assessment (RICA), and it ensures that candidates for Multiple Subject and Education Specialist Instruction Credentials possess the knowledge and skills important for the provision of effective reading instruction to students. Data analysis for RICA test-takers suggests a higher pass rate (79-89%) when the RICA is taken close to the course offering. An analysis of RICA data over the past year shows that candidates are much more likely to pass the RICA on first administration if they have completed EDU 610, Methods of Teaching Reading and Writing, within the last two months. Based on this data, a requirement that all candidates must register for the next administration of the RICA before completing EDU 610 has been added to the syllabus. Non-passers are provided with tutorials on case studies, additional study guides and invitations to audit EDU 619 acting as a review prior to the test administration date(s).

RICA Data:

Date	Takers	Passers	% Passage	% Not Passed	Mean-PLNU	Mean-State
Oct-10	17	15	88	12	237.2	230.2
Dec-10	14	11	79	21	229.5	233.3
Feb-11	27	24	89	11	235.1	234
Apr-11	21	15	71	29	232.5	231.5
Jun-11	31	15	48	52	220.8	225.6

1a.3. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates demonstrate an in-depth knowledge of the content knowledge delineated in professional, state, and institutional standards? [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1a.5 below.]

Advanced teacher preparation programs that lead to a recommendation for state licensure submit to the state review process. Advanced teacher candidate programs include the Multiple/Single Subject Clear Credential, Education Specialist Clear Credential, Reading Certificate, and CLAD Credential. Key signature assignment assessments and current pass rates are listed for each of these programs. Detailed information regarding the signature assignment assessments, data collection and analysis and recommendations for program improvement, are provided in the Biennial Reports. Data charts and rubrics will be posted in the NCATE Exhibit Room for the February, 2012 site visit.

Advanced Multiple and Single Subject and CLAD
- GED 641, School Communities in a Pluralistic Society: This signature assignment assessment requires candidates to demonstrate content mastery through researching the values, religious observances/holidays, learning styles, parental role in education, child rearing traditions, most appropriate ways to praise and discipline the children in school, communication styles (verbal and non-verbal) and best practices in teaching these children of a selected culture. The project should include a reflection section inclusive of the most significant learning and plans to apply learnings in the field. Data analysis for 2010-2011 shows a 4.00 proficiency on a 4.00 rubric scale.
- GED 677, Teaching Strategies for Special Populations: This signature assignment assessment requires candidates to demonstrate understanding, application and use of inclusive practices. Students will give an oral presentation, supplemented by a PowerPoint, showing specific strategies that differentiate instruction for students with diverse needs as well as collaboration strategies to promote inclusive practices for students with diverse needs. Data analysis for 2009-2011 shows a 3.93 proficiency on a 4.00 rubric scale.

Education Specialist (Clear) and Added Authorizations in Special Education
- GED 650, Universal Access, Equity for all Students: This signature assignment assessment requires candidates to demonstrate content mastery through designing a standards-based universal access lesson for a unit of study. The lesson demonstrates equitable access for all learners, and the implementation of differentiated strategies. Data analysis for 2009-2011 shows a 3.44 proficiency on a 4.00 rubric scale.

Reading Certificate
- GED692, Standards, Assessment and Instruction: Comprehending and Composing Written Language: This signature assignment assessment requires candidates to determine best practices and the effectiveness in comprehension strategy instruction by developing and presenting a "Strategy Demonstration Plan" they have found to be successful and justify two practices they would include in future lessons. Data analysis for 2009-2011 shows a 3.98 proficiency on a 4.00 rubric scale.

Biennial Report Data: See 1a.5

Candidates pursuing clear credentials may also seek a Master's of Arts in Education degree in Teaching and Learning. This master's degree does not lead to a recommendation for licensure, so it is exempt from state review. Candidates in this master's degree program must maintain a minimum 3.0 GPA to stay in good academic standing and must satisfactorily complete key content knowledge assessments to progress in their focused program of study. For this master's degree, candidates enter this program with content knowledge preparation already completed. Typically, candidates have demonstrated content knowledge through passing the TPAs and complete a research project in GED 689 demonstrating their in depth knowledge of the content knowledge for their specialization.

1a.4. What do follow-up studies of graduates and employers indicate about graduates' preparation in the content area? If survey data are being reported, what was the response rate? [A table summarizing the results of follow-up studies related to content knowledge could be attached at Prompt 1a.5 below. The attached table could include all of the responses to your follow-up survey to which you could refer the reader in responses on follow-up studies in other elements of Standard 1.]

To support the Unit's focus of ongoing and continuous improvement, a variety of surveys are distributed to probe candidate satisfaction and competence as related to CTC standards and institutional goals and outcomes. These surveys were developed in the fall of 2010 and spring of 2011. Exit survey data has been gathered in the MAT initial teaching credential programs and MATL advanced credentials. The following table extrapolates baseline data from these surveys and suggests that the majority of the candidates feel well prepared in the **content area** of focus:

Credential Program	Data Analysis
Preliminary Multiple Subject Credential	69% yielded highest score of 4 21.93% yielded the second highest score of 3
MAT: Preliminary Single Subject Credential	35.70% yielded highest score of 4 38.50% yielded the second highest score of 3
MAT: Preliminary Education Specialist Mild Moderate Credential	49.20% yielded highest score of 4 23% yielded the second highest score of 3
MAT: Preliminary Education Specialist Moderate Severe Credential	89.20% yielded highest score of 4 7% yielded the second highest score of 3
MATL: Clear Multiple and Single Credential	Developed in spring of 2011 Data analysis will be available at the site visit
Masters in Special Education: Clear Education Specialist Credential	Developed in spring of 2011 Data analysis will be available at the site visit
Added Authorization in Special Education (AASE) Autism	New Credential Data analysis will be available at the site visit
Added Authorization in Special Education (AASE) Traumatic Brain Injury	New Credential Data analysis will be available at the site visit
CLAD Credential	Developed in spring of 2011 Data analysis will be available at the site visit
Reading Certificate	Developed in spring of 2011 Data analysis will be available at the site visit

In the spring of 2011, additional program surveys were developed to probe candidate alumni and employers perceptions one year following program completion. These surveys were distributed in March of 2011 and also offer the unit baseline data. While the candidate alumni survey provided ample data, employer responses were minimal (three responses) therefore providing insufficient data for evaluation. Future considerations will include sending the surveys out at an earlier date and offering a tangible reinforcement for completion and return.

Data analysis from the alumni one year out survey shows that program completers are well prepared in the area of **content knowledge**. Initial program alumni surveys site that courses address current developments in the field (4.13/5), courses were relevant for their field (4.06/5) and prepared them for the daily tasks in their content area. Lower scoring areas spoke to critical evaluation of literature

in the field (3.81/5). Data from the advanced program alumni surveys site that courses addressed current developments in the field (4.25/5) and strengthened their knowledge base (4.38/5). Lower scoring areas were continued research (3.25/5) and engagement in professional projects (3.25/5).

Biennial Report Data: See 1a.5
Exit Surveys: See 1a.5
Follow-Up Survey Results: See 1a.5

1a.5 (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the content knowledge of teacher candidates may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

http://www.taskstream.com/ts/railsback/CTCProgramAssessment.html. Biennial Report
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard One. Click on individual initial programs Find Exit Surveys for each of the individual programs Find Follow-Up Surveys for each of the individual programs

1b. Pedagogical Content Knowledge and Skills for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1b.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates in initial teacher preparation programs demonstrate the pedagogical content knowledge and skills delineated in professional, state, and institutional standards? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1b.4 below.]

All initial teacher preparation programs participate in state review through the California Commission on Teacher Credentialing. The following summarizes data demonstrating the pedagogical content knowledge and skills. Detailed information regarding the assessment data and analysis and recommendations for program improvement for initial credentialing programs can be reviewed in the program Biennial Reports.

TPA 2
All MAT initial teacher preparation candidates demonstrate **the pedagogical content knowledge and skills** through completion of TPA Task 2. Task 2, a lesson plan designed by candidates serves as the culminating activity that articulates their understanding between content and content specific pedagogy. This lesson integrates the California Content Standards and the adopted framework. 2010-1011 analysis of the aggregated data cites that 92.8% of the initial candidates passed TPA Task 2 on the first attempt. Candidates' overall mean scores indicate proficiency in all criteria. A relative strength continues to be in the category of **Using Subject Specific Pedagogy,** with a mean score of 3.13.

TPA 2 Data: See 1b.4

Other Key Assessments: Foundational Methodology Courses Supporting Pedagogical Content Knowledge and Skills (1b1)

Candidates in the initial teacher preparation program (MAT) reflect an understanding of the relationship of content and content-specific pedagogy delineated in standards throughout the program. Within the initial teacher preparation program (MAT) methods courses, candidates demonstrate this understanding of the content, pedagogy and standards through signature assignments meeting CLO's. Candidates plan and practice a variety of strategies based on their emerging teaching philosophies. Woven throughout their methods courses, MAT candidates also consider ways to present content in real-world contexts and through the integration of technology. A summary of these signature assignment assessments is listed below. Comprehensive data analysis, discussion, and recommendations can be found in the individual program Biennial Reports. Additional program specific charts will be available at the site visit.

All MAT Preliminary Credentials
- EDU 600/600F, Foundations of Education and Learning Theory: This signature assignment assessment requires credentialing candidates to communicate and reflect their teaching philosophies and educational beliefs as related to students, learning, and teaching in contemporary schools. Data analysis on the MAT candidates for 2009-2011 shows a 3.83 proficiency on a 4 point rubric scale.

Preliminary Single Subject (Preliminary)
- EDU 620/620F, Literacy Instruction for Secondary Teachers: This signature assignment assessment consists of a comprehensive case study. It includes a listing of classroom demographics, observations, and assessments. A data analysis will identify the next learning steps for the focus student of an English learner or special education background. Data analysis on candidates for 2009-2011 shows a 3.67 proficiency on a 4 point rubric scale.

Multiple Subject (Preliminary)
- EDU 610/610F, Methods for Teaching Reading and Writing: The signature assignment assessment requires candidates to choose an English Language Learner as a focus student during the field experience. The assignment requires candidates to Collect data through anecdotal observation, literacy assessment instruments, and student conferences, reflect on that data, and set learning goals for student growth. Data analysis for 2009-2011 shows a 3.80 proficiency on a 4 point scale.
- EDU 611/611F, Interdisciplinary Approaches to Teaching in the Content Areas: This signature assignment assessment requires credentialing candidates to develop, plan and organize an integrated standards-based thematic unit of instruction for a classroom of students. The differentiated instruction, technology, assessment techniques and resources that will meet the needs of all students will be included. Data analysis for 2009-2011 shows a 3.79 proficiency on a 4 point rubric scale.

Education Specialist (Mild Moderate and Moderate Severe Preliminary)
- EDU 650, Assessment and Services for Students with Disabilities: This signature assignment assessment requires credentialing candidates to conduct a functional behavioral assessment and develop a behavior support plan for a student with behavioral challenges. The analysis will include the steps taken for the functional behavioral analysis, the assessment results, and

development of 3 goals and will include materials, technology, supports, and assessment system. Data analysis for 2009-2011 shows a 3.72 proficiency on a 4 point rubric scale.

- EDU 652, Coordination and Consultation for IEP Implementation, Evaluation and Program Improvement: This signature assignment assessment requires candidates to prepare a comprehensive lesson and delineate the role of a special education teacher, a service provider, and a paraeducator in collaboration with the general education staff to meet the diverse needs of the students with disabilities and English Learners with special needs. The lesson will include the content area and supporting standards, lesson objectives, considerations for 3 focus students, co-teaching approaches, room arrangements, materials, and assessment products. Data analysis for 2009-2011 shows a 3.63 proficiency on a 4 point rubric scale.

Biennial Report Data: See 1b.4

1b.2. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates know and apply theories related to pedagogy and learning, are able to use a range of instructional strategies and technologies, and can explain the choices they make in their practice. [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1b.4 below.]

Advanced teacher preparation programs that lead to a recommendation for state licensure submit to the state review process. Advanced teacher candidate programs include the Multiple/Single Subject Clear Credential, Education Specialist Clear Credential, Reading Certificate, and the CLAD Credential.

Candidates pursuing clear credentials may also seek a Master's of Arts in Education degree in Teaching and Learning. This master's degree does not lead to a recommendation for licensure, so it is exempt from state review. Candidates in this master's degree program must maintain a minimum 3.0 GPA to stay in good academic standing and must satisfactorily complete key content knowledge assessments to progress in their focused program of study. They must also complete an action research project in GED 689. These exams and research projects show that candidates demonstrate an in depth knowledge of the content knowledge for their specialization.

A complete list of all of the key assessments, data collection and analysis, and recommendations for program improvement that address advanced teacher candidates' in-depth content knowledge can be reviewed in the individual program Biennial Reports. A summary of courses with signature assignments assessing in-depth content knowledge are as follows:

Multiple and Single Subject (Clear) and CLAD
- GED 642, Advanced Strategies for English Learners: This signature assignment assessment requires candidates to design a standards-based unit of study. The format includes instructional consideration for both English Learners and Special Education Students. The candidate lists the instructional texts, strategies, technology, assessment techniques and any supplemental teaching materials. Data analysis for 2009-2011 shows a 3.78 proficiency on a 4.00 rubric scale.

Education Specialist (Clear) and Added Authorization in Special Education (AASE)
- GED622, Advanced Assessment and Behavior Analysis: This signature assignment assessment requires candidates to develop a Comprehensive Philosophy and Action Plan of Assessment and Behavior Support to include their philosophy, rules and expectations, specific consequences, instructional supports, and guidelines for individual behavioral needs. Data analysis for 2009-2011 shows a 3.75 proficiency on a 4.00 rubric scale.

Reading Certificate
- GED693, Research-based Intervention: Models and Strategies: This signature assignment assessment requires candidates to demonstrate content mastery through the reading of intervention models and strategies with on-going assessment results and capturing these in a research report. They strengthen their understanding of the use of intervention, to help struggling readers build the reading and writing skills necessary for school success. Data analysis for 2009-2011 shows a 3.87 proficiency on a 4.00 rubric scale.
- GED 694, Standards, Assessment and Instruction: Word Analysis, Fluency, and Systematic Vocabulary Development: This signature assignment assessment requires candidates to strengthen their research and intervention strategies and practices by reading articles from the National Reading Panel and creating entry logs for each article. Two struggling readers are assessed with candidates presenting an assessment analysis and teaching targets for the focus students. Data analysis for 2009-2011 shows a 4.00 proficiency on a 4 point scale.

Biennial Report Data: See 1b.4

1b.3. What do follow-up studies of graduates and employers indicate about graduates' preparation in pedagogical content knowledge and skills? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to pedagogical content knowledge and skills could be attached at Prompt 1b.4 below.]

To support the Unit's focus of ongoing and continuous improvement, a variety of surveys are distributed to probe candidate satisfaction and competence as related to CTC standards and institutional goals and outcomes. Exit survey data has been gathered in the MAT initial teaching credential programs and MATL advanced credentials. The following table extrapolates data from these surveys and suggests that the majority of the candidates feel well prepared in **pedagogical content knowledge and skills.**

Credential Program	Data Analysis
MAT: Preliminary Multiple Subject Credential	64.25% yielded highest score of 4 35.71% yielded the second highest score of 3
MAT: Preliminary Single Subject Credential	36.66% yielded highest score of 4 29.16% yielded the second highest score of 3
MAT: Preliminary Education Specialist Mild Moderate Credential	57.22% yielded highest score of 4 31.61% yielded the second highest score of 3
MAT: Preliminary Education Specialist Moderate Severe Credential	68.75% yielded highest score of 4 29.10 yielded the second highest score of 3
MATL: Clear Multiple and Single Credential	Developed in spring of 2011 Data analysis will be available at the site visit
Masters in Special Education:	Developed in spring of 2011

Clear Education Specialist Credential	Data analysis will be available at the site visit
Added Authorization in Special Education (AASE) Autism	New Credential Data analysis will be available at the site visit
Added Authorization in Special Education (AASE) Traumatic Brain Injury	New Credential Data analysis will be available at the site visit
CLAD Credential	Developed in spring of 2011 Data analysis will be available at the site visit
Reading Certificate	Developed in spring of 2011 Data analysis will be available at the site visit

In the fall of 2010, additional program surveys were developed to probe candidate alumni and employers perceptions one year following program completion. These surveys were distributed in March of 2011 and offer the unit baseline data. While the candidate alumni survey provided ample data, employer responses were minimal (three responses) therefore providing insufficient data for evaluation. Future considerations will include sending the surveys out at an earlier date and offering a tangible reinforcement for completion and return.

Data analysis from the alumni one year out survey shows that program completers are well prepared in the area of **pedagogical content knowledge and skills**. Initial program alumni surveys cite that candidates improved their ability to impact student achievement (4.09/5) and respond to diverse student/community needs (4.22/5). Lower scores were seen in using appropriate technologies in the workplace (3.78). Reauthorized standards for initial programs now require the integration of technology into all coursework. Advanced program alumni surveys cite that candidates acquired a stronger pedagogical knowledge and skill base (4.38/5).
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Biennial Report Data: See 1b.4
Exit Surveys: See 1b.4
Follow-Up Studies: See 1b.4

1b.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the pedagogical content knowledge of teacher candidates may be attached here.

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard One 1b.4 TPA Tasks 1-4 Passage Rates 2011
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard One. Click on individual initial credential programs Find Exit Surveys for each of the individual programs
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate For Follow-Up Studies: Click on Unit Standard One 1b.4 Advanced_1year_Pedagogical_ Content_ Knowledge Survey Results.xls 1b.4 Initial_1year_Pedagogical_ Content_Knowledge_Survey Results.xls
http://www.taskstream.com/ts/railsback/CTCProgramAssessment.html. Biennial Report

1c. Professional and Pedagogical Knowledge and Skills for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1c.1. What data from key assessments indicate that candidates in initial teacher preparation and advanced teacher preparation programs demonstrate the professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning? [A table summarizing these data could be attached at Prompt 1c.5 below.]

INITIAL TEACHER PREPARATION PROGRAMS

TPA Tasks 4

Throughout the MAT program, preliminary candidates are assessed by the four Teacher Performance Assessments. These assessments are embedded with the California Teaching Performance Expectations established by the CTC to describe the set of knowledge, skills, and abilities beginning teachers should be able to demonstrate. During clinical practice, all initial teacher preparation candidates complete TPA Task 4. Task 4 is the culminating assessment requiring candidates to plan and implement a comprehensive instructional plan based on the California Content Standards. Data analysis for Task 4 shows a 3.24 proficiency on a 4 point rubric scale. A relative strength is in the category of **Creating a Classroom Environment,** with a mean score of 3.35. A relative area for growth is in the category of **Making Adaptations,** with a mean score of 2.91.

TPA Task Data: See 1c.5

ADVANCED TEACHER PREPARATION PROGRAMS

Advanced candidates seeking clear credentials know and apply theories related to pedagogy and learning and are able to use a range of instructional strategies and technologies, and explain the choices they make in their practice. To demonstrate these proficiencies, and meet new authorization standards, coursework for clearing candidates' credentials has been revised. Signature assignments, integrating these new standards, have been added to all of the required courses. A complete listing of the key assessments, data collection and analysis, and recommendations for program improvement are included in the individual program Biennial Reports. A summary of these courses are as follows:

Multiple and Single Subject and Education Specialist (Clear)
- GED 689, Action Research: This signature assignment assessment requires candidates to demonstrate the professional pedagogical knowledge and skills embedded in the clear courses and curriculum standards by the creation of a final action research project that identifies how they have integrated the information from their course work to meet the needs of their students. Data analysis will be available at the site visit.

Added Authorization in Special Education (AASE)
- GED652, Methods for Teaching Students with Autism Spectrum Disorder: This signature assignment assessment requires candidates to develop an organizational/self-regulation system for an individual student to include a daily class/subject Schedule, task completion due dates, support services, a sensory diet, assignment notification, anticipation of change

strategies, a relaxation system and communication of needs. Data analysis for 2011 shows a 3.86 proficiency on a 4.00 rubric scale.

- GED653, Methods for Teaching Students with Traumatic Brain Injury: This signature assignment assessment requires candidates to review the neuropsychological and academic assessment reports of a student who has Traumatic Brain Injury. Candidates will identify areas of strength and need, generate recommendations for services and supports, provide positive behavioral supports, address assistive technology and develop supporting goals and objectives for student learning. Data analysis for 2011 shows a 3.72 proficiency on a 4.00 rubric scale.
- GED 654, Methods for Teaching Students with Other Health Impairments: This is a new AASE and the class was not offered in the 2010-2011 academic year.

CLAD: Cross-Cultural, Language and Academic Development
- GED 668, Bilingual Education and Specially Designed Academic Instruction: This signature assignment assessment requires candidate to design a one-week Specially Designed Academic Instruction in English (SDAIE) unit of study. The format identifies ELD standards, academic content standards as well as language and content objectives. The instructional strategies, technology, assessment techniques and teaching materials that will help meet the needs of the ELL students are included. Candidate enrollment was 0-3 across region centers, rendering insufficient data for analysis. Data analysis will be available at the site visit.

Reading Certificate
- GED 698, Special Studies in Education: Literacy Field Studies: This signature assignment assessment requires candidates to create a final Action Research project that identifies how they have integrated the information from their course work to meet the needs of their students. Data analysis for 2009-2011 shows a 3.85 proficiency on a 4.00 rubric scale.

Biennial Report Data: See 1c.5

1c.2. What data from key assessments indicate that candidates in initial teacher preparation programs consider the school, family, and community contexts and the prior experiences of students; reflect on their own practice; know major schools of thought about schooling, teaching, and learning; and can analyze educational research findings? If a licensure test is required in this area, how are candidates performing on it? [A table summarizing these data could be attached at Prompt 1c.5 below.]

All MAT Preliminary Credentials
- EDU 600/600F, Foundations of Education and Learning Theory: This signature assignment assessment requires credentialing candidates to communicate and reflect their teaching philosophies and educational beliefs as related to students, learning, and teaching in contemporary schools. Data analysis on candidates for 2009-2011 shows a 3.83 proficiency on a 4 point rubric scale. Data can be found in the individual program Biennial Reports.
- Clinical Practice I and II: Mid-term and final clinical practice assessments include a focus on Planning Instruction and Designing Learning Experiences for ALL Students (TPE 8, 9). This component considers relevant information about the class as a whole and about selected students including linguistic background, academic language abilities, content knowledge, and skills, physical, social, and emotional development; cultural and health considerations; and interests. It draws upon detailed and relevant information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first

languages, as well as their proficiency in English. Data analysis on mid-term evaluations for 2010-2011 shows a 3.29 proficiency on a 4 point rubric scale. Data analysis on final evaluations for 2010-2011 shows a 3.76 proficiency on a 4 point rubric scale.

- EDU CPI Seminar and EDU CPII Seminar: These courses are co-requisites to each of the clinical practice experiences required of all preliminary preparation candidates (Multiple, Single, Education Specialist). This course provides a rich forum for discussion and review of school, family and community responsibilities as a professional educator in the field. Candidates keep reflective logs with instructors providing formative feedback regarding this prompt. Data analysis will be available at the site visit.

Biennial Data:
TPA Task 3 and 4 Data:
Clinical Practice Data:

1c.3. What data from key assessments indicate that advanced teacher candidates reflect on their practice; engage in professional activities; have a thorough understanding of the school, family, and community contexts in which they work; collaborate with the professional community; are aware of current research and policies related to schooling, teaching, learning, and best practices; and can analyze educational research and policies and explain the implications for their own practice and the profession? [A table summarizing these data could be attached at Prompt 1c.5 below.]

To supplement the demonstration of the professional and pedagogical knowledge and skills delineated in the state standards to facilitate learning, advanced candidates also complete a reflective coaching course with a fieldwork component to ensure that they have a thorough understanding of the school, family and community contexts in which they work, collaborate with the professional community; are aware of current research and policies related to schooling, teaching, learning, and best practices; and can analyze educational research and policies and explain the implications for their own practice and profession. The Formative Assessment for California Teachers (FACT) system provides the structure for this process. The purpose is to improve teaching as measured by each standard of the *California Standards of the Teaching Profession* (CSTP) and in relation to the *state adopted academic content standards* and *performance levels for students*. Formative assessment is an ongoing learning process that follows the cycle: plan, teach, reflect, and apply. FACT is designed to assist in meeting the learning needs of students while growing as a professional and feeling greater confidence as a teacher.

Multiple and Single Subject (Clear)
- GED 673, Reflective Coaching Seminar: Credential candidates clearing their credentials complete the Plan, Teach, Reflect, and Apply process for Teacher Induction. This formative assessment system utilizes California's Beginning Teacher Support and Assessment (BTSA) materials that serve as resource for candidates and faculty through the process. Candidates, in collaboration with faculty, frame the path for the expanded skills, support application in the classroom, and provide continual reflection for improving practice inquiry and professional growth. Data analysis will be available at the site visit.

Education Specialist (Clear)
- GED658, Reflective Coaching/Induction: Candidates clearing their credential participate in a reflective coaching seminar and complete PLNU formative assessments aligned with the California Standards for the Teaching Profession (CSTP). Candidates need to hold a preliminary credential and be serving as the teacher of record as they complete the requirements for this course. Candidates will complete PLNU's Plan, Teach, Reflect, and

Apply Process with a PLNU reflective coaching mentor. This fieldwork course requires 15 clock hours of observation and participation specific to reflective coaching and individualized induction. Data will be available at the site visit.

1c.4. What do follow-up studies of graduates and employers indicate about graduates' preparation related to professional and pedagogical knowledge and skills? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to professional and pedagogical knowledge and skills could be attached at Prompt 1c.5 below.]

To support the Unit's focus of ongoing and continuous improvement, a variety of surveys were developed in the fall of 2010 and spring of 2011 and distributed to probe candidate satisfaction and competence as related to CTC standards and institutional goals and outcomes. Exit survey data has been gathered in the MAT initial teaching credential programs. The following table extrapolates data from these surveys and suggests that the majority of the candidates feel well prepared in **professional and pedagogical content knowledge and skills.**

Credential Program	Data Analysis
MAT: Preliminary Multiple Subject Credential	64.25% yielded highest score of 4 35.71% yielded the second highest score of 3
MAT: Preliminary Single Subject Credential	36.66% yielded highest score of 4 29.16% yielded the second highest score of 3
MAT: Preliminary Education Specialist Mild Moderate Credential	57.22% yielded highest score of 4 31.61% yielded the second highest score of 3
MAT: Preliminary Education Specialist Moderate Severe Credential	68.75% yielded highest score of 4 29.10% yielded the second highest score of 3
MATL: Clear Multiple and Single Credential	Developed in spring of 2011 Data analysis will be available at the site visit
Masters in Special Education: Clear Education Specialist Credential	Developed in spring of 2011 Data analysis will be available at the site visit
Added Authorization in Special Education (AASE) Autism	New Credential Data analysis will be available at the site visit
Added Authorization in Special Education (AASE) Traumatic Brain Injury	New Credential Data analysis will be available at the site visit
CLAD Credential	Developed in spring of 2011 Data analysis will be available at the site visit
Reading Certificate	Developed in spring of 2011 Data analysis will be available at the site visit

In the spring of 2011, additional program surveys were developed to probe candidate alumni and employers perceptions one year following program completion. These surveys were distributed in March of 2011 and offer the unit baseline data. While the candidate alumni survey provided ample data, employer responses were minimal (three responses) therefore providing insufficient data for evaluation. Future considerations will include sending the surveys out at an earlier date and offering a tangible reinforcement for completion and return.

Data analysis from the alumni one year out survey shows that program completers are well prepared in the area of **pedagogical content knowledge and skills**. Initial program alumni surveys site that candidates improved their ability to impact student achievement (4.09/5) and respond to diverse student/community needs (4.22/5). Lower scores were seen in using appropriate technologies in the work workplace (3.78). Reauthorized standards for initial programs now require the integration of technology into all coursework. Advanced program alumni surveys cite that candidates acquired a stronger pedagogical knowledge and skill base (4.38/5).

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1c.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the professional and pedagogical knowledge and skills of teacher candidates may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

http://www.taskstream.com/ts/railsback/CTCProgramAssessment.html Biennial Report
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard One 1c.5 TPA Tasks 1-4 Passage Rates 2011
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard One 1c.5 Clinical Practice Passage Rates 2010-2011
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard One For Follow-Up Studies: 1c.5 Advanced_1year_Pedagogical_ Content_ Knowledge Survey Results.xls 1c.5 Initial_1year_Pedagogical_ Content_Knowledge_Survey Results.xls
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard One. Click on individual initial programs Find Exit Surveys for of the individual programs

1d. Student Learning for Teacher Candidates. [In this section the unit must address (1) initial teacher preparation programs at the undergraduate and graduate levels and, if the institution offers them, (2) licensure and non-licensure graduate programs for teachers who already hold a teaching license.]

1d.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates in initial teacher preparation programs can assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and develop and implement meaningful learning experiences to help all students learn? [Data for initial teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1d.4 below.]

TPA Task 3
Throughout the MAT program preliminary candidates are assessed by the four Teacher Performance Assessments. These assessments are embedded with the California Teaching Performance Expectations established by the CTC to describe the set of knowledge, skills, and abilities beginning teachers should be able to demonstrate. During clinical practice, all initial teacher preparation candidates complete TPA Task 3. Task 3 requires candidates to design and implement a comprehensive lesson with special focus student assessment that responds to cultural and differentiated learning needs. With careful data analysis, candidates critique the instruction and student assessment product and propose the next steps in student learning. Data analysis for 2010-2011 shows a 3.19 proficiency on a 4 point rubric scale. A relative strength is in the category of **Planning for Assessment,** with a mean score of 3.28.

TPA Task Data: See 1d.4

1d.2. (Programs Not Nationally Reviewed) What data from key assessments indicate that advanced teacher candidates demonstrate a thorough understanding of the major concepts and theories related to assessing student learning; regularly apply them in their practice; analyze student, classroom, and school performance data; make data-driven decisions about strategies for teaching and learning; and are aware of and utilize school and community resources that support student learning? [Data for advanced teacher preparation programs that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1d.4 below.]

To supplement the demonstration of the professional and pedagogical knowledge and skills delineated in the state standards to facilitate learning, advanced candidates also complete a reflective coaching course with a fieldwork component to ensure that they have a thorough understanding of the school, family and community contexts in which they work, collaborate with the professional community; are aware of current research and policies related to schooling, teaching, learning, and best practices; and can analyze educational research and policies and explain the implications for their own practice and the profession. The Formative Assessment for California Teachers (FACT) system provides the structure for this process. The purpose is to improve teaching as measured by each standard of the *California Standards of the Teaching Profession* (CSTP) and in relation to the *state adopted academic content standards* and *performance levels for students*. Formative assessment is an ongoing learning process that follows the cycle: plan, teach, reflect, and apply. FACT is designed to assist in meeting the learning needs of students while growing as a professional and feeling greater confidence as a teacher.

Multiple and Single Subject (Clear)
- GED 673, Reflective Coaching Seminar: Candidates clear their credential complete the Plan, Teach, Reflect, and Apply process for Teacher Induction. This formative assessment system utilizes California's Beginning Teacher Support and Assessment (BTSA) materials that serve as resource for candidates and faculty through the process. Candidates, in collaboration with faculty, frame the path for the expanded skills, support application in the classroom, and provide continual reflection for improving practice inquiry and professional growth. Data analysis will be available at the site visit.

Education Specialist (Clear)
- GED658, Reflective Coaching/Induction: Candidates clearing their credentials participate in a reflective coaching seminar and complete PLNU formative assessments aligned with the

California Standards for the Teaching Profession (CSTP). Candidates need to hold a preliminary credential and be serving as the teacher of record as they complete the requirements for this course. Candidates will complete PLNU's Plan, Teach, Reflect, and Apply Process with a PLNU reflective coaching mentor. This fieldwork course requires 15 clock hours of observation and participation specific to reflective coaching and individualized induction. Data will be available at the site visit.

1d.3. What do follow-up studies of graduates and employers indicate about graduates' ability to help all students learn? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to the ability to help all students learn could be attached at Prompt 1d.4 below.]

To support the Unit's focus of ongoing and continuous improvement, a variety of surveys were developed in fall of 2010 and spring of 2011 and distributed to probe candidate satisfaction and competence as related to CTC standards and institutional goals and outcomes. Exit survey data has been gathered in the MAT initial teaching credential programs. The following table extrapolates data from these surveys and suggests that the majority of the candidates feel empowered in those professional attributions and dispositions **to help all students learn.**

Credential Program	Data Analysis
MAT: Preliminary Multiple Subject Credential	76.53% yielded highest score of 4 16.32% yielded the second highest score of 3
MAT: Preliminary Single Subject Credential	51.42% yielded highest score of 4 42.85% yielded the second highest score of 3
MAT: Preliminary Education Specialist Mild Moderate Credential	66.76% yielded highest score of 4 28.36% yielded the second highest score of 3
MAT: Preliminary Education Specialist Moderate Severe Credential	78.55% yielded highest score of 4 16.42% yielded the second highest score of 3
MATL: Clear Multiple and Single Credential	Developed in spring of 2011 Data analysis will be available at the site visit
Masters in Special Education: Clear Education Specialist Credential	Developed in spring of 2011 Data analysis will be available at the site visit
Added Authorization in Special Education (AASE) Autism	New Credential Data analysis will be available at the site visit
Added Authorization in Special Education (AASE) Traumatic Brain Injury	New Credential Data analysis will be available at the site visit
CLAD Credential	Developed in spring of 2011 Data analysis will be available at the site visit
Reading Certificate	Developed in spring of 2011 Data analysis will be available at the site visit

In the spring of 2011, additional program surveys were developed to probe candidate alumni and employers perceptions one year following program completion. These surveys were distributed in March of 2011 and offer the unit baseline data. While the candidate alumni survey provided ample data, employer responses were minimal (three responses) therefore providing insufficient data for

evaluation. Future considerations will include sending the surveys out at an earlier date and offering a tangible reinforcement for completion and return.

Data analysis from the alumni one year out survey shows that program completers are well prepared to **help all students to learn**. Initial program alumni surveys cite that candidates improved their ability to impact student achievement (4.09/5) and respond to diverse student/community needs (4.22/5). Advanced program alumni surveys cite that candidates improved their ability to impact student achievement (4.25/5) and respond to diverse student/community needs (4.00/5).

1d.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to student learning may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate 1c.5 TPA Tasks 1-4 Passage Rates2011
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html 1c.5 Clinical Practice Passage Rates 2010-2011.docx
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard One 1c.5_Initial_1year_Pedagogical Content Knowledge Survey Results.xls 1c.5_Advanced_ 1year_Professional and Pedagogical Content Knowledge Survey Results.xls

1e. Knowledge and Skills for Other School Professionals

1e.1. What are the pass rates of other school professionals on licensure tests by program and across all programs (i.e., overall pass rate)? Please complete Table 5 or upload your own table at Prompt 1e.4 below.

Table 5
Pass Rates on Licensure Tests for Other School Professionals

For Period:	Not applicable – no additional licensure tests required.		
Program	Name of Licensure Test	# of Test Takers	% Passing State Licensure Test
Overall Pass Rate for the Unit (across all programs for the preparation of other school professionals)	No licensure tests are required for other school professionals. These candidates hold credentials and have already passed the initial licensure formal assessments.	Not applicable	Not applicable

1e.2. (Programs Not Nationally Reviewed) What data from other key assessments indicate that other school professionals demonstrate the knowledge and skills delineated in professional, state, and institutional standards? [Data for programs for other school professionals that have been nationally reviewed or reviewed through a similar state review do not have to be reported here.

Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1e.4 below.]

Counseling: Pupil Personnel Services Credential (PPS)
This program is designed in a sequential format, affording candidates in-depth knowledge through building on core knowledge. Given that this is a program leading to a credential, all candidates are required to demonstrate competency in 32 CTC state standards before a recommendation is made for the PPS credential. The following listing summarizes the key assessments used to demonstrate competency. Detailed analysis can be found in the individual program's Biennial Report. Candidates may use this coursework in their pursuit of a Masters in Education with a concentration in Counseling.

- GED641, School Communities in a Pluralistic Community: In this signature assignment assessment, candidates research a cultural group using a variety of sources, including the internet, books, and a personal interview with someone from that culture. They present their findings in a presentation supported by a PowerPoint. Data analysis on final evaluations for 2009-2011shows a 3.98 proficiency on a 4 point rubric scale.
- GED662, Counseling and Counseling Theory: In this signature assignment assessment, candidates write an 8-12 page paper discussing the integrative perspective of counseling theory to include definition, use with culturally diverse K-12 students, goals of use, and the value of integrative perspective. Data analysis for 2009-2011 shows a 3.64 proficiency on a 4 point rubric scale.
- GED665, Safe Schools and Violence Prevention: In this signature assignment assessment, candidates select a topic related to school safety and violence prevention in a K-12 school community and write an 8-12 page paper which will incorporate journal references, site visits, interviews, and other literature resources utilized to complete the project. Data analysis for 2009-2011 shows a 3.76 proficiency on a 4 point rubric scale.
- GED667A, Comprehensive Counseling and Guidance Programs – Coordination and Collaboration: In this signature assignment assessment, candidates create a comprehensive counseling and guidance program based on ASCA model utilizing the principles of the ASCA model and present this model in class. Data analysis for 2009-2011 shows a 3.76 proficiency on a 4 point rubric scale.
- GED667B Comprehensive Counseling and Guidance Programs – Coordination and Collaboration: In this signature assignment assessment, candidates collect and analyze data in order to create a SPARC counseling model for a local school within the context of all stakeholders demonstrating accountability. Data analysis for 2009-2011 shows a 3.73 proficiency on a 4 point rubric scale.
- GED677, Teaching Strategies for Special Populations: In this signature assignment assessment, candidates develop a personal philosophy of inclusive practices for students with special needs and gifted and talented students. Data analysis for 2009-2011 shows a 3.80 proficiency on a 4 point rubric scale.
- GED687/F, School Counseling Practica: In this signature assignment assessment, candidates select individual counseling sessions with a student from a fieldwork site. Candidates will include outcomes of the strategies utilized to address the student's needs. Data analysis for 2009-2011 shows a 3.78 proficiency on a 4 point rubric scale.

Counseling: Child Welfare and Attendance Credential (CWA)
CWA is a stand-alone program. To be eligible for this credential, advanced candidates must hold a current PPS credential or be completing the PPS program. New to the Unit in 2011, the first

candidates have yet to submit signature assignments demonstrating mastery of the CWA standards. This is a new program for the Unit, with the first courses offered in the summer, of 2011. Data for each of these key assessments will be available at the time of the visit.

- GED645, The Law and the Professional Role of the Child Welfare and Attendance Counselor: In this signature assignment assessment candidates demonstrate their understanding of laws pertaining to minors by writing a 4-6 page APA formatted paper to include the role of the CWA provider, school climate issues, and cultural factors if relevant. This is a new program (summer, 2011). Data analysis will be available at the time of the visit.
- GED646A, Child Welfare and Attendance Program – Leadership Management, Collaboration, and Community/Parent Partnerships: In this signature assignment assessment, candidates write a 5 page APA formatted paper identifying an issue facing Child Welfare and Attendance Professionals and cite a specific leadership theory which will assist in its effective program implementation. This is a new program (summer, 2011). Data analysis will be available at the time of the visit.
- GED646B, Child Welfare and Attendance Program – Leadership Management, Collaboration, and Community/Parent Partnerships: In this signature assignment, candidates create a PowerPoint presentation utilizing the research paper written in GED646A. This is a new program (summer, 2011). Data analysis will be available at the time of the visit.
- GED647, School Culture and Barriers to Student Achievement: In this signature assignment assessment, candidates design a "Charter School" utilizing evidence-based programs for identified "high-risk" students in grades 7-12. The students can be referred through the LEAs, Department of Probation, the courts, DCFS, SARB and/or parents. This is a new program (summer, 2011). Data analysis will be available at the time of the visit.

Educational Leadership: Preliminary Administrative Credential
Point Loma's Preliminary Educational Leadership program is aligned and founded on the California Professional Standards for Educational Leaders (CPSEL). These standards use the ISLLC (Interstate School Leader Licensure Consortium) as their framework and are tightly correlated with them. Each key assessment in the Preliminary Educational Leadership program is built around one of the six CPSELs. In depth data analysis is available in the program's Biennial Report.

- GED603, Visionary Leadership: In this signature assignment assessment, candidates facilitate the development, articulation, implementation and stewardship of a vision of teaching and learning that is shared and supported by the school community. Data analysis for 2009-2011 shows a 3.45 proficiency on a 4 point rubric scale.
- GED604/604D, Instructional Leadership for the Success of All Students: In this signature assignment assessment, candidates observe and analyze classroom instruction in one general and one special education class to identify strengths and needs based on research-based best practices. The summary will detail the analysis of differentiated instruction for cultural and special needs and discuss the next steps for instructional achievement. Data analysis for 2009-2011 shows a 3.78 proficiency on a 4 point rubric scale.
- GED606, Organizational Leadership and Resource Management: In this signature assignment assessment, candidates use the student achievement data and the budget template provided by the instructor to create a $250,000 Title I budget directly aimed at enhancing student achievement and provide written justification for the alignment of dollars to the instructional priorities and compliance with the funding regulations and guidelines. Data analysis for 2009-2011 shows a 3.61 proficiency on a 4 point rubric scale.

- GED609, Collaborative and Responsive Leadership: In this signature assignment, candidates develop an action plan with goals, activities and a timeline for strengthening parent involvement and education on a campus using district resources and demographic data from a SARC model and a plan for student achievement. Barriers and opportunities for enhancing parent involvement will be identified and district, community and family resources will be listed. Research on best practices is also required. Data analysis for 2009-2011 shows a 3.66 proficiency on a 4 point rubric scale.
- GED610/F, Leadership Within the Political, Social, Economic and Legal Framework: In this signature assignment assessment, candidates write a two page executive summary to a superintendent and cabinet on an educational policy or legal issue articulating a school's implementation of one of the following areas: Student discipline, Student rights, Special education, Sexual harassment, Employee discipline, Religion, Copyright laws, Tort/safety liabilities, English Learners, Federal/State Corrective Actions/Sanctions, or School Governance. Data analysis for 2009-2011 shows a 3.48 proficiency on a 4 point rubric scale.
- GED611/F, Ethical, Moral, and Servant Leadership: In this signature assignment assessment, candidates develop a personalized platform, including a vision of quality educational leadership, indentifying personal strengths and areas for improvement, how it will balance one's professional and personal life, and describe ethical and moral obligations as a public school administrator. Data analysis for 2009-2011 shows a 3.57 proficiency on a 4 point rubric scale.

Educational Leadership: Clear Administrative Credential

Point Loma's Clear Educational Leadership program is aligned and founded on the California Professional Standards for Educational Leaders (CPSEL). These standards use the ISLLC (Interstate School Leader Licensure Consortium) as their framework and are tightly correlated with them. Each key assessment in the Clear Educational Leadership program is built around one of the six CPSELs. In depth data analysis is available in the program's Biennial Report.

- GED796, Induction, Mentoring, and Advanced Fieldwork: In this signature assignment assessment, candidates complete the first self assessment of their leadership skills and competencies based on the California Professional Standards for Educational Leaders (CPSELs) along with a narrative section for identifying strengths and weaknesses. Data analysis for 2009-2011 shows a 2.67-5.00 proficiency on a 5 point rubric scale.
- GED796, Induction, Mentoring, and Advanced Fieldwork: In this signature assignment assessment, candidates engage in their first 360 survey by asking a small, randomly selected group of their certificated and classified staff to complete an anonymous survey of the candidate's competencies as an educational leader. Data analysis for 2009-2011 shows a 4.25-5.00 proficiency on a 5 point rubric scale.
- GED797, Professional Development and Assessment: In this signature assignment assessment, candidates complete their second self assessment of their leadership skills and competencies based on the California Professional Standards for Educational Leaders (CPSELs) along with a narrative section for identifying strengths and weaknesses. Data analysis for 2009-2011 shows a 4.14-5.00 proficiency on a 5 point rubric scale.
- GED797, Professional Development and Assessment: In this signature assignment assessment, candidates engage in their second 360 survey by asking a small, randomly selected group of their certificated and classified staff to complete an anonymous survey of the candidate's competencies as an educational leader. Data analysis for 2009-2011 shows a 4.5-5.00 proficiency on a 5 point rubric scale.

1e.3. What do follow-up studies of graduates and employers indicate about the knowledge and skills of other school professionals? If survey data are being reported, what was the response rate? [A table summarizing the results of follow-up studies related to knowledge and skills could be attached at Prompt 1e.4 below. The attached table could include all of the responses to your follow-up survey to which you could refer the reader in responses on follow-up studies in other elements of Standard 1.]

To support the Unit's focus of ongoing and continuous improvement, a variety of surveys were developed in fall of 2010 and spring of 2011 and distributed to probe candidate satisfaction and competence as related to CTC standards and institutional goals and outcomes. Exit survey data, has been gathered in the Educational Leadership (Preliminary and Clear Administrative Services Credentials).The following table extrapolates data from these surveys and suggests that the majority of the candidates demonstrate the **knowledge and skills**. In depth data analysis is available in the program's Biennial Report.

Credential Program	Data Analysis: Effectiveness
Educational Leadership: Preliminary Administrative Services Credential	Professional Growth: Great Deal = 50% Quite a Bit = 41.7% Value of Coursework: Great Deal = 46.2% Quite a Bit = 46.2%
Educational Leadership: Clear Administrative Services Credential	Self Assessment : Very Effective = 40% Effective = 60% 360 Assessment: Very Effective = 20% Effective = 60% Induction Plan: Very Effective = 46.7% Effective = 33.33
Counseling: Pupil Personnel and Services Credential	Developed in spring of 2011 Data analysis will be available at the site visit
Counseling: Child Welfare and Attendance Credential	Developed in spring of 2011 Data analysis will be available at the site visit

In the spring of 2011, additional program surveys were developed to probe candidate alumni and employers perceptions one year following program completion. These surveys were distributed in March of 2011 and offer the unit baseline data. While the candidate alumni survey provided ample data, employer responses were minimal (three responses) therefore providing insufficient data for evaluation. Future considerations will include sending the surveys out at an earlier date and offering a tangible reinforcement for completion and return.

Data analysis from the alumni one year out survey shows that program completers concur that they have the **knowledge and skills** needed to professionally contribute to their field. These program alumni surveys cite that candidates felt the courses were relevant for their intended profession (4.43/5), the courses addressed current developments in their field (4.29/5), and they acquired a strong knowledge base in their area of specialization (4.14/5).

1e.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the knowledge and skills of other school professionals may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

http://www.taskstream.com/ts/railsback/CTCProgramAssessment.html
Biennial Report
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html
Log-in using the following password: plnuncate
Click on Unit Standard One
1e.4 Advanced_1year_Knowledge_Skills_Survey Results.xls

1f. Student Learning for Other School Professionals

1f.1. (Programs Not Nationally Reviewed) What data from key assessments indicate that candidates can create positive environments for student learning, including building on the developmental levels of students; the diversity of students, families, and communities; and the policy contexts within which they work? [Data for programs for other school professionals that have been nationally reviewed or reviewed through a similar state review do not have to be reported here. Summarize data here only for programs not already reviewed. A table summarizing these data could be attached at Prompt 1f.3 below.]

The following listing summarizes the key assessments used to demonstrate competency regarding the creation of positive learning environments for other professionals. Detailed analysis can be found in the individual program's Biennial Reports.

Counseling: Pupil Personnel Services Credential (PPS)
- GED667A, Comprehensive Counseling and Guidance Programs – Coordination and Collaboration: In this signature assignment assessment, candidates create a comprehensive counseling and guidance program based on ASCA model utilizing the principles of the ASCA model and present this model in class. Data analysis for 2009-2011 shows a 3.76 proficiency on a 4 point rubric scale.
- GED667B, Comprehensive Counseling and Guidance Programs – Coordination and Collaboration: In this signature assignment assessment, candidates collect and analyze data in order to create a SPARC counseling model for a local school within the context of all stakeholders demonstrating accountability. Data analysis for 2009-2011 shows a 3.73 proficiency on a 4 point rubric scale.

Counseling: Child Welfare and Attendance (CWA)
- GED647, School Culture and Addressing Barriers to Student Achievement: In this signature assignment assessment, candidates design a "Charter School" utilizing evidence-based programs for identified "high-risk" students in grades 7-12. The students can be referred through the LEAs, Department of Probation, the courts, DCFS, SARB and/or parents. Data will be available at the time of the visit.

Educational Leadership: Preliminary Administrative Services Credential
The Ed. Leadership Preliminary Administrative Services Credential Program identifies the following signature assignment that supports candidates in creating positive environments for the student:
- GED604/604D, Instructional Leadership for the Success of All Students: In this signature assignment assessment, candidates observe and analyze classroom instruction in one general and one special education class to identify strengths and needs based on research-based best practices. The summary will detail the analysis of differentiated instruction for cultural and

special needs and discuss the next steps for instructional achievement. Data analysis for 2009-2011 shows a 3.78proficiency on a 4 point rubric scale.

Educational Leadership: Clear Administrative Services Credential

The Ed. Leadership Clear Administrative Services Credential Program identifies the following signature assignment that supports candidates in creating positive environments for the student:

- GED796, Induction, Mentoring, and Advanced Fieldwork: In this signature assignment assessment, candidates engage in their first 360 survey by asking a small, randomly selected group of their certificated and classified staff to complete an anonymous survey of the candidate's competencies as an educational leader. Data analysis for 2009-2011 shows a 4.25-5.00 proficiency on a 5 point rubric scale.
- GED797, Professional Development and Assessment: In this signature assignment assessment, candidates engage in their second 360 survey by asking a small, randomly selected group of their certificated and classified staff to complete an anonymous survey of the candidate's competencies as an educational leader. Data analysis for 2009-2011 shows a 4.5-5.00 proficiency on a 5 point rubric scale.

1f.2. What do follow-up studies of graduates and employers indicate about graduates' ability to create positive environments for student learning? If survey data have not already been reported, what was the response rate? [A table summarizing the results of follow-up studies related to the ability to create positive environments for student leaning could be attached at Prompt 1f.3 below.]

In the spring of 2011, additional program surveys were developed to probe candidate alumni and employers perceptions one year following program completion. These surveys were distributed in March of 2011 and offer the unit baseline data. While the candidate alumni survey provided ample data, employer responses were minimal (three responses) therefore providing insufficient data for evaluation. Future considerations will include sending the surveys out at an earlier date and offering a tangible reinforcement for completion and return.

Data analysis from the alumni one year out survey shows that program completers confirm that they have the ability to **creative positive environments for student learning**. These program alumni surveys cite that candidates had the capacity to assume a leadership role (4/5), use interpersonal skills (3.86/5), and communicate effectively with students, families, and community members (3.57/5).

1f.3. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to other school professionals' creation of positive environments for student learning may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

http://www.taskstream.com/ts/railsback/CTCProgramAssessment.html
Biennial Report

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html
Log-in using the following password: plnuncate
Click on Unit Standard One
1f.3 Advanced_1year_Student_Learning_Survey Results.xls

1g. Professional Dispositions for All Candidates. [Indicate when the responses refer to the preparation of initial teacher candidates, advanced teacher candidates, and other school professionals, noting differences when they occur.]

1g.1. What professional dispositions are candidates expected to demonstrate by completion of programs?

Ethical and value-based dispositions are a critical factor in becoming a successful educator. Candidates experience continuous "whole person" transformation in the context of an intentional Christian professional learning community. The unit has adopted a set of eight dispositions in alignment with the University's mission and vision, serving as the working norms for all stakeholders who work collaboratively toward a shared vision of candidate success and program effectiveness.

1. *Dignity & Honor:* The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of the God, committed to civility, respect, hospitality, grace, and service.
2. *Honesty & Integrity:* The candidate demonstrates honesty, integrity, and coherence in attitudes, and actions, and is accountable to the norms and expectations of the learning community.
3. *Caring, Patience, and Respect:* The candidate demonstrates caring, patience, fairness, and respect for the knowledge level, diversity, and abilities of others, ensuring that all students have the opportunity to achieve.
4. *Spirit of Collaboration, Flexibility and Humility:* The candidate actively participates in and contributes to the achievement of the learning community, explains own thought process with humility and considers those of others with a positive, open-minded attitude.
5. *Harmony in Learning Community:* The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community.
6. *Self-Awareness/Calling:* The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform, and to empower every student to fulfill his or her full potential.
7. *Perseverance with Academic Challenge:* Perseveres, remains engaged, and persists as a life-long learner, especially when academic or professional assignments are perceived as challenging.
8. *Diligence in Work Habits & Responsibility for Learning:* The candidate attends to the roles and responsibilities of the learning community, and is well-prepared and on time. The candidate completes required assignments on time and is reflective and receptive to formative feedback.

All candidates are assessed at multiple points in the program to ensure that they are developing a value-based educational philosophy. Assessments are archived on TaskStream. Candidates found with a pattern of unacceptable dispositions are monitored. At any time a Dispositional Improvement Plan may be recommended and developed. Together with an advisor, the disposition data is analyzed, and an action plan is jointly developed. Opportunities for meeting with the advisor and/or the Unit's Chaplain, and reflective journaling are highly recommended. Successful completion will be noted in the candidate's file. Continued dispositional concerns will be documented and addressed by the regional center faculty, the dean's council, and vice-provost.

Disposition Assessment Checks Data: See 1g.5

1g.2. How do candidates demonstrate that they are developing professional dispositions related to fairness and the belief that all students can learn? [A table summarizing these data could be attached at Prompt 1g.5 below.]

Although all of the dispositions impact student learning, three of the adopted dispositions particularly focus on fairness and the belief all students can learn are:

- *Caring, Patience, and Respect:* The candidate demonstrates caring, patience, fairness, and respect for the knowledge level, diversity, and abilities of others, ensuring that all students have the opportunity to achieve.
- *Dignity & Honor:* The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of the God, committed to civility, respect, hospitality, grace, and service.
- *Self-Awareness/Calling:* The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform, and to empower every student to fulfill his or her full potential.

Candidates demonstrate that they are developing professional dispositions related to fairness in the self-assessments that are integrated into each programs' course of study. Assessments are uploaded and evaluated on TaskStream. In depth data analysis is also available in each program's Biennial Report.

1g.3. What data from key assessments indicate that candidates demonstrate the professional dispositions listed in 1.g.1 as they work with students, families, colleagues, and communities? [A table summarizing these data could be attached at Prompt 1g.5 below.]

Candidates demonstrate the professional dispositions in their coursework, fieldwork, and clinical practice experiences. Rubric-based disposition assessments, taken at various points during their respective programs, are uploaded and evaluated on TaskStream. In depth data analysis is available in each program's Biennial Report.

In initial licensure programs, the dispositions are assessed in their coursework, fieldwork, and clinical practice. In clinical practice they are working in supportive environments interacting with families, colleagues, and communities. These dispositions are also integrated in the 13 Teacher Preparation Expectations that include making subject matter comprehensible, reflecting on practice, assessing student learning, engaging and supporting students, planning and designing instruction, creating and maintaining effective learning environments, and developing as a professional educator. In clinical practice seminars, and with university supervisors, candidates receive formative feedback and discuss ways to improve their practice.

In advanced licensure programs, dispositions are assessed in their coursework, fieldwork, and supporting seminars. Clear credentialing candidates complete a reflective coaching course with a fieldwork component to ensure that they have a thorough understanding of the school, family and community contexts in which they work and collaborate with the professional community. The Formative Assessment for California Teachers (FACT) system provides the structure for this process. Counseling candidates complete a Professional School Counselor Growth Chart that tracks specific

dispositional growth areas identified as well as sets goals within the identified areas. Educational Leadership candidates, who are working professionals, interact with their learning communities during fieldwork. With university supervisors, they conduct comprehensive self assessments and engage in "360" evaluations.

1g.4. What do follow-up studies of graduates and employers indicate about graduates' demonstration of professional dispositions? If survey data have not already been reported, what was the response rate? [If these survey data are included in a previously attached table, refer the reader to that attachment; otherwise, a table summarizing the results of follow-up studies related to professional dispositions could be attached at Prompt 1g.5 below.]

In the spring of 2011, additional program surveys were developed to probe candidate alumni and employers perceptions one year following program completion. These surveys were distributed in March of 2011 and offer the unit baseline data. While the candidate alumni survey provided ample data, employer responses were minimal (three responses) therefore providing insufficient data for evaluation. Future considerations will include sending the surveys out at an earlier date and offering a tangible reinforcement for completion and return.

Data analysis from the alumni one year out survey shows that program completers concur that they have the **professional dispositions** needed to professionally contribute to their field. These program alumni surveys confirm that candidates felt well prepared in professional dispositions.
- Dignity and Honor: 4.60% proficiency on a 5 point rubric
- Honesty and Integrity: 4.61% proficiency on a 5 point rubric
- Caring, Patience and Respect: 4.59% proficiency on a 5 point rubric
- Flexibility and Humility: 4.49% proficiency on a 5 point rubric
- Harmony in the Learning Community: 4.48% proficiency on a 5 point rubric
- Self-Awareness and Calling: 4.44% proficiency on a 5 point rubric
- Perseverance with Challenge: 4.44% proficiency on a 5 point rubric
- Diligence in Work Habits and Responsibility for Learning: 4.51% proficiency on a 5 point rubric

1g.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to professional dispositions may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard One 1g.5_Disposition Assessment Checks All Programs.doc
http://www.taskstream.com/ts/railsback/CTCProgramAssessment.html Biennial Report
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard One 1g.5_Dispositions_Survey_Results_All Programs_2011.xls

1. What does your unit do particularly well related to Standard 1?

The SOE operates from main campus and four regional centers in Southern California. Over the last four years, the SOE has focused on unifying its work and to be seen as one unit. Major accomplishments related to Standard One include:

- Upgraded technology in all classrooms. Video-conferencing is available to connect candidates and learning across all regional centers.
- Purchase and use of a data storage system (TaskStream).
- Yearly analysis of data used for program improvement.
- Consistent course syllabi and key assessments across regional centers.
- Revision of syllabi to meet new state reauthorization standards.
- Consistent use of evaluation forms.
- Development of policies and procedures related to candidate knowledge, skills, and dispositions.
- Professional development seminars for candidates across all regional centers.
- Increased professional development requirements for faculty.
- Research and publication required of faculty.

2. What research related to Standard 1 is being conducted by the unit or its faculty?

Dr. Conni Campbell
Research and Presentation: Current survey research is being conduction on "*K-12 Grading Practice in Public and Private School Settings.*" To be presented October, 2011 at the ERIC Institute through La Verne University. (2011)

Dr. Josh Emmet
Research and Presentation: "*An Urban High School Response to Underprepared Freshman: A Case Study of a Freshman Academy."* California Educational Research Association, San Diego, CA. (2010)

Dr. Andrea Liston
Research and Publication: Research on co-teaching resulted in the publication of a peer-reviewed article: *Co-Teaching in Urban Secondary U.S. School Districts to Met the Needs of all Teachers and Learners: Implications for Teacher Education Reform* in the International Journal of Whole Schooling. (2010)

Dr. Enedina Martinez
Publication: *"Bilingual Teachers' Beliefs and Attitudes Toward Meeting the Linguistic Needs of Hispanic Bilingual Students: Implications for Educators and Language Policymakers in an Era of Globalization."* Round Table Oxford, Harris Manchester College, Oxford University, Oxford, England. (2008)

Dr. Doretha O'Quinn
Research: Research funded by the PLNU Alumni Association resulted in a new advanced candidate course titled "*Urban Education in American Society*" (2010)

Dr. Gary McGuire
Research and Presentation: *"Identifying the Key Leadership Behaviors Demonstrated by Site Principals and Leadership Team Members at Riverside and San Bernardino County Program Improvement Elementary Schools Which Resulted in Meeting or Exceeding 2008 and 2009 API and AYP Targets."* CAPEA Fall Conference. (2009-2010)

Corey McKenna
Research and Presentation: *"The Development and Implementation of an Integrated Curriculum at a Math, Science, and Technology magnet school"* presented at the California Educational Research Association annual meeting, San Francisco, CA. (2009)

STANDARD 2. ASSESSMENT SYSTEM AND UNIT EVALUATION

The unit has an assessment system that collects and analyzes data on the applicant qualifications, the candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

2a. Assessment System

2a.1. How does the unit ensure that the assessment system collects information on candidate proficiencies outlined in the unit's conceptual framework, state standards, and professional standards?

The unit has revised the process for assessing candidate process several times since 2008 based on advancements in technology, CTC's new accreditation cycle, and the decision to pursue NCATE accreditation. To capture the changes in this multi-year effort and to develop and implement a comprehensive system, a *Unit Assessment Handbook* has been developed and provides the structure and procedures for assessment.

The Units assessment system is in alignment with the candidate proficiencies outlined in the conceptual framework. Candidate proficiencies for each program are articulated in the Conceptual Framework and aligned with state standards, program learning outcomes, unit learning outcomes, and University learning outcomes. Details of this program alignment are included in the data table 2a.6. These proficiency tables also support the University's accreditation efforts in the development of curriculum mapping across all schools. The mapping framework suggests that having determined the standards that must be achieved, a developed matrix indicates where standards are addressed, practiced, and assessed. Curricular maps for each program were completed in May, 2011. They can be found in the NCATE Exhibit Room in Standard Two.

The unit ensures that state standards are embedded in all course syllabi, key signature assignment assessments, fieldwork experiences, and clinical practice evaluations. TaskStream, the Unit's data storage system, is utilized to archive candidate performance and competencies in individualized folios. This system is used to assist in data entry, evaluation, maintenance, and aggregation efforts. It uses multiple assessments to monitor performance at specified transition points: admission to the university, admission to the program, program advancement, and program completion. At the initial educator preparation level, candidate performance is monitored through advancement interviews, teacher performance assessments (TPAs), key assessments known as signature assignments, fieldwork and clinical practice evaluations, GPA, disposition checks, required exams (such as RICA, CPR, U.S. Constitution), exit surveys following program completion, and follow-up surveys. This process is outlined in the MAT Handbook. At the advanced level, candidate performance is monitored through key assessments known as signature assignments, fieldwork/practica evaluations

as appropriate, disposition checks, GPA, culminating projects/portfolios, exit surveys following program completion and follow-up surveys. The processes for advanced programs are outlined in the MATL Handbook, the PPS/CWA Handbook, and the Education Leadership Handbook.

All candidates are continually informed of their program status. The admissions process requires an assessment conducted by the program admission chairs of the potential candidate's writing skills, interview responses, and perceived dispositions. The admissions office counselors inform the candidate of acceptance. Throughout the program, faculty advisors communicate with candidates via face-to-face interactions, e-mails, letters, and curriculum sequence guide sheets. The TaskStream data storage system provides candidate access to folios that archive key assessments and track candidate progress. Decision points for advancement are fully explained to candidates at regional center orientation sessions (EDU600 for initial teacher education preparation), through program coordinator e-mails, and faculty advisement sessions. Academic performance (competence in meeting standards) is monitored by the vice-provost over academic affairs, and formal notification is sent to students with a low GPA informing them of a probationary status. Candidates who are not making progress in standards or who do not adequately demonstrate the Unit's professional dispositions are counseled by the faculty advisor and program coordinator. An action plan is developed to support and assist probationary candidates in meeting the required academic performance and professional dispositions.

Assessment Handbook Data: 2a.6
Alignment of Candidate Proficiencies Data: 2a.6
Program Handbooks Data: 2a.6

2a.2. What are the key assessments used by the unit and its programs to monitor and make decisions about candidate performance at transition points such as those listed in Table 6? Please complete Table 6 or upload your own table at Prompt 2a.6 below.

Table 6
Unit Assessment System: Transition Point Assessments

Program	Admission	Entry to clinical practice	Exit from clinical practice	Program completion	After program completion
Key assessments occur within each program that reflects best practices in the education as determined by state (CTC) standards. If the candidate does not meet program requirements at any of the identified transition points, notification is sent to the candidate with a recommendation for remediation. The advisor counsels and works with the candidate to complete the necessary requirements. Failure to meet program requirements may result in removal from the program. http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard Two 2a.6 Required Table_6_Transition_Point_Assessments_All_Programs.docx					

2a.3. How is the unit assessment system evaluated? Who is involved and how?

The assessment system used by the Unit serves three primary functions: (1) assessing candidate's knowledge, skills, and dispositions, (2) reviewing specific programs within the School of Education, and (3) evaluating the entire unit—the School of Education. The assessment system is multi-

dimensional, ongoing, and cyclical with data used in formative and summative ways for decisions with respect to the candidates and for meaningful programmatic change within the unit.

The Dean, Associate Deans, and Program Directors provide oversight for the ongoing collection and analysis of data that is collected throughout the academic year and continuous assessment cycle. Data analysis is shared with the Office of Institutional Research, Provost and Academic Council, and supports the University's annual assessment of institutional learning outcomes for WASC. The Unit is regularly evaluating the capacity and effectiveness of its assessment system, which reflects the conceptual framework and incorporates candidate proficiencies outlined in professional and state standards. At the Unit level, evaluation of the capacity and effectiveness of its assessment system is a joint effort with its regional center advisory councils. Information is gathered regarding the validity and utility of program assessments used in the field. Annually, Program Coordinators meet with the Dean and Associate Deans to discuss overall assessment data to include course signature assignments, fieldwork and clinical practice evaluations, demographics, and other data such as admission required interview, writing sample, GPA, CBEST and CSET scores. They provide recommendations consistent with findings for program improvement, technology updates, and program standards. Program-specific faculty meet annually to examine key assessments (signature assignments) and to calibrate assessment across regional centers. To show a strong relationship of performance assessments to candidate success throughout their programs and later in classrooms or schools, follow-up studies are conducted. Developed in fall semester of 2010, these surveys include: (1) candidate exit surveys, (2) alumni one year out surveys, and (3) employer surveys. Distribution of these surveys began in spring of 2011. Data analysis is used to inform the Unit of candidate competence and success in the field.

Signature Assignment Assessment Rubrics: 2a.6
Exit Survey: 2a.6
Alumni One Year Out Survey: 2a.6
Employer Survey: 2a.6

2a.4. How does the unit ensure that its assessment procedures are fair, accurate, consistent, and free of bias?

The SOE's commitment to fairness, accuracy, consistency, and freedom from bias stems from the Nazarene and Wesleyan heritage that compels one to love justice and to treat every individual equally with respect and compassion. Faculty members take a candidate-centered, developmental approach toward the achievement of standards of excellence. Candidate learning strengths and prior knowledge are honored and serve as the foundation for instructional planning along with assessment of language, cultural background, interests, learning styles, and aspirations. To maintain each of the elements of fairness, accuracy consistency and freedom of bias across all regional centers, program faculty do not work in isolation. As a collaborative team, the unit monitors, reviews and discusses assessment data each year, and make adjustments accordingly. In good faith, the unit's procedures for guiding these elements are outlined as follows.

Fairness
To address issues related with fairness, the unit has developed assessments that are consistent with unit and state standards. These standards have been acknowledged as valid and serve as the understructure when addressing the knowledge and skills of candidates. However, the unit must also acknowledge fairness as it relates to standards more ethical in nature, i.e., candidate professional

dispositions that are valued in the field of education. All assessments are specifically chosen, and designed to occur at the various transition points in the candidate's program to ensure that course objectives have been mastered and dispositions are consistent with the core values of the University. Within the unit's data storage system of TaskStream, the assessment directives and supporting performance rubrics are presented so that all candidates have access to the same set of expectations.

Accuracy
Assessment accuracy has been the responsibility of program-based committees. It is their collaborative task to review each assessment and link the specific components of each assessment with the state standards. Explicit definitions regarding requisite candidate knowledge, skills, and dispositions are aligned with instruction, learning experiences and assessments to provide candidates with a deep, integrated, and applied understanding. In cases where a number of the unit's programs utilize the same core courses, multiple representatives from each program meet to review these assessments for accuracy and conformity.

Consistency
Consistency starts with uniformity in syllabi and is followed by course candidate learning outcomes (CLO's) content, and assessment products. Faculty members across all regional centers are required to commit to this level of homogeneity, and submit their syllabi each semester to their respective program directors for review. Candidates are assessed using the same directives, the same resources, and the same assessment protocols. Directives and corresponding rubrics that have been designed for each of the signature assessments, have been developed by lead course instructors and reviewed by program committees and accreditation director(s) for clarity and correctness. With a yearly review of data, program faculty members analyze the data and the elements for the given rubric, discussing the outcomes and with the intent of the assessment.

Freedom from Bias
The unit's faculty members are committed to an educational practice that ensures universal access that is non-discriminatory and welcoming of candidates from diverse backgrounds. Faculty, master teachers, support providers, and clinical supervisors working alongside candidates receive initial orientation training and ongoing professional development each year from the University and Unit regarding best practices, policies and procedures. Candidates participate in a multitude of assessments throughout their course of study and are assessed by a number of university evaluators. Assessments are examined for objective and just language by collaborative P-12 and university faculty teams and adjusted accordingly. Formative assessment, analysis and reflection on candidates' data are used to inform the unit of candidates' cumulative growth. It is the goal of the University and Unit alike to provide an environment that is just and free of bias.

2a.5. What assessments and evaluation measures are used to manage and improve the operations and programs of the unit?

The Unit has and uses multiple measures to manage and improve unit operations and program quality in a yearly assessment cycle:
- Unit-based measures (Data is included in Standards 5 and 6)
    - Administrative faculty 360 evaluations
    - Program director faculty 360 evaluations
    - Faculty and adjunct faculty evaluations (IDEA)
    - Faculty publications and community service records
    - Master teacher evaluations

- o   Advisory council Input
- o   Follow-up studies
- o   Monthly unit meetings minutes
- o   Monthly assessment meetings (NCATE, CTC) and minutes
- o   Semiannual retreats meetings and minutes
- Program-based measures
  - o   Curricular mapping
  - o   Follow-up studies
  - o   Monthly program meetings and minutes
  - o   Annual calibration meetings and minutes
- Candidate-based measures
  - o   Signature assignments
  - o   Clinical practice evaluations
  - o   Dispositions of noble character
  - o   Follow-up studies

Of particular focus are the assessments and evaluations used to improve the Unit's operations. Administrative faculty and program directors engage in the 360-degree evaluation process with multi-rater feedback coming from all stakeholders within the unit. The results are used for professional development and training. The Instructional Development and Evaluation Assessment (IDEA) is a diagnostic tool that features a special in-depth course evaluation designed to provide instructors with feedback tailored to the particular objectives of each class. Course evaluation data provides statistical means for instructional quality of faculty. Vita of unit faculty are aggregated to determine faculty presentations, publications, and community services and used as variables to be considered for promotion and tenure.

The full faculty meets monthly to attend to state (CTC), university (WASC), and national (NCATE) accreditation mandates and to provide a forum for discussion on unit and program improvement. The recursive CTC review process includes the development of a Biennial Report and Program Assessment to provide an ongoing, in depth internal and external forum for studying assessment procedures and program operations. Based upon the findings of these CTC studies, data reviews, and reports, the program changes and improvements are implemented. Semiannual retreats focus on data analysis and decision-making for continuous improvement. Program coordinators meet each semester with the dean and associate deans to supervise and provide oversight of the assessment process. Program faculty members meet monthly to monitor continuous improvement. They also meet annually to examine the validity and utility of the program assessments, modifying signature assignments and other evaluation tools as needed and keeping current with assessment technology and professional standards. Meeting agendas and minutes are archived in Unit Standard Six.

2a.6. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the unit's assessment system may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html
Log-in using the following password: plnuncate
Click on Unit Standard Two
Find Assessment Handbook

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard Two 2a.6 Curricular Mapping for All Programs
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Additional Accreditation Documents Find WASC Program Summary Reports
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard Two Click on Individual Programs Find Signature Assignment Assessment Rubrics
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard Two Click on Individual Programs Find Exit Survey Find Follow-Up Surveys: Alumni One Year Out Survey, and Employer Survey
http://www.taskstream.com/ts/railsback/CTCProgramAssessment.html Biennial Report

2b. Data Collection, Analysis, and Evaluation

2b.1. What are the processes and timelines used by the unit to collect, compile, aggregate, summarize, and analyze data on candidate performance, unit operations, and program quality?

- ☐ **How are the data collected?**
- ☐ **From whom (e.g., applicants, candidates, graduates, faculty) are data collected?**
- ☐ **How often are the data summarized and analyzed?**
- ☐ **Whose responsibility is it to summarize and analyze the data? (dean, assistant dean, data coordinator, etc.)**
- ☐ **In what formats are the data summarized and analyzed? (reports, tables, charts, graphs, etc.)**
- ☐ **What information technologies are used to maintain the unit's assessment system?**

2b.1. What are the processes and timelines used by the unit to collect, compile, aggregate, summarize, and analyze data on candidate performance, unit operations, and program quality?

The unit's accreditation system is aligned with the accreditation mandates of CTC. It is designed to focus on the demonstrated competence of California's educators. The system features an ongoing data collection and a seven year cycle of assessment activities with one site visit. The CTC Accreditation Committee determines the effectiveness of education preparation programs and determines if program intervention or assistance is needed. Unit success is measured by the continuing ability of programs to respond to the following characteristics: (CTC, 2011)

- Accountability: Continuous data collection, periodic site visits and focused intervention ensure ongoing program accountability and educator competence.
- Quality-based: Consistent adherence to program quality standards and candidate performance maintains educator preparation program quality.

- Standard-driven: Educator preparation programs demonstrate how the state requirements and program standards are met. Standards are aligned with California's K-12 Student Academic Content Standards and designed to prepare effective educators for the state's diverse population.
- Ongoing Improvement: Analysis of data based on candidate competence is applied to ongoing program improvement and accreditation decisions.
- Biennial Reports: Educator preparation programs collect data on candidate competence and report the results electronically every other year of the cycle. Reports are reviewed by Commission staff and reported to the Committee on Accreditation.
- Program Assessment: The program sponsor reports on indicators of candidate competence such as performance on assessments and feedback from employers. The report also includes program updates and provides a data-based rationale for any program changes. Reports are reviewed by trained educators with expertise in the credential area, are summarized by staff, and then reported to the Committee on Accreditation.
- Site Visits: All data are provided to a trained team of evaluators. Team members provide expertise in credential areas. Site visits also include in-depth interviews of graduates, candidates, employers, and program faculty and administrators. Accreditation recommendations are made by the team for final action by the Committee on Accreditation.

Assessment data is collected according to the established timelines to meet state standards. The state commission (CTC) utilizes cohort grouping to organize the activities in a seven year accreditation cycle. Point Loma Nazarene University is assigned to the red cohort. The red cohort map provides a description of these activities and what documents need to be submitted to CTC. It is included as archived data in 2b.4.

Each year, the Dean and TaskStream coordinator provide aggregated data to program coordinators and faculty for review. Simultaneously, unit operation data are also reviewed. Program improvement and unit operation policy changes proceed according to the established governance structure. The Graduate Studies Committee (GSC), Graduate Academic Leadership (GAL), and Graduate Program Directors (GDM) establish and maintain standards for review and approval. The format for presentation of data and proposals are based on the intent and the individuals with whom it will be shared. Candidate signature assignment data are presented in statistical tables demonstrating percentage of competence in a given evaluative tool. With additional input from advisory councils, it is used annually by program faculty to drive programmatic change and improvement.

To support the Unit's focus of ongoing and continuous improvement, a variety of surveys are distributed to probe candidate satisfaction and competence as related to CTC standards and institutional goals and outcomes. Exit surveys were developed in the fall of 2010 and spring of 2011. In the spring of 2011, additional program surveys were developed to probe candidate alumni and employers perceptions one year following program completion. These surveys were distributed in March of 2011 and offer the unit baseline data.

The Unit uses a variety of information technologies as data storage systems. Candidate competencies are archived in TaskStream, a web-based software, and is used to manage assessment and accountability processes and facilitate the demonstration of candidate achievements. The University's data base (portal) within the University's mainframe provides faculty, staff, and candidates with admission data, pass rates on content licensure tests, transcripts, GPA, course registration, and candidate status. This data base also provides the Unit with pass rates on content

licensure tests and is used in the state required Title II report (Sections 205 through 208 of the *Higher Education Act*). The Unit's homepage provides information on the programs offered at the Unit's four regional centers, archives faculty vita, and cites the Unit's activities.

California State Accreditation Data: 2b4

2b.2 How does the unit disaggregate candidate assessment data for candidates on the main campus, at off-campus sites, in distance learning programs, and in alternate route programs?

The TaskStream coordinator is given the responsibility to manage the majority of the key assessment data. In addition, the Unit uses Survey Monkey, a software program designed to conduct, manage, and analyze its follow-up studies. This tool is used to administer and archive responses for alumni one year out surveys and employer surveys. Each year, the data is aggregated by programs. This aggregation takes place typically each May, at the end of spring semester. Statistical tables identify the performance and percentage of candidate competence on the evaluation measures (i.e. signature assignment assessments, advancement interviews, portfolio projects, clinical teacher evaluations, and disposition assessments). Traditionally, initial TaskStream reports are shared with the Dean and Associate Deans. The Associate Deans meet with program specific directors and faculty during the summer semester for data review. During this phase, the program data is also disaggregated by regional centers. This affords regional-based advisory councils review of data and an opportunity to suggest program and unit operation changers to better respond to the regional needs and improve preparation programs.

The Unit is very fortunate to have a number of long-standing partnerships with private school systems, school districts, and county offices of education (especially with the Tulare Office of Education in Visalia, CA). Tulare partners play a critical role in the delivery of the Formative Assessment for California Teachers (FACT) system, a reflective assessment and support process for teacher induction, while Bakersfield regional center faculty deliver content coursework needed for a clear (advanced) credential. The Arcadia, Bakersfield, and Mission Valley regional centers also partner with regional school districts by providing the intern alternative route program. Yearly data is also shared with these partners as well as with advisory council members Their input has played a critical role in the design and delivery of clinical practice, field experiences, course content, and seminars.

2b.3. How does the unit maintain records of formal candidate complaints and their resolutions?

The Dean of the School of Education or designee determines whether a complaint should be considered a complaint against the University and/or an individual employee, or against an individual within a partner school district where the person initiating the complaint is completing his/her fieldwork activities, and whether it should be resolved by the University's process for complaints concerning personnel and/or other University procedures. To promote prompt and fair resolution of the complaint, the following procedures govern the resolution of complaints against University employees:
1.   Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, the complainant communicates directly to the employee to resolve concerns.
2.   If a complainant is unable or unwilling to resolve the complaint directly with the employee, he/she may submit an oral or written complaint to the employee's immediate supervisor or the Dean of the School of Education or designee.

3. All complaints related to University personnel other than Associate Deans and Deans or against individuals at partner school districts are submitted in writing to the Dean of the School of Education or designee or immediate supervisor. If the complainant is unable to prepare the complaint in writing, Program Advisors help him/her to do so. Complaints related to a Program Director or Advisor are initially filed in writing with the Associate Dean or designee. Complaints related to the Dean of the School of Education or designee are initially filed in writing with the University Provost.
4. When a written complaint is received, the employee is notified within five days.
5. The administrator responsible for investigating complaints attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.
6. Both the complainant and the employee against whom the complaint was made may appeal a decision by immediate supervisor to the Dean or designee, who attempts to resolve the complaint to the satisfaction of the person involved within 30 days.
7. Before the Provost's consideration of a complaint, the Dean or designee submits a written report to the Provost.
8. The Provost may uphold the Dean's or designee's decision without hearing the complaint.
9. All parties to a complaint may be asked to meet with the Provost to clarify the issue and present all available evidence.
10. The decision of the Provost will be final.

2b.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the unit's data collection, analysis, and evaluation may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html
Log-in using the following password: plnuncate
Click on Standard Two
2b.4 California State Accreditation Cycle

2c. Use of Data for Program Improvement

2c.1. In what ways does the unit regularly and systematically use data to evaluate the efficacy of and initiate changes to its courses, programs, and clinical experiences?

The intent of the Unit's data collection is to identify both the strengths and weaknesses in program delivery and candidate performance. The data is collected at the initial and advanced levels of education preparation to provide feedback to the candidates and afford the unit and program faculty a reflective tool so that decisions can be made for enhancement and improvement.

At the entry level, the admission checkpoints inform the candidates, Admissions Office counselors, and program faculty of candidate status regarding admission. This initial checkpoint is archived in the University's Portal, where candidate admission data are collected and organized for review by admission counselors, program admission chairs, and credential analysts. The data is used to inform all parties of candidate status, determining if the application is sound and ready, or if there are challenges with transcripts, GPAs, content licensure tests, or letters of recommendation. The counselors, credential analysts, and faculty work together to address challenges so that the admission process can continue. Recent changes in the CTC state admission requirements have led to the

development and implementation of a more formalized admission process and addition of an admissions protocol rubric. This process was implemented in the summer of 2011.

At the initial level and advanced levels, formative candidate folios archived on TaskStream document candidate performance and growth as they move through program requirements. Program faculty instructors provide feedback to candidates in the coursework embedded in standard-aligned key signature assignment assessments. These signature assignments are uploaded in TaskStream, and evaluated by faculty using a rubric-based tool. The system also archives disposition assessments (i.e. self, instructor, cooperating or master teacher) at various checkpoints in the program. Results from key transitional assessments, such as the MAT (initial) program's advancement interview rubric evaluations are uploaded in TaskStream. Cooperating teachers and master teachers evaluate candidates for standard competence and dispositions during fieldwork and clinical practice. These evaluations are also stored on TaskStream. This collection of data is used to monitor candidate competence as they move through the program. It serves as a tool for faculty advisors and candidates to discuss, and reflect on the candidate's performance in the program. Advisement takes place each semester, and notes are archived in the University's Portal. If a candidate fails to meet the required progress in meeting course requirements, overall GPA, and dispositions, faculty advisors may elect to complete an action plan to remediate the situation. If the situation persists, the program, in conjunction with the Unit, may choose to counsel the candidate to an alternative career. TaskStream data is reviewed annually by program specific faculty. It is disaggregated by regional centers so that inconsistent patterns in candidate performance and faculty evaluation can be identified. Based on these findings, program faculty and supporting adjuncts meet annually to calibrate course content, evaluations, and signature assignments.

Fieldwork coordinators are responsible for making placements for candidates needing fieldwork experience or clinical practice. Schools locations where candidates engage in fieldwork and clinical practice are stored on TaskStream. School demographics are monitored to ensure that candidates are placed in instructional settings that reflect the typical diversity found in the classrooms and schools of the 21st century. Coordinators also review evaluative feedback from candidates on university supervisors, coordinating teachers and master teachers. Data is reviewed each semester by fieldwork coordinators and the responsible associate deans to ensure sound, supportive, and diverse experiences for all candidates.

The exit process is monitored by the University's Records Office, credential analysts, and faculty advisors. The program faculty advisor provides data related to program requirement completion. The graduate coordinator at the University's Record's Office confirms completion by providing transcripts on exit/graduation status. The credential analyst endorses the completion and works with the candidate to attain the new licensure. Prior to 2010, advisor and credential analyst data for the regional centers were kept in separate data storage systems, which led to a fragmented and inefficient picture of candidate competencies. Significant changes have been made; currently, all candidate data is kept on the University Portal.

Admissions Process and Protocol Data: 2c.4

2c.2. What data-driven changes have occurred over the past three years?

The Unit has initiated substantial changes over the past three years.

TaskStream:
Prior to 2008, the SOE had no assessment system to evaluate candidate performance. Candidate competencies, in the form of signature assignments, were archived on CD's or in binders and presented by candidates as culminating evidence. Data was not aggregated nor analyzed. In the summer of 2008, the University purchased TaskStream software to archive unit operations and monitor candidate competence as they moved through program requirements. Based on this purchase the following data-driven changes have been made:

- Consistency in course syllabi used at the four regional centers has been achieved and is archived on TaskStream. Course outcomes reflect state standards. Syllabi are reviewed annually and content/coursework adjusted to reflect current standards.
- Candidate folios have been developed by each program to consistently monitor candidate entry, progression, and completion across regional centers. These folios archive multiple evaluation assessments and supporting data to include TPA's, standard-infused signature assignments, advancement interviews, fieldwork and clinical practice evaluations, disposition assessments, research projects, and portfolio projects. Data is reviewed annually. Faculty calibration is conducted semiannually to ensure consistency in instruction, assessment, and evaluation.
- Fieldwork and clinical practice placements, demographics, and evaluations are archived on TaskStream. This ensures that placements are diverse in population and afford the student a supportive instructional environment. Data is reviewed annually for efficacy.

Survey Monkey Software
The use of Survey Monkey has supported the unit in the creation, management and assessment of evaluation assessments. Based on the use of this software, data-driven changes include:

- The development and implementation of a 360-degree evaluation tool used to measure Dean, Associate Dean, and Program Director performance was initiated in 2009. Evaluations are conducted biennially. Results are analyzed and used for professional growth.
- Development and distribution of alumni one year out surveys and employer surveys serve as the evaluation tool for follow-up studies. This was created in the spring of 2011 and distributed in March and April of 2011. Initial data collection is in process.

Course Evaluations
Prior to 2009, a paper system was used to provide faculty with instructional feedback. In the spring of 2009, the University adopted The Instructional Development and Evaluation Assessment (IDEA), a diagnostic course evaluation tool designed to provide faculty with feedback tailored to the particular objectives of each class. Web-based course evaluation data provides statistical means for instructional quality of faculty.

Biennial Report
The Commission on Teacher Credentialing (CTC) collects standard-driven data and information from all institutions and approved programs on a biennial basis. The Unit, using archived data from TaskStream, submitted the requested biennial report in 2009 and 2011. Reported data was analyzed and recommendations made for continuous improvement.

E-Class Enhanced Learning Opportunities (Blackboard)
Although standard-driven course outcomes are met in a traditional format, the Unit has advocated the use of E-class. In the fall of 2009, all faculty were required to enrich their coursework formats and

include the use of E-Class. Collaboration activities, rich discussion, and purposeful activities supporting differentiated learning styles were infused. The Unit also uses a number of E-class tools in structuring the series of courses EDU622-629 for candidates across all Regional Centers. As part of continuous improvement, the Unit implemented an on-line pilot of EDU672, Philosophy of Education, in the summer of 2011. This allowed for candidates from all regional centers to interact in rich discussions and learn about educational systems and cultures in different demographic areas. Assessment data on candidate engagement, learning competencies, and satisfaction will be analyzed, and recommendations made for continuous improvement.

Video-Conference Enhanced Learning Opportunities
The enrollment of five or less candidates in smaller programs (i.e. preliminary education specialist moderate/severe) has prohibited courses being offered each semester at the four regional centers. In numerous cases, this has lead to candidate dissatisfaction as conditional employment necessitated completion of coursework in a specified period of time. Therefore, in 2010, sophisticated video-conferencing technology was purchased and installed at the four regional centers and main campus. Faculty and staff are in the process of being trained to use this sophisticated equipment. This also allowed for candidates from all regional centers to interact in rich discussions and learn about educational systems and cultures in different demographic areas. Assessment data on candidate engagement, learning competencies, and satisfaction will be analyzed, and recommendations for continuous improvement made.

2c.3. What access do faculty members have to candidate assessment data and/or data systems?

All faculty members responsible for evaluating candidate assessments have access to the TaskStream folios and course assessment data. Data analysis resulting from standard-driven key signature assignment assessments and disposition assessments are shared with appropriate faculty annually. Because faculty advisors are required to make contact with the candidate regarding their status each semester, they review the candidate's individual folios. As candidates meet with their advisors, they are also provided the opportunities to self-assess and reflect on their progress each semester. Transition point data is also available to faculty advisors as this provides them with data related to candidate advancement in the program. Exit survey and follow-up studies data are reviewed annually. Comprehensive program data are shared with faculty at annual retreats and used for continuous improvement.

2c.4. How are assessment data shared with candidates, faculty, and other stakeholders to help them reflect on and improve their performance and programs?

Candidates:
Candidates receive feedback from faculty on standard-driven signature assignments submitted on TaskStream. Faculty members have the option of requesting revisions and reposting of the signature assignment for final evaluation. Faculty advisors share transition point data with candidates each semester. This affords the candidate reflective feedback and counsel for increasing candidate competencies as appropriate.
Faculty: Faculty members have the opportunity to evaluate candidate signature assignments and provide candidates with feedback for each course they teach. They also have access to the course's key assessment data which provides opportunities for analysis, reflection and instructional improvement.

Stakeholders: Comprehensive program data are shared with all faculty and members of the Advisory Councils on an annual basis. Recommendations are strongly considered and used for continuous improvement.

2c.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the use of data for program improvement may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard Two Find Admissions Protocol Find Admissions Process
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard Two Click on individual programs Find Follow-Up Surveys: One Year Out Alumni Survey and Employer Survey
http://www.taskstream.com/ts/railsback/CTCProgramAssessment.html Biennial Report
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard Two Find Individual Programs Find Curricular Maps

Optional

1. What does your unit do particularly well related to Standard 2?

Prior to 2008, each of the Unit's regional centers operated as individualized departments. Staff and faculty rarely interacted. Course content and assessment were not consistent, and the Unit did not exhibit consistency in overall operations of the unit. With the visionary leadership and guidance of a new dean, Dr. Gary Railsback, the Unit's members have worked collaboratively and diligently over the past 3 years to ensure that all courses, assessments, process, and procedures are consistent and aligned with CTC state standards.

2. What research related to Standard 2 is being conducted by the unit or its faculty?

Dr. Conni Campbell
Research and Presentation: *"Assessment Practice in the K-12 Classroom."* Association of Christian Schools International, Anaheim, CA. (2009)
Research and Presentation: *"TPA as a Formative and Summative Evaluation Tool."* California Educational Research Association. (2009)
Research and Presentation: *"Assessing Dispositions: A Heuristic for Teacher Education Candidates"* California Council of Teacher Education. (2009)
Research and Presentation: *"Teaching Performance Assessment and Dispositions: Linking policy*

with institutional priorities" California Council of Teacher Education. (2010)
Research and Presentation: *"Assessing Dispositions of K-12 Teachers and Students."* Association of Christian Schools International, Anaheim, CA. (2010)

STANDARD 3. FIELD EXPERIENCES AND CLINICAL PRACTICE

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

3a. Collaboration between Unit and School Partners

3a.1. Who are the unit's partners in the design, delivery, and evaluation of the unit's field and clinical experiences?

Due to the large geographical area and number of school districts, charter schools, and special education non-public schools within the regions which PLNU serves, each regional center and their respective programs have developed partnerships in which they place candidates for fieldwork and clinical experience. Faculty work closely with school district personnel to include cooperating teachers and principals to design, implement and evaluate the fieldwork and clinical experience. A current listing of partnerships is included in 3a.5.

Initial Teacher Preparation Programs
District leaders, principals, university supervisors, cooperating teachers, and adjunct and full-time program faculty work together to collaboratively develop the structures and evaluation processes for fieldwork and clinical practice experiences. The SOE uses a model that involves using identified partnerships in which to place clinical practice candidates. Collaboration with schools is integral to selecting suitable school sites for candidates' field experience and clinical practice. Examples of these partnerships are the Arcadia regional center with the Pasadena Unified School District, the Inland Empire regional center with the Chino School District, and the Mission Valley regional center with San Diego Unified School District partnerships. Representatives of the districts are active members on the regional centers' advisory councils. Many serve as adjuncts and guest lecturers, providing "real life" exemplars in the field. Experienced cooperating teachers work with university supervisors to support in the training of new cooperating teachers and provide input on clinical practice assessments and give recommendations for program improvement. Internship partnerships at the Arcadia, Bakersfield, and Mission Valley regional centers have provided the Unit with district representatives to collaborate in the selection, orientation, and evaluation of interns and of mentors that guide, assist, and support each intern at his/her school site throughout the duration of the internship. In the 2010-2011 academic year, outreach coordinators were assigned to each of the regional centers to strengthen these partnerships. Plans for the 2011-2012 academic year focus on partnership descriptors and the development of model partnerships.
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Advanced Teacher Preparation Programs and Programs for Other School Professionals. Because most advanced candidates are practicing educators in local districts, representatives from these districts, to include district leaders, principals, and site mentors work in collaboration with program faculty to collaboratively develop appropriate field experiences for advanced candidates. Site mentors work with university supervisors in the development of individual "induction" plans. Many serve as adjuncts and guest lecturers, providing real life exemplars in the field. They also collaborate with program faculty to plan demographically appropriate curricular activities and assignments for their candidates. Examples of these partnerships are Bakersfield regional center with the Tulare County Office of Education and Mission Valley regional center with the Grossmont Unified School District. Representatives of these educational systems are members of the regional centers' advisory councils. Partners collaborate and support new teacher induction and provide a variety of pathways for candidates to clear their initial credential. In the Education Leadership program, all directors are members and certified coaching leaders in the Association for California School Administrators which gives them ample opportunities to collaborate with administrators throughout California and ensure that best practice in the field is implemented in the Unit. This multi-partner connection has received state recognition as an impetus to improve and change the professional clear administration credentialing process. In the 2010-2011 academic year, outreach coordinators were assigned to each of the regional centers to strengthen these partnerships. Plans for the 2011-2012 academic year focus on partnership descriptors and the development of model partnerships.

Partnerships by Regional Center Data: 3a.5

3a.2. In what ways have the unit's partners contributed to the design, delivery, and evaluation of the unit's field and clinical experiences?

Each regional center and respective program within the Unit has established partnerships with their local learning communities. Unit partners offer feedback through formal and informal processes. Each regional center has an advisory council which includes partnership representatives such as district administrators, principals, and other school professionals. It is through these processes that partnerships review clinical practice curricula, provide feedback on areas to be strengthened and identify new directions or needs. Recommendations are forwarded to all programs and considered critical to ongoing program improvement.

Formal Processes:
- Advisory council meetings held each semester
- University supervisor and cooperating teacher meetings held each semester
- Partnership meetings
- Focus groups on internships and induction
- Representation of faculty on district-based committees
- Cooperating teacher training held each semester
- Support seminars and joint professional development held each semester
- Written and oral evaluations for university supervisors and cooperating teachers each semester

Informal Processes:
- Program coordinators' periodic visits with district personnel to affirm protocol and exchange professional development ideas, and review the ongoing relationship with districts and schools

- Fieldwork and clinical practice coordinators' maintenance of direct lines of communication with the designated district personnel, site administrators, and cooperating teachers
- University supervisors' frequent conversation with principals, cooperating teachers, and site mentors to receive feedback and suggestions regarding field and clinical experience

3a.3. What are the roles of the unit and its school partners in determining how and where candidates are placed for field experiences, student teaching, and internships?

Each program has specific requirements for the field experience placements. These requirements include, but are not limited to: working with diverse students, including working with students from diverse cultural backgrounds and students with special needs; working with different age groups, and working with qualified cooperating teachers or other school professionals. Fieldwork coordinators at each regional center work with district personnel to ensure that these requirements are met prior to placing candidates in the field.

Initial Teacher Preparation Programs
Internship partnerships and candidate placement in those positions follow state licensure policies. To be eligible for an internship, the candidate must have a Bachelor of Arts degree from an accredited institution and 10 hours of experience inclusive of working with English Language Learners. They must have passed the California Basic Educational Skills Test (CBEST), California Subject Examinations for Teachers (CSET), and the required district tuberculosis and fingerprint assessments. In addition, the district is required to have exhausted the list of eligible credentialed candidates for the position in which they are seeking to fill with an intern. Most often, the district, charter school, or non-public school contacts the Unit's regional center. The call is forwarded to the program coordinator/admission chair at the regional center so that a conversation can begin regarding the vacancy and eligible candidates. If a candidate is offered a contract, the regional center credential analyst works with the candidate in applying for a two year intern credential.

The fieldwork coordinators at each of the four regional centers work in conjunction with local school districts and private K-12 private learning institutions to find quality placements for fieldwork and clinical practice. A quality placement is defined as an experience affording the candidate with a diverse learning community and a highly qualified/experienced teacher who demonstrates best practices and has training/experience in coaching. When working with school districts, the Unit follows the adopted protocol of the district. In larger districts, it is common protocol that the coordinator makes official contact with the school board office with the request forwarded to the appropriate department. Smaller districts usually direct the coordinators to contact the principals, and discuss placements and teachers. Because clinical supervisors work "in the field" and often have developed professional relationships with the local learning community, they are also consulted in the placement options and master teachers.

Advanced Teacher Preparation Programs and Programs for Other School Professionals
Advanced candidates seeking additional teacher certifications or preparing to become an "other professional" (i.e. counselor, administrator) also engage in extensive practica or fieldwork experiences. The mandated hours and intensity of the experience follows program and state (CTC) requirements. Placements are coordinated by the fieldwork coordinator with input from the program directors and lead staff. For candidates seeking the education specialist clear credential, added authorizations in special education (AASE) are offered, requiring faculty and candidates to work with field supervisors and develop pertinent experiences. AASEs are currently offered in the areas of

autism, traumatic brain injury, and other health impairments. Currently, the education specialist clear credential is in transition to implementing the newly authorized standards.

3a.4. How do the unit and its school partners share expertise and resources to support candidates' learning in field experiences and clinical practice?

Resources that each program utilizes and makes available to unit partners include: program specific handbooks, clinical practice/fieldwork and cooperating teacher handbooks, observation and evaluation forms. These are available in hard copies and on-line. Resources may be viewed in the NCATE Exhibit Room in Standard Three under each program.

University supervisors and district/school partners meet formally and informally to share expertise and professional resources aimed at supporting candidates' learning. Cooperating teachers and university supervisors hold reflective conferences with candidates during site-based meetings and seminar sessions to support candidate growth in areas of competence as determined by institution and state standards. Cooperating teachers and other practitioners representing partnerships attend coursework sessions as guest lecturers. Representatives in the field also participate in advancement interviews, action research mentors, and culminating experiences. As a note of gratitude to district/school faculty, the Unit invites these individuals to its professional development activities. Often they take on a supporting role, and add to the topic-centered rich discussion.

Both faculty and clinical supervisors also take advantage of the opportunity to participate in professional development activities offered districts and K-12 private institutions of learning. In the Inland Empire regional center, clinical supervisors attend administrative program specialist meetings to learn district-based practices. In the Mission Valley regional center, faculty members participate in district-based summer professional development activities. In the Arcadia and Mission Valley regional centers, private K-12 learning institutions are invited to attend support seminars and other professional development workshops.

Full time faculty members are also engaged in community service. CTC General Preconditions Established by State Law state: Each postsecondary faculty member who regularly teaches one or more courses relating to instructional methods in a college or university program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. *Reference: Education Code Section 44227.5 (a) and (b).* A minimum of 30 hours every 3 years is the recommended guideline. Activities may include, but are not limited to: consulting activities, service on a school site council, or other governance team, service on a district advisory committee. Activities that are not included are supervision of student teachers, interns, or administrative services students. Full-time faculty members are required to verify their service in public schools. Data is provided in Unit Standard Five.

3a.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to collaboration between unit and school partners may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

3b. Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

3b.1. What are the entry and exit requirements for clinical practice?

All initial teacher education candidates must complete eight units of clinical practice and two units of clinical practice seminar. Candidates must complete multiple competencies and requirements prior to the commencement of the clinical practice experience as stated below:

Basic Skills Requirement (Must satisfy one)
- CBEST
- CSET: Multiple Subjects (I, II, III) PLUS Writing Skills (Subtest 142)
- California State University Placement Exams: Mathematics (score at least 50) and English (score at least 151)
- California State University Early Assessment Program (English & Math sections): Taken during 11th-grade standardized testing with score of "College-Ready" or "Exempt"
- Basic skills examination from another state
  Subject Matter Competence: (Must satisfy one)
- Passing score on the California Subject Examination for Teachers (CSET) in the area in which the candidate will complete clinical practice
- Signed verification of completion of a CTC-approved subject-matter program (Single Subject and Special Education [in approved subjects] only)

Coursework/Seminars:
- A grade of "C" or better in all coursework attempted during enrollment in the MAT program
- 3.0 GPA

Fieldwork:
- A grade of "Credit" in all required fieldwork courses in the program

TPA Tasks One and Two:
- A minimum score of 3 on Task One and Two prior to the commencement of Clinical Practice

Advancement Interview:
- An average score of 3 or higher on the advancement interview

Recommendation by the Advisor:
- Written recommendation by the advisor of the program in which the candidate will complete clinical practice.

In the event that a candidate is not approved for Clinical Practice, based on the advisor's recommendation, the candidate must enroll in GED691: Studies in Education (Special Studies: Clinical Practice). Upon successful completion of this course, the candidate may re-apply for

admission to Clinical Practice. There is no allowance made for candidates who are not successful in this course.

Exit Requirements from Clinical Practice:
- Three cooperating teacher evaluations (average 3 on a 4 point rubric)
- One mid-term university clinical supervisor evaluation (average 3 on a 4 point rubric)
- One final university clinical supervisor evaluation (average 3 on a 4 point rubric)
- Six developed lessons with supporting university clinical supervision report
- Four weeks of lead teacher responsibilities
  - Lesson planning
  - Classroom management
  - Leading all class instruction

3b.2. What field experiences are required for each program or categories of programs (e.g., secondary) at both the initial teacher preparation and advanced preparation levels, including graduate programs for licensed teachers and other school professionals? What clinical practice is required for each program or categories of programs in initial teacher preparation programs and programs for the preparation of other school professionals? Please complete Table 7 or upload your own table at Prompt 3b.9 below.

Table 7
Field Experiences and Clinical Practice by Program

Program	Field Experiences	Clinical Practice (Student Teaching or Internship)	Total Number of Hours
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html **Log-in using the following password: plnuncate** • 3b.9 Field Experiences and Clinical Practice by Program			

3b.3. How does the unit systematically ensure that candidates develop proficiencies outlined in the unit's conceptual framework, state standards, and professional standards through field and clinical experiences in initial and advanced preparation programs?

Initial Teacher Preparation Programs

During four of the required courses for Multiple Subject, Single Subject, and Education Specialist credentials, candidates are enrolled concurrently in 15 hours of field experience for each course. Following required coursework, candidates enroll in clinical practice requiring 400 hours of experience in the field. This allows candidates to apply and reflect on their content, professional and pedagogical knowledge, skills, and the Unit's adopted professional dispositions in a variety of settings with students and adults. In field experiences and clinical practice, candidates have the opportunity to apply the Unit's tenets of the conceptual framework in their practice. The Unit has adopted three defining measures: equip, transform, and empower. These measures embrace the unit's shared values as well as the candidate learning outcomes regarding teaching and learning. They provide the unit a context for ensuring a multi-layered continuity in curriculum, instruction, field experience, clinical practice, and assessment. First, in the Unit's conceptual framework, is *Equip*. The emphasis is that the candidates need to engage in ongoing scholarly, professional, personal, and spiritual growth. Candidates focus on a practice of collaboration and the importance of being a lifelong learner. During field experience and clinical practice our candidates are expected to work

collaboratively and communicate effectively as servant leaders. *Transform* is the second. This is to embrace the positive power of diversity through development as advocates for equity and access. California is a state represented by great diversity. Candidates are placed in schools sites reflecting diversity of learners which include cultural diversity, English learners, special needs students, at-risk students, and socio-economic diversity. Candidates apply faith-based influences and beliefs within educational organizations. The Unit's third emphasis is *Empower*. During the candidate's field experiences and clinical practice candidates should be engaging in reflective educational practices that emulate Christian discipleship within an educational community focused on service and responsibility. The extension of the unit's conceptual framework into practice must come through modeling by clinical practice university supervisors as well as the well-designed opportunities afforded the candidate during field experiences and clinical practice. Throughout the credential program, candidates are supported and assessed in the areas of intentional preparation in theory, academic goals and state adopted content standards, subject specific pedagogical skills, assessment, instructional practices for English language development, instructional planning and rationale, and adaptations to support learning for all students to promote and enhance student learning.

Clinical practice university supervisors are each required to make a minimum of 12 visits/conferences with the candidate during a semester of clinical practice, for both the traditional candidates and those in the internship program. For each formal observation, the discussion should include the PLNU Instructional Plan and the candidate-completed Analysis/Reflecting Conference Guide form. Two of the visits/conferences will be triad conferences to include the candidate, cooperating teacher, and university supervisor. With input from the cooperating teacher, clinical university supervisors complete formal mid-term and final evaluations. In addition, they complete the *Dispositions and Indicators of Noble Character Rubric*. All visits requiring a formal lesson are recorded on observation forms (Formative Assessment Summary). Candidates are required to complete the PLNU Instructional Plan for each formal visit and provide a copy to the clinical faculty at the time of the visit. The cooperating teacher completes three (3) formal observations using the Formative Assessment Summary and the candidate provides lessons designed with the PLNU Instructional Plan. The cooperating teacher also provides written feedback on the appropriate forms (*Pre-Assessment/Dispositions and Indicators of Noble Character Rubric*, Mid-Term Assessment, and Final Assessment/*Dispositions and Indicators of Noble Character and Narrative*). Resources may be viewed in the NCATE Exhibit Room in Standard 3 under each program.

Advanced Programs in Teacher Education and Programs for Other School Professionals

Clear Credentials (Multiple/Single Subject, Education Specialist)
Added Authorizations in Special Education (AASE)
Fieldwork at the advanced level is a collaborative team approach to learning providing candidates with a variety of experiences while working in the field. This approach enables the candidate to reflect on and debrief experiences, discuss the application of theory and skills, brainstorm possible solutions to current issues, and receive guidance and support in a mentoring relationship with both the university supervisor and site mentor. The design of the fieldwork experiences is based on CTC's FACT, a reflective assessment and induction process designed to support new teachers. The implementation of the fieldwork experience is overseen by the university fieldwork supervisor and the site mentor both contributing to and shaping the learning of the candidate through modeling and coaching. The fieldwork activities are aligned with the conceptual framework and are carefully crafted experiences designed to provide opportunities for candidates to learn through doing. Field experiences for multiple and single subject clear credentials are aligned with the districts' BTSA programs and requirements. Field experiences for the Educational Specialist clear credential are

designed to include an AASE. Resources may be viewed in the NCATE Exhibit Room in Standard 3 under each program.

Pupil and Personnel Services (PPS) and Child Welfare and Attendance (CWA)

Candidates in the Counseling program have the opportunity to extend the Unit's conceptual framework into practice during fieldwork experiences. The Unit's adopted three defining measures- equip, transform and empower, that embrace the Unit's shared values as well as the candidate learning outcomes regarding teaching and learning. They provide the counseling program a context for ensuring a multi-layered continuity in curriculum, instruction, field experience, clinical practice, and assessment. PPS candidates are required to complete 600 hours of supervised fieldwork and CWA candidates are required to complete 150 hours of supervised fieldwork. During fieldwork, candidates are required to complete a "dispositional" Professional Growth Chart. This chart reflects ongoing dispositional assessments (self, professor, and clinical supervisor) and targets specific personal and professional areas for growth.

Both PPS and CWA candidates are also required to submit a culminating portfolio which demonstrates competency by including a compendium of one-page written reflections for each of the state standards with identification as to how each of the standards were met in the courses. Candidates are required to provide three artifacts per standard. Candidates present culminating portfolios to the fieldwork university supervisor during the exit interview at the conclusion of the program. The portfolio includes their conceptual framework reflection which demonstrates how the conceptual framework has been integrated into course and fieldwork experiences.

Professional Preliminary Administrative Services Credential

Fieldwork is a collaborative team approach to learning to provide candidates with a variety of experiences with students and adults to experience leadership in real-world settings. This approach enables the candidate to reflect on and debrief experiences, discuss the application of theory and skills, brainstorm possible solutions to current issues, and receive guidance and support in a mentoring relationship with both the university supervisor and site mentor. The design of the fieldwork experiences is based on the CPSELs and the application of knowledge and skills developed in the leadership coursework for real world situations. The implementation of the fieldwork experience is overseen by the university fieldwork supervisor and the site supervisor both contributing to and shaping the learning of the candidate through modeling, instruction, and coaching. The fieldwork activities are aligned with the conceptual framework and are carefully crafted experiences which are designed to provide opportunities for candidates to learn leadership through doing. As a part of the fieldwork process, candidates observe site administrators in their on- the-job settings. Additionally, the site mentors and the fieldwork university supervisors observe candidates in a variety of leadership settings.

Candidates participate both in university classroom simulations and school-based activities that are directly related to the improvement of teaching and learning. These experiences include developing of site budgets, interacting with parents and the community, using technology to collect student achievement data and improve instructional programs and enhance professional development based on that data. Many of the activities are collaborative in nature and included group simulations within university classrooms as well as participating and collaborating with school-based leadership teams as a part of the fieldwork experience. Built into each documented fieldwork assignment is the requirement for reflection. In the course assignments and in the fieldwork journal, reflections are valued, emphasized, and debriefed. These reflections integrate the candidate's professional knowledge, personal dispositions, and real world experience.

Preliminary administrative services program candidates participate in field experiences that require them to design, implement, and evaluate projects which fall under the responsibility of the site administrator(s). These include activities such the development of a new staff member orientation program, development of a mission and vision statement, building, supporting, and leading Professional Learning Communities, budget development, development of a family involvement plan, etc. Candidates are expected to interact with teachers, families of students, site administrators, university supervisors, and other candidates/interns as a required component of their field and coursework. Candidates are expected to serve as members of the instructional/leadership teams at the sites where they carry out their fieldwork activities. The activities require that candidates are participants in administrative decisions at the sites.

Advanced Program: Professional Clear Administrative Services Credential
The professional Administrative Services Clear Credential Program is a reflective induction program which includes multiple points of guided and self-reflection of candidate performance relative to the California Professional Standards for Educational Leaders (CPSELs). Since the majority of the candidates in this program are already practicing education professionals, the leadership settings in which the candidates complete their fieldwork are working school sites or district/county offices. Therefore, candidates are afforded interaction with students and adults in a variety of settings.

The implementation of the fieldwork experience is overseen by both the university fieldwork supervisor and the district mentor. Each contributes to, and shapes the learning of the candidate through modeling, instruction, and coaching. The fieldwork activities are aligned with the conceptual framework and CPSELs and are carefully crafted, individualized experiences which are designed to provide opportunities for candidates to learn leadership within their work settings. All fieldwork experiences are designed to be integrated into the school instructional and operational programs within the work settings giving site mentors and the fieldwork supervisors a chance to observe candidates in a variety of leadership activities.

Clear candidates are, by the nature of their administrative assignments, involved in a wide variety of school-based activities focused on improving teaching and learning. They collaborate continually with teachers, peers, and district officials utilizing technology and participating in and leading in service learning. Additionally, as a requirement of the clear program, candidates participate in two, non-university professional development activities. Built into the program is an ongoing expectation of reflection. Reflection is valued, emphasized, and debriefed as an expected habit of a successful educational leader. These reflections integrate the candidate's professional knowledge, personal dispositions and real world experience.

3b.4. How does the unit systematically ensure that candidates use technology as an instructional tool during field experiences and clinical practice?

As a prerequisite to clinical practice and fieldwork, candidates are required to develop and demonstrate technological proficiency in their program of study. Basic proficiencies are exhibited in communicating via e-mail, accessing course material and participating in discussion boards via the Unit's on-line learning management platform (Blackboard), and posting signature assignment assessments on TaskStream. The Unit is also piloting the use of an upgraded video-conferencing system, affording candidates access to courses when offered at different regional centers. All classrooms are equipped with computers, document cameras, and DVDs/VCRs giving instructors the opportunity to model the use of technology. University coursework provide instruction and training

for candidates in using technology tools that are directly related to the improvement of teaching and learning. Candidates, presenting to colleagues during course sessions, are required to integrate the use of these technology aides in their presentations. Signature assignment assessments integrate state-driven technology standards. These experiences include, but are not limited to, the use of technology to identify curricular programs, use instructional tools, administer assessments (formal and summative), collect and analyze student achievement data, develop site budgets and the master schedule, and in service-related activities. Many of the activities are collaborative in nature and include group simulations within university classrooms as well as the fieldwork and clinical practice experience of participating with school-based teams.

Initial Teacher Preparation Programs
In clinical practice experiences for initial teacher preparation credentials, candidates are required to apply their learnings in instructional technology into lesson plans. Clinical practice university supervisors collaborate with cooperating teachers to ensure that candidates have experience with instructional technologies. Common examples include the use of the Promethian interactive whiteboard, PowerPoint presentations, and document cameras. To support students with learning differences, the use of instructional software as well as adaptive and assistive technologies are also integrated into lesson plans. Candidates document use of technology in daily reflection logs and discuss their learnings with cooperative teachers and clinical practice university supervisors. The use of technology is embedded in the mid-point and final clinical practice evaluations – Understanding and Organizing Subject Matter for Learning which states, "Using materials, resources and technologies to make subject matter accessible to students."

Advanced Teacher Preparation Programs and Programs for Other School Professionals
In fieldwork experiences for advanced teacher preparation and other school professionals, candidates are required to use technology in their work settings. Fieldwork university supervisors collaborate with site mentors to ensure that candidates have experience with a variety of technologies. Candidates are encouraged to use technology in the preparation of instructional and professional development materials, and in the assessment of their effectiveness. They are required to use technology as a research tool (i.e. Survey Monkey, Excel) and use data warehouses to access and analyze P-12 student performance, attendance patterns, grade history, grade point averages, special education service reports and plans, California High School Exit Examination (CAHSEE) passage rates and college admission requirements.

3b.5. What criteria are used in the selection of school-based clinical faculty? How are the criteria implemented? What evidence suggests that school-based clinical faculty members are accomplished school professionals?

University Supervisor Support: School-based Clinical Faculty
University faculty who provide clinical supervision are part-time or adjunct faculty members who serve 2-8 candidates each quad. All adjuncts are experienced educators with more than 10 years of experience in the classroom and have master degrees, administration credentials, and/or Doctorate degrees. Many are retired administrators or program specialists who have served in districts within the region. They know and understand complexity of the different learning communities and the standard operating procedures of the local school districts. Newly hired clinical supervisors must undergo the screening protocol requirements of the Human Resources Department.

School Based Supports
The fieldwork coordinators at each of the four regional centers work in conjunction with local school districts and private K-12 private learning institutions to find quality placements for fieldwork and clinical practice. Preferred are placements in which the Unit already has an established relationship. A quality placement is defined as an experience affording the candidate with a diverse learning community and a highly qualified/experienced teacher who demonstrates best practices and has training/experience in coaching. When working with school districts, the Unit follows the adopted protocol of the district. In larger districts, it is common protocol that the coordinator makes official contact with the school board office with those requests forwarded to the appropriate department. Smaller districts usually direct the coordinators to contact the principals, and discuss placements and teachers. Because university clinical supervisors work "in the field" and often have developed professional relationships with the local learning community, they are also consulted in the placement options and master teachers.

To keep lists updated and accurate requires consistent communication with the appropriate district personnel. Once matches are made between the candidate and school-based clinical faculty, adherence to the identified criteria is closely monitored by district and university supervisors who are most connected to the field to ensure that candidates are receiving quality support and mentoring.

Initial Teacher Preparation Programs
Cooperating teachers qualifications:
- Has three or more years of documented successful school-based experience in the credential area of support
- Holds a current credential for work setting
- Demonstrates a willingness to fulfill the roles and responsibilities of the cooperating teacher
- Attains a recommendation from a school or district administrator based on demonstrated competencies considered necessary to be effective teachers and mentors for candidates
- Participates in required trainings provided by the district and the SOE
- Values diversity and demonstrates cross-cultural competence in their interactions with staff, students, family, and community
- Demonstrates best instructional practices consistent with those emphasized in the SOE

Advanced Credential Programs and Programs for Other School Professionals
- Has three or more years of documented successful school-based experience in the credential area of support
- Holds a current credential for area of support
- Attains a recommendation from a school or district administrator based on demonstrated competencies considered necessary to be effective coaches/site mentors for candidates
- Demonstrates a willingness to fulfill the roles and responsibilities of the coach/site mentor
- Participates in required trainings
- Demonstrates competence in their collaborative interactions with administrators, university supervisors, and members of the professional learning community

3b.6. What preparation do school-based faculty members receive for their roles as clinical supervisors?

At each regional center, clinical university supervisors for initial and advanced programs attend a training session held the first week of each quad. During this training session, supervisors receive the

listing of assigned candidates and supporting contact information and documentation materials (visit logs, observation forms, evaluations, etc.). Clinical supervisors are trained and updated in collaboration techniques, review of reflection logs, coaching strategies, targeting areas for growth, and the development of remediation plans. During the first week of each quad, clinical supervisors meet with their assigned candidates to introduce themselves, schedule initial site visits, and review the roles and responsibilities of the supervisor, cooperating teacher/site mentor and the candidate. The fieldwork coordinator is accessible throughout the quad and communicates with the clinical supervisors via e-mail, phone conferences, and face-to-face interactions.

Cooperating teachers/site mentors provide daily support to the candidates in the field. They are also considered employees of PLNU, and are required to uphold the professional dispositions that are espoused by the Unit. Cooperating teachers/site mentors are required to attend initial training sessions offered each semester, and encouraged to receive update training each year. The Unit has plans to upgrade trainings by adding technology in the form of videos and PowerPoint presentations to be used across the regional centers. Cooperating teachers receive a copy of the Clinical Practice Handbook and supervision support materials.

Candidates have the obligation to submit evaluation forms on their clinical supervisors and cooperating teachers/site mentors. Cooperating teacher/site mentors evaluate the clinical supervisors. The fieldwork coordinator files these evaluations which are reviewed by the associate deans. The results are used for professional development, and the regional center considers these results when making supervisor assignments and placements in the future.

3b.7. What evidence demonstrates that clinical faculty members provide regular and continuous support for student teachers, licensed teachers completing graduate programs, and other school professionals?

Initial Teacher Preparation Programs

At each visit during the eight weeks of full-time clinical practice, the university supervisor will confer with the candidate, as well as confer with the cooperating teacher.
The university supervisor:
- Maintains open and prompt communication between school personnel, the Cooperating teacher(s), and the candidate(s)
- Provides the cooperating teacher(s) and candidate(s) with information about the program goals, objectives, required activities, observation appointments, time lines and record-keeping needs
- Supports and encourages the development of teaching skills
- Reviews student PLNU instructional plans prior to each visit
- Participates in a minimum of six visits/conferences with the candidate. For each formal observation, the discussion should include the PLNU Instructional Plan and the candidate-completed Analysis/Reflecting Conference Guide form. Two of the visits/conferences will be the triad with the candidate, cooperating teacher and university supervisor
- Confers a minimum of six times, with the cooperating teacher about the behavior, achievements, instructional responsibilities and performance of the candidate,
- Completes two formal evaluations; mid-term assessment, final assessment and narrative. Single subject candidates will be assessed additionally via the Content Specific Competency Assessment (Pre-Assessment and Final Assessment)

- Monitors the Pre-Assessment evaluation and *Dispositions and Indicators of Noble Character* rubric—to be completed by the Cooperating Teacher and candidate by end of the second week,
- Schedules a triad midterm conference with the candidate and the Cooperating Teacher to evaluate the candidate's progress and complete the midterm evaluation prior to this conference, gives a copy of the evaluation to the candidate and Cooperating Teacher at the end of the conference,
- Attends a triad *exit* conference with the Cooperating Teacher and the candidate,
- Completes the final evaluation and narrative and *Dispositions and Indicators of Noble Character* rubric of the candidate at the end of the assignment,
- Assists the candidate and Cooperating Teacher throughout the assignment while clearly communicating expectations, affirming the positive, encouraging improvement, and staying informed of the progress of the candidate
- Responds immediately to a Cooperating Teacher's decision that a candidate is not performing responsibly, professionally or to minimum standards of the profession. In this case, the university supervisor, along with the program advisor and the cooperating teacher, will assist the candidate to improve while at the same time completing the necessary documentation for possible removal from clinical practice

Advanced Credential Programs and Programs for Other School Professionals

Clear Candidates: Single Subject, Multiple Subject, Education Specialist and AASE)
The Clear Credential program includes a reflective coaching-mentoring component which is based on an assessment of the candidate's skills, knowledge, and interests and is individualized to fit the specific needs of each candidate. During the program, candidates have an opportunity to work in a personalized mentoring and coaching relationship, engage in reflection processes and receive focused guidance and support while undertaking his/her new teaching role. The reflective coaching seminar is designed to provide a responsive professional growth plan specific to the unique individual teacher needs that requires the ability to implement instructional strategies and apply K-12 content standards and CSTP'S that are consistent with the California Education Code. When enrolled in the reflective coaching seminar, the candidate will continue to receive coaching/mentoring and participate in courses focused on the CSTP/themes identified in the professional growth plan.

Other School Professionals: Pupil Personnel Services (PPS) and Child Welfare and Attendance (CWA)
The majority of the candidates are already working in professional educational environments. When possible, fieldwork is completed at the site of the candidate's employment. PPS site supervisors are provided with a Site Supervisor Handbook informing the partners of the guidelines regarding candidate placement and need to complete 600 hours of fieldwork through GED 687, PPS Fieldwork. The university supervisor meets with the site supervisor and the candidate to discuss the evaluation process, areas of strength, and targeted areas of growth. Site supervisors provide candidates with assessments regarding their performance on specific school counseling tasks during their fieldwork experiences at each level. The CWA program is new to the Unit and only offered at the Arcadia Regional Center. CWA fieldwork requires only 150 hours and integrated into GED 688, CWA Fieldwork. University supervisors and site mentors collaborate with the candidates to ensure that CTC standard requirements are met, and this new program monitored appropriately.

Other School Professionals: Education Leadership Preliminary Administrative Services Credential

The majority of the candidates are already working in professional educational environments. When possible, fieldwork is completed at the site of the candidate's employment. Education Leadership site supervisors are provided with a Site Supervisor Handbook informing the partners of the guidelines regarding candidate placement. It is the responsibility of the university clinical supervisor to:

- Meet with the candidate during the first course to provide an overview of the program and review the fieldwork requirements including the role of the site supervisor, the process for selecting experiences and developing the outline, the Fieldwork Activity Narrative/Reflection (Form C), the required and optional meetings, and the culminating activity as well as a discussion of how and when credits are granted
- Assist the candidate in identifying additional fieldwork opportunities at other sites or other grade levels
- Maintain on-going and frequent communication with the candidate to review Fieldwork Activity Narrative/Reflections (Form C) and provide interim evaluations
- Maintain on-going and frequent communication with the candidate and site supervisors to plan, analyze, review narratives, assist the candidate in practicing the art of self-reflection, provide feedback and coaching, and provide formative and summative evaluations. These communications/meetings will include a three-way conversation with the candidate and site supervisor utilizing the CCAD as a mid-program formative assessment, the final culminating-activity meeting, and other forms of communication such as meetings, phone calls, emails, etc. as needed
- Provide the candidate opportunities to communicate openly and candidly about fieldwork experiences and outcomes
- Coordinate calendars for self, the site supervisor and the candidate for the culminating activity
- Make the final evaluation of the candidate's level of competency based on input from the candidate and the site fieldwork supervisor after reviewing the contents of the candidate's documentation (narrative notebook, artifacts, Fieldwork Activity Narrative/Reflection (Form C), etc.), attending the culminating activity, and completing the summative evaluation

Advanced Programs: Education Leadership Clear Administrative Services Credential

The majority of the candidates are already working in professional educational environments. When possible, fieldwork is completed at the site of the candidate's employment. The university fieldwork supervisor is assigned by the Unit. Education Leadership site supervisors are provided with a Site Supervisor Handbook informing the partners of the guidelines regarding candidate placement. The candidate's Individual Induction Plan (IIP) is developed collaboratively with the university supervisor and site supervisor and is based on the candidate's competency assessment of his/her knowledge, skills and interests related to the CPSEL's. The university supervisor and site supervisor make a commitment to assist the candidate in meeting his/her identified goals and objectives, engage in reflective study with the candidate, and guide the candidate as he/she grows professionally as a new administrator. The role of the university fieldwork supervisor is to offer coaching, personalized professional development opportunities, professional assessment, and career advisement. The university fieldwork supervisor will meet in person with the candidate for a minimum of 10 hours per

course for IIP progress reports, coaching, and observation of the candidate on site during the performance of administrative activities, and will be available for unscheduled conversations via phone or e-mail.

3b.8. What structured activities involving the analysis of data and current research are required in programs for other school professionals?

School Counseling: Pupil Personnel Services and Child Welfare and Attendance Credentials
Candidates research cultural groups and create data-based PowerPoint presentations. Candidates analyze the achievement gaps. They design, deliver and evaluate the results of delivering classroom guidance curriculum (graduation, college admissions, study skills, etc). Candidates also use data to analyze and create a School Personnel Accountability Report Card (SPARC). Candidates research topics related to school violence and use information to design intentional interventions for at-risk students. Candidates also take part in a variety of action research activities involving case studies. These activities are archived in the program's signature assignment assessments found in the Biennial Reports.

Educational Leadership: Administrative Services Preliminary and Clear Credentials
Candidates develop research projects and school-based projects that involve research-based literature review and multiple uses of data from districts, national or government data sources, or data warehouses like Data Director and Power School, to access and analyze P-12 student performance and achievement, attendance patterns, grade history, grade point average, and CAHSEE passage rates. Using student achievement data and a budget template, candidates create a $250,000 Title I budget in alignment with funding regulations and guidelines directly aimed at enhancing student achievement. Using district resources and demographic data from a School Accountability Report Card (SARC) and Single Plan for Student Achievement, candidates identify barriers and develop an action plan to include a summary of the demographic data of the school, current parent involvement, research-based strategies, and district, community, and family resources which can support parent involvement in increasing student achievement. These activities are archived in the program's signature assignment assessments found in the Biennial Reports.

3b.9. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the design, implementation, and evaluation of field experiences and clinical practice may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html **Log-in using the following password: plnuncate** Click on Unit Standard Three Click on individual programs Find program handbooks Find clinical practice handbooks
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html **Log-in using the following password: plnuncate** 3b.9 Field Experiences and Clinical Practice by Program
http://www.taskstream.com/ts/railsback/CTCProgramAssessment.html Biennial Report

3c. Candidates' Development and Demonstration of Knowledge, Skills, and Professional Dispositions to Help All Students Learn

3c.1. On average, how many candidates are eligible for clinical practice each semester or year? What percent, on average, complete clinical practice successfully?

The Unit is pleased to cite a 98% overall pass rate for initial teacher preparation candidates. The success can be attributed to a number of variables to include the professional attentiveness students receive, spiritual guidance as it relates to the ministry of education, sound advisement regarding required coursework, and additional resources/support.

Candidates eligible and registered for the 2008-2011 include the following:
FA 2008—102 candidates   SP 2009—91candidates
SU 2009—79 candidates   FA 2009—53 candidates
SP 2010—82 candidates   SU 2010—20 candidates
FA 2010—78 candidates   SP 2011—71 candidates.

3c.2. What are the roles of candidates, university supervisors, and school-based faculty in assessing candidate performance and reviewing the results during clinical practice?

Within the Unit, only the initial (or preliminary) teacher preparation programs require clinical practice. Candidate performance during clinical practice is carefully assessed by all stakeholders (candidates, cooperating teacher, and clinical supervisor) during 16 week experience. A variety of assessment instruments are used at multiple points. TPA 3, focusing on student assessment, is completed in the first phase of clinical supervision. TPA 4, the culminating instructional lesson plan is implemented by the candidate and video-taped. Both of these assessments are uploaded on TaskStream. Independent evaluators trained by the Unit assess the candidate's TPA performances on a four point rubric scale. To receive a passing score, candidates must earn the average score of three for each of these assessments. Observations of six candidates developed lessons are completed. Following the observations, candidates conduct an analysis of the given instructional lesson plan. Following a formative feedback protocol, the clinical supervisor and cooperating teacher review the lesson plan analyses with the candidate. Candidate reflection logs archive daily activities and new learnings. These are shared with cooperating teachers daily so that any candidate questions are attended to. Clinical supervisors review these logs during their site visits. A mid-term and final evaluation conducted by the clinical supervisor and cooperating teacher, are shard in evaluation conferences to provide the candidate with formative/summative feedback. These evaluations are comprehensive and integrate the California Standards of the Teaching Profession (TPEs). Evaluation findings are discussed for purpose of calibrating the findings of the cooperating teacher and clinical supervisor as well as to inform the candidate of overall progress and the meeting of state competencies. As needed, remediation plans are developed to support candidate growth. All evaluations are archived in a clinical practice portfolio which, at the end of the program, is submitted to the fieldwork coordinator. Evaluative documents are copied and uploaded onto TaskStream. Clinical supervisors often co-teach the clinical practice seminars so that all current trends and challenges in the field can be discussed and solutions found.

3c.3. How is time for reflection and feedback from peers and clinical faculty incorporated into field experiences and clinical practice?

The Unit's measure of *transform* implies that candidates are reflective in nature, and with the opportunity to practice learned skills in supportive environments, they will flourish as educators. Therefore, in keeping with the belief system, the Unit ensures that candidates have numerous opportunities for reflection at each level and in every program.

Initial Teacher Preparation Programs

In the MAT program (initial teacher preparation), field experience reflections are debriefed in group/class discussions. Individual candidate reflective journals are carefully reviewed by both the clinical supervisor and cooperating teacher. Candidates are given responsive feedback throughout the clinical practice experience. During clinical practice, informal daily conferences are held with the cooperating teachers with a focus on attending to instructional processes, and student assessment products. Self assessment and analysis of developed and taught lessons offer yet another reflection. Facilitated by Unit faculty, clinical practice seminars afford another opportunity for candidates to interact with one another, sharing their experiences of success and areas of struggle. It provides a forum to set goals for their teaching.

Advanced Teacher Preparation Programs and Programs for Other School Professionals

In the MATL Program and Special Education Masters Program (advanced teacher preparation programs), the theme of reflection continues, and advanced teacher candidates develop induction plans to increase practitioner effectiveness in their chosen profession. Embedded in advanced credentialing coursework and fieldwork, are opportunities candidates document and use their hours in the classroom to refine their instructional skills. In reflective coaching seminars, group debriefing is designed to provide time and support for reflective teaching.

In the Counseling Program, candidates are required to complete the School Counseling Professional Growth Chart reflecting self, professor and site supervisor assessments of the candidate's *Dispositions of Noble Character* to identify specific personal and professional areas for growth and how they will achieve them. In addition, reflective seminars give candidates the opportunity to better prepare themselves for real-world application in the school community. Candidates participate in role plays, presentations, group leadership opportunities, and discussion.

In the Education Leadership Program, initial fieldwork is a collaborative team approach to learning which seeks to provide candidates with a variety of experiences with students and adults to experience leadership in a real-world setting. This approach enables the candidate to reflect on and debrief experiences, discuss the application of theory and skills, brainstorm possible solutions to current issues, and receive guidance and support in a mentoring relationship with both the university supervisor and site mentor. At the advanced level, the reflective induction program includes multiple points of guided and self-reflection of candidate performance relative to the California Professional Standards for Educational Leaders (CPSELs).

3c.4. What data from multiple assessments provide evidence that candidates demonstrate the knowledge, skills, and professional dispositions for helping all students learn in field experiences and clinical practice?

Carefully structured field experience and clinical practice coupled with formative and summative evaluations provide a consistent process with evidence that candidates demonstrate the knowledge, skills, and professional dispositions for helping all students learn.

At the initial preparation level, TPAs 1-4 hallmark the professional growth process for all candidates in the demonstration of the knowledge, skills, and professional dispositions needed to support student learning. Fieldwork experience and evaluations build upon the content of methodology courses. With

differentiation strategies embedded in all methodology coursework, candidates are able to observe differentiated instruction and begin to experience working with the diverse learning styles in the classroom. During clinical practice, the mid-term and final evaluations focus on the California Standards of the Teaching Profession. This confirms that the specific knowledge, skills, and professional dispositions are monitored and demonstrate candidate competency. Consistent use of assessments pertaining to the *Dispositions of Christ-like and Noble Character* was implemented in the spring of 2011.

At the advanced teacher preparation level, individual induction plans identify areas of strength and target areas for professional growth. Reflective coursework monitor candidate growth and abilities to meet the needs of the differentiated learners. Consistent use of assessments pertaining to the *Dispositions of Christ-like and Noble Character* are also required at multiple points in the program.

The programs for other school professionals prepare candidates for responsibilities beyond the classroom where candidates participate in fieldwork experiences aligned with state standards. For example, in the counseling program, candidates are required to develop a professional growth chart affording the candidate self assessment and guidance from a coach/mentor. Culminating portfolios archive their abilities to walk alongside the learning community so that students have optimum opportunities to learn. In the education leadership program, candidates' fieldwork integrates state adopted California Professional Standards for Educational Leaders (CPSELS). The CPSELS focus on what administrators need to know and be able to demonstrate in order to guide and improve achievement for all students.

3c.5. What process is used to ensure that candidates collect and analyze data on student learning, reflect on those data, and improve student learning during clinical practice?

Teacher Performance Assessments: Tasks 3 and 4

Throughout the MAT program, preliminary candidates are assessed by the four Teacher Performance Assessments. These assessments are embedded with the California Teaching Performance Expectations established by the CTC to describe the set of knowledge, skills, and abilities beginning teachers should be able to demonstrate.

During clinical practice, all initial teacher preparation candidates complete TPA Task 3 and Task 4. Task 3 requires candidates to design and implement a comprehensive lesson with special focus student assessment that responds to cultural and differentiated learning needs. With careful data analysis, candidates will critique the instruction and student assessment product and propose the next steps in student learning. Task 4 is the culminating assessment requiring candidates to plan and implement a comprehensive instructional plan based on the California Content Standards. TPA Task 3 data analysis for 2010-2011 shows a 3.19 proficiency on a 4 point rubric scale. Data analysis for Task 4 shows a 3.24 proficiency on a 4 point rubric scale. Detailed data analysis can be viewed in the NCATE Exhibit Room.

TPA Task Data: See 3c.7

3c.6. How does the unit ensure that all candidates have field experiences or clinical practice that includes students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups?

The Unit is acutely aware that candidates need to experience students with exceptionalities and students from diverse ethnic/racial, linguistic, gender, and socioeconomic groups. California is a state represented by great diversity. Candidates are guided to embrace the positive power of diversity through development as advocates for equity and access. Candidates learn how to apply faith-based influences and beliefs within educational organizations. During the candidate's field experiences and clinical practice candidates engage in reflective educational practices that emulate Christian discipleship within a diversified educational community.

Therefore, fieldwork coordinators take great effort in providing quality experiences for the candidates. Coordinators at each of the four regional centers are required to monitor school district demographics and school sites. They often work with university supervisors, district offices and individual principals to locate placements that not only represent the diversity in the classrooms today but also respect and appreciate the student diversity in areas of development and learning. The only situations where there is relatively little choice in regard to the placement of candidates is the intern program where candidates are employed and placed by the district with a shortage, and in the education leadership program where candidates are employed at a district-based site. In these cases, the university supervisors work closely with the principal and district leaders to ensure that fieldwork and clinical practice experiences are ones that reflects diversity.

Diverse Fieldwork and Clinical Practice Samples Data: 3c.7

3c.7. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the development and demonstration of knowledge, skills, and professional dispositions for helping all students learn may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html   **Log-in using the following password: plnuncate**   Click on Unit Standard Three   3c.7 TPA Tasks 1-4 Passage Rates Results 2011
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html   **Log-in using the following password: plnuncate**   Click on Unit Standard Three   Click on individual programs   3c.7_Diverse_Placement_Candidate_Sample_Multi Sub   3c.7_Diverse_Placement_Candidate_Sample_Single Sub   3c.7_Diverse_Placement_Candidate_Sample_Sped

Optional
1. What does your unit do particularly well related to Standard 3?

- Full implementation of CTC's Teacher Performance Assessments for the initial teacher preparation programs.
- Full implementation of CTC's adopted California Professional Standards for Educational Leaders CPSELs for the education leadership programs.
- Transition to newly adopted standards for the advanced teacher preparation programs (Multiple and Single Subject Clear and Education Specialist Clear).
- Targeted area of growth for 2011-2012 focuses on developing stronger partnerships.

2. What research related to Standard 3 is being conducted by the unit or its faculty?

Dr. Conni Campbell
Research and Presentation: *"Teaching Performance Assessment and Dispositions: Linking policy with Institutional Priorities."* CCTE Conference (2010)
Research and Presentation: "Assessing Dispositions of K-12 Teachers and Students." ACSI Conference (2010)

Dr. Josh Emmett
Publication: *"A New Teacher Empowerment Framework for High School Improvement: A Multi-Site Case Study."* California Educational Research Association, San Francisco, CA. (2009)

Dr. Gary McGuire
Research and Presentation: *"Providing Culturally Aware Pre-Service teacher and Administrator Preparation Programs: The Impact Higher Education can make on Eliminating the K-12 Achievement Gap."* Co-presenter; Christians on Diversity in the Academy National Conference. (2009)
Publication: *"Shared Leadership, Shared Results."* Association of California School Administrators. Volume 37, NO. 3. January/February 2008. pp. 35-38.

Dr. Corey McKenna
Research and Presentation: "The Effects of Exercise on Student Achievement in Elementary School Classrooms" at the California Educational Research Association annual meeting, San Francisco, CA. (2009)
Research and Publication: *"The Development and Implementation of an Integrated Curriculum at a Math, Science, and Technology Magnet School"* at the California Educational Research Association annual meeting, San Francisco, CA. (2009)

Dr. Andrea Liston
Research and Publication: *Co-Teaching in Urban Secondary U.S. School Districts to Met the Needs of all Teachers and Learners: Implications for Teacher Education Reform* in the International Journal of Whole Schooling. (2010)

Dr. Enedina Martinez
Research and Presentation: *"Meeting the Linguistic and Academic Needs of English Language Learners: Implications for Educators and Policymakers in an Era of Globalization."* California Council on Teacher Education (CCTE) Conference. 2009)

STANDARD 4. DIVERSITY

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty; candidates; and students in P-12 schools.

[In this section the unit must include (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

4a. Design, Implementation, and Evaluation of Curriculum and Experiences

4a.1. What proficiencies related to diversity are candidates expected to develop and demonstrate?

The University and Unit's **commitment to diversity** stems from the Nazarene and Wesleyan heritage that compels all to embrace justice and to treat every individual equally with respect and compassion. It is through experiences with others from diverse points of view that all individuals see dimensions of truth. Diversity not only enriches the educational endeavor, it is critical to it. As stated by PLNU's President Brower, diversity at PLNU is a continued celebration of the blessings that emanate from different abilities, ethnic, cultural, racial, national origins, religious, and socio-economic backgrounds (Brower, 2010). PLNU's Diversity Council reinforces this commitment of preparing students for professional roles in an increasingly global society. The mission of the Council includes creating goals and strategic plans that support and enhance the university's commitment to diversity as stated in their core values.

As stated in the Unit's vision, true advocacy begins with each faculty member's understanding and belief in the positive power of diversity. Candidates are exposed to ethnic, social, cognitive, and cultural diversity within learning communities and supported in the transferring of these theoretical principles of social justice into educational practices throughout their course of study. Responding to the Wesleyan Heritage to pursue a life of holiness, faculty, staff, and candidates are called to embrace and embody a Christ-like ethic of love and sacrifice on behalf of those they serve (Maddox, 1996). Faculty members model this commitment by taking a candidate-centered, developmental approach toward the achievement of standards of excellence.

Therefore, the Unit has the responsibility to provide opportunities for candidates to understand diversity and equity in the teaching and learning process. Facilitating the learning of all students in an increasingly diverse learning community is imperative for the educators of the 21st century. The Unit's coursework and fieldwork experiences are based on well-developed foundations, and designed to help candidates understand diversity and equity and the influence of culture on education. All candidates receive instruction and guidance in the legal, moral, and ethical issues related to diversity and inclusion, to equip them to protect students and fellow educators from discrimination and to support overall achievement within their learning communities. They are required to uphold the Unit's adopted professional dispositions of noble character in all of their teaching and learning environments. The Unit's Conceptual Framework addresses diversity proficiencies required of all students and lists program learning outcomes that speak to candidate proficiencies related to diversity.

Candidate Proficiencies in Diversity: See 4a.4 Conceptual Framework, page 23

4a.2. What required coursework and experiences enable teacher candidates and candidates for other school professional roles to develop:
☐ **awareness of the importance of diversity in teaching and learning; and**
☐ **the knowledge, skills, and professional dispositions to adapt instruction and/or services for diverse populations, including linguistically and culturally diverse students and students with exceptionalities?**

A willingness to hear and learn from many diverse voices is foundational to a Christian education and prepares candidates to become truly educated people, equipped to live in a diverse society and world. Our faith confirms that we are finite and therefore our knowledge is incomplete. It is through the inclusion and experience of others from diverse backgrounds and points of view that we often begin to see dimensions of truth previously unseen by us. Diversity not only enriches the educational

endeavor, it is critical to it. Required coursework and experiences enable teacher candidates and candidates for other school professional to develop: awareness of the importance of diversity in teaching and learning; and the knowledge, skills, and professional dispositions to adapt instruction and/or services for diverse populations, including linguistically and culturally diverse students and students with exceptionalities. The coursework and experiences are summarized below. Detailed course descriptors are found in the graduate catalog.

Initial and Advanced Teacher Preparation Programs
All teacher candidates (initial, advanced, CLAD, Reading Certificate) learn to contextualize teaching by being given opportunities to develop lesson plans, apply culturally relevant teaching strategies and techniques that are relevant to teaching English Language Learners, students from ethnically diverse backgrounds as well as students with special disabilities. They understand the concept of equitable learning environments and learn about differentiating instruction for English Language Learners, students from ethnically diverse backgrounds as well as students with special disabilities. Candidates engage all students by providing a positive learning environment, curriculum design and differentiated content, and applying the instructional process based on students needs.
Initial Coursework:
Course: EDU602 Foundations of Special Education
Course: EDU612 Differentiated Math Instruction
Course: EDU621 General Methods for Secondary Teachers
Course: EDU651 Instructional Adaptations for Mild Moderate Disabilities
Course: EDU654 Methods for Teaching Students with Moderate Severe Disabilities
Advanced Coursework:
Course: GED641 School Communities in a Pluralistic Society
Course: GED642 Teaching Strategies for English Learners
Course: GED650 Universal Access: Equity for All Learners
Course: GED652 Methods for Teaching Students with ASD
Course: GED653 Methods for Teaching Students with TBI
Course: GED654 Methods for Teaching Students with OHI
Course: GED677 Teaching Special Populations
Course: GED673 Reflective Coaching Seminar
Course: GED693 Research-based Intervention Models and Strategies

Other School Professionals: Counseling (PPS and CWA)
In programs for other school professionals, candidates reflect on diversity in a professional growth chart, demonstrating dispositional competencies of caring, patience, and respect. Fieldwork experiences afford candidates with opportunities to explore community agencies located in ethnically diverse neighborhoods to understand neighborhood supports and overall educational equity as it pertains to ethnicity and disabilities. Candidates are also taught to be team members in the creation of culturally responsive and inclusive environments at the schools, in the classrooms, and in the counseling center. They are integral members in creating a climate of respect for all cultures and language groups and demonstrating how to proactively approach cultural conflicts, and openly discuss topics such as bullying, racism, prejudice, discrimination, stereotypes, etc.
Coursework:
Course: GED667A/B Comprehensive Counseling and Guidance
Course: GED665 Safe Schools and Violence Prevention
Course: GED641 School Communities in a Pluralistic Society
Course: GED662 Foundations of Counseling and Counseling Theory
Course: GED687 Research, Field Studies & Practicum in Counseling and Guidance

Other School Professionals: Educational Leadership (Administrative Services)
Educational Leadership includes strong pedagogical background, knowledge of curriculum content and instructional strategies. This program (preliminary and clear administrative), ensures that educational leadership candidates have access to resources to help bridge the transition from teacher to administrator. Coursework and fieldwork experiences are directly linked to the six standards for professional leadership (CPSELS) and connected with diverse learning communities. The fieldwork process is conducted within the educational community and provides for collaborative discussion on exceptionalities and inclusion, English learners, ethnic/racial, cultural, and linguistic differences, gender differences and the impact of these factors on learning. Access to high quality leaders is the right of every school. Educational leadership candidates providing a positive learning environment means attending to the standards for professional leadership. Leadership includes strong pedagogical background, knowledge of curriculum content and instructional strategies. Strategies to support strong schools includes: collaboration between and amongst staff, activities that promote interaction, shared reflection about students, clear and explicit standards-based goals, and anticipated issues that might arise from some of the "invisible" diversity in the class.
Coursework:
Course: GED603 Visionary Leadership
Course: GED604 Instructional Leadership for the Success of All Students
Course: GED609 Collaborative and Responsive Leadership
Course: GED796 Induction, Mentoring, and Advanced Fieldwork
Course: GED797 Professional Development and Assessment

Graduate Catalog Course Descriptors: 4a.4

4a.3. What key assessments provide evidence about candidates' proficiencies related to diversity? How are candidates performing on these assessments?

Understanding the importance of diversity means having the knowledge, skills, and dispositions to work in diversified learning communities, having the skill to adapt instruction, having the ability to work with linguistic and culturally diverse students, and having the ability work with students having exceptionalities. The Unit collects assessment data from a variety of signature assignment assessments to ensure that candidates in all programs are developing competencies related to diversity proficiencies. Each Program/Credential's signature assignment assessments and candidate performance is summarized below. Detailed information may be found in each program's Biennial Reports.

Initial Single Subject (Preliminary)
- EDU 620, Literacy Instruction for Secondary Teachers: This signature assignment assessment consists of a comprehensive case study. It includes a listing of classroom demographics, observations, and assessments. A data analysis will identify the next learning steps for the focus student of an English Learner or special education background. Data analysis on candidates for 2009-2011 shows a 3.67 proficiency on a 4 point rubric scale.

Initial Multiple Subject (Preliminary)
- EDU 610, Methods of Teaching Reading and Writing: This signature assignment assessment requires candidates to choose an English Language Learner as a focus student during the field experience. The assignment requires candidates to collect data through anecdotal observation,

literacy assessment instruments, and student conferences, reflect on that data, and set learning goals for student growth. Data analysis for 2009-2011 shows a 3.80 proficiency on a 4 point scale.

- EDU 611, Interdisciplinary Approaches to Teaching in the Content Areas: This signature assignment assessment requires credentialing candidates to develop, plan and organize an integrated standards-based thematic unit of instruction for a classroom of students. The differentiated instruction, technology, assessment techniques and resources that will meet the needs of all students will be included. Data analysis for 2009-2011 shows a 3.79 proficiency on a 4 point rubric scale.

Initial Education Specialist (Preliminary)
- EDU 650, Assessment and Services for Students with Disabilities: This signature assignment assessment requires credentialing candidates to conduct a functional behavioral assessment and develop a behavior support plan for a student with behavioral challenges. The analysis will include the steps taken for the functional behavioral analysis, the assessment results, and development of 3 goals and will include materials, technology, supports, and assessment system. Data analysis for 2009-2011 shows a 3.72 proficiency on a 4 point rubric scale.
- EDU 652, Collaboration and Consultation for IEP Implementation, Evaluation, and Program Improvement: This signature assignment assessment requires candidates to prepare a comprehensive lesson and delineate the role of a special education teacher, a service provider, and a paraeducator in collaboration with the general education staff to meet the diverse needs of the students with disabilities and English Learners with special needs. The lesson will include the content area and supporting standards, lesson objectives, considerations for 3 focus students, co-teaching approaches, room arrangements, materials, and assessment products. Data analysis for 2009-2011 shows a 3.63 proficiency on a 4 point rubric scale.

Advanced Multiple and Single Subject
- GED 641, School Communities in a Pluralistic Society: This signature assignment assessment requires candidates to demonstrate content mastery through researching the values, religious observances/holidays, learning styles, parental roles in education, child rearing traditions, most appropriate ways to praise and discipline the children in school, communication styles (verbal and non-verbal) and best practices in teaching these children of a selected culture. The project should include a reflection section inclusive of the most significant learning and plans to apply learnings in the field. Data analysis for 2010-2011 shows a 4.00 proficiency on a 4.00 rubric scale.
- GED 642, Teaching Strategies for English Learners: This signature assignment assessment requires candidates to design a standards-based unit of study. The format includes instructional consideration for both English Learners and Special Education Students. The candidate lists the instructional texts, strategies, technology, assessment techniques and any supplemental teaching materials. Data analysis for 2009-2011 shows a 3.78 proficiency on a 4.00 rubric scale.
- GED 677, Teaching Special Populations: This signature assignment assessment requires candidates to demonstrate understanding, application and use of inclusive practices Students will give an oral presentation supplemented by a PowerPoint showing specific strategies that differentiate instruction for students with diverse needs as well collaboration strategies to promote inclusive practices for students with diverse needs. Data analysis for 2009-2011 shows a 3.93 proficiency on a 4.00 rubric scale.

Education Specialist (Clear)
- GED 650, Universal Access: This signature assignment assessment requires candidates to demonstrate content mastery through designing a standards-based universal access lesson for a unit of study. The lesson demonstrates equitable access for all learners, and the implementation of differentiated strategies. Data analysis for 2009-2011 shows a 3.44 proficiency on a 4.00 rubric scale.
- GED622, Advanced Special Education Assessment and Analysis of Behavior: This signature assignment assessment requires candidates to develop a Comprehensive Philosophy and Action Plan of Assessment and Behavior Support to include their philosophy, rules and expectations, specific consequences, instructional supports, and guidelines for individual behavioral needs. Data analysis for 2009-2011 shows a 3.83 proficiency on a 4.00 rubric scale .

Added Authorizations in Special Education
- GED652, Methods of Teaching Students with Autism Spectrum Disorder: In this signature assignment assessment, candidates will develop an organizational/self-regulation system for an individual student with ASD from their fieldwork experience on a Word document that includes each of the following: daily class/ subject-schedule, task completion-due dates, long/short term assignments planning, support services, sensory diet assignment notification, anticipation of change, relaxation system, and communication of needs. Data analysis for 2009-2011 shows a 3.86 proficiency on a 4 point rubric scale.
- GED 653, Methods for Teaching Students with Traumatic Brain Injury: In this signature assignment, candidates will be given the neuropsychological and academic assessment reports of a student who has a traumatic brain injury. After reviewing the assessments and analyzing the results, each candidate will develop a written analysis and instructional plan identifying areas of strengths and areas of need, generating classroom recommendations of services and supports for IEP goals and objectives supporting academic growth, behavior, and technology. Data analysis for 2009-2011 shows a 3.72 proficiency on a 4 point rubric scale.

Reading Certificate
- GED692, Standards, Assessment, and Instruction – Comprehending and Composing Written Language: This signature assignment assessment requires candidates to determine best practices and the effectiveness in comprehension strategy instruction by developing and presenting a "Strategy Demonstration Plan" they have found to be successful and justify two practices they would include in future lessons. Data analysis for 29009-2011 shows a 3.98 proficiency on a 4.00 rubric scale.
- GED693, Research-based Intervention Strategies and Models: This signature assignment assessment requires candidates to demonstrate content mastery through the reading of intervention models and strategies with on-going assessment results and capturing these in a research report. They strengthen their understanding of the use of intervention to help struggling readers build the reading and writing skills necessary for school success. Data analysis for 2009-2011 shows a 3.87 proficiency on a 4.00 rubric scale.
- GED 694, Standards, Assessment, and Instruction – Word Analysis, Fluency and Systematic Vocabulary Development: This signature assignment assessment requires candidates to strengthen their research and intervention strategies and practices by reading articles from the National Reading Panel and creating entry logs for each article. Two struggling readers are assessed with candidates presenting an assessment analysis and teaching targets for the focus students. Data analysis for 2009-2011 shows a 4.00 proficiency on a 4 point scale.

Cross-Cultural, Language and Academic Development (CLAD) Credential
- GED 668, Bilingual Education and Specifically Designed Academic Instruction: This signature assignment assessment requires candidate to design a one-week Specially Designed Academic Instruction in English (SDAIE) unit of study. The format identifies ELD standards, academic content standards as well as language and content objectives. The instructional strategies, technology, assessment techniques and teaching materials that will help meet the needs of the ELL students are included. Data analysis will be available at the site visit.
- GED641, School Communities in a Pluralistic Society: In this signature assignment assessment, candidates research a cultural group using a variety of sources, including the internet, books and a personal interview with someone from that culture and present their findings in a presentation supported by PowerPoint. Data analysis on final evaluations for 2009-2011 shows a 3.98 proficiency on a 4 point rubric scale.

Counseling: Pupil Personnel Services Credential
- GED662, Foundations of Counseling and Counseling Theory: In this signature assignment assessment, candidates write an 8-12 page paper discussing the integrative perspective of counseling theory to include definition, use with culturally diverse K-12 students, goals of use, and the value of integrative perspective. Data analysis for 2009-2011 shows a 3.64 proficiency on a 4 point rubric scale.
- GED665, Safe Schools and Violence Prevention: In this signature assignment assessment, candidates select a topic related to school safety and violence prevention in a K-12 school community and write an 8-12 page paper which will incorporate journal references, site visits, interviews, and other literature resources utilized to complete the project. Data analysis for 2009-2011 shows a 3.76 proficiency on a 4 point rubric scale.
- GED677, Teaching Strategies for Special Populations: In this signature assignment assessment, candidates develop a personal philosophy of inclusive practices for students with special needs and gifted and talented students. Data analysis for 2009-2011 shows a 3.80 proficiency on a 4 point rubric scale.

Counseling: Child Welfare and Attendance Credential
CWA is a stand-alone program. To be eligible for this credential, advanced candidates must hold a current PPS credential or be completing the PPS program. New to the Unit in 2011, the first candidates have yet to submit signature assignments demonstrating mastery of the CWA standards. Data for each of these key assessments will be available at the time of the visit.
- GED645, The Law and the Professional Role of the Child Welfare and Attendance Counselor: In this signature assignment assessment candidates demonstrate their understanding of laws pertaining to minors by writing a 4-6 page APA formatted paper to include the role of the CWA provider, school climate issues, and cultural factors if relevant. This is a new program (summer, 2011). Data analysis will be available at the time of the visit.
- GED646A, Child Welfare and Attendance Program – Leadership, Management, Collaboration, and Community/Parent Partnerships: In this signature assignment assessment, candidates write a five page APA formatted paper identifying an issue facing Child Welfare and Attendance Professionals and cite a specific leadership theory which will assist in its effective program implementation. This is a new program (summer, 2011). Data analysis will be available at the time of the visit.
- GED646B, Child Welfare and Attendance Program – Leadership, Management, Collaboration, and Community/Parent Partnerships: In this signature assignment, candidates

create a PowerPoint presentation utilizing the research paper written in GED646A. This is a new program (summer, 2011). Data analysis will be available at the time of the visit.

- GED647: In this signature assignment assessment, candidates design a "Charter School" utilizing evidence-based programs for identified "high-risk" students in grades 7-12. The students can be referred through the LEAs, Department of Probation, the courts, DCFS, SARB and/or parents. This is a new program (summer, 2011). Data analysis will be available at the time of the visit.

Education Leadership: Administrative Services Preliminary Credential

- GED604, Instructional Leadership for the Success of All Students**:** In this signature assignment assessment, candidates observe and analyze classroom instruction in one general and one special education class to identify strengths and needs based on research-based best practices. The summary will detail the analysis of differentiated instruction for cultural and special needs and discuss the next steps for instructional achievement. Data analysis for 2009-2011 shows a 3.78 proficiency on a 4 point rubric scale.
- GED609, Collaborative and Responsive Leadership: In this signature assignment, candidates develop an action plan with goals, activities and a timeline for strengthening parent involvement and education on a campus using district resources and demographic data from a SARC model and a plan for student achievement. Barriers and opportunities for enhancing parent involvement will be identified and district, community and family resources will be listed. Research on best practices is also required. Data analysis for 2009-2011 shows a 3.66 proficiency on a 4 point rubric scale.

Education Leadership: Administrative Services Clear Credential

Each key assessment in the Clear Educational Leadership program is built around one of the six CPSELs. In depth data analysis is available in the program's Biennial Report. Detailed data charts will be available at the visit.

- GED796, Induction, Mentoring, and Advanced Fieldwork: In this signature assignment assessment, candidates complete the first self assessment of their leadership skills and competencies based on the California Professional Standards for Educational Leaders (CPSELs) along with a narrative section for identifying strengths and weaknesses. All CPSELS integrate diversity. Data analysis for 2009-2011 shows a 2.67-5.00 proficiency on a 5 point rubric scale.
- GED796, Induction, Mentoring, and Advanced Fieldwork: In this signature assignment assessment, candidates engage in their first 360 survey by asking a small, randomly selected group of their certificated and classified staff to complete an anonymous survey of the candidate's competencies as an educational leader. All CPSELS integrate diversity. Data analysis for 2009-2011 shows a 4.25-5.00 proficiency on a 5 point rubric scale.
- GED797, Professional Development and Assessment: In this signature assignment assessment, candidates complete their second self assessment of their leadership skills and competencies based on the California Professional Standards for Educational Leaders (CPSELs) along with a narrative section for identifying strengths and weaknesses. All CPSELS integrate diversity. Data analysis for 2009-2011 shows a 4.14-5.00 proficiency on a 5 point rubric scale.
- GED797, Professional Development and Assessment: In this signature assignment assessment, candidates engage in their second 360 survey by asking a small, randomly selected group of their certificated and classified staff to complete an anonymous survey of the candidate's competencies as an educational leader. All CPSELS integrate diversity. Data analysis for 2009-2011 shows a 4.5-5.00 proficiency on a 5 point rubric scale.

4a.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to diversity proficiencies and assessments may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-5) should be uploaded.]

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html
Log-in using the following password: plnuncate
Click on Overview
Find Conceptual Framework
Proficiencies, page 23
Program Learning Outcomes, pages 24-51
http://www.pointloma.edu/experience/academics/catalogs/graduate-catalog/school-education/school-education-course-descriptions
Graduate Catalog course descriptors
http://www.taskstream.com/ts/railsback/CTCProgramAssessment.html
Biennial Report

4b. Experiences Working with Diverse Faculty

4b.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with higher education and/or school-based faculty from diverse groups?

"PLNU recruits and employs women and men from a variety of cultural, ethnic, and socio-economic backgrounds as faculty and staff. A willingness to hear and learn from many diverse voices is foundational to a Christian liberal arts education and prepares students to become truly educated people, equipped to live in a diverse society and world." These statements are articulated as Core Values for PLNU. Our faith confirms that we are finite and therefore our knowledge is incomplete. It is through the inclusion and experience of others from diverse backgrounds and points of view that we often begin to see dimensions of truth previously unseen by us. Diversity not only enriches the educational endeavor, it is critical to it. The diversity in faculty charts for each program are available in the NCATE Exhibit room.

Within the Unit, fieldwork coordinators at each of the four regional centers work with district offices, private schools, and clinical supervisors in an effort to recruit cooperating teachers and mentors that reflect the diversity in the learning communities of today. All fieldwork and clinical practice placements are made in schools that reflect cultural diversity. Programs host guest speakers from different cultures, with different attributes, and various disabilities. For example, the Special Education Program brings in adults with autism, and Single Subject/Multiple Subject Programs bring in speakers with a primary language other than English. Representatives from missionary-based schools, such as the Eduardo Barahona International School in Honduras are also invited to the regional centers to recruit teacher candidates. Support seminars provide for additional opportunities to bring individuals from different cultural backgrounds and abilities' diversity to the forefront of educational reform.

Diversity in Faculty Data: See 4b.5

4b.2. What knowledge and experiences do faculty have related to preparing candidates to work with students from diverse groups?

Consistent with the PLNU mission and core values, the University diversity initiatives aim to: (1) foster mutual respect, appreciation and understanding among the members of a diverse university community, (2) disseminate information to members of the university community about "best practices" which encourage and support diversity, (3) serve as a means of communication on diversity issues between and among the schools and other institutional units, and (4) sponsor programs and activities which encourage diversity.

At the University level, the Margaret Stevenson Center for Women's Studies provides resources that enable faculty and students to learn about prominent women's issues and celebrates the contributions that women have made to society. In addition, it advocates women's participation in faith ministry and works to achieve this commitment through focused studies into gender equality. The Center for Justice and Reconciliation (CJR) studies poverty and oppression and seeks to explore and support Christian means of social engagement. The center hosts co-curricular interdisciplinary conferences, symposiums and forums for ongoing faculty, staff and student enrichment. Most recently, the University has developed an "Urban Term" for undergraduate students. In partnership with interested teaching faculty and community leaders, every other summer the CJR director coordinates an intensive cross-cultural immersion sociological and theological educational curriculum for students designed to combine praxis and academic reflection on the complexities of urban life while living and serving in City Heights, a diverse, low-income community in San Diego.

Higher education and school faculty with whom the Educational Leadership candidates work throughout their program (coursework and fieldwork) are knowledgeable about and sensitive to preparing leaders to work with diverse students, including students with exceptionalities, students from culturally diverse background, and students from a broad range of diversity groups. Faculty attends local, state, and national conferences to ensure course content and instruction is consistent with best practice. Faculty engages in ongoing research studies.

Faculty members who regularly teach one or more courses actively participate in public elementary or secondary schools and classrooms at least 30 hours per academic year. Activities include: school leadership roles, consulting, service on school site or other governance teams, advisory committees. This requirement serves to engage faculty in the working field of America's classrooms that are becoming increasingly diverse (i.e. growing numbers of students with classifications of disabilities, 40% of students in P-12 classrooms are students of color, 20% have at least one foreign-born parent, many have native languages other than English, and many have diverse religious and cultural backgrounds.

Advisory Councils from each of the Unit's regional centers bring together a diverse representation of community representatives, program completers, faculty, and candidates. They inform the program's curriculum, pedagogy, and fieldwork experiences in culturally meaningful ways. The council provides for different voices in the continued improvement of the program and work of the education profession. Diversity is monitored and the council provides guidance in ensuring and maintaining diverse populations amongst faculty.

The Unit faculty members have both considerable interest in and experience with research on issues of diversity. In the past five years, Unit faculty members have published numerous articles related to

diversity in education. Review of faculty research interests in the area of diversity also indicates a strong interest in issues surrounding diversity.

Unit faculty experiences promoting diversity are to be commended:

- Dr. Jim Johnson has coordinated the Special Olympics Event held at PLNU for the past 15 years. The 2011 event, The San Diego County Region Special Olympics Track Meet, was held at the PLNU Track on April 16, 2011. Candidates and faculty are welcomed to support in the organization of the event.
- Dr. Corey McKenna was part of the Challenged Athletes Foundation Team raising money for Operation Rebound (a part of CAR helping troops get back into the multi-sport lifestyle after being injured in combat.) He also participated in an Ironman event which raised more than $40,000 for the "Ride to Walk" program in Lincoln, CA. It is a horseback riding therapy program for children with disabilities.
- Dr. Doretha O'Quinn was honored as an outstanding African American Educator by Phi Delta Kappa, an international professional association for educator The honor was based upon her current work at PLNU in reaching out to urban schools, previous work at Biola University and Azusa Pacific University, her publishing, and service to the wider church as a part of the board of directors for the International Church of the Foursquare Gospel.
- Dr. Andrea Liston rappelled down the 33 story Manchester Grand Hyatt Hotel in San Diego on Nov. 6, 2010 to raise money for "Over the Edge," an event put on by Kids Included Together, a non-profit organization specializing in providing best practices training for community-based youth organizations committed to including children with disabilities into their existing recreational, social and child care programs."

4b.3. How diverse are the faculty members who work with education candidates? [Diversity characteristics in addition to those in Table 8 can also be presented and/or discussed, if data are available, in response to other prompts for this element.] Please complete Table 8 or upload your own table at Prompt 4b.5 below.

Table 8
Faculty Demographics

	Prof. Ed. Faculty Who Teach Only in Initial Teacher Preparation Programs n (%)	Prof. Ed. Faculty Who Teach Only in Advanced Programs n (%)	Prof. Ed. Faculty Who Teach in Both Initial Teacher Preparation & Advanced Programs n (%)	All Faculty in the Institu-tion n (%)	School-based faculty n (%)
American Indian or Alaska Native	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Asian	0 (0%)	0 (0%)	1 (3.8%)	13 (3.6%)	1 (.5%)
Black or African American, non-Hispanic	5 (7.4%)	11 (12%)	2 (7.7%)	15 (4.1%)	18 (9.4%)
Native Hawaiian or Other Pacific Islander	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Hispanic or Latino	3 (4.4%)	12 (13%)	1 (3.8%)	14 (3.9%)	17 (8.9%)
White, non-Hispanic	59 (86.8%)	68 (73.9%)	20 (84.6%)	307 (84.6%)	155 (81.2%)
Two or more races	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other	0 (0%)	0 (0%)	0 (0%)	14 (3.9%)	0 (0%)
Race/ethnicity unknown	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total	68 (100%)	92 (100%)	24 (100%)	363 (100%)	191 (100%)
Female	43 (63.2%)	54 (58.7%)	17 (70.8%)	190 (52.3%)	128 (63.7%)
Male	25 (36.8%)	38 (41.3%)	7 (29.2%)	173 (47.7%)	73 (36.3%)
Total	68 (100%)	92 (100%)	24 (100%)	363 (100%)	201 (100%)

4b.4. What efforts does the unit make to recruit and retain a diverse faculty?

The Unit is required to follow the University's policies and procedures in its recruitment efforts. The policy, as it relates to diversity states:

"The University is an equal opportunity employer and is committed to making employment decisions on the basis of merit. We want to have the most qualified person in every job. University policy prohibits unlawful discrimination based on race, color, sex, age, national origin, disability or

ancestry, or any other consideration made unlawful by federal, state or local laws. This commitment applies to all persons involved in the operation of the University and prohibits unlawful discrimination by any employee of the University, including supervisors and co-workers."

The Unit believes that the greater range of cultural backgrounds and experiences among faculty from diverse populations enhances understanding of diversity. These groups include:
- Full time and adjunct faculty for course instruction
- Guest professors (coursework)

It should be noted the Unit has been focused and intentional in the recruitment of faculty with diverse backgrounds. Since 2008, at least seven individuals of diverse cultural backgrounds have been offered employment and worked in the Unit as faculty.

4b.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to faculty diversity may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard Four

Click on Individual Programs
Find Diversity in Faculty Data Charts

4c. Experiences Working with Diverse Candidates

4c.1. What opportunities do candidates (including candidates at off-campus sites and/or in distance learning or alternate route programs) have to interact with candidates from diverse groups?

The active participation of candidates from diverse cultures and with different experiences is solicited, valued, and promoted in courses and advanced fieldwork experiences. Candidate learning outcomes embedded in courses require diverse candidates to attend course sessions together and work in collaborative teams to complete course assignments. Candidates interact with peers diverse in ethnicity as well as job type and engage in networking opportunities with local school districts employing those of diverse backgrounds.

Interaction with candidates from diverse groups is fostered by the Unit's addition of on-line courses and video-conferencing. These additions open up candidate enrollment in coursework across all regional centers. This increases the opportunities for interactions with candidates from diverse groups, as the demographics in the regions surrounding the centers present many different cultures and ethnicity.

Other opportunities include professional development seminars, district professional development workshops and local conferences. Attendance at these events also affords candidate networking opportunities with local school districts employing those of diverse backgrounds.

4c.2. How diverse are the candidates in initial teacher preparation and advanced preparation programs? [Diversity characteristics in addition to those in Table 9 can also be presented and discussed, if data are available, in other prompts of this element.] Please complete Table 9 or upload your own table at Prompt 4c.4 below.

Table 9
Candidate Demographics

	Candidates in Initial Teacher Preparation Programs n (%)	Candidates in Advanced Preparation Programs n (%)	All Students in the Institution n (%)	Diversity of Geographical Area Served by Institution (%)
American Indian or Alaska Native	3 (.7%)	4 (.6%)	8 (.6%)	6,186 (0.1%)
Asian	15 (3.7%)	34 (5.0%)	81 (6.1%)	94,932 (1.9%)
Black or African American, non-Hispanic	10 (2.4%)	40 (5.9%)	62 (4.7%)	116,939 (2.4%)
Native Hawaiian or Other Pacific Islander	0 (0%)	0 (0%)	0 (0%)	6,389 (0.1%)
Hispanic or Latino	97 (23.7%)	194 (28.7%)	314 (23.7%)	982,121

				(19.8%)
White, non-Hispanic	245 (59.8%)	358 (53.0%)	751 (56.7%)	300,462 (6%)
Two or more races	0 (0%)	0 (0%)	0 (0%)	18,154 (0.4%)
Other	10 (2.4%)	11 (1.6%)	31 (2.3%)	0 (0%)
Race/ethnicity unknown	30 (7.3%)	33 (4.9%)	73 (5.5%)	0 (0%)
Total	410 (100%)	676 (100%)	1324 (100%)	4,969,103 (100%)
Female	286 (69.8%)	511 (75.6%)	924 (69.8%)	NA
Male	124 (30.2%)	165 (24.4%)	400 (30.2%)	NA
Total	410 (100%)	676 (100%)	1324 (100%)	

4c.3. What efforts does the unit make to recruit and retain candidates from diverse groups?

The Unit takes efforts to recruit and retain candidates from diverse groups. To meet the recruiting and retention objectives, specific steps have been taken to achieve this end:

- The Dean has worked with Marketing Services to develop program brochures that represent diversity. Media spots have been promoted to attract the working professional/educator to the field of education.
- At all locations, the Unit invests in intensive partnerships with local private and public schools, school districts, county offices of education, BTSA programs, and SELPAs. As a result, the Unit attracts many candidates from diverse backgrounds to pursue additional credentials and degrees.
- At all locations, the Unit has appointed a faculty to serve as an outreach coordinator to make personalized connections with local learning communities and potential candidates.
- The Unit and Admissions Office sponsor information nights at each of the regional centers, and speak to educational credentialing programs that fit the lifestyle of working professionals.
- EDUCAP, the Unit's alumni organization, offers 10 scholarships yearly to support credentialing candidates pursuing credentials and degrees.

4c.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to candidate diversity may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

4d. Experiences Working with Diverse Students in P-12 Schools

4d.1. How does the unit ensure that candidates develop and practice knowledge, skills, and professional dispositions related to diversity during their field experiences and clinical practice?

The Unit has adopted three measures with supporting goals that align the Unit's mission and vision with its core values. These measures embrace the Unit's shared values as well as the candidate learning outcomes regarding teaching and learning. They provide the Unit a context for ensuring a multi-layered continuity in curriculum and instruction, field experience, clinical practice, and assessment. The second measure, *Transform*, relates to the transformative phase of the credentialing process, where candidates are given opportunities to apply their skills in a supportive environment. Most important is to embrace the positive power of diversity through the development as advocates

for equity and access. California is a state represented by great diversity. Candidates are placed in school sites reflecting diversity of learners which include cultural diversity, English learners, special needs students, at-risk students, and socio-economic diversity. Candidates need to understand how to apply faith-based influences and beliefs within educational organizations.

The Unit also recognizes that all candidates will work in increasingly diverse learning communities. To that end, the Unit ensures that candidates at all levels develop and practice knowledge, skills, and dispositions related to diversity during their field experiences and clinical practice. During these experiences, each candidate is evaluated using field placement or clinical practice evaluation tools to provide evidence of the acquisition of the knowledge, skills, and dispositions needed to work with students from diverse backgrounds.

With the requirement to concurrently complete and submit signature assignments related to diversity, candidates fulfill the CTC standards and discipline-specific skills that the Unit believes are paramount to each candidate's sensitivity to and knowledge of race, ethnicity, culture, gender, exceptionalities, English Language Learners, and socioeconomic status. Each signature *assignment identifies specific knowledge, skills, and dispositions that are standards based and* relevant. Evidence of these competencies have been addressed in writing prompts 4a.2 and 4a.3.

4d.2. How diverse are the P-12 students in the settings in which candidates participate in field experiences and clinical practice? Please complete Table 10 or upload your own table at Prompt 4d.4 below. [Although NCATE encourages institutions to report the data available for each school used for clinical practice, units may not have these data available by school. If the unit uses more than 20 schools for clinical practice, school district data may be substituted for school data in the table below. In addition, data may be reported for other schools in which field experiences, but not clinical practice, occur. Please indicate where this is the case.]

Table 10
Demographics on Sites for Clinical Practice in Initial and Advanced Programs

Name of school	American Indian or Alaska Native	Asian	Black or African American, non-Hispanic	Native Hawaiian or Other Pacific Islander	Hispanic or Latino	White, non-Hispanic	Two or more races	Other	Race / ethnicity unknown	Students receiving free / reduced price lunch	English language learners	Students with disabilities
See 4d.4 SOE District Demographics												

4d.3. How does the unit ensure that candidates use feedback from peers and supervisors to reflect on their skills in working with students from diverse groups?

Reflective feedback is a recursive process that provides ongoing channels of communication between faculty, cooperating teachers, and candidates. Based on CTC standards related to diversity, dialogues and discussions in class often focus on issues of diversity especially in the areas of the connection between community and schools, English language learners, and students with exceptionalities.

Likewise, the field experience and clinical evaluation tools, such as the analysis and reflection form, provide opportunities for university supervisors and cooperating teachers to discuss with candidates the skills in working with students from diverse groups.

During clinical practice and reflective coaching seminars, reflective journal entries are shared with peers. Teaching successes and challenges are shared and candidates work together to problem-solve issues.

Another avenue for feedback is assessing the candidates' dispositions, which occur at multiple points in the program. Of particular focus is disposition number four, *Spirit of Collaboration, Flexibility and Humility.* This disposition requires the candidate to actively participate in and contribute to the achievement of the learning community, explain own thought process with humility and consider those of others with a positive, open-minded attitude.

4d.4. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to the diversity of P-12 students in schools in which education candidates do their field experiences and clinical practice may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

http://www.pointloma.edu/experience/academics/catalogs/graduate-catalog/school-education/school-education-course-descriptions Course descriptions showing competence in diversity
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Standard 4 Find 4d.4_District Demographics

Optional

1. What does your unit do particularly well related to Standard 4?
As stated by PLNU's President Brower, diversity at PLNU is a continued celebration of the blessings that emanate from different abilities, ethnic, cultural, racial, national origins, religious, and socio-economic backgrounds (Brower, 2010). Stated in the Unit's vision, true advocacy begins with each faculty member's understanding and belief in the positive power of diversity. Faculty and staff are called to embrace and embody a Christ-like ethic of love and sacrifice on behalf of those they serve (Maddox, 1996). The following disposition is modeled in all those that come through the doors of the School of Education:

> *Dignity & Honor:* 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 the God, committed to civility, respect, hospitality, grace, and service.

2. What research related to Standard 4 is being conducted by the unit or its faculty?

Dr. Doretha O'Quinn
Research, funded by the PLNU Alumni Association resulted in a new advanced candidate course titled *"Urban Education in American Society"* (2010).
Dr. Josh Emmet
Research and Presentation: *"An Urban High School Response to Underprepared Freshman: A Case Study of a Freshman Academy."* California Educational Research Association, San Diego, CA. (2010)

Dr. Enedina Martinez

Research and Presentation: "Meeting the Linguistic and Academic Needs of English Language Learners: Implications for Educators and Policymakers in an Era of Globalization," at the California Council on Teacher Education (CCTE) Conference. (2009)

Dr. Gary McGuire
Research and Presentation: "Providing Culturally Aware Pre-Service teacher and Administrator Preparation Programs: The Impact Higher Education can make on Eliminating the K-12 Achievement Gap." Co-presenter; Christians on Diversity in the Academy National Conference. (2009)

Dr. Andrea Liston
Research and Publication: *Co-Teaching in Urban Secondary U.S. School Districts to Met the Needs of all Teachers and Learners: Implications for Teacher Education Reform* in the International Journal of Whole Schooling (2010)

STANDARD 5. FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

[In this section the unit must include the professional education faculty in (1) initial and advanced programs for teachers, (2) programs for other school professionals, and (3) off-campus, distance learning, and alternate route programs, noting differences when they exist.]

5a. Qualified Faculty

5a.1. What are the qualifications of the full- and part-time professional education faculty (e.g., earned degrees, experience, and expertise)? Please complete Table 11 or upload your own table at Prompt 5a.5 below. [Professional Education Faculty information compiled by AIMS from earlier reports submitted for the national review of programs and updated by your institution (see Manage Faculty Information page in your AIMS workspace) can be imported into Table 11. For further guidance on completing this table, see the directions provided below (select link "click here") as well as in the Help document (click on "Help" in the upper right corner of your screen.]

 OVERVIEW

Hiring of Qualified and Committed Faculty
The Unit's Conceptual Framework emphasizes *"Teaching and Learning"* with instruction developed and delivered by highly qualified faculty. This value of employing highly qualified faculty to serve as role models drives the Unit's efforts regarding the recruitment, hiring, evaluation, and retention of faculty. Since the hiring of a new Dean in 2008, the process for employing new faculty begins with the consultation between the Provost, Dean, and Associate Dean providing oversight for the regional center with a vacancy. Once the Provost and President's Cabinet have approved the position, the vacancy is posted in three online faculty search engines:
 (1) PLNU Human Resources page (www.employment.pointloma.edu/). All PLNU Faculty and staff positions are posted on this website.

(2) The Council for Christian Colleges and Universities website (www.cccu.org) and
(3) and www.Higheredjobs.com.

Following this posting, a search committee is appointed by the Dean. Members include the Associate Dean/Director of the regional center where the vacancy exits as well as other faculty related to the new position. The search committee then reviews each of the applicants and identifies finalists for open positions. Considerations for employment are based on academic qualifications, professional experiences, evidence of applicants' effectiveness as teachers, and evidence of commitment to the values of the School of Education, and the Christian mission of PLNU.

One to two finalists are chosen by the search committee and recommended to the Provost for an on campus visits and interviews. The two campus visits involve spending time on the main campus and at the appropriate regional center. Applicants for open full-time faculty positions typically present twice during their campus visits. The first presentation consists of their recent or current research to faculty and staff. In the second presentation, given a specific topic, they instruct a portion of a current course session. Reference checks always include questions about finalist's capacity to teach the appropriate content and age group (undergraduate or graduate), the applicant's fit with the Christian mission of the university, and their potential for service and scholarship.

The candidate also interviews with the Dean and other Unit members as well as the President and Provost on PLNU's main campus. These interviews are inclusive of specific questions that ascertain the degree to which a prospective faculty member is committed to University mission and Unit values. In the past three years, the SOE has hired two full-time faculty members using this process. These faculty members have received positive evaluations on their instructional abilities, served on Unit and University committees, conducted research in the field, and have been warmly received by their peers. The Associate Deans/Directors providing mentorship to these new hires s agree that they are demonstrative of best practice and contributing to the preparation of effective educators.

Part-time faculty positions are approved and announced in the same manner as full-time faculty positions with one exception; they do not interview with the President.

5a. Qualified Faculty

5a.1. What are the qualifications of the full- and part-time professional education faculty (e.g., earned degrees, experience, and expertise)? Please complete Table 11 or upload your own table at Prompt 5a.5 below. [Professional Education Faculty information compiled by AIMS from earlier reports submitted for the national review of programs and updated by your institution (see Manage Faculty Information page in your AIMS workspace) can be imported into Table 11. For further guidance on completing this table, see the directions provided below (select link "click here") as well as in the Help document (click on "Help" in the upper right corner of your screen.]

Table 11
Faculty Qualification Summary

	Highest	Assignment: Indicate the			Scholarship, Leadership in Professional Associations, and Service: List up to	Teaching or Other Profes-sional Ex-

Faculty Member Name	Degree, Field, & University	role of the faculty member	Faculty Rank	Tenure Track	3 major contri- butions in the past 3 years	perience in P-12 Schools
Table 11 is uploaded in 5a.5						

5a.2. What expertise qualifies professional education faculty members who do not hold terminal degrees for their assignments?

PLNU has three categories of faculty status:
1. Full-time faculty
2. Part-time faculty
3. Adjunct faculty

Full-time faculty members are a tenure track with PLNU utilizing the normal higher education ranks. This ranking begins with the title of Assistant Professor. After considerable higher education teaching experience, and most doctoral work completed, a promotion to Associate Professor is granted. The promotion to Professor Status requires an earned doctorate and considerable higher education teaching experience. Requirements necessary for initial faculty ranking are outlined in the PLNU Faculty Handbook (uploaded at Standard 5) and summarized here:

1. **Professor:** An earned doctorate and at least ten years of experience, four of which must be at the associate professor rank.
2. **Associate Professor:** An earned doctorate and at least six years of experience, three of which must be at the assistant professor rank; or a master's degree plus at least thirty additional semester units in an active doctoral program and eight years of experience, four of which must be at the assistant professor rank.
3. **Assistant Professor:** An earned doctorate and at least two years of experience; or a master's degree plus at least twelve semester units toward a doctorate and three years of experience; or a master's degree plus four years of experience.

Part-time faculty is a category of faculty that receive annual "appointment letters" similar to contracts but are not tenure track. Part-time faculty are placed on the faculty salary schedule and receive a salary proportional to their full-time colleagues based upon their teaching or administrative load. Part-time faculty members are also eligible for University benefits such as health and retirement.

Adjunct faculty, are those faculty members that typically teach one or two courses each year and are paid according to the adjunct salary schedule.

SCHOOL OF EDUCATION (SOE) STATUS

Full-time Faculty: All professional education faculty hired by the unit are selected for their appropriate academic preparation, appropriate credential and extensive experience in the program. The Unit has 20 full-time faculty and 16 or 80% have earned doctoral degrees. The four individuals without terminal degrees were all hired prior to 2008 when the current hiring practices were put into place. These four individuals each have extensive professional experience in P-12 schools related to their respective program areas and are all PLNU graduates. Two of the individuals are nearing retirement and would be replaced by individuals with terminal degrees according to current PLNU

and Unit hiring policies. One individual recently started a doctoral program, and the fourth individual is working on the final dissertation. All are committed to the Unit's mission and Conceptual Framework and productive members of the faculty community.

Part-time Faculty: The Unit has 12 faculty members that have part-time appointments at PLNU. These individuals serve in critical leadership areas and bring extensive experience to their assignments. Although only six of these individuals or 50% have earned doctorates, all have extensive leadership experience in P-12 schools.

Adjunct faculty: The graduate courses offered by Unit are scheduled to meet in the evenings or weekends to make courses available to candidates working in schools or in other day-time employment. One benefit to this scheduling is the Unit's ability to utilize experienced school practitioners as faculty. These adjunct faculty members are hired and reviewed annually by Associate Deans and program directors to insure quality instruction and relevant teaching experience for credential and degree programs. They receive feedback by participating in the student evaluations process for each course they teach. In addition, they are observed by the Dean, Associate Dean, or program director using the Unit's "Part-time/Adjunct Faculty Feedback" form.

5a.3. How many of the school-based faculty members are licensed in the areas they teach or are supervising? How does the unit ensure that school-based faculty members are adequately licensed?

A field experience coordinator is designated at each of the four regional centers to supervise all fieldwork and clinical practice experiences. One aspect of their work is to request that school-based faculty members (e.g., cooperating teachers, site supervisors) are licensed in the area they supervise. These school-based faculty members submit a brief vitae or resume to the field experience coordinator to verify their credential and experience. In larger districts, the coordinator works with the district office to identify trained school-based faculty. In smaller districts, coordinators are requested to work with individual school sites and principals.

For the preliminary teaching credential programs, school-based placements are completed by the field experience coordinator in consultation with the program faculty. In advanced programs most candidates are working education professionals, and when possible, placements are coordinated at their place of employment. Requests are made to place candidates under licensed and experienced practitioners for this portion of their preparation program. Site supervisors complete a Supervisor Qualification form that verifies their experience and credentials for the assignment of working with a candidate in clear induction programs, school counseling or administrative fieldwork.

5a.4. What contemporary professional experiences do higher education clinical faculty members have in school settings?

California Education code requires that higher education faculty involved in teaching methods courses and clinical faculty members maintain current participation in California Public schools Education Code Section 44227.5 (a) and (b) (Link to the law: http://law.onecle.com/california/education/44227.5.html). One of the preconditions for California credential programs to be approved as an accredited teacher preparation program is to verify that this requirement is met by faculty.

Full-time Faculty
The "Verification of Faculty Involvement in Public Schools" form is distributed to all full-time faculty at the beginning of each academic year. They are asked to submit the document on TaskStream website in the area titled "SOE Faculty Documents." The administrative assistant informs associate deans at the regional centers of full-time faculty that have not returned the verification within 30 days of receiving the contract or notification.

Part-time and Adjunct Faculty
Each summer, annual appointment letters are mailed to part-time and adjunct faculty. A copy of the form "verification of faculty involvement in public schools" is included in this mailing. These forms are also submitted to the TaskStream website in the area titled "SOE Faculty Documents." The Dean's administrative assistant verifies that all part-time and adjunct faculty members have returned this form along with a signed appointment letter.

Acceptable contemporary professional experiences are defined on the form as follows: "A minimum of 30 hours every three years is a recommended guideline. Activities may include, but are not limited to: consulting activities, service on a school site council, or other governance team, service on a district advisory committee. Activities that are not included are supervision of student teachers, interns, or administrative services students."

5a.5. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to faculty qualifications may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html   Log-in using the following password: plnuncate   Click on Unit Standard Six   Find 6a. SOE Organizational Chart 2010-11   Find 6a. PLNU Organizational Structure President's Cabinet   Find 6a. Dean's Council Agendas 2010-11
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html   Log-in using the following password: plnuncate   Click on Unit Standard Five   Find 5a.5 Faculty Job Announcement - Single Subject Bakersfield 2008   Find 5a.5 Job Announcement - Educational Leadership   Find 5a.5 Job Announcement - Math Methods   Find 5a.5 Job Announcement - School Counseling   Find 5a.5 Job Announcement - Special Ed Corona
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html   Log-in using the following password: plnuncate   Click on Unit Standard Five   Find5a.5 Faculty Qualification Summary (Required Table 11)
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html   Log-in using the following password: plnuncate   Click on Standard Five   Find 5a.5 Verification of Public School Involvement

5b. Modeling Best Professional Practices in Teaching

5b.1. How does instruction by professional education faculty reflect the conceptual framework as well as current research and developments in the fields?

As noted in previous sections regarding the development of the Unit's Conceptual Framework, faculty have engaged in the discussion, development, editing, implementation and revision of this framework since initial discussions regarding NCATE accreditation were introduced in 2007. The work culminated in the formal approval by Unit's faculty in summer 2010 encapsulating the Unit's three measures: "*equip, transform,* and *empower*." With this final adoption, the Unit's program directors worked with full-time, part-time, and adjunct faculty in their program areas to discuss the implementation of the Conceptual Framework in coursework and program activities. Elements of the Conceptual Framework and subsequent learning outcomes are built upon the foundation of the University's Institutional Learning Outcomes of "*learn, shape,* and *grow."* Both of these outcomes lead to Program Learning Outcomes as well as course embedded Candidate Learning Outcomes. Within many of the Unit's courses, the candidate learning outcomes are assessed by signature assignments embracing these signature themes. The curriculum map and program learning outcomes for each program are posted in the NCATE Exhibit Rom under Unit Standard One. Program learning outcomes may be viewed in the Graduate University Catalog 2011-2012 and in the course syllabi.

Current research and developments in teaching in each of the program areas are led by the associate deans and program directors. Examples of Unit's faculty participation in research and development in their respective areas are addressed in section 5c.2

5b.2. How do unit faculty members encourage the development of reflection, critical thinking, problem solving, and professional dispositions?

Unit faculty encourage the *development of reflection* among candidates in their various programs by modeling reflection in their teaching, advising and supervising, addressing reflection in the content of their coursework including reading assignments about the importance of reflection, and developing assignments integrating the use of reflection. This is especially true in the area of clinical practice in preliminary teaching credential programs and in fieldwork for advanced programs (e.g., clear credential, PPS/CWA credential, administrative services credential). Reflection was also discussed in the Unit's Conceptual Framework: "Gardner describes the philosophical underpinnings of his work as 'providing educators with a conceptual framework for organizing and reflecting on curriculum assessment and pedagogical practices. In turn, this reflection has led many educators to develop new approaches that might better meet the needs of the range of learners in their classrooms." The faculty promotes this constructivist perspective of reflection and organization of thinking so that candidates might better meet the needs of their students." (p. 17). Additional examples, found in the Conceptual Framework's Program Learning Outcomes (p. 23-35) are as follows:

Preliminary Teaching Credential (MAT Program): "Through the analysis and assessment of practices to promote professional growth, uses reflection and feedback to formulate and prioritize goals for increasing the subject-matter knowledge and teaching effectiveness."

Master of Arts in Teaching & Learning (MATL): "Reflects on learning throughout the program and develops a professional development and research plan to continually extend and refine a philosophical, technological, and research application and orientation to teaching and learning."

PPS Credential (Master of Arts in Education – Concentration in Counseling & Guidance): "Engages in on-going professional self-evaluation and personal self-reflection using the dispositions."

Unit faculty members encourage the *development of critical thinking* among candidates in their various programs by articulating the importance of critical thinking from beginning to end in all programs. One of the PLNU institutional learning outcomes focuses on the development of critical thinking, and thus, the SOE has developed program learning outcomes that align with this important area. The SOE Program learning outcome is addressed in #2 as *"Gains knowledge and skills in critical thinking, analysis, and synthesis."* Examples of reflective practice are found in the Conceptual Framework's Program Learning Outcomes (p. 23-35) and included here:

Preliminary Teaching Credential Multiple Subject (MAT Program): "Gains knowledge and skills in critical thinking, analysis, and synthesis. (CTC 3, 5, 6, 7)

Unit faculty members encourage the *development of problem solving* among candidates. Examples of problem solving are found in the Conceptual Framework's Program Learning Outcomes (p.23-35) and included here:

Master of Arts in Teaching and Learning (MATL): "Designs, adapts and uses lessons that address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning."

Unit faculty encourage the *development of professional dispositions* among candidates in their various programs by introducing candidates to the Unit's "Dispositions of Noble Character" in their initial admissions interview for admission to the program, with continued discussion and assessment of these dispositions throughout the program. Each of the credential and degree programs offered by the Unit has included assessment of these dispositions at multiple points throughout the course sequence. These assessments include a self-assessment by candidates, and triangulation by cooperating teachers, faculty, and site supervisors. Assessment data, analysis, and discussion for program improvement may be viewed in detail in the Biennial Reports for each individual program.

5b.3. What types of instructional strategies and assessments do unit faculty members model?

The SOE has adopted three defining themes – *equip, transform,* and *empower*, which collectively, ensure that the philosophical perspective and purpose of the university are actualized within the conceptual framework. These outcomes are linked to the Institutional Learning Outcomes and provide a structure for the unit's goals. They provide the unit a context for ensuring a multi-layered continuity in curriculum, instruction, field experience, clinical practice, and assessment throughout the program of study. Finally, they play a significant role in influencing and affecting all stakeholders who work toward successful candidate outcomes.

Unit members striving to be servant leaders model the ongoing pursuit of knowledge integrated with beliefs and values. Both faculty and staff live out their faith by presenting a positive environment for candidates, local learning communities, and the profession. They promote diverse learning environments advocating for and *modeling* responsive and technology-infused pedagogy. The unit believes that true advocacy begins with each faculty member and his or her understanding of the positive power of diversity. Embedded in the unit's educational philosophy and pedagogy, candidates are exposed to ethnic, socio-economic, linguistic, religious, cognitive, and cultural diversity within

learning communities and supported in the transferring of these theoretical principles into educational practices that portray student empowerment and social justice. Faculty, candidates, and graduates are recognized for pursuing initiatives such as U.S. Dept. of Education's No Child Left Behind (NCLB) Act and Race to the Top Initiative that promote equity and access for those who have become marginalized and minimized by unjust and/or unthinking social and educational practices and policies. Responding to the Wesleyan heritage of pursuing a life of holiness, the SOE embraces and embodies a Christ-like ethic of love and sacrifice on behalf of those they serve as educators and leaders (Maddox, 1996). "Finally brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things." Philippians 4:8.

5b.4. How do unit faculty members incorporate the use of technology into instruction?

The unit's faculty members use a variety of technological resources utilized by the Unit's faculty members to improve and model instructional use of technology.

First, the PLNU Institutional Technology Services (ITS) department provides a Blackboard platform (aka "E-class") for all of the Unit's courses. All instructors are required upload a course syllabus for students to access and most courses include additional resources for candidate learning. On-line learning may provide for up to 25% of course time utilizing discussion boards, blogs, and assignment submission.

The Information Technology Services (ITS) provides professional development courses on various technology tools available on faculty computers and web-based programs such as E-class, PowerPoint, Microsoft Word, Microsoft Excel, and Adobe Connect. ITS advertises these workshops through university e-mail each week encouraging faculty to attend.

Second, the Center for Teaching and Learning (CTL) provides resources to assist faculty with technology. The purpose of the CTL is defined in the PLNU Faculty handbook as:
"The Center for Teaching and Learning works to encourage and empower faculty to develop their teaching craft and to become more intentional in their pedagogy. Since teaching remains our primary contact with students, our teaching needs to reflect both the standards of our professional discipline and the relational values of our Wesleyan theology. The programs of the Center aim to support faculty efforts towards teaching excellence and to create spaces where faculty can meet to talk about their teaching." One of the major initiatives of CTL was the Technology Integrated Learning Environments (TILE) Workshop that was introduced in summer of 2010 and again in summer of 2011. A number of SOE faculty participated in the inaugural program of TILE and instruction on the new video conferencing system in summer of 2010.

Each regional center has a faculty meeting once per semester and uses this time to provide instruction to faculty on technology resources such PLNU Portal where class rosters and grading are conducted, E-class, TaskStream and other technology resources.

Third, the Unit implemented TaskStream as a web-based assessment system in fall semester 2008. For the first two years there was a part-time TaskStream coordinator position based at Mission Valley Regional Center. This coordinator provided resources and assisted faculty and students regarding the many facets of this program. In February, 2011 the position was increased to full-time with the coordinator's home base being at the Arcadia Regional Center. This center is located mid-

point between the main campus and all of the regional centers affording the coordinator easier accessibility to the regional centers to assist with this technology.

5b.5. How do unit faculty members systematically engage in self-assessment of their own teaching?

The Unit's tenure-track faculty members participate in the University evaluation system. This evaluative process begins with the faculty member completing the university provided form titled "Self/Chair Evaluation." This form asks the faculty member to self-assess their teaching, scholarship, and service to the university by utilizing student evaluations and other feedback received from students. The form is sent to the Dean of the School of Education for review and to add confirming comments. In the years which the faculty member is applying for tenure and promotion this self-evaluation is also be sent to the Provost and reviewed by the Faculty Status Committee for consideration. In addition to the "Self/Chair evaluation" form the faculty member applying for tenure and promotion would also request that a peer faculty member conduct an observation of their teaching. That information, along with a developed professional portfolio documents their work and achievements. Past copies of Tenure/promotion portfolios will be available at the onsite visit upon request by the team.

Unit faculty members who are not tenure track are evaluated annually by the program director and associate dean responsible for the program. Program directors observe each part-time or adjunct faculty member teaching a course session; provide documentation of their visit and an analysis of student evaluations utilizing the Unit's "Feedback to Full and Part-time Faculty" form. The form requests a response from the faculty member and culminates in a recommendation by the program director for a teaching assignment for the following year. Faculty who receive poor student evaluations and/or observations from the associate dean/program director meet with the program director to discuss areas targeted for improvement. If poor performance is maintained a second semester, the faculty member is not assigned this course again.

In all cases, the Dean's office keeps documentation of all student evaluations and submissions of the "Self/Chair Evaluation" form.

5b.6. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to faculty teaching may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

http://www.taskstream.com/ts/railsback/CTCProgramAssessment.html
Find Biennial Reports
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html
Log-in using the following password: plnuncate
Click: Standard Five (Faculty Qualifications, Performance, and Development)
5b.5. Self-Chair Evaluation (PLNU 3 semester version)
5b.5. Feedback form to part-time faculty

5c. Modeling Best Professional Practices in Scholarship

5c.1. What types of scholarly work are expected of faculty as part of the institution's and unit's mission?

The PLNU Faculty Handbook (uploaded at 5c.1) contains several sections that relate to professional practices in scholarship.

First, the initial hiring of all full-time tenure track faculty requires a focus on
Knowledge and Scholarship: "a) a serious effort to remain current in the area of major instruction; b) a vital interest in some type of creative work such as research and writing in the area of academic competence; c) membership in and service to appropriate professional groups; d) travel experiences designed to enhance professional competence. Documentation required: curriculum vita; evidence of scholarly work and/or professional involvements; personal references." (p. 38)

Second, the section defining tenure describes four major areas for consideration: (1) Commitment to Christ and Christian Higher Education, (2) Teaching Excellence, (3) *Scholarly/Professional pursuits,* and (4) Service.

Finally, the section regarding *Scholarly Professional Pursuits* is explained as such:
The successful tenure candidate *pursues scholarly/ professional activities* first of all to enhance the teaching/learning function. Each candidate is expected to keep abreast of new developments within his/her discipline. Further commitment to scholarly/professional pursuits may be exhibited through the scholarship of discovery, the scholarship of integration, and the scholarship of application. This scholarship is documented by communication with others through informal dialogue, formal presentations, seminars, papers, performances, and publications, and by practice of the skills of the profession." (p. 41)

The PLNU Faculty Handbook provides the following statement regarding resources available for faculty research: "The Office of the Vice Provost for Faculty Development attempts to provide programmatic support for the enhancement of research. In addition, a Research and Special Projects (RASP) fund was established in 1977 in an amount approximately equal to one-half of one percent of the total salary budget. While generally small, RASP grants are intended to encourage faculty members to conduct research or projects in their academic discipline on a regular basis. See Research and Special Projects Fund (section IV.R.5) for information on the application and selection process for RASP grant awards. In addition, some funds are available for faculty who are able to involve promising departmental majors as co-researchers in the faculty member's research with the purpose of getting joint student-professor publications and of enabling the students to present their research results in some fully professional arena, such as at a disciplinary conference or, at the least, at an undergraduate research conference." (p. 54-55)

The Unit's faculty members subscribe to the above mentioned University requirements for initial hiring, tenure and promotion. When the Unit first began discussions about NCATE, one of the major hurdles recognized was the lack of faculty scholarship necessary for an exemplary teacher education program. In 2008 there were only two faculty members with tenure. Out of the 26 faculty members, fifty percent had been hired since 2006 and less than half had earned doctorates. Since 2008, one additional faculty member has received tenure for a current total of three faculty members out of 20 full-time eligible tenure track faculty.

Beginning in summer 2008 the Unit set goals to increase the level of scholarship within the unit and implemented the following strategy: (1) Research circles were developed to provide encouragement, support and a framework for faculty with similar interests to meet these goals. (2) A faculty research agenda form was distributed to all full-time faculty members asking them to set goals for their research agenda. In follow-up meetings with individual faculty discussions about annual feedback has included an update on their goals and progress made toward them. The results have been tremendous as faculty have begun to move into an area where they had no experience after completing their doctoral dissertations. (3) Professional development funds available from the Provost office were encouraged to be used for scholarship whereas in the past they were used for attending conferences emphasizing K-12 practices such as ASCD. Panel discussions at monthly SOE faculty meetings have included discussions about faculty scholarship with those that have participated describing their process and encouraging others to move forward. (4) Dean's Council requests – faculty members that have desired to attend conferences for research presentations beyond the funds available from the Provosts office have been encouraged to write proposals for additional funds that were discussed and if approved, funds were provided by the Dean's budget. The result has been positive, with an increased number of faculty members attending and presenting at state and national conferences that are described in 5c.2 below.

5c.2. In what types of scholarship activities are faculty members engaged? How is their scholarship related to teaching and learning? What percentage of the unit's faculty is engaged in scholarship?

The Unit's faculty are engaged in a wide variety of scholarship activities including presentations at state, regional and national conferences, peer reviewed journals, and writing book reviews, chapters and entire books. A sample of these types of scholarship activities is included here and a full listing is attached in the link below:

1. American Educational Research Association (AERA) presentations: In the last 3 years 4 faculty members have made presentations at the conferences in San Diego (2009), Denver (2010) and New Orleans (2011). Andrea Liston, Gary McGuire, Don Phillips, Gary Railsback.
2. AERA Special Interest Group (SIG): The Dean has served a three year term as chair of the Associates for Research on Private Education (2009-2012), and chair elect (2007 – 2008).
3. American Associates for Colleges of Teacher Education (AACTE) presentation: Dr. Robin Kohl.
4. California Council on Teacher Education (Cal Council) presentations: Dr. Conni Campbell, Dr. Shirlee Gibbs, and part-time faculty member Dr. Jennifer Reiter-Cook.
5. California Educational Research Association (the state affiliate of AERA) presentations: Josh Emmett, Corey McKenna, Conni Campbell.
6. Article: *Private School Monitor* – journal of the AERA Special Interest Group Associates for Research on Private Education: Four PLNU faculty collaborated in the development of an article on Faculty Satisfaction.
7. *National Social Science Journal* (2011) "Learning by Doing: A constructivist approach to assessment and collaborative action research through the lens of professional learning communities." Dr. Corey McKenna.
8. Article: *National Social Science Journal* (2011) "Before-school physical education program and its effects on student achievement in Virginia elementary classrooms." Dr. Corey McKenna along with joint authors.

9.   Article: *National International Journal of Whole Schooling* (2010). "Co-Teaching in Urban Secondary U.S. School Districts to Meet the Needs of all Teachers and Learners: Implications for Teacher Education Reform." Dr. Andrea Liston along with joint authors.
10.   Article: *National Journal of Research on Christian Education* – Two SOE faculty and one colleague from Political science had a submitted article accepted for publication on "Private college faculty perceptions of tenure." (Winter 2011). Jill Hamilton-Bunch and Gary Railsback.
11.   Book Review: *National Review of Higher Education* – "Christianity and moral identity in Christian higher education." Gary Railsback.

5c.3. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to faculty scholarship may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html **Log-in using the following password: plnuncate** **Click:** Standard Five (Faculty Qualifications, Performance, and Development) 5c.1. PLNU Faculty Handbook 2010
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html **Log-in using the following password: plnuncate** **Click:** Standard Five (Faculty Qualifications, Performance, and Development) 5a. Table 11 Faculty Qualifications

5d. Modeling Best Professional Practices in Service

5d.1. What types of service are expected of faculty as part of the institution's and the unit's mission?
As members of the PLNU community, the Unit's faculty are expected to provide service in their respective communities. The Unit primarily provides this service by sitting on site councils, serving as officers in professional organizations, leading workshops for teachers and administrators, and providing individual support for program completers as they begin their professional careers. The leadership team of the Unit's Dean's Council, along with other key faculty and staff, has been trained by the CTC as Board of Institutional Reviewers (BIR). Newly trained BIR members in the last three years and their participation in the CTC Accreditation process include:

1.   Dr. Gary Railsback, Dean – site visit member for two CTC/NCATE visits to Loyola Marymount University, Los Angeles, March 2010 and University of the Pacific, April 2011.
2.   Dr. Jill Hamilton-Bunch, Associate Dean for Teacher Education & Bakersfield. Technical Assistance team member to Oakland, CA program, 2010.
3.   Dr. Gary McGuire – Associate Dean for Educational Leadership, Program assessment reviewer for CTC in Sacramento – 2010 and 2011, and assigned to CTC/NCATE Site visit team at California State University, Los Angeles, fall semester 2011.
4.   Dr. Doretha O'Quinn, Associate Dean for MATL & PPS Program & Arcadia, site visit member for CTC Visit, Touro University, 2010.
5.   Dr. Conni Campbell, Associate Dean for Undergraduate Studies and Mission Valley, CTC Site visit member for Hebrew University, Los Angeles, March 2011.
6.   Dr. Andrea Liston, NCATE Coordinator, CTC/NCATE Site visit team member, University of La Verne, April 2011.

7.   Christie Pearson-Wohlwend – Credential Analyst, CTC Program Assessment Reviewer, Sacramento.

8.   Dr. Laura Amstead – Program Director, MATL Program & Reading Certificate.

A table describing the community service provided by SOE faculty members is uploaded at 5d.1.

5d.2. In what types of service activities are faculty members engaged? Provide examples of faculty service related to practice in P-12 schools and service to the profession at the local, state, national, and international levels (e.g., through professional associations). What percentage of the faculty is actively involved in these various types of service activities?

Please review the data provided in 5d.1

5e. Unit Evaluation of Professional Education Faculty Performance

5e.1. How are faculty evaluated? How regular, systematic, and comprehensive are the unit evaluations of adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants?

The PLNU and SOE faculty evaluation process was described in 5b.5 as it related to self-assessment.

The Dean, associate deans, and program directors complete the assessment cycle by having discussions with faculty members that are perceived by students as being poor or mediocre instructors. Depending upon the individual faculty member's response to the feedback, faculty members are provided opportunities for mentoring by other faculty members that were rated as exceptional instructors. Program directors provide support on ways to improve teaching and encouraged these faculty members to attend professional development workshops.
If faculty members respond in defensive ways toward the student feedback and are unable to make improvements over time, they are reassigned to alternative courses that are better suited for their background. However, adjunct faculty responding in a similar fashion are not reassigned to the course(s).

5e.3. How are faculty evaluations used to improve teaching, scholarship, and service?

The "Self/Chair Evaluation" form provided by the Provost's office is the major tool used to provide full-time faculty with feedback and support, as well as to monitor and document growth over time. This same process is utilized for part-time and adjunct faculty using the Unit's "Feedback" form for improving teaching and service. No scholarship is required of these individuals.

5f. Unit Facilitation of Professional Development

5f.1. How is professional development related to needs identified in unit evaluations of faculty? How does this occur?

With the current unit evaluation structure used by the Unit, data is collected from the university "Self/Chair Evaluation" form or the "SOE Feedback" form. Data analysis conducted by the Dean, associate deans, and program directors provides targeted areas for improvement. Faculty members are provided direct counsel from the Dean, associate deans, and program directors that is tailored to meet the individual needs.

5f.2. What professional development activities are offered to faculty related to performance assessment, diversity, technology, emerging practices, and/or the unit's conceptual framework?

When the desire to seek NCATE accreditation was approved in 2008 by the faculty, the critical need of developing of a web-based assessment and data storage system was identified. The research and selection of this system involved input from the Unit's faculty committee, individuals from the University's ITS Department, and the other University Deans. The process outlined below had multiple facets and following the gathering and analysis of information, the Unit unanimously recommended the adoption of TaskStream. This was approved by the University administration in 2008. Subsequently the University adopted another vendor, Live Text, for student assessment for undergraduate programs and graduate programs offered by other units within the University.

Professional development provided by the SOE since 2008 has focused primarily on assessment and preparation for CTC and NCATE Accreditation. This has included presentations or workshops by the following individuals:
1.   *Live Text:* A half-day presentation was presented by a team from Live Text to assist Unit's faculty in determining the most appropriate web-based assessment system. (June 2008)
2.   Chalk and Wire: A half-day presentation was presented by a team from Live Text to assist the Unit's faculty. (June 2008)
3.   *TaskStream:* A half-day presentation was presented to the Unit's faculty to determine the most appropriate web-based assessment system for unit and program assessment. (June 2008)
4.   *TaskStream Consultation:* The Unit hired an experienced colleague from another university to spend three days in Mission Valley Regional Center helping all key faculty understand how to design, implement, and assess student work on TaskStream. (July 2008)
5.   *California Commission on Teacher Credentialing (CTC) Accreditation Update:* A consultant from CTC made a presentation to the Unit's faculty (February 2008) to inform them of the new process of continuous improvement including the biennial report, program assessment and site visits.
6.   *Developing an Assessment System:* An all day presentation was presented by the Associate Dean at Azusa Pacific University presented an all-day workshop (May 2009) for unit faculty.
7.   *Unit System Evaluation:* The Assessment Director at San Diego State University presented an all-day workshop (May 2010) for unit faculty.

5f.3. How often does faculty participate in professional development activities both on and off campus? [Include adjunct/part-time, tenured, and non-tenured faculty, as well as graduate teaching assistants.]

Faculty members frequently participate in professional development activities both on and off campus. The office of Institutional Technology sends weekly updates about workshops on technology programs: Blackboard, Excel, PowerPoint, etc. The Unit's TaskStream coordinator provides frequent professional development opportunities at each of the regional centers with a concentrated focus on utilizing TaskStream as a web-based assessment.

The Center for Teaching and Learning on campus provides a wide variety of professional development activities during the year. Professional Development for the 2010-2011academic year included:
1.   Creating a Community in Your Classroom (8/12/10)
2.   Workshop on Collaborative Learning Techniques (9/1/10)

3. Workshop on Motivation; Daniel Pink's TED talk (9/15/10)
4. Classroom Assessment Techniques (10/13/10)
5. Teachers Noticing Teachers with April Maskiewicz (multiple meetings throughout the academic year)
6. Strengths Quest Training (11/3/10)
7. Using clickers and cell phones for polling with Ted Anderson, Nancy K. Murray, and Paul Schmelzenbach (11/10/10)
8. New Faculty Seminar: Student Engagement (11/15/10)
9. TILE Presentations (12/1/10)
10. Effective Questioning Strategies with Scott Dirkse (2/2/11)
11. Closing the Assessment Loop (2/16/11)
12. Closing the Assessment Loop (2/17/11)
13. IDEA Workshop with Stephanie Juillerat (2/23/11)
14. Promotion and Tenure Informational Meeting (4/6/11)
15. Elizabeth Barkley workshop on Student Engagement Techniques (5/16/11)

Additional Examples: Creating a Syllabus, Planning a Course, Writing in the Disciplines, Academic Honesty, and Tenure & Promotion.

STANDARD 6. UNIT GOVERNANCE AND RESOURCES

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6a. Unit Leadership and Authority

6a.1. How does the unit manage or coordinate the planning, delivery, and operation of all programs at the institution for the preparation of educators?

The Unit has undergone significant transformation in the last four years. In 2006, the Unit was a loosely coupled group of regional centers that had little in common except the delivery of the same catalog courses and state-approved credential programs. The regional centers operated independently with little contact among the staff and faculty at other centers. From 2006-2008, the Unit did not have a Dean to lead and provide oversight for the Unit's operations. With the hiring of a Dean in 2008, the Unit has now become a well organized and highly interdependent body led by a Dean who regularly visits all regional centers and Associate Deans who have program responsibilities across all regional centers. The Dean and Associate Deans work collaboratively to ensure the programs are efficient, cohesive, and aligned with the University mission. Faculty members across all regional centers work closely together on program and unit committees to develop high quality programs.

The School of Education is a unit within the Academic Affairs division of PLNU. The Unit head is identified as the Dean, and the Dean reports directly to the Provost/Chief Academic Officer. Point Loma currently has three academic divisions – the College of Arts and Sciences, the College of Social Sciences and Professional Studies, and the Unit. The Dean represents the Unit on the Provost's Council that includes two Vice Provosts - one for Academic Administration and the other for Accreditation - and the two College deans. The 2010-11 academic year was a year of transition.

During this year, the university was served by an interim Provost, who was appointed permanently to the post in March 2011, and two interim college deans. A new Vice Provost for Academic Administration was appointed in the fall of 2010. Prior to the current Provost, the Unit's Dean reported to the Dean of the College of Social Sciences and Professional Studies and was not represented on the Provost Council.

The responsibility for managing and coordination of all the Unit's programs ultimately lies with the Dean and the directive given by the Provost in 2008 was to align the regional centers with the university and each other. This challenge was not easy or quick as the centers had been operating in isolation and had participated in a system that forced them to compete for resources. The four regional center directors did meet regularly without an appointed leader, but they had no direct supervisor since there was no dean. After a year of observation and evaluation of the organizational system, the Dean broadened representation at the Regional Center Director meetings to include the Liberal Studies Director on the main campus, the NCATE Coordinator, and the Dean's Administrative Assistant. With this broader representation, the title assigned the Regional Center Directors group was changed to the Dean's Council to more accurately reflect the responsibilities and tasks of this body. In 2010, with the approval of a new position of a Budget and Data Analyst, this individual was also added to the Dean's Council membership and provides payroll coordination and bi-monthly financial updates on all of the cost centers and accounts associated with the Unit.

The job descriptions of the Regional Center Directors were also broadened in 2009. Recognizing their administrative responsibility for one of the graduate regional centers as well as for one or more areas of our academic program, the title was changed to Associate Dean. This new administrative team works collaboratively to manage, coordinate, and evaluate all of the Unit's programs. The team meets for a three-day retreat each summer to plan the year and then meets bi-monthly throughout the school academic year, including summer. Two shifts in this organization took place in August 2011 with the resignation of the Associate Dean at Arcadia. An interim director was put in place in August 2011. The Associate Dean of Educational Leadership position was realigned in August 2011. Previously the role had included academic oversight of the Educational Leadership Program as well as site oversight of the Corona campus. The Corona campus now has a director for enrollment and outreach, and the Associate Dean of Educational Leadership is separate position focused only on academics.

SOE Organizational Chart Data: 6a.7

SOE Faculty Meetings: Beginning in 2007-08, the Unit's full-time faculty began to meet for the first time on a monthly basis. This meeting is scheduled on the same day as the University's monthly faculty meeting, ensuring all full-time faculty in the Unit attend both meetings. The typical meeting schedule includes: a two-hour program committee, an approximately 1.5 hour Unit faculty meeting, lunch in the faculty dining room to meet with faculty across campus, and a concluding University faculty meeting. The agendas and minutes of these monthly meetings are kept each month.

Program Committees: The Unit has several program committees that oversee the program design, implementation and evaluation. The current program committees are (1) Educational Leadership, (2) MAT Preliminary Credential Programs, (3) Special Education MA, (4) School Counseling (including PPS and Child Welfare and Attendance), and (5) MATL, which includes the Multiple Subject/Single Subject Clear Credential, Reading Certificate and the CLAD Certificate. Each of the program committees is chaired by either an Associate Dean or Program Director. Membership includes all full-time, part-time and when possible, adjunct faculty teaching in the program. Because these

meetings are usually held in San Diego during the daytime, adjunct faculty are not always able to attend. These program committees meet monthly on the mornings of the Unit's faculty meeting in San Diego. All full-time and part-time faculty from the four regional centers are required to attend. These committees monitor proposals for program changes, evaluate their effectiveness, and are responsible for analyzing assessment data, drafting the Program assessment documents submitted to CTC, and developing written policies in their program handbooks. Sub-committees within these program committees have also been formed to address issues related to specific courses or small programs overseen by a larger committee.

After a program committee has developed a proposal for a new program or has revised an existing program, the proposal is forwarded to the Dean for inclusion on the next Unit faculty meeting agenda. All full-time and part-time faculty within the Unit discuss the proposal and either approve, amend, or send back to the program committee for revisions. If the proposal is approved by the Unit faculty at their monthly meeting, it is forwarded on to the Graduate Studies Committee.

Major proposals requiring discussion at the University faculty meeting are then forwarded by the Chair of Graduate Studies Commission to the Provost for the meeting agenda.

Data for Dean's Council Agendas, SOE Organizational Chart, SOE ByLaws, PLNU President's Cabinet Organizational Chart, Job Descriptions for Dean and Associate Deans, and SOE Faculty Meeting Agendas and Minutes: See 6a.7

6a.2. What are the unit's recruiting and admissions policies? How does the unit ensure that they are clearly and consistently described in publications and catalogues?

Each of the Unit's academic programs has information available in printed brochures and on the University website (www.pointloma.edu/soe.htm). The admissions policies are available on the Graduate Admissions page (http://www.pointloma.edu/discover/graduate-school-san-diego). These policies are also available in the university catalog available online at (http://www.pointloma.edu/experience/academics/catalogs/graduate-catalog). These policies are monitored by the Unit's Dean, Associate Deans, and program directors. If changes are requested to either academic policies or admissions policies, they are presented to Unit faculty at their regular monthly meeting, and then forwarded on to the Graduate Studies Committee meeting.

6a.3. How does the unit ensure that its academic calendars, catalogues, publications, grading policies, and advertising are accurate and current?

Responsibility for academic calendars, catalogues, publications, grading policies and advertising is located within several departments at Point Loma. The Academic calendars and catalogues are monitored by the Vice Provost for Academic Administration. Academic calendars are reviewed by the Academic Council and Provost's council before final adoption and distribution. Changes in the university catalog are reviewed by the Academic Policy committee for undergraduate programs and the Graduate Studies Committee for graduate programs. Grading policies for graduate programs are monitored by the Graduate Studies Committee. Advertising is monitored collaboratively by the Creative Marketing Services Department, Graduate Admissions and the Unit.

6a.4. How does the unit ensure that candidates have access to student services such as advising and counseling?

The Unit assigns an academic advisor to all new students upon admission to the program. The advisor is responsible for discussing program curriculum, policies and procedures with the students. Programs also have New Student Information nights at the beginning of each semester where students are informed of the programs requirements.

Electronic Advising Guide: Once a candidate is admitted to a credential or degree program, a digital advising guide is automatically created and available to advisors and to the student in the PLNU portal (my.pointloma.edu).

File Copy Advising Guide: A file copy of the student advising guide is used by program advisors to discuss credential and degree program requirements. The advisor and student sign a copy of this form and it is archived in the candidate's portal account for review by either the advisor or candidate.

Program Handbooks: Candidates are provided with a program handbook upon enrollment by their advisor. These handbooks are available on the Unit's website and at regional centers. The handbooks provide policies and procedures for the program and all credential and degree program information.

Each of the regional centers that enroll graduate students has a chaplain appointed by the office of Spiritual Development. The chaplain has an office and has visibility on the regional campus to assist students with personal and or spiritual concerns, and to provide referrals to professional counselors if appropriate.

The undergraduate students enrolled on the main campus would have access to personal counselors. The regional centers do not provide professional or personal counseling by a licensed psychologist.

6a.5. Which members of the professional community participate in program design, implementation, and evaluation? In what ways do they participate?

The Unit actively solicits feedback from the professional community in the design of new programs, implementation and evaluation. The process begins with program directors and their assigned faculty discussing the implementation of a new program or revisions of an existing program based upon market demands, credential changes or legislation. Each of the four regional enters has an Advisory Council that meets 2-3 times per year at each site along with the Associate Deans and full-time faculty to converse about issues within the public and private P-12 sector, and identify ways that they partner with the University to support the local learning communities. A recent example of this partnering is the collaborative effort to develop of new program proposals for added credential authorizations in Special Education. School Districts helped us prioritize their employment needs in Autism, Other Health Impaired, Traumatic Brain Injury, Emotional Disturbances and Early childhood Special Education from a much longer list of possibilities. As the proposals were developed, they were brought back to Advisory Councils for feedback. Another example is the working with Advisory Council members to develop a training workshop for clinical practice cooperating teachers. Presentation facilitators included both Advisory Council members and faculty.

Information regarding the four regional center advisory councils is uploaded to TaskStream under section 6a5. This section includes agendas and minutes of meetings for the 2010-11 year.

6a.6. How does the unit facilitate collaboration with other academic units involved in the preparation of professional educators?

Currently, there is no other academic unit at PLNU that has approved preparation programs for professional educators. There are several undergraduate departments such as Literature, Math, Physical Education, and Music and Art that have one or more undergraduate courses in teaching methods that are included in their majors but are not credential programs. Departments that provide coursework for the Liberal Studies Major are included in the Teacher Education Committee that meets regularly and is chaired by the Associate Dean for Undergraduate programs. The purpose of the Teacher Education committee is to provide communication between undergraduate departments with pre-teaching programs that would lead into the Master of Arts in Teaching (MAT) Programs offered at the regional centers.

Data for Teacher Education Committee and minutes of meetings: See table 6a.7

6a.7. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to unit leadership and authority may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard Six 6a.7 Dean's Council Agendas 6a.7 SOE Organizational Chart 6a.7 SOE Bylaws 6a.7 PLNU President's Cabinet Organizational Chart 6a.7 Job Descriptions for Dean and Associate Deans 6a.7 SOE Faculty Meeting Agendas and Minutes
http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html Log-in using the following password: plnuncate Click on Unit Standard Six 6a.7Teacher Education Committee and minutes of meetings

6b. Unit Budget

6b.1. What is the budget available to support programs preparing candidates to meet standards? How does the unit's budget compare to the budgets of other units with clinical components on campus or similar units at other institutions?

The Table below compares the Program budget for SOE for 2009-2010 with the 2010-11 as of 8.4.2011. The major accounting difference between the two budgets are that the current fiscal year does not include budget for leases at the three regional centers outside San Diego (Arcadia, Bakersfield & Corona), and that travel expenses to San Diego for program and faculty meetings are now taken out of the Dean's budget (Cost center 5205) rather than the individual centers. The major reduction from 2009-10 from 1.4 million to $531,000 was the exclusion of building leases and utilities. The rest of the program budgets were increased by $4,000 for 2009-10 to account for increased expenses in the preparation of accreditation and membership in NCATE.

Cost CTR	Name	2009-10				2010-11			
		2009-10 Budget	Actual	(Over)/ Under Budget	% Budget	2010-11 Budget	Actual as of 8.4.2011	(Over)/Under Budget	% Budget
5034	Liberal Studies	153,262	125,886	27,376	82%	20000	19,249	751	96%
5133	GRAD ED - MV	15185	16197	(1,012)	107%	107000	113346	(6,346)	106%
5181	GRAD ED - Arcadia	676350	582524	93,826	86%	117100	117295	(195)	100%
5182	GRAD ED - Bakersfield	433595	404751	28,844	93%	141095	98434	42,661	70%
5183	GRAD ED - Inland Empire	123250	104180	19,070	85%	59847	64822	(4,975)	108%
5205	Dean's School of ED	0	-3208	3,208	0%	86500	96411	(9,911)	111%
TOTAL		1,401,642	1,230,330	171,312	88%	531542	509,557	21,985	96%

A full financial report has been uploaded to TaskStream under 6b.2 that compares the SOE with the School of Nursing which is the only other professional program at PLNU with clinical supervision.

A comparison of the Unit's budget with a comparable private university in California that is NCATE accredited that has 600 enrolled students has a program budget of $200,000 while PLNU has an enrollment of 1,000 students with a program budget of $531,542. The comparator university has an enrollment that is 60% of PLNU's and yet has budget support for just 37% of what PLNU has. The major difference between these two budgets is accounted for by travel expenses between four regional campuses spread out of 200 miles from Bakersfield to San Diego.

PLNU faculty salaries are included in the full financial report uploaded to TaskStream. The annual budget for salary and benefits for the Unit's faculty and staff is $6 million.

6b.2. How adequately does the budget support all programs for the preparation of educators? What changes to the budget over the past few years have affected the quality of the programs offered?

The Unit's budgets are analyzed bi-monthly by the Unit's Budget and Data analyst and presented to the Dean's council for review. This process of analyzing all Unit budgets as a whole has created a culture of transparency and unity where prior to 2008 the individual regional center program budgets were isolated and hidden from one another and were not proportional to enrollment. The Unit's leadership team believes that, based upon the budget comparison with another California private university, an adequate budget exists for the preparation of educators.

With the downturn of the federal, state and especially public school district budgets since 2008, there has been a decrease in enrollment in teaching credential programs and a desire to ensure that all of the Unit's regional centers were staffed appropriately. In spring 2010, the analysis by the Dean and Chief Financial Officer concluded that the Mission Valley regional center had twice as many full-time faculty and staff as the Bakersfield regional center, yet they served the same number of students. Due to this financial analysis, the Mission Valley regional center did not renew the contracts of three tenure-track (but not tenured faculty members) following the process of last hired, first let go as specified in the PLNU faculty handbook.

6c. Personnel

6c.1. What are the institution's and unit's workload policies? What is included in the workloads of faculty (e.g., hours of teaching, advising of candidates, supervising student teachers, work in P-12 schools, independent study, research, administrative duties, and dissertation advisement)?

The PLNU faculty handbook does not have a policy limiting the workload of faculty. In 2007-08 it was common to have full-time faculty teaching 50-60 units per year, with anything over 24 units paid as overload. Because of this practice, it was necessary for the Unit to develop workload policies. The Provost issued new contracts to full-time faculty that included their program director and teaching responsibilities for the summer due to heavy enrollment and advising responsibilities in the summer. Beginning in the fall of 2008, full-time faculty were to be issued 27-unit contracts spread out over three semesters. The typical distribution of load is 9 units fall, 9 units spring and 9 units summer. Starting fall semester 2008, the Unit developed a policy that faculty could teach one overload per semester or a total of 9 units overload total. This was reduced by one 3 unit course each year. The 2009-10 policy was that faculty could teach 6 units overload annually, and the 2010-11 policy was that faculty could teach just one overload annually, and by 2011-12 they would be limited to the 27 units of their contract.

This 27-unit contract provided a summer break for faculty and helped the Unit reduce overloads and provide for consistent leadership and core faculty teaching in the summer when enrollments are strong. Exceptions to the 27-unit contract have been made to faculty with medical releases from their physicians.

All full-time faculty advice between 25 – 50 candidates. Associate Deans at each regional center work to manage advising loads so that they are appropriate to a faculty member's background and equitable to all.

With the 9-9-9 workload, most full-time faculty members are given course release for administrative duties based on the size and complexity of the program. These administrative loads range from one unit for extremely small programs, to four units for program directors. The four Associate Deans have 11-month contracts that are mostly administrative. They may teach one or more courses depending on their personal preferences.

Most supervision of candidates participating in clinical practice is provided by part-time or adjunct faculty. For the preliminary clinical practice experience students enroll in an eight week quad session and four semester unit. University supervisors are paid a supervision rate that consists of 20% of a unit per student times the number of units of enrollment. For an eight week session a supervisor at the assistant professor rank would be paid $1,251 x (.2 x 4 or .8). This would equate to $1,000.80 for the eight week period. During this eight week clinical experience they are asked to observe candidates a minimum of six times.

Independent studies are discouraged, but when approved by the Dean, faculty are paid a rate approved by the Provost and specified in the Unit's Payroll Policies.

PLNU Payroll Policies Data: See 6c.7

6c.2. What are the faculty workloads for teaching and the supervision of clinical practice?

The full-time faculty members typically have a workload of nine units for each of the three semesters. This provides a lighter load than 12 units during fall and spring to allow for research and scholarship. Usually, full-time faculty members do not supervise clinical practice. The majority of clinical practice supervision is performed by part-time and adjunct faculty. Typically, supervisors support no more than five students each eight-week quad.

Cumulative Full-Time Faculty Loads 201110-2011 Data: See 6c.7

6c.3. To what extent do workloads and class size allow faculty to be engaged effectively in teaching, scholarship, and service (including time for such responsibilities as advisement, developing assessments, and online courses)?

Since 2008, faculty workloads have been monitored much more closely by the Dean and Associate Deans at each of the regional centers. Proper management of workloads has provided time for faculty to be engaged effectively in teaching, scholarship, and service. Class sizes are limited to 25 for most classes due to classroom and pedagogical considerations. The average class size is near 15.

6c.4. How does the unit ensure that the use of part-time faculty contributes to the integrity, coherence, and quality of the unit and its programs?

The Unit works closely with part-time and adjunct faculty to ensure the integrity, coherence, and quality of the unit and programs. At each regional center, the Associate Dean and program directors work closely with adjunct faculty to introduce them to the curriculum, monitor syllabi before each eight-week quad, observe instruction, and schedule required faculty meetings each semester. Associate Deans and program directors closely monitor the student evaluations. Critical feedback and teaching suggestions for new or struggling faculty provides for ongoing professional growth.

Program directors also schedule annual meetings with part-time and adjunct faculty to discuss the relationship between course syllabi, program learning outcomes and assessment. A critical component of these meetings is calibration of the signature assignments used in program courses.

6c.5. What personnel provide support for the unit? How does the unit ensure that it has an adequate number of support personnel?

Analysis of the appropriate amount of support personnel was conducted by the Dean and Associate Deans starting in 2008. Job descriptions were refined and aligned. Each center now operates with a Receptionist, Field Experience coordinator, Credential Analyst, and Administrative Assistant to the Associate Dean. The Administrative Assistant also serves as the Payroll Coordinator at three of the regional centers - Arcadia, Bakersfield, and Corona. In addition, three full-time support staff t serve the entire unit and report directly to the Dean or Associate Dean of Accreditation and Assessment:

The Budget and Data Analyst: The analyst works with the budgets of all centers, supervises the payroll submissions from the other centers, prepares the Mission Valley payroll, and provides data analysis support for projects such as Title 2 and assessment projects.

TaskStream Coordinator: This position was created in 2008 as a part-time assignment for the receptionist at Mission Valley. Over time it was apparent that this coordinator needed to have additional time and the flexibility to attend meetings at other centers with candidates and faculty. In January 2011, this position was increased to full-time and a new part-time receptionist position was created for Mission Valley. The TaskStream coordinator reports directly to the Associate Dean for Accreditation and Assessment.

Assistant to the Dean: The Dean's assistant has responsibility for issuing part-time and adjunct faculty appointment letters (AKA Contracts), maintaining faculty employment files, providing support to the Dean for his travel, taking minutes at the faculty and Dean's council meetings, and making arrangements for SOE meetings and meals on the main campus.

6c.6. What financial support is available for professional development activities for faculty?

The primary support for PLNU faculty is provided by the Provost's office. Each full-time faculty member is allotted $1,000 per year from the Provost's budget for travel to research conferences. Needs beyond this amount or support to part-time and adjunct faculty are provided by the SOE Dean's budget after submission of a proposal that is discussed and approved by the Dean's Council.

The director of the Center for Teaching and Learning provides extensive professional development opportunities on the main campus and beginning the 2011-12 will be offering these at the regional centers.

6c.7. (Optional Upload for Online IR) Tables, figures, and a list of links to key exhibits related to personnel may be attached here. [Because BOE members should be able to access many exhibits electronically, a limited number of attachments (0-3) should be uploaded.]

http://www.taskstream.com/ts/railsback/NCATEAccreditation201112.html
Log-in using the following password: plnuncate
Click on Unit Standard Six
6c.7 PLNU Payroll Policies
6c.7. Cumulative Full-time Faculty Loads 2010-11

6d. Unit facilities

6d.1. How adequate are unit--classrooms, faculty offices, library/media center, the technology infrastructure, and school facilities--to support teaching and learning? [Describe facilities on the main campus as well as the facilities at off-campus sites if they exist.]

The Unit has facilities at five different locations. The main campus, which serves approximately 2,400 undergraduate students on the Point Loma peninsula in San Diego, and regional centers that serve graduate students at the Mission Valley Regional center just 8 miles from the main campus, he Corona campus about 90 miles north of Mission Valley, the Arcadia campus another 35 miles northwest of Corona, and the Bakersfield campus 110 miles northwest of Arcadia.

Each of these facilities has offices, classrooms, and technology available for students. Each regional center has classrooms equipped with a podium that contains a presenter computer, document camera and a DVD/VCR player, and a serial cable that can connect to a laptop. Each component in the podium feeds to a classroom projector.

Each center has a wireless network available to the students and faculty. The Arcadia, Mission Valley and Bakersfield regional centers have computer labs. Bakersfield also has a mobile laptop lab with 24 computers that can be utilized in any classroom.

6e. Unit resources including technology

6e.1. How does the unit allocate resources across programs to ensure candidates meet standards in their field of study?

Each of the Unit's approved credential programs has technology standards as identified by the California Commission on Teacher Credentialing. The PLNU plan for meeting these CTC standards have been submitted to CTC and approved as ensuring that all candidates meet the standards in their field of study.

In recent years, the University has centralized support on-line and extended hours of support for all of its graduate and regional student services including the Library, Information Technology Services (ITS), Student Financial Services, Admissions, and Office of Records. Off-campus support services have improved significantly in recent years as more resources have targeted the unique needs of the graduate student. In addition, web-based graduate student resources have been added to facilitate easy access to forms, calendars, and policies.

Technology Integrated Learning Environments (TILE): The TILE program focuses on using technology in a variety of ways to support learning outcomes. Faculty members who participate in the program redesign one course of their choosing and explore ways to create a *student-centered learning environment* to increase quality in the classroom. Program topics include; pedagogies for learning, strategies for teaching, best practices for using technology, as well as learning how to use these technologies. Over thirty faculty members applied for the ten slots available for the pilot program. Many more expressed interest but were not able to make it because of summer schedules. This pilot program started on June 1, 2010 with daily sessions offered in a hybrid format that included both synchronous and asynchronous learning activities. The most common word used by the participating faculty to describe this program is "Transforming."

Tools Training: In addition to a holistic approach to integrating technology with pedagogy, the Instructional Technology Services department (ITS) provides training for individual tools as well. Training is regularly held at beginner, intermediate, and advanced levels for various topics. These tools include: Blackboard Learning Management System, TaskStream, E-Portfolio & assessment system, Adobe Connect remote collaborative learning system, Camtasia lecture capture system, the Microsoft Office Suite (PowerPoint, Word, Excel, and Outlook), Classroom Media Setups, etc.

Task Stream: The School of Education began using TaskStream in September 2008 as a web-based assessment system. All signature assignments are uploaded to the appropriate courses by students, evaluated by course faculty, and analyzed by the School of Education staff and faculty. The School of Education provides training at the regional centers for adjunct faculty at semester faculty members, and to students in New Student Orientation. A TaskStream coordinator was appointed by

the Unit in August 2008 and is available by email, phone or in person to students and faculty. When the position was increased to full-time in February 2011 the coordinator has a university cell phone and has hours available to candidates and faculty on both Saturdays and Sundays, and normally does not work on Fridays.

Video Conference Classroom Training: PLNU has just finished the process of upgrading the video conference system. The objective of the upgrade is to improve the classroom experience for graduate students at our remote locations. Along with the upgrade to the video conference system, the Instructional Technology department is also introducing a series of training sessions to assist faculty in adjusting pedagogically to appropriate strategies in their new teaching environment. For example, when faculty switch from the use of a whiteboard to an electronic whiteboard such as the Sympodium by Smartboard they will need to adjust their classroom examples to maximize the use of the new technology to enhance the student's learning. This is especially valuable to our Education students who may be using similar advanced technology in their own K through 12 classrooms.

Help Desk:
The ITS Help Desk hours of telephone operation (619-849-2222) are:

Monday thru Friday - 7:30 am to 11:30 pm
Saturday and Sunday - Closed

For a computer *emergency* after hours, faculty and students may contact a technician by calling the ITS Help Desk voice mail at (619-849-2222) and leave a voice mail message marked it as *urgent*. A technician will be paged automatically and will return your call as soon as possible.

Note: For *non-emergency* situations, one may call the ITS Help Desk voice mail at 619-849-2222 and leave a message. A Help Desk technician will return the call the following business day.

On-call support hours for technicians are Monday through Friday from 6:30pm to 10:00pm and Saturday and Sunday from 8:00am to 10:00pm. The second and third tier on-call persons are also available after hours to ensure quality support.

6e.2. What information technology resources support faculty and candidates? What evidence shows that candidates and faculty use these resources?

Each of the Unit's Regional centers and classroom on the main campus are equipped with internet access, project screens and projectors so that instructors can use PowerPoint, internet websites and document cameras for displaying printed materials. The equipment is widely used by faculty and candidates in their coursework to demonstrate technology usage and preparation for their work in P-12 schools. Evidence that faculty and candidates use these resources can be found in course syllabi, assignments and by interviews with them.

6e.3. What resources are available for the development and implementation of the unit's assessment system?

The University supported the Unit's recommendation to adopt TaskStream as the web-based assessment system and provided the monetary resources necessary for the hiring of a consultant to train and assist faculty in this implementation, and in 2011 to increase the TaskStream coordinators

salary from 70% to a full-time position. Additional funds have been used to bring assessment experts from other California campuses.

6e.4. What library and curricular resources exist at the institution? How does the unit ensure they are sufficient and current?

Four of the six members of the library faculty are designated as "Instructional Services Librarians," and one of these librarians is assigned specifically to our graduate student population. This librarian is available, along with all of the university's librarians, to provide assistance by phone, email, or instant messaging as needed. The library's circulation supervisor and document delivery assistant are also available to assist students and faculty affiliated with the graduate programs in PLNU's School of Education.

The Instructional Services Librarian for Graduate Studies (ISL for GS) provides in-person research instruction sessions in graduate courses at the request of course faculty. This person also serves as Ryan Library's official liaison to the School of Education, and in this role she has cultivated relationships with Education students and faculty. The ISL for GS conducts onsite/ in-person research instruction sessions on request and as scheduled. These sessions include an introduction to the databases most useful to the students' course of study, instruction in the search strategies most appropriate for each database, an orientation to the Endnotes Web bibliographic management tool, and teaching students how to access the library's print and electronic resources effectively. The foundational competencies of information literacy are integrated into these sessions as students learn to identify their needs, search effectively for information, and evaluate the quality and relevance of the resources they locate. The ISL for GS has begun incorporating remote teaching technologies (streaming video) to supplement this instruction and is eager to expand the use of these technologies as appropriate. Student and instructor response have thus far been encouraging.

Ryan Library provides graduate students full access to its 176,000-volume collection, as well as its print and electronic serials. We also provide reciprocal borrowing through our consortial memberships in the Statewide California Electronic Library Consortium (SCELC), Link+ (a shared regional catalog with over 50 members), and the Southern California Theological Library Association (SCATLA). All graduate students may also receive free delivery of materials through our interlibrary loan system, OCLC ILLiad.

The library also provides graduate students with online access to its more than 70 subscription databases, including: ERIC, Education Full Text, JSTOR, PsycINFO, Academic Search Premier, and OmniFile Full Text Mega. Students may access library databases through proxied URLs, permitting off-site/ off-campus access from any location. These resources are listed and fully described on the library databases page:

http://www.pointloma.edu/experience/academics/libraries/ryan-library/find-articles-databases

6e.5. How does the unit ensure the accessibility of resources to candidates, including candidates in off-campus, distance learning, and alternate route programs, through electronic means?

The graduate librarian makes regular presentations at the regional centers ensuring that candidates have the knowledge to access electronic materials. In addition, all regional centers provide library information at their New Student Orientations. Candidates at all of the regional centers have access to the electronic resources available on the university website through electric databases. The unit has

just one course (GED672) that is entirely online as an experimental program and students enrolled in this course would be completing the rest of their program in face-to-face courses.

2. Please respond to 2a if this is the standard on which the unit is moving to the Target Level. If it is not the standard on which you are moving to the standard level, respond to 2b.

2a.   Standard on which the unit is moving to the Target Level [maximum of five pages]
- **Describe work undertaken to move to the Target Level**

The Unit has made tremendous strides in transforming four separate regional centers into one cohesive unit in just three years. Though standard 6 was not originally chosen as the standard in which the Unit was moving to the target level, it was determined that unless the SOE operated as one cohesive unit, it would not be able to ensure candidate knowledge, skills and dispositions, a uniform assessment system, a cohesive field experience program, commitments to diversity, or have high quality faculty working toward teaching, scholarship and service. The key to the movement of these diverse regional centers into one unit was first in the development of a leadership team. In 2008, the SOE leadership was brought together for a three-day retreat by the new dean with the Provost, Vice Provost for Graduate Programs, College Dean, and each of the regional center directors. The focus of the retreat was on the business management book "Five dysfunctions of a team" by Patrick Lencioni, a noted business consultant and writer.

One major task for the 2008-09 year was the development of an assessment system with signature assignments in each of the CTC approved credential programs. As the faculty met with their associate deans and program committees, they planned the signature assignments and designed a system for their assessment. Following the collection of the assessment data in the summer 2009, the faculty analyzed this data and together wrote up their first biennial reports.

By the end of the second year, there was turnover of three of the four regional center directors that facilitated the reorganization of the leadership team. The transitions of the regional center directors came with one resigning due to personal reasons, one returning to a public school administrator position, and one being asked to move to a faculty position. This transition allowed for the movement from a system of placing directors as leaders of independent sites to the appointment of Associate Deans who had responsibility of major areas of the Unit's curriculum in addition to the regional center administration. The assignment of curriculum responsibilities to these new associate dean positions was based upon expertise and previous experience in K-12 schools. The associate dean for educational leadership had been teaching in the administrative programs for five years prior and had served as an elementary principal for most of his career. The Associate Dean for the Teacher Education program had been teaching in the program for 7 years and had been a Middle School teacher. The Associate Dean for MATL & PPS Programs had worked with both pre-service and in-service teachers. Finally, the associate dean for Teacher Performance Assessment (TPA) and Undergraduate programs had been coordinating the implementation of TPA for Point Loma and had served as Director of the undergraduate programs for two years. Two of the regional centers also read and discussed the Patrick Lencioni book on "Five dysfunctions of a team" for their staff/faculty meetings.

With this new leadership team in place by summer 2009, the emphasis at the second leadership retreat was "Silos, politics and turf wars," also by Patrick Lencioni. This retreat further moved the SOE leadership and subsequently faculty at the regional centers to view themselves as working within a larger unit rather than just their regional center. As the associate deans began to take on their

responsibilities for curriculum across all of the centers, there was improved communication, consistency and cohesion among all programs across all centers. In 2009, the unit completed the Program Assessment and Biennial Reports due to CTC in December 2009. This new leadership structure helped to ensure that the unit was operating one program instead of four separate programs. The unit had undergone tremendous organizational change by the summer of 2010, so the leadership retreat focused on the topic of change. The leaders each read the book "Our Iceberg Is Melting: Changing and Succeeding Under Any Conditions," an allegory by John Kotter, Harvard Business School professor and author. The leaders each shared their observations from this experience at the beginning of the school year faculty meetings so that all faculty and staff could understand the final changes that needed to be made in the third year. One of the organizational changes made for 2010-11 was the selection of one program director to oversee each of the curriculum programs. Prior to this, each of the regional centers had a program coordinator for each program, and, when these leaders came together, they were perceived as equals. This perpetuated minor and major differences in regional centers' implementation of uniform programs as some resisted the changes that were being suggested by their peers. The newly appointed program directors were responsible for reviewing syllabi before distribution to students and to keep the CTC Program assessment documents accurate.

Moving to the target level also involved examining budgets and financial resources in a way that involved the leadership team as a whole. The newly created position of Budget and Data Analyst helped to create a structure to bring the unit together in delivering consistent payroll policies and procedures, and for financial reporting. In 2010-11, the budgets were reallocated in two ways – first the regional center operations and maintenance budgets were separated from the SOE Unit operations at the center. For example, at Arcadia the regional center budget (See figure below, cost center 5181) for 2009-10 was $676,350 and $71,842 for campus operations (Cost center 5790) or a total of $748,192. For 2010-11 the major expense in the regional center budget had been the lease for property and it was taken out of the regional center operations and added to operations and maintenance thus increasing it to $504,601.

	2009-10	2010-11
Arcadia Graduate Education 5181	676,350	117100
Arcadia Operations & Maintenance 5790	71,842	504,601
	748,192.00	$ 621,701.00

The second major budgetary change in 2010-11 was to centralize expenses that pertained to the unit in the Dean's budget (Cost center 5205) instead of the regional center budgets bearing all of the costs. This included travel to San Diego for faculty meetings and for frequent meetings at the centrally located Arcadia Regional center. Without additional dollars, each of the regional centers moved funds to the Dean's cost center so that expenses for the operation of the center would be in the appropriate cost center, and expenses for the unit to operate were centralized. The budget in section 6.b.1 shows that the Dean's budget had very little operating funds in 2009-10, and that it was increased due to contributions from each of the regional center budgets.

The third major budget change in 2010-11 was to create a new cost center for the undergraduate Liberal Studies Program and to separate the expenses for this program from the graduate program at Mission Valley. The Accounting and Finance office assigned appropriate cost center numbers to the

undergraduate program to match other undergraduate programs at the university (5034) and to create a new cost center for the graduate programs at MV (5133).

The 2010-11 academic year focused on the preparation for the NCATE Mock visit in May 2011 and ultimately toward the CTC and NCATE visit in February 2012. Neither of these events could have been pulled off with such unity without the major organizational shifts that had taken place in the previous years. Faculty and staff at each of the centers prepared with enthusiasm for the opportunity to share with the NCATE MOCK team the progress and accomplishments that had been implemented in recent years.

- **Discuss plans for continuing to improve**

The Unit has moved very quickly from being considered one of the most dysfunctional units on the university campus to now being promoted and recognized as having an exceptional assessment system and a unified staff and faculty.   The next step in the Unit's master plan is to stabilize and solidify the changes that have been made since 2008.

2b. Continuous Improvement [maximum of three pages]
- **Briefly summarize the most significant changes related to Standard 6 that have led to continuous improvement. (If no significant changes related to this standard have occurred since the previous visit, indicate "None" in this section.)**

None. This is the Unit's initial NCATE visit.

NCATE

National Council for Accreditation of Teacher Education

BOARD OF EXAMINERS

★★★★★★★★★★★★★★★★★★★★★★★★★ *Report*

NCATE Board of Examiners Team:
Dr. John W. Rhodes
Mrs. Cheryl M. Shintani
Dr. Bonnie Lou Beach

State Team:
Dr. Joel A. Colbert
Dr. Maggie Payne
Mr. Mark Cary

State Consultant:
Dr. Lawrence W. Birch
Ms. Gay Roby

NEA or AFT Representative:
N/A

Continuous Improvement Pilot Visit to:

POINT LOMA NAZARENE UNIVERSITY

Point Loma Nazarene University, Evens Hall
3900 Lomaland Drive
San Diego, CA 92106
February 5-8, 2012

Type of Visit:
First visit - Initial Teacher Preparation
First visit - Advanced Preparation

Board of Examiners Report for
Continuous Improvement Pilot Visit

SUMMARY FOR PROFESSIONAL EDUCATION UNIT

Institution:

Point Loma Nazarene University

Team Recommendations:

Standards	Initial	Advanced
1. Candidate Knowledge, Skills, and Professional Dispositions	Standard Met	Standard Met
2. Assessment System and Unit Evaluation	Standard Met	Standard Met
3. Field Experiences and Clinical Practice	Standard Met	Standard Met
4. Diversity	Standard Met	Standard Met
5. Faculty Qualifications, Performance, and Development	Standard Met	Standard Met
6. Unit Governance and Resources	Standard Met	Standard Met

Not Applicable (Programs not offered at this level)

I. INTRODUCTION

I.1 Brief overview of the institution and the unit.

Point Loma Nazarene University is a private liberal arts institution sponsored by the Church of the Nazarene. PLNU offers degree programs in 56 undergraduate areas of study and graduate programs in education, nursing, business, theology, and biology. A Board of Trustees, composed of an equal number of ministers and laypersons, oversees the affairs of the University. The organizational structure includes a President, a Provost who serves as the Chief Academic Officer for Academic Affairs, and two Vice-Provosts providing oversight for academic effectiveness and graduate studies.

The Pacific Bible College was founded in 1902 and moved to Pasadena to became Pasadena College in 1919. The college was relocated to Point Loma and renamed Point Loma Nazarene University (PLNU) in 1973. In 1999, graduate programs in education were launched at regional centers in Bakersfield and Mission Valley. The graduate program remained in Pasadena after the college moved to Point Loma and in 2002 this program moved to Arcadia. PLNU now operates four regional centers in Arcadia, Bakersfield, the Inland Empire/Corona, and Mission Valley, San Diego.

The college is accredited by the WASC Senior Commission and was recently reaffirmed for a ten year accreditation term in February 2008. Within the School of Education, each of 13 programs with supporting licensures is fully accredited by the California Commission on Teacher Credentialing (CTC). The University's main campus is located on the Point Loma peninsula between San Diego Bay and the shores of the Pacific Ocean with a student population of approximately 3,500 representing the five teaching locations.

The founder's original vision for the school was for developing a liberal arts institution combining spiritual and academic learning. This legacy is still present today with a commitment to the liberal arts

and to whole¬person education. The founder of the fore-runner to PLNU was also a founder of the Church of the Nazarene denomination in 1908. Both the denomination and the university mission and vision are aligned with the philosophical beliefs of 18th century English theologian and reformer John Wesley. This mission seeks to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, the institution aspires to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life. Its vision is to become a nationally prominent Christian university and a leading Wesleyan voice in higher education and the church – known for excellence in academic preparation, wholeness in personal development and faithfulness to mission.

The School of Education (SOE) is the unit of PLNU having authority over the professional education preparation programs leading to initial and advanced licenses and master's degrees. In May 2009 the Unit was reorganized into three major divisions: (1) Teacher Education, (2) Educational Leadership, and (3) Master of Arts in Teaching and Learning/School Counseling. Each division is under the direction of an associate dean who reports to the dean of the SOE. The Dean's Council is the primary governing body of the Unit and consists of the dean, four associate deans (with one serving as the NCATE Coordinator), two regional center directors, and a budget analyst.

Within the SOE, a Liberal Studies Major is offered integrating education preparation courses leading to a blended credential. The unit collaborates with —single subject departments (Math, English, Science, Art, and Music) to advise candidates interested in the field of teacher preparation. Within the Master of Arts in Teaching (MAT) are programs resulting in preliminary teaching credentials for Single Subject, Multiple Subject, and Special Education (mild/moderate and moderate/severe). Within the Master of Arts in Education Degree there are three concentrations. First a concentration in teaching and learning (MATL) includes the options of the multiple and single subject clear credentials. Cross-cultural Language and Academic Development (CLAD), or Reading Certificate. The second concentration is in Counseling and Guidance and with additional coursework leads to a Pupil Personnel Services credential with an additional optional credential in Child Welfare and Attendance. The third concentration in Education Leadership results in Administrative Services Preliminary and the Clear Credential can be added later. The third degree, the Master of Arts in Special Education (MASPED), includes the Education Specialist Clear Credential and one additional authorization in Special Education (AASE) in Autism, Traumatic Brain Injury, and Other Health Impaired.

I.2 Summary of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?

This concurrent visit team consisted of five team members: two CTC state team members and three national team members to review unit standards which are adopted in California as California Common Standards 1-6. The two state team members came very experienced from multiple concurrent visit experiences and had both received prior BOE training by the state. They functioned integrally with out-of-state BOE team members throughout the visit, deliberating on findings, and writing to standards equally. Additionally a state team, headed by a state co-chair who acted as a liaison between both factions of the overall team, reviewed California Common Standards 7-9 and program data onsite concurrently. State protocol was followed throughout the visit. NCATE protocol was followed with the exception of meeting visit timelines that resulted in the institution's receiving offsite feedback several weeks later than called for in guidelines, following a late development of the offsite team and failure to identify state team members to construct the onsite team within the guidelines. Data were shared between NCATE/CTC Common Core Standards writers and CTC program standards reviewers

facilitated by state consultants throughout the visit with formal meetings to corroborate findings at interviews.

I.3 Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).

The unit delivers programs located at five locations during the time of the onsite visit: main campus in Point Loma/San Diego serves undergraduates and regional centers serve graduate students at Mission Valley Regional center, 8 miles from the main campus in San Diego, Corona campus, about 90 miles north of Mission Valley, Arcadia campus, about 35 miles northwest of Corona, and Bakersfield campus, 110 miles northwest of Arcadia.

No programs are offered via distance learning. Multiple Subjects and Single Subjects program content preparation and four initial core teacher education courses are offered at the Point Loma Nazarene University campus at Point Loma. Candidates who receive their undergraduate degrees in a single subject area or liberal studies for the Multiple Subject programs then complete the remainder of the classes required for the initial certification programs through the MAT programs delivered at the nearby Mission Valley location in San Diego.

Masters degrees leading to credentials in Special Education and Administration are offered at all campuses. Pupil Personnel Specialist, Multiple Subjects, and Single Subjects programs are offered through the MAT program on all campuses except Corona/Inland Empire. Additionally, the Master of Arts in Teaching and Learning is available as an advanced preparation program only at these same locations.

Faculty, candidates, employers and community members on the Advisory Council for each location, and program completers were interviewed using video conference facilities from the four off-campus locations and telephone. Faculty from program sites in Bakersfield and program leadership from all locations appeared in person at the Mission Valley and Point Loma campuses in San Diego for interviews.

I.4 Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.

II. CONCEPTUAL FRAMEWORK.

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

II.1 Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.

The mission of the Point Loma Nazarene University School of Education is to serve as a vital Christian learning community that exists to develop high-performing, reflective educators of noble character who impact the lives of learners to influence the broader community. Its vision is to become a prominent Christian voice in higher education – looked at as a wellspring of resources and support in the areas of pedagogy, leadership, clinical practice, technology, and innovation.

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

As a community of faithful learners, PLNU's philosophy and purpose for learning is to engender greater and deeper love for God and all that God has created, exploring the world in the confidence of God's grace, seeking faithfulness to the Wesleyan tradition and engage in the learning process striving to live faithfully toward Jesus Christ.

Institutional Learning Outcomes (ILOs) provide three institutional themes with seven supporting goals aligned to university mission, vision, and values and are used to inform program outcomes in each of the university's academic units including the SOE:
Learning, Informed by our Faith
1. Displays openness to new knowledge and perspectives.
2. Thinks critically, analytically and creatively.
3. Communicates effectively.
Growing, In a Faith Community
1. Demonstrates God-inspired development and understanding of others.
2. Lives gracefully within complex environmental and social contexts.
Serving, In a Context of Faith
1. Engages in actions that reflect Christian discipleship in a context of communal service and collective responsibility.
2. Serves both locally and globally.

All candidates demonstrate program-driven proficiencies that are in alignment with the standards adopted by the California Commission of Teacher Credentialing (CTC) and with the unit's purposes and goal-driven outcomes. Though each program encompasses different content areas, curricular design and integrity are provided through key assessments linked to university and unit outcomes proficiencies. Ethical and value-based dispositions are cited as a critical factor in becoming a successful educator. The unit considers the relationship between ethical and value-based dispositions and candidate behaviors as the underlying foundation in all of their work and endeavors. Candidates are expected to experience continuous "whole person" transformation in the context of an intentional Christian professional learning community. The SOE has adopted a set of eight dispositions in alignment with the university's mission, vision, and core values and serve as the working norms for all stakeholders who work collaboratively toward a shared vision of successful candidate learning and program effectiveness: Honesty & Integrity, Perseverance with Challenge, Flexibility and Humility, Dignity & Honor, Self-Awareness/Calling, Caring, Patience, and Respect, Diligence in Work Habits & Responsibility for Learning, and Harmony in Learning Community

The SOE requires and supports candidate use of a variety of technologies to engage in and extend coursework. In all coursework candidates use technology tools to facilitate their communication, collaboration, research, understanding, reflection, application and presentation of course content.

Candidates also interact with and gain exposure to assistive technology, software, Web 2.0 resources, and other technology tools that target the achievement needs of P-12 students in general education, special education, and those who are also English learners.

Diversity is defined at PLNU within the context of a continued celebration of the blessings that emanate from different abilities, ethnic, cultural, racial, national origins, religious, and socio-economic backgrounds. As stated in the SOE's vision, true advocacy is considered to begin with each faculty member's understanding and belief in the positive power of diversity. Candidates are exposed to ethnic, social, cognitive, and cultural diversity within learning communities and supported in the transferring of these theoretical principles of social justice into educational practices throughout their course of study.

The unit has identified four categories of assessments
1. Candidate Progress through the Program (Key Transition Point Assessments)
2. Candidate Performance (Key Signature Assignment Assessments in Alignment with State Standards and Disposition Assessments)
3. Program Graduate Performance (Exit Surveys and Follow-up Surveys of Preparation and Performance)
4. Assessment of Unit and Program Operations
These data are derived from multiple stakeholders, representing both internal and external sources. They are routinely and systematically compiled, analyzed, and reported with the intention of improving candidate performance, program quality, and unit operations. The Dean, Associate Deans, and Program Directors provide oversight for data collection. Field experiences and signature assessments are collected, stored, and analyzed by the School of Education faculty. Courses and other data, such as admissions, GPA, CBEST and CSET scores, and demographics, are obtained from the Office of Institutional Research, the Dean of the Graduate School, the Office of the Registrar, and the Admissions Office. The Dean, as head of the unit, is responsible for the aggregation and dissemination of data.

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

All initial teacher preparation programs (MAT Single Subject, MAT Multiple Subjects, MAT Education Specialist Mild to Moderate, MAT Education Specialist Moderate to Severe) participate in a state review through the California Commission on Teacher Credentialing (CTC). The CTC verifies that the teacher candidates demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Data in the CTC reviews are disaggregated across centers. The unit systematically reviews the disaggregated data and find apparent differences across centers in candidate performance on signature assessments and state mandated tests/assessments.

The unit has three advanced programs: 1) Master of Arts in Education, offering concentrations in Teaching and Learning (MATL), Counseling, and Education Leadership, 2) The Master of Arts in Teaching (MAT) and the 3) Master of Arts in Special Education (MASPED.) There are options within

each program that can facilitate candidates' moving to clear credentials. Within the MATL there is also an option to pursue a reading certificate or a cross-cultural language and academic development (CLAD) certificate. There are also options in the MASPED that lead to added authorizations.

All data reported below are substantiated by the limited graduate survey data provided. Further, interviews with candidates, alumni and faculty during the onsite visit supported the data.

Assessments of candidate knowledge of the content they plan to teach include state licensure exams, signature assignment assessments embedded within coursework, and the state's teacher performance assessments.

In 2008-2009, the 109 traditional initial credential candidates took the state licensure exams, the California Subject Examinations for Teachers (CSET). The pass rate was 97 percent. Ninety-five intern initial credential, alternative route candidates took the CSET. The pass rate was 96 percent. In addition, the aggregate pass rates for the CSET in academic content areas was 95 percent for regular program completers and 100 percent for alternative route completers (interns). In other content areas, the aggregate pass rates for the CSET were 100 percent for both regular program completers and alternative route completers. Passing scores on the CSET are required for admission to clinical practice, indicating a pass rate for completers of 100 percent. Tutoring is available at each center to help candidates who do not pass the CSET.

Preliminary credentialing candidates also demonstrate their knowledge of the content they plan to teach through the California Teacher Performance Assessments (CalTPA) Task 1 Subject Specific Pedagogy. The unit's Institutional Report identifies over 90 percent of the candidates passing Task 1 on their first attempt. The pass rate for TPA Task 1 data for the most recent year, 2010-2011, is 76.5 percent. This is representative of preliminary candidates' first attempt. TPA Task 1 is also required for admission to clinical practice indicating a pass rate for all program completers of 100 percent.

Preliminary credentialing candidates in the multiple subject and education specialist programs are also required to participate in the Reading Instruction Competence Assessment (RICA). For some administrations of the RICA, the pass rate was greater than 80 percent. However, the aggregate for the most recent year (2010-2011) was less than 80 percent (73 percent). The RICA is required for credentialing, but is not a requirement of moving through the program. In analyzing the data, the unit noticed that the candidates who did not pass the RICA had typically postponed taking the RICA until very late in the program with a time lapse between EDU 610 and taking the RICA. Candidates are now strongly encouraged to take the RICA near the end or immediately following EDU 610.

Candidate performance data on signature assessments in their courses provide the evidence that advanced candidates know the content that they teach. For example, GED 616 Curricular Development, Innovation and Evaluation is a required core course in the MATL program. The signature assignment in GED 616 is a curriculum development plan. Candidates create a plan focusing on multiple models of teaching. The plan must align the model of teaching selected to the Common Core Standards and analyze its usefulness. The analysis requires both content knowledge and pedagogical content knowledge. Data was provided during the onsite visit for 32 candidates who had participated in this assessment. Seven candidates were incorrectly scored in TaskStream. This was likely due to an instructor error in uploading scores. For the remaining candidates the range of scores on Criterion 1 California State Standards and district approved curricular resources is 2.86 to 4.00 on a 4-point scale.

For the MSPED program, the assessment used to indicate candidate content proficiency is the action research project. The MSPED program is a new program as of 2010. There were only four candidates in 2010 and six candidates in 2011. Because the program is new, data are not available.

All MAT initial teacher preparation candidates demonstrate pedagogical content knowledge through the completion of CalTPA Task 1 Subject Specific Pedagogy as discussed above. Pedagogical content knowledge is also demonstrated through the completion of CalTPA Task 2 Designing Instruction. The most recent, 2010-2011, data indicates that 92.8 percent of the initial candidates pass CalTPA Task 2 on the first attempt. Task 2 must be passed for admission to clinical practice; therefore, the pass rate for all completers is 100 percent.

Signature assessments in methods courses incorporate candidate planning and practicing a variety of strategies that present content in real-world context and through the integration of technology. Data indicate that all program-aggregated scores on the key assessments are higher than 3.6 on a 4 point scale.

Advanced candidates demonstrate pedagogical content knowledge through signature assessments in specific courses. For example, GED 616 Curricular Development, Innovation and Evaluation is a required core course. The signature assignment in GED 616 is a curriculum development plan. Candidates create a plan focusing on at least five of the models of teaching. The plan must align the model of teaching selected to the Common Core Standards and analyze its usefulness. The analysis requires both content knowledge and pedagogical content knowledge. Data on criterion 1 is reported above. Data provided during the onsite visit for 25 candidates indicate a range of overall scores of 3.14 to 4.00 on a 4-point scale.

The MSPED program was a new program in 2010 with only four candidates in 2010 and six candidates in 2011. Because the program is so new, data are not available.

Professional and pedagogical knowledge and skills for initial candidates is demonstrated during clinical practice as initial candidates complete CalTPA Task 4 Culminating Teaching Experience. This task requires the candidates to plan and implement a comprehensive instructional plan. The most recent, 2010-2011, data suggest that 93.4 percent of the initial candidates passed CalTPA Task 4 on the first attempt.

Key assessments have been embedded in specific courses in advanced programs to confirm that candidates possess professional and pedagogical knowledge and skills. As reported in the Institutional Report and verified by data presented in the exhibit room, assessments that have been implemented to a sufficient number of candidates indicate an average performance of greater than 3.7 on a 4-point scale.

Initial and advanced candidates are also expected to consider the school, family, and community contexts and the prior experiences of students; to reflect on their own practice and know major schools of thought about schooling, teaching and learning; and to analyze educational research findings. Initial candidates' performance on the signature assignment in EDU 600/600F Foundations of Education and Learning Theory provide evidence to support this statement. This assignment requires candidates to communicate and reflect their teaching philosophies related to students, learning, and teaching in contemporary schools. Analyses of data for the most recent year, 2010-2011, show a minimum proficiency of 3.83 on a 4-point scale across programs. Individual program data are reported in the state reports.

Midterm and final clinical practice assessments provide further evidence of candidates' proficiency in professional and pedagogical knowledge and skills. For the most recent year (2010-211) the midterm evaluation average is 3.29 on a 4-point scale across programs. The final evaluation average is 3.76 on a 4-point scale.

Advanced candidates demonstrate professional and pedagogical knowledge and skills through signature assessments in specific courses. The signature assessment in GED 616 Curricular Development, Innovation & Evaluation provides an example with data presented above.

The MSPED program was a new program in 2010 with only four candidates in 2010 and six candidates in 2011. Because the program is so new, data are not available.

During clinical practice, all initial candidates complete CalTPA Task 3 Assessing Learning which requires candidates to design and implement a comprehensive lesson with a focus on student assessments that responds to cultural and differentiated learning needs. Candidates analyze the data and critique the instruction and student assessment products and propose the next steps in student learning. The most recent, 2010-2011, data indicates that 94.7 percent of the initial candidates passed CalTPA Task 3 on the first attempt.

Signature assessments in specific courses are used to collect data to substantiate that advanced candidates demonstrate an understanding of the major concepts and theories related to assessing student learning, regularly apply them in their practices, analyze student classroom and school performance data, make data-driven decisions about strategies for teaching and learning; and are aware of and utilize school and community resources that support student learning. The specific assessment may vary depending on the electives chosen by the candidate. For example, candidates in the multiple and single subject clear credential option participate in an assessment in GED 673 Reflective Coaching Seminar. The signature assessment uses FACT Document D-1 "Culminating Questions and Reflections Guide" to answer questions about how the candidate and P-12 students have grown during the year in specified learning goals. The candidate reflects on data collected and provides next steps for future learning. Similar assignments are strategically placed in all other options for the MATL. Sufficient data have not been compiled. However, the framework is in place to collect of data in the future.

Programs to prepare other school personnel include Pupil Personnel Services (PPS) Counseling with the possibility of the Child Welfare and Attendance (CWA) Credential and Educational Leadership (Preliminary and Advanced). Candidate performance on signature assessments embedded in courses provide evidence that other school personnel know students, families and communities, use research to improve practice, use technology to improve practice, and can explain concepts in professional, state, and institutional standards. One example of signature assessments is a study of a cultural group involving library research and interviews (in GED 641 School Communities in a Pluralistic Community.) The range of average scores across the seven signature assessments for Pupil Personnel Services candidates is 3.64-3.98 on a 4-point scale. The range of average scores across the six signature assessments for Educational Leadership Preliminary Credential candidates is 3.45-3.78 on a 4-point scale. The range of scores across the four signature assessments for Educational Leadership Clear Administrative Credential candidates is 2.67-5.00 on a 5-point scale.

Signature assessments are used to provide data on the ability of other school personnel to create positive environments for student learning and candidates' understanding of the development levels of students with whom they work as well as the diversity of students, families, and communities and policy contexts. PPS candidates participate in a signature assessment in GED 667A Comprehensive Counseling and Guidance Program. This assessment involves candidates creating a comprehensive counseling and guidance program. The data recent data (2010-2011) indicates an average of 3.76 on a 4 point scale on this assessment. The signature assessment in GED 667B Comprehensive Counseling and Guidance Programs involves candidates collecting and analyzing data to create a counseling model for a local school. An average of 3.73 on a 4.00 scale is report in the most recent data (2010-2011). Educational Leadership candidates participate in a signature assessment in GED 604/604D Instructional Leadership for the Success of All Students. This assessment involves candidates' observing and analyzing classroom

instruction in general education and special education classes to identify strengths and needs based on research based best practices. The most recent (2010-2011) data indicate an average of 3.78 on this assessment (on a 4-point scale).

The unit has adopted eight dispositions in alignment with the University's mission and vision, serving as the working norms for all stakeholders who work collaboratively toward a shared vision of candidate success and program effectiveness. All candidates are assessed at multiple points in the program to ensure that they are developing a value-based educational philosophy. If a pattern of unacceptable dispositions emerges, a Dispositional Improvement Plan may be recommended and developed. Initial candidates demonstrate the dispositions in their coursework, field works and clinical practice experiences. Advanced candidates and other school personnel demonstrate the dispositions in their coursework, fieldwork, and supporting seminars. Three of the eight dispositions are related to fairness and the belief that all students can learn: (1) caring, patience and respect; (2) dignity and honor; (3) self-awareness/calling. Data are provided in the biennial reports but are not summarized across the unit. Dispositions are scored on the following scale: 1 Not Yet Developed; 2 Developing; 3 In evidence; 4 Exemplary. An example of the data available in the state reports follows. The data are reported for 98 single-subject preliminary credential candidates. The range of the average score for the eight dispositions is 3.3 to 3.74. Data from other programs report similar findings.

1.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

Not applicable

1.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

Not applicable to this standard

1.4 Strengths. What areas of the standard are being addressed at the target level?

None

1.5 Areas for Improvement and Rationales

1.5.1 What AFIs have been removed?

AFI	AFI Rationale
Not applicable	

1.5.2 What AFIs remain and why?

AFI	AFI Rationale
Not applicable	

1.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI	AFI Rationale
None	

1.6 Recommendation for Standard 1

Initial Teacher Preparation	Met ▼
Advanced Preparation	Met ▼

Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

2.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

The unit has developed an assessment system based on professional, state, and institutional standards. Exhibit 2a.6 Curriculum Maps All Programs details the alignment of courses, assessments and signature assignments to the candidate outcomes of the conceptual framework and state standards and indicates where learning outcomes and standards are developed, practiced, and assessed. As shown in Exhibit 2a.6 PLNU School of Education Transition Points All Programs 2011, the system includes assessments in initial and advanced programs at admission, program advancement, program completion, and post-program transition points. At the admission point, data such as applications, transcripts, test scores, letters of recommendation, writing samples, and interviews are collected from applicants. Program advancement and program completion data collected from candidates, faculty, and university and clinical supervisors include signature assessment scores, dispositions evaluations, grade point averages, clinical practice evaluations, and exit surveys. Post-program data collected include alumni and employer surveys. Assessment data are used to (1) monitor candidate progress through the program, (2) evaluate candidates' performance related to state standards, (3) evaluate program graduates' performance and preparation, and (4) assess the effectiveness of unit and program operations for improvement purposes.

Meeting agendas, minutes, and onsite interviews indicate that the assessment system and data are reviewed by unit leadership through the Dean's Council and the Provost's Council, by faculty in monthly School of Education meetings, and by the professional community through quarterly Advisory Council meetings at each of the regional centers. These opportunities for program constituents to provide analysis and feedback on data have led to a number of changes and improvements. For example, in the Pupil Personnel Services program, changes were made to the culminating portfolio assignment to create a greater focus on candidates' use of technology to create webpages, blogs, and technology-based instruction. Inconsistent performance across regional centers by initial credential candidates on the CalTPA tasks led to the creation of informational videos for each task to ensure that all candidates receive consistent information and preparation. In the Preliminary Education Administration program, signature assignments, such as a budget development project, were reviewed with input from school administrators to improve their authenticity. Analysis of data and feedback from an Advisory Council also led to the development of three day-long Classroom Organization and Management Program (COMP) courses for initial credential candidates. Interviews with other program coordinators revealed additional examples of data-informed program improvements.

The assessment process responds to the California Commission on Teacher Credentialing's (CTC) accreditation system which requires the unit to systematically collect, compile, aggregate, summarize,

analyze, and utilize data each year to assess candidate performance and program quality and to inform ongoing program and unit improvement. This process forms the basis of the 2007-09 and 2009-11 Biennial Reports that were submitted by the unit to the CTC and made available in the unit's electronic exhibit room. The dean, associate deans, and program directors provide oversight for the ongoing collection and analysis of data throughout the academic year as part of this continuous assessment cycle.

The adoption of TaskStream as a data management system and the hiring of a full-time coordinator have allowed the unit to develop a technology-supported system to manage assessment data and monitor candidate progress through the programs. All signature assignment assessments have been entered into TaskStream, making it possible to aggregate and disaggregate data as needed. For example, the data from signature assignment assessments, are disaggregated by regional center for purposes of comparison. While it is the expressed intent of the unit to include additional data sets, including clinical practice evaluations, IDEA faculty evaluations, and other data on unit operations into TaskStream, that plan has yet to be fully realized. Nevertheless, those data are systematically reviewed and used to monitor candidate progress, to make faculty development and retention decisions and to inform and improve program and unit processes.

In fall 2011, the unit developed several strategies to ensure fairness, accuracy, consistency, and freedom from bias. Program faculty across regional centers met to revise course syllabi and signature assignment assessments and rubrics and engaged in calibration activities for scoring assignments. Their intention is to continue to meet annually to examine signature assignment assessment data across regional centers so that inconsistent patterns in candidate performance and faculty evaluations can be identified.

The unit has a clearly delineated process written into program handbooks for responding to formal candidate complaints against university employees that promotes prompt and fair resolution. Candidates failing to meet requirements at transitions points may receive assistance in developing an action plan for improvement. Records of student complaints and their resolution are provided through email conversations among faculty and/or staff or between candidates and staff.

2.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

Not applicable to first visit

2.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

Not applicable to this standard

2.4 Strengths. What areas of the standard are being addressed at the target level?

A comprehensive and sustained effort has been made by all faculty in every program to standardize instruction and assessment across the four regional centers and to engage in calibration activities to ensure reliability in scoring signature assessments. These efforts are an indication that the unit continuously searches for stronger relationships in the evaluations, revising both the underlying data systems and analytic techniques as necessary.

The unit has made a number of improvements to the assessment system since 2008. The adoption of TaskStream has greatly advanced the unit's assessment system, and the TaskStream Coordinator has been highly effective in creating data reports and in training faculty and candidates in the use of this

technology tool. The unit has also developed exit surveys for candidates and follow-up surveys for graduates and their employers. Although data from the initial administration of the surveys was provided, the response rate from employers of program graduates was very low. In the spring of 2009, the university also adopted the Instructional Development and Evaluation Assessment (IDEA), a diagnostic course evaluation tool designed to provide faculty with feedback tailored to the particular objectives of each class. The unit's members have worked collaboratively to ensure that all courses, assessments, processes, and procedures are consistent and aligned with CTC state standards.

2.5 Areas for Improvement and Rationales

2.5.1 What AFIs have been removed?

AFI	AFI Rationale
Not applicable	

2.5.2 What AFIs remain and why?

AFI	AFI Rationale
Not applicable	

2.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI	AFI Rationale
None	

2.6 Recommendation for Standard 2

Initial Teacher Preparation	Met ▼
Advanced Preparation	Met ▼

Standard 3: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

All four regional centers have Advisory Councils that participate in decision-making about design, governance, and evaluation of all educator preparation programs. The councils meet two to three times a year for the purpose of learning about changes in unit programs and providing input on a range of issues, including the review of Biennial Report results from programs, identifying areas of improvement and suggesting possible changes; reviewing survey results and data on effectiveness of field experiences and clinical practices, generating ideas for better tailoring these to the needs of partner schools; taking part in

dialogue on the conceptual framework and university candidate dispositions and how these are reflected in PLNU programs; and probing ways to increase candidates' competence in working with diverse school populations. Interviews with council members at each center, and review of council minutes provided clear evidence of the strong working relationship between the university and its community partners.

Field placement sites are selected on the basis of having significantly diverse student populations and providing a variety of school settings in which candidates can practice. For candidates to be placed in schools and/or districts, the schools must meet university criteria for field placements and enter into Memorandums of Agreement with PLNU identifying the responsibilities of each partner in the preparation of candidates. Evidence in the IR Addendum indicated that the same criteria are followed in approving Intern placements for the Education Specialist program. To ensure consistency in the identification and selection of field placement sites for each regional center, the fieldwork coordinators from each center meet monthly to review partnership agreements and resolve questions regarding placements. Any decisions about changes of placement during field work or clinical practice are made in consultation with the appropriate coordinator, program faculty at the center, and the associate dean. Interviews with program faculty and leadership indicated that the combination of small program size and the number of staff available in each program allow for highly individualized placement of candidates in all fieldwork, clinical practice, and internships. Additionally, in placement of candidates for fieldwork and clinical practice, local school districts and private K-12 learning institutions are active partners. Protocols may vary, with placement decisions in some districts being made at the school level, while in other districts placement decisions are made at the district level. Candidates and Interns are placed only with cooperating teachers or clinical practitioners who are appropriately credentialed, have at least three years of experience, and have been identified by school site or district administrators as demonstrating the range and depth of skills necessary to support all students in learning.

Prior to entering clinical practice, each candidate in initial teaching credential programs (Multiple Subject, Single Subject, Special Education) must meet basic skills, subject matter, and course grade and GPA requirements; have completed TPA Tasks 1 and 2 with a minimum score of 3; have received a score of 3 or higher in the Advancement Interview; and be formally recommended for entering clinical practice by the advisor of the program in which the candidate is enrolled. In the event a candidate is not approved for fieldwork or clinical practice, the candidate must successfully complete additional preparation coursework. Upon successful completion, the candidate may reapply to be admitted to clinical practice. A candidate who is not successful in this coursework is not allowed to complete the program. In the MATL, all candidates engage in clinical practice as part of an action research project, and many also complete induction coursework involving extensive clinical practice in school settings to clear preliminary credentials they already hold.

Before they begin teaching under an Intern credential, Education Specialist Interns must meet SOE basic skills and subject matter competency requirements and complete a minimum of 120 hours of pre-service instruction. This instruction covers classroom management and planning, developmentally appropriate teaching practices, special education pedagogy, teaching English learners, and communication skills including reading.

Requirements for entry into clinical practice in programs for other school personnel are program-specific. In order to begin clinical practice, candidates in the PPS School Counseling program must have completed a minimum of 100 hours of Practica and have successfully completed four core courses that serve as the foundation for the PPS program. In the Preliminary Administrative Services credential program, fieldwork is undertaken concurrently with coursework. Within eight weeks of entering the program, candidates meet with a university fieldwork supervisor to review fieldwork requirements and to develop a personalized plan for how, and in which field placement sites, the candidate will complete

fieldwork requirements. Fieldwork tasks for both PPS School Counseling and Preliminary Administrative Services programs must be completed in multiple sites, and at more than one level (ie., elementary, middle school, or secondary) in order to ensure experience with diverse student populations and different types of school settings. In the Professional Administrative Services credential program, as well as in other induction programs in which candidates obtain a "clear" credential, fieldwork begins once the candidate has developed an Individualized Induction Plan in collaboration with the university supervisor and a district mentor.

Successful completion of clinical practice requires candidates to demonstrate the knowledge, skills, and dispositions required by the unit and its programs. Each program uses a set of multiple measures to assess candidate competencies and dispositions, based on CTC standards, the unit's conceptual framework, and other university requirements for that program. Candidates in all programs are assessed by direct observation and evaluation by university and site-based supervisors/mentors on professional and state standards and on institutional standards identified in the unit's conceptual framework. Additional assessments are tailored to the specific nature of the program, using means such as review of lesson plans, written reflections by the candidate, work products and portfolios, and exit interviews and/or presentations—and in the case of initial teaching credential candidates, completion of TPA tasks 3 and 4. Review of assessment instruments and procedures for each program indicates that candidates demonstrate the broad range of essential knowledge, skills, and dispositions required for successfully completing clinical practice in the candidate's credential area. Interviews with program faculty and review of fieldwork handbooks confirmed that considerable support is provided to candidates who are struggling at any point throughout the program. These could include additional practice or remediation, intensive direct support, or creation of improvement plans. Candidates who are not able to make appropriate progress after receiving such support are dropped from the program.

During coursework in all programs, faculty use technology in their teaching, and candidates gain experience using technology for research, communication, and presentation of information. These uses include accessing and using research findings, recording and analyzing student performance results, analyzing student data to identify those in need of academic and/or counseling intervention, and reviewing classroom and school level student performance data for program improvement. Field experience in each program requires that candidates demonstrate these skills in the school settings in which they work. In order to successfully complete clinical practice, each program requires that candidates demonstrate technology use appropriate to the particular role for which they are training: teaching, counseling, or administration. Depending upon the particular program, competence in this area is determined through fieldwork evaluations in initial teaching credential programs or work products and/or portfolios in programs for other school personnel. Fieldwork evaluation forms for each program address specific goals in the use of technology appropriate to that program's goals and requirements.

Training for university supervisors is provided during the first week of each semester at each of the regional centers. University supervisors are trained and updated in collaboration techniques, review of reflection logs, coaching strategies, targeting areas for growth, and the development of remediation plans. Site-based clinical supervisors for Special Education candidates are required to attend update trainings each year. Cooperating teachers supervising Multiple Subject and Single Subject credential candidates are required to attend an initial training prior to working with their first student teaching candidate. In addition to these trainings, university supervisors meet with cooperating teachers/site mentors to review the roles and responsibilities of candidates, university supervisors, and cooperating teachers/site mentors. Roles and responsibilities are also clearly described in each of the fieldwork handbooks, which are provided to each candidate and cooperating teacher/site mentor.

Training for site mentors and clinical supervisors in programs for other school personnel varies according the nature of the program. Site mentors working with preliminary administrative services

candidates work closely with university supervisors to develop fieldwork plans based on the needs of each candidate and the interests of the school in which the candidate is currently employed. In this case, the "training" mainly consists of collaboration between the university supervisor and site mentor to ensure that all fieldwork requirements are clearly defined, and the field experience tasks selected for the candidate will provide the breadth and depth of training required to demonstrate competence in each professional standard area. Training for clinical supervisors in working with PPS School Counselor candidates is provided on a one-to-one basis by the university supervisor based on the individual clinician's needs.

University supervisor and cooperating teacher/site mentor roles in supporting candidates and Interns throughout clinical practice are specifically addressed in the fieldwork handbook for each program. These roles include regular observation by both university and site supervisors (including joint observations and triad conferences with the candidate), formal evaluations with reflection by the candidate and feedback from the supervisor, candidate conferences with site supervisors each week, daily conversation between candidates and site supervisors, review of candidate reflection logs, and regular communication among the university supervisor, cooperating teacher/site mentor, and candidate by phone and/or email. Each program provides a range of supports to candidates who may be experiencing difficulties. In the event that candidate difficulties that cannot be addressed by informal action on the part of the university supervisor or cooperating teacher/site mentor, the unit has a clearly defined process for developing and monitoring candidate assistance plans, which must be successfully completed in order for the candidate to continue in clinical practice.

As part of clinical practice in each program, candidates and Interns are required to gather, analyze, and use data on student learning for improvement purposes. For initial teaching credential candidates, this practice is demonstrated continuously in the lesson design, teaching/observation, reflection/consultation cycle that candidates and cooperating teachers engage in throughout clinical practice. Summative assessment of candidate competence in student assessment and use of assessment results in improve student learning is done through TPA Tasks 3 and 4, in which candidates are required to demonstrate the ability to assess student learning (Task 3) and to demonstrate competence in the cycle of planning, teaching, assessing, and using assessment results in a video-taped lesson (Task 4). Successful completion of both clinical practice and the TPA are required in order for candidates to be recommended for credentials. In the MATL, the specific types of data gathered, analyzed and used for developing improvement plans vary according to the focus of the candidate's action research project.

Knowledge, skills, and dispositions for supporting student learning are demonstrated in similar ways in programs for other school personnel. In Administrative Services programs, candidates are required to develop and implement plans for improving student's academic proficiency through data analysis, work with school site personnel to develop and implement improvement plans, and to assess the effectiveness of the efforts. In addition, these efforts usually include analyzing, identifying, and gathering fiscal and personnel resources to effectively implement the plans. PPS School Counseling candidates are required to analyze multiple sources of data on students' academic and behavioral needs and to develop collaborative intervention plans to address a wide range of these needs, including, not limited to, group and individual counseling for both academic and personal success, support groups for specific school populations, whole-school efforts to address social or behavioral issues, and the like. Candidate competence in programs for other school personnel is measured through a combination of signature assignments and portfolio/work product.

3.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

Not applicable

3.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

Not applicable to this standard

3.4 Strengths. What areas of the standard are being addressed at the target level?

None

3.5 Areas for Improvement and Rationales

3.5.1 What AFIs have been removed?

AFI	AFI Rationale
Not Applicable	

3.5.2 What AFIs remain and why?

AFI	AFI Rationale
Not applicable	

3.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI	AFI Rationale
1. The unit does not ensure that clinical practice for all candidates in the Special Education Mild/Moderate and Moderate/Severe credential programs is sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing.	Interviews revealed inconsistency in fieldwork and clinical practice placements. Some candidates have planned experiences and/or interactions with the full range of the service delivery options and the providers of such services, including experiences in general education; while others experience a single grade span (elementary, middle, or high school) and a single service delivery model.

3.6 Recommendation for Standard 3

Initial Teacher Preparation	Met ▼
Advanced Preparation	Met ▼

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

4.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

The unit is committed to diversity and follows PLNU's President Bower's celebration of the blessings that emanate from different abilities, ethnic, cultural, racial, national origins, religious, and socioeconomic backgrounds (Brower, 2010). A commitment to diversity is evident in the institution's Wesleyan heritage and Nazarene emphasis on social justice, and the university Diversity Council and its mission reinforce this commitment. The candidate proficiencies of the unit's conceptual framework are organized around three themes: Equip, Transform, Empower. The proficiency related to diversity is found within the Transform theme: "Engages in ways of thinking and being to embrace the positive power of diversity and advocacy for universal social justice within their classrooms, schools, districts, and communities." Likewise, the professional disposition most closely related to diversity is Indicator 3: Caring, Patience, and Respect, which states, "The candidate demonstrates caring, patience, fairness and respect for the knowledge level, diversity, and abilities of others, ensuring that all students have the opportunity to achieve."

All candidates receive instruction and guidance in the legal, moral, and ethical issues related to diversity and inclusion. There are five courses for initial candidates and nine courses for advanced candidates that focus on diversity as applied to a positive learning environment, curriculum design, and differentiated content based on student needs. Counseling candidates reflect on diversity in a professional growth chart where diversity is a focus in five courses. Similarly, Education Leadership candidates take five courses focusing on diversity and are assessed on the California Professional Standards for Educational Leaders (CPSELs) standards (each standard integrates diversity).

The unit collects assessment data from a variety of signature assessments. Detailed information is provided in each program's biennial reports. Preliminary credential candidates demonstrate proficiency through case studies and differentiated instructional plans that focus on English learners or students with special needs. These assignments had average scores that ranged from 3.63 to 3.80 on 4-point rubric scales. The CalTPA tasks provide additional opportunities for candidates to demonstrate proficiency in adapting instruction to meet student needs. Average scores ranged from 2.92 to 3.12 on a 4-point rubric scale. PPS: School Counseling candidates demonstrated proficiency through three reflective papers addressing linking counseling theory to diversity, a school safety and violence project, and a personal philosophy of inclusive practices. These assignments had average scores that ranged from 3.64 to 3.80 on 4-point rubric scales. Preliminary Administrative Services candidates demonstrated proficiency through a class observation and analysis of differentiated instruction for cultural and special needs and an action plan for strengthening parent involvement and student achievement. These assignments had average scores that ranged from 3.66 to 3.78 on 4-point rubric scales.

Interviews with faculty and candidates support the documentation that the curriculum provides a well-grounded framework for understanding diversity, including English language learners and students with exceptionalities. Candidates are aware of different learning styles and can adapt instruction appropriately for all students.

Disposition:
Indicator 3: Caring, Patience, and Respect.
Documents and interviews identify NCATE Standard 4 and its elements as the means to drive the institution's core values of diversity. Within three years, the plan to institutionalize diversity, create a Chief Diversity Officer, and form the institution's Diversity Council were established. Developed institution-wide were the Curriculum Diversity Committee and Multi-cultural Student Services. Diversity seminars and workshops such as women's luncheon, new faculty seminar, Academic Council training, and the Center for Teaching and Learning's workshops are regularly held to focus on diversity.

Within the last six months before the onsite visit, a campus climate assessment that included diversity elements was developed.

The institutional research on-line tracking of faculty finds the unit's faculty most diverse of all departments of the institution. The majority of the unit's faculty are white and female. Black, Hispanic, and Asian minorities combined make up close to 25 percent of the faculty in both initial and advanced programs. Following the institution's new policies and procedures in its recruitment efforts, the unit, since 2008, intentionally recruited seven faculty members from diverse backgrounds.

Initial and advanced candidates on the main campus and at regional centers interact with diverse unit, especially adjunct, school-based, and other faculty. Diverse faculty have the knowledge and experience to help candidates work with the wide range of diverse students including English Language (EL), gifted, and those with exceptionalities. During an interview, an employer spoke of hiring a visually impaired, legally blind graduate for his moderate/severe class and found her to be an outstanding and able teacher at his school.

Overall candidate ethnicity in PLNU educator preparation programs is 47 percent white, 27 percent Hispanic, four percent African American, four percent Asian, two percent other/two or more, and one percent American Indian. Seventeen percent of candidates declined to state ethnicity. During program coursework, candidates in all programs work on different types of group or team projects in which they collaborate with other candidates whose ethnicities are different from their own. The unit has taken a number of steps to recruit and retain candidates from diverse groups. These include development of program brochures that represent diversity along with promotional spots in local media to attract working professionals into the field of education; appointment of faculty at each regional center to serve as outreach coordinator to make connections to potential candidates from local communities; and offering ten scholarships annually through EDUCAP, the unit's alumni organization, to support candidates in completing credential and degree programs.

Candidates in all programs are required to work with diverse P-12 student populations. In each program, signature assignments associated with required coursework are specifically focused on supporting diverse student populations in ways appropriate to that program. In the Administrative Services program, for example, candidates are required to develop plans for improving academic performance in a socio-economically and ethnically diverse school; and School Counseling candidates analyze student proficiency data to develop a range of counseling and school climate interventions to address students' academic and personal/social needs. Candidates in the MATL program develop plans to address the needs of English Learners, special needs students, and using technology to make instruction accessible to all students. Candidates in initial teaching credential programs are placed in a variety of different settings to ensure that they have opportunities to learn, practice, and demonstrate instructional and intervention strategies to meet the needs of culturally, ethnically and linguistically diverse students—as well as special needs students. Interviews with candidates and program completers consistently affirmed that the feedback they receive from both university and school site supervisors is designed to help them become more reflective and effective practitioners, and to continually improve their ability to help all students learn.

4.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

Not applicable

4.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target

level?

Not applicable to this standard

4.4 Strengths. What areas of the standard are being addressed at the target level?

The focus on diversity is institution-wide and based on NCATE Standard 4 and its elements. Efforts in recruiting faculty from diverse backgrounds are intentional and deliberate.

The institution is in search of a diversity assessment for all units to measure their institution-wide diversity initiatives. The unit's advisory councils from each of the unit's regional centers continue to bring together diverse representation of community representatives to inform the program's curriculum, pedagogy, and fieldwork experiences in collaborative, diverse, and meaningful ways.

4.5 Areas for Improvement and Rationales

4.5.1 What AFIs have been removed?

AFI	AFI Rationale
Not applicable	

4.5.2 What AFIs remain and why?

AFI	AFI Rationale
Not applicable	

4.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI	AFI Rationale
None	

4.6 Recommendation for Standard 4

Initial Teacher Preparation	Met
Advanced Preparation	Met

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

The unit's full-time faculty have earned doctorates or master's degrees and have expertise in their assigned areas. School-based faculty are licensed and credentialed in the field they supervise. Clinical faculty have contemporary professional experiences in their assigned areas. Documentation and data, such as faculty portfolios, transcripts, applications, resumes, and verification of faculty involvement in public schools, verify that faculty are qualified. Since changes in the institution's hiring policies require doctoral degrees of full-time faculty, the unit will replace two retiring individuals, who were without doctorates and were hired before the requirement, with those who hold doctoral degrees. Of the remaining two faculty without doctorates, one is in the doctoral program and the other is in the final dissertation of a doctoral degree.

Faculty know the content they teach, enabling candidates to develop dispositions and proficiencies related to standards, research, reflection, critical thinking, and their teaching and learning. As requested in the BOE Offsite Report, the unit has disaggregated diversity data in programs and regional centers. Faculty are identified by program, regional center, program director, course, gender, ethnicity, credential, experience, and earned doctorate or exceptional expertise for academic year 2011-2012. Interviews and documents verify candidates work with diverse faculty. For example, the MAT Multiple Subject program in Arcadia Regional Center identifies eight faculty of Caucasian, African-American, Armenian, and Peruvian ethnicities, 75 percent of who are female. All faculty hold credentials in the program and have experiences in P-12 schools ranging from 10 to 16 years. One faculty member has 22 years of experience in higher education. Three faculty hold doctorates, and two faculty members hold Master's degrees. Another example of disaggregated data is from the Educational Leadership program in Bakersfield Regional Center. Nine faculty are identified, the majority are Caucasian, one faculty member is Hispanic. Six of the nine faculty are male. All faculty have with credentials in the program and experiences in educational leadership positions such as superintendents, principals, and chief business officers. Seven faculty have doctorates; one faculty member is in a doctoral program and one holds a master's degree.

Scholarship is one of the institutional requirements for hiring all full-time, tenure track faculty, therefore, the unit's faculty demonstrate scholarly work in their fields. Since the BOE offsite report, more documents such as scholarly and professional pursuits narratives, faculty accomplishments lists, publications, professional consulting activities, and the institution's faculty research agenda verify their scholarly work is based on the mission of the institution.

Faculty provide service to the institution, schools, and community. They collaborate with the unit, school communities, and institution-wide colleagues and are actively involved in professional associations. Similar to the institution's scholarship requirement, faculty are expected to provide service in their respective communities. Data and documentation of faculty volunteering in Special Olympics and classrooms, sitting on the county's office of education action team or Commission on Teacher Credentials teams, being seminar leaders in the Association of Christian Schools International, and writing narratives of service to the institution, to the church and community, and to the educational community indicate that all faculty meet the California education code requiring 30 hours of service.

There are multiple tools to evaluate faculty in their teaching performance. Faculty evaluations such as the Self and Department Chair/School Dean Evaluation, peer evaluations, formal and informal course surveys, the Student Instructional Report II, candidate feedback and final evaluations, and a course and faculty evaluation tool called Instructional Development and Evaluation Assessment (IDEA) indicate faculty evaluations are used to improve teaching, scholarship, and service.

A new position in the institution at the Center for Teaching and Learning (CTL) was created to facilitate

professional development for the faculty. These activities are based not only on faculty evaluations from the unit, but with surveys and in collaboration with the unit and the CTL director. CTL also provides each faculty member with $1,000 a year for professional development, $500 a year more if the faculty member becomes the facilitator of these activities. During academic year 2011-2012, faculty development activities have been in "Teachers Noticing Teachers" led by a Mission Valley Regional Center faculty, legal issues in higher education, IDEA workshop for chairs and deans, questioning strategies, and faculty learning community.

Through the CTL, professional development activities will continue in exploring questioning strategies at the Bakersfield Regional Center, teaching critical thinking skills, "Publish and Flourish" in the summer, faculty writing communities, and ITS-funded Technology Integrated Learning Environments (TILE), a six-week certification program led by two of the unit's graduates.

5.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

Not applicable

5.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

Not applicable to this standard

5.4 Strengths. What areas of the standard are being addressed at the target level?

The unit's faculty utilize a multitude of evaluations with feedback to improve teaching, scholarship, and service. Program faculty collaboratively and regularly meet to make necessary changes in programs, instruction, and objectives. These modifications are based on formative and summative evaluations and on changes in state expectations and policies, PLNU's learning outcomes, and other required expectations, ensuring that candidates develop proficiencies in professional, state, and institutional standards as well as support candidate reflection, critical thinking, problem solving, and professional dispositions. The unit's faculty have high participation in the institution's faculty development activities with many taking the lead as facilitators.

5.5 Areas for Improvement and Rationales

5.5.1 What AFIs have been removed?

AFI	AFI Rationale
Not applicable	

5.5.2 What AFIs remain and why?

AFI	AFI Rationale
Not applicable	

5.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not been adequately addressed.)

AFI	AFI Rationale
None	

5.6 Recommendation for Standard 5

Initial Teacher Preparation	Met ▼
Advanced Preparation	Met ▼

Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1 Overall Findings. What did the evidence reveal about the unit continuing to meet this standard?

The School of Education (SOE) is one of three academic divisions at the university, headed by a dean who reports directly to the Provost/Chief Academic Officer. The dean sits on the Provost's Council with two vice provosts–one for Academic Administration and the other for Accreditation— and two other college deans. The dean and associate deans for education have program responsibilities across all regional centers and collaboratively ensure the programs are comprehensively aligned with the university mission. Faculty members across all regional centers collaborate on program and unit committees.

Dean's Council meetings in the SOE include regional associate deans, a liberal studies director on the main campus, a NCATE coordinator, a budget and data analyst, and an administrative assistant. This administrative team manages all of the unit's programs. The team meets for a three-day retreat each summer to plan for the year and meets bi-monthly throughout the school academic year, including summer. An associate dean of educational leadership is a separate position focused only on academics.

All full-time faculty meet on a monthly basis. This meeting is scheduled on the same day as the university-wide monthly faculty meeting, so that all full-time faculty in the unit can attend both meetings. Five program committees oversee the program design, implementation, and evaluation. Current program committees include Educational Leadership, MAT Preliminary Credential Programs, Special Education MA, School Counseling (including PPS and Child Welfare and Attendance), and MATL, which includes the Multiple Subject/Single Subject Clear Credential, and Reading Certificate. Each program committee is chaired by an associate dean or program director. Membership includes all full-time, part-time, and adjunct faculty, as available, teaching within each program. These committees monitor proposals for program changes, evaluate their effectiveness, analyze assessment data, draft the program assessment documents submitted to CTC, and develop written policies in their program handbooks. Sub-committees within these program committees have been formed to address specific issues. Major proposals requiring discussion at the university faculty meeting are forwarded by the chair of graduate studies commission to the provost.

Academic program information is available in printed brochures and on the university website.

Admissions policies are available on the Graduate Admissions page. All policies are available in the university catalog available online and monitored by the dean, associate deans, and program directors. Policy changes are presented to unit faculty at their regular monthly meeting, and are forwarded to the Graduate Studies Committee.

Academic calendars and catalogs are monitored by the vice provost for academic administration. Academic calendars are reviewed by the Academic Council and Provost's Council before final adoption and distribution. The university catalog, including grading policies, is reviewed by the Academic Policy Committee for undergraduate programs and the Graduate Studies Committee for graduate programs. Advertising is monitored collaboratively by the Creative Marketing Services Department, Graduate Admissions, and the unit.

The unit assigns academic advisors to all candidates upon admission to the program. Programs host New Student Information nights at the beginning of each semester in which candidates are informed of the programs requirements. When a candidate is admitted to a credential or degree program, a digital advising guide is created and available to advisors and candidates in the PLNU portal. Program handbooks are given to each candidate and available on the unit's website and at regional centers to communicate all credential and degree program policies, procedures, and program requirements.

A chaplain is appointed by the Office for Spiritual Development for each regional center to assist candidates with personal or spiritual concerns and make referrals to professional counselors when needed. Undergraduate candidates enrolled on the main campus have access to personal counselors. The regional centers do not provide professional or personal counseling by a licensed psychologist.

Program directors and assigned faculty discuss new programs and revise existing programs based upon market demands, credential changes, or legislation. Each of the four regional centers has an Advisory Council that meets two- three times per year at each site with the associate deans and full-time faculty to converse about issues within the public and private P-12 sector and identify ways that they partner with the university to support the local learning communities.

Recent examples of this partnering are the collaborative effort to develop of new program proposals for additional credential authorizations in Special Education and the development of a training workshop for clinical practice cooperating teachers. Membership roster email addresses indicate representation from the professional community on these regional Advisory Councils.

Departments that provide coursework for the Liberal Studies Major are included in the Teacher Education Committee. The committee is chaired by the associate dean for undergraduate programs. Its purpose is to provide communication with undergraduate departments with pre-teaching programs that would lead into the Master of Arts in Teaching (MAT) Programs offered at the regional centers.

An assessment of the unit budget with a comparable NCATE-accredited private university in California indicates that the comparable unit, with 60 percent of the enrollment as at PLNU, has budget support for 37 percent of the PLNU budget. The major difference between these two budgets is accounted for by travel expenses between four regional campuses spread out over 200 miles and covering from Bakersfield to San Diego. Budgets at regional centers appear to be adequate and proportional for the faculty and full-time equivalent generated at each site. The budget for the unit and regional centers has remained relatively stable over the past two years with some shifting of budget center costs.

Faculty workloads are contracted at 27 units per year, nine per semester including summer. Policy allows for one overload course per year if desired and supported by enrollment. According to the data posted in Cumulative Full-time Faculty Loads 2010-11, 20 faculty are distributed amongst the campuses

as follows: nine at Mission Valley/Point Loma, five at Arcadia, five at Bakersfield, and one at Inland Empire/Corona. At their respective campuses, faculty generated 12 units undergraduate and 112 units graduate at Mission Valley, 131 units graduate at Arcadia, 89.8 units graduate at Bakersfield, and 3 units graduate at Inland Empire/Corona. Average workload ranges from 19 to 26.5 units for fall and spring at Arcadia with a mean of 22.76 units; 14.8 to 27 at Bakersfield with a mean of 19.96; 7.20 units for the one faculty member at Inland Empire; and a range of 3 to 25.1 units and a mean of 18.47 at San Diego/Point Loma/Mission Valley. Part-time faculty and overload contracts with full-time faculty generate 12 teaching units undergraduate at Mission Valley, 281.9 graduate; 136 units graduate at Arcadia; 290 units graduate at Bakersfield; and 138 units graduate at Inland Empire.

Full-time faculty members typically have a workload of nine units for each of the three semesters. This provides a lighter load than 12 units during fall and spring to allow for research and scholarship. The majority of clinical practice supervision is performed by part-time and adjunct faculty. Typically, supervisors support no more than five students each eight-week quarter. Faculty workloads are monitored by the dean and associate deans at each of the regional centers. Proper management of workloads has provided time for faculty to be engaged effectively in teaching, scholarship, and service. Class sizes are limited to 25 for most classes due to classroom and pedagogical considerations. The average class size is approximately 15.

Each center operates with a receptionist, field experience coordinator, credential analyst, and administrative assistant to the associate dean. The administrative assistant also serves as the payroll coordinator at three of the regional centers–Arcadia, Bakersfield, and Corona. In addition, three full-time support staff serve the entire unit and report directly to the dean or associate dean of accreditation and assessment: Budget and data analyst, TaskStream coordinator, and assistant to the dean.

The Provost's Office makes available to each full-time faculty member $1,000 per year for travel to research conferences. Additional needs beyond this amount or other faculty support is available through the SOE dean's budget as approved by the Dean's Council. The director of the Center for Teaching and Learning provides professional development opportunities on the main campus and, beginning academic year 2011-12, at the regional centers. Classrooms at all locations are equipped with a podium that contains a presenter computer, document camera, DVD/VCR player, and a serial connector to a laptop. Wireless networks are provided at each regional center. Arcadia, Mission Valley, and Bakersfield regional centers have computer labs, and Bakersfield maintains a mobile laptop lab with 24 computers. Centralized support is provided online, and there are extended hours for all graduate and regional student services including the Library, Information Technology Services (ITS), Student Financial Services, Admissions, and Office of Records. Web-based graduate student resources facilitate easy access to electronic databases, resources, calendars, and policies.

Technology Integrated Learning Environments (TILE) is a pilot program that began in June 2010 and focuses on using technology in a variety of ways to support learning outcomes. Faculty members may participate in the program to redesign courses and create student-centered learning environments. Professional development is comprehensively targeted and provided uniformly to support the mission of the unit. Librarians support faculty and candidates across the unit.

Off campus programs are operated, budgeted, and financed seamlessly with a single operations system and supported by adequate resources. Admission requirements are identical throughout all programs at off-campus site.

6.2 Continuous Improvement. How has the unit been engaged in continuous improvement since the previous visit?

Not applicable

6.3 Movement to the Target Level. What steps has the unit taken to move to the target level (if appropriate to this standard)? What plans does the unit have to continue to move to the target level?

The unit has taken steps to improve leadership and effective coordination of all programs designed to prepare education professionals to work in P-12 schools. In 2008-09, development began for an assessment system with signature assessments in each of the CTC-approved credential programs. Following the collection of the assessment data in the summer 2009, the faculty analyzed this data and together wrote their first biennial reports.

A reorganization of the leadership team allowed for the movement from a system of placing directors as leaders of independent sites to the appointment of associate deans who had responsibility of major areas of the unit's curriculum, in addition to the regional center administration. The assignment of curriculum responsibilities to the associate deans was based upon expertise and previous experience in K-12 schools: one associate dean oversees Leadership, the Teacher Education program, MATL & PPS Programs, and Teacher Performance Assessment (TPA) and Undergraduate programs. This new leadership structure helps ensure that the unit operates one program instead of four separate programs.

The newly created position of budget and data analyst provided a structure for bringing the unit together in the delivery of consistent payroll policies and procedures and financial reporting. In 2010-11, the budgets were reallocated in two ways. First, the regional center operations and maintenance budgets were separated from the SOE unit operations at the center. Second, expenses that pertained to the unit were centralized in the dean's budget (Cost center 5205), instead of the regional center budgets bearing all of the costs. This includes travel to San Diego for faculty meetings and for frequent meetings at the centrally located Arcadia Regional center. A new cost center has been created for the undergraduate Liberal Studies Program to separate the expenses for this program from the graduate program at Mission Valley.

6.4 Strengths. What areas of the standard are being addressed at the target level?

Not applicable

6.5 Areas for Improvement and Rationales

6.5.1 What AFIs have been removed?

AFI	AFI Rationale
Not applicable	

6.5.2 What AFIs remain and why?

AFI	AFI Rationale
Not applicable	

6.5.3 What new AFIs does the unit need to address for continued improvement? (These new AFIs may be an area of concern cited in the Offsite BOE Team Feedback Report if evidence in the IR Addendum, new exhibits, observations, or interviews indicates that an area of concern has not

been adequately addressed.)

AFI	AFI Rationale
None	

6.6 Recommendation for Standard 6

Initial Teacher Preparation	Met ▼
Advanced Preparation	Met ▼

IV. SOURCES OF EVIDENCE

Documents Reviewed

Persons Interviewed

Please upload sources of evidence and the list of persons interviewed.

List of Persons Interviewed
Documents Reviewed

See **Attachments** panel below.

(Optional) State Addendum:

2-27-12

External review team report

School of Education

Executive summary:

The School of Education has the undergraduate Liberal Studies major and 13 graduate programs and is located in four regional centers: Bakersfield, Corona, Arcadia and Mission Valley. The Arcadia regional center will be closing at the end of this current calendar year (12-31-2012). The faculty members speak as a united body and one cannot distinguish a full time faculty from an adjunct faculty, nor can one tell which regional center is "home", as they all speak of their commitment to the quality education of students and fulfilling mission and vision of the university; regardless of site, rank or employment status. The School of Education currently holds accreditation from the California Commission on Teacher Credentialing (CTC) and they are seeking national accreditation from the National Council for the Accreditation of Teacher Education (NCATE).

The major findings of this site visit can be briefly summed in three distinct areas. Positively, this unit is successfully providing excellent educational programming and outcomes for their students as indicated by the positive review from national and state accrediting bodies. Additionally, the current structural organization and leadership in the School of Education has helped to solidify and unify programming and personnel. There is a cohesiveness among the individual programs, their full-time and adjunct faculty, that is apparent and beneficial to the University and to students.

Negatively, there appears to be a feeling of disjointed mess from the main body of the University that has an impact upon morale and the long-term effectiveness of the school of education. At least a portion of the disjointed feeling falls into two areas. First, there is a feeling of under appreciation and value for the work and effort that is being done to benefit the larger University body. And second, there is a sense that the rest of the University does not often understand or consider the different needs of an adult student body versus an undergraduate student body.

Finally it is noted that there has developed a strong cohesiveness among the administration, full-time faculty, adjunct faculty, and staff that has moved the School of Education forward over the past several years as indicated by their expected recognition from national and state bodies.

Commendations:
1. Student learning is the priority for all faculty and staff.
2. Program faculty meet frequently to participate in the process of dealing with both professional and organizational responsibilities. Meetings are done both face to face and through technological means.
3. Most School of Education faculty are present for the monthly PLNU faculty meeting. They are engaged and are seeking opportunities to be more active in the campus structures.
4. Relationships are essential among faculty. This includes being intentional about developing professional relationships with students and alumni.

5. Full time faculty are responsible for obtaining, cultivating and nurturing partnerships with school districts.
6. The School of Education faculty spend extra days to assure interrater reliability for student assessments and continuity of programs. Signature assignments and rubrics for Program Assessment have been developed for all students, in all programs, in all regional centers. Rubrics are calibrated to ensure that students are being assessed similarly despite geographic distance. During these times they determined the changes necessary to adjust to state requirements that vary by program every year.
7. The stability of the leadership in the School of Education is felt to be responsible for much of the improvement in quality of programs and in morale.
8. The adjuncts who served in the School of Education are to be commended for their dedication and for their expertise in providing the service that students need to complete their goals.
9. Faculty have established a Faculty Learning Community where there is sharing of ideas, support and resource for the development and improvement of student learning.
10. The Center for Teaching and Learning and the School of Education Dean are to be commended for their support of the students, staff, and faculty.
11. Centralized services in the areas of the records, enrollment management, financial aid, and other student support provided by the University has been of benefit to the School of Education.

Opportunities for improvement:
1. There is a perceived disconnect between the financial responsibilities of programming and access to the University data that impacts those same programs.
2. There is a felt need, that is significant, in the School of Education to be valued, honored and appreciated as an integral part of Point Loma Nazarene University faculty and administration.
3. There is a felt need by the members of the Counseling programs to tighten the oversight of fieldwork within the program.
4. There is a significant amount of responsibility placed upon the adjunct faculty in the School of Education to deliver the program. In addition to the percentage of instructional work done by the adjuncts there is a significant documentation load placed upon many of the full-time faculty due to state requirements.
5. There is an expressed need for the Arcadia students and faculty to know that they are valued and that their time and efforts have not been in vain.

Recommendations:
1. Because of the diversity of programs, locations, student body, and faculty it is recommended that the ability and need to be flexible and timely be reviewed.
2. Compensation and/or acknowledgment of the extra time and effort made to assure continuity of assessment and programs should be done.
3. There is a need for those in leadership to champion the School of Education to those on the main campus who work primarily with **undergraduate** students. This would help the University and total to understand the School of Education as an asset to be valued and to recognize and value a mindset that includes the needs of graduate students in the conversations about PLNU as a University.

4. Have an occasional committee meeting at a different regional center campus so that everyone would gain a feel and value of colleagues who are not at the site.
5. Provide greater access for graduate students to programming in multiple ways that continues to emphasize the values that are espoused by Point Loma education. There should be opportunities for flexibility in teaching pedagogy's so that students are not disadvantaged by coming to the Point Loma Nazarene University.
6. Students in this field leave the University and go to work where they are required to use technologies that are not available to them during their educational experience at PLNU. Funding should be explored to obtain some of these technologies.
7. A Cabinet representative should make a site-visit to the Arcadia campus to convey a message of appreciation to faculty and students.

Thank you for the privilege of being a part of this process for the School of Education!

Respectfully submitted,

Barb Taylor
Bruce Schooling

Program Review Memorandum of Understanding
School of Education
Summer 2013

Plan for Improvement: Recommendations from the Program Review:

List the recommendations that emerged from the program review that will be pursued to improve the programs housed in the academic unit.

1. Ensure that clinical practice for all candidates in the Special Education mild/moderate and moderate/severe credential programs is sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing.
2. Address the inconsistency reported in the Education Specialist Program regarding the need for field experiences to be in a broad range of service delivery options.
3. Implement the closure of the Inland Empire Regional Center due to declining enrollments and lack of a sufficient market for our current programs.
4. Review and realign the administrative structure of the SOE to ensure appropriate efficiency and oversight of the quality of program offerings.
5. Review the location and frequency of course offerings in order to find opportunities for greater efficiencies through strategic scheduling and possible use of technology mediated delivery methods.

Action Steps for Implementing Improvements:

Indicate the actions steps and timeline that will be followed to implement the recommendations being pursued. Note – not all recommendations listed need to be implemented.

1. In order to address recommendations #1 and 2, the following will be done:
   a. Annually review the placement criteria and alignment of recommendation of credentials to ensure our practices reflect the most current standards for each program.
   b. The fieldwork coordination and clinical practice of all programs offered in the SOE will undergo a major review and revision to ensure an alignment of fieldwork practice to course content in all programs.
2. During the 2013-14 academic year, develop and implement a teach-out plan for the Inland Empire Regional Center to ensure all currently active students have a reasonable path for completion of their program.
3. Review and realign the administrative structure of the SOE during the 2013-14 academic year.
4. Connected with recommendations #3 and 4, identify ways to streamline course offerings and enable students at different regional centers in in courses with small enrolments to be combined through the use of technology mediated delivery methods.

Assessment Measures:

What assessments will be done to determine if the recommendations are leading towards the desired improvements? How will we know if we have been successful?

The fieldwork and clinical practice placements will be monitored closely to ensure every candidate has a substantial experience with a co-teacher holding an appropriate credential in the area of the candidate's course of study. In addition, all placements will be analyzed to ensure that candidates are placed in a school where common core standards are utilized, best practices in instructional methodology are used, and that candidates are able to successfully complete their assignments in a supportive environment.

In addition, the placements of the special education candidates will be analyzed to ensure every candidate has had a successful clinical practice placement of at least sixteen weeks in the initial credential and a substantial clinical practice placement of at least 120 hours in the second credential and have participated in a broad range of service delivery options.

1. Students registered at the Inland Empire Region Center will be given a path to completion and will be monitored by advisors until their completion plans are finished.
2. The administrative restructure of the SOE will be assessed via a cost analysis of the revised structure based on the number of units assigned for administrative oversight.
3. The course offerings review will be assessed by comparing the average class sizes and number of sections offered pre- and post- review. The assessment will be normalized to enrolment.

Financial Implications of the Action Steps:

Are there any financial implications associated with the actions steps coming from the program review recommendations? If so, what is the timeline and estimated scope of each need listed?

1. It is expected that there will be cost savings that occur due to the administrative restructure and alignment as well as the course offering review.
2. Given the current context is one of low demand for SOE programs, the realignment should be conducted with scalability in mind so that should demand increase, resources needed to scale to accommodate the increased demand will be clear.
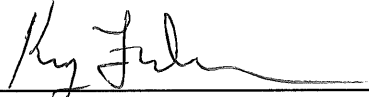
Areas of Accountability:

Are there areas identified by the administration that need particular attention during the next review cycle period? If so, indicate what they are and how and when they will be addressed.

1. It is expected that the SOE will work to become "right sized" regarding its administrative structure and staffing for programs and maintain that balance in a scalable manner as enrolments fluctuate up or down.
2. It is expected that the SOE will continue to pursue a strong internal and external reputation through the offering of quality education programs and productive community engagements and relationships.
3. It is expected that the SOE will place an increased emphasis on scholarly work and the development of a graduate culture that will enhance their reputation both internally and externally.

Agreement:

The Provost and the Dean School of Education mutually agree to pursue these recommendations for the School of Education. The Provost will provide material and administrative support for the actions taken as the result of the recommendations provided that the School of Education makes satisfactory annual progress on the initiatives. The Dean of the School of Education will carry out these actions and submit annual report of progress.

Signed:

_____
Kerry Fulcher, Provost

_____
Deb Erickson, Dean SOE