

School of Education

PLO Data for Cross-Disciplinary Studies – Teacher Education: Fa2022 - Sp2023

Learning Outcome 1.a.

Candidate will demonstrate effective oral presentation skills, one-on-one and with groups.

Outcome Measure:

- A. EDU 306 Signature Assessment, criterion 7 (each year through 2017-18)
- B. EDU 306/3006 Mirrors, Windows, Sliding Glass Doors Assignment, criterion 4 (each year, beginning 2018-19)
- C. EDU 4017 Culminating Assignment (to begin assessment in AY2023-2024)

Criteria for Success (if applicable):

- A. Average score for the group is 3.5 or higher (on a scale of 1-4 with 1 being low) on rubric criteria 7, “The oral presentation displays sound communication skills through proper usage of grammar, voice quality and presentation demeanor that is effective one-on-one and in groups.”
- B. 80% or more of students earn a 3 (on a scale of 1-3, with 1 being low) on rubric criterion 4, “Oral presentation of the 6 resources/books with an explanation of the criteria used to select the source and how you would use/apply it in your classroom.”

Aligned with DQP Learning Areas (circle one or more):

- 1. Intellectual Skills/Core Competencies
- 2. Specialized Knowledge
- 3. Applied and Collaborative Learning
- 4. Broad Integrative Knowledge
- 5. Civic and Global Learning

Longitudinal Data (Outcome Measure A):

Oral Communication	Target: Average Score for the Group is 3.5 or higher.
	2017-18
Outcome 1a: Effective	3.59

Oral Communication	
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Longitudinal Data (Outcome Measure B):

Oral Communication	Target: 80% earn a 3 (on 3-point rubric)				
	2018-19	2019-20	2020-21	2021-22	2022-23
Number of students	--	--	43	1	2
Outcome 1a: Effective Oral Communication	100%	100%	97.7%	1	2

¹ In AY2021-22, the adjunct faculty member incorporated the Mirrors, Windows, and Sliding Glass Doors assignment, but did NOT utilize a multi-tiered scoring rubric. Thus, this assessment could not be used to measure this PLO.

² In AY2022-23, we shifted to using an outcome measure associated with an assignment administered in the senior capstone course (EDU 4017). Although the adjunct professor DID incorporate a culminating assignment that included an oral component (e.g., an oral presentation), she did NOT create a rubric dimension to assess the oral communication element of that assignment. Thus, this assessment could not be used to measure this PLO.

Conclusions Drawn from Data:

Since the adjunct faculty member for EDU 4017 did not assess the oral communication component of the assignment², we were not able to collect data on this Program Learning Outcome in AY2022-23.

Changes to be Made Based on Data:

The Program Chair has been in communication with the adjunct professor who will be returning to teach EDU 4017 in AY2023-24. The faculty member will assess the oral communication element of her culminating assignment (not just the content of that assignment) in future iterations of the course. In AY2023-24, we intend to add one or more rubric dimensions to assess the oral communication component of the assignment.

Rubric Used (Outcome Measure A)

	value: 1.00	value: 2.00	value: 3.00	value: 4.00
Adaptation to instructional strategy is effective for meeting the specific learning needs of the English learner in content knowledge and English language development.	Inappropriate, irrelevant, inaccurate or missing adaptation	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected adaptation	Appropriate, relevant, accurate and connected adaptation	Detailed, appropriate, relevant, accurate, clear and purposefully connected adaptation
Two specific learning needs of the English learner were correctly identified through careful analysis of the case study	Inappropriate, irrelevant, inaccurate or missing identifiable learning needs	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected identifiable learning needs	Appropriate, relevant, accurate and connected identifiable learning needs	Detailed, appropriate, relevant, accurate, clear and purposefully connected identifiable learning needs
The adaptation would be effective for the student in making progress toward English language development specific to this student's English proficiency	Inappropriate, irrelevant, inaccurate or missing adaptation	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected adaptation	Appropriate, relevant, accurate, connected, and effective adaptation	Detailed, appropriate, relevant, accurate, and clearly connected, and effective adaptation
The progress monitoring assessment chosen provides feedback to the student for achieving the learning goal at the student's English proficiency level.	Inappropriate, irrelevant, inaccurate or missing progress monitoring	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected progress monitoring	Appropriate, relevant, accurate and connected progress monitoring with feedback	Detailed, appropriate, relevant, accurate, and clearly connected progress monitoring with feedback
Next steps in planning are effective to facilitate specific growth in the student's English language development	Inappropriate, irrelevant, inaccurate or missing next steps for planning	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected next steps for planning	Appropriate, relevant, accurate and connected next steps for planning	Detailed, appropriate, relevant, accurate, and clearly connected next steps for planning
The written product displays effective communication skills through sound grammar, spelling, language and word use.	Inappropriate, inaccurate or unidentifiable written communication	Limited, cursory or inconsistent written communication	Appropriate, relevant and accurate written communication	Detailed, appropriate, and clearly connected use of written communication
The oral presentation displays sound communication skills through proper usage of grammar, voice quality and presentation demeanor that is effective one-on-one and in groups.	Inappropriate, inaccurate or unidentifiable oral communication	Limited, cursory or inconsistent oral communication	Appropriate, relevant and accurate oral communication	Detailed, appropriate, and clearly connected use of oral communication

Rubric Used (Outcome Measure B)

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

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

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

Cross-Disciplinary Studies PLO Data

Learning Outcome 1.b.

Candidates will employ critical thinking to solve problems in a variety of environments, to include the K-6 classroom.

Outcome Measure:

- A. Teaching Performance Assessment Task 2 (each year, though 2017-18)
- B. Lesson Observation and Critique (from 2018-19 onward)

Criteria for Success (if applicable):

- A. Average score for the group is 3.0 or higher (on a scale of 1-4 with 1 being low) on TPA task 2.
- B. Average score for the group is 6.0 or higher (on a scale of 0-8 with 0 being low) in AY18-19, 9.0 or higher (on a scale of 0-12 with 0 being low) in AY19-20, and 8.0 or higher (on a scale of 0-10 with 0 being low) in AY 20-21, specifically on Criterion #3 (Reflection Suggestions) on the Lesson Observation and Critique [EDU 3024 course assignment].

Aligned with DQP Learning Areas (circle one or more):

- 1. Intellectual Skills/Core Competencies
- 2. Specialized Knowledge
- 3. Applied and Collaborative Learning
- 4. Broad Integrative Knowledge
- 5. Civic and Global Learning

Longitudinal Data (Outcome Measure A):

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

Longitudinal Data (Outcome Measure B):

Critical Thinking:	Target: Average score is 6.0 or higher (on an 8- point scale, 2018-19) Target: Average is 9.0 or higher (on a 12-point scale, 2019-20) Target: Average is 8.0 or higher (on a 10-point scale, beginning 2020-21)					
	2018-19	2019-20	2020-21	2021-22	2022-23	
Number of students	--	--	33	22	26	
Outcome 1c: Employ critical thinking and logic to solve problems	5.95	8.81	9.36	8.98 ¹	10	

¹ One student did not submit this assignment and, consequently, that student was not included in this metric.

Conclusions Drawn from Data:

Target is met. 100% of students earned a perfect score of 10/10 on this particular outcome measure.

Changes to be Made Based on Data:

Critical thinking is a key component of developing effective teaching practices. Teachers must assess their students’ thinking (both individually and as a collective) to make informed decisions about future instruction. The SOE integrates many activities into the curriculum that require students to analyze classroom situations, make decisions about instructional next steps, and explain their rationale. This reflective element will continue to be emphasized in our classes.

- NOTE: This course was taught by an adjunct faculty member in AY 2022-23, as the full-time faculty member who typically teaches the course was on Sabbatical leave. It is possible that the adjunct faculty member may have applied the scoring rubric differently than the traditional instructor for this course, as she awarded all students a 10/10 on this rubric dimension and a 30/30 on the assignment. Next year, the course will once again be taught by the full-time faculty member.

Rubric Used

TPA Task 2 - Designing Instruction



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

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

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

Cross-Disciplinary Studies PLO Data

Learning Outcome 1.c.

Candidates will utilize specific content information from a variety of sources for instructional planning.

Outcome Measure:

- A. Teaching Performance Assessment Task 2 (each year, up though 2017-18)
- B. UDL Lesson Plan, Presentation, and Reflection assignment (from 2018-19 onward)

Criteria for Success (if applicable):

- A. Average score for the group is 3.0 or higher (on a scale of 1-4 with 1 being low) on TPA task 2, criterion three on “Planning for Instruction”.
- B. 85% of students earn 85/100 total points or higher (AY18-19 and 19-20); 85% of students earn 68/80 total points or higher (AY20-21 onward) on the UDL Lesson Plan, Presentation, and Reflection [EDU 3024 course assignment].

Aligned with DQP Learning Areas (circle one or more):

- 1. Intellectual Skills/Core Competencies
- 2. Specialized Knowledge
- 3. Applied and Collaborative Learning
- 4. Broad Integrative Knowledge
- 5. Civic and Global Learning

Longitudinal Data (Outcome Measure A):

Information Literacy:	Target: Average Score for the Group is 3.0 or higher
	2017-18
Outcome 1.d. Candidates will utilize specific content information from a variety of sources for instructional planning.	3.04

Longitudinal Data (Outcome Measure B):

Information Literacy:	Target: 85% of students earn 85/100 or higher (AY2018-19, 2019-20) Target: 85% of students earn 68/80 or higher (AY 2020-21 onward) ¹				
	2018-19	2019-20	2020-21	2021-22	2022-23
Number of students	--	--	33	23	26
Outcome 1.d. Candidates will utilize specific content information from a variety of sources for instructional planning.	86.4%	83.9%	90.9%	95.7%	80.8%

¹ The “In-class Presentation” dimension was modified in AY2020-21, with the 20 points distributed across a video presentation and other incremental submissions. Thus, the total for the UDL Lesson Plan and Reflection FINAL assessment was 80 points total, beginning in AY2020-21.

Conclusions Drawn from Data:

Target is nearly met, with only 5 out of the 26 students not achieving at least a 68/80 on this outcome measure. The current outcome measure and criteria for success seem appropriate. The current outcome measure is authentic, well-scaffolded, and aligned to the learning outcomes associated with EDU 3024 (Differentiated Instruction for All Learners), the students’ major (Cross-Disciplinary Studies – Teacher Education), and the SOE credential program as a whole.

This course was taught by an adjunct faculty member in AY 2022-23, as the full-time faculty member who typically teaches the course was on Sabbatical leave. It is possible that this adjunct faculty member may have applied the scoring rubric differently than the traditional instructor for this course. Next year, the course will once again be taught by the full-time faculty member.

Changes to be Made Based on Data:

There are no plans to change the assessment, outcome measure, or target. We will collect data on this program learning outcome using the same outcome measure next year, which will provide us with additional data to determine whether changes should be made in the future.

Rubric Used (Outcome Measure A)
TPA Task 2 - Designing Instruction

created with  taskstream
 Export to Word

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

Rubric Used (Outcome Measure B)

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

<i>In-class Presentation¹</i>	Limited interaction with and between learners. Activity instructions were ambiguous. Many materials were not present. (5 points)	Some interaction with and between learners. Activity instructions were somewhat clear. Some materials were present. (10 points)	Interaction with and between learners was good. Activity instructions were mostly clear. Most materials were present. (15 points)	Interaction with and between learners was excellent. Activities were clearly introduced. All materials were present. (20 points)	
<i>Reflection</i>	Reflection was poorly written. Suggestions for improvement showed minimal thought and were not aligned with presentation. (5 points)	Reflection was somewhat vague or ambiguous. Suggestions for improvement showed minimal thought and were somewhat aligned with presentation. (10 points)	Reflection was mostly clear. Suggestions for improvement showed some thought and were mostly aligned with presentation. (15 points)	Reflection was well written. Suggestions for improvement showed clear thought and were aligned with presentation. (20 points)	

¹ The “In-class Presentation” dimension was modified in AY2020-21, with the 20 points were distributed across a video presentation and other incremental submissions. Thus, the total for the UDL Lesson Plan and Reflection FINAL assessment was 80 points total, beginning in AY2020-21.

Cross-Disciplinary Studies PLO Data

Learning Outcome 2.a.

Candidates will apply an interdisciplinary understanding of content appropriate for diverse and cross-cultural communities.

Outcome Measure:

- A. Teaching Performance Assessment Task 2 (each year, through 2017-18)
- B. EDU 306/3006 Mirrors, Windows, Sliding Glass Doors Assignment, criterion 2 (AY 2018-19 through AY 2020-21)
- C. EDU 4017 UDL Lesson Plan/Presentation [culminating assignment] (AY 2022-23 onward)

Criteria for Success (if applicable):

- A. Average score for the group is 3.0 or higher (on a scale of 1-4 with 1 being low) on TPA task 2, criterion four on “Making Adaptations”.
- B. 80% or more students average a 2.5 or higher (on a scale of 1-3 with 1 being low) across rubric criteria 1, 2, and 3 for this assignment.
- C. 80% or more students earn an 8/8 across the four culturally relevant components of the FINAL Culturally Responsive UDL Lesson Plan/Presentation [EDU 4017 culminating assignment].

Aligned with DQP Learning Areas (circle one or more):

- 1. Intellectual Skills/Core Competencies
- 2. Specialized Knowledge
- 3. Applied and Collaborative Learning
- 4. Broad Integrative Knowledge
- 5. Civic and Global Learning

Longitudinal Data (Outcome Measure A):

Critical Thinking:	Target: Average Score for the Group is 3.0 or higher
	2017-18
Outcome 2.a. Candidates will apply an interdisciplinary understanding of	3.01

content regarding diverse and cross-cultural communities.	
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Longitudinal Data (Outcome Measure B):

Critical Thinking:	Target: 80% of students earn at least at 2.5 average across rubric criteria 1, 2, and 3			
	2018-19	2019-20	2020-21	2021-22
Number of students	--	--	43	**
Outcome 2.a. Candidates will apply an interdisciplinary understanding of content regarding diverse and cross-cultural communities.	100%	100%	97.7%	**

** In AY2021-22, a new adjunct faculty member taught EDU 3006. While she did incorporate the Mirrors, Windows, and Sliding Glass Doors assignment into her course, she did NOT utilize a multi-tiered scoring rubric, as had been implemented in the past. Thus, we were not able to utilize this particular assessment method to measure this PLO. Plans are in place to resume measuring this PLO using a specified rubric in years to come.

Longitudinal Data (Outcome Measure B):

Critical Thinking:	Target: 80% or more students earn an 8/8 across the four culturally relevant components of the FINAL Culturally Responsive UDL Lesson Plan/Presentation		
	2022-23		
Number of students	29		

Outcome 2.a. Candidates will apply an interdisciplinary understanding of content regarding diverse and cross-cultural communities.	100%		
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Conclusions Drawn from Data:

Target is MET. 100% of our students earned a perfect 8/8 across the four culturally responsive dimensions of the students’ final Lesson Plan.

Changes to be Made Based on Data:

The four culturally responsive dimensions of the current rubric for this assignment range from a 2 (highest score) to a 0 (lowest score). The benchmarks listed for a level 2 were jointly created by the instructor and the students from the course. As a result of their participation in rubric-generation, the students were aware of what constituted “exemplary” (level 2) work for this assignment. However, benchmarks were not similarly identified for the ratings of “adequate” (level 1) or “needs improvement” (level 0). In the next iteration of this assignment/rubric, benchmarks for these levels of the rubric will be elaborated and codified.

No plans to change the outcome measure are in place; the current assignment (the culminating assignment for the CDS senior capstone course) seems appropriate to establish whether the target for success is met for this PLO.

Rubric Used (Outcome Measure A)

TPA Task 2 - Designing Instruction

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

Rubric Used (Outcome Measure B)

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

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

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

Rubric Used (Outcome Measure C)

Descriptors	Exemplary 2	Adequate 1	Needs Improvement 0
Climate of Inclusion	<ul style="list-style-type: none"> • Multiple activities within one lesson that addresses different learning styles/ preferences and promotes community building activities • content engages a variety of interests • Student input/say/choice and voice • Expectations are clear • Different modes of assessment/ checks for understanding throughout all phases 	Evidence:	Evidence:
Bridges connections between funds of knowledge and learning new content	<ul style="list-style-type: none"> * Provides discussion time and thinking about connections with prior knowledge • Connects to earlier concepts, and authentic student experiences Provides scaffolds and resources for organizing and creating meaning. 	Evidence:	Evidence:
Responsive Lesson Plan Descriptors	<p>Classroom practices that are hands-on, cooperative, and culturally aligned</p> <ul style="list-style-type: none"> • Inquiry projects –assign student roles when working together • Multiple ways to demonstrate and activate learning; differentiated instruction • Creating varying types of environments to support success • All students engaged at each step and all students produce something 	Evidence:	Evidence:
Cultural Knowledge of Students	<ul style="list-style-type: none"> * Teachers ask questions/engage • Writing activities • Get-to-know-you activities • Ensuring that assessment truly assesses objectives • Variety of books provided and open to recommendations so that various cultures/beliefs included 	Evidence:	Evidence:

Cross-Disciplinary Studies PLO Data

Learning Outcome 2.b.

Candidates will cultivate their collaborative skills, nourishing their abilities to serve both as a leader and listener, in order to effectively work with others to execute a variety of tasks.

Outcome Measure:

Dispositions of Noble Character Assessment, criteria 2: “Spirit of Harmony and Collaboration

Criteria for Success (if applicable):

Average score for the group is 3.0 or higher (on a scale of 1-4 with 1 being low) on criteria 2 of the Dispositions assessment, “Spirit of Harmony and Collaboration” [in EDU 3024].

Aligned with DQP Learning Areas (circle one or more):

1. Intellectual Skills/Core Competencies
2. Specialized Knowledge
3. Applied and Collaborative Learning
4. Broad Integrative Knowledge
5. Civic and Global Learning

Longitudinal Data:

Vocational/Values:	Target: Average Score for the Group is 3.0 or higher						
	2021-22	2022-23					
Number of students	23	26					
Outcome 2.b. Candidates will cultivate their collaborative skills, nourishing their abilities to	4.0	3.54					

serve both as a leader and listener, in order to effectively work with others to execute a variety of tasks.								
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Conclusions Drawn from Data:

This is the second year that we’ve adopted this Program Learning Outcome and corresponding Outcome Measure and, once again, the target is MET.

Changes to be Made Based on Data:

No changes planned. We hope that our CDS students would score highly on this element, because the SOE emphasizes the importance of all “Dispositions of Noble Character” with our future teachers. With respect to cultivating the Disposition of the Spirit of Harmony and Collaboration, we encourage students to collaborate with one another, in pairs and larger groups, to plan and execute a variety of tasks across the curriculum. If we were to find that students were NOT scoring high on this PLO, we would want to look closely at our curricula and incorporate more scaffolding to support our students when collaborating with others.

Rubric Used

<p>2. Spirit of Harmony and Collaboration The candidate actively contributes to the learning community with caring, patience and respect for the diversity of learners. The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community. The candidate’s flexibility and humility <u>assures</u> that all students have the opportunity to achieve to their potential.</p>	<ul style="list-style-type: none"> -Cooperative and flexible when working in a group, and easily moves between a leadership role and a participant role. -Openly considers the contributions of diverse learners. -Proactive rather than reactive with classmates, teachers, parents, staff and students. -Employs healthy conflict resolution skills in one-on-one and group situations. -Assists in resolving conflict and promotes acceptance of one another. -Shows interest and care for other classmates and their contributions, and equal interest for all students in their classrooms.
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<p>RUBRICS FOR PERFORMANCE LEVEL</p> <p>4 – Exceptional - Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed.</p> <p>3.5 - Advanced - Demonstrates indicator with relative ease. Demonstrates the ability to self-correct without prompting.</p> <p>3 –Appropriate - Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.</p> <p>2.5 - Improvement Needed – Lack of this indicator has been evident to peers or teacher. Demonstrates the ability to accept feedback, reflect and improve.</p> <p>2 – Area of Concern – Demonstration of this indicator is frequently missing. May have some difficulty in responding openly to feedback from peers or teacher.</p> <p>1 – Inappropriate - Demonstrates indicator infrequently if at all. No indication of desire to improve.</p>

Cross-Disciplinary Studies PLO Data

Learning Outcome 3.a.

Candidates will reflect on their own learning, as well as the learning of others, in order to make intentional changes in their personal and professional lives.

Outcome Measure:

Dispositions of Noble Character Assessment, criteria 3 on “Reflective Learner”

Criteria for Success (if applicable):

Average score for the group is 3.0 or higher (on a scale of 1-4 with 1 being low) on criteria 3 of the Dispositions assessment, “Reflective Learner” [in EDU 3024] as assessed by the instructor (through AY 2022-21) and as assessed by both the student [self-assessment] and instructor (AY 2021-22 onward).

Aligned with DQP Learning Areas (circle one or more):

1. Intellectual Skills/Core Competencies
2. Specialized Knowledge
3. Applied and Collaborative Learning
4. Broad Integrative Knowledge
5. Civic and Global Learning

Longitudinal Data:

Vocational/Values:	Target: Average Score for the Group is 3.0 or higher							
	2017-18	2018-19	2019-20	2020-21	2021-22		2022-23	
Number of students	--	--	--	33	23 (self)	23 (inst.)	26 (self)	26 (inst.)
Outcome 3.a. Candidates will reflect on their own and other’s learning, in order to make intentional changes in their personal and professional lives.	3.46	3.93	3.24	3.36	3.17	3.0	3.27	3.35

Conclusions Drawn from Data:

Target is once again MET for both the students’ self-assessment, as well as the instructor assessment scores. The average score level for this criterion in our dispositions’ assessment is high because the School of Education curriculum encourages students to reflect upon their learning and to make changes based upon that reflection. A “3” on this rubric is considered appropriate (or satisfactory) for the SOE credential program.

Changes to be Made Based on Data:

No change planned. We hope that our CDS students would score highly on this element, because the SOE emphasizes the importance of all “Dispositions of Noble Character” with our future teachers. With respect to cultivating the Disposition of the Reflective Learner, we encourage students to reflect upon their learning in many situations across the curriculum. If we were to find that students were NOT scoring high on this PLO, we would want to look closely at our curricula and incorporate more scaffolding to support our students when thinking critically about their own learning.

Rubric Used

<p>3. Reflective Learner The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform and to empower every student to fulfill his or her full potential.</p>	<ul style="list-style-type: none"> -Articulates and models his/her calling to the profession -Understands personal strengths and demonstrates consistent performance in given activities -Takes responsibility for his/her own learning -Develops and monitors a plan that balances personal and professional growth -Looks at an incident/activity to analyze what worked and targets areas for improvement -Asks questions, seeks support and guidance -Uses journals or reflections to record thinking and improve practice
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<p style="text-align: center;">RUBRICS FOR PERFORMANCE LEVEL</p> <p>4 – Exceptional - Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed.</p> <p>3.5 - Advanced - Demonstrates indicator with relative ease. Demonstrates the ability to self-correct without prompting.</p> <p>3 – Appropriate - Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.</p> <p>2.5 - Improvement Needed – Lack of this indicator has been evident to peers or teacher. Demonstrates the ability to accept feedback, reflect and improve.</p> <p>2 – Area of Concern – Demonstration of this indicator is frequently missing. May have some difficulty in responding openly to feedback from peers or teacher.</p> <p>1 – Inappropriate - Demonstrates indicator infrequently if at all. No indication of desire to improve.</p>
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Cross-Disciplinary Studies PLO Data

Learning Outcome 3.b.

Candidates will serve effectively within their communities and in educational settings, grounded in their faith-based beliefs and practices.

Outcome Measure:

Host Teacher Survey Question on “the candidate’s attitude of service to students while in your classroom” (up to AY2019-20) and Host Teacher Survey Question on witnessing the candidate’s ability to “apply positive dispositions and/or faith-based influences in the school setting” (from AY2021-22 on). [NOTE: No data was able to be collected during AY2020-2021, due to the global COVID-19 pandemic.]

- NOTE: In AY2022-23, it was decided NOT to collapse the data across both survey questions and, instead, report the responses to the questions independently.

Criteria for Success (if applicable):

- 90% of students will be reported as “often” or “consistently” displaying an attitude of willing service in the classroom (through AY 17-18); 90% of students will be reported as “consistently” displaying an attitude of willing service in the classroom (AY18-19 to AY19-20).
- 85% of students will be reported as “often” or “consistently” on the two host teacher survey criteria: (1) displaying an attitude of willing service in the classroom, and (2) applying positive dispositions and/or faith-based influences in the school setting (AY2021-22).
- 90% of host teachers will report that their PLNU students are “often” or “consistently:” (1) displaying an attitude of willing service in the classroom, and (2) applying positive dispositions in the school setting (AY2022-2023 onward).
 - Since these data are collected from host teacher responses on an anonymous survey, we shifted our Criteria for Success to better align with the data collected. [Some teachers host more than 1 student per semester and report their impressions of their students as a collective. Thus, it was impossible to disaggregate the data to capture responses per student.]
 - As of AY2022-23, the responses to the two survey questions were considered independently, rather than collapsed across both questions.

Aligned with DQP Learning Areas (circle one or more):

1. Intellectual Skills/Core Competencies
2. Specialized Knowledge
3. Applied and Collaborative Learning Change
4. Broad Integrative Knowledge

5. Civic and Global Learning

Longitudinal Data:

Vocational/Values:	Target: 90% of Students Will Serve “often” or “consistently” on displaying an attitude of willing service (prior to AY2018-19) 90% of Students Will Serve “consistently” on displaying an attitude of willing service (AY2018-19 to AY2019-2020) 85% of students score as “often” or “consistently” on displaying an attitude of willing service AND applying positive dispositions and/or faith-based influences (AY2021-22) 90% of host teachers report PLNU students are “often” or “consistently:” (1) displaying an attitude of willing service in the classroom AND (2) applying positive dispositions in the school setting (AY2022-2023 onward).						
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	
Number of students	--	--	--	--	7	--	
Number of host teacher responses	--	--	--	--	--	45	
Outcome 3b. Candidates will serve effectively within their communities and in educational settings, grounded in their faith-based beliefs and practices.	100%	90%	85.5%	-- *	85.7%	98% ¹	
						98% ²	

* Unable to collect host teacher survey data, due to restrictions imposed on in-person fieldwork because of the COVID global pandemic.

¹ % of host teachers reporting students “often” or “consistently” displaying an attitude of willing service in the classroom.

² % of host teachers reporting students “often” or “consistently” applying positive dispositions in the school setting.

Conclusions Drawn from Data:

Target is met. Students were rated very highly by their host teachers on both survey questions.

Changes to be Made Based on Data:

This is the first year, post-pandemic, that our students were able to locally observe K-12 teachers in the field. Education students were extremely pleased since many of them had taken at least one (if not more!) course that had required alternative video observations. The excitement to return to a “real-world” classroom observational setting likely translated into the students’ engaging actively with their host teachers and students. We hope to see this excitement and passion continue next year.

The current Program Learning Outcome 3b states that students will serve effectively... “grounded in their faith-based beliefs and practices.” Up until now, a “faith-based” phrase was specifically included in one of the survey questions (see rubric below) to measure this element. However, we noticed that responding teachers expressed concern about this wording: “Since I am a public-school teacher and I serve many ethnicities, cultures, religions, and beliefs, I do not have or use any faith-based teaching or curriculum [host teacher response, Spring 2023] ...” Despite their reservations about this included phrasing, the same teacher went on to say, “...both [PLNU students] were exceptional with my students and had wonderful positive dispositions. If that is due to their faith than that is awesome. We never discussed anything of that nature.”

The host teacher’s statement underlines the idea that students’ attitude of service (as witnessed in the classroom) is the outward expression of their faith. Upon consultation with PLNU’s Dean of Assessment and Accreditation, it was decided to no longer include the faith-based component in the survey question in future, since it may be off-putting to the host teachers. The newly amended question [*To what degree did you witness the PLNU candidate apply positive dispositions in the school setting?*] will be used beginning AY2023-24.

Rubrics Used

Survey Question:	1- Far below standard	2- Below standard	3- Meets standard	4- Exceeds standard
To what degree did you witness the PLNU candidate apply positive dispositions and/or faith-based influences in the school setting? *	These traits were rarely evident	These traits were sometimes evident	These traits were often evident	These traits were consistently evident
How would you rate the PLNU candidate’s attitude of service to students while in your classroom?	Rarely	Sometimes	Often	Consistently

* This survey question was added as part of the assessment measure beginning AY2021-22.