

School of Education

PLO Data for Liberal Studies: Teacher Education: Fa2025 - Sp2026

Learning Outcome 1.a.

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

Outcome Measure:

- A. EDU 3006 Mirrors, Windows, Sliding Glass Doors Diversity, criterion 4 (AY 2018-19 through AY 2020-21)
- B. EDU 4017 UDL/Culturally Responsive Teaching Plan (beginning AY 2023-24)

Criteria for Success (if applicable):

- A. 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.”
- B. 85% earn a 5 (on a scale of 1-5, with being low) on **rubric criterion 5**, “Oral presentation UDL/Culturally Responsive Teaching Plan” assessment.

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: 80% earn a 3 (on 3-point rubric)			
	2019-20	2020-21	2021-22	2022-23
Number of students	--	43	1	2

Outcome 1a: Effective Oral Communication	100%	97.7%	1	2
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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.

Oral Communication	Target: 85% earn a 5 (on a scale of 1-5, with 1 being low) on the oral portion of the UDL Culturally Responsive Teaching Plan				
	2023-24	2024-25	2025-26		
Number of students	32	22	31		
Outcome 1a: Effective Oral Communication	100%	100%	100%		

Conclusions Drawn from Data:

Target met. 31/31 students earned a 5/5 on the oral presentation component of their final UDL Culturally Responsive Lesson Plan Presentation. The oral presentation element of this assignment is very well-scaffolded. The students worked for several weeks to put together the lesson plan and were fully aware of the expectations regarding their oral presentation portion.

Changes to be Made Based on Data:

No changes to be made at this time. We will once again use this outcome measure in AY 26-27.

Rubric Used (Outcome Measure A)

**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>

<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. Minimal/no explanation of the criteria used to select the source and application in the classroom. 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. Limited/minimal explanation of the criteria used to select the source and application in the classroom. 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. Includes a comprehensive explanation of the criteria used to select the source and application in the classroom. 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. 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. 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. 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 B)

<p>Descriptors</p>	<p>Exemplary 5 Includes all elements</p>	<p>Adequate 3 Missing 2-3 elements</p>	<p>Needs Improvement 1 Missing 4 or more, or all elements</p>
<p>Oral Presentation of CRTP/UDL</p>	<ul style="list-style-type: none"> • Explains all components of UDL and CRTP requirements within the activities in the lesson • Is clear and uses appropriate terms • Contributes equally to the oral presentation 		

Liberal Studies: Teacher Education 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. Lesson Observation and Critique (from 2018-19 to present)

Criteria for Success (if applicable):

- A. Average score for the group is 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) beginning in AY 20-21, specifically on the rubric dimension criterion “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 is 9.0 or higher (on a 12-point scale, 2019-20) Target: Average is 8.0 or higher (on a 10-point scale, 2020-21) Target: Average is 6.0 or higher (on an 8-point scale, beginning AY2024-25)						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Number of students	--	33	22	26	24	20	31
Outcome 1c: Employ critical thinking and logic to solve problems	8.81	9.36	8.98 ¹	10	9.58	7.25 ¹	6.94

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. The average was 6.94, with 20/31 students scoring a perfect 8/8 on this particular outcome measure.

Changes to be Made Based on Data:

No change is planned currently. 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.

Rubric(s) Used:

Assignment – Lesson Observation and Critique (Reflection suggestions dimension, AY19-20 through AY23-24)

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

Assignment – Lesson Observation and Critique (Reflection suggestions dimension, beginning AY24-25)

	Level 1 Developing	Level 2 Emerging	Level 3 Competency	Level 4 Mastery
Reflection: Suggestions for making this lesson more aligned with a “problem-solving” approach	Reflection did NOT include additional suggestions as to how to support additional aspects of a problem-solving classroom.	Suggestions regarding how to support additional aspects of a problem-solving classroom were made, however, they were not aligned with the Problem-Solving Rubric.	One suggestion made regarding how to improve aspects of a problem-solving classroom that was aligned with the Problem-Solving Rubric.	At least two suggestions made regarding how to improve aspects of a problem-solving classroom that was aligned with the Problem-Solving Rubric.

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Learning Outcome 1.c.

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

Outcome Measure:

- A. UDL Lesson Plan, Presentation, and Reflection assignment (from 2018-19 to present)

Criteria for Success (if applicable):

- A. 85% of students earn 85/100 total points or higher (AY19-20); 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: 85% of students earn 85/100 or higher (AY2019-20) Target: 85% of students earn 68/80 or higher (AY 2020-21 onward) ¹						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Number of students	--	33	23	26	24	21	31
Outcome 1.d. Candidates will utilize specific content information from a	83.9%	90.9%	95.7%	80.8%	91.6%	90.5%	93.6%

variety of sources for instructional planning.							
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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 met, with 29/31 students achieving at least a 68/80 on this outcome measure (the mean was 73/80). 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 Mathematics Instruction for All Learners), the students’ major (Liberal Studies: Teacher Education), and the SOE credential program. A well-developed lesson plan is a critical component of effective teaching.

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.

Rubric Used (Outcome Measure A)

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

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

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.

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Learning Outcome 2.a.

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

Outcome Measure:

- A. EDU 306/3006 Mirrors, Windows, Sliding Glass Doors Assignment, criterion 2 (AY 2019-20 & 2020-21)
- B. EDU 4017 UDL Culturally Responsive Lesson Plan/Presentation [culminating assignment] (AY 2022-23 onward)

Criteria for Success (if applicable):

- A. 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.
- B. 80% or more students earn a 20/20 across the four culturally relevant components of the FINAL Culturally Responsive UDL Lesson Plan/Presentation (NOTE: 8/8 was considered a perfect score in AY2022-23, as the dimensions were scored out of 2 points, instead of 5 points); [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: 80% of students earn at least at 2.5 average across rubric criteria 1, 2, and 3		
	2019-20	2020-21	2021-22
Number of students	--	43	**
Outcome 2.a. Candidates will apply an interdisciplinary understanding of	100%	97.7%	**

content regarding diverse and cross-cultural communities.			
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** 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 a perfect 20/20 across the four culturally relevant components of the FINAL UDL Culturally Responsive Lesson Plan/Presentation			
	2022-23*	2023-2024	2024-2025	2025-26
Number of students	29	32	22	31
Outcome 2.a. Candidates will apply an interdisciplinary understanding of content regarding diverse and cross-cultural communities.	100%	100%	100%	93.5%

* The rubric assigned different point totals for each of the four dimensions in AY 2022-23, with a 2 being the highest score in each dimension. Thus, a perfect score in AY2022-23 was 8/8.

Conclusions Drawn from Data:

Target is MET. 29/31 students earned a perfect 20/20 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 5 (highest score) to a 1 (lowest score). The benchmarks listed for a level 5 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 5) work for this assignment.

Rubric Used (Outcome Measure A)

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>

<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. Minimal/no explanation of the criteria used to select the source and application in the classroom. 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. Limited/minimal explanation of the criteria used to select the source and application in the classroom. 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. Includes a comprehensive explanation of the criteria used to select the source and application in the classroom. 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. 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. 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. 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 B)

Descriptors	Exemplary 5 Includes all elements	Adequate 3 Missing 2-3 elements	Needs Improvement 1 Missing 4 or more, or all elements
<p align="center">Climate of Inclusion</p>	<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: (if missing)	Evidence:
<p align="center">Bridges connections between funds of knowledge and learning new content</p>	<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:
<p align="center">Responsive Lesson Plan Descriptors</p>	Classroom practices that are hands-on, cooperative, and culturally aligned <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:
<p align="center">Cultural Knowledge of Students</p>	<ul style="list-style-type: none"> * Teachers ask questions/ engage using DOK model • Writing activities • Get-to-know-you activities through the lesson • Ensuring that assessment truly assesses objectives • Variety of books provided and open to recommendations so that various cultures/beliefs included 	Evidence:	Evidence:

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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	2023-24	2024-25	2025-26		
Number of students	23	26	24	21	31		
Outcome 2.b. Candidates will cultivate their collaborative skills,	4.0	3.54	4.0	3.81	3.94		

nourishing their abilities to 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:

Target is met. The average score level for this criterion in our dispositions’ assessment is generally high, because the Education curriculum focuses on encouraging students to collaborate with one another, in pairs or larger groups, in order to plan and execute tasks.

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. A collaborative spirit is important to embody in the teaching profession. A “3” on this rubric is considered appropriate (or satisfactory) for the SOE credential program. 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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RUBRICS FOR PERFORMANCE LEVEL

- 4 – Exceptional** - Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed.
- 3.5 - Advanced** - Demonstrates indicator with relative ease. Demonstrates the ability to self-correct without prompting.
- 3 – Appropriate** - Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.
- 2.5 - Improvement Needed** – Lack of this indicator has been evident to peers or teacher. Demonstrates the ability to accept feedback, reflect and improve.
- 2 – Area of Concern** – Demonstration of this indicator is frequently missing. May have some difficulty in responding openly to feedback from peers or teacher.
- 1 – Inappropriate** - Demonstrates indicator infrequently if at all. No indication of desire to improve.

Liberal Studies: Teacher Education 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											
	2019-20	2020-21	2021-22		2022-23		2023-24		2024-25		2025-2026	
Number of students	--	33	23 (self)	23 (inst.)	26 (self)	26 (inst.)	24 (self)	24 (inst.)	21 (self)	21 (inst.)	31 (self)	31 (inst.)
Outcome 3.a. Candidates will reflect on their own and other’s learning, in order to make intentional	3.24	3.36	3.17	3.0	3.27	3.35	3.25	3.0	2.95	3.1	3.13	3.16

changes in their personal and professional lives.												
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Conclusions Drawn from Data:

Target is met for both the self-assessment and instructor assessment scores. The average score level for this criterion in our dispositions’ assessment is generally high, because the Education curriculum is centered on encouraging 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. Reflections are included in many of the assignments in EDU 3024.

Changes to be Made Based on Data:

No change planned. We hope that our LSTE 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 (as mentioned above).

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>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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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” (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.
- NOTE: In AY2025-2026, it was decided that ONLY EDU 3024 students’ host teachers data would be collected for this particular outcome, since it is these students that represent the juniors/senior level (as opposed to other EDU courses, which include mostly underclassman).

Criteria for Success (if applicable):

- 90% of students will be reported as “consistently” displaying an attitude of willing service in the classroom (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.
 - As of AY2025-26, only responses from EDU 3024 students’ host teachers were included in the data set.

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 “consistently” on displaying an attitude of willing service (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 service to students AND (2) applying positive dispositions in the school setting (AY2022-2023 onward).						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-2026
Number of students	--	--	7	--	--	--	31
Number of host teacher responses	--	--	--	45	42	70	26
Outcome 3b. Candidates will serve effectively within their communities and in educational settings, grounded in their faith-based beliefs and practices.	85.5%	-- *	85.7%	98% ¹	98% ¹	95.7% ¹	100% ¹
				98% ²	95% ²	97.1% ²	100% 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. We had a nice response rate for this particular cohort of students (84%). Furthermore, 24/26 host teachers rated their students as consistently

displaying an attitude of service to students, and 22/26 rated their students as consistently applying positive dispositions in the school setting.

Changes to be Made Based on Data:

No changes are planned for this outcome measure currently. We hope that our students would score highly on these elements, as they are representing PLNU and engaging with practicing teachers in our local PL community. Furthermore, our students are interested in the teaching profession and, as such, we would hope that they would exhibit a willingness to serve in the classroom and that they would apply positive dispositions in the school setting. Should we see a drop in our host teachers’ responses in the coming year(s), we will determine whether we need to make programmatic changes to support our students’ growth in this area.

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. Beginning with AY2023-24, the phrase “and/or faith-based influences” was removed from the prompt, as per a joint decision with the Vice-Provost of Educational Effectiveness. Our Fieldwork school sites are public schools, and several host teachers had previously expressed discomfort with the phrase.