

Measures of Student Learning

- **EDU 402 Signature Assignment Rubric**
- **EDU 306 Signature Assignment Rubric**
- **Teaching Performance Assessment Task 2 Rubric, “Designing Instruction”**
 - **Dispositions and Indicators of Noble Character Rubric**
 - **Exit Survey**
 - **Alumni Survey**
 - **Employer Survey**

EDU402 Foundations of Education & Learning Theory Fall '09

	Little or No Evidence (1) value: 1	Limited Evidence (2) value: 2	Appropriate Evidence (3) value: 3	Detailed and Appropriate Evidence (4) value: 4	Score/ Level
Knowledge of research-based theories and principles of human learning and development	Inappropriate, irrelevant, inaccurate or missing evidence	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected evidence	Appropriate, relevant, accurate and connected evidence	Detailed, appropriate, relevant, accurate, clear, and purposefully connected evidence	
knowledge about how these theories affect classroom practice	Inappropriate, irrelevant, inaccurate or missing evidence	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected data to determine ELD abilities	Appropriate, relevant, accurate and connected data to determine ELD abilities	Detailed, appropriate, relevant, accurate, clear, and purposefully connected data to determine ELD abilities	
Reflection on how these theories affect and resonate with candidates' beliefs	Inappropriate, irrelevant, inaccurate and missing connection between theory and beliefs	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected student work samples	Appropriate, relevant, accurate and connected student work samples	Detailed, appropriate, relevant, accurate and connected abilities to student work sample	
Presentation is grammatically correct, spelling is correct, layout is organized	Multiple grammar and/or spelling errors and/or lack of organization	A few grammar and/or spelling errors and/or lack of organization	Accurate grammar and spelling and clearly organized layout	Accurate grammar and spelling and a clear and creative layout	

EDU 306 Principles of Language Acquisition (Revised 2.2.2011)

	value: 1 value: 1	value: 2 value: 2	value: 3 value: 3	value: 4 value: 4	Score/Level
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	

TPA Task 2 - Designing Instruction

	Far Below Standard value: 1	Below Standard value: 2	Meets Standard value: 3	Exceeds Standard value: 4	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.	

Point Loma Nazarene University

Dispositions and Indicators of Noble Character

Candidate: _____ Date: _____ Course: _____

Check one: Self-assessment Professor/University Supervisor Mentor/Cooperating Teacher

- Use the participation rubric to indicate the performance level earned for each indicator.
- Share behavioral evidence to substantiate rating. Performance levels indicated as 1 or 2 require an evidence statement. Evidence box will expand as needed.

Indicator	Performance Level (1-4)	Evidence
<p>1. Dignity & Honor</p> <p>The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU’s Wesleyan heritage: We are individuals created in the image of God, <i>committed to civility, respect, hospitality, grace, and service.</i></p>		
<p>2. Honesty & Integrity</p> <p>The candidate demonstrates honesty, integrity, and coherence in attitudes, and actions, and is accountable to the norms and expectations of the learning community.</p>		
<p>3. Caring, Patience, and Respect</p> <p>The candidate demonstrates caring, patience, fairness and respect for the knowledge level, diversity, and abilities of others, ensuring that all students have the opportunity to achieve.</p>		
<p>4. Spirit of Collaboration, Flexibility and Humility</p> <p>The candidate actively participates in and contributes to the achievement of the learning community, explaining own thought process with humility and considers those of others with a positive, open-minded attitude.</p>		
<p>5. Harmony in Learning Community</p> <p>The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way</p>		

that sustains and enhances a healthy and safe learning community.		
6. Self-Awareness/Calling The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate <i>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.</i>		
7. Perseverance with Challenge The candidate perseveres, remains engaged, and persists as a life-long learner, especially when academic and professional assignments are perceived as challenging.		
8. Diligence in Work Habits & /Responsibility for Learning The candidate attends to the roles and responsibilities of the learning community, and is well-prepared and on time. The candidate completes required assignments on time and is reflective and receptive to formative feedback.		

RUBRICS FOR PERFORMANCE LEVEL

4 - 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 -Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.

2 -Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.

1 – Demonstrates indicator infrequently if at all.

OVERALL RATING: _____ (Performance level most descriptive of overall performance throughout the Quad.)

Multiple Subject Credential EXIT SURVEY

This survey is intended to assist the School of Education in assessing and improving our teacher education programs. We are interested in receiving your feedback about our program and its effectiveness in preparing you to become a teacher.

Demographic Information

Regional Center *(select from options)*

Program *(select from options)*

Age at beginning of program (or Years of work experience in your major field) (or both)
(Select from a series of ranges of years)

Clinical Practice Placement *(Select from Intern/employed at private school/ traditional student teaching placement)*

Length of time to complete program

Optional: race/ethnicity

Optional: gender

Please answer the following questions as a newly credentialed teacher, ready to begin your work in the classroom. These choices will follow each of the numbered items. A mid-range choice was intentionally omitted. Item numbers will change depending on the addition or deletion of demographic items above.

1) Well-prepared 2) adequately prepared 3) somewhat prepared 4) unprepared

Equip

Formal Preparation for Teaching

After completing the credentialing program (or MAT program) at Point Loma Nazarene University, how prepared were you to do the following?

1. Lesson planning:
2. Construct effective lesson plans
3. Incorporate adaptations in lesson planning for English Language Learners and students with special needs
4. Classroom management
5. Plan a classroom management strategy for your classroom
6. Draw upon a variety of management strategies according to student/classroom needs
7. Communicating with Parents
8. Use a variety of tools to keep parents informed of their child's progress in the classroom
9. Understand the importance of communicating regularly with parents
10. Conduct a teacher/parent conference

Transform

Classroom Skills

1. Effectively implement a variety of strategies to assess student learning

2. Use assessment data to inform instructional planning
3. Effectively implement a variety of EL strategies
4. Effectively implement a variety of strategies to meet the needs of students with special needs
5. Effectively implement a variety of differentiated instructional strategies to meet the learning needs of the full range of students in a typical classroom
6. Effectively implement a variety of classroom management strategies

Functionality of the Program

Please rate the effectiveness of the following parts of the PLNU credential (or MAT) program. These choices will follow each of the numbered items.

- 1) Extremely effective 2) Effective 3) somewhat effective 4) ineffective

Fieldwork

- 1) Exposing you to the diversity of settings in CA schools
- 2) Helping you gain a better understanding of the daily routines and responsibilities of a classroom teacher

Clinical Practice

- 1) Supporting you in the clinical practice experience via university supervision
- 2) Supporting you in the clinical practice experience via the clinical practice seminar
- 3) Assessing your teaching performance in the clinical practice placement
- 4) Supporting you in the Teaching Performance Assessment tasks completion

Transform

After completing the credentialing program (or MAT program) at Point Loma Nazarene University, how prepared were you to do the following? These choices will follow each of the numbered items.

- 1) Well-prepared 2) adequately prepared 3) somewhat prepared 4) unprepared

Professional Attributes

- 1) Collaborate with teachers in the school setting
- 2) Collaborate with school administrators in the school setting
- 3) Contribute to discussions of educational issues
- 4) Reflect upon your own teaching and make changes based upon that reflection

*Rate the effectiveness of the PLNU community in:
(These choices will follow each of the numbered items.)*

- 1) Extremely effective 2) Effective 3) somewhat effective 4) ineffective

- 1) Teaching as a Calling/Christian Worldview
- 2) Encouraging you to explore teaching as a calling

- 3) Encouraging you to consider God's grace in your life
- 4) Raising your awareness of how dispositional characteristics impact a teacher's professional performance

Open-Ended Questions:

- 1) What, if anything, was distinct about your experience at Point Loma Nazarene University? Please be as specific as possible.
- 2) As a whole, how did you feel about your experience at Point Loma Nazarene University? Please explain what contributed to this feeling.
- 3) Were there expectations that you had about the program that were not met? Please list and explain.
- 4) Which courses did you find particularly helpful in your preparation for teaching and why?
- 5) Is there anything else you would like to tell us?

Survey of Alumni
One Year Out (Spring 2010 graduates)
Surveys completed on Survey Monkey

Demographics

1. Select gender
2. Select racial/ethnic background
3. Select program and the year student entered the program
4. Select Regional Center where majority of coursework completed

Program Analysis and Current Employment

5. Select licensure that student was most recently awarded;
 - a. Select program
 - b. Select Preliminary Credential, Clear Credential, Certificate
6. Further studies since program completion
 - a. Select Completion of Additional Degree(s), Additional Graduate Work, Professional Workshops, None, Other (please specify)
7. Current employment status
 - a. Select Part-time in the field of education, Full-time in the field of education, Not employed in the field of education
8. Select type of organization where student is currently employed
 - a. Select Higher Education University/College, Community College, K-12 Elementary, K-12 Secondary, Government, Business or Industry, Self-employed or Private Sector, Non-Profit Organization, Other (please specify)
9. Select primary responsibility in current position
 - a. Select Teaching, Administration or Management, Research, Professional Services, Other (please specify)
10. What is student's current job title for primary responsibilities
11. Select the geographic region where student is currently employed
 - a. Select San Diego County, Los Angeles County, Kern County, Riverside County, Imperial County, Tulare County, In California other than listed counties, Other State (USA), Outside USA
12. Information about current supervisor/employer
13. Select the program/level that best describes your educational focus at PLNU
 - a. Select Master of Arts in Teaching (MAT, MS/SS/Special Education; Master of Arts in Education (MATL), Clear/CLAD/Reading Certificate; School Counseling (PPS, CWA); Educational Leadership (Preliminary, Clear)

Content Knowledge Preparation – 5-point Likert Scale

14. A. The program prepared student for the “real” work and the daily tasks in his/her content area of choice
- B. The courses were relevant for student's intended profession
- C. Courses addressed current developments in student's field
- D. The courses presented current literature in student's field
- E. The student acquired a strong knowledge base in his/her area of specialization

Perceptions of Preparation: Pedagogical Content Knowledge & Skills – 5-point Likert Scale

15. A. Carry out your professional responsibilities
- B. Impact student achievement
- C. Use appropriate technologies in your work

- D. Apply critical thinking skills
- E. Employ problem-solving skills
- F. Use interpersonal skills
- G. Communicate in writing, complete professional projects
- H. Respond to diverse student/community needs

Professional Pedagogical Knowledge and Skills Preparation – 5-point Likert Scale

16. A. The courses addressed current developments in my field
B. Student acquired a stronger pedagogical knowledge and skill base
C. Student is an active member of a professional organization
D. Student pursues and conducts own research agenda
E. Student critically evaluates the literature in his/her field
F. Student designs and manages professional projects
G. Student pursues his/her professional career insights

Perceptions of Preparation: Rate how well the program enhanced the ability to help all students learn – 5-point Likert Scale

17. A. Carry out student's professional abilities
B. Impact student achievement
C. Use appropriate technologies in student's work
D. Employ problem-solving skills
E. Use interpersonal skills
F. Communicate effectively with students, families, and community
G. Respond to diverse student/community needs

Knowledge & Skills Preparation – 5-point Likert Scale

18. A. The courses were relevant for student's intended profession
B. The courses addressed current developments in student's field
C. Student acquired a strong knowledge base in his/her area of specialization
D. Student designs and manages professional projects
E. Student uses appropriate technologies in his/her work
F. Student is pursuing his/her professional career interests

Perceptions of Preparation: Rate how well program enhanced student's ability to create positive learning environments – 5-point Likert Scale

19. A. Carry out student's professional responsibilities
B. Impact student achievement
C. Assume a leadership role
D. Apply critical thinking skills
E. Employ problem-solving skills
F. Use interpersonal skills
G. Communicate effectively with students, families, and community
H. Critically evaluate the literature in student's field

Professional Dispositions and Scholarly Qualities: To what degree does each disposition support student in his/her current role – 5-point Likert Scale

20. A. Dignity and honor
- B. Honesty and integrity
- C. Caring, patience, and respect
- D. Flexibility and humility
- E. Harmony in learning community
- F. Self-awareness/calling
- G. Perseverance with challenge
- H. Diligence in work habits and responsibility for learning

In Retrospect: Reflections – 5-point Likert scale

21. A. If student had the opportunity to repeat studies at PLNU, would he/she
- B. If student had the opportunity to pursue graduate studies in the same field he/she chose, would he/she
22. What are two most important contributions or achievements to his/her field since completing degree
23. What were two strongest aspects of his/her graduate education at PLNU
24. List two ways the program could be improved

Survey of Employers and Supervisors (Initial Degree)

1. Graduate's name

Part 1: Demographics and Current Position

2. Select geographic region that institution is located
 - a. Select San Diego County, Los Angeles County, Kern County, Riverside County, Tulare County, In California aside from counties listed, Other State (USA), Outside USA
3. Which of the following best describes the organization
 - a. Select Primary or elementary school system, Secondary or High School system, Higher education university/college, Community college, School district office, Government, Other (i.e. Charter, Private, etc.,)
4. What is the employee's/graduate's job title
5. Which of the following best describes your relationship with the graduate
 - a. Select Employer, Supervisor, Director of the Division, Other (please specify)
6. How long have you known the graduate in your workplace
 - a. Select Less than a year, 1-2 years, 3-4 years, Over 4 years

Part Two:

Content Knowledge: Rate the impact that PLNU preparation program had on the following areas (Poor – Excellent)

7. A. Content knowledge for assigned role and duties
B. Technology-based knowledge and skills
C. Knowledge of the law and legal responsibilities

Pedagogical Content Knowledge & Skills: Rate the impact PLNU preparation program had on the following areas (Poor – Excellent)

8. A. Instructional and pedagogical skills
B. Impact on student achievement
C. Ability to organize work and the learning environment
D. Communication with students, families, and community
E. Carry out professional responsibilities
F. Respond to diverse student/community needs

Dispositions: Rate the impact that PLNU training has had on professional and scholarly qualities, reflected in habits of mind and emotion shown in behavior and relationships (Poor – Excellent)

9. A. Dignity and honor
B. Honesty and integrity
C. Caring, patience, and respect
D. Flexibility and humility
E. Harmony in learning community
F. Self-awareness/calling
G. Perseverance with challenge
H. Diligence in work habits and responsibility for learning

Rate the graduate/employee/University in the following questions (Poor – Excellent)

10. A. To what extent has the graduate's/employee's university training added to his/her ability for career advancement
 - B. What is your overall rating of the educational training received by the graduate as it pertains to his/her job (student achievement)
 - C. The university has been effective in communication and collaboration with involved parties at the school/district
 - D. The university has provided additional learning opportunities and support with involved parties at the school/district
11. Indicate any additional areas that are of concern or areas that will enhance the overall effectiveness of the preparation of educators
 12. If willing to do a brief interview, please include your name and best contact information