

Liberal Studies Degree, School of Education

Annual Assessment Report School of Education 2010-2011 Academic Year

Assessment Plan Description

School of Education Expanded Statement of Purpose

Mission Statement

Point Loma Nazarene University School of Education is a vital Christian learning community that exists to develop high-performing, reflective educators of noble character who impact the lives of learners to influence the broader community. The Liberal Studies degree offers a blended teacher credential program and broad-based academic experience in the content areas necessary for the well-prepared Multiple Subjects classroom teacher.

Vision

Point Loma Nazarene University School of Education is a prominent Christian voice in higher education – looked at as a wellspring of resources and support in the areas of pedagogy, leadership, clinical practice, technology, and innovation.

The School of Education is recognized as:

- a Christian learning community that promotes excellence in academic preparation, wholeness in personal development, and faithfulness to mission,
- a source of expertise and resources within the surrounding communities,
- a vital force of change in the transformation of educational landscapes,
- an exemplary model of servant leadership and commitment to ministry, and
- a candidate-centered learning environment where diversity is respected, valued, and encouraged.

Program Learning Outcomes Liberal Studies Degree

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes
Learning informed by faith in Christ.	Equip	Equip <ol style="list-style-type: none"> 1. Learning: Informed by Our Faith in Christ <ol style="list-style-type: none"> a. Candidates will demonstrate effective presentation skills, one-on-one and with groups. b. Candidates will produce effective written communication. c. Candidates will employ critical thinking and logic to solve problems in a variety of environments, to include the K-6 classroom d. Candidates will utilize specific content information from a variety of sources for instructional planning.
Growing in a Christ-centered faith community.	Transform	Transform <ol style="list-style-type: none"> 2. Growing: In a Christ-Centered Faith Community <ol style="list-style-type: none"> a. Candidates will apply an interdisciplinary understanding of content regarding diverse and cross-cultural communities. b. Candidates will apply faith-based influences and beliefs within professional/educational settings.
Serving in a context of Christian faith.	Empower	Empower <ol style="list-style-type: none"> 3. Serving: In a Context of Christian Faith <ol style="list-style-type: none"> a. Candidates will reflect on and engage in professional and spiritual growth opportunities in professional, educational, and personal settings. b. Candidates will serve effectively within their communities and in educational settings.

Liberal Studies Undergraduate Degree Curriculum Mapping Candidate Learning Outcomes (CLO)

Program Learning Outcomes

(Legend: P=Practiced; D=Developed; M=Mastered; Green = formatively assessed; Yellow = signature assignment;)

Liberal Studies Degree Outcomes	1.Learning, informed by our faith (a) candidates will demonstrate effective presentation skills, one-on-one and with groups	1.Learning, informed by our faith (b) candidates will produce effective written communication.	1.Learning, informed by our faith (c) candidates will employ critical thinking and logic to solve problems in a variety of environments, to include the K-6 classroom.	1.Learning, informed by our faith (d) candidates will demonstrate the efficient acquisition of, and appropriate use of, information from a variety of sources for specific content instructional planning.	2. Growing, in a Christ-centered faith community (a) candidates will apply an interdisciplinary understanding of content regarding diverse and cross-cultural communities.	2. Growing, in a Christ-centered faith community (b) candidates will apply faith-based influences and beliefs within professional/educational settings.	3. Serving, in a context of Christian faith (a) candidates will reflect on and engage in professional and spiritual growth opportunities in professional, educational and personal settings.	3. Serving, in a context of Christian faith (b) candidates will serve effectively within their communities and in educational settings.	CTC Standard
	Liberal Studies Major Courses								
FCS 120: Child and Adolescent Development		D		P	D				

PSY 308: Developmental Psychology- Birth through Adolescence		D		P	D				
MTH 213: Fundamentals of Elementary Math I			P	P					
MTH 223: Fundamentals of Elementary Math II			D	D					
HIS 370: California History		D		D	P				
EDU 304: Legal, Ethical, Wesleyan Perspectives on Education			D	D	D	D	D	D	3, 4, 5, 6, 8A, 9, 10
LIT 325: Children's Literature	P	D		P	D	D			
EDU 402: Research- based Learning Theory		D	D	D	D	D			3, 4, 5, 6, 8A, 9, 10

PED 308: Physical Education for Children	D			M	M				
MUE 341: Music Skills for the Elementary Classroom	D			M	D				
EDU306: Language Acquisition and Language Development	M	M	M	M	M				3a, 4, 9, 10, 12, 13a
ART 319: Visual Arts in the Classroom		P	D	M		D	D	D	
EDU 324 Differentiated Math Instruction for All Learners	M		M	M	D	D	D	D	4, 5, 6, 8A, 11.14, 16
Fieldwork Assignment s							D	D	
Other: Exit survey and Follow-up Survey	This assessment occurs at the completion of the teaching credential on the graduate campus.					M	M	M	M

Multiple Year Assessment Plan Liberal Studies Degree and Preliminary Credential

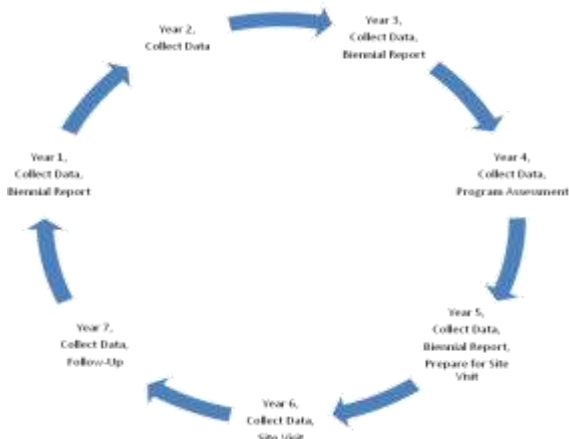
Each year, the California Commission of Teacher Credentialing (CTC) requires universities offering credentials to undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. The recursive CTC seven year program improvement cycle and accreditation cycle provide the structure for this ongoing, in-depth, internal and external review process.

The following table lists the activities of the accreditation cycle. All data collected are disaggregated by program and regional center, and ultimately leads to the development of the CTC required program assessments and biennial reports. Based upon the findings of these CTS studies and reports, the programmatic changes and improvements are implemented to improve candidate performance, program quality, and program operations.

CTC Seven Year Cycle of “Red Cohort” Activities:

Academic Year (AY)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Cycle Year	4	5	6	7	1	2	3
Accreditation Activity	Institutional Data Collection Program Assessment	Institutional Data Collection Biennial Report	Institutional Data Collection Site Visit	Institutional Data Collection Site Visit follow-up	Institutional Data Collection Biennial Report	Institutional Data Collection	Institutional Data Collection Biennial Report
Due to CTC	Program Assessment Document	Biennial Report (Data for AY 2009-10 and 2010-11)	Preconditions Report (6-12 months in advance of visit) Self Study	7 th Year Follow Up, if applicable	Biennial Report (Data for AY 2011-12, 2012-13, and 2013-14)	Nothing	Biennial Report (Data for AY 2014-2015 and 2015-2016)
Due dates	Oct. 2009 or Jan. 2010	Aug. 2011 or Sept. 2011	2 months before Site Visit	Up to 1 Year after Site Visit, if applicable	Aug. 2014, Sept. 2014, or Oct. 2014	None	Aug. 2016 or Sept. 2016
COA/CTC Feedback What & When	Preliminary findings on each program and all standards by Jan. 2011	-CTC Staff feedback in Aug: 6-8 wks Sept: 6-8 wks	-Accreditation decision made by COA	COA Review of 7 th Year Report, if applicable	-CTC Staff feedback in Aug: 8-10 wks Sept: 10-12 wks Oct: 12-16 wks	None	-CTC Staff feedback in Aug: 8-10 wks Sept: 10-12 wks
Notes							

CTC Accreditation Cycle



Assessment Activities

Methods of Assessment and Criteria for Success Liberal Studies Degree and Preliminary Credential

Currently, assessment data is collected through internal and external sources. Undergraduate and graduate staff, faculty, clinical supervisors, and advisory councils have worked together to discern a set of balanced assessment measures. They are listed below.

Course/Experience:	PLO Assessed:
MTH 223 – Final Exam	1c
EDU 304 – Disposition Assessments	2b, 3a, 3b
EDU 402 – Signature Assignment	1d, 2a, 2b
EDU 306- Signature Assignment	1a, 1b, 1c, 1d, 2a
EDU 324 – Teaching Performance Assessment	1c, 1d
Fieldwork – Performance Feedback	3a, 3b

1. California Teacher Performance Assessments

The California Teaching Performance Assessment (CalTPA) is a series of four performance assessments of an initial candidate's ability to demonstrate competency of the Teaching Performance Expectations (TPEs). CalTPA Task 2 is required of Multiple Subject candidates in their senior year as a Liberal Studies major (during EDU324). The results of the various tasks of the CalTPA can help provide formative assessment information to candidates for improving the quality of their teaching, and assists candidates to focus on those aspects of teaching in which they may need further development or support. The CalTPA must be successfully completed with a score of 3 or 4 on a 4-point rubric and measures the following PLOs: **1.(c) candidates will employ critical thinking and logic to solve problems in a variety of environments, to include the K-6 classroom; and 1.(d) candidates will demonstrate the efficient acquisition of, and appropriate use of, information from a variety of sources for specific content instructional planning.**

2. Coursework Assessments

Using TaskStream as the primary data storage system, the program collects key assessments known as signature assignments to gauge candidates' progress throughout their course of study and ensure CTC program standards are met. Each signature assignment is evaluated using a supporting rubric. At the end of each academic year, collected data is disaggregated by regional center and analyzed with results identifying areas for program improvement. Rubrics may be found in the appendix.

- **Signature Assignment:** In EDU402, *Research Based Learning Theory*, taken by all sophomores, candidates are provided an overview of the major concepts, theories, and research related to the cognitive, linguistic, social, emotional, and physical development

of children and adolescents. Effective instructional strategies that ensure active and equitable participation of all learners, as well as modifications for diverse learners with exceptionalities, are observed through fieldwork experience. The Wesleyan perspective of service through the venue of education is developed. The signature assignment is a written and oral presentation graded on a rubric (attached) that measures PLOs **1.(d) candidates will demonstrate the efficient acquisition of, and appropriate use of, information from a variety of sources for specific content instructional planning; 2.(a) candidates will apply an interdisciplinary understanding of content regarding diverse and cross-cultural communities; and 2.(b) candidates will apply faith-based influences and beliefs within professional/educational settings.**

- **Signature Assignment:** In EDU304, *Legal, Ethical and Wesleyan Perspectives on Education*, taken by all sophomores, candidates complete a self-assessment on their Dispositions of Noble Character. Professors complete the same assessment about the candidate from their perspective. This gives both the candidate and the professor an opportunity to reflect on the candidates' demonstration of PLOs **2. (b) Candidates will apply faith-based influences and beliefs within professional/educational settings; 3. (a) Candidates will reflect on and engage in professional and spiritual growth opportunities in professional, educational and personal settings, and 3.(b) candidates will serve effectively within their communities and in educational settings.** This is assessed on a rubric based on fieldwork experiences and class participation.
- **Signature Assignment:** In EDU306, *Principals of Language Acquisition*, candidates respond to a case study with relevant teaching strategies and design an ELD lesson plan appropriate for students who are English learners. This signature assignment assesses PLOs **1.(a) Candidates will demonstrate effective presentation skills, one-on-one and with groups, 1.(b) Candidates will produce effective written communication; 1.(c) Candidates will employ critical thinking and logic to solve problems in a variety of environments, to include the K-6 classroom, 1.(d) Candidates will utilize specific content information from a variety of sources for instructional planning, and 2.(a) candidates apply an interdisciplinary understanding of content regarding diverse and cross-cultural communities.**
- **Final Exam, MTH223:** This course develops the math skills and concepts of the candidate who will be teaching the California state standards in mathematics to elementary students in K-6th grade. The final exam measures the candidate's ability to construct geometric figures using a compass and straight edge; to compute area and volume; and to use probability and statistics to solve problems. This final exam assesses PLO **1.(c) Candidates will employ critical thinking and logic to solve problems in a variety of environments, to include the K-6 classroom.**

3. Fieldwork assignments

Each Education course has a required fieldwork component where each candidate must spend a minimum of 15 hours in a K-12 classroom to observe teaching practice, participate in teaching diverse children, employ reading, math and ELD instruction, and integrate their faith, beliefs, personal, professional and spiritual selves into the community. The host teachers rate the candidates' service in the classroom assessing the following PLOs: **3(a) candidates will reflect on and engage in professional and spiritual growth opportunities**

in professional, educational, and personal settings, and 3(b) candidates serve effectively within their communities and in educational settings.

4. Exit Surveys for Program Completers

Following the completion of the candidate's program of study, each candidate completes an exit survey. The survey probes candidate satisfaction in the area of course content, instructional delivery, learned skills, and overall satisfaction. Collected data is analyzed with results identifying areas for program improvement. These surveys occur at the end of the credential experience on the graduate campus. These surveys assess the following PLOs: **2.(a) candidates will apply an interdisciplinary understanding of content regarding diverse and cross-cultural communities; and 2.(b) candidates will apply faith-based influences and beliefs within professional/educational settings; 3(a) candidates will reflect on and engage in professional and spiritual growth opportunities in professional, educational, and personal settings, and 3(b) candidates serve effectively within their communities and in educational settings.**

5. Follow-up Surveys

Follow-up surveys are sent to graduated candidates as well as their employers in the spring following their graduation from the program. Completed survey data is considered confidential. Results provide the program with feedback regarding the knowledge, skills and dispositions, and overall program satisfaction. These surveys occur at the end of the credential experience on the graduate campus. These surveys assess the following PLOs: **3(a) candidates will reflect on and engage in professional and spiritual growth opportunities in professional, educational, and personal settings, and 3(b) candidates serve effectively within their communities and in educational settings.**

**Summary of Data Collected
Liberal Studies Degree**

Data Charts and Discussion of Findings

Table 1:
MTH223 Final Exam for Liberal Studies Learning Outcome (1c)

Criterion	Average Score
Criterion 1: Students will be able to construct geometric figures using a compass and straight edge.	3.44
Criterion 2: Students will be able to compute area and volume.	3.08
Criterion 3: Students will be able to use probability and statistics to solve problems.	2.00
Total average rubric score for group of 25 authors.	2.84

Analysis and Use of Results: Liberal Studies students are scoring at a proficient level on criterion 2 and 3 related to solving problems. Criterion 1, constructing geometric figures using a compass and straight edge is an area for growth. The math and liberal studies departments have met to discuss ways to strengthen overall math competencies in liberal studies majors. The final math course in the Liberal Studies degree (EDU324) will work from individual student data from the MTH 223 course to design the specific course content each semester.

Teaching Performance Assessment

Table 2:
TPA TASK 2

	N	Score Level	% SL	Mean Score	Passage Rate 1 st attempt	Passage Rate 2 nd attempt	No Pass	Standard Deviation
TPA TASK 2 Designing Instruction 2010-2011	40	SL4	3	7.5	37/92.5%	1 / 2.5%	2/ 5%	0.39
		SL3	34	85				
		SL2	3	7.5				
		SL1	0	0				

Analysis and Use of Results:

Analysis of the aggregated data cites that 92.5% of the initial candidates passed TPA Task 2 on the first attempt. Candidates' overall mean scores indicate proficiency in all criteria. A look at each individual criteria shows a relative strength in the category of **Reflecting on Instruction**, with a mean score of 3.14. The candidates receive solid exposure to and practice of how to

reflect on instruction based on student data. This concept is introduced in foundational courses, applied in methods courses and assessed in fieldwork. A relative area for growth is in the category of **Making Adaptations**, with a mean score of 2.76. The unit will encourage the practice of reflecting on what the candidates have learned about their students and in making appropriate instructional and content adaptations to meet the needs of those students throughout candidate coursework and fieldwork experiences.

EDU 402 Signature Assignment

Table 3:
EDU 402 “Philosophy of Education” Signature Assignment

Criteria							
	N	Score Level		%	Percentage Scoring at Proficient Level	Mean Score	Standard Deviation
Knowledge of research-based theories and principles of human learning and development	33	4	18	54.6	97	3.52	0.57
		3	14	42.4			
		2	1	3.0			
		1	0	0			
Knowledge about how these theories affect classroom practice	33	4	20	60.6	97	3.58	0.56
		3	12	36.4			
		2	1	3.0			
		1	0	0			
Reflection on how these theories affect and resonate with candidates' beliefs	33	4	21	63.6	100	3.64	0.49
		3	12	36.4			
		2	0	0			
		1	0	0			
Presentation is grammatically correct, spelling is correct, layout is organized	33	4	25	75.8	100	3.76	0.44
		3	8	24.2			
		2	0	0			
		1	0	0			

Analysis and Use of Results:

The average rubric score for this signature assignment is 3.62 on a 4-point rubric. The content criteria with the highest mean score is criteria 3, *Reflection on how these theories affect and resonate with candidates' beliefs*, with a mean score of 3.64, indicating that students can proficiently connect what they have learned about research-based theories and principles with their own personal beliefs. The fact that no students scored below the proficient level is due to the opportunity for students to receive feedback on their drafts, which is a practice the department will continue to discuss regarding the appropriateness for a summative assignment.

EDU 306 Signature Assignment

Table 3:
EDU 306 Principles of Language Acquisition

Criteria							
	N	Score Level	%	Percentage Scoring at Proficient Level %	Mean Score	Standard Deviation	
Adaptation to instructional strategy is effective for meeting the specific learning needs of the English learner in content knowledge and English language development.	10	4	6	60	90	3.50	0.71
		3	3	30			
		2	1	10			
		1	0	0			
Two specific learning needs of the English learner were correctly identified through careful analysis of the case study	10	4	7	70	80	3.50	0.85
		3	1	10			
		2	2	20			
		1	0	0			
The adaptation would be effective for the student in making progress toward English language development specific to this student's English proficiency	10	4	5	50	90	3.40	0.7
		3	4	40			
		2	1	10			
		1	0	0			
The progress monitoring assessment chosen provides feedback to the student for achieving the learning goal at the student's English proficiency level.	10	4	6	60	90	3.50	0.71
		3	3	30			
		2	1	10			
		1	0	0			
Next steps in planning are effective to facilitate specific growth in the student's English language development	10	4	3	30	80	3.10	0.74
		3	5	50			
		2	2	20			
		1	0	0			
The written product displays effective communication skills through sound grammar, spelling, language and word use.	10	4	8	80	90	3.70	0.67
		3	1	10			
		2	1	10			
		1	0	0			
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.	10	4	10	100	100	4.00	0
		3	0	0			
		2	0	0			
		1	0	0			

Analysis and Use of Results:

The average rubric score for this signature assignment is 3.53 on a 4-point rubric. The content criteria with the lowest mean score is criteria 5, *Next steps in planning are effective to facilitate specific growth in the student's English language development*, with a mean score of 3.10, indicating that candidates could use greater support in connecting what their students already know and planning instruction for specifically what they need next. The fact that no students scored below the proficient level is due to the opportunity for students to receive feedback on their drafts, which is a practice the department will continue to discuss regarding the appropriateness for a summative assignment.

EDU 304 Legal, Ethical and Wesleyan Perspectives on Education
Signature Assignment/Dispositions Assessment

Table 4:
 Dispositions of Noble Character

Rated Item	Total	Distribution %				Average
		1	2	3	4	
Indicator 1: Dignity and Honor. The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of God, committed to civility, respect, hospitality, grace, and service.						
Indicator 2: Honesty and Integrity. The candidate demonstrates honesty, integrity, and coherence in attitudes, and actions, and is accountable to the norms and expectations of the learning community						
Indicator 3: Caring, Patience, and Respect. The candidate demonstrates caring, patience, fairness and respect for the knowledge level, diversity, and abilities of others, ensuring that all students have the opportunity to achieve.						
Indicator 4: Spirit of Collaboration, Flexibility and Humility. The candidate actively participates in and contributes to the achievement of the learning community, explaining own thought process with humility and considers those of others with a positive, open-minded attitude.						
Indicator 5: Harmony in Learning Community. The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community.						
Indicator 6: Self-Awareness/Calling. The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform and to empower every student to fulfill his or her full potential.						
Indicator 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.						
Indicator 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.						

Analysis and Use of Results:

Candidates will begin to complete this self assessment, and professors will also complete this assessment about their candidates, beginning in the 2011-12 academic year.

Follow Up Survey Data

With a commitment to the principle of ongoing assessment and data analysis driving continuous improvement, the School of Education expanded its assessment process in the spring of 2010 to include the distribution follow-up surveys. The purpose of these surveys is to give program completers, alumni in the field, and their employers an opportunity to evaluate the effectiveness of the School of Education’s preparation programs. For those candidates completing their program of study in the spring of 2010, three follow-up surveys were conducted across the regional centers. The first was the exit survey, which, upon program completion, probed candidates’ overall satisfaction with the program, course of study, course content, and instructional delivery. Responses were uploaded into Task Stream. The second survey, the alumni survey, was distributed via Survey Monkey 9 months later and gave alumni an opportunity to provide specific feedback to the education preparation program from which a degree/credential was received. The third survey was sent to the employers and supervisors of alumni working in the field. This survey, also sent via Survey Monkey, provided additional data regarding the effectiveness of alumni as they worked in their area of expertise.

The response rate to the exit survey was relatively strong, where 28 candidates completed the exit survey. However, response rates for the alumni survey and the employer survey, despite friendly reminders, were drastically smaller. Variables impacting the response rates might be attributed to: time of year sent, challenges with the survey instrument, lack of incentives, and overall lack of time. At the time of this report, Employer survey data was not reported.

At this time, we were unable to disaggregate the Liberal Studies majors’ data from the rest of the Multiple Subject teacher candidate data on the graduate campus.

Table 5:
Exit Survey Data

Conceptual Framework	Required Elements	Rated Item	Total	Distribution %				Average
				1 High	2	3	4 Low	
Equip	Formal Preparation for Teaching	Construct effective lesson plans.						
		Incorporate adaptations in lesson planning for English Language Learners and students with special needs.						
		Plan a classroom management strategy for your classroom.						
		Draw upon a variety of management strategies according to student/classroom needs.						
		Use a variety of tools to keep parents informed of their child's progress in the classroom.						
		Understand the importance of communicating regularly with parents.						
		Conduct a parent/teacher conference.						
Transform	Classroom Skills	Effectively implement a variety of strategies to assess student learning.						
		Use assessment data to inform instructional planning.						
		Effectively implement a variety of EL strategies.						
		Effectively implement a variety of strategies to meet the needs of students with special needs.						

		Effectively implement a variety of differentiated instructional strategies to meet the learning needs of the full range of students in a typical classroom.						
		Effectively implement a variety of classroom management strategies.						
	Functionality of Program	Exposing you to the diversity of settings in CA schools.						
		Helping you gain a better understanding of the daily routines and responsibilities of a classroom teacher.						
		Supporting you in the clinical practice experience via university supervision.						
		Supporting you in the clinical practice experience via the clinical practice seminar.						
		Assessing your teaching performance in the clinical practice placement.						
		Supporting you in the completion of Teacher Performance Assessment (TPA) tasks.						
Empower	Professional Attributes	Collaborate with teachers in the school setting.						
		Collaborate with school administrators in the school setting.						
		Contribute to discussions of educational issues.						
		Reflect upon your own teaching and make changes based upon that reflection.						
	Teaching as a Calling	Encouraging you to explore teaching as a calling.						

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

Analysis and Use of Results:

We have only credential finishers data for the exit survey, not disaggregated to distinguish Liberal Studies majors from other credential candidates. We will begin to disaggregate that data beginning in the 2011-12 school year.

APPENDICES

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