

**Master of Arts in Special Education**  
**Education Specialist Clear Credential**

**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.

*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  
Master of Arts in Special Education  
Education Specialist Clear Credential**

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	CTC Standard Driven Candidate Outcomes
Learning informed by faith.	Equip	Equip 1. Promotes the success of all students by being a servant leader that serves collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity.	Equip 1. Engages in ongoing scholarly, professional, personal, and spiritual growth via a personal and professional growth plan. (CTC 1, 5, 6, 7) 2. Demonstrates the ability to work collaboratively and communicate effectively. (CTC 1, 5, 6, 7) 3. Demonstrates knowledge and be able to support the use of state adopted materials and a wide array of learning strategies to support student learning. (CTC 1, 5, 6, 7)
Growing in a faith community.	Transform	Transform 1. Engages in ways of thinking and being to embrace the positive power of diversity and advocacy for universal social justice within their classrooms, schools, districts, and communities. 2. Applies faith-based influences and beliefs within educational organizations.	Transform 1. Demonstrates strategies for using the influence of diversity to improve teaching and learning. (CTC 1, 6) 2. Demonstrates skills to effectively communicate with parents, staff, and community on a regular and predictable basis. (CTC 1, 6) 3. Demonstrates strategies for using the influence of diversity to improve teaching and learning. (CTC 1, 6) 4. Understands laws and policies for special education and models professional ethics, integrity, justice, and fairness. (CTC,2,3,4,5 6)
Serving in the context of faith.	Empower	Empower 1. Reflects and engages in on-going scholarly, professional, and spiritual growth. 2. Serves effectively as research-based transformational leaders within their classrooms, schools, districts, and communities.	Empower 1. Demonstrates an understanding of an accountability system of teaching and learning based on state content standards and Individualized Education Programs (IEP). (CTC 2, 3, 4, 5) 2. Facilitates the design, implementation, and evaluation of individual instructional programs (IEPs) that serve the diverse learning styles and needs of identified students and lead in the continual development and improvement of those programs. (CTC 1, 2, 3, 4, 5, 7) 3. Demonstrates the ability to evaluate and use a wide range of technologies, including assistive techniques and augmentative communication when appropriate, to support instruction and student achievement. (CTC 2, 3, 4, 5) 4. Implements effective practices for positive student behavior support systems. (CTC 1, 2, 3, 4, 5, 7)

**Curriculum Map**  
**Master of Arts in Special Education**  
**Education Specialist Clear Credential**

**MASTER’S DEGREE IN SPECIAL EDUCATION CURRICULUM MAP - Candidate Learning Outcomes (CLO)**

( Legend: D=Developed; M=Mastered; P=Practiced; Color **Yellow**=signature assignment)

Required Courses	1a. Candidates engage in ongoing scholarly, professional, personal, and spiritual growth  <i>(ILO 1a.)</i>	1b. Candidates gain knowledge and skills in critical thinking, analysis, and synthesis  <i>(ILO 1b.)</i>	1c. Candidates work collaboratively and communicate effectively  <i>(ILO 1c.)</i>	2a. Candidates embrace the positive power of diversity through equity and access  <i>(ILO 2a.)</i>	2b. Candidate apply faith-based influences and beliefs within educational organizations  <i>(ILO 2b.)</i>	3a. Candidates engage in reflective educational practices that emulate Christian discipleship  <i>(ILO 3a.)</i>	3b. Candidates serve as research-based transformational leaders within educational organizations  <i>(ILO 3b.)</i>	CTC Standard
GED 650 Universal Access: Equity for All Students (3)	D, M	D, M	D, M	<b>D, M</b>	D, M	D, M	D, M	1, 6
GED 622 Advanced Assessment and Behavior Analysis (2)		D, M			<b>D, M</b>	D, M	D, M	1, 2, 3, 4, 5, 7
GED 656 Shared Leadership, Legislation, and Due Process	D, M		<b>D, M</b>	D, M	D, M		D, M	1, 5, 6, 7

Required Courses	1a. Candidates engage in ongoing scholarly, professional, and spiritual growth  <i>(ILO 1a.)</i>	1b. Candidates gain knowledge and skills in critical thinking, analysis, and synthesis  <i>(ILO 1b.)</i>	1c. Candidates work collaboratively and communicate effectively  <i>(ILO 1c.)</i>	2a. Candidates embrace the positive power of diversity through equity and access  <i>(ILO 2a.)</i>	2b. Candidate apply faith-based influences and beliefs within educational organizations  <i>(ILO 2b.)</i>	3a. Candidates engage in reflective educational practices that emulate Christian discipleship  <i>(ILO 3a.)</i>	3b. Candidates serve as research-based transformational leaders within educational organizations  <i>(ILO 3b.)</i>	CTC Standard
(2)								
GED 652 Methods for Teaching Students with Autism Spectrum Disorder (3)	D, M	D	D	D				5, ASD 1, ASD 2, ASD 3

## MASTER'S DEGREE IN SPECIAL EDUCATION CURRICULUM MAP - Candidate Learning Outcomes

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Required Courses	1a. Candidates engage in ongoing scholarly, professional, and spiritual growth  <i>(ILO 1a.)</i>	1b. Candidates gain knowledge and skills in critical thinking, analysis, and synthesis  <i>(ILO 1b.)</i>	1c. Candidates work collaboratively and communicate effectively  <i>(ILO 1c.)</i>	2a. Candidates embrace the positive power of diversity through equity and access  <i>(ILO 2a.)</i>	2b. Candidates apply faith-based influences and beliefs within educational organizations  <i>(ILO 2b.)</i>	3a. Candidates engage in reflective educational practices that emulate Christian discipleship.  <i>(ILO 3a.)</i>	3b. Candidates serve as research-based transformational leaders within educational organizations  <i>(ILO 3b.)</i>	CTC Standard
GED 652F ASD Fieldwork (1)	D, P		D, P	D, P		D, P		5 ASD 1, ASD 2; ASD3
GED 653 Methods for Teaching Students with Traumatic Brain Injury (3)	D	M	D	D				5 TBI 1, TBI 2, TBI 3, TBI 4
GED 653F TBI Fieldwork (1)	D, P		D, P	D, P		D, P		5 TBI 1, TBI 2, TBI 3, TBI 4
GED 654 Methods for Teaching Students with Other Health Impairments	D	M	D	D				5 OHI 1, OHI 2, OHI 3,

Required Courses	1a. Candidates engage in ongoing scholarly, professional, and spiritual growth  <i>(ILO 1a.)</i>	1b. Candidates gain knowledge and skills in critical thinking, analysis, and synthesis  <i>(ILO 1b.)</i>	1c. Candidates work collaboratively and communicate effectively  <i>(ILO 1c.)</i>	2a. Candidates embrace the positive power of diversity through equity and access  <i>(ILO 2a.)</i>	2b. Candidates apply faith-based influences and beliefs within educational organizations  <i>(ILO 2b.)</i>	3a. Candidates engage in reflective educational practices that emulate Christian discipleship.  <i>(ILO 3a.)</i>	3b. Candidates serve as research-based transformational leaders within educational organizations  <i>(ILO 3b.)</i>	CTC Standard
(3)								OHI 4

## MASTER'S DEGREE IN SPECIAL EDUCATION CURRICULUM MAP - Candidate Learning Outcomes

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Required Courses	1a. Candidates engage in ongoing scholarly, professional, and spiritual growth  <i>(ILO 1a.)</i>	1b. Candidates gain knowledge and skills in critical thinking, analysis, and synthesis  <i>(ILO 1b.)</i>	1c. Candidates work collaboratively and communicate effectively  <i>(ILO 1c.)</i>	2a. Candidates embrace the positive power of diversity through equity and access  <i>(ILO 2a.)</i>	2b. Candidates apply faith-based influences and beliefs within educational organizations  <i>(ILO 2b.)</i>	3a. Candidates engage in reflective educational practices that emulate Christian discipleship  <i>(ILO 3a.)</i>	3b. Candidates serve as research-based transformational leaders within educational organizations  <i>(ILO 3b.)</i>	CTC Standard
GED 654F OHI Fieldwork (1)	D, P		D, P	D, P		D, P		5 OHI 1, OHI 2, OHI 3, OHI 4
GED 658 Reflective Coaching/ Induction (2)	D	D	D	D	D	D	D	2, 3, 4, 5
GED 658P Reflective Coaching/Induction Fieldwork (1)	M, P		M, P	M, P		M, P	M, P	2, 3, 4, 5
GED 672 Philosophy of Education (3)	D	D			D			5, 6

## MASTER'S DEGREE IN SPECIAL EDUCATION CURRICULUM MAP - Candidate Learning Outcomes

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Required Courses	1a. Candidates engage in ongoing scholarly, professional, personal, and spiritual growth  <i>(ILO 1a.)</i>	1b. Candidates gain knowledge and skills in critical thinking, analysis, and synthesis  <i>(ILO 1b.)</i>	1c. Candidates work collaboratively and communicate effectively  <i>(ILO 1c.)</i>	2a. Candidates embrace the positive power of diversity through equity and access  <i>(ILO 2a.)</i>	2b. Candidates apply faith-based influences and beliefs within educational organizations  <i>(ILO 2b.)</i>	3a. Candidates engage in reflective educational practices that emulate Christian discipleship  <i>(ILO 3a.)</i>	3b. Candidates serve as research-based transformational leaders within educational organizations  <i>(ILO 3b.)</i>	CTC Standard
GED 689 Action Research (3)	M	M				M	M	1, 5, 7
GED 689P Action Research Project (1)	D, P	D, P				D, P	D, P	1, 4, 5, 7
GED 659 Independent Studies in Special Education (2)	D, P	D, P				D, P	D, P	1, 4, 5, 7



## MASTER’S DEGREE IN SPECIAL EDUCATION CURRICULUM MAP - Candidate Learning Outcomes

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Required Courses	1a. Candidates engage in ongoing scholarly, professional, personal, and spiritual growth  (ILO 1a.)	1b. Candidates gain knowledge and skills in critical thinking, analysis, and synthesis  (ILO 1b.)	1c. Candidates work collaboratively and communicate effectively  (ILO 1c.)	2a. Candidates embrace the positive power of diversity through equity and access.  (ILO 2a.)	2b. Candidates apply faith-based influences and beliefs within educational organizations  (ILO 2b.)	3a. Candidates engage in reflective educational practices that emulate Christian discipleship  (ILO 3a.)	3b. Candidates serve as research-based transformational leaders within educational organizations  (ILO 3b.)	CTC Standard
Students choose an Elective from 1 of the following: GED 642 <sup>1</sup> GED 670 <sup>2</sup> GED 641 <sup>3</sup> GED 675 <sup>4</sup>	D	D			D	<b>D, M</b>		1, 5, 6

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<sup>1</sup> Teaching Strategies for English Learners (3)  
<sup>2</sup> Advanced Educational Psychology (3)  
<sup>3</sup> School Communities in a Pluralistic Society (3)  
<sup>4</sup> Family Systems (3)

## Multiple Year Assessment Plan Master of Arts in Special Education Education Specialist Clear 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 CTC 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 <sup>th</sup> 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 <sup>th</sup> 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 Master of Arts in Special Education Education Specialist Clear Credential**

Currently, assessment data is collected through internal and external sources. Focus groups representing staff, faculty, clinical supervisors, and advisory councils have worked together to discern a set of balanced assessment measures. They are listed below. Accompanying forms and rubrics are included in the appendix.

#### ***1. Coursework Assessments (2008)***

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 GED 622, Advanced Assessment and Behavioral Analysis, the signature assignment requires candidates to complete a comprehensive philosophy and action plan of assessment and behavior support to include: their personal beliefs and philosophy about their approach to assessment and behavior interventions and supports, identification of a viable set of rules and expectations for a classroom based on this philosophy (specifying the grade level, number of students and types of disabilities involved), and specific consequences for noncompliance with rules. This includes how the rules and expectations are taught and used to establish a positive classroom environment for students and established guidelines for individual behavioral needs, procedures, room arrangement, and supports as appropriate.
- **Signature Assignment:** In GED 650: Universal Access: Equity for All Students, candidates, given the Universal Design lesson planning forms, design, rather than retrofit, and implement a standards-based curricular lesson for a unit of study. This assignment demonstrates deepened understanding of: equitable access and implementing differentiated strategies (content, product, process). This creates a powerful standards-aligned lesson responsive to the needs of diverse learners (special education, English Learners, gifted/talented, cultural diversity, at-risk).
- **Signature Assignment:** In GED 656, Shared Leadership, Legislation, and Due Process, candidates, through observation and data collection, produce a school scan that documents the following elements of their school environment: policies and procedures enhancing collaborative teams, leadership styles, instructional resources, inclusive policies and practices or those not implemented, problem solving strategies that they are encouraged to use, classroom organizational systems, identifying what is working well, and areas for improvement.
- **Signature Assignment:** In GED658, Reflective Coaching Seminar and Induction, for special education "Education Specialist" clear credential candidates complete and submit the Education Specialist Individual Induction Plan (IIP) Plan, which is the process for Teacher Induction. Candidates, in collaboration with faculty, frame the path for the

expanded skills, support application in the classroom, and provide continual reflection for improving practice inquiry and professional growth.

- **Signature Assignment:** In GED 672, Philosophy of Education, candidates submit a five page paper that addresses their personal philosophy of education, identifies specific strands and elements of philosophical thoughts studied in the course and having an influence on their personal philosophy, addresses the alignment of their philosophy with the conceptual framework, and apply that philosophy by developing a strategic response to a current issue in education.
- **Signature Assignment:** In GED 652 Methods for Teaching Students with ASD, candidates will develop an organizational and self-regulation system for an individual student in a Word document that includes each of the following: a daily class/subject schedule, task completion due dates, long and short term assignment planning, DIS services, sensory diet, assignment notification, anticipation of change, relaxation system, and communication of needs/questions.

## ***2. Dispositions Assessments (2010)***

Candidates will be assessed a minimum of three times during the Master's in Special Education program:

- Introductory Self-Assessment and Professor Assessment
- Mid-Program Self-Assessment and Professor Assessment
- Final Disposition Self- Assessment and Professor Assessment

Candidates will upload dispositions on to TaskStream where they will be reviewed by faculty

## ***3. Exit Surveys for Program Completers (2009)***

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 informing areas for program improvement.

## ***4. Follow-up Surveys (2011)***

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.

**Summary of Data Collected**  
**Master of Arts in Special Education**  
**Education Specialist Clear Credential**

**Data Charts and Discussion of Findings**

Table 2  
Signature Assignments Clear Education Specialist Candidates – 2009 Clear Standards

2009-2011 Courses	Mild/Moderate Candidates					Moderate/Severe Candidates					
	N =	Mean	Median	Std. Dev.	Pass Rate	Courses	N=	Mean	Median	Std. Dev.	Pass Rate
GED 616 Curriculum Development, Innovation & Evaluation (Mild/mod only)	48	25.29 /28	26	2.59	90.33%	GED 638 System Organization for the Mod/ Severe Classroom (mod/ severe only)	32	3.23	3.29	.63	89.79%
GED 622 Advanced Special Education Assessment	79	3.61	3.60	.36	90.30%	GED 622 Advanced Special Education Assessment	19	3.65	3.80	.38	91.32%
GED 634 Transition Services for Students with Disabilities	59	3.64	3.75	.51	89.04%	GED 634 Transition Services for Students with Disabilities	13	3.75	3.75	.37	90%
GED 628 Using Technology to Support	52	3.56	3.60	.35	91%	GED 628 Using Technology to Support	17	3.60	3.8	.46	93.75%

Student Learning						Student Learning					
GED 639 Health Education	33	3.87	4	.19	96.83%	GED 639 Health Education	10	3.89	4	.16	92.25%
GED 642 Teaching Strategies for English Learners	50	3.82	4	.30	95.60%	GED 642 Teaching Strategies for English Learners	9	3.69	3.80	.28	92.36%

Table 3  
Signature Assignments Clear Education Specialist Candidates – 2011 Clear Standards

2009-2011	Clear Education Specialist Candidates				
Courses	N=	Mean	Median	Std. Dev.	Pass Rate
GED 650 Universal Access-Equity for All Students	34	3.44	3.43	.44	86%
GED 622 Advanced Assessment & Behavior Analysis	59	3.83	4.00	.33	96%
GED 656 Shared Leadership, Legislation, and Due Process	60	3.71%	3.81	.34	93%

GED 658 Reflective Coaching/ Induction for Special Education	11	3.75%	4.00	.40	94%
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Table 4  
Clear Education Specialist Disposition Assessment Data (Candidates in 2009 CTC Standards)

2009-2011	Traditional Mild/Moderate Candidates				Traditional Moderate/Severe Candidates				
Dispositions	N =	Mean	Median	Std. Dev.	Dispositions	N=	Mean	Median	Std. Dev.
Indicator 1: Dignity and Honor	-	-	-	-	Indicator 1: Dignity and Honor	1	4.00	4	0
Indicator 2: Honesty and Integrity	-	-	-	-	Indicator 2: Honesty and Integrity	1	4.00	4	0
Indicator 3: Caring, Patience, and Respect	-	-	-	-	Indicator 3: Caring, Patience, and Respect	1	4.00	4	0
Indicator 4: Spirit of Collaboration, Flexibility and Humility	-	-	-	-	Indicator 4: Spirit of Collaboration, Flexibility and Humility	1	4.00	4	0
Indicator 5: Harmony in Learning Community	-	-	-	-	Indicator 5: Harmony in Learning Community	1	4.00	4	0

Indicator 6: Self-Awareness/Calling	-	-	-	-	Indicator 6: Self-Awareness/Calling	1	4.00	4	0
Indicator 7: Perseverance with Challenge	-	-	-	-	Indicator 7: Perseverance with Challenge	1	4.00	4	0
Indicator 8: Diligence in Work Habits & Responsibility for Learning	-	-	-	-	Indicator 8: Diligence in Work Habits & Responsibility for Learning	1	4.00	4	0

Table 5  
Clear Education Specialist Disposition Assessment Data (Candidates in 2011 CTC Standards)

2009-2011	Clear Education Specialist Candidates			
Dispositions	N=	Mean	Median	Std. Dev.
Indicator 1: Dignity and Honor	1	3.00	3	0
Indicator 2: Honesty and Integrity	1	4.00	4	0
Indicator 3: Caring, Patience, and Respect	1	4.00	4	0
Indicator 4: Spirit of Collaboration, Flexibility and	1	3.00	3	0



Humility				
Indicator 5: Harmony in Learning Community	1	4.00	4	0
Indicator 6: Self-Awareness/Calling	1	4.00	4	0
Indicator 7: Perseverance with Challenge	1	4.00	4	0
Indicator 8: Diligence in Work Habits & Responsibility for Learning	1	3.00	3	0

#### Follow Up Survey Data

With a commitment to the principle of ongoing assessment and data analysis driving continuous improvement, the School of Education has been expanding their assessment process and in the spring of 2010 follow-up surveys to employers and alumni were distributed. An exit survey for program completers is under development. 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, two follow-up surveys were conducted across the regional centers. One of the surveys, the alumni survey, was distributed via Survey Monkey to give alumni an opportunity to provide specific feedback to the education preparation program from which a degree/credential was received. The second 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 final survey, the exit survey, is under development and is anticipated to be launched during the 2011-2012 academic year. The exit survey will be required upon program completion and it will probe candidates' overall satisfaction with the program, course of study, course content, and instructional delivery. Responses will be uploaded into Task Stream.

There were no responses to the alumni survey and to the employer survey which prevents the display of data from this important assessment area. There were no responses to the alumni survey and the employer survey, despite friendly reminders. It was disappointing to receive no feedback in either area. Variables impacting the response rates might be attributed to: a.) time of year sent, b.) challenges with the survey instrument, c.) lack of incentives, and d.) overall lack of time. The program needs to focus greater effort in this area for the coming academic year.

### **Analysis of Candidate and Program Data**

Table 7  
Analyses of Candidate and Program Assessment Data from Tables 2-5.

Course Content	Strengths	Areas for Improvement
GED 616 Curriculum Development, Innovation, & Evaluation ( mild/mod only)	Data reflect a mean score of 25.2 out of 28 with a 90.33% pass rate.	Mild/Moderate candidates at all regional centers performed successfully with no significant patterns emerging.
GED 622 Advanced Special Education Assessment	Overall scores showed a mean of 3.61 out of 4 with a 90.30% pass rate. This signature assignment had the highest N of 79 for mild/moderate candidates. Moderate/severe candidates also performed strongly with a mean score of 3.65 and a pass rate slightly higher (91.32%) than their mild/moderate counterparts.	Since this is the largest N for any of the signature assignments, it shows a strong grasp of key assessment issues and their classroom application. The strong scores in both mild/moderate and moderate/severe underscore the relevancy of assessment to teaching. The program needs to continue to provide strong emphasis on assessment for students with disabilities.
GED634 Transition Services for Students with Disabilities	The data for mild/moderate shows a mean of 3.64 and a relatively higher mean of 3.75 for mod/severe.	The scores may suggest mod/severe candidates recognize the importance of transition skills somewhat more than mild/moderate candidates. The program should consider ways to help mild/mod candidates give greater emphasis to transitions services for their students.
GED628 Using Technology For Support Student Learning	Mild/moderate candidates showed a pass rate of 91% while mod/severe candidates passed at the 93.75% level.	Mild/moderate candidates may need more support in using technology with their students. The program needs to infuse more activities and assignments requiring application of technology to assist candidates.

GED 639 Health Education	Mean scores for both mild/moderate (3.87) and mod/severe ( 3.89) candidates were fairly evenly matched and each showed a median score of 4 .	Candidates showed strong awareness and application of health education issues for students with disabilities. Continued program support for this area is recommended.
GED 642 Teaching Strategies for English Learners	Mean scores among mild/mod (3.82) were somewhat higher than mod/severe (3.69) with a pass rate of 95.6% for mild/mod and a pass rate of 92.36% for mod/severe.	Mild/mod candidates gave a relatively stronger performance than mod/severe candidates in this area. The program needs to provide more assignments and activities for all candidates in the area of EL with Special Needs since it is a complex area for remediation and support.
GED 638 System Organization for the Mod/Severe Classroom ( mod/severe only)	The mean score (3.65) was strong with a pass rate of 91.32% among all candidates.	Mod/Severe candidates at all regional centers performed successfully with no significant patterns emerging.

Table 8  
Signature Assignments for Clear Education Specialist Candidates (2011 CTC Clear Standards)

Course Content	Strengths	Areas for Improvement
GED 658 Reflective Coaching/Induction for Special Education	An overall mean score of 3.75 was demonstrated with a pass rate of 94% on the signature assignment. Median score was 4.0.	Candidates in a short period of time have shown their strength in application and extension of teaching skills through the induction process. The program needs to continue to provide supervision and support for candidates as they move through induction.
GED 656 Shared Leadership, Legislation, and Due Process	A mean score of 3.71 with a pass rate of 93% was measured.	Candidates have demonstrated strength in understanding, organizing, and reflecting on school leadership as well as their role in schools. Continued monitoring of this signature assignment is recommended for any need of programmatic changes.

<p>GED 650 Universal Access: Equity for All Students</p>	<p>The mean score for this signature assignment was 3.44 and the pass rate was 86%.</p>	<p>Among the 4 signature assignments, this one was the lowest. There were no significant differences among the regional centers to suggest any patterns. The program should review the signature assignment and its various components to determine if the directions are clear and if there is sufficient pedagogy embedded within the course to support the signature assignment. This work should be completed prior to the beginning of the 2011-2012 academic school year.</p>
<p>GED 622 Advanced Assessment and Behavior Analysis</p>	<p>The mean score was shown to be 3.83 with a 96% pass rate. The median score was 4.0.</p>	<p>Candidates in a short period of time have shown their strength in application and extension of skills in assessment, particularly analysis of behavior. The program needs to continue to provide strong support for candidates in this critical area.</p>

Table 9  
Analyses of Candidate and Program Assessment Data from Tables 4-5.  
Disposition Assessments for Clear Mild/Moderate and Moderate/Severe Education Specialist Candidates

Disposition Themes	Strengths	Areas for Improvement
<p>Dignity &amp; Honor Honesty &amp; Integrity</p>	<p>1 candidate response. Need baseline data.</p>	<p>Continued program emphasis on dispositions is recommended as a full baseline is established during the 2011-12 academic year. Candidates would benefit from support in their willingness to critically examine their Dispositions related to the work they do with students with disabilities in the areas of Dignity and Honor.</p>

<p>Caring, Patience, and Respect</p> <p>Spirit of Collaboration, Flexibility &amp; Humility</p>	<p>1 candidate response. Need baseline data.</p>	<p>Continued program emphasis on dispositions is recommended as a full baseline is established during the 2011-12 academic year. Candidates would benefit from support in their willingness to critically examine their Dispositions related to the work they do with students with disabilities in the areas of Caring, Patience, and Respect as well as Spirit of Collaboration, Flexibility &amp; Humility.</p>
<p>Harmony in the Learning Community</p> <p>Self-Awareness/Calling</p>	<p>1 candidate response. Need baseline data.</p>	<p>Continued program emphasis on dispositions is recommended as a full baseline is established during the 2011-12 academic year. Candidates would benefit from support in their willingness to critically examine their Dispositions related to the work they do with students with disabilities in the areas of Harmony in the Learning Community and Self-Awareness/Calling.</p>
<p>Perseverance with Challenge</p> <p>Diligence in Work Habits &amp; Responsibility for Learning</p>	<p>1 candidate response. Need baseline data.</p>	<p>Continued program emphasis on dispositions is recommended as a full baseline is established during the 2011-12 academic year. Candidates would benefit from support in their willingness to critically examine their Dispositions related to the work they do with students with disabilities in the areas of Perseverance with Challenge and Diligence in Work Habits &amp; Responsibility for Learning.</p>

**Use of Results  
Master of Arts in Special Education  
Education Specialist Clear Credential**

**Use of Assessment Results to Improve Candidate and Program Performance**

Proposed Program Changes		
	Data	Summary
Candidate Competence	Signature Assignments	
		<p>Candidates performed well on the signature assignments in the new Clear courses (2011 CTC Standards). Recommendations for consideration are as follows:</p> <p><u>GED 658</u> - Recommend continuation of activities and assignments in this course that support candidate development in application and extension of teaching skills through the induction process. The program needs to continue to provide coordinated supervision and support for candidates through close collaboration with district support providers as candidates move through induction.</p> <p><u>GED 656</u> - Recommend program continuation of course to support candidate strength in understanding, organizing, and reflecting on school leadership as well as their own role in school leadership. Continued monitoring of this signature assignment is recommended for any need of programmatic changes.</p> <p><u>GED 650</u>- The program should give priority to the review of this signature assignment as an assessment measure. Candidates overall scored lower in this signature assignment than the others suggesting the need to examine this course and signature assignment immediately. The program needs to determine the following: 1) are the directions are clear; 2) are the various components of the assessment appropriate and relevant; 3) is there sufficient pedagogy embedded within the course to support the signature assignment. This work should be completed prior to the beginning of the 2011-2012 academic school year.</p> <p><u>GED 622</u>- Recommend continuation of activities, assignments, and signature assessment in this course. Candidates in a short period of time were able to show their strong skills in the application of</p>

		assessment, particularly analysis of behavior. The program needs to continue to provide strong support for candidates in this critical area.
	Dispositions	Since this is the first time data has been collected on dispositions, a review of the implementation process needs to occur prior to the beginning of the 2011-2012 academic year. The program needs to identify viable ways to collect Disposition data from candidates such as specific courses identified as junctures for Disposition data collection. Program faculty also need to identify ways to assist candidates in willingness to critically examine their own Dispositions related to the work they do with students with disabilities. The faculty need to develop a “plan of action” to address these issues for improvement in the 2011-2012 academic year.
	Follow up / Exit Surveys	Since this was the first time collecting Follow Up survey data there is great need for program improvement. The program faculty need to develop the following: 1) an Exit Survey for Clear candidates representing key areas of information required; 2) effective ways to ensure greater returned responses from Alumni Surveys; 3) effective ways to ensure greater returned responses from Employer Surveys. The faculty need to develop a “plan of action” to address these issues for improvement in the 2011-2012 academic year.
Program Effectiveness	360 Performance evaluation of the Program director and coordinators	

# APPENDIX



## GED 622 Advanced Assessment and Behavioral Analysis

	<b>Far Below Standards</b> value: 1	<b>Below Standards</b> value: 2	<b>Meets Standards</b> value: 3	<b>Exceeds Standards</b> value: 4	<b>Score/ Level</b>
Personal Beliefs/Philosophy About Assessment & Behavior Supports weight:25%	Little or no evidence of statements of personal beliefs and a philosophy about assessment and behavior supports	A partial statement of personal beliefs and a philosophy about assessment and behavior supports	Clearly states personal beliefs and a philosophy about assessment and behavior supports	Clearly, consistently, and convincingly states personal beliefs and a philosophy about assessment and behavior supports	
Identification of a Viable Set of Rules/Expectations Along with Reinforcements & Consequences weight:25%	Little or no evidence relating to the identification of a viable set of rules & expectations with no clear rationale as to the specific reinforcements and consequences selected	Partial evidence relating to the identification of a viable set of rules & expectations with no clear rationale as to the specific reinforcements and consequences selected	Clearly relates the identification of a viable set of rules & expectations and a clear rationale as to the specific reinforcements and consequences selected	Clearly, consistently, convincingly relates the identification of a viable set of rules & expectations and a clear rationale as to the specific reinforcements and consequences selected	
How Rules/Expectations are Taught and Used to Establish a Positive Classroom Environment weight:25%	Little or no evidence of analysis of how rules/expectations are taught with no clear rationale for how they are used to establish a positive classroom environment	Partial evidence of analysis of how rules/expectations are taught with no clear rationale for how they are used to establish a positive classroom environment	Clear evidence of analysis of rules/expectations are taught with rationale for how they are used to establish a positive classroom environment	Clear and consistent, evidence of analysis of how rules/expectations are taught with clear rationale for how they are used to establish a positive classroom environment	
Established Guidelines for Individual Behavioral Needs, Room Arrangement, Procedures & Positive Supports weight:25%	Little or no evidence is given to identify and address the individual student's behavioral needs in the following areas: • Room arrangement • Procedures and Positive Supports for the student's behavior as well as consequences as appropriate.	Partial evidence is given to identify and address the individual student's behavioral needs in the following areas: • Room arrangement • Procedures and Positive Supports for the student's behavior as well as consequences as appropriate.	Clear evidence is given to identify and address the individual student's behavioral needs in the following areas: •Room arrangement • Procedures and Positive Supports for the student's behavior as well as consequences as appropriate.	Clear, consistent, and convincing evidence is given to identify and address the individual student's behavioral needs in the following areas: • Room arrangement • Procedures and Positive Supports for the student's behavior as well as consequences as appropriate.	

## GED 650 Universal Design Lesson Plan

	<b>Far Below Standards</b> value: 1	<b>Below Standards</b> value: 2	<b>Meets Standards</b> value: 3	<b>Exceeds Standards</b> value: 4	<b>Score/Level</b>
California State Standards and district approved curricular resources	Little or no evidence citing use of California State Standards and district approved curricular resources.	Partial evidence cited to include: 1) California State Standards, 2) District Approved curricular resources	Clearly states: California State Standards, grade level, and specific focus area, 2) District approved curricular resources.	Clearly, consistently, and convincingly states: 1) California State Standards, grade level, and specific focus area, 2) District approved curricular resources, 3) Interdisciplinary themes/standards.	
Gathering facts about the learners	Little or no evidence identifying the learners in the classroom.	Partial evidence identifying in the learners in the classroom to include: 1) ELL, Special Education, Gifted, and At-Risk populations.	Clear evidence identifying the learners in the classroom to include: 1) ELL, Special Education, Gifted, and At Risk populations, 2) Learning modalities of strength and multiple intelligences.	Clear and consistent evidence identifying the learners in the classroom to include: 1) ELL, Special Education, Gifted, and At Risk populations, 2) learning modalities of strength and multiple intelligence, 3) Pause and reflection to ensure that "all" students are considered.	
Considerations for differentiating CONTENT (What will they learn?)	Little or no evidence is given of adjusting content and curricular resources for instruction.	Partial evidence of adjusting level of content and differentiated curricular resources for instruction to include one of the following: 1) Variations in curricular resources for ELL, Special Education, Gifted, and At Risk populations.	Clear evidence of adjusting level of content and differentiated curricular resources for instruction to include both of the following: 1) Variations in curricular resources for ELL, Special Education, Gifted, and At Risk populations, 2) Adjustment in content to accommodate learning modalities of strength, multiple intelligence, and different learning abilities.	Clear and consistent evidence of adjusting level of content and differentiated curricular resources for instruction to include the following: 1) Variations in curricular resources for ELL, Special Education, Gifted, and At Risk populations, 2) Adjustment in content to accommodate learning modalities of strength, multiple intelligence, and different learning abilities, 3) Pause and reflection to ensure that "all" students are considered.	
Considerations for differentiating PRODUCT (How will they convey their learning?)	Little or no evidence is given to address multiple assessment products.	Partial evidence is given to address multiple assessment products: 1) Variations in the assessment products for ELL, Special Education, Gifted, and At Risk populations.	Clear evidence is given to address multiple assessment products: 1) Variations in the assessment products for ELL, Special Education, Gifted, and At Risk populations, 2) Variations in the assessment products to include learning modalities of strength, multiple intelligence, and different learning abilities.	Clear and consistent evidence is given to address multiple assessment products: 1) Variations in the assessment products for ELL, Special Education, Gifted, and At Risk populations, 2) Variations in the assessment products to include learning modalities of strength, multiple intelligence, and different learning abilities.	

			3) Pause and reflection to ensure that "all" students are considered.	different learning abilities, 3) Pause and reflection to ensure that "all" students are considered.	
Considerations for a differentiated instructional PROCESS (How will they engage in learning?)	Little or no evidence for considerations for a differentiated instructional process.	Partial evidence for considerations for a differentiated instructional process to include two of the following: 1) Format (adapted lecture, activity-based, web-based, etc), 2) Arrangement ( cooperative group structure, small group, tutorial,etc.), 3) Strategies ( research-based, Blooms Taxonomy, ELL/SPED, etc), 4) Social/Physical ( learning stations, individual seats, outside class, community learning, etc.), 5) Co-teaching ( supportive, parallel, complementary, team).	Clear evidence for considerations for a differentiated instructional process to include two of the following: 1) Format (adapted lecture, activity-based, web-based, etc), 2) Arrangement ( cooperative group structure, small group, tutorial,etc.), 3) Strategies ( research-based, Blooms Taxonomy, ELL/SPED, etc), 4) Social/Physical ( learning stations, individual seats, outside class, community learning, etc.), 5) Co-teaching ( supportive, parallel, complementary, team).	Clear evidence for considerations for a differentiated instructional process to include two of the following: 1) Format (adapted lecture, activity-based, web-based, etc), 2) Arrangement ( cooperative group structure, small group, tutorial,etc.), 3) Strategies ( research-based, Blooms Taxonomy, ELL/SPED, etc), 4) Social/Physical ( learning stations, individual seats, outside class, community learning, etc.), 5) Co-teaching ( supportive, parallel, complementary, team), 6) Pause and reflection to ensure that "all" students are included.	
Identification of implementation stage	Little or no evidence of responsibilities of the involved staff during the instructional process.	Partial evidence of the responsibilities of the involved staff, highlighting responsibilities during the instructional process.	Clear evidence of the responsibilities of the involved staff, highlighting responsibilities before and during the instructional process.	Clear and consistent evidence of the responsibilities of the involved staff, highlighting responsibilities before, during, and after the instructional process.	
Reflection	Little or no statement of staff reflection.	Partial statement of staff reflection.	Clear statement of staff reflection to include: 1) how staff and students engaged and performed, 2) recommendation for design of the next lesson.	Clear and consistent statement of staff reflection to include: 1) how staff and students engaged and performed, 2) recommendation for design of the next lesson, 3) where, when, and how often collaborative reflection takes place.	

# GED 656 School Scan Project

	<b>Far Below Standards</b> value: 1	<b>Below Standards</b> value: 2	<b>Meets Standards</b> value: 3	<b>Exceeds Standards</b> value: 4	<b>Score/Level</b>
Policies and procedures enhancing collaborative teams	Little or no evidence citing specific school policies and procedures supportive of collaborative teams.	Partial evidence citing specific school policies and procedures supportive of collaborative teams.	Clearly states specific school policies and procedures supportive of collaborative teams.	Clearly, consistently, and convincingly states specific school policies and procedures supportive of collaborative teams.	
Leadership styles	Little or no evidence citing leadership styles within their school environment.	Partial evidence citing leadership styles within their school environment.	Clearly states evidence of leadership styles within their school environment.	Clearly, consistently, and convincingly states evidence of leadership styles within their school environment.	
Instructional resources	Little or no evidence of range and variety of instructional resources available within their school environment.	Partial evidence of the range and variety of instructional resources available within their school environment.	Clearly cites evidence of the range and variety of instructional resources available within their school environment.	Clearly, consistently, and convincingly cites evidence of the range and variety of instructional resources available within their school environment.	
Inclusive practices	Little or no evidence citing the kinds of opportunities for inclusive settings for students within their school environment.	Partial evidence citing the kinds of opportunities for inclusive settings for students within their school environment.	Clear evidence citing the kinds of opportunities for inclusive settings for students within their school environment.	Clear, consistently, and convincingly states evidence about the kinds of opportunities for inclusive settings for students within their school environment.	
Problem solving strategies encouraged	Little or no evidence given to show that problem solving strategies are encouraged within the school environment.	Partial evidence given to show that problem solving strategies are encouraged within the school environment.	Clear evidence given to show that problem solving strategies are encouraged within the school environment.	Clear, consistently, and convincingly gives evidence to show that problem solving strategies are encouraged within the school environment.	
Systems	Little or no evidence cited to show the presence and utilization of systems within the school environment such as child study teams, governance teams, advisory councils, grade level teams, and so forth.	Partial evidence cited to show the presence and utilization of systems within the school environment such as child study teams, governance teams, advisory councils, grade level teams, and so forth.	Clear evidence cited showing the presence and utilization of systems within the school environment such as child study teams, governance teams, advisory councils, grade level teams, and so forth.	Clear, consistently, and convincingly states evidence showing the presence and utilization of systems within the school environment such as child study teams, governance teams, advisory councils, grade level teams, and so forth.	
What is working effectively	Little or no evidence given that describes specific elements of the school environment that are working effectively.	Partial evidence given describing specific elements of the school environment that are working effectively.	Clear evidence is given describing specific elements of the school environment that are working effectively.	Clear, consistent, and convincing evidence is given describing specific elements of the school environment that are working effectively.	
Areas for improvement	Little or no evidence given that identifies specific areas for improvement in the school environment.	Partial evidence given that identifies specific areas for improvement in the school environment.	Clear evidence given that identifies specific areas for improvement in the school environment.	Clear, consistent, and convincing evidence is given that identifies specific areas for improvement in the school environment.	

## GED 658 Individual Induction Plan

	<b>Far Below Standards</b> value: 1	<b>Below Standards</b> value: 2	<b>Meets Standards</b> value: 3	<b>Exceeds Standards</b> value: 4	<b>Score/ Level</b>
Focus: Determining What the Candidate Needs to Know and Be Able To Do.	Little or no evidence cited to determine what the candidate needs to know and be able to do.	Partial evidence cited to determine what the candidate needs to know and be able to do.	Clear evidence given to determine what the candidate needs to know and be able to do.	Clear, consistent, and convincing evidence given to determine what the candidate needs to know and be able to do.	
Action Plan: Examining Research and Applying New Learning in Their Assignment.	Little or no evidence of an Action Plan that examines research and makes application of new learning in their assignment.	Partial evidence of an Action Plan that examines research and makes application of new learning in their assignment.	Clear evidence of an Action Plan that examines research and makes application of new learning in their assignment.	Clear, consistent, and convincing evidence of an Action Plan that examines research and makes application of new learning in their assignment.	
Implementation Steps: Applying New Learning in Their Assignment.	Little or no evidence of implementation steps that apply new learning in their assignment.	Partial evidence of implementation steps that apply new learning in their assignment.	Clear evidence of implementation steps that apply new learning in their assignment.	Clear, consistent, and convincing evidence of implementation steps that apply new learning in their assignment.	
Reflection/Application Regarding Instructional Strategies and Student Attainment of Goals/Objectives.	Little or no evidence of reflection/application regarding instructional strategies and student attainment of goals/objectives.	Partial evidence of reflection/application regarding instructional strategies and student attainment of goals/objectives.	Clear evidence of reflection/application regarding instructional strategies and student attainment of goals/objectives.	Clear, consistent, and convincing evidence of reflection/application regarding instructional strategies and student attainment of goals/objectives.	

## GED 672 Philosophy of Education

	<b>Little or No Evidence (1)</b> value: 1	<b>Limited Evidence (2)</b> value: 2	<b>Appropriate Evidence (3)</b> value: 3	<b>Integrated Evidence (4)</b> value: 4	<b>Score/Level</b>
Overall statement of philosophy of education	No connection between personal philosophy and the rest of the paper	Personal philosophy disconnected from many of the concepts addressed in the paper	Personal philosophy integrated with some of the concepts addressed in the paper	Illustration of personal philosophy integrated with all concepts addressed in the paper	
Perspective on human nature & view of students	Perspective on human nature is lacking any foundation or illustration; view of students is disconnected from perspective on human nature	Perspective on human nature is provided but little foundation or illustration is present; view of students is inconsistent with perspective on human nature	Perspective on human nature is explained with either foundation OR illustration (not both); view of students is consistent with perspective on human nature	Well articulated perspective on human nature with foundation and illustration; view of students aligns with perspective on human nature	
Perspective on epistemology (theory of knowledge) and how it relates to students	Perspective on epistemology is lacking and/or disconnected from understanding of students	Perspective on epistemology is inconsistent with understanding of students	Role of epistemology is explained in personal philosophy; connection exists between epistemology and understanding of students	Explanation of epistemology is well-developed in the personal philosophy; integration of how epistemology relates to understanding of students	
Role of major philosophers (and philosophy) that contribute to personal philosophy formation	Briefly explains role of 1 major philosopher in formulating personal philosophy; self-identified elements of particular philosophy (i.e. Idealism, Behaviorism) inconsistent with personal philosophy	Fully explains role of 1 major philosopher in formulating personal philosophy; self-identified elements of particular philosophy (i.e. Idealism, Behaviorism) inconsistent with personal philosophy	Explains role of 2 major philosophers in formulating personal philosophy; self-identified elements of particular philosophy (i.e. Idealism, Behaviorism) mostly consistent with personal philosophy	Thoroughly integrates the role of 2 major philosophers in formulating personal philosophy; self-identified elements of particular philosophies (i.e. Idealism, Behaviorism) align with personal philosophy	

How personal philosophy transforms professional practice	Provides minimal explanation of how personal philosophy will transform professional practice	Provides some explanation of how personal philosophy will transform professional practice	Offers detailed explanation of how personal philosophy will transform professional practice	Reflects upon experience (or perspective) and offers detailed explanation of how personal philosophy will transform professional practice	
Integration of professional standards in personal philosophy	Does not integrate professional standards in personal philosophy	Limited knowledge of professional standards; personal philosophy is inconsistent with professional standards	Knowledge of professional standards and identifies these standards in personal philosophy	Thorough understanding of professional standards and how personal philosophy interacts with these standards; If applicable, recognizes aspects of incompatibility between personal philosophy and professional standards	
Application of personal philosophy to a current issue in education	Represents misunderstanding of the current issue; does not draw connection between personal philosophy and the issue	Represents limited understanding of the current issue; inconsistently applies personal philosophy	Represents some understanding of the current issue; applies personal philosophy with either illustration OR reasonable arguments	Represents a rich understanding of the current issue; applies personal philosophy with illustration AND convincing arguments	
Conventions—grammar, spelling, citations, organization	No integration of concepts; major grammar, spelling and/or citation errors present	Limited integration of concepts; grammar, spelling & citation errors recur and detract from quality of paper	Addressed each aspect of assignment with some integration of concepts; grammar, spelling & citations appropriate and any errors do not detract from quality of paper	Well organized; integrated concepts; accurate grammar, spelling & citations	

## GED 652 Methods for Teaching Students with ASD

	<b>Far Below Standards</b> value: 1	<b>Below Standards</b> value: 2	<b>Meets Standards</b> value: 3	<b>Exceeds Standards</b> value: 4	<b>Score/ Level</b>
Daily Class Schedule, Task Completion, & Long-Short Term Assignments Planning weight:25%	Little or no evidence of statements of the development of the following: Daily class schedule, Task completion process, Long-Short term assignments planning	Partial statements of the development of the following: Daily class schedule, Task completion process, Long-Short term assignments planning	Clearly statements of the development of the following: Daily class schedule, Task completion process, Long-Short term assignments planning	Clear, consistent, and convincing statements of the development of the following: Daily class schedule, Task completion process, Long-Short term assignments planning	
Identification of DIS Services and a Sensory Diet weight:25%	Little or no evidence relating to the identification of DIS services with no clear rationale as to the sensory diet selected	Partial evidence relating to the identification of DIS services with no clear rationale as to the sensory diet selected	Clearly relates the identification of DIS services and a clear rationale as to the sensory diet selected	Clearly, consistently, convincingly relates the identification of DIS services and a clear rationale as to the sensory diet selected	
How the Anticipation of Change and a Relaxation System Are Addressed weight:25%	Little or no evidence of analysis of how the Anticipation of Change is taught with no clear rationale for how a Relaxation System is used with the individual student	Partial evidence of analysis of how the Anticipation of Change is taught with no clear rationale for how a Relaxation System is used with the individual student	Clear evidence of analysis of the Anticipation of Change is taught with rationale for how a Relaxation System is used with the individual student	Clear and consistent, evidence of analysis of how the Anticipation of Change is taught with clear rationale for how a Relaxation System is used with the individual student	
How a Communication System of Needs/Questions is Taught and Utilized weight:25%	Little or no evidence is given to identify how a Communication System of Needs/Questions is taught to and utilized by the student with Autism Spectrum Disorder	Partial evidence is given to identify how a Communication System of Needs/Questions is taught to and utilized by the student with Autism Spectrum Disorder	Clear evidence is given to identify how a Communication System of Needs/Questions is taught to and utilized by the student with Autism Spectrum Disorder	Clear, consistent, and convincing evidence is given to identify how a Communication System of Needs/Questions is taught to and utilized by the student with Autism Spectrum Disorder	



## 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><b>1. Dignity &amp; Honor</b></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><b>2. Honesty &amp; Integrity</b></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><b>3. Caring, Patience, and Respect</b></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><b>4. Spirit of Collaboration, Flexibility and Humility</b></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><b>5. Harmony in Learning Community</b></p> <p>The candidate takes responsibility for resolving conflicts or</p>		

issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community.		
<b>6. Self-Awareness/Calling</b> 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</i> that <i>servicing 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>		
<b>7. Perseverance with Challenge</b> The candidate perseveres, remains engaged, and persists as a life-long learner, especially when academic and professional assignments are perceived as challenging.		
<b>8. Diligence in Work Habits &amp; /Responsibility for Learning</b> 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.)

## Masters in Special Education Exit Survey

1. Select the year you entered the Masters in Special Education Program:
2. Select the semester and year you completed your program:
3. Gender
4. Ethnicity (optional)
5. Years of Classroom Teaching
6. Age
7. Current Professional Status
8. Social-economic status of the majority of your current/latest students
9. Select all degrees, certificates, and credentials you have completed at PLNU
10. Added Authorization in Special Education (AASE) emphasis
11. During my time of enrollment, my experience with Point Loma Nazarene University was positive
12. The Admissions staff was accessible, knowledgeable, and helpful
13. Overall, the advising and scheduling services were accessible and helpful
14. Overall, the teaching faculty was accessible and helpful
15. Overall the teaching faculty was well prepared for classes
16. Overall, the teaching faculty demonstrated their subject matter expertise
17. Overall, the teaching faculty helped me become more knowledgeable and sensitive in my preparation to work with diverse students, including students with exceptionalities
18. Overall, the teaching faculty modeled appropriate and professional dispositions
19. Overall, the course syllabi were clear and helpful
20. Overall, the faculty demonstrated a variety of instructional strategies and modeled teaching excellence
21. PEDAGOGY: The Masters in Special Education (Clear) Program increased my ability to:
  - a. Present content to student in challenging, clear, and compelling ways, using real-world contexts and integrating technology appropriately
  - b. Provide multiple explanations and instructional strategies so that all students can learn
  - c. Present content to student in challenging, clear, and compelling ways, using real-world contexts and integrating technology appropriately
  - d. Identify my teaching philosophy and integrate it into my teaching practice Use research regarding how students learn and how to make instruction accessible to them
22. DIFFERENTIATION: The Masters in Special Education (Clear) Program increased my ability to:
  - a. Demonstrate and apply proficiencies to issues related to diversity
  - b. Demonstrate and apply proficiencies related to adjusting the instructional process to meet the academic needs of English Language Learners
  - c. Demonstrate and apply proficiencies related to providing multi-leveled content to meet the academic needs of students with exceptionalities
  - d. Demonstrate and apply proficiencies related to implementing differentiated instructional strategies
  - e. Demonstrate and apply proficiencies related to implementing differentiated instructional strategies to positively impact all student learning
  - f. Demonstrate and apply proficiencies related to scaffolding assignments to meet the needs of all students. Contextualize teaching by utilizing student' own experiences and cultures
  - g. Provide multiple explanations and instructional strategies so that all students can learn
  - h. Actively and effectively participate in instructional teams and professional decisions
23. PROGRESS MONITORING: The Masters in Special Education (Clear) Program increased my abilities to:
  - a. Reflect on my content , professional, and pedagogical knowledge, skills, and dispositions, and apply them in a variety of settings
  - b. Reflect on my practice and make necessary adjustments to enhance student learning

- c. Consider school, family, and community context in connecting concepts to students' prior experience and real world issues to develop meaningful learning experiences for all
  - d. Apply the professional expectations of the teaching profession
  - e. Analyze and monitor all student learning and make appropriate adjustments to instruction
  - f. Differentiate student assessment products and use a variety of research based formative and summative assessment strategies to increase learning for all students
  - g. Address students' preconceptions that hinder learning
24. COLLABORATION: the Masters in Special Education (Clear) Program increased my abilities to:
- a. Create caring and supportive classroom environments by identifying individual student supports and services, dispositions, and learning styles to maximize their learning.
  - b. Collaborate with other professionals to analyze student data for continuous adjustment and improvement of instructional planning
  - c. Work collaboratively to critique and reflect on each other's practice and effects on student learning
  - d. Regularly interact with other teachers, families of students, administrators, and university faculty
  - e. Take on leadership roles in the professional community and collaborate with colleagues to contribute to school improvement and renewal
  - f. Share my expertise in pedagogical content knowledge through mentoring roles in my school and community
25. REFLECTIVE AND LIFELONG LEARNER: the Masters in Special Education (Clear) Program increased my abilities to:
- a. Reflect on my content , professional, and pedagogical knowledge, skills, and dispositions, and Connect my knowledge and awareness of child development and human learning with the needs of my students
  - b. Critique and synthesize educational research and theories related to teaching and learning and classroom practice based on my own applied research
  - c. Develop an expertise in certain aspects of professional and pedagogical knowledge based on research and experience
  - d. Reflect on professional dispositions and develop plans to adjust dispositions when necessary
  - e. Create theoretically based projects that have real-world application in the classroom
  - f. Participate in a variety of activities directed at improving teaching and learning
26. List 2-3 teaching strategies, courses and/or assignments that were most relevant and applicable to our teaching profession. Please identify how these impacted student learning in your classroom
27. List 1-2 teaching strategies, courses, and assignments that were least relevant and applicable to your teaching profession. Please include specific recommendations for improvement
28. List any program strengths or suggestions you have regarding your overall experience in the MATL program.

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 (Advanced 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
  - b. 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
  - c. Select Employer, Supervisor, Director of the Division, Other (please specify)
6. How long have you known the graduate in your workplace
  - d. 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