<u>**Master of Arts in Teaching: Education Specialist Moderate Severe**</u>
<u>**Preliminary Credential**</u>
Annual Assessment Report
School of Education
2010-2011 Academic Year

<u>**Assessment Plan Description**</u>

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 Teaching: Education Specialist Moderate Severe
Preliminary 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 who serves collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity. 2. Possesses the skills and dispositions to plan, implement, and analyze instruction that supports all students learning.	Equip 1. Engages in ongoing scholarly, professional, and personal growth. (CTC 3,6 and MS Standard 1,2,3) 2. Gains knowledge and skills in assessment, planning, implantation, and analysis of instruction to support all learners. (CTC 5,8,9,11 and MS Standard 1,2,3) 3. Demonstrates the ability to work collaboratively and communicate effectively. (CTC 4,7 and MS Standard 2,3,8) 4. 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 3, MS Standard 4,and 6)
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. Utilize research-based strategies, curriculum, instructional practices, and behavioral strategies to support learning for all students. 3. Reflects positive personal presence, age-appropriate strategies, and research-based knowledge of students with special needs and the psychology to create safe classroom environments that promote learning for all students.	Transform 1. Demonstrates strategies for using the influence of diversity to improve teaching and learning. (CTC 3,13) 2. Demonstrate skills to effectively communicate with parents, staff, and community on a regular and predictable basis. (CTC 3,4,5,8 and MS Standard 7,8) 3. Uses a variety of methods and strategies to meet student achievement and learning needs .(CTC 9,11,13 and MS Standard 3,4 ,5,6) 4. Practices skills and techniques essential for the effective teaching of students with disabilities. (CTC 9,11,13 and MS Standard 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 a research-based transformational leader within their classrooms, schools, districts, and communities.	Empower 1. Demonstrates an understanding of an accountability system of teaching and learning based on state K-12 content standards and students IEP goals and progress towards the standards and goals for all students. (CTC 3,5,8,9,13,15 and MM Standard 2,3,7,8) 2. Builds the capacity to recognize students' specific learning needs, place students in developmentally appropriate context for learning, and assisting students to have access to needed resources for learning. (CTC 3,5,7,8,13,15 and MS Standard 7,8) 3. Demonstrates evaluation and use a wide range of technologies, including assistive techniques and augmentative communication when appropriate to support instruction and student achievement. (CTC 5,6,13 and MS Standard 7,8),6,13 and MS Standard 7,8)

Curriculum Map
Master of Arts in Teaching: Education Specialist Moderate Severe
Preliminary Credential

MAT PRELIMINARY MODERATE SEVERE EDUCATION SPECIALIST CURRICULUM MAP - Candidate Learning Outcomes (CLO)

(Legend: D=Developed; M=Mastered; P=Practiced; Color <mark>Yellow</mark>=signature assignment)

Required Courses	1a. Candidates engage in ongoing scholarly, professional, personal, and spiritual growth. (*ILO 1a.*)	1b. Candidates gain know-ledge and skills in critical thinking, analysis, and synthesis. (*ILO 1b.*)	1c. Candidates work collabora-tively and communicate effectively. (*ILO 1c.*)	2a. Candidates embrace the positive power of diversity through equity and access. (*ILO 2a.*)	2b. Candidate apply faith-based influences and beliefs within educational organiza-tions. (*ILO 2b.*)	3a. Candidates engage in reflective educational practices that emulate Christian discipleship. (*ILO 3a.*)	3b. Candi-dates serve as research-based transform ational leaders within educa-tional organiza-tions. (*ILO 3b.*)	CTC Standard
EDU 602 Foundations of Special Education (3)	<mark>D, P</mark>	D	D, M	<mark>D, M</mark>	D, M	<mark>D</mark>		3, 4, 7B, 9, 13
EDU 651 Curricular and Instructional Adaptations for Mild/Mod (3) *mild/moderate only*	D, P	D, P	D, P	D	D, M	D, M	D, M	1,6,10,3,1 3,7,8
EDU 650 Assessment and Services for Students with Disabilities (3)	D, M	<mark>D, M</mark>	<mark>D, M</mark>	D, M	D, M	D, M	D, M	4,8,14,2,7, 10

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 collabora-tively and communicate effectively. (*ILO 1c.*)	2a. Candidates embrace the positive power of diversity through equity and access. (*ILO 2a.*)	2b. Candidate apply faith-based influences and beliefs within educational organiza-tions. (*ILO 2b.*)	3a. Candidates engage in reflective educational practices that emulate Christian discipleship. (*ILO 3a.*)	3b. Candi-dates serve as research-based transform ational leaders within educa-tional organiza-tions. (*ILO 3b.*)	CTC Standard
EDU 652 Consultation and Collaboration for the IEP (3)	D, M	D , P	D, P	D, P	D, P	D	D	2,7,8,6,14, 4,3

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EDU 653 Language Acquisition for Students with Disabilities (3)	D, P	D, P	D, P	D, P	D, P	D, P		1,4,10,13, 3,5,12,9
EDU 653F Fieldwork for Language Acquisition for Students with Disabilities (.5)	P		P	P	P	P		1,4,10,13, 3,5,12,9
EDU 654 Methods for Teaching Students with Mod/Severe (3) *mod/severe only*	D, P	D	D, M	D, M	D	D, P		1,2,5,11, 13,8
EDU 654F Fieldwork for Methods for Teaching Students with Mod/Severe (.5) *mod/severe only*	P	P	P	P	P	P		1,2,5,11, 13,8

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EDU 655 Organization for Management of the Mod/Severe Classroom (3) *mod/severe only*	D, P	D	D, P	D, P	D	D, P		3,4,6,8,14,13,3
EDU 600 Foundations of Education and Learning Theory (3)	D	D	D, P	D	D, M	D		3,4 5,6,8A, 9, 10
EDU 600F Fieldwork for Foundations of Education and Learning Theory (.5)		P	P	P	P	P		3,4 5,6,8A, 9, 10

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EDU 610 Methods of Teaching Reading and Writing (3)	D, P	D, M	D, P	D, P	D	D, P		3, 4, 5, 7B, 9, 12
EDU 610F Fieldwork for Methods of teaching Reading and Writing (.5)	P	P	P	P	P	P		3, 4, 5, 7B, 9, 12
EDU 612 or 621 Differentiated Math Instruction for All or General Methods for Secondary Teachers (3)	D, M	D, M	D, P	D		D		4,5, 6, 8A, 11,14, 16

Required Courses	1a. Candidates engage in ongoing scholarly, professional, personal, and spiritual growth. (*ILO 1a.*)	1b. Candidates gain know-ledge and skills in critical thinking, analysis, and synthesis. (*ILO 1b.*)	1c. Candidates work collabora-tively and communicate effectively. (*ILO 1c.*)	2a. Candidates embrace the positive power of diversity through equity and access. (*ILO 2a.*)	2b. Candidate 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. Candi-dates serve as research-based transform ational leaders within educa-tional organiza-tions (*ILO 3b.*)	CTC Standard
EDU 612F or 621F Fieldwork for Differentiated Math Instruction for All or General Methods for Secondary Teachers (.5)	P	P	P	P	P	P		4,5, 6, 8A, 11,14, 16
EDU 603 Classroom Assess and Research Practices (3)	D	D	D, P	D		D	D	3A, 4C, 11, 18
EDU 670/671 Clinical Practice I (4)	P	P	P	P	P	P	P	8A, 9, 10,12, 13

required Courses	1a. Candidates engage in ongoing scholarly, professional, personal, and spiritual growth. (*ILO 1a.*)	1b. Candidates gain know-ledge and skills in critical thinking, analysis, and synthesis. (*ILO 1b.*)	1c. Candidates work collabora-tively and communicate effectively. (*ILO 1c.*)	2a. Candidates embrace the positive power of diversity through equity and access. (*ILO 2a.*)	2b. Candidate 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. Candi-dates serve as research-based transform ational leaders within educa-tional organiza-tions (*ILO 3b.*)	CTC Standard
EDU 672/673 Clinical Practice I Seminar (1)	M, P	P	P	P	P	M, P	P	8A, 9, 10,12, 13
EDU 674/675 Clinical Practice II (4)	P	P	P	P	P	P	P	8A, 9, 10, 12, 13
EDU 676/677 Clinical Practice II Seminar (1)	M, P	P	P	P	P	M, P	P	8A, 9, 10, 12, 13

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GED 672 Philosophy of Education (3)	D, P	D	D, P		D	D, P		5, 6
GED 689 Action Research Course (3)	P, D	P, D			D		D	1,4, 5, 7
GED 689P Action Research Project (1)	M, P	M	M, P	M, P		==M, P==	==M, P==	1, 4, 5, 7

Multiple Year Assessment Plan
Master of Arts in Teaching: Education Specialist Mild Moderate
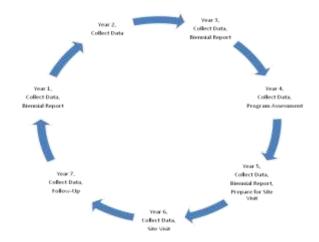## Preliminary Credential

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	7th 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 7th 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

<u>Assessment Activities</u>

Methods of Assessment and Criteria for Success
Master of Arts in Teaching: Education Specialist Moderate Severe
Preliminary 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. *California Teacher Performance Assessments*
The California Teaching Performance Assessment (CalTPA) is an assessment of an initial candidate's ability to demonstrate competency of the Teaching Performance Expectations (TPEs). CalTPA is required of Multiple Subject and Single Subject candidates. In addition, the unit has also required TPA's of the Special Education candidates. The CalTPA provides a series of four performance tasks that candidates complete during their professional preparation program. The results of the candidates' knowledge and performance during 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 as one of the requirements for earning a California preliminary teaching credential from any institution in California.

2. *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 EDU 600, Foundations of Education and Learning Theory, candidates are provided an overview of the laws and principles regarding the roles and functions of education as well as 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.

- **Signature Assignment:** In EDU 610, Methods of Teaching Reading and Writing, Multiple Subject and all Special Education candidates demonstrate an understanding of how to incorporate the California Reading Language Arts Content Standards for grades one through six and the English Language Development Standard. Candidates complete a case study assignment that helps them reflect on how to meet individual students' needs. A fieldwork component is included.

- **Signature Assignment:** In EDU650, Assessment and Services for Students with Disabilities, all Special Education candidates learn to analyze assessment data to plan instruction, and support student learning through the use of formative and summative

assessments to determine the developmental, academic, behavioral, social, communication, technology, transition, career, and community-life skill needs of individual students to develop and monitor students' progress. A comprehensive analysis (Behavior Support Plan) is completed to provide positive supports to maximize student learning.

- **Signature Assignment:** In EDU 652, Collaboration and Consultation for IEP Implementation, Evaluation, and Program Improvement, all Special Education candidates demonstrate the ability to present the content to students in challenging, clear, and compelling ways using integrating technology and differentiation strategies through collaborative and inclusive instruction within the context of a general education classroom.

3. Dispositions Assessments (2010)

Dispositions of candidates in the Single Subject MAT Program are assessed throughout their program of study in a series of phases with the opportunities for a struggling candidate to be provided coaching through an Improvement Plan:

PHASE I

1. The "introductory course" introduces and defines the eight dispositions with their class (EDU 600 – Foundations of Education and Learning Theory).
2. Students self-assess on weeks one and eight.
3. Professor of "introductory course" assesses every student at end of course.

*If the professor or candidate has a dispositional concern at this point, it is noted in the candidate's file but no recommendation for an Improvement Plan is made because of the lack of significant data.

PHASE II

4. Professors of every subsequent course continue to teach and refer to the dispositions, especially applying them to the course content. (EVERY COURSE)
5. In each of the following courses, candidates self assess at the END of the course: EDU 612, EDU 621, EDU 654. Professor confirms or gives evidence of why they cannot confirm the ratings in any category.
6. Student receives data of ratings so far during Advancement Interview (Advancement Interview Scheduler to provide to interviewers.)

*At any point in this phase a candidate could be recommended to the Improvement Plan process.

PHASE III

7. Final disposition ratings include practitioners in the field at the end of the MAT program during Clinical Practice I and II. Candidates, Seminar instructors, Supervising Faculty and Cooperating Teachers (or equivalent by program) all submit separate disposition ratings.
8. Candidates submit first to the Seminar instructor, and after inputting their own ratings, release it back for a second score from the Supervising Faculty.
9. Cooperating Teachers give their dispositional ratings on paper.

*At any point in this phase a candidate could be recommended to the Improvement Plan process.

REFFERRAL TO THE IMPROVEMENT PLAN PROCESS
During Phase II or III of the disposition assessment process a candidate, a professor or a professional who works with the candidate can recommend the candidate participate in the "Dispositional Improvement Plan". The Improvement Plan occurs through a one unit course (GED 691: Special Studies) and consists of data analysis, goal setting, reflective journaling, and behavior transformation. The candidate and his/her advisor analyze the disposition data collected to determine area(s) for dispositional growth and development. The candidate documents the goal area(s) with a specific action plan associated with each goal area. The candidate has the option of meeting weekly with the Graduate Chaplain or attending the graduate campus bible study as part of their action plan. The candidate reflects, in writing, on their implementation of the action plan and their progress toward their goals. The candidate has an initial meeting for planning, a mid-plan meeting for monitoring, and a final summative meeting with his/her advisor. The final determination of successful completion of the Disposition Improvement Plan Process is made by the Regional Center Faculty Committee (RCFC) via review of the candidate's completed assignment and completion interview. If the committee determines successful completion, it will submit to the candidate a written reflection of encouragement and support, noting its own perception of the candidate's growth and development.

4. *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 identifying areas for program improvement.

5. *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 Teaching: Education Specialist Moderate Severe
Preliminary Credential

Data Charts and Discussion of Findings

The School of Education collects a wide range of data on an annual basis from current students, graduates, employers of graduates, master teachers and other teachers who host preliminary candidates, and from state-mandated assessments. In 2008, the School of Education implemented the Teaching Performance Assessment (TPA). The School of Education decided at that time to also include all Education Specialist candidates in the TPA process even though CTC does not require it.

As a result of that decision, the key assessments designated for the biennial report for preliminary educational specialist candidates are the four CalTPA assessments, and four "signature assignments" in courses that were designed by the SOE faculty.

Each of the courses within the Preliminary Education Specialist Moderate/Severe Credential is designed to lead students to high levels of understanding and mastery centered upon each of the common program standards as well as the program specific standards for education specialist teachers.

In the 2009-2010 and 2010-2011 academic years, the Teaching Performance Assessments were embedded strategically into the credential coursework so as to provide developmentally appropriate gates to assess the performance of our teacher candidates.

The first task, *Subject-Specific Pedagogy*, was completed by candidates during their initial courses: *EDU 600 Foundations of Teaching and Learning Theory*, *EDU 601 /EDU 653 Language Acquisition and Diverse Populations / Acquisition of Language for Students with Moderate/Severe Disabilities,* and *EDU 602 Foundations of Special Education.* Students completed this first task one case study at a time, with final submission after completing all three courses.

Task 2, *Designing Instruction*, was completed after a candidate's methods course, *EDU 654 Differentiated Math Instruction for All/ Teaching Methods for Students with Moderate/Severe Disabilities*.

Task 3, *Assessing Learning*, occurred for candidates' while they attended Clinical Practice I (EDU 670 or 671) that was taken during the first eight weeks of clinical practice.

Candidates submitted the final task, *Culminating Teaching Experience*, upon completion of their second Clinical Practice experience (EDU 674 or 675), as a cumulative demonstration of their knowledge and skills at the end of their teaching credential program.

Table 1 reports TPA performance of Traditional Preliminary Education Specialist. Moderate/Severe candidates, including overall performance on a four point rubric, mean scores and passage rates. Table 2 reports TPA performance of Intern Preliminary Education Specialist Moderate/Severe.

Table 1
CalTPA Teaching Performance Assessment Tasks 1-4
Traditional Preliminary Education Specialist Candidates

2009-2011	Traditional Moderate/Severe Candidates					
		N=	Mean	Median	Std. Dev.	Pass Rate
Task 1	Task 1	12	3.08	3	.51	97%
Task 2	Task 2	11	3.09	3	.30	100%
Task 3	Task 3	6	3.17	3	.41	100%
Task 4	Task 4	5	3.60	4	.55	100%

Table 2
CalTPA Teaching Performance Assessment 1-4
Intern Preliminary Education Specialist Candidates

2009-2011	Intern Moderate/Severe Candidates					
		N=	Mean	Median	Std. Dev.	Pass Rate
Task 1	Task 1	4	3.25	3	.50	100%
Task 2	Task 2	5	3.00	3	.50	100%
Task 3	Task 3	9	3.22	3	.44	100%
Task 4	Task 4	8	3.25	3	.46	100%

All tasks were passed at a relatively high rate, between 94% and 100% passage rate. Education Specialist candidates' overall mean scores are very consistent over the course of Tasks one through four, indicating that candidate skill and knowledge remains strong as the rigor of the performance tasks increase. This is also a finding that can be considered a strength of the program.

It is interesting to note that in the 2009 Biennial Report, when the baseline for Education Specialist performance was established, the scores across all four tasks were strong. Comparing the 2009 data to the current data yields a more comprehensive picture of a consistent and predictable level of performance. Candidate performance has remained strong among both traditional and intern Moderate/Severe candidates with the TPA tasks across all regional centers. The range of passing scores is high and provides useful information about the quality of preparation provided by the SOE. No significant difference was apparent among the four regional centers.

In conducting a deeper analysis of candidates' scores analyzed by specific criterion from the Teaching Performance Expectations (TPE), faculty gain important insight into possible areas of program strength and areas for program improvement. The specific criterions assessed across the TPA are:

- Establishing Goals and Standards
- Learning About Students
- Using Subject Specific Pedagogy
- Planning for Instruction
- Planning for Assessment
- Describing Classroom Environment
- Making Adaptations
- Analyzing Student Evidence
- Reflecting

Signature Assignments

Table 3 reports signature assignment performance of Education Specialist Intern Mild/Moderate candidates including overall performance on a four point rubric, mean scores, and passage rates. Table 4 reports TPA performance of Education Specialist Traditional Mild/Moderate and Moderate/Severe candidates.

Table 3
Signature Assignments Traditional Preliminary Education Specialist Candidates

2009-2011	Traditional Moderate/Severe Candidates					
Courses	Courses	N=	Mean	Median	Std. Dev.	Pass Rate
EDU 504/ 600	EDU 504/ 600	0	0	0	0	97%
EDU 520/ 610	EDU 520/ 610	14	3.60	3.67	.47	100%
EDU 621/ 650	EDU 621/ 650	25	3.67	3.88	.50	100%
EDU 632/ 652	EDU 632/ 652	14	3.63	3.75	.47	100%

Table 4
Signature Assignments Intern Preliminary Education Specialist Candidates

2009-2011 Courses	Intern Moderate/Severe Candidates					
	Courses	N=	Mean	Median	Std. Dev.	Pass Rate
EDU 504/ 600	EDU 504/ 600	7	3.86	4	.20	100%
EDU 520/ 610	EDU 520/ 610	8	3.54	3.75	.56	100%
EDU 621/ 650	EDU 621/ 650	12	3.61	3.81	.52	100%
EDU 632/ 652	EDU 632/ 652	9	3.64	3.75	.55	100%

Disposition Assessment Data

Table 5 indicates the distribution percentage of how Traditional candidates evaluated themselves throughout the program on scoring rubric of one to four. Table 6 shows how Intern candidates evaluated themselves relative to the Dispositions.

Table 5
Traditional Education Specialist Disposition Assessment Data

2009-2011	Traditional Moderate/Severe Candidates			
Dispositions	N=	Mean	Median	Std. Dev.
Indicator 1: Dignity and Honor	8	3.94	4.00	.50
Indicator 2: Honesty and Integrity	8	4.00	4.00	0
Indicator 3: Caring, Patience, and Respect	8	3.93	4.00	.50
Indicator 4: Spirit of Collaboration, Flexibility and Humility	8	3.88	3.87	.52
Indicator 5: Harmony in Learning Community	8	3.81	3.75	.50
Indicator 6: Self-Awareness/Calling	8	3.88	3.88	.58
Indicator 7: Perseverance with Challenge	8	3.88	3.75	.50
Indicator 8: Diligence in Work Habits & Responsibility for Learning	8	3.81	3.75	.50

Table 6
Intern Education Specialist Disposition Assessment Data

2009-2011	Intern Moderate/Severe Candidates			
Dispositions	N=	Mean	Median	Std. Dev.
Indicator 1: Dignity and Honor	9	3.61	3.5	.58
Indicator 2: Honesty and Integrity	9	3.72	3.83	.58
Indicator 3: Caring, Patience, and Respect	9	3.83	3.45	.58
Indicator 4: Spirit of Collaboration, Flexibility, and Humility	9	3.47	3.50	.60
Indicator 5: Harmony in Learning Community	9	3.64	3.67	.54
Indicator 6: Self-Awareness/Calling.	9	4.00	4.00	0
Indicator 7: Perseverance with Challenge	9	3.64	3.83	.60
Indicator 8: Diligence in Work Habits & Responsibility for Learning	9	3.64	3.83	.60

Follow Up Survey Data

With a commitment to the principle of ongoing assessment and data analysis driving continuous improvement, the School of Education expanded their 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 and opportunity to evaluate the effectiveness of the School of Education's preparation programs.

Tables 7 and 8 display the data from the exit survey. The response rate to the exit survey was small with few candidates completing the exit survey. Response rates for the alumni survey and the employer survey, despite friendly reminders, were also decreased. 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.

Table 7
Exit Survey Data Traditional Preliminary Moderate/Severe Education Specialist

Conceptual Framework	Required Elements	Rated Item	Total	Distribution %				Average
				1	2	3	4	
Equip	Formal Preparation for Teaching	Construct effective lesson plans.	5	60.00%	40.00%	0.00%	0.00%	1.4
		Incorporate adaptations in lesson planning for English Language Learners and students with special needs.	5	40.00%	60.00%	0.00%	0.00%	1.6
		Plan a classroom management strategy for your classroom.	5	40.00%	60.00%	0.00%	0.00%	1.6
		Draw upon a variety of management strategies according to student/classroom needs.	5	40.00%	60.00%	0.00%	0.00%	1.6
		Use a variety of tools to keep parents informed of their child's progress in the classroom.	5	60.00%	40.00%	0.00%	0.00%	1.4
		Understand the importance of communicating regularly with parents.	5	80.00%	20.00%	0.00%	0.00%	1.2
		Conduct a parent/teacher conference.	5	20.00%	60.00%	20.00%	0.00%	2.0
Transform	Classroom Skills	Effectively implement a variety of strategies to assess student learning.	5	60.00%	40.00%	0.00%	0.00%	1.4
		Use assessment data to inform instructional planning.	5	60.00%	40.00%	0.00%	0.00%	1.4
		Effectively implement a variety of EL strategies.	5	40.00%	60.00%	0.00%	0.00%	1.6

		Effectively implement a variety of strategies to meet the needs of students with special needs.	5	60.00%	40.00%	0.00%	0.00%	1.4
		Effectively implement a variety of differentiated instructional strategies to meet the learning needs of the full range of students in a typical classroom.	5	40.00%	60.00%	0.00%	0.00%	1.6
		Effectively implement a variety of classroom management strategies.	5	40.00%	60.00%	0.00%	0.00%	1.6
	Functionality of Program	Exposing you to the diversity of settings in CA schools.	5	40.00%	60.00%	0.00%	0.00%	1.6
		Helping you gain a better understanding of the daily routines and responsibilities of a classroom teacher.	5	40.00%	60.00%	0.00%	0.00%	1.6
		Supporting you in the clinical practice experience via university supervision.	5	60.00%	40.00%	0.00%	0.00%	1.8
		Supporting you in the clinical practice experience via the clinical practice seminar.	5	40.00%	40.00%	20.00%	0.00%	1.8
		Assessing your teaching performance in the clinical practice placement.	5	60.00%	40.00%	0.00%	0.00%	1.4
		Supporting you in the completion of Teacher Performance Assessment (TPA) tasks.	5	20.00%	60.00%	20.00%	0.00%	2
Empower	Professional Attributes	Collaborate with teachers in the school setting.	5	80.00%	20.00%	0.00%	0.00%	1.2
		Collaborate with school administrators in the school setting.	5	80.00%	20.00%	0.00%	0.00%	1.2
		Contribute to discussions of educational issues.	5	60.00%	40.00%	0.00%	0.00%	1.4

		Reflect upon your own teaching and make changes based upon that reflection.	5	80.00%	20.00%	0.00%	0.00%	1.2
	Teaching as a Calling	Encouraging you to explore teaching as a calling.	5	80.00%	20.00%	0.00%	0.00%	1.2
		Encouraging you to consider God's grace in your life.	5	60.00%	40.00%	0.00%	0.00%	1.4
		Raising your awareness of how dispositional characteristics impact a teacher's professional performance.	5	80.00%	20.00%	0.00%	0.00%	1.2

Table 8
Exit Survey Data Intern Preliminary Moderate/Severe Education Specialist

Conceptual Framework	Required Elements	Rated Item	Total	Distribution %				Average
				1	**2**	**3**	**4**	
Equip	Formal Preparation for Teaching	Construct effective lesson plans.	4	100.00%	0.00%	0.00%	0.00%	1
		Incorporate adaptations in lesson planning for English Language Learners and students with special needs.	4	50.00%	25.00%	25.00%	0.00%	1.75
		Plan a classroom management strategy for your classroom.	4	100.00%	0.00%	0.00%	0.00%	1
		Draw upon a variety of management strategies according to student/classroom needs.	4	100.00%	0.00%	0.00%	0.00%	1
		Use a variety of tools to keep parents informed of their child's progress in the classroom.	4	75.00%	25.00%	0.00%	0.00%	1.25
		Understand the importance of communicating regularly with parents.	4	100.00%	0.00%	0.00%	0.00%	1
		Conduct a parent/teacher conference.	4	100%	0.00%	0.00%	0.00%	1
Transform	Classroom Skills	Effectively implement a variety of strategies to assess student learning.	4	100%	0.00%	0.00%	0.00%	1
		Use assessment data to inform instructional planning.	4	100%	0.00%	0.00%	0.00%	1
		Effectively implement a variety of EL strategies.	4	50.00%	25.00%	25.00%	0.00%	1.75
		Effectively implement a variety of strategies to meet the needs of students with special needs.	4	100.00%	0.00%	0.00%	0.00%	1

		Effectively implement a variety of differentiated instructional strategies to meet the learning needs of the full range of students in a typical classroom.	4	50.00%	50.00%	0.00%	0.00%	1.5
		Effectively implement a variety of classroom management strategies.	4	100%	0.00%	0.00%	0.00%	1
	Functionality of Program	Exposing you to the diversity of settings in CA schools.	4	25.00%	75.00%	0.00%	0.00%	1.75
		Helping you gain a better understanding of the daily routines and responsibilities of a classroom teacher.	4	50.00%	50.00%	0.00%	0.00%	1
		Supporting you in the clinical practice experience via university supervision.	4	75.00%	25.00%	0.00%	0.00%	1.25
		Supporting you in the clinical practice experience via the clinical practice seminar.	4	50.00%	50.00%	0.00%	0.00%	1.50
		Assessing your teaching performance in the clinical practice placement.	4	75.00%	25.00%	0.00%	0.00%	1.25
		Supporting you in the completion of Teacher Performance Assessment (TPA) tasks.	4	50.00%	50.00%	0.00%	0.00%	1.50
Empower	Professional Attributes	Collaborate with teachers in the school setting.	4	100.00%	0.00%	0.00%	0.00%	1
		Collaborate with school administrators in the school setting.	4	75.00%	0.00%	25.00%	0.00%	1.50
		Contribute to discussions of educational issues.	4	75.00%	25.00%	0.00%	0.00%	1.25
		Reflect upon your own teaching and make changes based upon that reflection.	4	75.00%	25.00%	0.00%	0.00%	1.25

		Encouraging you to explore teaching as a calling.	4	100.00%	0.00%	0.00%	0.00%	1
	Teaching as a Calling	Encouraging you to consider God's grace in your life.	4	75.00%	0.00%	25.00%	0.00%	1.5
		Raising your awareness of how dispositional characteristics impact a teacher's professional performance.	4	100.00%	0.00%	0.00%	0.00%	1

Analysis of Candidate and Program Data

Table 9
Analyses of Candidate and Program Assessment Data from Tables 1 and 2.
CalTPA for Traditional and Intern Preliminary Mild/Moderate and Moderate/Severe Education Specialist Candidates

Criteria	Strengths	Areas for Improvement
Task #1 (Table 1)	While most traditional candidates are unfamiliar with 'pedagogy' upon entering our program, more than 94% of our candidates are passing Task 1 after typically taking just three classes. Moderate/Severe candidates showing slightly stronger scores than Mild/Moderate candidates.	Equipping candidates with pedagogical approaches to making viable adaptations will require an adjustment of course content and intentional modeling of these approaches by the course professors.
Task #1 (Table 2)	Intern candidates performed slightly stronger on Task 1 with the daily practice and application of classroom experience in the design of effective instruction. The Intern experience gives appropriate context for the acquisition and refinement of TPA knowledge and skills.	The program needs to continue to provide multiple opportunities within course assignments for candidates to practice making appropriate instructional and content adaptations to meet the needs of the diverse range of students.
Task #2 (Table 1)	Traditional candidates demonstrated high proficiency in planning developmentally appropriate activities and reflecting on evidence of student learning based on those assessments. Both Mild/Moderate and Moderate/Severe candidates passed this task effectively with moderate/severe performing slightly higher.	Making adaptations to instruction, content, and assessment to better meet the needs of English Learners and children who pose different learning challenges is a skill that candidates need continued support and development through course assignments.
Task #2 (Table 2)	Interns attained the lowest mean score in this Task overall. Planning for instruction was the lowest mean score for Task 2 (2.89), but by the time the intern candidates submitted Task 4 (3.29), this criteria became the highest scoring criteria. As interns progressed in coursework and classroom experience towards the culmination of Task 4 this area became a strength of the program.	The Program should provide additional support and formative feedback to intern candidates in the area of Designing Instruction earlier in their coursework. Particular emphasis should be given to multiple opportunities and formats for developing lesson plans and individualizing the lessons to meet student needs.
Task #3 (Table 1)	Traditional candidates showed good proficiency in the Assessing Learning competencies measured in this Task with Moderate/Severe candidates relatively stronger than Mild/Moderate candidates. Education specialist coursework emphasizes the importance of assessment of student performance (i.e., assessment drives instruction) and candidate scores on this Task show the beneficial effects.	The program needs to continue to provide strong curricular content regarding the link between student assessment and instruction to enable candidates to meet the needs of their students.

Task #3 (Table 2)	Interns performed as well as traditional candidates on this Task with Moderate/Severe candidates showing a relatively stronger performance. Again, the strong emphasis on assessment guiding the instructional process within the candidates' program supports their competency in this area.	The program needs continued emphasis on the value and usefulness of assessment in making instructional decisions. Consideration should be given to increasing the variety of opportunities to work with assessment measures for candidates.
Task #4 (Table 1)	Traditional candidates performed between the 96% to 100% level on Task 4. Moderate/Severe candidates showed a steady increase across all four Tasks in mean scores. Skills in lesson design, planning for instruction, assessment, and implementation of lessons clearly increased as candidates moved from one Task to the next.	The previous 2009 Biennial Report and this current report show the value of education specialists participating in the TPA process. The process of identifying each course as either a TPA submittal course or a TPA support course should be continued as a means of ensuring competency in candidates.
Task #4 (Table 2)	Intern candidates performed strongly across all four Tasks and showed their highest mean scores through Task 4. Mild/Moderate and Moderate/Severe candidates gave matched performances on this Task. Video data from this Task supports the competency levels of interns with challenging student behaviors.	The previous 2009 Biennial Report and this current report show the value of education specialists participating in the TPA process. The process of identifying each course as either a TPA submittal course or a TPA support course should be continued as a means of ensuring competency in candidates.

Table 10

Analyses of Candidate and Program Assessment Data from Tables 3 and 4.

Signature Assignments for Traditional and Intern Preliminary Mild/Moderate and Moderate/Severe Education Specialist Candidates

Course Content	Strengths	Areas for Improvement
EDU 504/600 (Tables 3 & 4) Knowledge of research-based theories and principles of human learning and development; Knowledge about how these theories affect classroom practice.	Moderate/Severe candidates showed strong proficiency in this course with high mean scores ranging between 95% - 98%. Interns scored relatively higher than traditional candidates.	Recommend continuation of activities and assignments in this course that support candidate development of how learning theories affect and resonate with their beliefs.
EDU 520/610 (Tables 3 & 4) Data collection through anecdotal observation and student conferences; Data collection to determine student ELD abilities; Data collection through administration of literacy assessment instruments; Setting goals for student growth and reflection on student strengths.	A high percentage of both Moderate/Severe (93-94%) candidates demonstrated proficiency in this course. Traditional candidates performed slightly better than Interns in this area.	Recommend adding literacy assignments in EDU 654 (Moderate/Severe Methods) courses to strengthen candidate competencies.
EDU 621/650 (Tables 3 & 4) Knowledge and skills in the screening, referral, assessment and placement procedures necessary to identify and qualify students with mild/moderate disabilities for Special Education services and supports; Analysis of assessment data, Planning instruction, and Supporting individual student learning.	Mild/Moderate and Moderate/Severe candidates demonstrated a 90-94 % passage rate. Traditional candidates and interns performed similarly. The median scores were high overall and hovered between 3.8 and 4.0 across all candidates.	Recommend continued emphasis on the value and usefulness of assessment in making instructional decisions. Consideration should be given to increasing the variety of opportunities to work with formal and formative assessment measures. Recommend continuation of this signature assignment.
EDU 632/652 (Tables 3 & 4) Knowledge in the principles of effective collaborative and multi-disciplinary teaming with an intentional focus on best practices for inclusive education; Planning for supports and services; Actively working with professional learning communities, service providers, and students for progress monitoring while supporting the Transition services process.	Between 89% - 91% of all Mild/Moderate and Moderate/Severe candidates demonstrated proficiency. No significant differences between traditional candidates and interns. Mean scores ranged from 3.56 – 3.64 showing good grasp of competencies.	Since consultation and collaboration are critical aspects of the function of an education specialist in schools today the signature assignment in this course is an essential one. Recommend continuation of this signature assignment.

Table 11
Analyses of Candidate and Program Assessment Data from Tables 5 and 6.
Disposition Assessments for Traditional and Intern Preliminary Mild/Moderate and
Moderate/Severe Education Specialist Candidates

Disposition Themes	Strengths	Areas for Improvement
Dignity & Honor Honesty & Integrity	Traditional Mild/Moderate and Moderate/Severe candidates showed strong affinity for these dispositions with mean scores ranging from 3.61 – 3.92. Intern Moderate/Severe candidates rated themselves relatively lower than the others with a median score of 3.61 in Dignity & Honor.	Continued program emphasis on dispositions is recommended. Intern Moderate/Severe candidates would benefit from support in valuing the work they do with students with Moderate/Severe needs in the areas of Dignity and Honor.
Caring, Patience, and Respect Spirit of Collaboration, Flexibility & Humility	Intern Moderate/Severe candidates rated themselves in Spirit of Collaboration, Flexibility, and Humility with a relatively low mean score of 3.47. Traditional Mild/Moderate and Moderate/Severe candidates showed mean scores ranging from 3.56 to 3.88.	Continued program emphasis on dispositions is recommended. Intern Moderate/Severe candidates would benefit from support in the development of dispositions of Collaboration, Flexibility, and Humility.
Harmony in the Learning Community Self-Awareness/Calling	Intern Moderate/Severe candidates rated themselves strongly (4.0) related to Self-Awareness/Calling. Traditional and Intern candidates in Mild/Moderate/Severe showed a mean score range of 3.48 – 3.81 in Harmony in the Learning Community.	Continued program emphasis on dispositions is recommended. Traditional and Intern Mild/Moderate/Severe candidates would benefit from support in the development of the disposition of Harmony in the Learning Community.
Perseverance with Challenge Diligence in Work Habits & Responsibility for Learning	Intern Moderate/Severe candidates showed a relatively low mean score (3.64) in both Perseverance & Diligence. Traditional Mild/Moderate/Severe candidate showed a wide range of median scores from 3.33-4.0.	Continued program emphasis on dispositions is recommended. Since these dispositions showed the widest range of mean scores, candidates would benefit from greater program support in these two areas.

Table 12
Analyses of Candidate and Program Assessment Data from Tables 7 and 8.
Follow Up / Exit Survey Assessments for Traditional and Intern Preliminary Mild/Moderate and
Moderate/Severe Education Specialist Candidates

Exit Survey Themes	Strengths	Areas for Improvement
Equip	Overall, Intern Moderate/Severe candidates rated themselves highly in formal preparation for teaching with scores of 100% in 5 of the 7 subcategories. Relatively low scores hovering in the 40%- 60% range in most subcategories were seen in both Traditional Moderate/Severe and Intern Mild/Moderate candidates.	Candidates need more support in classroom management, communicating with parents, and adaptations for students with EL needs.
Transform	All Intern candidates in Mild/Moderate/Severe showed a pattern of low ratings for classroom skills with EL strategies (50% marked a 3 or 4 rating). Also among all Mild/Moderate/Severe candidates there was a consistent pattern of lower ratings for the TPA Support subcategory (11%- 25%). The strongest favorable responses for all candidates were directed towards the subcategory of Effective Instruction for Special Needs with a range between (75%- 100%).	Candidates need more support with specific EL instructional strategies as well as support in the completion of the TPA.
Empower	Intern Mild/Moderate candidates showed a wide spread of ratings (i.e.,1- 66%; 2-11%; 3-11%; 4-11%) across all four score points in the subcategories of Professional Attributes and Teaching as a Calling. Greater satisfaction was seen among Intern Moderate/Severe and all Traditional Mild/Moderate/Severe candidates as evidenced by the preponderance of 1 and 2 scores (98%)	Interns may need more support in the development of professional attributes particularly since they are functioning as a professional while still developing their professional repertoire.

Use of Results

**Master of Arts in Teaching: Education Specialist Moderate Severe
Preliminary Credential**

Use of Assessment Results to Improve Candidate and Program Performance

Proposed Program Changes		
	Data	Summary
Candidate Competence	TPA 1,2 ,3, and 4	All tasks were passed at a relatively high rate, between 94% and 100% passage rate. Education Specialist candidates' overall mean scores are very consistent over the course of Tasks 1-4, indicating that candidate skill and knowledge remains strong as the rigor of the performance tasks increase. This is also a finding that can be considered a strength of the program. It is interesting to note that in the 2009 Biennial Report, when the baseline for Education Specialist performance was established, scores across all four tasks were strong. Comparing the 2009 data to the current data yields a fuller picture of a more predictable level of performance. Candidate performance has remained strong among both Traditional and Intern Mild/Moderate/Severe candidates with the TPA across all regional centers. The range of passing scores is high and provides useful information about the quality of preparation provided by the SOE. No significant difference was apparent among the four regional centers. The Exit Survey results point to a candidate need for more support in the preparation and completion of TPAs. More intentional work on the TPAs embedded in coursework would assist candidates in their preparation for TPAs. The Special Education Program Director and TPA coordinator will continue regular monitoring of each candidate's progress throughout the program.
	Signature Assignments	Candidates performed strongly on the signature assignments. Recommendation to be considered are as follows: EDU 600 - Recommend continuation of activities and assignments in this course that support candidate development of how learning theories affect and resonate with their beliefs. EDU 610 - Recommend adding literacy assignments in EDU 651 (Mild/Moderate Methods) and EDU 654 (Moderate/Severe Methods) courses to strengthen candidate competencies. EDU 650- Recommend continued emphasis on the value and usefulness of assessment in making instructional decisions. Consideration should be given to increasing the variety of opportunities to work with formal and formative assessment measures. Recommend continuation of this signature assignment. EDU 652 - Since consultation and collaboration are critical aspects

		of the function of an education specialist in schools today the signature assignment in this course is an essential one. Recommend continuation of this signature assignment. Recommend: Add a signature assignment to EDU 653 (Language Acquisition for Students with Disabilities) as a means to help address candidate knowledge and skills in EL instructional strategies.
	Dispositions	Since this is the first time data has been collected on dispositions, a review of the implementation process needs to occur throughout the coming years. Upon initial analysis, the areas of "Honor & Dignity", "Collaboration, Flexibility, and Humility" and "Harmony in the Learning Community" scored the low. Interns, in particular, need more support in the development of these critical teacher behaviors and attributes. As a result, faculty need to discuss ways to assist candidates increasing the confidence in collaboration and the need to exhibit humility as well as learning how to manage conflicts and/or issues with others. The faculty needs to develop a "plan of action" as to how to address these three areas for future candidates.
	Follow up / Exit Surveys	As with the disposition data, this was the first time collecting Follow up survey data. This data represented some areas that need improvement. Three areas that need support emerged from the data: 1) TPA preparation, classroom management, 2) Communicating with parents, and adaptations for students with EL needs, and 3) Interns needing support in the development of professional attributes particularly since they are functioning as a professional while still developing their professional repertoire. Faculty need to develop a program plan to increase the support to candidates in these critical areas of development.

APPENDIX

EDU600 Foundations of Education

	Little or No Evidence (1)	Limited Evidence (2)	Appropriate Evidence (3)	Detailed and Appropriate Evidence (4)	Score/ Level
Statement of belief on students, learning, teachers, schools	Inappropriate, irrelevant, inaccurate or missing belief statements	Mimimal, limited, cursory, inconsistent, ambiguous or weakly connected belief statements	Appropriate, relevant, accurate and connected belief statements in all four areas (Student, learning, teachers & schools)	Detailed, appropriate, relevant, accurate, clear, and purposefully connected belief statements in all four aras (Students, learning, teachers & Schools)	
Identifies a philosophy with which student personally identifies, inclusive of a sound rationale.	Inappropriate, irrelevant, inaccurate or missing teaching philosophy and personal connection to that philosophy	Mimimal, limited, cursory, inconsistent, ambiguous or weakly connected teaching philosophy and personal connection to that philosophy	Appropriate, relevant, accurate and connected teaching philosophy and personal connection to that philosophy	Detailed, appropriate, relevant, accurate, clear, and purposefully connected teaching philosophy and personal connection to that philosophy	
Statement of why student wants to be a teacher with sound rationale included. instruments instruments	Inappropriate, irrelevant, inaccurate or missing statement with rationale	Mimimal, limited, cursory, inconsistent, ambiguous or weakly connected statement or rationale	Appropriate, relevant, accurate and connected statement and rationale	Detailed, appropriate, relevant, accurate, clear and purposeful statement and rationale	
Reflective section, showing change and growth of personal philosophies over the course of the class.	Inappropriate, irrelevant, inaccurate and missing reflective statement showing personal growth and change over time	Mimimal, limited, cursory, inconsistent, ambiguous or weakly connected reflective statement showing personal growth and change over time	Appropriate, relevant, accurate and connected reflective statement showing pesonal growth and change over time	Detailed, appropriate, relevant, accurate and connected reflective statement showing personal growth and change over time	
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	

EDU610 Case Study Rubric 2

	Little or No Evidence	Limited Evidence	Appropriate Evidence	Detailed and Appropriate Evidence	Score/ Level
Data collection through anecdotal observation and conferences with students	Inappropriate, irrelevant, inaccurate or missing anecdotal evidence	Mimimal, limited, cursory, inconsistent, ambiguous or weakly connected anecdotal evidence	Appropriate, relevant, accurate and connected anecdotal evidence	Detailed, appropriate, relevant, accurate, clear, and purposefully connected anecdotal evidence	
Data collection to determine student ELD abilities	Inappropriate, irrelevant, inaccurate or missing data to determine ELD abilities	Mimimal, 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	
Data collection through the administration of literacy assessment instruments instruments	Inappropriate, irrelevant, inaccurate or missing student work samples	Mimimal, limited, cursory, inconsistent, ambiguous or weakly connected student work samples	Appropriate, relevant, accurate and connected student work samples	Detailed, appropriate, relevant, accurate and clearly connected student work samples	
Reflection on student strengths and areas for growth	Inappropriate, irrelevant, inaccurate and missing data to connect to student strengths and areas for growth	Mimimal, limited, cursory, inconsistent, ambiguous or weakly connected data to student strengths and areas for growth	Appropriate, relevant, accurate and connected data to student strengths and areas for growth	Detailed, appropriate, relevant, accurate and clearly connected data to student strengths and areas for growth	
Setting learning goals or next steps for student growth	Inappropriate, irrelevant, inaccurate and missing learning goals or next steps for student growth	Mimimal, limited, cursory, inconsistent, ambiguous or weakly connected learning goals or next steps for student growth	Appropriate, relevant, accurate and connected learning goals or next steps for student growth	Detailed, appropriate, relevant, accurate and clearly connected learning goals or next steps for student growth	

EDU 651: Individual Behavior Support Plan

Elements	Little or No Evidence (1)	Partial Evidence (2)	Clear Evidence (3)	Clear, Consistent & Convincing Evidence (4)
Background Information	Little or no evidence of background information, so it is not known how the behavior is connected.	A partial statement of background information, to include disability and current educational placement.	Clearly states background information, to include disability, current educational placement, educational history, and case manager.	Clearly, consistently, and convincingly states the disability, personal and academic history, current educational placement and involved staff.
Target Behavior Interfering with Learning	Little or no evidence of the target behavior, and how it interferes with the student's ability to progress.	A partial statement of the target behavior, how it interferes with the student's ability to academically progress.	Clearly states the targeted behavior, how it interferes with the student's ability to socially and academically progress.	Clearly, consistently, and convincingly states how the behavior interferes with the student's ability to be involved in and make social and academic progress as well as to meet other identified DIS/IEP needs.
Data Collection of Presence and Absence of Behavior	Little or no evidence of data collection identifying presences and absence of behavior over 2-4 week period by the case manager.	Partial evidence of data collection identifying presence and absence of behavior, through means of anecdotal observations citing dates and frequencies collected by the involved staff.	Clear evidence of data collection, through means of anecdotal observations and a data graphing chart citing dates and frequencies collected by involved staff.	Clearly, consistently, and convincingly cites data collection through the means of anecdotal observations citing dates and frequencies, a data graphing chart, and an A-B-C data system by involved staff.
Functional Analysis of Data with Hypothesis & Rationale	Little or no evidence relating to the functional analysis with no clear hypothesis and rationale.	Partial evidence of a functional analysis through means of anecdotal notes gathered by the case manager.	Clearly states: - conduction of the functional analysis with involved staff -clear hypothesis -clear rationale	Clearly, consistently, and convincingly states: - conduction of "whole child" functional analysis with involved staff, student, and parents/legal guardians -slow and quick triggers -clear hypothesis -clear rationale

EDU 652 Instructional Collaboration Project

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/ Level
California state standards and lesson plan objectives	Little or no evidence citing use of California state Standards and lesson plan objectives	Partial evidence cited to include: •California state standards •Lesson plan objectives	Clearly states: •California state standards, grade level and specific focus area •Lesson plan objectives	Clearly, consistently, and convincingly states: •California state standards, grade level and specific focus area •District approved curricular resources •Interdisciplinary themes/standards	
Additional Considerations and Objectives for 3 Selected Students	Little or no evidence identifying special learners in the classroom	Partial evidence identifying the learners in the classroom to include: •Lists less than 3 students, objectives for consideration, data collection techniques and specific supports and services	Clear evidence identifying the special selected learners to include: •Lists 3 students for consideration •1 elegant goal for each of the 3 selected students •Supports and Services needed in the lesson	Clear and consistent evidence identifying the learners in the classroom to include: •3 students for consideration •1 elegant goal for each of the 3 selected students •Supports and Services needed in the lesson for each of the 3 students •Data collection techniques for each of the 3 selected students' goals	
Considerations for room arrangement, materials (content), assessment (student product)	Little or no evidence of adjusting room arrangement, materials, and student assessment	Partial evidence of adjusting room arrangement, materials, and student assessment	Clear evidence of adjusting content and curricular resources for instruction to include both:	Clear and consistent evidence of adjusting content and curricular resources for instruction to include both:	

		• Variations in the room arrangement	• Variations in the room arrangement • Variations in the materials used	• Variations in the room arrangement • Variations in the materials used • Variations in the lesson checkpoints and final student assessment/product	
Considerations for Instruction (Process) with selected co-teaching staff (may be a combination of general/special teachers, DIS providers, paraeducators, etc.)	Little or no evidence is given addressing lesson sequence: planning tasks, sequence of instruction, staff responsibilities, and supporting reflection	Partial evidence is given to addressing lesson sequence • Planning and preparatory steps • Instructional Sequence • Closure	Clear evidence is given to addressing lesson sequence • Planning and preparatory steps • Co-teaching approaches identified • Instructional Sequence (5 step lesson plan • Closure	Clear and consistent evidence is given to address multiple assessment products: • Planning and preparatory steps • Co-teaching approaches identified • Instructional Sequence (5 step lesson plan • Closure • Reflection with collaborators/co-teachers	

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
1. Dignity & 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.*		
2. Honesty & Integrity The candidate demonstrates honesty, integrity, and coherence in attitudes, and actions, and is accountable to the norms and expectations of the learning community.		
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.		
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.		
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.		
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.*		
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 <u>overall</u> performance throughout the Quad.)

8/20/10   Capstone Assessment   Property of Point Loma Nazarene University

Master of Arts in Teaching (MAT) Education Specialist Moderate Severe
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

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

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

<u>In Retrospect: Reflections – 5-point Likert scale</u>

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