

**Master of Arts in Education: Concentration in Teaching and Learning**  
**Reading Certificate**  
**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 Education: Concentration in Teaching and Learning**  
**Reading Certificate**

*Reading Certificate*

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	CTC Standard Driven Candidate Outcomes
Learning informed by faith.	Equip	Equip Maintains competencies in knowledge and skills by demonstration of the following: 1. Utilizes research-based instructional practices, intervention models and strategies in reading and language arts to benefit all students. 2. Utilizes effective instructional practices by the application of the teaching model of “plan, teach, reflect, and apply” to maximize student success and to effectively communicate with all students; special needs, diverse cultural groups, and second language learners.	Equip 1. Demonstrates the ability to explore research and best practices related to precursors for phonics success, stages in word recognition, spelling instruction, exemplary phonics instruction, developing sight words, automaticity and fluency and systematic vocabulary and concept development. (CTC 5) 2. Develop independent reading and writing skills by providing universal access to narrative and expository texts. (CTC 4, 9)
Growing in a faith community.	Transform	Transform Promotes the success of all students by demonstration of the following: 1. Collects and analyzes data to advocate for all students. 2. Cultivates on-going self-evaluation and life-long learning habits that promote PLNU dispositions of noble character.	Transform 1. Collects data, analyzes data, and develops intervention strategies of four struggling learners. (CTC 11)
Serving in the context of faith.	Empower	Empower: Promotes the success of all students by demonstration of the following: 1. Researches and identifies research-based strategies to help struggling readers. 2. Reflects on the research based strategies that were applied during intervention and how they had implications for the candidates’ instructional practices.	Empower 1. Demonstrates the ability to administer and analyze assessment data and develop intervention strategies in order to improve instruction for struggling readers in classrooms. (CTC 4, 11)

**Curriculum Map**  
**Master of Arts in Education: Concentration in Teaching and Learning**  
**Reading Certificate**

**MATL - READING CURRICULUM MAP - Candidate Learning Outcomes (CLO)**  
**(Legend: D=Developed; M=Mastered; P=Practiced; Color **Yellow**=signature assignment)**

Required Courses	1a. b. Reading Certificate Candidates demonstrate knowledge and ability by: utilizing research based instructional practices, intervention models and strategies in reading and language arts to benefit all students.	1c. Reading Certificate Candidates demonstrate knowledge and ability by: utilizing effective instructional practices by the application of the teaching mode of Plan/Teach/ Reflect/ Apply in order to maximize student success to effectively communicate with all students; special needs, diverse cultural groups, and second language learners.	2a. Reading Certificate Candidates promote the success of all students by: collecting and analyzing data in order to advocate for all students	2b. Reading Certificate Candidates promote the success of all students by: cultivating on-going self-evaluation and life-long learning habits that promote PLNU Dispositions of Noble Character.	3a. Reading Certificate Candidates promote the success of all students by: researching and identifying research based strategies to help struggling readers. The application of the strategies will be utilized with struggling readers.	3b. Reading Certificate Candidates promote the success of all students by: reflecting on the research based strategies that were applied during intervention and how they had implications for the candidates' instructional practices.	
GED 628 Using Technology to Support Student Learning (3)		P Signature Assignment	D, P,				
GED 692 Standards, Assessment and Instruction: Comprehending and Composing Written Language (3)	D, P Signature Assignment						

<p>GED 693  Research-based  Intervention:  Models and  Strategies (3)</p>					<p>D, P  Signature  Assignment</p>		
<p>GED 694  Standards,  Assessment and  Instruction:  Word Analysis,  Fluency, and  Systematic  Vocabulary  Development  (3)</p>	<p>D, P  Signature  Assignment</p>	<p>P</p>		<p>P</p>	<p>D</p>	<p>P</p>	

## Multiple Year Assessment Plan Master of Arts in Education: Concentration in Teaching and Learning Reading Certificate

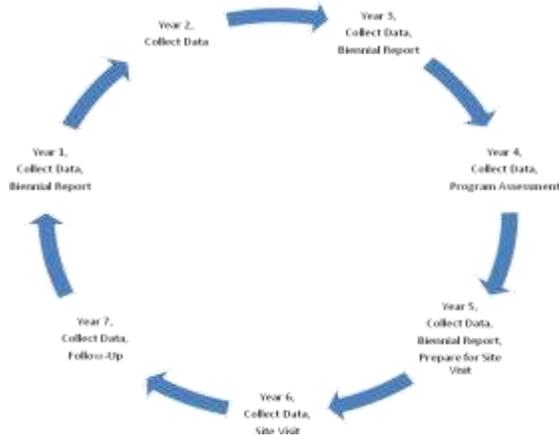
Each year, the California Commission of Teacher Credentialing (CTC) requires universities offering credentials undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. The recursive CTC seven year program improvement cycle accreditation cycle provides the structure for this ongoing, in depth, intern 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  <b>Site Visit</b>	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 Education: Teaching and Learning Reading**

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 informing areas for program improvement. Rubrics may be found in the appendix.

- **Signature Assignment:** IN GED 628, Using Technology to Support Student Learning, candidates will demonstrate their understanding course content with the integration of technology and a standards-based curriculum through the development of a lesson plan. Standards will be identified, the hardware, software and internet resources listed, the evidence that will be used to monitor students' progress, and differentiated strategies for diverse learners.
- **Signature Assignment:** In GED 692, Standards Assessment and Instruction: Comprehending and Composing Written Language, candidates will present a culminating portfolio to include a strategy demonstration plan, literature logs, reflective logs and the sharing of reading strategies.
- **Signature Assignment:** In GED693, Research-based Intervention Models and Strategies, candidates will present a culminating portfolio to include diagnostic folders, thumbnail sketches of students, and an outline of a proposed intervention for research.
- **Signature Assignment:** In GED 694, Standards, Assessment, and Instruction: Word Analysis, Fluency, and Systematic Vocabulary Development, candidates will present a culminating portfolio to include reflection logs, two fluency assessments, and two fluency action plans.
- **Signature Assignment:** In GED 698, Special Studies in Education: Literacy Field Studies, will conduct an action research and present a paper to include an introduction, the design and methodology, results and reflections, and an appendix.

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

Professors of Reading Certificate courses will focus on entire dispositions and these specific dispositions:

- GED628 – All Dispositions
- GED694 – Disposition #4 Spirit of Collaboration, Flexibility and Humility

- GED692 – Disposition #5 Harmony in the Learning Community
- GED693 – Disposition #8 Diligence in Work Habits and Responsibility for Learning
- GED698 – Disposition #2 Honesty and Integrity

### ***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 identifying 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 Education: Teaching and Learning  
Reading Certificate**

**Data Charts and Discussion of Findings**

Table 1

The following chart describes the evaluation mechanisms currently in place as they relate to transition point assessment measures pertaining to the Reading Certificate. Summaries of these measures are reported below.

INSTRUMENT	DESCRIPTION
Gate One: Entrance to the University	
Acceptance	Entrance to the university involved the application process, transcripts, Letters of Recommendation, Writing Sample and Interview.
Gate Two: Signature Assignments	
Signature Assignments	Data is collected on all five courses required for the Reading Certificate. The courses are designed to lead students to higher levels of understanding. Each course includes a common signature assignment that measures student mastery of standards and concepts presented in the course. The course signature assignments are posted in TaskStream and evaluated by the professor utilizing four (4) point rubrics.
Gate Three: Completion of the Reading Certificate Through Action Research	
Action Research (GED698)	Gate three is the Action Research Project which includes the use of 12 intervention strategies that address the reading challenges and struggles of students. All reading certificate candidates present their action research findings in a written and oral report that includes a focus on challenges, results, and reflections. The Action Research Project is evaluated using a four (4) point rubric. The Action Research Project is a required element for candidates pursuing a reading certificate.
Gate Four: Completion of Reading Certificate	
Surveys of Program Completion	During Gate Four Reading Certificate Completers are surveyed as well as the employers of Reading Certificate candidates. This survey data will help PLNU to improve the Reading Certificate Program.

Table 2  
Data for All Reading Certificate Courses

Folio Areas Assessed	N	Mean	Median	Std. Dev.
GED 628- Using Technology to Support Student Learning	18	3.88	4.0	0.29
GED692 – Standard, Assessment and Instruction: Comprehending and Composing Written Language	67	3.98	4.0	0.51
GED693 – Research-Based Intervention Models and Strategies	60	3.87	4.0	0.37
GED694 – Standards, Assessment and Instruction: Word Analysis, Fluency and Systematic Vocabulary Development	46	4.0	4.0	0.0
GED698 – Special Studies in Education: Literacy Field Studies	42	3.85	4.0	0.42

Table 3  
Final Scores for GED628

Criterion	N=18	Weight	Mean	Median	Standard Deviation
Content and Technology Standards		10%	4.0	4.0	0
Assessment Data		20%	3.78	4.0	0.55
Technology		30%	3.94	4.0	0.24
Internet Resources		20%	3.94	4.0	0.24
Differentiation		20%	3.78	4.0	0.43

Table 4  
GED628 Assessment Data for All Centers

Regional Center	N	Mean	Median	Standard Deviation
Arcadia	5	3.84	4.0	0.29
Bakersfield	3	3.8	4.0	0.34
Inland Empire	0	0	0	0
Mission Valley	10	3.94	4.0	0.14

Table 5  
Final Scores for GED 692

Criterion	Weight	Mean	Median	Sta. Dev.
#1 Strategy Demonstration Plan	(30%)	3.87	4	0.42
#2 Literature Log	(30%)	3.76	4	0.8
#3 Findings, Connections and Reflections Logs	(20%)	3.93	4	0.32
#4 Sharing of a Reading Strategy	(20%)	3.90	4	0.5

Table 5

Table 6  
GED692 Assessment Data for All Centers

Assessment Data GED692	N	Mean	Median	Std. Dev.
Arcadia Regional Center	18	3.94	4.0	0.2
Bakersfield Regional Center	21	3.75	4.0	0.56
Inland Empire Regional Center	0	0	0	0.0
Mission Valley Regional Center	27	3.88	4.0	0.39

Table 7  
Criterion: Final Scores GED 693

Criterion	N=60	Weight	Mean	Median	Sta. Dev.
#1 Diagnostic Folders		30%	3.8	4.0	0.51
#2 Thumbnail sketches		20%	3.98	4.0	0.13
#3 Outline of Proposed Intervention Work for Action Research		50%	3.83	4	0.49

Table 8  
GED693 Assessment Data for All Centers

Assessment Data GED693	N	Mean	Median	Std. Dev.
Arcadia Regional Center	3	4.00	4.0	0
Bakersfield Regional Center	26	3.70	4.0	0.53
Inland Empire Regional Center	0	0	4.0	0
Mission Valley Regional Center	30	4.0	4.0	0

Table 9  
Final Scores GED 694

Criterion	Weight	Mean	Median	Sta. Dev.
#1 Findings, Connections and Reflections Log	25%	4.0	4.0	0
#2 Admin. Two fluency assessments to 2 two students w/analysis	40%	4.0	4.0	0
#3 Fluency Action Plans	35%	4.0	4.0	0

Table 10  
GED694 Assessment Scores for All Centers

Assessment Data GED694	N	Mean	Median	Std. Dev.
Arcadia Regional Center	14	4.00	4.0	0
Bakersfield Regional Center	18	4.0	4.0	0
Inland Empire Regional Center	0	0	0	0
Mission Valley Regional Center	13	4.0	4.0	0

Table 11  
Final Scores GED 698

Criterion	N = 42	Weight	Mean	Median	Sta. Dev.
#1 Introduction		20%	3.86	4	0.42
#2 Design and Methodology		35%	3.86	4	0.42
#3 Results/Reflections		20%	3.88	4	0.4
#4 Appendix/Evidence		25%	3.83	4	0.44

Table 12  
GED698 Assessment Scores for All Centers

Assessment Data GED698	N	Mean	Median	Std. Dev.
Arcadia Regional Center	2	4.0	4	0.0
Bakersfield Regional Center	17	3.65	4	0.6
Inland Empire Regional Center	0	0	0	0.0
Mission Valley Regional Center	23	4.0	4.0	0.0

Table 13  
Data for Dispositions of Noble Character for All Centers

Regional Centers	N	Mean	Median	Std. Dev.
Arcadia Regional Center	0	0	0	0.0
Bakersfield Regional Center	0	0	0	0.0
Inland Empire Regional Center	0	0	0	0.0
Mission Valley Regional Center	10	4.0	4.0	0.0

**Analysis of Candidate and Program Data**

Type of data collected	Strengths	Areas for improvement
GED628 Signature Assignment	Data from GED628 indicates that the final scores for Reading Certificate candidates range from 3.78 to 4.0.	The lowest scores are for Assessment Data and Differentiation.
GED693	Data collection indicates that the range of scores are from 3.76 to 3.93.	The lowest scores for the Assessment Data are for the Literature Log and the Strategy Demonstration Plan.
GED693 Signature Assignment	The data from the GED693 indicates that the final scores for Reading Certificate candidates range from 3.8 to 3.98.	The lowest criterion score was for the Diagnostic Folders.
GED 694 Signature Assignment	The collection of data from GED694 indicates that the final scores for Reading Certificate candidates are 4.0. The high scores are indicative of the fact that candidates have an understanding and mastery of the key outcomes of GED694.	
GED 698 Signature Assignment	The collection of data from GED698 indicates that the final scores for Reading Certificate candidates range from 3.86 to 3.88. The high scores also indicate understanding and mastery of the key outcomes of GED698.	The lowest score was criterion #4 Appendix/Evidence.

**Use of Results**  
**Master of Arts in Education: Teaching and Learning**  
**Reading Certificate**

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

Assessment results show a high degree of competence by Reading Certificate candidates. During yearly program assessment meetings with faculty, areas for program improvement are discussed. Reading faculty are grouped in committees by the courses that they teach. Two courses GED693 and GED698 share the same faculty. The needs expressed by faculty are listed below.

Type of data collected	Areas for improvement based upon yearly faculty meetings
GED692 Signature assignment	All the research articles are more than 5 years old and need to be updated.
GED693 Signature Assignment	Learning Logs need to be streamlined and simplified.
GED 694 Signature Assignment	The signature assignment is using one specific textbook. The fluency assessment needs not to be tied to one textbook.
GED 698 Signature Assignment	Reading Certificate Faculty will meet yearly to evaluate data and to revise and refine the signature assessment.

The Reading Certificate Program will be rewritten utilizing the new standards during the 2011-2012 year. The new program will be called Reading Added Authorization instead of a Reading Certificate. The Reading Added Authorization will be implemented in the fall of 2012.

# APPENDIX

## GED 628 Technology Lesson

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Score/ Level</b>
Content and Technology Standards	No evidence of integration of CA Standards with Technology Standards for the appropriate grade	Some evidence of integration of CA Standards with Technology Standards for the appropriate grade	Adequate evidence of integration of CA Standards with Technology Standards for the appropriate grade	Clear evidence of integration of CA Standards with Technology Standards for the appropriate grade	
Assessment Data	No assessment data provided	Data not correlated to identified standards	Included adequate data to measure student mastery of lesson standards	Included relevant data to measure student mastery of lesson standards	
Technology	No hardware and/or software incorporated	No hardware and/or software incorporated Hardware and/or software not appropriate for lesson delivery	Included adequate hardware and/or software tools to deliver the lesson	Included relevant hardware and/or software tools to deliver the lesson	
Internet Resources	No internet resources incorporated	Internet resources not appropriate with identified standards	Included adequate internet resources to develop or deliver the lesson	Included relevant hardware and/or software tools to deliver the lesson	
Differentiation	Lesson plan does not identify strategies for differentiation	Differentiation is not consistent with identified standards	Lesson plan adequately identifies strategies for differentiation connected to identified standards	Lesson clearly and consistently identifies relevant strategies for differentiation connected to identified standards	



## GED 692 Standards, Assessment and Instruction: Comprehending and Composing Written Language

	1	2	3	4	Score/ Level
Strategy Demonstration Plan	Strategy Demonstration Plan contains an incomplete Strategy Demonstration Plan template, no identified ELA standards, weak description of instructional setting, and no reflections on strengths and weaknesses of the strategy	Strategy Demonstration Plan contains a partially completed Strategy Demonstration Plan template, identified ELA standards, weak description of instructional setting, and no reflections on strengths and weaknesses of the strategy	Strategy Demonstration Plan contains a completed Strategy Demonstration Plan template, identified ELA standards, description of instructional setting, but no reflections on strengths and weaknesses of the strategy	Strategy Demonstration Plan contains a completed Strategy Demonstration Plan template, identified ELA standards, description of instructional setting, reflections on strengths and weaknesses of the strategy	
Literature Log	Literature Log includes titles and authors of fiction and non-fiction selections used to teach less than 10 different Reading Strategies	Literature Log includes titles and authors of fiction and non-fiction selections used to teach 10-14 different Reading Strategies	Literature Log includes titles and authors of fiction and non-fiction selections used to teach 15-17 different Reading Strategies	Literature Log includes titles and authors of fiction and non-fiction selections used to teach 18 different Reading Strategies	
Findings, Connections and Reflections Logs	Little or no information, connections and reflections including: Incomplete or missing citation, incomplete summary of reading, 1 finding, 1 connection between reading and teaching practice, and missing reflection	Partial information, connections and reflections including: 1 citation, incomplete summary of reading, 1 finding, 1 connection between reading and teaching practice, and incomplete reflection	Clear information, connections and reflections including: 1 citation, completed summary of reading, 2 findings, 1 connection between reading and teaching practice, and reflection	Clear and detailed information, connections and reflections including: 1 citation, completed summary of reading, 2 findings, 2 connections between reading and teaching practice, and reflection	
Sharing of a Reading Strategy	Little or no information provided on the Reading Strategy with no samples, examples or handouts for explanation	Partial information provided on the Reading Strategy with minimal samples, examples or handouts for explanation	Clear information provided on the Reading Strategy including samples, examples or handouts for explanation	Clear and detailed information provided on the Reading Strategy including samples, examples or handouts for explanation	

## GED 693 Signature Assignment Rubric

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Score/ Level</b>
Diagnostic Folders	Diagnostic Folders are incomplete with ONE student & include: Assessment data Student work Progress notes Anecdotal records Conferences/interviews with each student with identification of the significance of that piece of evidence	Diagnostic Folders are partially completed with TWO students & include: Assessment data Student work Progress notes Anecdotal records Conferences/interviews with each student with identification of the significance of that piece of evidence	Diagnostic Folders are completed with THREE students & include: Assessment data Student work Progress notes Anecdotal records Conferences/interviews with each student with identification of the significance of that piece of evidence	Diagnostic Folders are completed with FOUR students & include: Assessment data Student work Progress notes Anecdotal records Conferences/interviews with each student with identification of the significance of that piece of evidence	
Thumbnail Sketches	Thumbnail Sketches are incomplete with a summary chart including Name, Strengths, Needs, Needed/Missing information for ONE students	Thumbnail Sketches are partially completed with a summary chart including Name, Strengths, Needs, Needed/Missing information for TWO students	Thumbnail Sketches are mostly complete with a summary chart including Name, Strengths, Needs, Needed/Missing information for THREE students	Thumbnail Sketches are complete and detailed with a summary chart including Name, Strengths, Needs, Needed/Missing information for FOUR students	
Outline of Proposed Intervention Work for Action Research	Little or no information containing answers to 5 or fewer questions noted in the syllabus	Partial information containing answers to 6-7 questions noted in the syllabus	Clear information containing answers to all 8-11 questions noted in the syllabus	Clear and detailed information containing answers to all 12 questions noted in the syllabus	

## GED673 Culminating Reflection of Teaching Practice Rubric

	<b>Little or No Evidence</b>	<b>Limited Evidence</b>	<b>Appropriate Evidence</b>	<b>Detailed and Appropriate Evidence</b>	<b>Score/Level</b>
Reflection of your teaching practice and how it benefitted your students and the learning that took place	Inappropriate, irrelevant, inaccurate or missing reflection	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected reflection	Appropriate, relevant, accurate and connected reflection	Details, appropriate, relevant, accurate, clear and purposefully connected reflection	
Reflection on student learning needs and the ways you impacted student success	Inappropriate, irrelevant, inaccurate or missing reflection	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected reflection	Appropriate, relevant, accurate and connected reflection	Details, appropriate, relevant, accurate, clear and purposefully connected reflection	
Reflection on evidence collected of student learning, instructional strategies and assessments that illustrates a change or improvement in your teaching	Inappropriate, irrelevant, inaccurate or missing reflection	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected reflection	Appropriate, relevant, accurate and connected reflection	Details, appropriate, relevant, accurate, clear and purposefully connected reflection	
Reflection on next steps in your growth as a professional educator	Inappropriate, irrelevant, inaccurate or missing reflection	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected reflection	Appropriate, relevant, accurate and connected reflection	Details, appropriate, relevant, accurate, clear and purposefully connected reflection	

## GED 694 Signature Assignment Rubric

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Score/ Level</b>
Findings, Connections and Reflections Log	Little or no information, connections and reflections including: Incomplete or missing citation, incomplete summary of reading, 1 finding, 1 connection between reading and teaching practice, and missing reflection	Partial information, connections and reflections including: 1 citation, incomplete summary of reading, 1 finding, 1 connection between reading and teaching practice, and incomplete reflection	Clear information, connections and reflections including: 1 citation, completed summary of reading, 2 findings, 1 connection between reading and teaching practice, and reflection	Clear and detailed information, connections and reflections including: 1 citation, completed summary of reading, 2 findings, 2 connections between reading and teaching practice, and reflection	
Administration of two Fluency Assessments to two students and analysis of the assessment results	Little or no information provided on the administration and analysis of the Fluency Assessments: 1 or no Assessments 1 Student Missing Analysis and teaching target	Partial information provided on the administration and analysis of the Fluency Assessments: 1 Assessments 1 Students 1 Analysis w/ one teaching target	Clear information provided on the administration and analysis of the Fluency Assessments: 1-2 Assessments 1-2 Students 1 Analysis w/ one teaching target	Clear and detailed information provided on the administration and analysis of the Fluency Assessments: 2 Assessments 2 Students 2 Analysis w/ one teaching target & data summary	
Fluency Action Plans	Fluency Action Plans are incomplete: 1 Student Missing Action Plan Unclear explanation	Fluency Action Plans are partially complete: 1 Student 1 Action Partial Explanation	Fluency Action Plans are mostly complete: 2 Students 1 Action w/ clear explanation & intervention	Fluency Action Plans are complete for 2 Students 2 Actions w/ detailed explanation & intervention	

## GED 698 Signature Assignment Rubric

	1	2	3	4	Score/ Level
Introduction	Introduction provides little or no information related to the instructional context for action research, a brief description of four struggling readers and answers to questions concerning challenges and struggles as stated in the Signature Assignment	Introduction provides partial information related to the instructional context for action research, a brief description of four struggling readers and answers to questions concerning challenges and struggles as stated in the Signature Assignment	Introduction provides clear information including the instructional context for action research, a brief description of four struggling readers and answers to questions concerning challenges and struggles as stated in the Signature Assignment	Introduction provides clear and detailed information including the instructional context for action research, a brief description of four struggling readers and answers to questions concerning challenges and struggles as stated in the Signature Assignment	
Design and Methodology	Little or no description of 5 or less intervention sessions answering the 7 questions from the Signature Assignment	Partial description of 6-8 intervention sessions answering the 7 questions from the Signature Assignment	Clear description of 9-11 intervention sessions answering the 7 questions from the Signature Assignment	Clear and detailed description of 12 intervention sessions answering the 7 questions from the Signature Assignment	
Results/Reflections	Little or no reflection on the implemented intervention providing personal reaction, possible changes, or implications for your teaching practice	Partial reflection on the implemented intervention providing personal reaction, possible changes, or implications for your teaching practice	Clear reflection on the implemented intervention providing personal reaction, possible changes, and implications for your teaching practice	Clear and detailed reflection on the implemented intervention providing personal reaction, possible changes, and implications for your teaching practice	
Appendix/Evidence	Appendix is incomplete containing 5 or less artifacts that include data and materials useful in interpreting the action research with identifying summaries	Appendix is partially complete containing 6-8 artifacts that include data and materials useful in interpreting the action research with identifying summaries	Appendix is mostly complete containing 9-11 artifacts that include data and materials useful in interpreting the action research with identifying summaries Appendix is complete containing at least 12 artifacts that include data and materials useful in interpreting the	Appendix is complete containing at least 12 artifacts that include data and materials useful in interpreting the action research with identifying summaries	
			action research with identifying summaries 20%		



## 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</p>		

<p>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 issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community.</p>		
<p><b>6. Self-Awareness/Calling</b></p> <p>The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate <i>demonstrates that serving as a professional educator is a confirmed calling to equip, to transform and to empower every student to fulfill his or her full potential.</i></p>		
<p><b>7. Perseverance with Challenge</b></p> <p>The candidate perseveres, remains engaged, and persists as a life-long learner, especially when academic and professional assignments are perceived as challenging.</p>		

**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.

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**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.)

## MATL Program Survey: 2009 Reading Certificate

1. Select the year you entered the MATL 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. MATL Concentration or In-depth Emphasis
11. My initial 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. Demonstrate and apply proficiencies to issues related to diversity
22. Demonstrate and apply proficiencies related to adjusting the instructional process to meet the academic needs of English Language Learners
23. Demonstrate and apply proficiencies related to providing multi-leveled content to meet the academic needs of students with exceptionalities
24. Demonstrate and apply proficiencies related to implementing differentiated instructional strategies
25. Demonstrate and apply proficiencies related to implementing differentiated instructional strategies to positively impact all student learning
26. Demonstrate and apply proficiencies related to scaffolding assignments to meet the needs of all students. Contextualize teaching by utilizing student' own experiences and cultures
27. Reflect on my content , professional, and pedagogical knowledge, skills, and dispositions, and apply them in a variety of settings
28. Reflect on my practice and make necessary adjustments to enhance student learning
29. Consider school, family, and community context in connecting concepts to students' prior experience and real world issues to develop meaningful learning experiences for all

30. Apply the professional expectations of the teaching profession
31. Analyze and monitor all student learning and make appropriate adjustments to instruction
32. Differentiate student assessment products and use a variety of research based formative and summative assessment strategies to increase learning for all students
33. Collaborate with other professionals to analyze student data for continuous adjustment and improvement of instructional planning
34. Connect my knowledge and awareness of child development and human learning with the needs of my students
35. Critique and synthesize educational research and theories related to teaching and learning and classroom practice based on my own applied research
36. Develop an expertise in certain aspects of professional and pedagogical knowledge based on research and experience
37. Reflect on professional dispositions and develop plans to adjust dispositions when necessary
38. Create caring and supportive classroom environments by identifying individual student dispositions to maximize their learning
39. Create theoretically based projects that have real-world application in the classroom
40. Take on leadership roles in the professional community and collaborate with colleagues to contribute to school improvement and renewal
41. Address students' preconceptions that hinder learning
42. Present content to student in challenging, clear, and compelling ways, using real-world contexts and integrating technology appropriately
43. Provide multiple explanations and instructional strategies so that all students can learn
44. Share my expertise in pedagogical content knowledge through leadership and mentoring roles in my school and community
45. Use research regarding how students learn and how to make instruction accessible to them
46. Identify my teaching philosophy and integrate it into my teaching practice
47. Regularly interact with other teachers, families of students, administrators, and university faculty
48. Actively and effectively participate in instructional teams and professional decisions
49. Participate in a variety of activities directed at improving teaching and learning
50. Work collaboratively to critique and reflect on each other's practice and effects on student learning
51. 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
52. List 1-2 teaching strategies, courses, and assignments that were least relevant and applicable to your teaching profession. Please include specific recommendations for improvement
53. 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