

Master of Arts in Education: Concentration in Teaching and Learning
Multiple and Single Subject Clear Credential

Annual Assessment Report
School of Education
2010-2011 Academic Year

Assessment Plan Description

School of Education Expanded Statement of Purpose

Mission Statement

Point Loma Nazarene University School of Education is a vital Christian learning community that exists to develop high-performing, reflective educators of noble character who impact the lives of learners to influence the broader community.

Vision

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

The School of Education is recognized as:

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

Program Learning Outcomes
Master of Arts in Education: Concentration in Teaching and Learning
Multiple and Single Subject Clear Credential

| Institutional Outcomes | School of Education All Student Outcomes | Academic Degree Program Outcomes | CTC Standard Driven Candidate Outcomes |
|----------------------------------|--|--|--|
| Learning informed by faith. | Equip | <p>Equip</p> <ol style="list-style-type: none"> 1. Works collaboratively with school site personnel and university faculty to gain a deepened understanding and competence of effective pedagogy and ability to apply academic instruction that includes universal access and equity for all students. 2. Maintains competencies in knowledge, skills and attitudes that demonstrate the ability to utilize the teaching model of Plan/Teach/Reflect/Apply in order to maximize student success. 3. Develops attitudes and skills to effectively communicate with all students; special needs, diverse cultural groups, and second language learners. | <p>Equip</p> <ol style="list-style-type: none"> 1. Demonstrates using a variety of instructional strategies how to assist all students in the mastery of content in the field of study. (CTC clear 5) 2. Knows and demonstrates how to consider individual growth or progress, and learning styles in assessing learning. (CTC clear 4) 3. Knows and demonstrates how to promote a collaborative learning environment of sensitivity, caring and trust. (CTC clear 2, 6a, 6b) |
| Growing in a faith community. | Transform | <p>Transform</p> <ol style="list-style-type: none"> 1. Demonstrates how to identify, clarify and address barriers to student learning while partnering with community resources to achieve academic goals. 2. Cultivates on-going self-evaluation and life-long learning habits that promote dispositions of noble character. | <p>Transform</p> <ol style="list-style-type: none"> 1. Demonstrates the ability to maximize student success by utilizing community resources to facilitate solutions to academic problems. (CTC clear 1-3, 6) 2. Demonstrates openness to continuous, formative and explicit feedback to maximize effectiveness with students. (CTC clear 3, 4) |
| Serving in the context of faith. | Empower | <p>Empower</p> <ol style="list-style-type: none"> 1. Honors diversity, while using pedagogical skill to implement principles of equity and empowerment. 2. Commits to ongoing professional development, a lifestyle of integrity and fairness and the use of high ethical and professional values in the field with administrators, colleagues, parents and students. | <p>Empower</p> <ol style="list-style-type: none"> 1. Communicates and demonstrates respect and sensitivity to all culturally diverse learners while challenging all to do their best. (CTC clear 5; 6a,6b) 2. Identifies ways to show respect for and effectively teach students from diverse backgrounds and communities to communicate effectively. (CTC clear 3,4,6a,6b) |

Curriculum Map
Master of Arts in Education: Concentration in Teaching and Learning
Multiple and Single Subject Clear Credential

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

| Program Learning Outcomes | 1a. working collaboratively with school personnel and university faculty to deepen their understanding and competence of effective pedagogy and ability to apply academic instruction that includes universal access and equity for all students. | 1b. maintaining competencies in knowledge, skills and attitudes that demonstrate the ability to utilize the teaching model of Plan/Teach/Reflect/Apply in order to maximize student success | 1c. developing attitudes and skills in order to effectively communicate with all students; special needs, diverse cultural groups, and second language learners. | 2a. by demonstrating how to identify, clarify and address barriers to student learning while partnering with community resources to achieve academic goals. | 2b. cultivating on-going self-evaluation and life-long learning habits that promote PLNU dispositions of noble character | 3a. honoring diversity, while using pedagogical skill to implement principles of equity and empowerment. | 3b. committing to ongoing professional development, a lifestyle of integrity and fairness and the use of high ethical and professional values in the field with administrators, colleagues, parents and students. | |
|---|---|---|--|---|--|--|---|--|
| GED 641 School Communities in a Pluralistic Society (3) | D | D, P Signature Assignment | P | D | | P | D | |
| GED642 Teaching Strategies for English Learners (3) | P | D, P | D, P | | D, P | D, P | P Signature Assignment | |
| GED677 Teaching Special Populations (3) | D, P Signature Assignment | | D, P | | D, P | | | |
| GED 673 Reflective Coaching Seminar (3) | M | P | P | P | D, P, M Signature Assignment Dispositions | | | |

Multiple Year Assessment Plan
Master of Arts in Education: Concentration in Teaching and Learning
Multiple and Single Subject Clear Credential

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

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

CTC Seven Year Cycle of “Red Cohort” Activities:

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

CTC Accreditation Cycle



Assessment Activities

Methods of Assessment and Criteria for Success Master of Arts in Education: Teaching and Learning Core

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 642, Teaching Strategies for English Learners, the signature assignment requires candidates design a one-week ELD or SDAIE unit of study for one of the classes they currently teach. The PLNU lesson plan format is used and includes both ELD and Content standards, as well as language and content objectives appropriate to the level of proficiency of the EL students in their current class. The candidates list the instructional texts, strategies, technology, assessment techniques, and any supplemental teaching materials that are used to help meet the needs of the EL students. A reflection at the end of each lesson describes what successes the students attained, how the lesson impacted student learning and what the candidate would do to improve on their practice in future lessons.
- **Signature Assignment:** In GED673, Reflective Coaching Seminar and Induction, clear credential candidates complete the Plan, Teach, Reflect, and Apply process for Teacher Induction. This formative assessment system utilizes California's Beginning Teacher Support and Assessment (BTSA) materials that serve as resource for candidates and faculty through the process. Candidates, in collaboration with faculty, frame the path for the expanded skills, support application in the classroom, and provide continual reflection for improving practice inquiry and professional growth.
- **Signature Assignment:** In GED 641, School Communities in a Pluralistic Society, candidates report on a particular cultural group present in their school district. They research the values, religious observances/holidays, learning styles, parental role in education, child rearing traditions, most appropriate ways to praise and discipline the children in school, communication styles (verbal and non-verbal) and how to best reach and teach these children. The project includes a reflection section on the most significant learning to the candidate and the application to teaching.
- **Signature Assignment:** In GED 677, Teaching Strategies for Special Populations, candidates build on their knowledge, skills, experiences and strategies acquired during preliminary preparation for teaching students with disabilities, students in the general

education classroom who are at risk and students who are gifted and talented. Each candidate will review and learn application principles for the statutory provisions of the Individuals with Disabilities Education Improvement Act (IDEIA), and Section 504 of the Rehabilitation Act of 1973, discuss, and reflect on subsequent changes in the Acts, statutory and/or local provisions relating to the education of students who are gifted and talented. A culminating leadership project reflecting collaboration, differentiation strategies, and student advocacy serves as the signature assignment.

2. Dispositions Assessments (2010)

Candidates will self-assess a minimum of twice during the MATL program:

- Introductory Self-Assessment (GED694, GED641, EDU601, GED641, GED672)
(Students will upload Self-Assessment into TaskStream)
- Final Disposition Assessment by candidates (GED668, GED673, GED689, GED698)
(Students will upload Self-Assessment into TaskStream)

Candidates will also receive assessments from:

- Course professors in the appropriate program/concentration as listed (GED628, GED642, GED673, GED689, GED698)
- Seminar Professor, School Site Mentor, and the University Mentors in the Clear Credential Program (GED673)
- Outside mentor (GED689)

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
Core

Data Charts and Discussion of Findings

Table 1
 Clear Program Participants at All Regional Centers

| Regional Center | Number of Candidates |
|-----------------|----------------------|
| Arcadia | 13 |
| Bakersfield | 18 |
| Inland Empire | 2 |
| Mission Valley | 13 |

Table 2
 Data for All Clear Course Participants

| Folio Areas Assessed | N = | Mean | Median | Std. Dev. |
|--|-----|--------|--------|-----------|
| | 451 | | | |
| GED 628 – Using Technology to Support Student Learning (Level II Technology) | 117 | 3.65/4 | 3.80 | 0.37 |
| GED 639 – Health Education | 108 | 3.79/4 | 3.89 | 0.37 |
| GED 641 – School Communities in a Pluralistic Society | 2 | 4.00 | 4.00 | 0 |
| GED 642 – Teaching Strategies for English Learners | 120 | 3.78/4 | 4.00 | 0.39 |
| GED673 – Reflective Coaching Seminar | 8 | 3.75/4 | 3.75 | 0.33 |
| GED 677 – Teaching Strategies for Special Populations | 96 | 3.93/4 | 4.00 | 0.11 |

Table 3
 Final Scores for GED628, Using Technology to Support Student Learning

| Criterion | N = 117 | Final Score by Criterion |
|--|---------|--------------------------|
| Content and Technology Standards (10%) | | 3.85 |
| Assessment Data (20%) | | 3.59 |
| Technology (30%) | | 3.83 |
| Internet Resources (20%) | | 3.44 |
| Differentiation (20%) | | 3.53 |

Table 4
Assessment Data for All Centers

| Assessment Data GED 628 | N = 117 | Mean | Median | Std. Dev. |
|--------------------------------|------------|------|--------|-----------|
| Arcadia Regional Center | 28 | 3.48 | 3.55 | .4 |
| Bakersfield Regional Center | 32 | 3.6 | 3.51 | .7 |
| Inland Empire Regional Center | 6 | 3.6 | 3.8 | .57 |
| Mission Valley Regional Center | 44 | 3.84 | 4 | .43 |
| Overall | 117 | 3.65 | 3.80 | .37 |

Table 5
Final Scores for All Students in GED639, Health Education

| Criterion | N = 108 | Weight | Final Score |
|--|---------|--------|-------------|
| Inventory of Resources available (site, district, Community) | | 34% | 3.93 |
| Identification of Strengths and Weaknesses | | 22% | 3.72 |
| Active Participation in Promoting Health | | 22% | 3.74 |
| Reflection | | 22% | 3.71 |

Table 6
Assessment Data for All Regional Centers

| Assessment Data GED639 | N = 108 | Mean | Median | Std. Dev. |
|--------------------------------|------------|------|--------|-----------|
| Arcadia Regional Center | 37 | 3.75 | 4.00 | 0.32 |
| Bakersfield Regional Center | 40 | 3.8 | 4 | .38 |
| Inland Empire Regional Center | 5 | 4 | 4 | 0 |
| Mission Valley Regional Center | 23 | 3.71 | 4 | .49 |
| Overall | 108 | 3.79 | 3.89 | .37 |

Table 7
Final Scores for All Students in GED641, Pluralistic Society

| Criterion | N = 2 | Weight | Final Score |
|----------------------------|-------|--------|-------------|
| Slides | | 20% | 4.00 |
| Information Sources | | 30% | 4.00 |
| Application of Information | | 40% | 4.00 |
| Oral Presentation | | 10% | 4.00 |

Table 8
Assessment Data for All Regional Centers

| Assessment Data GED641 | N = 2 | Mean | Median | Std. Dev. |
|--------------------------------|-------|------|--------|-----------|
| Arcadia Regional Center | 2 | 3.88 | 3.88 | 0.18 |
| Bakersfield Regional Center | 0 | 0 | 0 | 0 |
| Inland Empire Regional Center | 0 | 0 | 0 | 0 |
| Mission Valley Regional Center | 1 | 4 | 4 | 0 |
| Overall | 2 | 3.88 | 3.88 | .18 |

Table 9
Final Scores for GED642, Teaching Strategies for English Learners

| Criterion | N = 120 | Weight | Final Score |
|---|---------|--------|-------------|
| Unit Overview Rationale | | 10% | 3.74 |
| Standards and Objectives | | 20% | 3.72 |
| Comprehensive Input and Building Background | | 15% | 3.78 |
| Activities and Interaction | | 15% | 3.82 |
| SDAIE and CALLA Strategies | | 20% | 3.82 |
| Assessment and Self-reflection | | 20% | 3.78 |

Table 10
Scores for GED 642, for All Students by Regional Centers

| Assessment Data GED642 | N = | Mean | Median | Std. Dev. |
|--------------------------------|-----|------|--------|-----------|
| Arcadia Regional Center | 38 | 3.79 | 4 | .39 |
| Bakersfield Regional Center | 42 | 3.79 | 4 | .48 |
| Inland Empire Regional Center | 4 | 3.75 | 3.91 | .43 |
| Mission Valley Regional Center | 26 | 3.69 | 4 | .56 |
| Overall | 120 | 3.78 | 4 | .39 |

Table 11
Final Scores for GED673, Reflective Coaching Seminar

| Criterion | N = 8 | Weight | Final Score |
|---|-------|--------|-------------|
| Reflection of your teaching practice and how it benefitted students and the learning that took place | | 25% | 3.63 |
| Reflection on student learning needs and the ways you impacted student success | | 25% | 3.88 |
| Reflection on evidence collected of student learning, instructional strategies and assessments that illustrates a or improvement in your teaching | | 25% | 3.63 |
| Reflection on next steps in your growth as a professional educator | | 25% | 3.88 |

Table 12
Scores for GED 673 for All Students by Regional Centers

| Assessment Data GED673 | N = | Mean | Median | Std. Dev. |
|--------------------------------|-----|------|--------|-----------|
| Arcadia Regional Center | 2 | 3.88 | 3.88 | .18 |
| Downey Cohort | | | | |
| Bakersfield Regional Center | 1 | 3 | 3 | 0 |
| Inland Empire Regional Center | 0 | 0 | 0 | 0 |
| Mission Valley Regional Center | 0 | 0 | 0 | 0 |
| Overall | 8 | 3.75 | 3.75 | .33 |

Table 13
Final Scores of GED 677, Teaching Strategies for Special Learners

| Criterion | N = 96 | Weight | Final Score |
|--|--------|--------|-------------|
| Collaboration with Key Educators at School Site | | 30% | 3.61 |
| PowerPoint Presentation of Personal Philosophy | | 15% | 3.90 |
| PowerPoint Presentation of Specific Classroom Strategies for Student Success | | 15% | 3.89 |
| PowerPoint Presentation of the Example of Individual Differentiation | | 15% | 3.82 |
| Reflection on Inclusive Practices and Leadership Roles | | 25% | 3.65 |

Table 14
Assessment Data for GED677, for All Students by Regional Centers

| Assessment Data GED677 | N | Mean | Median | Std. Dev. |
|-----------------------------|----|------|--------|-----------|
| Arcadia Regional Center | 44 | 3.61 | 3.7 | .36 |
| Bakersfield Regional Center | 27 | 3.76 | 4 | .39 |

| | | | | |
|--------------------------------|----|------|------|-----|
| Inland Empire Regional Center | 2 | 3.7 | 3.7 | .42 |
| Mission Valley Regional Center | 13 | 4 | 4 | 0 |
| Overall | 96 | 3.74 | 3.93 | .32 |

Table 15
Disposition Assessment Data

| Disposition Assessments | N | Mean | Median |
|----------------------------------|---|---------------------|--------|
| GED 673 D-1 Pre Self Assessment | 3 | 3 met/ 0 not met | n/a |
| GED 673 D-2 Professor Assessment | 2 | 4.0/4 | 4 |
| GED 673 D-3 Mentor Assessment | 2 | 4.0/4 | 4 |
| GED 673 D-4 Post Self Assessment | 5 | 5 met/ 0 not met | n/a |

Analysis of Candidate and Program Data

| Assessment | Strengths | Areas for improvement |
|--|---|--|
| GED628 Using Technology | Candidates identified content and correlation to Technology standards | Identifying Internet Resources |
| GED639 Health Education | An inventory of resources available at the site, district and in the community | Reflection in determining strengths and weaknesses of a health education program |
| GED 641 Pluralistic Society | Adequate data not collected due to small number of students | Adequate data not collected due to small number of students |
| GED642 Teaching Strategies for English Learners | Appropriate SDAIE and CALLA strategies addressed | Candidates identified Standards and Objectives |
| GED673 Reflective Seminar | Adequate data not collected due to small number of students | Adequate data not collected due to small number of students |
| GED677 Teaching Strategies for Special Populations | Power Points presented specific classroom strategies for student success dictated by personal philosophy. | Candidates identified collaboration with Key educators at School Site |
| Dispositions of Noble Character | We have just begun to assess dispositions | We need more data in order to draw meaningful conclusions. |

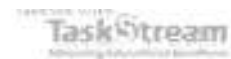
Use of Results
Master of Arts in Education: Teaching and Learning
Core

Use of Assessment Results to Improve Candidate and Program Performance

| Folio Areas Assessed | Action Plan | Program Standard |
|--|---|---|
| GED 628 – Using Technology to Support Student Learning (Level II Technology) | The data from GED628 shows a weakness in appropriate Internet resources and how to utilize those resources to differentiate materials for students. In GED677 those strategies can be reviewed and supported. | Standard 5 - No longer a separate standard. |
| GED 639 – Health Education | GED639 faculty need to not only focus on strengths and weaknesses of health related issues, but help students to find resources to address the weaknesses that were found. | Standard 5 - No longer a standard in the new program. |
| GED 641 Pluralistic Society | Small data collection | Standard 6 |
| GED 642 – Teaching Strategies for English Learners | Learning outcomes need to be connected to SDAIE and CALLA strategies and their implementation in the classroom. | Standard 6 |
| GED673 – Reflective Seminar | Small data collection | Standard 3 & 4 |
| GED 677 – Teaching Strategies for Special Populations | Differentiation practices in the classroom need to be reviewed along with inclusive practices for student success. | Standard 6 |

APPENDIX

GED 677 - Teaching Strategies for Special Populations



| | 1 | 2 | 3 | 4 | Score / Level |
|---|---|--|--|---|---------------|
| Collaboration with Key Educators at School Site | Little or no evidence of collaboration with key educators (administrator, special education teacher, counselor, psychologist) that promote inclusive practices for students with diverse needs. | A partial statement of collaboration with key educators (administrator, special education teacher, counselor, psychologist) that promotes inclusive practices for students with diverse needs. | Clear statements of collaboration with key educators (administrator, special education teacher, counselor, psychologist) that promote inclusive practices for students with diverse needs. | Clear, consistent, and convincing, statements of collaboration with key educators (administrator, special education teacher, counselor, psychologist) that promote inclusive practices for students with diverse needs. | |
| Power Point Presentation | Little or no evidence in presentation of the personal philosophy of inclusive practices | Partially shows evidence in the presentation of the personal philosophy of inclusive practices | Clearly shows evidence in the presentation of the personal philosophy of inclusive practices | Clearly, consistently, and convincingly shows evidence in the presentation of the personal philosophy of inclusive practices | |
| Power Point Presentation | Little or no evidence in presentation of the specific classroom strategies for student success | Partially shows evidence in the presentation of the specific classroom strategies for student success | Clearly shows evidence in the presentation of the specific classroom strategies for student success | Clearly, consistently, and convincingly shows evidence in the presentation of the specific classroom strategies for student success | |
| Power Point Presentation | Little or no evidence in presentation of the example of individual differentiation for students with diverse needs | Partially shows evidence in the presentation of the example of individual differentiation for students with diverse needs. | Clearly shows evidence in the presentation of the example of individual differentiation for student with diverse needs. | Clearly, consistently, and convincingly shows evidence in the presentation of the example of individual differentiation for student with diverse needs. | |
| Reflection | Little or no statements of: - Promotion of and | Partial statements of: -Promotion of and | Clear statements of: -Promotion of and | Clear and consistent, and convincing statements of: | |
| | participation in inclusive practices for students with diverse needs at school. -Role of leadership and advocacy on behalf of all students at school. | participation in inclusive practices for students with diverse needs at school. -Role of leadership and advocacy on behalf of all students at school. | participation in inclusive practices for students with diverse needs at schools. -Role of leadership and advocacy on behalf of all students at school. | - Promotion of and participation in inclusive practices for students with diverse needs at school. -Role of leadership and advocacy on behalf of all students at school. | |

GED642 - Teaching Strategies for EL

| | value: 1 | value: 2 | value: 3 | value: 4 | Score/ Level |
|--|--|---|---|--|-----------------|
| Unit Overview, Rationale | Several elements missing | A few elements missing | All elements present, but minimal description | All elements present and well-described | |
| Standards and Objectives | Only content standards and objectives are present. | Content and ELD standards selected are appropriate for the lesson, but not necessarily appropriate for the EL students. Content objectives are addressed in the lesson, but language objectives are weak and/or not addressed in the lessons. | Content and ELD standards selected are appropriate for both the lesson and the EL students' proficiency level. Content and language objectives are aligned to the standards, but language objectives are not adequately addressed in the lessons. | Content and ELD standards selected are appropriate for both the lesson and the EL students' proficiency level. Content and language objectives are aligned to the standards and both are effectively addressed in the lessons. | |
| Comprehensible Input and Building Background | Teacher input is not adapted for ELLs OR there is little evidence of building background knowledge. | Teacher input is somewhat adapted for ELLs; minimal building of background evident. | Teacher input is made comprehensible via visuals, etc. and time is spent building background knowledge, partially meeting the needs of the ELL students in the classroom. | Teacher input is made comprehensible via various media and background is well-developed, meeting the needs of the ELL students in the classroom. | |
| Activities and interaction | Activities are designed more for EO students; little interaction present | Activities are designed more for EO students; some interaction present | Activities are appropriately designed and meaningful for the ELL students and some structured interaction is present | Activities and interaction are both well-designed and appropriate for the proficiency level of the students and the subject matter. | |
| SDAIE & CALLA strategies | Does not use appropriate scaffolding strategies | Uses a few scaffolding strategies appropriate to the subject & students' proficiency level. | Selects appropriate SDAIE strategies and implements them well, but no learning strategies evident. | Selects and implements various SDAIE strategies and 1 CALLA appropriately in the unit. | |
| Assessment and self-reflection | Assessment included, but not appropriate for the objectives and/or the | Minimal assessment and minimal reflection included. | Assessment is present and appropriate, but it is not clear if students met | The assessments are well-designed for the proficiency level of the | |
| | participation in inclusive practices for students with diverse needs at school. -Role of leadership and advocacy on behalf of all students at school. | participation in inclusive practices for students with diverse needs at school. -Role of leadership and advocacy on behalf of all students at school. | participation in inclusive practices for students with diverse needs at schools. -Role of leadership and advocacy on behalf of all students at school. | - Promotion of and participation in inclusive practices for students with diverse needs at school. -Role of leadership and advocacy on behalf of all students at school. | |

GED673 Culminating Reflection of Teaching Practice Rubric

| | Little or No Evidence | Limited Evidence | Appropriate Evidence | Detailed and Appropriate Evidence | Score/Level |
|--|---|---|--|---|--------------------|
| 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 641 School Communities in a Pluralistic Society

| | Elements Not Evident | Elements Somewhat Evident | Elements Evident | Elements Highly Evident | Score/Level |
|----------------------------|--|--|--|---|--------------------|
| Slides | Includes <9 slides with <4 related photos. Not all the required information is evident | Includes 10 slides with 4+ related photos; bullets include the basic required information. | Includes 11+ slides that include more than the basic aspects of the culture with 5+ related photos; bullets are well described, but concise. | Includes 12-15 slides covering many aspects of the culture with 6+ related photos; bullets focus on the more significant information. | |
| Information sources | Includes information from a few sources and includes a list of "Works Cited" at the end. | Includes accurate information from books and the internet. Includes "Works Cited." | Includes accurate information taken from personal interview(s) as well as information from books and the internet. Includes "Works Cited" | Includes quotes from a personal interview with a person from that culture as well as current information from books, internet. Includes "Works Cited." | |
| Application of information | Includes some accurate cultural information that would help educators. | Includes accurate cultural information that would help other educators effectively teach the students and one other aspect (praise discipline or learning style or parent communication) | Includes accurate cultural information that would help educators effectively teach the educators and two other aspects (praise/discipline, learning style or parent communication) | The oral presentation effectively communicates critical information; candidate adds relevant description to the bulleted items. Music from the culture is included in some way. | |
| Oral presentation | The Power Point is not presented orally in such a way as to get the listeners' attention | The oral presentation consists more of reading the Power Point and adding some relevant description of the bulleted items. | The oral presentation communicates the key information in an engaging manner and includes relevant description of the bulleted items. | The oral presentation effectively communicates critical information; candidate adds relevant description to the bulleted items. Music from the culture is included in some way. | |

Point Loma Nazarene University

Dispositions and Indicators of Noble Character

Candidate: _____ Date: _____ Course: _____

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

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

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

| | | |
|--|--|--|
| 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 <i>demonstrates that serving as a professional educator is a confirmed calling to equip, to transform and to empower every student to fulfill his or her full potential.</i> | | |
| 7. Perseverance with Challenge The candidate perseveres, remains engaged, and persists as a life-long learner, especially when academic and professional assignments are perceived as challenging. | | |
| 8. Diligence in Work Habits & /Responsibility for Learning The candidate attends to the roles and responsibilities of the learning community, and is well-prepared and on time. The candidate completes required assignments on time and is reflective and receptive to formative feedback. | | |

RUBRICS FOR PERFORMANCE LEVEL

4 - Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed

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

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

1 – Demonstrates indicator infrequently if at all.

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

MATL Exit Survey: 2009

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