



POINT LOMA

NAZARENE UNIVERSITY

SCHOOL OF EDUCATION

Conceptual Framework

September, 2010

EQUIP TRANSFORM EMPOWER

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SECTION I. INTRODUCTION TO THE CONCEPTUAL FRAMEWORK

A conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated. The conceptual framework provides the bases that describe the unit's intellectual philosophy, and institutional standards which distinguish graduates of one institution from those of another (NCATE, 2009).

Description

The School of Education's (SOE) conceptual framework provides the structure and direction for its program development, course content, instructional practices, candidate assessments, academic scholarship, community service, and overall unit accountability. It supports candidates in reaching the unit's overarching mission of developing high-performing reflective educators of noble character who impact the lives of learners to influence a broader community. With an alignment to the mission and vision of the university, the SOE conceptual framework engages faculty, staff, and candidates in ongoing assessment, analysis, and reflection of the unit's beliefs regarding teaching and learning. It provides opportunities for rich discussion and input from educational partnerships in the community. Embracing Nazarene heritage, the framework integrates the distinctive qualities of Wesleyan tradition and the philosophy that spiritual and academic learning go hand-in hand. Expressed throughout the document is the integration of the cognitive and dispositions as well as the Nazarene call to wholeness in personal development and faithfulness to mission, where grace is foundational, truth is pursued, and holiness is a way of life.

Development

The initial structure for the School of Education's (SOE) conceptual framework began in the spring of 2008 when full-time faculty from the unit's four regional centers gathered for a two day retreat. While the intention of the retreat was to align standard operating procedures, policies, instruction, and assessment across the regional centers, it quickly became obvious that foundational to our work was the development and adoption of a mission and vision (adopted in May, 2009). The desire of the unit to be affiliated with the National Council for Accreditation of Teacher Education (NCATE) was also approved. This was the foundation for the establishment of specific committees to further explore and respond to the expectations of this council.

The crafting of the conceptual framework was a shared faculty venture following the approval of the mission and vision. The conceptual framework is based on the guidelines suggested by NCATE and presents a shared, coherent, and consistent set of working operations within and across all unit programs. With input from faculty and advisories, the conceptual framework reflects an alignment with the university's mission and vision, and summarizes the focus of the SOE's credential programs. Faculty took great measures to ensure that the three defining measures of the conceptual framework (equip, transform, and empower) provide a context for ensuring continuity in curriculum, instruction, field experience, clinical practice, and assessment throughout the candidate's program of study. Six SOE committees, each reflecting one of the six NCATE standards, monitored and evaluated the unit's operations, so as to ensure

integration of the conceptual framework across all programs. The draft of the conceptual framework was prepared in the spring of 2010. Once the initial draft was prepared, it was distributed to various focus groups for input, which led to several revisions. As partial fulfillment of NCATE's precondition requirement, the conceptual framework was submitted to NCATE in September, 2010.

SECTION II. DESCRIPTION OF THE UNIVERSITY

Historical and University Profile

Historical Profile

On July 28, 1902, Dr. Phineas F. Bresee founded and became the first president of the Pacific Bible College, which would become Pasadena College and later Point Loma Nazarene University (PLNU). Bresee's vision was for a liberal arts institution where spiritual and academic learning went hand-in-hand. That legacy is still with us today, as PLNU remains committed to the liberal arts and to whole-person education. Bresee was also responsible for the founding of the Church of the Nazarene denomination in 1908 that looks to the 18th century English theologian and reformer John Wesley. Future references to Wesley or Wesleyan in this document are a reference to this legacy.

Pacific Bible College began with 41 students. In 1910, Bresee purchased the Hugus Ranch property in Pasadena and fulfilled his dream of creating not just a Bible college but a holiness university. Nazarene University opened in 1910 and from its beginning included women students. By 1919, the name of the school had changed again to Pasadena College. In 1964, W. Shelburne Brown became president of Pasadena College. He was instrumental in moving the college from its original location in Pasadena to its new Point Loma, San Diego home in 1973.

Dr. Bob Brower, PLNU's current president, was inaugurated in 1998. In 1999, graduate programs in education were launched at regional centers in Bakersfield and Mission Valley. A graduate program in education has remained in the Pasadena area since the move in 1973. In 2002 this program moved to Arcadia. PLNU now has four regional centers in Arcadia, Bakersfield, the Inland Empire, and Mission Valley, San Diego.

University Profile

The university is accredited by the Western Association of Schools and Colleges (WASC) and is a member of the Council for Christian Colleges and Universities (CCCU). PLNU has also gained professional and program accreditation in seven programs, including the California Commission on Teacher Credentialing. Enrollment Data, for fall, 2009 is as follows:

Undergraduate Programs:

- 2,387 students, FTE 2,228
- 62% women; 38% men
- 67% of undergraduates live on the Point Loma campus
- Average Incoming GPA: 3.65
- Students come from 40 states and 13 foreign countries
- 86% of the undergraduate students received financial aid for the 2007-08 academic year

Graduate Programs:

- 1,096 students, FTE 560
- 70% women; 30% men
- 44% come from diverse ethnic backgrounds
- 66% of graduate students received financial aid for the 2007-08 academic year
- Graduate programs are offered in biology, business, education, ministry, nursing, and theology
- Teaching, service, and administrative credentials are also available

Mission, and Vision of the University (4.1)

Mission Statement

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Vision Statement

Point Loma Nazarene University will be a nationally prominent Christian university and a leading Wesleyan voice in higher education and the church – known for excellence in academic preparation, wholeness in personal development and faithfulness to mission.

The university will be recognized for:

- Spiritual vitality centered on the Lordship of Jesus Christ.
- A robust scholarly community that promotes excellence in teaching, research, and service.
- A collegial community characterized by civility and respect, where all members are valued and encouraged to fulfill their potential.
- A distinctive undergraduate curriculum and co-curricular experience that offer a model in higher education.
- Exceptional undergraduate programs preparing students for success in graduate school and their professions.
- Select graduate programs of quality and professional relevance.
- Participation and influence in professional and academic organizations at the national level.
- Superior student retention and graduation rates.
- A thoughtful articulation and consistent embodiment of Wesleyan approach to faithful living.
- Effective efforts in the development of pastoral and lay leadership in collaboration with the church.
- An exemplary model of student engagement for service to community and church.
- A source of expertise, resource, and involvement for the university's surrounding communities. Learning Outcomes and Institutional Standards.

Institutional Learning Outcomes

Institutional Learning Outcomes (ILOs) at PLNU are the broad, over-arching outcomes aligned with university mission and core values and serve as the university's operating and fundamental institutional standards. They inform program outcomes in the university's academic, co-curricular, and support units. These ILOs are open enough to capture the breadth of the PLNU experience and community and sufficiently focused to define its uniqueness. For students beginning their educational experience, the ILOs determine those focal points that mark their journey, and for graduate students continuing their academic experience, the ILOs define both the starting point and the direction of their ongoing journey. For the PLNU staff and faculty the outcomes explicitly articulate the institution's expectations. The ILOs guide the community in discussions around questions of faith, profession, social justice, personal relationships, service, giftedness, political and community engagement, and life choices.

The university and the students work cooperatively to achieve ILOs, so that students will be prepared to live faithfully as engaged, growing Christians who seek to model the character of God in their lives. These students will also possess a curiosity for life learning; the ability to think critically about global challenges; the ability to identify, create and weigh alternative view points and opinions; and the ability to imagine and enact characteristically Christian ways of addressing these challenges. To achieve these ILOs the University provides students a safe environment to challenge the status quo, to engage intentionally in discussions that test the foundation of their views, to build a respect for the stewardship of creation, to show compassion toward those in need, and to respect the diversity of opinions within and outside the Christian faith community. "As a community of faithful learners, PLNU's purpose for learning is to engender greater and deeper love for God and all that God has created, exploring the world in the confidence of God's grace. As a university seeking faithfulness to the Wesleyan tradition, learning and faith are not seen as two separate and distinct spheres that need to be forced together. Rather, all engage in the learning process as a people striving to live faithfully toward Jesus Christ, who calls his followers to this love of God and neighbor. This community pursues the vocation of learning together in the very presence of the God of the universe, "freeing us to ask hard questions about our beliefs, ourselves and our world." (A Wesleyan Approach to Faithful Academic Life, PLNU, from 2009 edition).

On this foundation, the core value of faithfulness to the Nazarene heritage and a Wesleyan theological tradition is interwoven through the ILOs. While working cooperatively with the whole church of Jesus Christ, the university is committed to maintaining and celebrating our denominational ties with the Church of the Nazarene and embracing the distinctive of that tradition. The ILOs include learning informed by faith, growing in a faith community, and serving in a context of faith.

Members of the Point Loma Nazarene University community will demonstrate the following characteristics:

Learning, Informed by Faith

Outcome:

Members of the PLNU community will display openness to new knowledge and perspectives, think critically, analytically, and creatively, and communicate effectively.

Mission:

Minds Engaged and Challenged.

Core Values:

Excellence in teaching and learning. Teaching and learning constitute the central and defining activities of Point Loma Nazarene University. Faculty believe that effective teaching includes

maintaining a vital relationship with one's discipline, establishing a positive connection to students, and building bridges among the students as a community of learning with the academic material.

A global perspective and experience. PLNU students should be equipped to become "world citizens." The university provides academic coursework, international study, field research, and ministry experiences that aid students in becoming conversant with the complexities of life in the global community.

Growing, In a Faith Community

Outcome:

Members of the PLNU community will demonstrate God-inspired development and understanding of others, living gracefully within complex environmental and social contexts.

Mission:

Character Modeled and Formed.

Core Values:

The development of students as whole persons. A complete education prepares women and men to live full lives that integrate the pursuit of knowledge with beliefs, values, and actions. Holistic learning prepares students to make a positive difference in the world.

Ethnic and cultural diversity. PLNU recruits women and men from a variety of cultural, ethnic, and socio-economic backgrounds as students, faculty, and staff. A willingness to hear and learn from many diverse voices is foundational to a Christian liberal arts education and prepares students to become truly educated people, equipped to live in a diverse society and world. The university therefore actively pursues ideas, practices, and relationships that honor diversity and encourages engagement with others different from oneself in order to grow in community with and be reconciled to one another.

An intentionally Christian community. PLNU wants students to be participants in a community of learning who intentionally think and behave as Christians in all of their endeavors. Through many curricular and co-curricular activities, PLNU builds a community where women and men are challenged to explore ways to align their hearts and minds to that of Christ.

Serving, In a Context of Faith

Outcome:

Members of the PLNU community will engage in actions that reflect Christian discipleship in a context of communal service and collective responsibility, serving both locally and globally.

Mission:

Service an Expression of Faith.

Core Values:

Service as an expression of faith. The university community understands itself to be stewards, not owners, of time, talent, and selves. Part of the call to Christians is to serve the world, working to better the condition of humankind both locally and globally.

The stewardship of resources. PLNU considers itself to be caretaker of all that has been entrusted to the university (people, facilities, money, and knowledge), using resources in a way that reflects the purposes of God and protects the goodness of God's creation.

SECTION III. DESCRIPTION OF THE UNIT

Mission and Vision (4.1)

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.
- A candidate-centered learning environment where diversity is respected, valued, and encouraged.

Unit members strive to be servant leaders who model the ongoing pursuit of knowledge integrated with beliefs and values. Both faculty and staff live out their faith by presenting a positive environment for candidates, local learning communities, and the profession. They play significant roles in the ongoing professional dialogue within the local, regional, state, and national educational communities. They promote diverse learning environments advocating for responsive and technology-infused pedagogy. The SOE inspires, affirms, and prepares candidates to serve collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity. “For we are God’s workmanship, created in Christ Jesus to do good works...” Ephesians 2:10a.

Graduates, given excellence in academic preparation, wholeness in personal development and faithfulness to mission, leave the SOE empowered to be servant leaders. With a depth of caring and the power of practice as educational leaders, graduates are vital forces of change in transforming the educational landscapes that lay before them. “Be very careful then, how you live—not as unwise, but as wise, making the most of every opportunity...” Ephesians 5:15-16.

The SOE believes that true advocacy begins with each faculty member and his or her understanding of the positive power of diversity. Embedded in the unit’s educational philosophy and pedagogy, candidates are exposed to ethnic, socio-economic, linguistic, religious, cognitive, and cultural diversity within learning communities and supported in the transferring of these theoretical principles into educational practices that portray student empowerment and social justice. Faculty, candidates, and

graduates are recognized for pursuing initiatives such as U.S. Dept. of Education’s No Child Left Behind (NCLB) Act and Race to the Top Initiative that promote equity and access for those who have become marginalized and minimized by unjust and/or unthinking social and educational practices and policies. Responding to the Wesleyan heritage of pursuing a life of holiness, the SOE embraces and embodies a Christ-like ethic of love and sacrifice on behalf of those they serve as educators and leaders (Maddox, 1996). “Finally brothers, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.” Philippians 4:8.

Philosophy, Purpose, Goals, Institutional Standards (4.2)

Philosophy and Purpose

As a community of faithful learners, PLNU’s philosophy and purpose for learning is to engender greater and deeper love for God and all that God has created, exploring the world in the confidence of God’s grace. As a university seeking faithfulness to the Wesleyan tradition, learning and faith are not seen as two separate and distinct spheres that need to be forced together. Rather, all engage in the learning process as a people striving to live faithfully toward Jesus Christ, who calls his followers to this love of God and neighbor. This community pursues the vocation of learning together in the very presence of the God of the universe, “freeing us to ask hard questions about our beliefs, ourselves and our world.” (A Wesleyan Approach to Faithful Academic Life, PLNU, from 2009 edition).

Goals

With this philosophical perspective and purpose serving as the foundational tenets, the PLNU’s Outcomes (ILOs) provide three institutional themes with supporting goals that align the university mission and vision with its core values. The ILOs inform program outcomes in each of the university’s academic units. The SOE has adopted three defining themes – equip, transform, and empower, which collectively, ensure that the philosophical perspective and purpose of the university are actualized within the conceptual framework. These outcomes are linked to the Institutional Learning Outcomes and provide a structure for the unit’s goals. They provide the unit a context for ensuring a multi-layered continuity in curriculum, instruction, field experience, clinical practice, and assessment throughout the program of study. Finally, they play a significant role in influencing and affecting all stakeholders who work toward successful candidate outcomes. To further articulate the unit’s philosophy, purpose, and goals, the following table is presented to express the alignment of the three defining measures with the university’s institutional outcomes – learning, growing, and serving.

Table 1. Institutional Outcomes Aligned with SOE Learning Outcomes

Institutional Learning Outcomes Student Goals	SOE Learning Outcomes Candidate Goals
Learning, Informed by our Faith 1. Displays openness to new knowledge and perspectives. 2. Thinks critically, analytically and creatively. 3. Communicates effectively.	Equip 1. Engages in ongoing scholarly, professional, personal and spiritual growth. 2. Gains knowledge and skills in critical thinking, analysis, and synthesis. 3. Works collaboratively and communicates effectively as servant leaders.
Growing, In a Faith Community 1. Demonstrates God-inspired development	Transform 1. Embraces the positive power of diversity through development as

and understanding of others. 2. Lives gracefully within complex environmental and social contexts.	advocates for equity and access. 2. Applies faith-based influences and beliefs within educational organizations.
Serving, In a Context of Faith 1. Engages in actions that reflect Christian discipleship in a context of communal service and collective responsibility. 2. Serves both locally and globally.	Empower 1. Engages in reflective educational practices that emulate Christian discipleship within an educational community focused on service and responsibility. 2. Serves as research-based transformational leaders within educational organizations.

Institutional Standards

The Core Commitments of PLNU’s Institutional Standards for WASC accreditation are as follows:

- *Standard One: Defining Institutional Purposes and Ensuring Educational Objectives*
PLNU has a defined purpose, mission, and objectives. Its primary purpose is education. It has a clear and conscious sense of its essential values and its place in the higher education community and in the larger community. It functions with integrity and autonomy;
- *Standard Two: Achieving Educational Objectives through Core Functions*
PLNU attains its educational objectives through the core functions of teaching, learning, scholarship, and creative activity. It demonstrates with evidence that it performs these functions effectively;
- *Standard Three: Developing and Applying Resources and Organizational Structures to assure Sustainability*
PLNU sustains its operations through an appropriate and effective set of decision making structures and through investment in human, physical, fiscal, and information resources;
- *Standard Four: Creating an Organization Committed to Learning and Improvement*
PLNU is committed to learning and improvement. It conducts sustained, evidence-based planning and systematic evaluations of educational effectiveness. Priorities and plans are established in a “culture of evidence.”

Institutional Standard One: Diversity

Functioning with integrity and autonomy, PLNU and the SOE recruit and employ women and men from a variety of cultural, ethnic, and socio-economic backgrounds as students, faculty, and staff. A willingness to hear and learn from many diverse voices is foundational to a Christian education and prepares students to become truly educated people, equipped to live in a diverse society and world. Our faith confirms that we are finite and therefore our knowledge is incomplete. It is through the inclusion and experience of others from diverse backgrounds and points of view that we often begin to see dimensions of truth previously unseen by us. Diversity not only enriches the educational endeavor, it is critical to it.

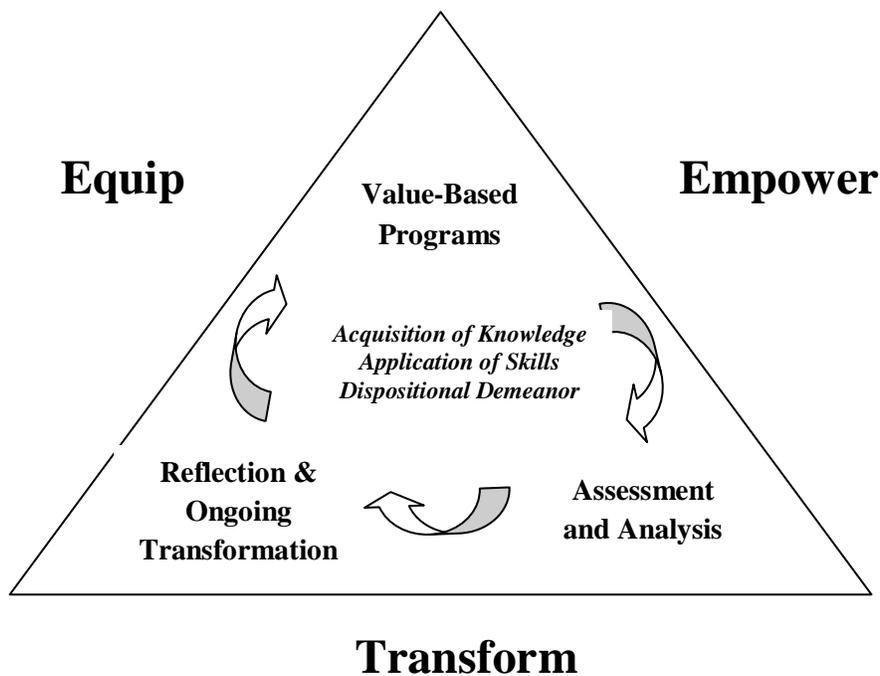
Institutional Standard Three: Technology

The university invests in human, physical, fiscal, and information resources. As such, it requires and supports students to use of a variety of technologies to engage students and extend learnings. Faculty are committed to using technology tools to facilitate their communication, collaboration, research,

understanding, reflection, application, and presentation of course content. Within the SOE, candidates also interact with and gain exposure to assistive technology, software, Web 2.0 resources, and other technology tools that target the achievement needs of P-12 students in general education, special education, and those who are also English Learners.

In closing, the SOE’s outcomes focus on a “whole person” transformation throughout the preparation program. The unit’s themes – equip, transform, and empower serve as the foundational and philosophical structure on which each of the programs is developed, implemented, assessed, and improved. The measures integrate the unit’s values and beliefs that are shared about the landscape of learning:

- The EQUIP category focuses on a deep and coordinated understanding of the knowledge, skills, and dispositions demonstrated by effective educators.
- The TRANSFORM category focuses on the candidate’s ongoing development and competence to apply the knowledge, skills, and dispositions of effective educators in supportive diverse environments.
- The EMPOWER category focuses on the capacity of program completers, their sustaining high levels of mastery and demonstrating continual transformation in their professional practice.



SECTION IV. KNOWLEDGE BASES (4.3)

Theological Underpinnings

PLNU's SOE is grounded in the rich Wesleyan Heritage and theology that provides a fundamental context for its mission and vision. As a reformer in his time, John Wesley was keenly aware of the transformational power of education. The Wesleyan identity embraces the ideal of education for all and as a way of life. Learning is ongoing and when coupled with service is an outward expression of faith.

In the unit's heritage, the Wesleyan perspectives view the methodology for one's ongoing pursuit of intellect and personal reflection are centered in the key elements of the Wesleyan Quadrilateral. Four primary guidelines serve as the stabilizing forces of the Quadrilateral, each having equal value and working in partnerships with one another. The sources are as follows:

- Scripture (Holy Bible)
 - Requiring ongoing inquiry, interpretation, and reflection
- Tradition (History of The Christian Church)
 - Acknowledging customs, influences, upbringing
- Reason (Rationale thinking and reflection)
 - Analyzing, challenging, and adjusting
- Experience (Ongoing communal journey)
 - Living out interpretations and reflections

Wesley's commitment to engage in ongoing scholarly dialogue among scripture, tradition, reason, and experience is ecumenical in nature. As an alert perceiver of human behavior and a realist, he posited that Christians bring forth perspectives, and use working human relationships as the focal point for discipleship and change. With the belief that the Christian faith is fundamentally grounded in scripture, truths are to be lived and breathed, rather than merely read and accepted. All are called to live as Christians in the midst of a secular world, unifying faith and action by good works and service (Gunter, 1997).

In this light, the SOE embraces the heart and thought of Wesley. The unit's vision and hope for candidates is that through rigorous preparation programs and continuous professional learning, candidates are those who strive to be life-long scholars who, through ongoing inquiry, engage in the pursuit of expanding knowledge bases, refining skills, and living out the professional dispositions. Faith is foundational, serving as the anchor in which the unit's programs prepare candidates to contribute to the building up of a society that embraces differences without division.

Blending of Theoretical Underpinnings

Wesley's theology was discerned and adjusted in the midst of the prevailing concerns and issues of society in his day (Weems, 1991). Like Wesley, the SOE strives to demonstrate a passionate involvement in the revitalization, redemption and reformation of their surrounding communities. The SOE challenge the candidates to consider, analyze and review the inequities of education that often deny

students fundamental rights for the provision of education. As suggested by current research, the preparing of effective educators requires careful “skillful preparedness” to ensure ultimately a clear and “connected[ness] to student success” (Darling-Hammond, 2009). Candidates across all programs are provided carefully selected learning experiences and content to skillfully lead, support, and educate in ways that enable students from all backgrounds and abilities to master the critical content needed in the 21st century.

With the intent to build the capacity of candidates in providing skillful leading, counseling, and teaching 21st century curriculum, the unit melds selected attributes of constructivism, progressivism, and social reconstructionism to meet this commitment. For just as Wesley was aware that human experiences are key to the transformation of our intellectual and spiritual growth, so does the constructivist perspective. Given Wesley’s distinctive model committed to ongoing study and authentic dialogue, viewpoints are reconsidered, adjusted as they apply to contemporary life. Progressivism also believes that individuals must be prepared to meet the ongoing changes in the world and adjust teaching and learning in accordance to this change. Just as Wesley encouraged discipleship through works of mercy, seizing every opportunity to do what is right and just, so does the philosophy of social reconstructionism seek to be responsive to the needs of society including a system the justly serves all students. Therefore, SOE affirms the uniting of constructivism, progressivism, and social reconstructionism as a way to manifest the Wesleyan educational heritage. Woven together, the attributes of these philosophies that fit the SOE mission, provide guidance to the unit and ensure the competence of educators and leaders to build the capacity of larger educational systems and increase student achievement.

Constructivism

According to Wesley, the truth of scripture is how it is seen in the practical application in one’s experience. He also maintains that various beliefs and encounters also have an effect on one’s understanding of the scriptures. Our traditions and experiences form a powerful set of lenses through which we view and interpret the world.

Although the pure theoretical constructs of Constructivism include the premise that each person creates his or her own truth, the Wesleyan heritage embraces other forms of constructivism such as building upon prior knowledge and experience in light of new learning, learners as dynamic participants in the learning process, and each person making sense of new ideas in light of their personal experience. Constructivism, in an educational setting, is a philosophy founded on the presupposition that students, by reflecting upon their experiences, construct their own understandings and new ideas. This educational perspective is consistent with scholars such as Jean Piaget, Lev Vygotsky, John Dewey, Jerome Bruner and Howard Gardner. (Larochelle, Bednarz, & Garrison, 2009; Twomey-Fonot, 2005; Von Glaserfeld & Stedde, 1991). Piaget described intelligent behavior as an adaptation with the learner organizing understandings to their own mental structures. Structures are modified to assimilate the new information. Vygotsky emphasizes the intimate and social construction of knowledge with the belief that interactions of learners with educators facilitate and scaffold the process of learning. Dewey purports that individuals learn by actively engaging in the constructing of their understanding of new concepts based on past and current knowledge. Learning is personalized, and fosters critical thinking, self-reflection, and active engagement.

Based on the work of Jean Piaget and Lev Vygotsky, Constructivism has major ramifications for the goals that educators set for their learners with whom they work, the selection of the curricula, the employment of specific instructional strategies, and the methods of assessment to document authentic learning. (Von Glaserfeld & Stedde, 1991). Constructivism promotes utilizing curricula that is personalized based on the students' prior knowledge and experiences. Speaking to the need of curriculum resources and technology to "connect students with sources of information and knowledge that allow them to explore ideas, acquire and synthesize information and frame and solve problems," Darling Hammond (2009) reinforces this concept. These additional tools of technology promote the construction of knowledge and linkage to understanding, especially for students having learning based on culture, ethnicity, gender and abilities. The constructivist educator must also work to cultivate curiosity and promote it. Instructional strategies must foster student responses, analysis, interpretations, and predictions. Open-ended queries and extensive discussions are prominent. Larochelle, Bednarz, & Garrison, (2009) speaks to "the greater good of garnering curiosity in students and creating a life-long learner." Assessment becomes an integral part of the learning process, and as students interact with the curricula, textbooks, technology-based resources, teachers, and their peers, they judge their own process.

Jerome Bruner (1996) envisioned this constructivist viewpoint within a context of one's culture or environment. Bruner maintained that "culture shapes the mind... it provides us with the toolkit by which we construct not only our worlds but our very conception of our selves and our powers". Furthermore teachers' decision-making and actions are affected by their knowledge about themselves, their interpretations of who and how they are as teachers, and their experiences as learners (Lytle & Cochran-Smith, 1994). Candidates reflect on their own predispositions and attitudes about teaching and learning as well as participate in a variety of experiences that promote the connection between the "toolkit" provided by the culture so they are able to construct their own conceptions of themselves as teachers.

In aligning our understanding of the constructivist philosophy of teaching and learning with the programs offered to our candidates, we have also focused on Howard Gardner's work (2001). Gardner describes the philosophical underpinnings of his work as "providing educators with a conceptual framework for organizing and reflecting on curriculum assessment and pedagogical practices. In turn, this reflection has led many educators to develop new approaches that might better meet the needs of the range of learners in their classrooms." The faculty promotes this constructivist perspective of reflection and organization of thinking so that our candidates might better meet the needs of their students.

The constructivist philosophy is evident in the unit's three defined learning outcomes – equip, transform and empower. Using these outcomes as focal points, the constructivist perspective is delineated:

Equip

Candidates reflect on learned concepts and material at a deep and coordinated level, to reach a sense of equilibrium with their own thinking, mixing their prior understandings and insights with the new material.

Transform

Candidates apply new learnings in structured settings. These experiences, requiring social interaction further shape the candidates' knowledge. Integrated, are developmental and cultural components.

Empower

Learnings are examined in the external social world. Growth is constantly under reconstruction, transferring skills from one environment to another. Graduate candidates are empowered to provide opportunities for their learners to reflect on and interact with the material presented as they also consider their own prior knowledge and experiences.

Progressivism

Wesley's stress was always on the positive ideal of providing individuals with new experiences of personal dignity conferred upon them by God. The gift of reason is progressive in nature and the means by which individuals evaluate and even challenge the assumptions of current influences. Nothing is static. The reconciling nature of human experience focuses on mediating pre-existing intellectual understandings through ongoing exposure and increased familiarity.

Although the pure theoretical constructs of Progressivism include the idea that each person controls his or her own destiny without intervention from God, the Wesleyan heritage embraces the aspect of this philosophy as it relates to individual personal growth throughout life and the idea of serving each person with dignity and respect. William James and John Dewey are accredited for developing the characteristically American philosophy of education over a century ago that is known as progressivism. Their collective insights brought together a democratic culture and meaningful education suggesting hope in making educational systems more effective as the change agents of a democratic society. Regardless of the twenty-first century reform efforts to employ rigorous academic curricular frameworks and setting a high bar for student performance, the movement of progressive education, although there are numerous differences in emphasis among progressive educators, still remains the principle force that has sculpted contemporary American education (Labaree, 2005; Soder 2005; Westbrook 1991). Though the teacher-centered philosophy appears to govern management and pedagogy, emerging legislation focusing on universal access embraces the progressive ideals and is beginning to have an enormous impact on preparing candidates to teach in the diverse classrooms of today. The premise of progressivism maintains that individuals must be prepared to meet change within the world and within their lives. It orients education to the openmindedness toward the issues that educators will need to face in an accelerating and quickly changing world (Carlson, 2002; Jervis & Montag, 1991). To support students to be ready to meet the change ahead, their "whole" being must be considered and developed rather than the single focus of learning content. This is inclusive of their developmental stages, interests, attitudes, and values. As with constructivism, students learn by doing with curricula focus derived from student interest and questions.

The philosophy of Progressivism gave birth to the "whole child" movement of the Many education theorists (Dulay & Burt, 1977; Krashen, 1982) have proposed that students retain what they learn when the learning is associated with strong positive emotion. Cognitive psychology studies provide clinical evidence that stress, boredom, confusion, low motivation, and anxiety can individually, and more

profoundly in combination, interfere with learning (Christianson, 1992). Nel Noddings (2005) sites the need to a more holistic view of students in schools. She maintains that “Almost certainly, the sense of community and trust in our schools has declined. Perhaps the most effective way to make our schools safer would be to restore this sense of trust” (Noddings, 2005). Noddings articulates the need for a caring environment in order to help students grow emotionally and socially as well as academically, while they attend school. Teachers need to know their students holistically so they are better able to meet their individual needs.

An important tenet of progressivism is that education be charged with improving the quality of one’s life through a democratic school system. Research has shown us that teachers’ actions in the learning environment have twice the impact on student learning as do school policies regarding curriculum selection and assessment techniques (Marzano, 2003). Therefore, it is no surprise that given the progressive mindset, it is the educator’s role to introduce to students the responsibility of being a productive member of society. This means that the educator is to act as liaison between the complexity of the real world and the haven of childhood. Attention is given to analytic thinking and the development of potential responses to the problems of the ever-changing society. Feedback is cyclical, and serves as the means of assessment for instruction that is rooted in problem-solving. The educational perspective of progressivism supports the unit’s outcomes in the following ways:

Equip

As candidates consider the material and learning experiences, ample opportunities are afforded for self-reflection and group interaction. Ideas, values, and emotions as they pertain to new learnings are probed.

Transform

In structured settings, candidates support teaching the “whole” student, attending to students’ personal development as well as academic achievement. Candidates provide students with problem solving skills necessary to survive and succeed in an ever-changing world.

Empower

With an emphasis in responsibility and democracy, graduate candidates become productive educators that adeptly function in an ever-changing world. They find roots in the present experience and adapt to society’s current state. Experiences are utilized to provide stimulus for evaluating one’s role and assess the conventional educational traditions.

Social Reconstructionism

Within his times, Wesley can be credited with far-reaching contributions within the educational system of England. He cared for people and had a genuine concern for them. Using the concept of universal education, it functioned as a mechanism for social reform and Wesley used it as a venue to promote a new working class of men and women who had previously been marginalized. These individuals were ultimately responsible for a succession of social reforms including the trade union movement, prison reform, and the abolition of slavery (Felton, 1997).

Although the pure theoretical constructs of Social Reconstructionism include the promotion of education as the means to overthrow society's oppression of individuals, Wesleyan heritage embraces the tenets of compassion for our world and care for our fellow man. Wesley's work, grown from the roots of compassion, focused on supporting and educating the oppressed with the aim of developing a new world. Similarly, the premise of Social Reconstruction is that society can only be dramatically changed through the direct intervention of education. It is a philosophy directly linked to progressivism, emphasizing the creation of a better society and democracy-steeped world. Theodore Brameld, in his reaction to the realities of World War II, was founder of this philosophy. He recognized the potential of society to annihilate humans through cruelty or create a humanitarian society through compassion. Educators supporting reconstructionism focus on social reform as the goal of education (Riley, 2006). Educational systems are recognized for the preparation of individuals to create this new and just social order. Paulo Freire, whose upbringing in poverty led him to promote education and literacy as the mechanism for social change. His stance was that humans be held accountable and resist oppression, thus not becoming victims. Required was the development of critical consciousness, and awareness to overcome domination (Freire, 1998, 2004, 2006). Freire saw teaching and learning a reciprocal process of inquiry and then reinventing the world through social action. Freire maintained that "There is no such thing as a neutral education process. Education either functions as an instrument which is used to facilitate the integration of generations into the logic of the present system and bring about conformity to it, or it becomes the 'practice of freedom', the means by which men and women deal critically with reality and discover how to participate in the transformation of their world (Mayo, 1999)."

The pedagogical orientation supporting social reconstructionism differs from traditional education systems in that it is respectful of the impact that ethnic diversity brings. To be transformative, educational leaders and educators must have an awareness of the culture within the learning community (Barth, 2002). Open discussion, acknowledgement of the mindsets that are detrimental to progress, and focused work is imperative to creating a culture that stimulates lifelong learning. It includes the understanding the instruction must aim for the transfer prior experience, knowledge, and skills across languages. Respect for cultures and languages must be communicated to be encouraging and interesting for students to engage and invest in the learning process (Cummins 2005; Krashen 2009). Subsequent expansions related to diversity in education also embrace social class, gender, age, and disability. According to Gay (2004) this expansion was beckoned by shifts in society's language. Once termed "minority studies," education responding to diversity is now recognized as "multicultural education." It is dedicated to democratic and citizen-based education, character education, the principles of critical theory, and sound pedagogy. It is seen as the next shift in education, serving as a primary medium of equity and attending to the needs of diverse learners of the 21st century. As such, social reconstructionism supports the unit's outcomes in the following ways:

Equip

Candidates learn techniques and methods for involving students in issues facing a contemporary and multicultural society. Strategies are inclusive of dealing with controversial issues, inquiry, dialogue, and multiple perspectives are of focus.

Transform

Candidates, in structured settings, implement learned strategies and engage in practices that bring the world and the multiplicity of different traditions into the classroom.

Empower

Candidate graduates build a pedagogy converging different perspectives that promote education. They see teaching and learning a process of preparation, student inquiry, and the implementing the principles of social justice and equity.

Summary

In closing, the identified theories, research, literature, and wisdom of practice support the conceptual framework and drive the work of the School of Education. The unit's accredited programs support all national, state, and university standards. This requirement also necessitates candidates' understanding and school-based experiences promoted by the U.S. Dept. of Education's No Child Left Behind (NCLB) Act of 2001, the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, and other federal reform issues such as Response to Intervention (RtI) and Race to the Top.

All candidates are prepared through the provision of rigorous academic, clinical, and field experiences. The faculty instills an integrated conceptual understanding and ability to apply research-based proficiencies thus empowering candidates to serve effectively as transformational leaders in their own classrooms, schools, districts, communities, and beyond. The unit's programs delivered via regional learning centers, and their respective candidates, as products of these regional programs, will continue to grow in prominence and respect within their geographical areas of influence. Regionally-based educational leaders look to the School of Education's regional centers, faculty, and candidates as wellsprings of resources and support in the areas of educational expertise, leadership, clinical practice and innovation.

SECTION V. CANDIDATE PROFICIENCIES (4.4)

Overview

The SOE provides credential, certificate, and advanced degree programs of excellence focused on the comprehensive development of highly qualified, high performing educators of noble character. Multiple opportunities probe candidate progress including an admissions process that addresses candidate potential; standards driven coursework assessments that monitor candidate growth; dispositional checkpoints; clinical practice evaluations; and follow-up alumni focused surveys to verify goal achievement.

Candidates admitted in the School of Education demonstrate evidence that teaching is a confirmed calling. By reflection, course assignments and feedback, they assess their areas of strength, interests, learning style, and desire for personal and professional growth in the field of education. The unit takes a candidate-centered, developmental approach where learning strengths and prior knowledge are honored and serve as the foundation for the building of program specific candidate proficiencies. These proficiencies represent critical content knowledge, application of skills using technology and varied resources, and display dispositions that promote the success of all students. With respect to the recent legislative mandates of the U.S. Dept. of Education's No Child Left Behind (NCLB) Act of 2001, the Individuals with Disabilities Education Improvement Act (IDEA) of 2004, and other federal reform issues such as Response to Intervention (RtI) and Race to the Top, faculty model research-based responsive pedagogy and provide continuous, formative and explicit feedback to candidates so that learning potential is maximized. Evidence of growth is measured numerous times and in a variety of ways throughout the candidates' course of study to ensure that new learnings are generalized across a variety of environments.

Candidate Proficiencies Related to Professional Dispositions

Backing our belief-based standards and goals is the recent acknowledgement from accreditation bodies that the skills required in the diverse classrooms of the 21st century can no longer be limited to pedagogical performance. Standards from The National Board for Professional Teacher Standards (2005), the Council for Exceptional Children (2005), as well as the National Council of Accreditation for Teacher Education (2009) are not only embracing a comprehensive set of knowledge and skills, but also consider candidate professional dispositions as an important factor in successful practice.

The School of Education acknowledges that ethical and value-based dispositions are a critical factor in becoming a successful educator. The unit, embracing its Wesleyan heritage, recognizes the importance of the relationship between ethical and value-based dispositions and candidate behaviors as the underlying foundation in all of their work and endeavors. Candidates experience continuous "whole person" transformation in the context of an intentional Christian professional learning community. The SOE has adopted a set of eight dispositions in alignment with the University's mission, vision, and core values and serve as the working norms for all stakeholders who work collaboratively toward a shared vision of successful candidate learning and program effectiveness. These dispositions are defined below in narrative form.

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

Candidate Proficiencies Related to Diversity

As stated by PLNU's President Brower, diversity at PLNU is a continued celebration of the blessings that emanate from different abilities, ethnic, cultural, racial, national origins, religious, and socio-economic backgrounds (Brower, 2010). Stated in the School of Education's vision, true advocacy begins with each faculty member's understanding and belief in the positive power of diversity. Candidates are exposed to ethnic, social, cognitive, and cultural diversity within learning communities and supported in the transferring of these theoretical principles of social justice into educational practices throughout their course of study. Responding to the Wesleyan Heritage to pursue a life of holiness, faculty, staff, and candidates are called to embrace and embody a Christ-like ethic of love and sacrifice on behalf of those they serve (Maddox, 1996).

Candidate Proficiencies Related to Technology

The School of Education requires and supports candidate use of a variety of technologies to engage in and extend coursework. In all coursework candidates use technology tools to facilitate their communication, collaboration, research, understanding, reflection, application and presentation of course content. Candidates also interact with and gain exposure to Assistive Technology, software, Web 2.0 resources, and other technology tools that target the achievement needs of K12 students in general education, special education, and those who are also English Learners.

The university provides candidate access to its Learning Management System (LMS), Black Board, which the unit brands as “E-class”. With access to E-class, candidates participate in discussion boards, retrieve course materials, compose journals and blogs, exchange e-mail, submit assignments, and check grades. Adobe Connect has afforded course instructors opportunities to provide flexible meeting times via video conferencing. Additional advantages of include screen sharing, polling questions, and chat windows to engage students across regional centers. Candidates have the opportunity to access wireless networks at all locations via computer labs and mobile laptop carts. Technical support is provided through the university via a student and faculty help desk.

Candidate Proficiencies Aligned with the Expectations in Institutional and State Standards

All candidates demonstrate program-driven proficiencies that are in alignment with the standards adopted by the California Commission of Teacher Credentialing (CTC). The unit has utilized candidate proficiencies as a vehicle to realize the unit’s purposes and goal-driven outcomes. Though each program encompasses different content areas, curricular design and integrity are provided through key assessments linked university and unit outcomes proficiencies (previously discussed on page 12 of this document). To further articulate these linkages, the following tables are presented to express candidate proficiencies for each program and represent the said alignment.

Candidate Proficiencies for Initial Degree Programs

Table 2. Master of Arts in Teaching (MAT): General Education Multiple Subject (Preliminary Credential)

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	CTC Standard Driven Candidate Outcomes
Learning informed by faith.	Equip	Equip 1. Promotes the success of all students by being a servant leader who serves collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity.	Equip 1. Engages in ongoing scholarly, professional, and personal growth. (CTC 1, 2, 5, 6, 7) 2. Gains knowledge and skills in critical thinking, analysis, and synthesis. (CTC 3, 5, 6, 7) 3. Demonstrates the ability to work collaboratively and communicate effectively. (CTC 1, 2, 14, 17) 4. Demonstrates knowledge and be able to support the use of state adopted materials and a wide array of learning strategies to support student learning. (CTC 1, 5, 6, 7)
Growing in a faith community.	Transform	Transform 1. Engages in ways of thinking and being to embrace the positive power of diversity and advocacy for universal social justice within their classrooms, schools, districts, and communities. 2. Applies faith-based influences and beliefs within educational organizations.	Transform 1. Demonstrates strategies for using the influence of diversity to improve teaching and learning. (CTC 1, 9, 12, 13, 14) 2. Demonstrates strategies for using the influence of diversity to improve teaching and learning. (CTC 1, 5, 6, 9, 14, 17) 3. Develops a professional and personal development plan based on core values and beliefs. (CTC 1, 5, 6, 7, 14, 17)
Serving in the context of faith.	3. Empower	Empower 1. Reflects and engages in on-going scholarly, professional, and spiritual growth. 2. Serves effectively as a research-based transformational leader within their classrooms, schools, districts, and communities.	Empower 1. Demonstrates an understanding of an accountability system of teaching and learning based on state K-12 content standards and the foundations of education and the functions of schools in society. (CTC 1, 7A, 14, 17) 2. Builds the capacity to recognize students' specific learning needs, place students in developmentally appropriate context for learning, assisting students to have access to needed resources for learning. (CTC 1, 7A, 12, 14, 17) 3. Demonstrates the ability to evaluate and use a wide range of technologies, including assistive techniques and augmentative communication when appropriate, to support instruction and student achievement. (CTC Program Standards 1, 11, 14, 17) 4. Identifies and demonstrates instructional practices that promote English Language Development including, management of first- and second-languages, classroom organization as well as support for students with disabilities. (CTC 1, 7A, 12, 13, 14, 17)

Table 3. Master of Arts in Teaching (MAT): General Education Single Subject (Preliminary Credential)

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	CTC Standard Driven Candidate Outcomes
Learning informed by faith.	Equip	Equip 1. Possesses the skills and dispositions to develop instructional plans and engage students in content-specific learning experiences that lead to improved student outcomes.	Equip 1. Designs effective curriculum, instruction, and assessment to meet the learning needs of all students, including English learners, students with special needs, and gifted and talented students. (CTC 6, 12, & 13) 2. Utilizes technology to make content accessible to students and to facilitate the teaching and learning process. (CTC 8-B & 11, 12, 13)
Growing in a faith community.	Transform	Transform 1. Possesses the skills and dispositions to promote the learning of diverse learners at the secondary level. 2. Utilizes subject-specific pedagogy, content-related literacy instruction, and developmentally appropriate instruction to support learning for all students. 3. Reflects positive personal presence, age-appropriate strategies, and research-based knowledge of adolescent psychology to create safe classroom environments that promote learning for all students.	Transform Understands principles of educational equity and diversity and their implementation in curriculum content and school practices for all students. This will be accomplished when candidates: 1. Practices and use a variety of subject-specific pedagogical skills and methods essential for effective teaching that promotes student achievement by meeting diverse learning needs of students at both the middle grade and high school levels. (CTC 5, 6, 8-B, 9) 2. Demonstrates understanding of how to incorporate the California Reading Language Arts Content Standards for grades 7 –12 and the English Language Development Standards into the candidate’s content area. (CTC 7-B) 3. Utilizes effective classroom management strategies for the secondary classroom to develop a safe, inclusive, positive learning environment, in which respect is promoted, differences are valued, and conflicts are mediated. (CTC 6, 10)
Serving in the context of faith.	Empower	Empower 1. Analyzes assessment data from instruction through thoughtful reflection that informs professional practice for continual improvement.	Empower 1. Effectively uses a variety of data (formative and summative assessments, classroom observations, reflection, and consultation) to plan instruction and to determine students’ progress, including modifying curriculum and practice to support the learning of students with special needs. (CTC 4, 6) 2. Through the analysis and assessment of practices to promote professional growth, uses reflection and feedback to formulate and prioritize goals for increasing the subject-matter knowledge and teaching effectiveness. (CTC 6)

Table 4. Master of Arts in Teaching (MAT): Special Education Mild Moderate (Preliminary Credential)

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	CTC Standard Driven Candidate Outcomes
Learning informed by faith.	Equip	Equip 1a. Promotes the success of all students by being a servant leader who serves collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity. 1b. Possesses the skills and dispositions to plan, implement and analyze instruction that supports all students learning.	Equip 1. Engages in ongoing scholarly, professional, and personal growth. (CTC 3,6 and MM Standard 1) 2. Gains knowledge and skills in assessment, planning, implantation and analysis of instruction to support all learners. (CTC 5,8,9,11 and MM Standard 2) 3. Demonstrates the ability to work collaboratively and communicate effectively. (CTC 4,7 and MM Standard 1) 4. Demonstrates knowledge and be able to support the use of state adopted materials and a wide array of learning strategies to support student learning. (CTC 3, MM Standard 3,4,and 5)
Growing in a faith community.	Transform	Transform 1a. Engages in ways of thinking and being to embrace the positive power of diversity and advocacy for universal social justice. 1b. Utilizes research-based strategies, curriculum, instructional practices and behavioral strategies to support learning for all students. 1c. Reflects positive presence, age-appropriate strategies, and research-based knowledge s to create safe classroom environments that promote learning .	Transform 1. Demonstrates strategies for using the influence of diversity to improve teaching and learning. (CTC 3,13) 2. Demonstrates skills to effectively communicate with parents, staff and community on a regular and predictable basis. (CTC 3,4,5,8 and MM Standard 6) 3. Uses a variety of methods and strategies to meet student achievement and learning needs. (CTC 9,11,13 and MM Standard 3,4 and 5) 4. Practices skills and techniques essential for the effective teaching of students with disabilities. (CTC 9,11,13 and MM Standard 3,4 and 5)
Serving in the context of faith.	Empower	Empower 1a. Reflects and engages in on-going scholarly, professional, and spiritual growth. 1b. Serves effectively as a research-based transformational leader within their classrooms, schools, and districts.	Empower 1. Demonstrates an understanding of an accountability system of teaching and learning based on state K-12 content standards and students IEP goals and progress towards the standards and goals for all students. (CTC 3,5,8,9,13,15 and MM Standard 3,6) 2. Builds the capacity to recognize students' specific learning needs, place students in developmentally appropriate context for learning, assisting students to have access to needed resources for learning. (CTC 3,5,7,8,13,15 and MM Standard 6) 3. Demonstrates the ability to evaluate and use a wide range of technologies, including assistive techniques and augmentative communication when appropriate, to support instruction and student achievement. (CTC 5,6,13 and MM Standard 6) 4. Demonstrates an understanding of laws and policies governing educational services and supports for students with disabilities. (CTC 3,4,8,15And MM Standard 6)

Table 5. Master of Arts in Teaching (MAT): Special Education Moderate Severe (Preliminary Credential)

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	CTC Standard Driven Candidate Outcomes
Learning informed by faith.	Equip	<p>Equip</p> <ol style="list-style-type: none"> Promotes the success of all students by being a servant leader who serves collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity. Possesses the skills and dispositions to plan, implement and analyze instruction that supports all students learning. 	<p>Equip</p> <ol style="list-style-type: none"> Engages in ongoing scholarly, professional, and personal growth. (CTC 3,6 and MS Standard 1,2,3) Gains knowledge and skills in assessment, planning, implantation and analysis of instruction to support all learners. (CTC 5,8,9,11 and MS Standard 1,2,3) Demonstrates the ability to work collaboratively and communicate effectively. (CTC 4,7 and MS Standard 2,3,8) Demonstrates knowledge and be able to support the use of state adopted materials and a wide array of learning strategies to support student learning. (CTC 3, MS Standard 4,and 6)
Growing in a faith community.	Transform	<p>Transform</p> <ol style="list-style-type: none"> Engages in ways of thinking and being to embrace the positive power of diversity and advocacy for universal social justice within their classrooms, schools, districts, and communities. Utilize research-based strategies, curriculum, instructional practices and behavioral strategies to support learning for all students. Reflects positive personal presence, age-appropriate strategies, and research-based knowledge of students with special needs and the psychology to create safe classroom environments that promote learning for all students. 	<p>Transform</p> <ol style="list-style-type: none"> Demonstrates strategies for using the influence of diversity to improve teaching and learning. (CTC 3,13) Demonstrate skills to effectively communicate with parents, staff and community on a regular and predictable basis. (CTC 3,4,5,8 and MS Standard 7,8) Uses a variety of methods and strategies to meet student achievement and learning needs .(CTC 9,11,13 and MS Standard 3,4 ,5,6) Practices skills and techniques essential for the effective teaching of students with disabilities. (CTC 9,11,13 and MS Standard 3,4, 5,6)
Serving in the context of faith.	Empower	<p>Empower</p> <ol style="list-style-type: none"> Reflects and engages in on-going scholarly, professional, and spiritual growth. Serves effectively as a research-based transformational leader within their classrooms, schools, districts, and communities. 	<p>Empower</p> <ol style="list-style-type: none"> Demonstrates an understanding of an accountability system of teaching and learning based on state K-12 content standards and students IEP goals and progress towards the standards and goals for all students. (CTC 3,5,8,9,13,15 and MM Standard 2,3,7,8) Builds the capacity to recognize students' specific learning needs, place students in developmentally appropriate context for learning, assisting students to have access to needed resources for learning. (CTC 3,5,7,8,13,15 and MS Standard 7,8) Demonstrates evaluation and use a wide range of technologies, including assistive techniques and augmentative communication when appropriate, to support instruction and student achievement. (CTC 5,6,13 and MS Standard 7,8),6,13 and MS Standard 7,8)

Candidate Proficiencies for Advanced Degree Programs

Table 6. Master of Arts in Education: concentration in Special Education (Clear Credential)

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

Table 7. Master of Arts in Education: concentration in Teaching and Learning (Core)

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	Candidate Outcomes (Degree program only, no CTC Standards addressed)
Learning informed by faith.	Equip	<p>Equip</p> <ol style="list-style-type: none"> Engages in life-long learning in an information-based, interactive society and explores the major classical and modern philosophies as they relate to contemporary educational theories and practices. Develops and internalizes the essential knowledge, skills and dispositions to conduct research that transforms their teaching and significantly impact student learning in their classroom. Communicates a cohesive, personal educational philosophy, an educational mission, core values and vision of teaching and learning as a servant leader. 	<p>Equip</p> <ol style="list-style-type: none"> Demonstrates a basic understanding of major beliefs of schools of philosophies and notable theorists. Designs, adapts and uses lessons that address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning. Communicates a vision of how and why on-going action research systematically improves teaching and learning. Demonstrates an applied understanding of the basic components and step-by-step process for conducting action research aligned with the cycle which includes plan, teach, reflect, and apply.
Growing in a faith community.	Transform	<p>Transform</p> <ol style="list-style-type: none"> Demonstrates evidence of an applied understanding of the five propositions of National Board for Professional Teaching Standards and a commitment to students and learning with respect to the cultural and family differences students brings to the classroom by distinguishing students' differences from one another, taking into account their differences in their practice. Reflects on learning throughout the program and develops a professional development and research plan to continually extend and refine a philosophical, technological, and research application and orientation to teaching and learning. 	<p>Transform</p> <ol style="list-style-type: none"> Demonstrates the ability to present research findings to faculty and/or community panel. Implements and uses technology in lessons to increase students' ability to plan, locate, evaluate, select and use information to solve problems and draw conclusions as a means to create or make use of diverse learning environments. Interacts and collaborates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology-enhance curriculum.
Serving in the context of faith.	Empower	<p>Empower</p> <ol style="list-style-type: none"> Works within a professional educational learning community reflecting and contributing to instructional improvement within diverse school communities. Extends and refines the understanding of a current challenge/trend in education and develops a response plan aligned with a personal philosophy in addressing this challenge/trend. 	<p>Empower</p> <ol style="list-style-type: none"> Demonstrates the ability to work collaboratively with assigned faculty mentor for twenty-five hours throughout the program of study. Identifies and summarizes the philosophical perspectives covering the five key perspectives- personal, philosophical, theoretical, political and personal/spiritual perspectives.

Table 8. Master of Arts in Education: concentration in Education Leadership (Administrative Preliminary)

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	CTC Standard Driven Candidate Outcomes
Learning informed by faith.	Equip	Equip 1. Promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context.	1. Demonstrates the ability to ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, and regulations, statutory and fiscal requirements. (CTC 6.f.2) 2. Demonstrates an understanding of how to work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. (CTC 6.f.4) 3. Demonstrates an understanding of how to influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students. (CTC 6.f.4)
Growing in a faith community.	Transform	Transform 1. Promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.	Transform 1. Models personal and professional ethics, integrity, justice, and fairness and expect the same behaviors from others. (CTC 6.e.1) 2. Reflects on personal leadership practices and recognizes impact and influence on the performance of others. (CTC 6.e.3) 3. Demonstrates an understanding of how to sustain personal motivation, commitment, energy and health by balancing professional and personal responsibilities. (CTC 6.e.3)
Serving in the context of faith.	Empower	Empower 1. Promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.	Empower 1. Demonstrates an understanding of the importance of incorporating information about family and community expectations into school decision-making activities. (CTC 6.d.1) 2. Demonstrates strategies for using the influence of diversity to improve teaching and learning. (CTC 6.d.1) 3. Uses leadership skills to engage all members of the school community in decision-making which supports a shared vision and which treats all with fairness and respect. (CTC 6.d.1) 4. Identifies barriers to parent and community involvement and strategies for overcoming identified barriers. (CTC 6.d.1) 5. Utilize technology to foster effective and timely communication to all members of the school community. (CTC 6 (e)(4) [also CTC 14(d)])

Table 9. Masters of Arts in Education: concentration in School Counseling, Pupil Personnel Services (Clear Credential)

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	CTC Driven Candidate Outcomes
Learning informed by faith.	Equip	Equip 1. Maintains competencies in knowledge, skills of the school counseling profession, and practices attitudes that demonstrate the ability to ethically implement, maintain, and advocate for a results-based counseling program.	Equip 1. Demonstrates knowledge of ethical standards and practices of the counseling profession. (CTC 6,18) 2. Demonstrates knowledge and understanding of major counseling theories and their contribution to the counseling process. (CTC 17,25) 3. Identifies and demonstrates an understanding of the key/current critical issues in education and the need for appropriate action/reaction. (CTC 12, 22) 4. Understands the importance of collaboration within the school community. (CTC, 27)
Growing in a faith community.	Transform	Transform 1. Promotes the comprehensive counseling program through modeling of servant leadership that focuses on positive outcomes for diverse school communities in the belief that all students can learn and succeed.	Transform 1. Demonstrates an understanding of effective leadership skills. (CTC 12, 22) 2. Understands the importance of developing cultural competence and the ways in which ethnic, cultural, socioeconomic, and environmental factors influence pupil learning and achievement. (CTC 3) 3. Identifies the sources of cultural identity and the various agents that transmit culture and understand how a teacher's own cultural identity, assumptions and expectations of students affect their students' learning and achievement. (CTC 3) 4. Understands the various issues surrounding universal access, equity for all students (including poverty) and employ techniques to protect and support all students in order to create an equitable learning environment in the classroom. (CTC 5) 5. Understands the importance of coordination and collaboration within the school community. (CTC 27)
Serving in the context of faith.	Empower	Empower 1. Engages in on-going professional self-evaluation and personal self-reflection using the dispositions 2. Assesses student needs routinely and uses technology to conduct, analyze, and evaluate research data and communicate results to all school stakeholders.	Empower 1. Demonstrates knowledge of own belief system (spiritual self, personal philosophy) and willingness to model Christianity in the modern world. 2. Demonstrates knowledge and skill in academic assessment, personal and social counseling, academic and career counseling, program development, program coordination and supervision, consultation, legal aspects and professional ethics. (CTC 1-30) 3. Demonstrates skills in current technology for communication and collecting, organizing, distributing, and analyzing data to facilitate effective outcomes and student achievement. (CTC 4, 15, 25,30 30)

Stand Alone Programs

Table 10. Child Welfare and Attendance (CWA) Certificate

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	CTC Standard Driven Candidate Outcomes
Learning informed by faith.	Equip	Equip 1. Maintains competencies in knowledge and skills of the child welfare & attendance specialist regarding the history, philosophy, and laws related to K-12 students in the California public education system.	Equip 1. Demonstrates knowledge of the history, philosophy, and trends in Child Welfare and Attendance (CWA) Programs. (CTC 1) 2. Demonstrates knowledge and application of laws found in the California Education Code, Penal Code, local and civil ordinances and relevant federal and state laws. (CTC 2)
Growing in a faith community.	Transform	Transform 1. Promotes the child welfare & attendance program through modeling servant leadership that focuses on positive outcomes for diverse school communities in the belief that all students can learn and succeed.	Transform 1. Demonstrates leadership skills and knowledge of program goals and management objectives of the CWA programs. (CTC 3) 2. Demonstrates K-12 student advocacy role and understanding of emotional, familial, educational, institutional. And community barriers to successful academic achievement by at-risk and under-achieving K-12 students. (CTC 5, 6)
Serving in the context of faith.	Empower	Empower 1. Engages in on-going professional self-evaluation and personal self-reflection using the dispositions. 2. Assesses student needs routinely and uses technology to conduct, analyze, and evaluate research data and communicate results to all school stakeholders.	Empower 1. Completes a minimum of 150 hours of supervised field experience while demonstrating a command of the state, local, and federal laws pertaining to parent and pupil rights regarding the child's education and attendance. (CTC 7)

Table 11. Education Leadership (Administrative Clear)

Institutional Outcomes	School of Education All Student Outcomes	CTC	State Standard Driven Candidate Outcomes California Professional Standards for Educational Leaders (CPSEL)
Learning informed by faith.	Equip	<p>Equip</p> <p>Promotes the success of all students by demonstration of the following:</p> <ol style="list-style-type: none"> 1. Understands the larger political, social, economic, legal, and cultural context . 2. Responds to and influences the larger political, social, economic, legal, and cultural context. 3. Develops professional leadership capacity. 	<p>Empower</p> <ol style="list-style-type: none"> 1. Works with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning. (CPSEL 6) 2. Influences and supports public policies ensuring the equitable distribution of resources and support for all subgroups of students. (CPSEL 6) 3. Ensures that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements. (CPSEL 6) 4. Reflects on personal leadership practices and recognize their impact and influence on the performance of others. (CPSEL 5) 5. Engages in professional and personal development. (CPSEL 5)
Growing in a faith community.	Transform	<p>Transform</p> <p>Promotes the success of all students by demonstration of the following:</p> <ol style="list-style-type: none"> 1. Responds to diverse community interests and needs. 2. Collaborates with families and community members and mobilizing community resources. 3. Models a personal code of ethics. 	<p>Transform</p> <ol style="list-style-type: none"> 1. Recognizes and respect the goals and aspirations of diverse family and community groups. (CPSEL 4) 2. Communicates information about the school on a regular and predictable basis through a variety of media. (CPSEL 4) 3. Supports the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services. (CPSEL 4) 4. Models personal and professional ethics, integrity, justice, and fairness, and expect the same behaviors from others. (CPSEL 5) 5. Utilizes technology to foster effective and timely communication to all members of the school community. (CPSEL 5, CTC 6 (e)(4) [<i>also CTC 14(d)</i>])
Serving in the context of faith.	Empower	<p>Empower</p> <p>Promotes the success of all students by demonstration of the following:</p> <ol style="list-style-type: none"> 1. Facilitates the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. 2. Advocates, nurtures, and sustains a school culture and instructional program conducive to student learning and staff development and growth. 3. Censures management of the organization, operation and resources for a safe, efficient, and effective learning environment. 	<p>Empower</p> <ol style="list-style-type: none"> 1. Facilitates the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators. (CPSEL 1) 2. Shapes a culture in which high expectations are the norm for each student as evident in rigorous academic work. (CPSEL 2) 3. Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff. (CPSEL 3) 4. Establishes school structures and processes that support student learning. (CPSEL 3)

Table 12. Crosscultural, Language, and Academic Development (CLAD) Certificate

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. Builds on knowledge, skills, experiences, and strategies for teaching a diverse student population. Fosters an understanding of cultural concepts and, perspectives when providing equitable learning environments, delivery of comprehensive, specialized instruction for English Learners, and students with diverse learning needs. 2. Maintains competencies in knowledge, skills, practices that develop and advocate implementation of effective instruction to meet the needs of a diverse student population while meeting legal requirements. 3. Models professional and ethical standards and dispositions. 	<p>Equip</p> <ol style="list-style-type: none"> 1. Demonstrates skills/attitudes for advocating the academic success of all pupils; knowledge and ability to apply legal/ ethical obligations to special populations. (CTEL19: 8, 9, 12, 13;) 2. Uses a variety of systematic, well-planned teaching strategies to develop academic language, make content comprehensible to ELL learners, access grade level curriculum in core academic subject matter. (CTEL 19: 4, 5, 6, 7) 3. Demonstrates the ability to apply instructional strategies for special populations using adopted standards aligned instructional materials and resources. (CTEL 19: 5, 4; Clear 6b.6)) 4. Understands and describes appropriate ways to employ cross-cultural conflict resolution and effective communication techniques in the classroom as well as family interactions. (CTC 19:5, 7, 10, 11, 14)
Growing in a faith community.	Transform	<p>Transform</p> <p>Candidates will build on knowledge, skills, experiences, and strategies acquired during preliminary preparation for teaching a diverse student population.</p>	<p>Transform</p> <ol style="list-style-type: none"> 1. Identifies own sources of cultural identity and understands how it affects their students’ learning and achievement. (CTC 19:6) 2. Analyzes pedagogical implications of various factors affecting second language acquisition. (CTEL 1.1.001-005) 3. Demonstrates ability to provide accommodations and implement modifications for students based on the assessed needs of individual students. (CTEL 1.1, 2.2) 4. Communicates purposely to draw on students’ prior knowledge, schooling, culture, experiences to promote language development and content-learning. (CTEL 2.3.009/3.2)
Serving in the context of faith.	Empower	<p>Empower</p> <p>Candidates will build on knowledge, skills, applications and dispositions acquired to serve a diverse school community.</p>	<p>Empower</p> <ol style="list-style-type: none"> 1. Demonstrates skills and attitudes for advocating the learning and academic success of all pupils. (CTC 19: 8, 9; Clear 6b.5) 2. Demonstrates an ability to effectively teach students from diverse backgrounds and communicate effectively with parents/families. (Clear 6b.3;CTC 19-k; CTEL 3.2 Clear 6b.5) 3. Identifies the sources of cultural identity that transmit culture and understand how a teacher’s own cultural identity, assumptions/ expectations affect their students’ learning and achievement. (CTC 19:6; CTEL 1.2) 4. Demonstrates ability to apply policies that support services for special populations. (Clear 6.b2;Standard 19a)

Table 13. Reading Certificate

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> <p>Maintains competencies in knowledge and skills by demonstration of the following:</p> <ol style="list-style-type: none"> 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. 	<p>Equip</p> <ol style="list-style-type: none"> 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	<p>Transform</p> <p>Promotes the success of all students by demonstration of the following:</p> <ol style="list-style-type: none"> 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. 	<p>Transform</p> <ol style="list-style-type: none"> 1. Collects data, analyze data, and develop intervention strategies of four struggling learners. (CTC 11)
Serving in the context of faith.	Empower	<p>Empower:</p> <p>Promotes the success of all students by demonstration of the following:</p> <ol style="list-style-type: none"> 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. 	<p>Empower</p> <ol style="list-style-type: none"> 1. Demonstrates the ability to administer and analyzes assessment data and develop intervention strategies in to improve instruction for struggling readers in classrooms. (CTC 4, 11)

Table 14. Single and Multiple 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 1e;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 and communicates effectively. (CTC clear 3,4,6a,6b)

SECTION VI. UNIT ASSESSMENT SYSTEM (4.5)

“The aim of assessment is primarily to educate and improve student performance, not merely to audit it.”
(Grant Wiggins)

The assessment system used by the School of Education at Point Loma Nazarene University serves three primary functions: 1) assessing candidate’s knowledge, skills, and dispositions, 2) reviewing specific programs within the School of Education, and 3) evaluating the entire unit—the School of Education. The assessment system is not just a program responsibility. It is also a community-wide (internally and externally) responsibility. Assessment is valued because the unit cares about change and improvement. Ultimately, the unit is cognizant of its responsibility to its candidates and the public at large.

The assessment system is multi-dimensional, ongoing, and cyclical with data used in formative and summative ways for decisions with respect to the candidates and for meaningful programmatic change within the unit. The candidate-based assessments are drawn from both internal and external sources. In all of the SOE’s programs, these assessments are recognized as signature assignments, and entered in to the data management system, *Task Stream*. This system is used to assist in data entry, evaluation, maintenance, and aggregation efforts.

Philosophy and Principles of Unit Assessment

The initial development of the SOE’s assessment system began with the 2008 adoption and development of the structure for the unit’s conceptual framework. With ongoing and continued refinement, the conceptual framework has continued to inform the unit’s work to the present time. The conceptual framework guides the mission of the SOE and commits the unit to the development of high-performing, reflective educators of noble character who are *Equipped, Transformed, and Empowered*.

Each course within the unit provides a syllabus that identifies specific candidate learning outcomes. The specified candidate learning outcomes (CLOs) are linked to one or more elements of *Equip, Transform, and Empower*. An example of this linkage would be a specific learning outcome calling for a candidate to “*analyze, discuss, and evaluate the state-adopted academic content standards and frameworks for students in (K-8) related to major concepts, principles and investigations in the content area disciplines*” thus *Equipping* the candidate with this content area knowledge.

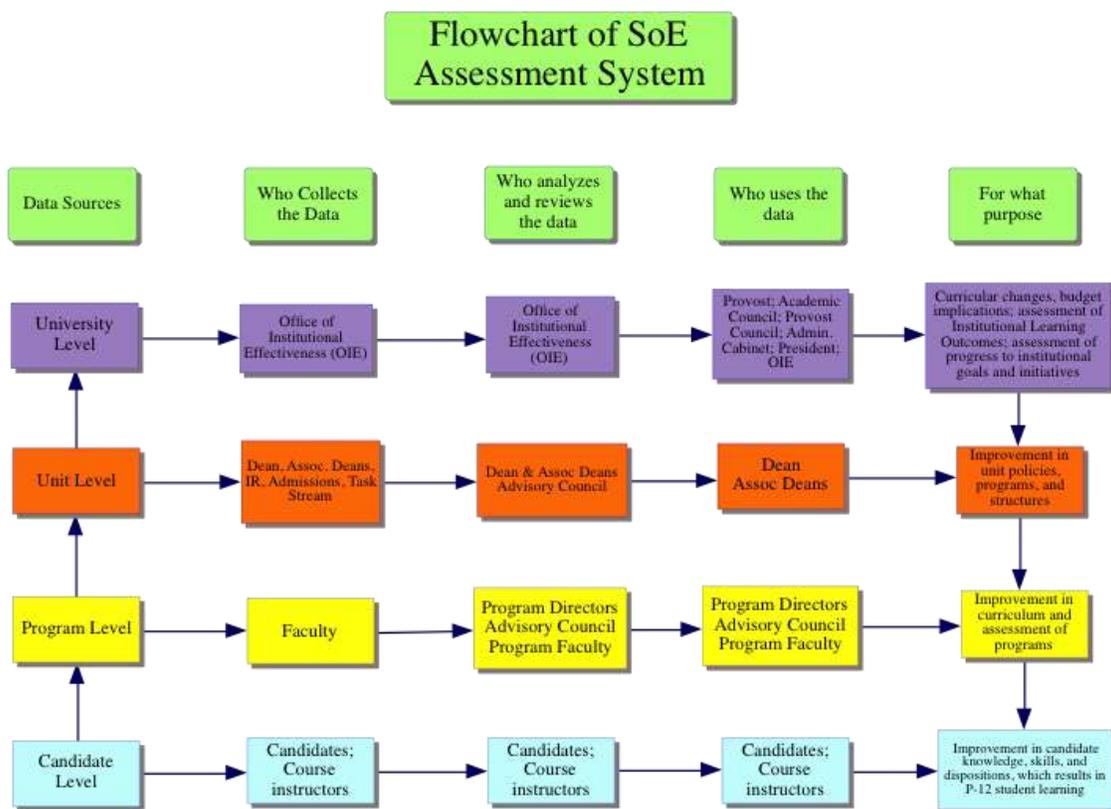
The assessment system is designed to determine eligibility for admission into the SOE and to provide continuous monitoring of the candidates’ professional growth toward proficiency at the initial and advanced levels. This system is structured to require candidate assessments at critical points within a given program. With all regional centers and programs utilizing common assessment points and measures, consistency is ensured within the unit.

Structure of the Assessment System

In 2008, the SOE began to utilize Taskstream as the unit’s primary data storage system. Since that time, data from each of the unit’s programs have been routinely and systematically compiled, analyzed,

and reported with the intention of improving candidate performance, program quality, and unit operations. The Dean, Associate Deans, and Program Directors provide oversight for the collection of this data. All field experiences and signature assessments are collected, stored, and analyzed by the School of Education faculty. Courses and other data, such as admissions, GPA, CBEST and CSET scores, and demographics, are obtained from the Office of Institutional Research, the Dean of the Graduate School, the Office of the Registrar, and the Admissions Office. The Dean, as head of the unit, is responsible for the aggregation and dissemination of data. An overview of the assessment system is shown in Table 15 identifying the flow of the SOE's assessment system, commencing at the university level and concluding at the candidate level.

Table 15. Flowchart of the School of Education Assessment System



Transition Points

As determined and required by the CTC accreditation system, assessments occur within a standards-driven context that reflects best practices in teaching and learning. A wide range of internal and external assessment measures are utilized to gauge candidates' progress toward becoming servant leaders in the field of education. Each of the unit's programs has established four transition points or advancement gateways through which candidates must pass in to move forward in the program. The gateways are based on both formative and summative measures and utilized to monitor the knowledge,

skills, and dispositions of the candidates. All are integral in determining the candidates progression in matters of the unit’s measures of *Equip*, *Transform*, and *Empower*. These measures are imbedded both within the course requirements as well as in the fieldwork practice.

Table 16. Assessment System Transition Points

Transition Point	Data Source	Analysis and Summary of Data	Use of Data
Admission	Undergraduate and graduate GPAs	Range and mean GPAs	Monitor characteristics of candidates; improve recruitment and admission
	Demographics: Race/ethnicity, gender, in/out of state, international	Number and percentage of candidates	Monitor diversity of candidates; improve recruitment and admissions; improve program accessibility
	Standardized Test Scores: MAT, CBEST	Range and mean scores	Monitor characteristics of candidates; improve recruitment and admission
	Candidate intake interviews	Scores based on written criteria	Assess verbal ability and dispositions
	Writing sample	Scores based on written criteria	Assess writing ability, fit with program
	Resume	Scores based on written criteria	Assess candidate level of experience
Midpoint	GPAs	Performance-based evidence of candidates’ knowledge, skills, and dispositions (written criteria provided in advance to candidates)	Assess progress and performance, intervention and remediation, course revision and improvement, practicum improvement, program improvement
	Fieldwork observations		
	Candidate advancement interviews		
	TPAs 1 and 2 (Preliminary credentials program only)		
	Course Completion and grades		
	Signature Assignments		
	Standardized test scores: CBEST, CSET, MAT	Range and mean scores	
	Practica Hours (PPS)	Completion of a variety practica experiences prior to starting fieldwork	Assess candidate preparation for fieldwork
Disposition Assessment			
Program Completion	GPAs	Performance-based evidence of candidates’ knowledge, skills, and	Assess progress and performance, intervention and remediation, course revision and improvement, practicum
	TPAs 3 and 4 (Preliminary		

	credentials program only)	dispositions (written criteria provided in advance to candidates)	improvement, program improvement, relationship of coursework and comprehensive exams (if applicable).
	Course Completion and grades		
	Signature Assignments		
	Field studies completion		
	Thesis/project completion (GED 689)		
	Portfolio		
	Program Completer Surveys	Perceptions of quality and service of academic programs	Improve programs
	Standardized test scores: RICA	Pass rates	Assess performance of candidates
Follow up	Candidate Follow up surveys	Perceptions of quality and service of academic programs	Improve programs
	Employer surveys	Perceptions of quality and service of academic programs	Improve programs
	Title II/Higher Ed reports	Comparison across programs	Monitor number of graduates; improve programs

As determined and required by the CTC accreditation system, assessments occur within a standards-driven context that reflects best practices in teaching and learning. A wide range of internal and external assessment measures are utilized to gauge candidates' progress toward becoming servant leaders in the field of education. Each of the unit's programs has established four transition points or advancement gateways through which candidates must pass in to move forward in the program. The gateways are based on both formative and summative measures and utilized to monitor the knowledge, skills, and dispositions of the candidates. All are integral in determining the candidates progression in matters of the unit's measures of *Equip, Transform, and Empower*. These measures are imbedded both within the course requirements as well as in the fieldwork practice.

Unit Key Assessments

With Taskstream in place as the primary data storage system, the SoE began the collection of unit key assessments in their fall, 2008 restructuring efforts. To meet the specified requirements for the CTC accreditation, the unit collected, analyzed, and reflected on given data for the purpose of writing the CTC Biennial Report. A minimum of four assessments in each of the unit's CTC approved programs resulted in obtaining the requested quantitative data. The Biennial report reported mean scores and standard deviations. These assignments were included in courses at all of the regional centers and identified as "signature assignments." After three consecutive semesters of collecting data, the results were compiled and submitted to CTC in December, 2009. 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 balanced assessment measures. They are as follows:

- Observations (field experience, fieldwork, internship, and clinical practice)
 - Coursework (GED 672 Philosophy of Education)
 - Dispositions
-
- Completer and Follow up surveys
 - PLNU Evaluation System (e.g., IDEA, Peer, Self, 360)
 - Policies and Procedures

Assessment is evident throughout the evaluation processes of the curriculum and its delivery with the overall goal of improving teaching and learning. As such, the assessments are interlinked with ongoing, center-wide assessments that are coordinated across all programs. The curricular structure and integrity are provided through the key assessments in the programs. Candidates demonstrate knowledge and skills that are aligned with unit proficiencies and state standards as described in Section V. of this conceptual framework.

Process for Assuring Assessments are Fair, Accurate, Consistent, and Free from Bias

The SOE's commitment to fairness, accuracy, consistency and freedom from bias stems from the Nazarene and Wesleyan heritage that compels one to love justice and to treat every individual equally with respect and compassion. Faculty members take a candidate-centered, developmental approach toward the achievement of standards of excellence. Candidate learning strengths and prior knowledge are honored and serve as the foundation for instructional planning along with an assessment of language, cultural background, interests, learning styles and aspirations. To maintain each of the elements of fairness, accuracy consistency and freedom of bias across all regional centers, program faculty do not work in isolation. As a collaborative team, the unit monitors, reviews and discusses assessment data each year, and make adjustments accordingly. In good faith, the unit's procedures for guiding these elements are outlined as follows.

Fairness

To address issues related with fairness, the unit has developed assessments that are consistent with unit and state standards. These standards have been acknowledged as valid and serve as the understructure when addressing the knowledge and skills of candidates. However, the unit must also acknowledge fairness as it relates to standards more ethical in nature, i.e., candidate professional dispositions that are valued in the field of education. All assessments are specifically chosen, and designed to occur at the various transition points in the candidate's program to ensure that course objectives have been mastered and dispositions are consistent with the core values of the university. Within the unit's data storage system of Taskstream, the assessment directives and supporting performance rubrics are presented so that all candidates have access to the same set of expectations.

Accuracy

Assessment accuracy has been the responsibility of program-based committees. It is their collaborative task to review each assessment and link the specific components of each assessment with the state standards. Explicit definitions regarding requisite candidate knowledge, skills, and dispositions are aligned with instruction, learning experiences and assessments to provide candidates with a deep,

integrated, and applied understanding. In cases where a number of the unit's programs utilize the same core courses, multiple representatives from each program meet to review these assessments for accuracy and conformity.

Consistency

Consistency starts with uniformity in syllabi and is followed by course candidate learning outcomes (CLO's) content, and assessment products. Faculty members across all regional centers are required to commit to this level of homogeneity, and submit their syllabi each semester to their respective program directors for review. Candidates are assessed using the same directives, the same resources, and the same assessment protocols. Directives and corresponding rubrics that have been designed for each of the signature assessments, have been developed by lead course instructors and reviewed by program committees and accreditation director(s) for clarity and correctness. With a yearly review of data, program faculty members analyze the data and the elements for the given rubric, discussing the outcomes and with the intent of the assessment.

Freedom from Bias

SoE faculty members are committed to an educational practice that ensures universal access that is non-discriminatory and welcoming of candidates from diverse backgrounds. Faculty, master teachers, support providers, and clinical supervisors working alongside candidates receive initial orientation training and ongoing professional development each year from the university and unit regarding best practices, policies and procedures. Candidates participate in a multitude of assessments throughout their course of study and are assessed by a number of university evaluators. Assessments are examined for objective and just language by collaborative P-12 and university faculty teams and adjusted accordingly. Formative assessment, analysis and reflection on candidates' data are used to inform the unit of candidates' cumulative growth. It is the goal of the university and unit alike to provide an environment that is just and free of bias.

System for Handling Candidates Who Have Not Met Unit Expectations

Admission

Applicants are required to meet admission requirements within 1 semester of their provisional acceptance date. Applicants who do not meet the minimum standards for program eligibility, but who can demonstrate an exceptionally rich experiential background and/or have shown a dramatic change in academic performance, may petition the academic department or school for a special review of their status. The academic department or school reviews the petition along with the student's application package and determines the merits and appropriateness of the request.

A copy of the petition must be filed with the Office of Graduate Admissions. In order to apply for program eligibility under exception, the applicant must also provide a statement outlining the applicant's reasons and justification for requesting an exception to admission policies with supporting documentation. The applicant is also required to schedule an interview with a Point Loma Nazarene University academic advisor from the school to which the applicant is applying.

Following the interview, the academic advisor submits a summary of the applicant's interview and petition package to the department chair or dean of the school. When appropriate, the dean submits the petition to the Graduate Studies Committee with a recommendation. The Graduate Studies Committee or designee is the final authority for all petitions for program eligibility under exception.

Graduation

A student who intends to graduate must complete an Application for Degree Candidacy (on-line or in the Office of Records at the Point Loma campus). The form must be filed with the Office of Records no less than 60 days prior to the anticipated degree posting date. Graduation fees will be applied to the student's account. Work for all courses and program requirements considered for a degree must be completed prior to the anticipated degree posting date. Passing grades for all courses must be recorded prior to a degree posting. Posting dates are available on the academic calendar. If all program requirements for the semester of application are not completed, the student must reapply for graduation.

Plan for Evaluating Unit Operations

Overview

Unit operations are monitored by the head of the unit, the University Provost, and the College Dean. Annual input is provided by multiple sources. Through the university and unit's strategic plan and the Assessment of Candidate Learning Outcomes process, the Provost determines the budget, personnel, facilities, and resources that are needed to support the programs for preparation of candidates.

Evaluation of Faculty

The unit utilizes a 360 degree feedback annually to obtain feedback from candidates, peers and staff regarding the work of the Dean, Associate Deans, program directors, field experience coordinators, credential analysts and the NCATE Coordinator. The results are gathered by SurveyMonkey.com and a summary report is given to each administrator. The focus is on formative assessment and is used to support administrators improve their practice.

The SOE participates in the tenure and promotion process that has a timeline based on the faculty member's rank. This process includes student and peer evaluations and is summarized by the School Dean.

Evaluation of the Assessment System

The unit's assessment system is aligned with its conceptual framework as well as with the California Professional Standards for Educators. Therefore, it is imperative that a thorough review process is conducted on a regular basis, requiring the unit and its programs to look at assessment processes and procedures to ensure program quality and ongoing improvement. Individual program committees, which consist of an Associate Dean and the program directors from each regional center, meet monthly to provide program oversight to include ongoing evaluation of the capacity and effectiveness of the assessment system. Regional center Advisory Councils meet three times each year to inform the unit of candidate proficiencies and program effectiveness, thus providing valuable input for continuous improvement. The Taskstream coordinator meets annually with the associate deans and

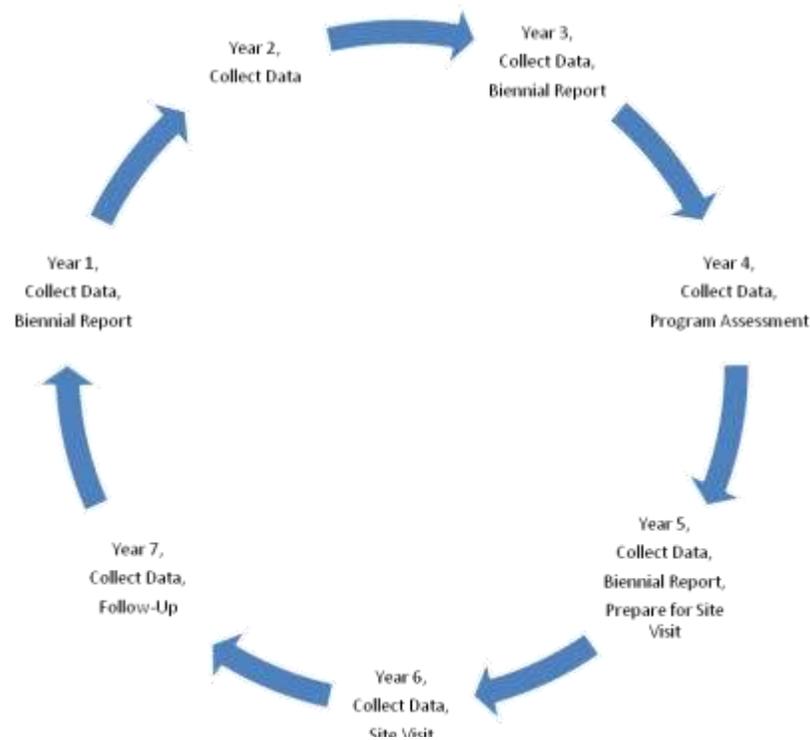
program directors to evaluate the validity and utility of the unit’s assessment system, modifying it as needed and keeping current with assessment technology and professional standards.

Evaluation of Program Effectiveness

Each year the review process requires the Unit to look at programmatic and 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.

Table 17 provides a visual of this accreditation cycle. All data collected are not only disaggregated by program, but also by regional center, racial/ethnicity, standards, and gender and ultimately leads to the development of the CTC required program assessments and biennial reports. Based upon the findings of these CTS studies and reports, the program changes and improvements are implemented to improve candidate performance, program quality, and program operations.

Table 17. CTC Accreditation Cycle



Candidate Admission and Exit Assessment Samples

If the unit is effectively responding to its desire of graduating candidates that have acquired the learning outcomes of *Equip*, *Transform*, and *Empower*, the SOE must provide continuous monitoring of professional growth as it pertains to candidates’ knowledge, skills and dispositions. However, of equal importance are the CTC accreditation mandates requiring data collection and analysis at the admission and exit phases. These assessments provide the mechanism to identify initial candidate proficiencies and

overall success rates. It gives credence that the unit’s entire assessment process not only identifies capable candidates, but also equips the candidates to meet high standards set by the university and state and be empowered as a servant leader. Tables 18 and 19 represent samples of admission and exit data for the 2009-2010 academic year. For the 2010-2011 academic year, additional program data will be available for CTC basic proficiencies requirement, admission interviews, exit surveys, alumni surveys, and employer surveys.

Table 18. Sample of Unit Admission Data

All Programs	Data Sample: Admission Writing Samples	
	Number of Candidates	Mean Score 12 Point Scale
Masters in Teaching (MAT)	30	8.1
Masters in Teaching and Learning (MATL)	25	10.3
Education Leadership	30	10.3
Pupil Personnel Services	20	9.6

All Programs	Data Sample: Grade Point Average (GPA)	
	Number of Candidates	Average GPA on 4 Point Scale
Masters in Teaching (MAT)	261	3.71
Masters in Teaching and Learning (MATL)	158	3.79
Education Leadership	171	3.51
Pupil Personnel Services	105	3.81

Table 19. Sample of Program Exit Data

Program: Masters in Teaching (MAT)	Data Sample: Teacher Performance Assessment (TPA) Multiple/Single Subject and Special Education	
	Number of Candidates	Mean Score 4 Point Scale
TPA 1	243	3.17
TPA 2	175	3.37
TPA 3	149	3.33
TPA 4	132	3.36

Program: Masters in Teaching and Learning (MATL)	Data Sample: Common Signature Assignments California Professional Standards for Multiple/Single/Sped. Clear	
	Number of Candidates	Mean Score 4 Point Scale
GED 628 Technology	55	3.65
GED 639 Health	58	3.76
GED 642 English Learners	27	3.61

Program: Pupil Personnel Services (PPS)	Data Sample: Fieldwork and Clinical Practice Evaluation Data California Professional Standards for Pupil Personnel Services	
	Number of Candidates	Mean Score 4 Point Scale
Personal Characteristics	144	3.36
Communication and Coordination	144	3.36
Skills in Counseling	144	3.20
Information Services	144	2.48
Assessment and Appraisal	144	2.68

Program: Education Leadership	Data Sample: Signature Assignments California Professional Standards for Educational Leaders (CPSEL)	
	Number of Candidates	Mean Score 4 Point Scale
CPSEL 1	106	3.51
CPSEL 2	85	3.76
CPSEL 3	119	3.63
CPSEL 4	76	3.54
CPSEL 5	78	3.57
CPSEL 6	97	3.40

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