

**School of Education**  
**PLO Data for Cross-Disciplinary Studies: Fa2020 - Sp2021**

**Learning Outcome 1.a.**

Candidates will demonstrate effective presentation skills, one-on-one and with groups.

**Outcome Measure:**

- A. EDU 306 Signature Assessment, criterion 7 (each year through 2017-18)
- B. EDU 306/3006 Mirrors, Windows, Sliding Glass Doors Assignment, criterion 4 (each year, beginning 2018-19)

**Criteria for Success (if applicable):**

- A. Average score for the group is 3.5 or higher (on a scale of 1-4 with 1 being low) on rubric criteria 7, “The oral presentation displays sound communication skills through proper usage of grammar, voice quality and presentation demeanor that is effective one-on-one and in groups.”
- B. 80% or more of students earn a 3 (on a scale of 1-3, with 1 being low) on rubric criterion 4, “Oral presentation of the 6 resources/books with an explanation of the criteria used to select the source and how you would use/apply it in your classroom.”

**Aligned with DQP Learning Areas (circle one or more):**

- 1. Specialized Knowledge
- 2. Broad Integrative Knowledge
- 3. Intellectual Skills/Core Competencies
- 4. Applied and Collaborative Learning, and
- 5. Civic and Global Learning

**Longitudinal Data (Outcome Measure A):** (each year through 2017-18 only)

Oral Communication	Target: Average Score for the Group is 3.5 or higher.			
	2014-15	2015-16	2016-17	2017-18
Outcome 1a: Effective Oral Communication	3.94	3.79	3.85	3.59

**Longitudinal Data (Outcome Measure B):**

Oral Communication	Target: 80% or more earn a 3 (on 3-point rubric)			
	2018-19	2019-20	2020-21	
Number of students	--	--	43	
Outcome 1a: Effective Oral Communication	100%	100%	97.7%	

**Conclusions Drawn from Data:**

Target is met. CDS students continue to perform at a high level in their oral communication skills. This is encouraging, as good oral communication is a key characteristic of effective teachers. The score affirms of the instructional efforts made in **EDU 3006** (Principles of Language Acquisition), as well as the two prior EDU courses: **EDU 3002** (Foundations of Education and Learning Theory) and **EDU 4004** (Foundations of Special Education), all three of which provide opportunities for students to orally present to their classmates and instructor and receive constructive feedback.

**Changes to be Made Based on Data:**

In AY18-19, EDU 3006 faculty designed a new assignment that required all students to present to their peers. This new assignment has allowed us to consistently measure the oral communication skills within the context of an educational assignment. While the adjunct professor (Dr. Suzanne Roy) who has taught this course for the past three years is not returning in the fall, we are confident that Dr. Cecelia Fernandez (our new adjunct instructor) will be able to implement and assess this assignment in a manner consistent with that which has been done in the past three academic years.

**Rubric Used (Outcome Measure A)**

(see next page)

	value: 1.00	value: 2.00	value: 3.00	value: 4.00
Adaptation to instructional strategy is effective for meeting the specific learning needs of the English learner in content knowledge and English language development.	Inappropriate, irrelevant, inaccurate or missing adaptation	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected adaptation	Appropriate, relevant, accurate and connected adaptation	Detailed, appropriate, relevant, accurate, clear and purposefully connected adaptation
Two specific learning needs of the English learner were correctly identified through careful analysis of the case study	Inappropriate, irrelevant, inaccurate or missing identifiable learning needs	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected identifiable learning needs	Appropriate, relevant, accurate and connected identifiable learning needs	Detailed, appropriate, relevant, accurate, clear and purposefully connected identifiable learning needs
The adaptation would be effective for the student in making progress toward English language development specific to this student's English proficiency	Inappropriate, irrelevant, inaccurate or missing adaptation	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected adaptation	Appropriate, relevant, accurate, connected, and effective adaptation	Detailed, appropriate, relevant, accurate, and clearly connected, and effective adaptation
The progress monitoring assessment chosen provides feedback to the student for achieving the learning goal at the student's English proficiency level.	Inappropriate, irrelevant, inaccurate or missing progress monitoring	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected progress monitoring	Appropriate, relevant, accurate and connected progress monitoring with feedback	Detailed, appropriate, relevant, accurate, and clearly connected progress monitoring with feedback
Next steps in planning are effective to facilitate specific growth in the student's English language development	Inappropriate, irrelevant, inaccurate or missing next steps for planning	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected next steps for planning	Appropriate, relevant, accurate and connected next steps for planning	Detailed, appropriate, relevant, accurate, and clearly connected next steps for planning
The written product displays effective communication skills through sound grammar, spelling, language and word use.	Inappropriate, inaccurate or unidentifiable written communication	Limited, cursory or inconsistent written communication	Appropriate, relevant and accurate written communication	Detailed, appropriate, and clearly connected use of written communication
The oral presentation displays sound communication skills through proper usage of grammar, voice quality and presentation demeanor that is effective one-on-one and in groups.	Inappropriate, inaccurate or unidentifiable oral communication	Limited, cursory or inconsistent oral communication	Appropriate, relevant and accurate oral communication	Detailed, appropriate, and clearly connected use of oral communication

## Rubric Used (Outcome Measure B)

**EDU306 - Mirrors, Windows, and Sliding Glass Doors Diversity Assignment  
Scoring Rubric**

	Score 1	Score 2	Score 3
1. <b>Explains</b> the importance of schools and teachers supporting diverse and cross-cultural communities, as well as <b>specifies</b> ways for schools and teachers to demonstrate a commitment do so.	Minimal, limited, cursory, inconsistent, ambiguous, or weakly connected identifiable reasons to support diverse and cross-cultural communities.  Does not include specific ways for schools and teachers to demonstrate this commitment.	Appropriate, relevant, accurate, clear, and purposefully connected identifiable reasons to support diverse and cross-cultural communities.  Limited/minimal inclusion of specific ways for schools and teachers to demonstrate this commitment.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected identifiable reasons to support diverse and cross-cultural communities.  Includes specific ways for schools and teachers to demonstrate this commitment.
2. <b>Specifies</b> the important role that multicultural / cross-cultural books and instructional materials play in supporting diverse and cross-cultural communities. <b>Refers</b> to the concept of "mirrors, windows, and sliding glass doors."	Minimal, limited, cursory, inconsistent, ambiguous, or weak explanation for the important role that multicultural and cross-cultural books and instructional materials play in supporting diverse communities.  Minimal / no reference to the concept of "mirrors, windows, and sliding glass doors."	Appropriate, relevant, accurate, clear, and purposefully connected explanation for the important role that multicultural and cross-cultural books and instructional materials play in supporting diverse communities.  Limited/minimal reference to the concept of "mirrors, windows, and sliding glass doors."	Detailed, appropriate, relevant, accurate, clear, and purposefully connected explanation for the important role that multicultural and cross-cultural books and instructional materials play in supporting diverse communities.  Refers to the concept of "mirrors, windows, and sliding glass doors."
3. <b>Identify</b> 6 resources/ books (title, author, publisher, date) with an <b>explanation</b> of the criteria used to select the source and <b>application</b> in your classroom.	Inappropriate, irrelevant, inaccurate or missing logical explanation for the selection of fewer than 4 multicultural and cross-cultural books.  Minimal/no explanation of the criteria used to select the source and application in the classroom.	Appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of fewer than 6 multicultural and cross-cultural books.  Limited/minimal explanation of the criteria used to select the source and application in the classroom.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of the 6 multicultural and cross-cultural books.  Includes a comprehensive explanation of the criteria used to select the source and application in the classroom.

4. <b>Oral presentation</b> of the 6 resources/books with an explanation of the criteria used to select the source and how you would use/apply it in your classroom.	Inappropriate, irrelevant, inaccurate or missing logical explanation for the selection of fewer than 4 multicultural and cross-cultural books.  Minimal/no explanation of the criteria used to select the source and application in the classroom.  Presentation was unprepared and unprofessionalism.	Appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of fewer than 6 multicultural and cross-cultural books.  Limited/minimal explanation of the criteria used to select the source and application in the classroom.  Presentation lacked preparation and professionalism.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of the 6 multicultural and cross-cultural books.  Includes a comprehensive explanation of the criteria used to select the source and application in the classroom.  Professional, well-prepared presentation.
5. <b>Discussion Board Posting/Small Group Discussion</b> of the 6 resources/books with an explanation of the criteria used to select the source and how you would use/apply it in your classroom	Inappropriate, irrelevant, inaccurate or missing logical explanation for the selection of fewer than 4 multicultural and cross-cultural books.  Minimal/no explanation of the criteria used to select the source and application in the classroom.	Appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of fewer than 6 multicultural and cross-cultural books.  Limited/minimal explanation of the criteria used to select the source and application in the classroom.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of the 6 multicultural and cross-cultural books.  Includes a comprehensive explanation of the criteria used to select the source and application in the classroom.
<b>Total</b> ____/15			

### Cross-Disciplinary Studies PLO Data

#### Learning Outcome 1.b.

Candidates will produce effective written communication.

#### **Outcome Measure:**

EDU 306/3006 Signature Assessment, criterion 6 (each year)

#### **Criteria for Success (if applicable):**

Average score for the group is 3.5 or higher (on a scale of 1-4 with 1 being low) on rubric criteria 6, “The written product displays effective communication skills through sound grammar, spelling, language and word use”.

#### **Aligned with DQP Learning Areas (circle one or more):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

#### **Longitudinal Data:**

Written Communication	Target: Average Score for the Group is 3.5 or higher						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Number of students	--	--	--	--	--	--	43
Outcome 1b: Effective Written Communication	4.00	3.78	3.38	3.23	3.58	3.65	3.68

#### **Conclusions Drawn from Data:**

Target is met in this area. According to this particular metric, students are performing at a high level in their written communication skills, specifically in the context of an educational setting. In order to facilitate calibration across instructors for this course and its graduate equivalent, faculty instructors across SOE campuses meet at least once every academic year. Additional calibration

meetings are scheduled to happen annually. Thus, it is clear that, according this metric, our students are performing competently in this area.

### Changes to be Made Based on Data:

We will continue to review the rubric criteria with the candidates at the beginning of the semester and to calibrate faculty instructors on the scoring rubric (including Cecilia Fernandez, the new adjunct faculty member who will be teaching this course during AY21-22). We will also share anchor papers with candidates. Assignments that occur before this signature assessment, in this course and in previous EDU courses, also have rubric criteria about clear writing message, use of grammar, spelling, language and academic vocabulary.

### Rubric Used

	value: 1.00	value: 2.00	value: 3.00	value: 4.00
Adaptation to instructional strategy is effective for meeting the specific learning needs of the English learner in content knowledge and English language development.	Inappropriate, irrelevant, inaccurate or missing adaptation	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected adaptation	Appropriate, relevant, accurate and connected adaptation	Detailed, appropriate, relevant, accurate, clear and purposefully connected adaptation
Two specific learning needs of the English learner were correctly identified through careful analysis of the case study	Inappropriate, irrelevant, inaccurate or missing identifiable learning needs	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected identifiable learning needs	Appropriate, relevant, accurate and connected identifiable learning needs	Detailed, appropriate, relevant, accurate, clear and purposefully connected identifiable learning needs
The adaptation would be effective for the student in making progress toward English language development specific to this student's English proficiency	Inappropriate, irrelevant, inaccurate or missing adaptation	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected adaptation	Appropriate, relevant, accurate, connected, and effective adaptation	Detailed, appropriate, relevant, accurate, and clearly connected, and effective adaptation
The progress monitoring assessment chosen provides feedback to the student for achieving the learning goal at the student's English proficiency level.	Inappropriate, irrelevant, inaccurate or missing progress monitoring	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected progress monitoring	Appropriate, relevant, accurate and connected progress monitoring with feedback	Detailed, appropriate, relevant, accurate, and clearly connected progress monitoring with feedback

Next steps in planning are effective to facilitate specific growth in the student's English language development	Inappropriate, irrelevant, inaccurate or missing next steps for planning	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected next steps for planning	Appropriate, relevant, accurate and connected next steps for planning	Detailed, appropriate, relevant, accurate, and clearly connected next steps for planning
The written product displays effective communication skills through sound grammar, spelling, language and word use.	Inappropriate, inaccurate or unidentifiable written communication	Limited, cursory or inconsistent written communication	Appropriate, relevant and accurate written communication	Detailed, appropriate, and clearly connected use of written communication
The oral presentation displays sound communication skills through proper usage of grammar, voice quality and presentation demeanor that is effective one-on-one and in groups.	Inappropriate, inaccurate or unidentifiable oral communication	Limited, cursory or inconsistent oral communication	Appropriate, relevant and accurate oral communication	Detailed, appropriate, and clearly connected use of oral communication



### Cross-Disciplinary Studies PLO Data

#### Learning Outcome 1.c.

Candidates will employ critical thinking and logic to solve problems in a variety of environments, to include the K-6 classroom.

#### **Outcome Measure:**

- A. Teaching Performance Assessment Task 2 (each year, though 2017-18)
- B. Lesson Observation and Critique (from 2018-19 onward)

#### **Criteria for Success (if applicable):**

- A. Average score for the group is 3.0 or higher (on a scale of 1-4 with 1 being low) on TPA task 2.
- B. Average score for the group is 6.0 or higher (on a scale of 0-8 with 0 being low) in AY18-19, 9.0 or higher (on a scale of 0-12 with 0 being low) in AY19-20, and 8.0 or higher (on a scale of 0-10 with 0 being low) in AY 20-21, on Criterion #4 (Reflection Suggestions) on the Lesson Observation and Critique [EDU 3024 course assignment].

#### **Aligned with DQP Learning Areas (circle one or more):**

- 1. Specialized Knowledge
- 2. Broad Integrative Knowledge
- 3. Intellectual Skills/Core Competencies
- 4. Applied and Collaborative Learning, and
- 5. Civic and Global Learning

#### **Longitudinal Data (Outcome Measure A):**

Critical Thinking:	Target: Average Score for the Group is 3.0 or higher (Outcome Measure A)			
	2014-15	2015-16	2016-17	2017-18
Outcome 1c: Employ critical thinking and logic to solve problems	2.89	2.98	3.0	3.07

**Longitudinal Data (Outcome Measure B):**

<b>Critical Thinking:</b>	Target: Average score is <b>6.0</b> or higher (on an 8- point scale, 2018-19) Target: Average is <b>9.0</b> or higher (on a 12-point scale*, 2019-2020) Target: Average is <b>8.0</b> or higher (on a 10-point scale*, 2020-2021)  *The rubric descriptors and levels did NOT change, although the relative number of points increased, in AY19-20.					
	2018-19	2019-20	2020-21			
Number of students	--	--	33			
Outcome 1c: Employ critical thinking and logic to solve problems	5.95	8.81	9.36			

**Conclusions Drawn from Data:**

- [NOTE: The rubric that housed this outcome measure changed from a 12- point scale to a 10- point scale in AY20-21. The description of the 4-levels of this outcome measure **did NOT change**, however. The decision to change the point value of this criterion (and overall assignment) was to adjust the total number of points for this specific course assignment, in relation to the rest of the assignments in the target course, EDU 3024.



Target is met. The majority of students actually earned a perfect score of 10 on this particular outcome measure.

**Changes to be Made Based on Data:**

Critical thinking is a key component of developing effective teaching practices. Assessing elementary students' thinking (both individually and as a collective) is critical, in order for teachers to make informed decisions about instruction. The SOE integrates many activities that require students to analyze classroom situations and problem-solve about how best to proceed with instruction. This element will continue be emphasized in our classes.

In AY 20-21, new directions were put in place for this particular assignment (Lesson Observation & Critique) to help support students in understanding the specific expectations for the deliverable for the assignment. In contrast to previous years, NO students earned a 0 on this specific dimension (Reflection Suggestions) of the assignment. This elevation in student score can be attributed, at least in part, to these better assignment directions.

**Rubric Used****TPA Task 2 - Designing Instruction**

created with  taskstream  
 Export to Word

	1 - Far Below Standard	2 - Below Standard	3 - Meets Standard	4 - Exceeds Standard	Score/Level
Establishing Goals and Standards.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Learning about Students.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Planning for Instruction.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Making Adaptations.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Using Subject-Specific Pedagogical Skills.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Reflecting.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Comments:					

**Assignment #3 – Lesson Observation and Critique (Criterion #4)**

	Level 1 <b>Developing</b>	Level 2 <b>Emerging</b>	Level 3 <b>Competency</b>	Level 4 <b>Mastery</b>	<b>TOTAL</b>
<b>Reflection: Suggestions</b>	Reflection did NOT include suggestions as to how to support additional aspects of a problem-solving classroom*	<b>Minimal</b> suggestions regarding how to support additional aspects of a problem-solving classroom were made; suggestions were general, ambiguous, or incomplete	<b>Some</b> suggestions regarding how to support additional aspects of a problem-solving classroom were made; suggestions were partially aligned with observations made	<b>Many</b> suggestions regarding how to support additional aspects of a problem-solving classroom were made; suggestions were specifically aligned with observations made	

**Cross-Disciplinary Studies PLO Data**

### Cross-Disciplinary Studies PLO Data

#### Learning Outcome 1.d.

Candidates will utilize specific content information from a variety of sources for instructional planning.

#### **Outcome Measure:**

- A. Teaching Performance Assessment Task 2 (each year, up through 2017-18)
- B. UDL Lesson Plan (from 2018-19 onward)

#### **Criteria for Success (if applicable):**

- A. Average score for the group is 3.0 or higher (on a scale of 1-4 with 1 being low) on TPA task 2, criterion three on “Planning for Instruction”.
- B. 85% of students earn 85/100 total points or higher in AY18-19 and 19-20, and 85% earn 68/80 total points or higher in AY20-21 on the UDL Lesson Plan [EDU 3024 course assignment].

#### **Aligned with DQP Learning Areas (circle one or more):**

- 1. Specialized Knowledge
- 2. Broad Integrative Knowledge
- 3. Intellectual Skills/Core Competencies
- 4. Applied and Collaborative Learning, and
- 5. Civic and Global Learning

#### **Longitudinal Data (Outcome Measure A):**

Information Literacy:	Target: Average Score for the Group is 3.0 or higher			
	2014-15	2015-16	2016-17	2017-18
Outcome 1.d. Candidates will utilize specific content information from a variety of sources for instructional planning.	2.93	3.07	2.96	3.04

**Longitudinal Data (Outcome Measure B):**

Information Literacy:	Target: 85% of students earn 85/100 or higher (AY2018-19, 2019-20) Target: 85% of students earn 68/80 or higher (AY 2020-21)			
	2018-19	2019-20	2020-21	
Number of students	--	--	33	
Outcome 1.d. Candidates will utilize specific content information from a variety of sources for instructional planning.	86.4%	83.9%	90.9%	

**Conclusions Drawn from Data:**

Target is met, despite setting a high criterion for success. The current outcome measure and criteria for success seem appropriate, and students seem to be doing well on this Learning Outcome.

NOTE: The “oral presentation” element was removed from the UDL (**U**niversal **D**esign for **L**earning) Lesson Plan rubric in AY 2020-21. This is not because the oral presentation of a lesson segment was removed from the UDL Lesson Plan. Rather, in AY 2020-21, the UDL Lesson Plan assignment was elevated to serve as the culminating assessment for EDU 3024. As a result of this shift, additional scaffolding for the assessment was put in place during AY 2020-21. This scaffolding was spread across three weeks and included opportunities for students to share their initial ideas for their lesson and submit an interim progress report, both having opportunities for feedback. The Lesson Plan Presentation component was shifted from a synchronous presentation to an asynchronous Discussion Board video submission, providing peers with an opportunity to provide each other with constructive feedback on their presentations. The 20 points originally awarded by the instructor for the presentation were, instead, distributed across the Discussion Board Presentation assignment and the previous \*initial\* assignments for this assessment. The final UDL Lesson Plan, which included the plan itself and a reflection of the presentation and writing process (worth total of 80 points), was due during final exam week.

**Changes to be Made Based on Data:**

There are no plans to change the assessment, outcome measure, or target. We will collect data on this competency using the same outcome measure next year, which will provide us with additional data to determine whether changes should be made in the future.

## Rubric Used (Outcome Measure A)

### TPA Task 2 - Designing Instruction

created with  taskstream  
 Export to Word

	1 - Far Below Standard	2 - Below Standard	3 - Meets Standard	4 - Exceeds Standard	Score/Level
Establishing Goals and Standards.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Learning about Students.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Planning for Instruction.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Making Adaptations.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Using Subject-Specific Pedagogical Skills.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Reflecting.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Comments:					

## Rubric Used (Outcome Measure B)

	Level 1 <b>Developing</b>	Level 2 <b>Emerging</b>	Level 3 <b>Competency</b>	Level 4 <b>Mastery</b>	<b>TOTAL</b>
<b>Identification of the CaCCSS standard for lesson</b>	Standard is NOT identified (0 points)	Standard that is identified is not appropriately aligned with the lesson that is planned. (2 points)	Standard that is identified is appropriate for the lesson planned. Standard that is identified is not from CaCCSS. (3 points)	Standard that is identified is appropriate for the lesson planned. Standard that is noted is from CaCCSS. (5 points)	
<b>Learning Objectives</b>	Learning objectives are NOT included (0 points)	Learning objectives are vague or not aligned well with the lesson planned nor the standard specified. (2 points)	Learning objectives are mostly clear, somewhat aligned with the lesson planned and the standard specified. (3 points)	Learning objectives are very clear, and clearly align with the lesson planned and the standard specified. (5 points)	
<b>Assessments</b>	Minimal opportunity for assessment is included. Assessments that are included are vaguely described. (2 points)	Some formative and summative assessments are included. Assessments are somewhat clear and are partially aligned with the lesson activities. (4 points)	Formative and summative assessments are included. Assessments are described and mostly aligned with the lesson activities. (7 points)	Excellent integration of formative and summative assessments. Assessments are clearly described. (10 points)	
<b>Differentiation strategies</b>	NO methods of differentiation are explicitly included. (0 points)	Some methods of differentiation are included. Differentiation that is included is vaguely described and only applies to one group of learners. (4 points)	Several methods of differentiation are included. Differentiation that is included is mostly clear. Differentiation applies to at least two groups of learners. (7 points)	Many methods of differentiation are included. Differentiation that is included is clearly described. Differentiation applies at least 3 groups of learners. (10 points)	
<b>Opportunities for sharing mathematical ideas</b>	Lesson does not provide opportunity for students to share and represent their mathematical ideas with one another. (0 points)	Lesson provides only limited opportunity for students to share and represent their mathematical ideas with one another as well as with their instructor. (2 points)	Lesson provides some opportunities for students to share and represent their mathematical ideas with one another as well as with their instructor. (3 points)	Lesson provides multiple opportunities for students to share and represent their mathematical ideas with one another as well as with their instructor. (5 points)	
<b>Learning Activities</b>	Learning activities are not age appropriate, ambiguously described, and do not align with the standard specified. The learning sequence does not allow for activities and learning to build throughout the lesson. (10 points)	Learning activities are somewhat age appropriate, somewhat described, and partially align with the standard specified. The learning sequence somewhat allows for activities and learning to build throughout the lesson. (15 points)	Learning activities are mostly age appropriate, mostly clear, and align with the standard specified. The learning sequence mostly allows for activities and learning to build throughout the lesson. (20 points)	Learning activities are age appropriate, clearly described, and clearly align with the standard specified. The learning sequence allows for activities and learning to build from opening to closing. (25 points)	

<b><i>In-class Presentation**</i></b>	Presentation was carried out with numerous interruptions. Limited interaction with and between learners. Activity instructions were ambiguous. Many materials were not present. (5 points)	Presentation was carried out with several interruptions. Some interaction with and between learners. Activity instructions were somewhat clear. Some materials were present. (10 points)	Presentation was carried out with minimal interruptions. Interaction with and between learners was good. Activity instructions were mostly clear. Most materials were present. (15 points)	Presentation was well carried out. Interaction with and between learners was excellent. Activities were clearly introduced. All materials were present. (20 points)	
<b><i>Reflection</i></b>	Reflection was poorly written. Suggestions for improvement showed minimal thought and were not aligned with presentation. (5 points)	Reflection was somewhat vague or ambiguous. Suggestions for improvement showed minimal thought and were somewhat aligned with presentation. (10 points)	Reflection was mostly clear. Suggestions for improvement showed some thought and were mostly aligned with presentation. (15 points)	Reflection was well written. Suggestions for improvement showed clear thought and were aligned with presentation. (20 points)	

\*\* NOTE: The “In-class Presentation” criterion was removed from this rubric in the AY2020-21 (points were distributed elsewhere the course), resulting in 80 points total for this assessment in AY2020-21.



### Cross-Disciplinary Studies PLO Data

#### Learning Outcome 2.a.

Candidates will apply an interdisciplinary understanding of content appropriate for diverse and cross-cultural communities.

#### **Outcome Measure:**

- A. Teaching Performance Assessment Task 2 (each year, through 2017-18)
- B. EDU 306/3006 Mirrors, Windows, Sliding Glass Doors Assignment, criterion 2 (each year, beginning 2018-2019)

#### **Criteria for Success (if applicable):**

- A. Average score for the group is 3.0 or higher (on a scale of 1-4 with 1 being low) on TPA task 2, criterion four on “Making Adaptations”.
- B. 80% or more students average a 2.5 or higher (on a scale of 1-3 with 1 being low) across rubric criteria 1, 2, and 3 for this assignment

#### **Aligned with DQP Learning Areas (circle one or more):**

- 1. Specialized Knowledge
- 2. Broad Integrative Knowledge
- 3. Intellectual Skills/Core Competencies
- 4. Applied and Collaborative Learning, and
- 5. Civic and Global Learning

#### **Longitudinal Data (Outcome Measure A):**

Critical Thinking:	Target: Average Score for the Group is 3.0 or higher			
	2014-15	2015-16	2016-17	2017-18
Outcome 2.a. Candidates will apply an interdisciplinary understanding of content regarding diverse and cross-cultural communities.	2.64	2.8	2.95	3.01

**Longitudinal Data (Outcome Measure B):**

Critical Thinking:	Target: 80% of students earn at least at 2.5 average across rubric criteria 1, 2, and 3			
	2018-19	2019-20	2020-21	
Number of students	--	--	43	
Outcome 2.a. Candidates will apply an interdisciplinary understanding of content regarding diverse and cross-cultural communities.	100%	100%	97.7%	

**Conclusions Drawn from Data:**

Target is met. This is the third year that we've used the instructor-generated outcome measure for this particular competency. The current outcome measure and criteria for success seem appropriate, as the measure involves an average across three different components of this assignment's rubric. This course is focused on English language acquisition and teaching practices for students who are also English Language learners. Thus, much of the content centers on working with and effectively supporting students who are from differing cultural and ethnic backgrounds.

**Changes to be Made Based on Data:**

Elaboration and refinement of instructional strategies appropriate for a diverse student population will continue to be a major focus of this department. Instruction on meeting all of our students' needs is integrated into all core education courses.

At this point, there are no plans to change the assessment, outcome measure, or target. We will continue to collect data on this competency using the same outcome measure. In the coming years, additional data collected via this measure will help to determine whether changes should be made in the future.

## Rubric Used (Outcome Measure A)

### TPA Task 2 - Designing Instruction

created with  taskstream

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	1 - Far Below Standard	2 - Below Standard	3 - Meets Standard	4 - Exceeds Standard	Score/Level
Establishing Goals and Standards.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Learning about Students.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Planning for Instruction.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Making Adaptations.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Using Subject-Specific Pedagogical Skills.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Reflecting.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Comments:					

## Rubric Used (Outcome Measure B)

**EDU306 - Mirrors, Windows, and Sliding Glass Doors Diversity Assignment  
Scoring Rubric**

	<b>Score 1</b>	<b>Score 2</b>	<b>Score 3</b>
<b>1. Explains</b> the importance of schools and teachers supporting diverse and cross-cultural communities, as well as <b>specifies</b> ways for schools and teachers to demonstrate a commitment do so.	Minimal, limited, cursory, inconsistent, ambiguous, or weakly connected identifiable reasons to support diverse and cross-cultural communities.  Does not include specific ways for schools and teachers to demonstrate this commitment.	Appropriate, relevant, accurate, clear, and purposefully connected identifiable reasons to support diverse and cross-cultural communities.  Limited/minimal inclusion of specific ways for schools and teachers to demonstrate this commitment.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected identifiable reasons to support diverse and cross-cultural communities.  Includes specific ways for schools and teachers to demonstrate this commitment.
<b>2. Specifies</b> the important role that multicultural / cross-cultural books and instructional materials play in supporting diverse and cross-cultural communities. <b>Refers</b> to the concept of "mirrors, windows, and sliding glass doors."	Minimal, limited, cursory, inconsistent, ambiguous, or weak explanation for the important role that multicultural and cross-cultural books and instructional materials play in supporting diverse communities.  Minimal / no reference to the concept of "mirrors, windows, and sliding glass doors."	Appropriate, relevant, accurate, clear, and purposefully connected explanation for the important role that multicultural and cross-cultural books and instructional materials play in supporting diverse communities.  Limited/minimal reference to the concept of "mirrors, windows, and sliding glass doors."	Detailed, appropriate, relevant, accurate, clear, and purposefully connected explanation for the important role that multicultural and cross-cultural books and instructional materials play in supporting diverse communities.  Refers to the concept of "mirrors, windows, and sliding glass doors."
<b>3. Identify</b> 6 resources/ books (title, author, publisher, date) with an <b>explanation</b> of the criteria used to select the source and <b>application</b> in your classroom.	Inappropriate, irrelevant, inaccurate or missing logical explanation for the selection of fewer than 4 multicultural and cross-cultural books.  Minimal/no explanation of the criteria used to select the source and application in the classroom.	Appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of fewer than 6 multicultural and cross-cultural books.  Limited/minimal explanation of the criteria used to select the source and application in the classroom.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of the 6 multicultural and cross-cultural books.  Includes a comprehensive explanation of the criteria used to select the source and application in the classroom.

<p>4. <b>Oral presentation</b> of the 6 resources/books with an explanation of the criteria used to select the source and how you would use/apply it in your classroom.</p>	<p>Inappropriate, irrelevant, inaccurate or missing logical explanation for the selection of fewer than 4 multicultural and cross-cultural books.</p> <p>Minimal/no explanation of the criteria used to select the source and application in the classroom.</p> <p>Presentation was unprepared and unprofessionalism.</p>	<p>Appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of fewer than 6 multicultural and cross-cultural books.</p> <p>Limited/minimal explanation of the criteria used to select the source and application in the classroom.</p> <p>Presentation lacked preparation and professionalism.</p>	<p>Detailed, appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of the 6 multicultural and cross-cultural books.</p> <p>Includes a comprehensive explanation of the criteria used to select the source and application in the classroom.</p> <p>Professional, well-prepared presentation.</p>
<p>5. <b>Discussion Board Posting/Small Group Discussion</b> of the 6 resources/books with an explanation of the criteria used to select the source and how you would use/apply it in your classroom</p>	<p>Inappropriate, irrelevant, inaccurate or missing logical explanation for the selection of fewer than 4 multicultural and cross-cultural books.</p> <p>Minimal/no explanation of the criteria used to select the source and application in the classroom.</p>	<p>Appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of fewer than 6 multicultural and cross-cultural books.</p> <p>Limited/minimal explanation of the criteria used to select the source and application in the classroom.</p>	<p>Detailed, appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of the 6 multicultural and cross-cultural books.</p> <p>Includes a comprehensive explanation of the criteria used to select the source and application in the classroom.</p>
<p><b>Total</b> ____/15</p>			

### Cross-Disciplinary Studies PLO Data

#### **Learning Outcome 2.b.**

Candidates will apply faith-based influences and beliefs within educational settings.

#### **Outcome Measure:**

Host teacher survey from final fieldwork course (every year)

#### **Criteria for Success (if applicable):**

90% of students will be reported as “often” or “consistently” applying positive dispositions and/or faith-based influences in the school setting.

#### **Aligned with DQP Learning Areas (circle one or more):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

#### **Longitudinal Data:**

Vocational/Values:	Target: 90% of Students Will Apply Faith-Based Influences Often or Consistently						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Number of students	--	--	--	--	--	--	--
Outcome 2.b. Candidates will apply faith-based influences and beliefs within educational settings.	95%	83%	86.3%	93.75%	90.32%	90.8%	-- *

\* Unable to collect data due to restrictions imposed on in-person fieldwork as a result of the COVID global pandemic.

**Conclusions Drawn from Data:**

Due to the global pandemic, students within the School of Education credential program (or taking credential courses within the SOE) were unable to attend fieldwork in person in AY20-21. Therefore, we were unable to collect these data this year.

**Changes to be Made Based on Data:**

With the current lift on restrictions, we believe that we will once again be able to have our students be placed in fieldwork classrooms in the coming AY. As before, we will emphasize the areas upon which our candidates will be assessed by their host teachers, which includes not only curricular and academic content but personal, dispositional and faith-based qualities as well. This topic will be emphasized in department meetings with new and veteran faculty. Further, we will continue to meet personally with any candidate who does not score at the proficient level in any category rated by the host teacher and craft an improvement plan with follow up meetings. This is a practice we started in the 2016-17 year.

**Rubric Used**

Survey Question:	1- Far below standard	2- Below standard	3- Meets standard	4- Exceeds standard
To what degree did you witness the PLNU candidate apply positive dispositions and/or faith-based influences in the school setting?	These traits were rarely evident	These traits were sometimes evident	These traits were often evident	These traits were consistently evident

### Cross-Disciplinary Studies PLO Data

#### Learning Outcome 3.a.

Candidates will reflect on and engage in spiritual and professional growth opportunities in personal and educational settings.

#### **Outcome Measure:**

Disposition Assessment, criteria 3 on “Reflective Learner” (each year)

#### **Criteria for Success (if applicable):**

Average score for the group is 3.0 or higher (on a scale of 1-4 with 1 being low) on criteria 3 of the Dispositions assessment, “Reflective Learner”. [NOTE: This was changed to GREATER than 3.0 in AY20-21.]

#### **Aligned with DQP Learning Areas (circle one or more):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

#### **Longitudinal Data:**

Vocational/Values:	Target: Average Score for the Group is 3.0 or higher (up through AY19-20) Average Score is <b>greater than 3.0</b> (AY20-21 – present)						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Number of students	--	--	--	--	--	--	33
Outcome 3.a. Candidates will reflect on and engage in spiritual and professional growth opportunities in	3.75	4.0	3.89	3.46	3.93	3.24	3.36



personal and educational settings.							
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### Conclusions Drawn from Data:

Target is met. This year, every candidate was scored on being a “reflective learner” at a proficient level or higher (a score of 3, 3.5 or 4). The average score level for this criterion in our dispositions’ assessment is generally high, because the Education curriculum is centered on encouraging students to reflect upon their learning and to make changes based upon that reflection.

- NOTE: A “3” on this rubric is considered appropriate (or satisfactory). When assessing students, the initial “bar” is typically set at 3 for each student. Students then either score LOWER or HIGHER than this level, only if specific evidence is identifiable by the instructor (i.e. Lineback) to elevate or lower an individual student’s score. In AY20-21, 66.7% of the students in this advanced credential course [EDU 3024] earned **higher** than a 3 on this rubric.

### Changes to be Made Based on Data:

Each year, the importance of the “Dispositions of Noble Character” is discussed as a department, and we have underscored these elements of proficient teaching practice/behavior with all of our students in our classes. Recently, the SOE made an intentional decision to place an even greater focus on the “soft skills” associated with all four of these dispositions (Reflective Learner being just one of the four). We will continue to emphasize such important skills in the coming years.

### Rubric Used

<p><b>3. Reflective Learner</b></p> <p>The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate 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.</p>	<ul style="list-style-type: none"> <li>-Articulates and models his/her calling to the profession</li> <li>-Understands personal strengths and demonstrates consistent performance in given activities</li> <li>-Takes responsibility for his/her own learning</li> <li>-Develops and monitors a plan that balances personal and professional growth</li> <li>-Looks at an incident/activity to analyze what worked and targets areas for improvement</li> <li>-Asks questions, seeks support and guidance</li> <li>-Uses journals or reflections to record thinking and improve practice</li> </ul>
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**RUBRICS FOR PERFORMANCE LEVEL**

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

**3.5 - Advanced** - Demonstrates indicator with relative ease. Demonstrates the ability to self-correct without prompting.

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

**2.5 - Improvement Needed** – Lack of this indicator has been evident to peers or teacher. Demonstrates the ability to accept feedback, reflect and improve.

**2 – Area of Concern** – Demonstration of this indicator is frequently missing. May have some difficulty in responding openly to feedback from peers or teacher.

**1 – Inappropriate** - Demonstrates indicator infrequently if at all. No indication of desire to improve.

### Cross-Disciplinary Studies PLO Data

#### Learning Outcome 3.b.

Candidates will serve effectively within their communities and in educational settings.

#### **Outcome Measure:**

Host Teacher Survey Question 6 on “the candidate’s attitude of service to students while in your classroom”. (each year)

#### **Criteria for Success (if applicable):**

90% of students will be reported as “often” or “consistently” displaying an attitude of willing service in the classroom (up to AY 17-18).

90% of students will be reported as “consistently” displaying an attitude of willing service in the classroom (AY18-19 to present).

#### **Aligned with DQP Learning Areas (circle one or more):**

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

#### **Longitudinal Data:**

Vocational/Values:	Target: 90% Percentage of Students Will Serve Willingly “Often” or “Consistently” (prior to 2018-19) 90% Percentage of Students Will Serve Willingly “Consistently” (2018-19 onward)						
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Number of students	--	--	--	--	--	--	--
Outcome 3b. The candidate demonstrates an attitude of service to	94%	86%	94%	100%	90%	85.5%	-- *

students in the classroom							
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\* Unable to collect data due to restrictions imposed on in-person fieldwork as a result of the COVID global pandemic.

### Conclusions Drawn from Data:

Due to the global pandemic, students within the School of Education credential program (or taking credential courses within the SOE) were unable to attend fieldwork in person in AY20-21. Therefore, we were unable to collect these data this year.

### Changes to be Made Based on Data:

With the current lift on restrictions, we believe that we will once again be able to have our students be placed in fieldwork classrooms in the coming AY. As before, we will emphasize with our candidates the importance of effective service to our local school communities. Further, we will continue to implement a practice of meeting personally with any candidate who does not score at the proficient level in any category rated by the host teacher and craft an improvement plan with follow up meetings.

### Rubric Used

Survey Question:	1- Far below standard	2- Below standard	3- Meets standard	4- Exceeds standard
How would you rate the PLNU candidate's attitude of service to students while in your classroom?	Rarely	Sometimes	Often	Consistently