

**School of Education**

**PLO Data for Cross-Disciplinary Studies – Teacher Education: Fa2021 - Sp2022**

**Learning Outcome 1.a.**

Candidate will demonstrate effective oral 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. Intellectual Skills/Core Competencies
- 2. Specialized Knowledge
- 3. Applied and Collaborative Learning
- 4. Broad Integrative Knowledge
- 5. Civic and Global Learning

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

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% earn a 3 (on 3-point rubric)			
	2018-19	2019-20	2020-21	2021-22
Number of students	--	--	43	**
Outcome 1a: Effective Oral Communication	100%	100%	97.7%	**

\*\* In AY2021-22, a new adjunct faculty member taught EDU 3006. While she did incorporate the Mirrors, Windows, and Sliding Glass Doors assignment into her course, she did NOT utilize a multi-tiered scoring rubric, as had been implemented in the past. Thus, we were not able to utilize this particular assessment method to measure this PLO. Plans are in place to resume measuring this PLO using a specified rubric in years to come.

**Conclusions Drawn from Data:**

Due to the fact that our new adjunct faculty member did not use a grading rubric to assess the outcome measure, we were not able to collect data on this particular PLO this year.

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

We have recently decided that it is not ideal to measure this PLO in EDU 3006. Many of our CDS students are now completing their Multiple Subject teaching credential within four years; thus, more students are taking EDU 3006 earlier in their undergraduate trajectory (as early as second semester sophomore year). As such, it seems less appropriate to measure a program learning outcome (PLO) with assessment data taken from a course taken so early in the students' program.

With the help of the adjunct faculty member that teaches EDU 4017 (our Teacher Education capstone "senior-level" course), we have determined that this PLO can be appropriately assessed using a current assignment in EDU 4017 that includes an oral presentation. Thus, beginning in AY2022-23, we intend to assess this core competency using this assignment.

**Rubric Used (Outcome Measure A)**

	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	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

presentation demeanor that is effective one-on-one and in groups.				
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**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>
<p><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.</p>	<p>Minimal, limited, cursory, inconsistent, ambiguous, or weakly connected identifiable reasons to support diverse and cross-cultural communities.</p> <p>Does not include specific ways for schools and teachers to demonstrate this commitment.</p>	<p>Appropriate, relevant, accurate, clear, and purposefully connected identifiable reasons to support diverse and cross-cultural communities.</p> <p>Limited/minimal inclusion of specific ways for schools and teachers to demonstrate this commitment.</p>	<p>Detailed, appropriate, relevant, accurate, clear, and purposefully connected identifiable reasons to support diverse and cross-cultural communities.</p> <p>Includes specific ways for schools and teachers to demonstrate this commitment.</p>
<p><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."</p>	<p>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.</p> <p>Minimal / no reference to the concept of "mirrors, windows, and sliding glass doors."</p>	<p>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.</p> <p>Limited/minimal reference to the concept of "mirrors, windows, and sliding glass doors."</p>	<p>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.</p> <p>Refers to the concept of "mirrors, windows, and sliding glass doors."</p>
<p><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.</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>4. 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><b>5. 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 1.b.**

Candidates will employ critical thinking 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, specifically 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. Intellectual Skills/Core Competencies
- 2. Specialized Knowledge
- 3. Applied and Collaborative Learning
- 4. Broad Integrative Knowledge
- 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):**

Critical Thinking:	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, 2019-20) Target: Average is <b>8.0</b> or higher (on a 10-point scale, beginning 2020-21)					
	2018-19	2019-20	2020-21	2021-22		
Number of students	--	--	33	22		
Outcome 1c: Employ critical thinking and logic to solve problems	5.95	8.81	9.36	8.98**		

\*\* One student did not submit this assignment and, consequently, that student was not included in this metric.

**Conclusions Drawn from Data:**

Target is met. More than 50% of students earned a perfect score of 10/10 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 critical reflective element will continue to be emphasized in our classes.



**Rubric Used**

**TPA Task 2 - Designing Instruction**



	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><i>Reflection: Suggestions</i></b>	Reflection did NOT include suggestions as to how to support additional aspects of a problem-solving classroom*	<b><i>Minimal</i></b> suggestions regarding how to support additional aspects of a problem-solving classroom were made; suggestions were general, ambiguous, or incomplete	<b><i>Some</i></b> suggestions regarding how to support additional aspects of a problem-solving classroom were made; suggestions were partially aligned with observations made	<b><i>Many</i></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**

**Learning Outcome 1.c.**

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, Presentation, and Reflection assignment (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 starting in AY20-21 on the UDL Lesson Plan, Presentation, and Reflection [EDU 3024 course assignment].

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

- 1. Intellectual Skills/Core Competencies
- 2. Specialized Knowledge
- 3. Applied and Collaborative Learning
- 4. Broad Integrative Knowledge
- 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	2021-22	
Number of students	--	--	33	23	
Outcome 1.d. Candidates will utilize specific content information from a variety of sources for instructional planning.	86.4%	83.9%	90.9%	95.7%	



**Conclusions Drawn from Data:**

Target is exceeded, 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. The current outcome measure is authentic, well-scaffolded, and aligned tightly to the purpose of EDU 3024 – Differentiated Instruction for All Learners and the students’ major (Cross-Disciplinary Studies – Teacher Education).

**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>
<i>Identification of the CaCCSS standard for lesson</i>	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)	
<i>Learning Objectives</i>	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)	
<i>Assessments</i>	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)	
<i>Differentiation strategies</i>	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)	
<i>Opportunities for sharing mathematical ideas</i>	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)	
<i>Learning Activities</i>	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)	
	Presentation was carried out with numerous interruptions.	Presentation was carried out with several interruptions.	Presentation was carried out with minimal interruptions.	Presentation was well carried out.	

<b><i>In-class Presentation**</i></b>	Limited interaction with and between learners. Activity instructions were ambiguous. Many materials were not present. (5 points)	Some interaction with and between learners. Activity instructions were somewhat clear. Some materials were present. (10 points)	Interaction with and between learners was good. Activity instructions were mostly clear. Most materials were present. (15 points)	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. These 20 points were distributed across a video presentation submission and earlier scaffolded assignments for this final assessment. Thus, the total for the UDL Lesson Plan and Reflection FINAL assessment resulted in 80 points total, beginning 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. Intellectual Skills/Core Competencies
- 2. Specialized Knowledge
- 3. Applied and Collaborative Learning
- 4. Broad Integrative Knowledge
- 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):**

<b>Critical Thinking:</b>	Target: 80% of students earn at least at 2.5 average across rubric criteria 1, 2, and 3			
	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
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%	**

\*\* In AY2021-22, a new adjunct faculty member taught EDU 3006. While she did incorporate the Mirrors, Windows, and Sliding Glass Doors assignment into her course, she did NOT utilize a multi-tiered scoring rubric, as had been implemented in the past. Thus, we were not able to utilize this particular assessment method to measure this PLO. Plans are in place to resume measuring this PLO using a specified rubric in years to come.

**Conclusions Drawn from Data:**

Due to the fact that our new adjunct faculty member did not use a grading rubric to assess the outcome measure, we were not able to collect data on this particular PLO this year.

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

We have recently decided that it is not ideal to measure this PLO in EDU 3006. Many of our CDS students are now completing their Multiple Subject teaching credential within four years; thus, more students are taking EDU 3006 earlier in their undergraduate trajectory (as early as second semester sophomore year). As such, it seems less appropriate to measure a program learning outcome (PLO) with assessment data taken from a course taken so early in the students' program.

With the help of the adjunct faculty member that teaches EDU 4017 (our Teacher Education capstone "senior-level" course), we have determined that this PLO can be appropriately assessed using a current assignment in EDU 4017 that includes cultural competency (a major focus of this class). Thus, beginning in AY2022-23, we intend to assess this core competency using this assignment.



**Rubric Used (Outcome Measure A)**  
**TPA Task 2 - Designing Instruction**

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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>
<p><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.</p>	<p>Minimal, limited, cursory, inconsistent, ambiguous, or weakly connected identifiable reasons to support diverse and cross-cultural communities.</p> <p>Does not include specific ways for schools and teachers to demonstrate this commitment.</p>	<p>Appropriate, relevant, accurate, clear, and purposefully connected identifiable reasons to support diverse and cross-cultural communities.</p> <p>Limited/minimal inclusion of specific ways for schools and teachers to demonstrate this commitment.</p>	<p>Detailed, appropriate, relevant, accurate, clear, and purposefully connected identifiable reasons to support diverse and cross-cultural communities.</p> <p>Includes specific ways for schools and teachers to demonstrate this commitment.</p>
<p><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 class doors."</p>	<p>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.</p> <p>Minimal / no reference to the concept of "mirrors, windows, and sliding glass doors."</p>	<p>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.</p> <p>Limited/minimal reference to the concept of "mirrors, windows, and sliding glass doors."</p>	<p>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.</p> <p>Refers to the concept of "mirrors, windows, and sliding glass doors."</p>
<p><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.</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>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 cultivate their collaborative skills, nourishing their abilities to serve both as a leader and listener, in order to effectively work with others to execute a variety of tasks.

**Outcome Measure:**

Dispositions of Noble Character Assessment, criteria 2: “Spirit of Harmony and Collaboration

**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 2 of the Dispositions assessment, “Spirit of Harmony and Collaboration” in EDU 3024.

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

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

**Longitudinal Data:**

Vocational/Values:	Target: Average Score for the Group is 3.0 or higher							
	2021-22							
Number of students	23							
Outcome 2.b. Candidates will cultivate their collaborative skills, nourishing their abilities to serve both as a leader and	4.0							

listener, in order to effectively work with others to execute a variety of tasks.								
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**Conclusions Drawn from Data:**

This is a new Program Learning Outcome (PLO) for the CDS major this year. A collaborative spirit is important to embody in the teaching profession. A “3” on this rubric is considered appropriate (or satisfactory) for the SOE credential program.

Target is met. The average score level for this criterion in our dispositions’ assessment is generally high, because the Education curriculum focuses on encouraging students to collaborate with one another, in pairs or larger groups, in order to plan and execute tasks.

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

No change planned. Each year, the general importance of the “Dispositions of Noble Character” is emphasized within all of the SOE courses. The Spirit of Harmony and Collaboration is an important component of the Dispositions of Noble Character. We will continue to emphasize these important \*soft\* skills in the coming years.

**Rubric Used**

<p><b>2. Spirit of Harmony and Collaboration</b>                  The candidate actively contributes to the learning community with caring, patience and respect for the diversity of learners. 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. The candidate’s flexibility and humility <u>assures</u> that all students have the opportunity to achieve to their potential.</p>	<ul style="list-style-type: none"> <li>-Cooperative and flexible when working in a group, and easily moves between a leadership role and a participant role.</li> <li>-Openly considers the contributions of diverse learners.</li> <li>-Proactive rather than reactive with classmates, teachers, parents, staff and students.</li> <li>-Employs healthy conflict resolution skills in one-on-one and group situations.</li> <li>-Assists in resolving conflict and promotes acceptance of one another.</li> <li>-Shows interest and care for other classmates and their contributions, and equal interest for all students in their classrooms.</li> </ul>
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<p style="text-align: center;"><b>RUBRICS FOR PERFORMANCE LEVEL</b></p> <p><b>4 – Exceptional</b> - 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.</p> <p><b>3.5 - Advanced</b> - Demonstrates indicator with relative ease. Demonstrates the ability to self-correct without prompting.</p> <p><b>3 – Appropriate</b> - Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.</p> <p><b>2.5 - Improvement Needed</b> – Lack of this indicator has been evident to peers or teacher. Demonstrates the ability to accept feedback, reflect and improve.</p> <p><b>2 – Area of Concern</b> – Demonstration of this indicator is frequently missing. May have some difficulty in responding openly to feedback from peers or teacher.</p> <p><b>1 – Inappropriate</b> - Demonstrates indicator infrequently if at all. No indication of desire to improve.</p>
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**Cross-Disciplinary Studies PLO Data**

**Learning Outcome 3.a.**

Candidates will reflect on their own learning, as well as the learning of others, in order to make intentional changes in their personal and professional lives.

**Outcome Measure:**

Dispositions of Noble Character Assessment, criteria 3 on “Reflective Learner”

**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” in EDU 3024. This outcome measure is assessed via student self-assessment and instructor assessment.

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

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

**Longitudinal Data:**

Vocational/Values:	Target: Average Score for the Group is 3.0 or higher								
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22*	
Number of students	--	--	--	--	--	--	33	23 (self)	23 (inst.)
Outcome 3.a. Candidates will reflect on their own and other’s learning, in order to make intentional changes in their personal and professional lives.	3.75	4.0	3.89	3.46	3.93	3.24	3.36	3.17	3.0

\* Beginning in AY2021-22, the students’ self-assessment scores were recorded, as well as those awarded by the instructor.

**Conclusions Drawn from Data:**

Target is met for both the students’ self-assessment, as well as the instructor assessment scores. 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. A “3” on this rubric is considered appropriate (or satisfactory) for the SOE credential program.

- **NOTE:** In AY 2021-22, it was decided that adding the students’ self-assessment scores for this outcome measure was appropriate. Since the focus of this particular outcome measure is \*student reflection\*, it seemed pertinent to include BOTH the students’ own assessment score (on their reflective practice), as well as that of the instructor.

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

No change planned. Each year, the general importance of the “Dispositions of Noble Character” is emphasized within all of the SOE courses. Reflective practice is an important component of the Dispositions of Noble Character. We will continue to emphasize these important \*soft\* skills in the coming years.

**Rubric Used**

<p><b>3. Reflective Learner</b> 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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<p style="text-align: center;"><b>RUBRICS FOR PERFORMANCE LEVEL</b></p> <p><b>4 – Exceptional</b> - 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.</p> <p><b>3.5 - Advanced</b> - Demonstrates indicator with relative ease. Demonstrates the ability to self-correct without prompting.</p> <p><b>3 – Appropriate</b> - Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.</p> <p><b>2.5 - Improvement Needed</b> – Lack of this indicator has been evident to peers or teacher. Demonstrates the ability to accept feedback, reflect and improve.</p> <p><b>2 – Area of Concern</b> – Demonstration of this indicator is frequently missing. May have some difficulty in responding openly to feedback from peers or teacher.</p> <p><b>1 – Inappropriate</b> - Demonstrates indicator infrequently if at all. No indication of desire to improve.</p>
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**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” (up to AY2019-20)  
 Host Teacher Survey Questions #7 on witnessing the candidate’s ability to “apply positive dispositions and/or faith-based influences in the school setting” and Question #11 on the candidate’s “attitude of service to students” while in the classroom (from AY2021-22 on). [NOTE: No data was able to be collected during AY2020-2021, due to the global COVID-19 pandemic.]

**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 AY19-20).  
 85% of students will be reported as “often” or “consistently” on the two host teacher survey criteria: (1) displaying an attitude of willing service in the classroom, and (2) applying positive dispositions and/or faith-based influences in the school setting (AY2021-22).

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

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

**Longitudinal Data:**

Vocational/Values:	Target: 90% of Students Will Serve “often” or “consistently” on displaying an attitude of willing service (prior to AY2018-19) 90% of Students Will Serve “consistently” on displaying an attitude of willing service (AY2018-19) 85% of students score as “often” or “consistently” on displaying an attitude of willing service <b>AND</b> applying positive dispositions and/or faith-based influences (AY2021-22 onward)							
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22



Number of students	--	--	--	--	--	--	--	7
Outcome 3b. Candidates apply positive dispositions and/or faith-based influences in the school setting AND demonstrate an attitude of service to students in the classroom.	94%	86%	94%	100%	90%	85.5%	-- *	85.7%

\* Unable to collect host teacher survey 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, the majority of undergraduate 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. However, there were 9 students (out of a total of 160 students) who had contacts in schools that allowed them to fulfill their fieldwork observations in part (or fully) in person. The host teachers of these 9 students were contacted and 7 responded with completed surveys.

Target is met, despite having a very low sample size (N=7). Only one student did not hit the target outcome, and the feedback of the host teacher indicated that this particular student was “shy.” The host teacher further shared that they felt confident that this student would develop further in these areas as they gained more experience (and confidence) in the classroom.

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

With the current lift on COVID-related restrictions, we will once again be able to have our students be placed in fieldwork classrooms in the coming AY. Thus, we plan to implement this particular outcome measure as before. We will continue to emphasize the importance of effective service to our local school communities with our candidates. Further, we will resume the pre-pandemic practice of meeting personally with any candidate who does not score at the proficient (“often” or “consistently”) level in any category rated by the host teacher.

**Rubrics Used**

<b>Survey Question:</b>	<b>1- Far below standard</b>	<b>2- Below standard</b>	<b>3- Meets standard</b>	<b>4- Exceeds standard</b>
<b>To what degree did you witness the PLNU candidate apply positive dispositions and/or faith-based influences in the school setting? *</b>	These traits were rarely evident	These traits were sometimes evident	These traits were often evident	These traits were consistently evident
<b>How would you rate the PLNU candidate's attitude of service to students while in your classroom?</b>	Rarely	Sometimes	Often	Consistently

\* This survey question was added as part of the assessment measure beginning AY2021-22.