

Discussion of Possible Removal of Stipulations for Pacific Oaks College
January 2016

Overview of this Report

This agenda item presents information on the two final stipulations in the report submitted by Pacific Oaks College as required by the COA.

Staff Recommendation

The Team Lead and Staff have reviewed the final report and action plan submitted by Pacific Oaks College pursuant to COA direction provided in June 2015. The recommendation requested for COA consideration is a removal of the remaining two stipulations.

Background

On August 7, 2014, the Committee on Accreditation, on behalf of the Commission on Teacher Credentialing, assigned the status of *Accreditation with Probationary Stipulations* to Pacific Oaks College and its approved Preliminary Multiple Subject and Education Specialist credential programs (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2014-08/2014-08-item-09.pdf>).

As a result of the decision of Probationary Stipulations, the COA placed the following stipulations on Pacific Oaks College:

- 1) The institution must provide a clear description and supporting documentation to address all Program Standards for the Education Specialist Mild/Moderate credential program found to be Met with Concerns or Not Met. For each standard, this information must include:
 - A succinct description and supporting evidence of how and when candidates demonstrate competency in standard requirements
 - How scoring rubric(s) and other measures directly relate to each of the required program standards and how the measures are used to determine candidate competency with inclusion of evidence such as candidate work samples
- 2) The institution must notify the Education Specialist candidates and Multiple Subject Candidates in writing of the probationary status.
- 3) Provide an action plan and quarterly reports to COA
- 4) Respond to all concerns identified in the adopted accreditation team report and all stipulations specified in the COA action, and submit, within one year, a written seventh

year report with appropriate documentation that demonstrates how all concerns and stipulations have been addressed.

5) Prepare for a focused revisit by the team lead and consultant and, as required, members of the accreditation team to collect evidence of actions to address the stipulations noted above. Cost of the revisit will be paid by Pacific Oaks College as is required by the Cost Recovery regulations.

6) No new programs will be approved by the COA until the stipulations above are fully addressed.

In accordance with the stipulations placed on Pacific Oaks College, Appendix A includes the report from POC which documents the data requested and the work completed through January 2016. The documentation provided by POC has been reviewed by staff and an overview of the information is provided below.

Remaining Stipulations and Highlights of the POC report:

On June 26, 2015, the Committee on Accreditation, on behalf of the Commission on Teacher Credentialing, took action to remove four stipulations placed on Pacific Oaks College, altered the remaining stipulations, and changed the accreditation status of Pacific Oaks College from *Accreditation with Probationary Stipulations* to ***Accreditation with Stipulations***.

Below are the remaining stipulations that must still be addressed:

- Pacific Oaks College is to submit evidence demonstrating that it meets Education Specialist Program Standard 5: Assessment of Students. The institution is to follow with data related to this standard in the institution's next Biennial Report.
- Pacific Oaks College is to address Education Specialist for Mild/Moderate Program Standard 6: Case Management.

The following information provides an outline of the steps POC has taken and the data included in their report. Additional information showing how POC addressed the remaining stipulations and is included in Appendix A.

- Implemented an ongoing process for the evaluation of full-time faculty.
- Provides funding for the support of Research and Scholarship.
- Mandatory evaluation of Cooperating Teachers, Fieldwork Supervisors, and Directed Teaching Placement for all candidates enrolled in SPED 391, SPED 392, SPED 591 and SPED 592.

- Provides orientation of Teacher Candidates, Cooperating Teachers and Fieldwork Supervisors.
- Development of a fieldwork application to ensure eligibility and proper placement for Directed Teaching.
- Development of mandatory pre and post self-evaluations for all students in the courses that deal with Directed Teaching,
- Revisions to 12 SPED syllabi that include:
 - How candidates demonstrate the ability to participate as a team member/ case manager for the IEP/transition process.
 - How candidates acquire the knowledge needed and opportunities to use formal assessments to evaluate students' needs and strengths.
 - How candidates acquire the knowledge needed and demonstrate of effective case management practices.

The team lead and staff have reviewed candidate work submitted by POC along with new syllabi that have been revised to align with the revisions made by POC to address the stipulations and strengthen the programs. These items were lengthy and not included in the report but can be made available should COA wish to review them.

Next Steps

The staff requests that COA determine if the evidence and data submitted by POC has addressed the two remaining stipulations or if additional information is needed.



Appendix A

**Response to the revised Stipulation Four
Identified in The CCTC Committee on
Accreditation Revisit Team Report.**

**Submitted By Pacific Oaks College
School of Education**

January 13, 2016

<p>Met with Concerns</p>	<p>Met with Concerns</p>	<p>Standard 4: Faculty and Instructional Personnel <i>2014 Rationale: More effective evaluation systems are needed. The team is aware that newly developed systematic evaluation processes for full-time faculty and adjunct faculty are being developed and will be launched in fall 2014. These new evaluation systems are expected to include additional evaluation of university supervisors and cooperating teachers (fieldwork supervisors), evaluation of scholarship for full-time faculty, and evaluations to assist in recognizing and retaining only consistently effective faculty. When/if the evaluation system is completely implemented it appears that the designed system will address the concerns. Time is needed to provide evidence of appropriate implementation of the plan. Also, the team did not find evidence that instructional personnel and faculty are knowledgeable about gender diversity. In addition, no evidence was provided for how faculty model best practices in scholarship.</i></p> <p>As noted in the May 2014 site visit report and confirmed through interviews with POC Administrators and Faculty and document review during the 2015 revisit, POC continues to experience a high turnover in faculty, staff, and administration in the School of Education (SOE). Some but not all changes are due to internal promotion of faculty and staff. In addition fieldwork supervisors unwilling to submit their reports via TaskStream were not retained in order to move forward with the new plans and processes. Previously, turnovers in faculty, administration, and staff left a void as no plans or documents were available to capture the institutional knowledge. Since the May 2014 site visit, POC has worked to create and edit handbooks of policies and procedures in an effort to capture institutional knowledge. This continues to be a work in progress as there is limited indication of the effectiveness of this planning due to the continued changes in staff and faculty.</p> <p>Interviews with faculty and administration confirm that an evaluation process (performance review) for full-time faculty was initiated in Spring 2014. POC is</p>
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		<p>currently awaiting the 2014-2015 results which are submitted at the end of May. At the time of the revisit, data was unavailable to confirm the faculty performance review process. The revised evaluation documents showed that the new reviews incorporate evaluations of teaching, scholarship, and service and consist of a three step process: self-evaluation; evaluation by a supervisor; and meeting of faculty and supervisor to discuss the performance review. Additionally, documents and interviews with faculty and administrators confirmed that POC has instituted a number of campus-wide initiatives for faculty scholarship including: budgeting for funds for grants for research activities (starting June 2015) and sabbatical process for research activities. A new initiative currently under consideration by the Faculty Development Committee is the creation of a faculty classification system with advancement based on scholarship activities. Documents reviewed listing the scholarly and professional development activities of full-time SOE faculty during 2014-2015 include: WASC Assessment 101 conference attendance (November 2014); educational specialist conference attendance (Spring 2015); on-campus colloquia presentations (Spring 2015); and, plans to send the new Credential Analyst to the credential analyst conference in Fall 2015.</p> <p>Interviews with fieldwork supervisors and cooperating teachers indicate that evaluations have moved online and are conducted using TaskStream. As noted in Standard 2, the newly designed system was piloted in fall 2014 with inconsistent compliance. Starting spring 2015, administrators, faculty, and supervisors stated it is now mandatory for all evaluations of fieldwork supervisors, cooperating teachers, and field placements to be completed in TaskStream. With the revisit occurring three weeks prior to the submission of the 2015 data the team was unable to determine how/if the new process is being implemented successfully.</p> <p>Starting Fall 2014, sexual harassment, sexual misconduct, and gender diversity training was made mandatory for all current and new SOE full-time</p>
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		<p>faculty and staff. Each area consisted of a two-hour workshop. Currently, POC is awaiting evaluation results of these sessions prior to making any changes and including all part-time faculty in the trainings. In addition, the - SOE Director has incorporated gender diversity training in faculty and staff orientation. The SOE also holds pedagogical workshops on including gender diversity in course curriculum.</p> <p>2016 January Report of Evidence After a period of high turnover, the faculty and staff of the School of Education have stabilized, with an Associate Dean, three full-time faculty members, a Credential Analyst and a Program Manager. A new Faculty Handbook and Adjunct Faculty handbook are currently being rewritten by the Faculty Coordinating Committee to capture institutional knowledge, as well as, update policies and procedures.</p> <p>Although there is a process in place for the <u>formal evaluation</u> of full-time faculty, there has been only one current faculty member who has completed the process 2014-2015. This included three personal goals and five Organization Competencies, including: 1. Relationship Building, 2. Professionalism, 3. Communication, 4. Results Orientation and 5. Knowledge and Learning. For every section, including Performance Overall Descriptor, the full-time faculty member was rated <i>Exceeds Expectations</i>. Going forward, all full-time faculty and staff have set goals and have had their mid-year self-evaluation of their progress.</p> <p>Currently, there are two initiatives before the Full Faculty designed to increase and support scholarship and research.</p> <ol style="list-style-type: none"> 1) \$1000.00 grants are available to full-time faculty members to support scholarship activities including preparing for conference presentations, conducting original research, informing one’s own professional growth, piloting programs designed to initiate change at the school or program level and international projects. 2) <u>Sabbatical Leave</u> is available to full-time faculty who have been at Pacific Oaks for six or more years with recommendation and approval of the Development and Evaluation Committee. The purpose of the sabbatical leave is “to provide time and resources for qualified Core Faculty members to revitalize themselves through writing, scholarship, travel,
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		<p>research, or further formal educational study which will contribute to the faculty member’s ability to discharge his/her obligations to the College.”</p> <p>From June 2015 through December 2015, full-time faculty and staff have attended the WASC conference on The Big Five: Addressing Core Competencies, CCAC - Credential Counselors and Analyst of California and Cal Tech STEM Conference. In addition two School of Education faculty have made presentations to the Pacific Oaks College community during monthly Ed Talks, one on Transitional Kindergarten the other on STEAM: STEM Through the Arts Lens. Upcoming conferences include the CCTE Conference on Teacher Education, WASC ARC Conference and the Intersegmental Coordinating Committee Conference</p> <p>In Fall 2015 the evaluation of Cooperating Teachers, Fieldwork Supervisors and Directed Teaching Placement became mandatory for all students taking SPED 391, SPED 392, SPED 591 and SPED 592</p> <p>Students evaluated the Cooperating Teachers in 12 areas on a scale of 1 – 5, A score of 1 = Consistently; A score of 2 = Frequently; A score of 3 = Seldom; A score of 4 = Never; and a score of 5 = Requested (by candidate and/or university Supervisor). The average of all areas was 1.82 with 81.67% scoring the Cooperating Teacher either Frequently or Consistently, from a low of 60% for question (9) <i>The Cooperating Teacher observed your teaching providing appropriate and constructive feedback in writing to a high of 90% for questions (2) The Cooperating Teacher established expectations for your participation in the monitoring of students, (5) The Cooperating Teacher identified district and school resources and made available basic materials, texts, and equipment needed for instruction, (6) Prior to teaching, you and your Cooperating Teacher met to plan/discuss lessons, teacher constraints and responsibilities, (7) Your written lesson plans were appropriately reviewed prior to being taught; the Cooperating Teacher guided adjustments, and/or suggested changes, and (8) The Cooperating Teacher observed your teaching, providing appropriate and constructive feedback orally. (Page 5, Executive Summary and Page 30, Appendix C)</i></p> <p>Students evaluated the Fieldwork Supervisors in 8 areas on a scale of 1 – 5, A score of 1 = Consistently; A score of 2 =</p>
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		<p>Frequently; A score of 3 = Seldom; A score of 4 = Never; and a score of 5 = Requested (by candidate and/or university Supervisor). The average of all areas was 1.9 with 76.14% scoring the Fieldwork Supervisor either Frequently or Consistently. from a low of 63.63% for question (2) <i>The University Supervisor maintained productive and open communications with your school-based supervisor</i>, to a high of 81.82% for questions (3) <i>The University Supervisor worked with you to schedule observation and post observation conferences</i>, (4) <i>The University Supervisor observed your teaching and provided reinforcing and constructive feedback orally</i>, (5) <i>The University Supervisor observed your teaching and provided reinforcing and constructive written feedback</i> and (11) <i>The University Supervisor completed or participated in the timely completion of required conferences and paperwork.</i> (Page 5, Executive Summary and Page 31, Appendix C)</p> <p>Students evaluated the Directed Teaching Placement in 12 areas on a scale of 1 – 5, A score of 1 = Consistently; A score of 2 = Frequently; A score of 3 = Seldom; A score of 4 = Never; and a score of 5 = Requested (by candidate and/or university Supervisor). The average of all areas was 1.83 with 76.39% scoring the Directed Teaching Placement either Frequently or Consistently, from a low of 33.34% for question (9) <i>The Cooperating Teacher observed your teaching providing appropriate and constructive feedback in writing</i>, to a high of 100% for question (7) <i>Your written lesson plans were appropriately reviewed prior to being taught; the Cooperating Teacher guided adjustments, and/or suggested changes.</i></p> <p>Analysis: we need to pay close attention to areas that the students rated lowest.</p> <p>In both the evaluation of the Cooperating Teacher and the Directed Teaching Placement the issue of the need of written feedback is rated the lowest. If it is expected by the College that Cooperating Teachers need to provide feedback in writing that needs to be clear to the Cooperating Teacher. In the evaluation of Fieldwork Supervisors the item rated the lowest is Question (2) <i>The University Supervisor maintained productive and open communications with your school-based supervisor</i>. It is the expectation of the College that every time the Fieldwork Supervisor visits the teacher, some time is spent debriefing with the Cooperating Teacher. If that is not clear to both the Fieldwork Supervisor and</p>
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		Cooperating Teacher, then it needs to be made clear. (Page 5 , Executive Summary and page 32 Appendix C.)
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Not Met	Not Met	<p>Program Standard 5: Assessment of Students</p> <p><i>2014 Rationale: Although Evidence is found that the candidates are provided opportunities to use informal assessments such as functional assessment, there is no evidence that the program provides opportunities for using formal assessments to evaluate students' needs and strengths. There was also a lack of evidence that candidates acquire knowledge and skills necessary to assess students in a comprehensive manner. Additionally, the team members were unable to find evidence that candidates have knowledge of required statewide assessments and local, state and federal accountability systems. Further, there is no evidence that the candidates have the knowledge and/or skills to participate in decision making regarding eligibility and services.</i></p> <p><i>2015 Revisit evidence:</i></p> <p>Interviews with candidates, faculty, and program coordinators confirmed that there is no evidence that the program provides opportunities for using formal assessments to evaluate students' needs and strengths. There was also a lack of evidence that candidates acquire knowledge and skills necessary to assess students in a comprehensive manner. No evidence in interviews or syllabi that candidates were provided the instruction is provided in the administration and scoring of any norm referenced, cognitive assessment, such as the Woodcock Johnson IV (WJ IV), or Kaufman Test of educational Achievement (KTEA). Additionally, the team members were unable to find evidence that candidates have knowledge of required statewide assessments and local, state and federal accountability systems.</p> <p>Interviews with candidates and field supervisors indicate the candidates do have the knowledge and skills to participate in decision making regarding eligibility and services. This was also confirmed in the syllabus for SPED 541 Behavior Intervention and Program Planning.</p> <p>2016 January Report of Evidence: The attachments provide evidence that the Pacific Oaks College candidates in the Education Specialist program now have opportunities for using formal assessments to evaluate students' needs and strengths. The candidates acquired the knowledge and skills necessary to assess students in a</p>
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		<p>comprehensive manner and the evidence can be found specifically in the examples of student work in the Signature Assignments for SPED 561 and SPED 562 (attached). Candidates were provided the instruction in the administration and scoring of the norm referenced, cognitive assessment for the Kaufman Test of Educational Achievement (KTEA), and the Brigance at a taped Go To Meeting session where the two courses were combined for an evening presentation in December 2015. A live demonstration was conducted by the two course instructors on campus during the SPED 562 course: Assessment Methods in Special Education where the students from the online course for SPED 561: Instructing Students with Mild to Moderate Disabilities attended through the Go To Meeting. The KTEA and Brigance testing booklets were available for student perusal throughout the evening. There is a video recording of the demonstration available to instructors and students for future reference to teach the use of Formal Assessment to evaluate students' needs and strengths.</p> <p>Required statewide assessments and local, state and federal accountability systems are discussed through the weekly discussions in the revised SPED syllabi. The candidates have the knowledge and/or skills to participate in decision making regarding eligibility and services, and demonstrate the skills in the Directed Teaching courses where they are observed by Field Supervisors from Pacific Oaks College. The documentation of evidence can be found in the reports from the field supervisor observations included with the evidence to this report.</p> <p>In addition, the 64 page attachment entitled Summary of Student Course Learning documents the Fall 2015 analysis of data collected in Taskstream to reflect Formal Assessment and how the candidates demonstrate the knowledge and skills to participate in decision making regarding eligibility and services, and how candidates use formal assessments to evaluate students' needs and strengths. For the formal assessment, the average pre-course response score for all SPED courses was 1.81 and the average post-course response score was 3.03. See pages 6 - 7, 9 – 11, 39 – 40, 43, 45, 47, 49, 52, 54, 56, 59 - 60, 62, and 64 for charts, graphs, and summaries indicating that in general, prior to taking specified Pacific Oaks College SPED courses, students believed they had heard of the concepts but needed to learn more, and after taking these courses, students believed they could implement learnings on their own.</p>
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		<p>2016 January Conclusions Taskstream Data Analysis:</p> <p>The Education Specialist Program in the School of Education gained valuable insight as a result of the Taskstream data collection from the Pre/Post- Evaluations and the Evaluations of the Signature Assignment Rubrics. The School of Education now knows that 1) student learning in the areas of Formal Assessment was carefully measured by examining ten SPED course syllabi taught in the Fall 2015 term, and is adequately aligned to meet Program Standard 5: Assessment of Students; 2) candidates demonstrated the skills for using formal assessments to evaluate students' needs and strengths through the data from the Pre/Post- Evaluations specifically from SPED 561, 361, 562, and 359; 3) all faculty did not complete the Taskstream requirements, specifically in the SPED 562 and 359 courses, thus a follow-up with faculty is needed; and 4) the rubric analysis for the SPED 361 Signature Assignment revealed a 70% in the area of planning so there is a need to review the rubric and the Signature Assignment for the course.</p>
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Not Met	Met with Concerns	<p>M/M Standard 6: Case Management</p> <p><i>2014 Rationale: Through review of syllabi and interviews with candidates and faculty, the team found no evidence that candidates acquire knowledge of case management practices and demonstrate competencies such as the ability to provide consultation, resource information and materials regarding individuals with exceptional needs to their parents and to staff members; monitoring of pupil progress on a regular basis; participation in the review and revision of IEP's as appropriate; and referral of pupils who do not demonstrate appropriate progress to the IEP team.</i></p> <p><i>2015 Revisit Evidence:</i> Review of course syllabi and interviews with candidates and field supervisors did not find evidence of candidates demonstrating knowledge of effective case management practices. Syllabi did provide evidence of candidate's competency in the ability to provide consultation and resource information to parents and staff. SPED 551 Communication and Collaboration Skills for Special Educators requires a Signature Assignment of creating a PowerPoint where the candidate discusses ways to collaborate effectively with diverse parents, families, and para-educators and fellow teachers. The syllabus for SPED 642, Assistive Technology and Real World Application, 40% of the grade depends on successful completion of the IEP & Transition Project: Compare and Contract. This project requires candidates to prepare IEPs from pre-referral interventions to support access to the curriculum, and to develop appropriate IEP transition planning goals that are based on the state standards and that follow all the legal requirements of the IEP transition planning process. Interviews with faculty and candidates confirmed that this knowledge was acquired in SPED 551 and 642.</p> <p>2016 January Report of Evidence: Candidates can now demonstrate knowledge of effective case management practices, and more specifically competency in the ability to provide consultation and resource information to parents and staff. There have been revisions made to 12 <u>SPED syllabi</u> (attached) in the School of Education that demonstrate Case Management is now taught as part of the courses in the Education Specialist program. Case Management can also be</p>
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		<p>found on the Pre/Re- Self Evaluations and through the examples of student work called Signature Assignments (attached). Proof that candidates actually participate in “real world” authentic experiences where providing information to parents and staff is demonstrated can be found in the Signature Assignments from the two Directed Teaching courses: SPED 591 and SPED 592.</p> <p>In addition, the 64 page attachment entitled Summary of Student Course Learning documents the Fall 2015 analysis of data collected in Taskstream to reflect Case Management and how the candidates demonstrate knowledge of effective case management practices. The average pre-course response score for all SPED courses was 1.93 and the average post-course response score was 3.26. See pages 6 - 8, 33 – 38, 42, 44, 46, 48, 50 – 51, 53, 55, 57 – 58, 61, and 63 for charts, graphs, and summaries indicating that in general, prior to taking specified Pacific Oaks College SPED courses, students believed they had heard of the concepts about Case Management but needed to learn more, and after taking these courses, students believed they could implement learnings on their own.</p> <p>2016 January Conclusions Taskstream Data Analysis:</p> <p>The Education Specialist Program in the School of Education gained valuable insight as a result of the Taskstream data collection from the Pre/Post- Evaluations and the Evaluations of the Signature Assignment Rubrics. The School of Education now knows that 1) student learning in the areas of Case Management was carefully measured by examining ten SPED course syllabi taught in the Fall 2015 term, and is adequately aligned to meet M/M Standard 6: Case Management; 2) candidates demonstrated knowledge of effective case management practices through data using the rubric analysis of the Signature Assignments for courses SPED 531, 361, and 561 where collaboration with diverse parents, families, para-educators and fellow teachers is evident; 3) the data revealed a need to revise the Pre/Post- Self Evaluations as students misunderstood the questions and how to apply the 1 through 4 criteria specifically in the SPED 561 course; 4) the rubric analysis for the SPED 361 Signature Assignment revealed a 70% in the area of planning so there is a need to review the rubric and the Signature Assignment for the course.</p>
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	<p>Met with Concerns</p>	<p>Standard 7: Field Experience and Clinical Practice <i>2014 Rationale: Assessment of candidate competencies in the Education Specialist The Site Visit team was able to determine that the School of Education has an established Advisory Board that works collaboratively with the institution to discuss and propose changes to the course and program curricula. There is inconsistent evidence regarding the criteria used for selection of the site-based supervising personnel and some candidates reported that they were not assigned a supervisor. Multiple stakeholders confirmed candidates had to find their own placements for various field experiences. Candidates in the Education Specialist Mild/Moderate Disabilities program, completers and adjunct faculty were unable to identify research-based strategies for improving student learning.</i></p> <p><i>2015 Revisit Evidence:</i> Fieldwork handbooks reviewed by the team indicate that POC has clarified the qualifications necessary for both fieldwork supervisors and cooperating teachers. However, fieldwork supervisors and cooperating teachers report that their orientation, access to support from the SOE, and access to the handbooks (either hardcopy or electronic) were inconsistent. Some fieldwork supervisors attended in-person orientation while others received little or no orientation.</p> <p>The majority of the cooperating teachers interviewed reported little to no communication with either the SOE or fieldwork supervisors and that all communication came via the student teacher. Most cooperating teachers indicate they are not made aware of their roles, responsibilities, and expectations as a cooperating teacher. Additionally, cooperating teachers indicate classroom visits from fieldwork supervisors were minimal (only two to three times per semester).</p> <p>Candidates continue to report that they were responsible for finding their own practicum and fieldwork</p>
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		<p>placements, despite it being clearly stated in the fieldwork handbook that candidates are not to find their own placements. Administrators in the SOE acknowledge this continues to be a concern as they transition to implementing new policies and procedures regarding fieldwork. One of the responsibilities of the newly hired Credential Analyst (February 2015), is to determine fieldwork eligibility and placement. She is creating a Fieldwork Application to be completed the semester prior to the start of fieldwork. This will allow for an evaluation of fieldwork eligibility and for the Credential Analyst to place candidates at approved field sites. The newly developed Fieldwork Application is anticipated to be implemented Summer 2015 for Fall 2015 fieldwork applications. For fieldwork placements starting Fall 2015 it will be mandatory that all placements are located and facilitated by the Credential Analyst. As the new Fieldwork Application and placement in fieldwork by the Credential Analyst has not yet been implemented, evidence is unavailable to support the effectiveness.</p> <p>2016 January Report of Evidence Pacific Oaks College now has a process in place to orient Teacher Candidates, Cooperating Teachers and Fieldwork Supervisors. As soon as a candidate is placed at a school, the fieldwork handbooks are electronically sent to both the Cooperating Teachers and Fieldwork Supervisors. In addition, orientation sessions are available each semester both on-line and on ground. The on ground sessions offer the opportunity for the Teacher Candidates, Cooperating Teachers and Fieldwork Supervisors to meet with College Personnel and hear all the same information at the same time and meet informally to outline a plan for the Directed Teaching experience. Since a minimum of four visits is required, as outlined in our handbook, it is important to plan when those visits will occur. The latest orientation occurred 1/11/16 with five students attending on ground with another specifically for Fieldwork Supervisors scheduled in January. Our Credential Analyst developed a Fieldwork Application in order to evaluate the Candidates fieldwork eligibility and initiate our efforts to secure placement. The application, first implemented in Summer 2015, ensures that all placements are located and facilitated by the Credential Analyst. Based on the applications, seven candidates were placed in Fall 2015</p>
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		<p>and four in Spring 2016.</p> <p>For Fall 2015, we were able to capture and analyze data from four classes that students must be enrolled in during Directed Teaching. The students are required to submit Pre and Post self- evaluations on all the courses they take, rating themselves on a scale of 1-4, where a score of 1 = I have never heard of this; A score of 2 = I have heard of this but need to learn more; A score of 3 = I can implement this on my own; and a score of 4 = I can teach or consult with someone else to help them implement this.</p> <p>In the four courses that deal directly with directed teaching SPED 391, SPED 392, SPED 591 and SPED 592, the average scores went from a Pre-evaluation score of 2.16 to a Post-evaluation score of 3.81 or a 57% increase. In general, prior to taking these courses, students believed they had heard of the concepts but needed to learn more and, after taking these courses, students believed they could implement learnings on their own. (<u>Pages 1, 2 and 3</u>, Executive Summary and <u>pages 19, 20,21 and 22 Appendix A</u>)</p> <p>For every course, the student has a mandatory Signature Assignment evaluated by the instructor in Taskstream. The average score of the Signature Assignment during the Directed Teaching I was 18.07 (out of 20) or 90.33% and during Directed Teaching II the average score was 19.95 (out of 20) or 99.25%. Since all four courses achieved rubric criteria scores above 90%, achievement of select rubrics within these courses was satisfactory. Generally the students scored lowest in the rubric areas that deal with organization, mechanics and APA style. Since we have added a writing center on campus this should help with these areas. When students score lower in actual content areas, we need to dig deeper to determine if changes are needed in the courses themselves. (<u>Pages 3 and 4</u>, Executive Summary and Pages <u>26 and 28</u>, Appendix B)</p> <p>Students evaluated the Cooperating Teachers in 12 areas on a scale of 1 – 5, 1 = Consistently; A score of 2 = Frequently; A score of 3 = Seldom; A score of 4 = Never; and a score of 5 = Requested (by candidate and/or university Supervisor). The average of all areas was 1.82 with 81.67% scoring the Cooperating Teacher either Frequently or Consistently, from a low of 60% for question (9) <i>The Cooperating Teacher observed your teaching providing appropriate and constructive feedback in writing</i> to a high of 90% for questions (2) <i>The</i></p>
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		<p><i>Cooperating Teacher established expectations for your participation in the monitoring of students, (5) The Cooperating Teacher identified district and school resources and made available basic materials, texts, and equipment needed for instruction, (6) Prior to teaching, you and your Cooperating Teacher met to plan/discuss lessons, teacher constraints and responsibilities, (7) Your written lesson plans were appropriately reviewed prior to being taught; the Cooperating Teacher guided adjustments, and/or suggested changes, and (8) The Cooperating Teacher observed your teaching, providing appropriate and constructive feedback orally. (Page 5, Executive Summary and Page 30, Appendix C)</i></p> <p><i>Students evaluated the Fieldwork Supervisors in 8 areas on a scale of 1 – 5, 1 = Consistently; A score of 2 = Frequently; A score of 3 = Seldom; A score of 4 = Never; and a score of 5 = Requested (by candidate and/or university Supervisor). The average of all areas was 1.9 with 76.14%% scoring the Fieldwork Supervisor either Frequently or Consistently. from a low of 63.63% for question (2) <i>The University Supervisor maintained productive and open communications with your school-based supervisor, to a high of 81.82% for questions (3) The University Supervisor worked with you to schedule observation and post observation conferences, (4) The University Supervisor observed your teaching and provided reinforcing and constructive feedback orally, (5) The University Supervisor observed your teaching and provided reinforcing and constructive written feedback and (11) The University Supervisor completed or participated in the timely completion of required conferences and paperwork. (Page 5, Executive Summary and Page 31, Appendix C)</i></i></p> <p><i>Students evaluated the Directed Teaching Placement in 12 areas on a scale of 1 – 5, 1 = Consistently; A score of 2 = Frequently; A score of 3 = Seldom; A score of 4 = Never; and a score of 5 = Requested (by candidate and/or university Supervisor). The average of all areas was 1.83 with 76.39% scoring the Directed Teaching Placement either Frequently or Consistently, from a low of 33.34% for question (9) <i>The Cooperating Teacher observed your teaching providing appropriate and constructive feedback in writing, to a high of 100% for question (7) Your written lesson plans were appropriately reviewed prior to being taught; the Cooperating Teacher guided adjustments, and/or suggested changes (Page 32, Appendix C).</i></i></p>
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		<p>Analysis: we need to pay close attention to areas that the students rated lowest.</p> <p>In both the evaluation of the Cooperating Teacher and the Directed Teaching Placement the issue of the need of written feedback is rated the lowest. If it is expected by the College that Cooperating Teachers need to provide feedback in writing then that needs to be clear to the Cooperating Teacher.</p> <p>In the evaluation of Fieldwork Supervisors the item rated the lowest is Question (2) <i>The University Supervisor maintained productive and open communications with your school-based supervisor.</i> It is the expectation of the College that every time the Fieldwork Supervisor visits the teacher, some time is spent debriefing with the Cooperating Teacher. If that is not clear to both the Fieldwork Supervisor and Cooperating Teacher than it needs to be made clear (Page 6, Executive Summary and page 32 Appendix C).</p>
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Met with Concerns	Met with Concerns	<p>Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning</p> <p><i>2014 Rationale: Program documentation, including review of course syllabi and interviews with candidates and program faculty, did not provide the team with evidence which identifies how “candidates demonstrate the ability to participate effectively as a team member/case manager for the IEP/transition planning process from pre-referral interventions and requisite assessment processes through planning of specially designed instruction to support access to the core curriculum...”. Although there are assignments in various courses for students to reflect, discuss and create these situations, there is no evidence that candidates actually participate in “real world” authentic experiences.</i></p> <p><i>2015 Revisit Evidence:</i></p> <p>Interviews with faculty and candidates confirm that the program does not identify how the candidates demonstrate the ability to participate as a team member/case manager for the IEP/transition process. Case management was not part of any courses in the program.</p> <p>2016 January Report of Evidence:</p> <p>Pacific Oaks College candidates can now demonstrate the ability to participate as a team member/case manager for the IFSP/IEP/transition process as found in the attachments to this report. There have been revisions made to 12 SPED syllabi</p>
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		<p>(attached) in the School of Education that demonstrate Case Management is now taught as part of the courses in the Education Specialist program. As well, the syllabi include Formal Assessment which can be seen on the Pre/Re- Self Evaluations, in the revised syllabi, and through the examples of student work called Signature Assignments (attached). Proof that candidates actually participate in “real world” authentic experiences can be found in the Signature Assignments from the two Directed Teaching courses: SPED 591 and SPED 592.</p> <p>In addition, the 64 page attachment entitled Summary of Student Course Learning documents the Fall 2015 analysis of data collected in Taskstream to reflect Case Management and how the candidates participate as team members. The average pre-course response score for all SPED courses was 1.93 and the average post-course response score was 3.26. See pages <u>6-8, 33 – 38, 42, 44, 46, 48, 50 – 51, 53, 55, 57 – 58, 61, and 63</u> for charts, graphs, and summaries indicating that in general, prior to taking specified Pacific Oaks College SPED courses, students believed they had heard of the concepts but needed to learn more and, after taking these courses, students believed they could implement learnings on their own.</p> <p>2016 January Conclusions Taskstream Data Analysis:</p> <p>The Education Specialist Program in the School of Education gained valuable insight as a result of the Taskstream data collection from the Pre- Post- Evaluations and the Evaluations of the Signature Assignment Rubrics. The School of Education now knows that 1) student learning in the areas of Case Management was carefully measured by examining ten SPED course syllabi taught in the Fall 2015 term, and is adequately aligned to meet Program Standard 8: Participating in ISFP/IEPs and Post-Secondary Transition Planning; 2) candidates actually participated in “real world” authentic experiences involving Case Management indicated by the data collection from SPED 591 and SPED 592; 3) the data revealed a need to revise the Pre- Post- Evaluations as students misunderstood the questions and how to apply the 1 through 4 criteria specifically in the SPED 561, 591, and 592 courses; and 4) the small sample size from the data gathered for the SPED 592 course revealed a need for a more careful analysis of course offerings each term.</p>
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Staff Self- Evaluation

Pacific Oaks College Staff Evaluation & Development Plan

Personal Information

Last Name:
 First Name:
 Department/School: School of Education SOE
 Date of Hire: December 23, 2013
 Evaluation Period: 06/01/2014 through 05/31/2015

Annual Organization Goals

The Strategic Objectives are listed below. Please note that employee goals and performance objectives should be tied back to the Strategic Plan.

- 1. Growth**
 - a. Maintain financial health
 - b. Increase enrollment to reach the licensed capacity of 140 at the Children’s School
 - c. Continue to steadily grow the enrollment of students on-ground and online at the College
 - d. Create two new programs or specializations for the College
- 2. Quality**
 - a. Articulate processes to ensure compliance with all internal policies and external regulatory
 - b. Strengthen the role of the faculty
 - c. Establish customer service benchmarks and operationalize
 - d. Improve student completion and retention rates
 - e. Prepare for the 2016 WASC Visit
 - f. Strengthen the Children’s School operations, compliance, and instruction
- 3. Efficiency**
 - a. Improve student satisfaction with internal operations and student services
 - b. Further develop the President’s Cabinet to become a more efficient and highly effective leadership team.

Section 1: Individual Goals

(To be defined during Performance Planning, review/updated during the Mid-year Review and assessed in the Annual Performance Review meetings)

Individual Goals are defined by the reviewer at the Performance Planning meeting and reviewed/updated in the Mid-year review. In the year-end Performance Evaluation, the employee and reviewer provide input regarding results and commentary, and the reviewer determines an overall descriptor. The reviewer and employee should define a minimum of 2 and no more than 4 goals for each performance year. The descriptor for each goal will be used in the final calculation of the overall descriptor in the Evaluation. **Descriptors: Exceeds Expectations, Meets Expectations and Needs Improvement. See descriptor definitions and sample associated rubric/behaviors.**

Goal #1 To become a lead professional in SOE across the lifespan I intend to work more collaboratively.

Description:

**Threshold
Target
Optimum**

Descriptor Exceeds Expectati

Goal #2 To become a recognized expert in a culture centered model of education I will write ED syllabi.

Description:

**Threshold
Target
Optimum**

Descriptor Exceeds Expectati

Goal #3 To ensure the long term sustainability of Pacific Oaks College I plan to build a strong credential SOE.

Description:

**Threshold
Target
Optimum**

Descriptor Exceeds Expectati

Staff Self- Evaluation

Goal #4

Description:

Threshold
Target
Optimum

Descriptor Exceeds Expectati

Goal Summary

Overall Descriptor Exceeds Expectati

Section 2: Organization Competencies with Rubric/Behaviors

Please provide a descriptor for each behavior under each competency. This will be averaged to a final descriptor for each competency and the whole competency section.

1. Relationship Building

Description: Successfully interacts and collaborates with diverse individuals and groups, creating partnerships, networks and highly productive teams. Develops and maintains internal and external relationships that inspire trust and respect. Proactively manages conflict and seeks to facilitate equitable solutions.

Comments:

In the role as Interim Dean from January 2014 to May 2014, was able to rise to the occasion where she proved daily how to "interact and collaborate with diverse individuals and groups, creating partnerships, networks and highly productive teams." As conflicts would arise, she was seen as a leader to go to for conflict resolution.

Exceeds Expectati

Descriptor

2. Professionalism

Description: Demonstrates behaviors that reflect high levels of performance, ability to make ethical decisions and a strong commitment to work responsibilities. Exhibits commitment to the mission, vision and goals of the institution and positively represents the institution both internally and externally.

Comments:

Internally and externally, performance defines a strong commitment to work responsibilities, taking on her own tasks and joining in team tasks especially seen with the CTC preparation over the last year.

Exceeds Expectati

Descriptor

3. Communication

Description: Demonstrates an understanding of the views of others. Communicates in a practical and timely manner using a broad range of communication styles, resources, and appropriate language.

Comments:

Listening to the viewpoint of others is an important leadership skill. is timely and practical in her communication style and her responses are always politely delivered, even if the parties involved do not agree. She manages to reach a compromise. Despite the fact that her viewpoint is not always the end result, respects that the majority decision is best for the institution.

Exceeds Expectati

Descriptor

4. Results Orientation

Description: Achieves efficient, timely, quality results by directing efforts on expected outcomes and delivers exemplary customer service. Regularly produces accurate, thorough, professional work as assigned by supervisor/department. Able to manage multiple projects/tasks by prioritizing and managing time effectively. Contributes to success of work unit and organization. Ability to problem solve by making sound decisions and uses logic to reach solutions.

Comments:

is highly respected by the staff and faculty, but her customer service to the students is exemplary. Students request for advisement. The CTC reports were accurate, thorough, and managed proficiently leading to the successful revisit recommendation by the team for probation approval.

Exceeds Expectati

Descriptor

Staff Self- Evaluation

5. Knowledge and Learning

Description: Demonstrates an understanding of the roles and responsibilities of one's position. Shows the ability to gather information and resources from diverse experiences, perspectives and contexts. Applies and shares knowledge in order to construct learning that promotes institutional change.

Comments:

Institutional change was constructed and promoted from May 2014 to May 2015 by _____ leadership in reconstructing the SPED program. Faculty came and went, but _____ was able to rebuild the program by gathering information and resources, pulling the SOE together, and writing the final summary for the CTC Revisit Team.

Exceeds Expectati

Descriptor

Competency Summary

Overall Descriptor Exceeds Expectati

Use this section to summarize the faculty member's overall performance for each of the three areas during the review period.

Performance Overall Descriptor:

Exceeds Expectati

Signatures and Dates

Your signature on this document indicates that you have received it.

Marsha Swindler May 21, 2015

Staff Member Signature:

Date:

Roberto F. Casas 5-22-2015

Manager Signature:

Date:

Staff Self- Evaluation

**Section 3: Development Plan
(To be developed at the planning meeting, reviewed during the mid-year discussion and updated at the annual evaluation meeting)**

In the Development Planning section, the employee and reviewer establish up to three areas of focus for employee development over the period. A Development Plan for all being evaluated to enhance performance and support growth and development.

Area of Focus:
Desired Results & Timing
will successfully work with the SOE team to produce the sets of ED and SPED syllabi to meet all criteria for the on ground and online courses.
Action Plan
All syllabi rewrites will be complete by Spring 2016.
Outcomes
Area of Focus:
Desir□d Results & Timing□
will work to ensure that the credential programs will meet and exceed all the CTC recommendations.
Action□Plan
CTC recommendations will be met by Spring 2016 to ensure Taskstream data analysis.
Outcomes
Area of Focus:
Desired Results & Timing
Action Plan
Outco□es

PERFORMANCE DESCRIPTOR DEFINITIONS

<p>Exceeds Expectations Results and competencies significantly surpass expectations. Employee is a role model.</p>
<p>Meets Expectations Performance consistently meets job requirements and competency expectations.</p>
<p>Needs Improvement Does not meet job requirements and/or competency performance does not adequately meet expectations.</p>
<p>RUBRIC/BEHAVIOR EXAMPLES</p> <p>The Behavior examples listed under each descriptor below is not all inclusive, and is merely an example to use as a guide to help you assign a descriptor.</p>

Relationship Building: Successfully interacts and collaborates with diverse individuals and groups, creating partnerships, networks and highly productive teams. Develops and maintains internal and external relationships that inspire trust and respect. Proactively manages conflict and seeks to facilitate equitable solutions.

Needs Improvement	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> Does not display positive attitude when working with others. Avoids or refuses to work with other workgroups. Experiences difficulty in building and sustaining working relationships. Ineffective at communicating information to others. Shows tendencies to work alone; does not seek team participation. Shows minimal support with team efforts. Rarely shows constituents that their perspectives are valued 	<ul style="list-style-type: none"> Maintains an open, approachable manner, and treats others fairly and respectfully while showing regard for their opinions. Seeks to resolve confrontations and disagreements constructively by focusing on the situation and issues, rather than the people. Promotes acceptance of change by showing empathy, giving positive examples, and providing clarification. Helps to set a tone of cooperation when working with others. Willing to share expertise across all institutional settings. Explores new opportunities in an effort to create new work relationships. Make a conscious effort to maintain relationships with all stakeholders. Demonstrates a balance between building rapport and getting the work done. 	<ul style="list-style-type: none"> Anticipates and recognizes the concerns of others, even if those concerns are not openly expressed. Encourages and motivates others among cross-functional groups. Recognizes and celebrates workplace success and achievement. Nurtures existing and potential relationships to help achieve the institution's strategic plans. Proactively identifies and deliberately develops strategically important external relationships. Breaks down barriers (structural, functional, and cultural) by facilitating the sharing of expertise and resources.

Staff Self- Evaluation

Professionalism: Demonstrates behaviors that reflect high levels of performance, ability to make ethical decisions and a strong commitment to work responsibilities. Exhibits commitment to the mission, vision and goals of the institution and positively represents the institution both internally and externally.

Needs Improvement	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> • Shows lack of collegial interactions with others • Demonstrates little sensitivity to the ethics and values of the institution • Does not show support and/or does not demonstrate a clear understanding of the mission, vision and goals of the institution • Provides little service that supports the greater good of the institution • Has difficulty following through with commitments • Tends to procrastinate • Inefficient use of time management • Lacks organization skills • Displays inappropriate behavior while interacting with others • Excessive tardiness and absenteeism 	<ul style="list-style-type: none"> • Generally works well with others • Behaviors are aligned with the institution’s code of ethics (<i>i.e. honesty, confidentiality, trustworthy</i>) • Promotes and supports mission, vision and goals of the institution • Able to effectively verbalize the link of their actions/work to institutional goals • Works on appropriate priorities while adapting to unexpected challenges • Presents oneself professionally when representing the institution • Communicates in a calm, concise and respectful manner • Consistently present and punctual • Dresses appropriately for the workplace • Maintains a positive attitude at work 	<ul style="list-style-type: none"> • Sensitive to the needs of others and goes above and beyond to provide exceptional service • Sets an example of ethical behavior; acts responsibly with the institution and overall community in mind • Actively contributes to organizational committees or professional associations to expand upon professional development • Proactively communicates an alternate plan or ideas; seeks alternative solutions • Makes noticeable effort to engage colleagues in order to enhance the working relationship

Communication: Demonstrates an understanding of the views of others. Communicates in a practical and timely manner using a broad range of communication styles, resources, and appropriate language.

Needs Improvement	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> • Minimal/delayed responses to inquiries • Utilizes limited methods of communication • Is not flexible to the needs of others when exchanging information • Common grammar or writing errors • Tendency to not be concise and unclear when verbally communicating • Difficulties communicating complex information effectively • Does not demonstrate effective listening skills • Does not share relevant information with appropriate parties 	<ul style="list-style-type: none"> • Generally responds in a timely manner to all inquiries • Utilizes a variety of communication methods • Flexible when exchanging information to meet the needs of others • Verbally communicates in a clear and concise manner • Can communicate complex information to others with few errors • Communicates relevant information to appropriate departments or affiliates • Seeks opportunities to promote dialog along all constituencies 	<ul style="list-style-type: none"> • Consistently responds in a timely manner to all inquiries • Utilizes and initiates innovative methods of communication • Reads cues to assess when and how to change planned communication approach to effectively delivered message • Communicates complex issues clearly and credibly with widely varied audiences • Shows effective listening skills by interpreting complex messages and checks for understanding • Uses opportunities to develop shared understanding and consensus

Staff Self- Evaluation

Results Orientation: Achieves efficient, timely, quality results by directing efforts on expected outcomes and delivers exemplary customer service. Regularly produces accurate, thorough, professional work as assigned by supervisor/department. Able to manage multiple projects/tasks by prioritizing and managing time effectively. Contributes to success of work unit and organization. Ability to problem solve by making sound decisions and uses logic to reach solutions.

Needs Improvement	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> • Has a tendency to not take responsibility for mistakes. • Demonstrates a lack of understanding of critical assignments/projects; shows difficulty prioritizing. • Lacks quality control • Struggles to consistently meet assigned goals. • Makes little effort to overcome obstacles or seek alternative methods/solutions. • Makes snap decisions without gathering information first. • Seldom keeps constituents up to date on progress in meeting their needs and in changes that affect them 	<ul style="list-style-type: none"> • Demonstrates understanding of responsibilities and role. • Requests support and feedback when needed. • Able to effectively manage multiple projects. • Reliable; consistently completes work in a timely manner. • Prepared and committed. • Holds self and others accountable for meeting commitments, achieving results, controlling costs and doing high quality work. • Responds to and follows up with constituents during and after delivery of service to ensure that output addresses their needs. • Gathers information before making a decision. 	<ul style="list-style-type: none"> • Establishes high standards and asserts influence appropriately to achieve optimal results. • Acts as a role model for continuously setting and achieving goals, managing priorities effectively and generating exceptional outcomes. • Ensures the development and use of objective criteria and measures to improve critical organizational processes and outputs. • Anticipates needs and gathers information in order to make informed decisions. • Takes initiative to research effectiveness of methods and continues to engage in responsible risk taking until desired results are achieved. • Assesses personal progress in achieving results and adjusts actions as needed to meet expectations.

Knowledge & Learning: Demonstrates an understanding of the roles and responsibilities of one's position. Shows the ability to gather information and resources from diverse experiences, perspectives and contexts. Applies and shares knowledge in order to construct learning that promotes institutional change.

Needs Improvement	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> • Lack of understanding job responsibilities and shows difficulty recognizing areas that need improvement. • Seldom demonstrates an ability or desire to promote a culture of sharing effective practices within the organization and across affiliations. • Rarely seeks new ideas or the diverse perspectives of others when solving problems. • Seldom participates in professional growth and development settings (i.e. meetings, seminars, 	<ul style="list-style-type: none"> • Able to define job responsibilities and applies knowledge to identify risks and internal problems in order to accurately assess areas for improvement. • Able to apply procedures that support knowledge and understanding of the job. • Shares knowledge to achieve additional impact and enrich coworkers' skills and abilities. • Strives to study and apply new ideas, technologies and procedures. • Applies and continuously updates functional 	<ul style="list-style-type: none"> • Evaluates job responsibilities, critiques areas that need improvement then initiates necessary actions to address these areas. • Constructs settings that encourage the implementation of creative and innovative ideas. • Contributes to others' professional development i.e. training, facilitating seminars/conferences, hosting workshops, guest speaking, publications of work, etc. • Consistently elicits and implements constructive feedback; using it as an

Staff Self- Evaluation

<p>conferences, workshops, classes, trainings, etc.)</p> <ul style="list-style-type: none"> • Struggles to accept constructive feedback. 	<p>knowledge gained through education and/or experience to accomplish objectives (i.e. meetings, seminars, conferences, workshops, classes, trainings, etc.)</p> <ul style="list-style-type: none"> • Actively listens and is open to constructive feedback from others and seeks ways to apply feedback as an opportunity for continued growth. • Demonstrates proficiency and current standards in applicable institution-wide systems, technology, business practices and relationships across and outside the organization. 	<p>opportunity for continued professional growth.</p>
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Additional Competency for Staff Director Level and Above Positions

Leadership Excellence and Engagement: Delivers results by maximizing organizational effectiveness and sustainability while engaging related organizations, employees and partners in developing goals, executing plans and delivering results. Provides team members with the support and tools needed to meet current and longer-term organizational objectives. Communicates clearly and consistently while engaging and aligning diverse stakeholders and broad-based work systems with the mission of the institution. Exhibits a “can-do” approach and inspires associates to excel. Develops and rewards a team spirit.

Needs Improvement	Meets Expectations	Exceeds Expectations
<ul style="list-style-type: none"> • May avoid situations or let things fester in the face of conflict or criticism. • Does not appear to be approachable. • Produces communication/assignments without any overarching goals on a purely ad hoc basis. • Frequently resistant to institutional change. • Rarely applies consistent, ethical standards appropriate for the organization. • Frequently withholds resources or relevant information. • Makes snap decisions without looking further into potential consequences. • Mismanages institutional resources (i.e. spending, materials, human resources, etc.). 	<ul style="list-style-type: none"> • Provides direct reports with the support and tools they need to get the job done • Aligns people, work and systems with the business strategy to harmonize how they work and what they do. • Conscientiously assigns performance goals, offers year-round performance feedback, and conducts timely performance discussions. • Mobilize teams, building momentum to get things done by communicating clearly and consistently, investing time and energy to engage the whole organization. • Use negotiation skills and adaptability to encourage recognition of joint concerns, collaboration, and to influence the success of outcomes. • Reallocates organizational resources as organizational change 	<ul style="list-style-type: none"> • Defines and implements quality standards of internal communication • Models ethical behavior within the organization • Brings out the best in others by inspiring, motivating and guiding them toward a goal. • Leads across boundaries to engage board-based stakeholders, partners and constituents in a shared agenda and strategy. • Effectively resolves conflict with sensitivity to others. • Scans an ever-changing complex environment in anticipation of emerging crises and opportunities. • Highly successful at developing partnerships/collaborations.

FACULTY GRANT OVERVIEW and APPLICATION PROCESS
Academic Year 2015 – 2016

FOR FACULTY REVIEW 11.12.15

Pacific Oaks College encourages Core Faculty to apply for funds that support a wide variety of scholarship activities. Grant applications are reviewed and awarded by the Development and Evaluation Committee (Dev-Eval) in any sum requested, up to \$1000 per applicant per year. The total pool at this time is \$5000 to be shared amongst all Core Faculty in the College.

Funds are available until fully distributed, and applications may be submitted from June through October or until all funds for each year are awarded. Applications must describe how the project advances and/or promotes Pacific Oaks College mission and/or directly benefits our students. The application form follows this overview.

Purpose and Project Type

The purpose of faculty grants is to recognize, promote, and support faculty scholarship activities in a variety of ways. Because we want to provide a wide variety of opportunities for Core Faculty, there are a several project types:

- | | |
|------------------------|---|
| Simple projects | Prepare materials for a scheduled conference, poster session, workshop, or community presentation; seed money to fund a pilot project or program. |
| Complex projects | Conduct original research in preparation for submitting a conference RFP or to collaborate with a colleague, including multi-site or multi-disciplinary projects. |
| Classroom projects | Explore any aspect of pedagogy or learning strategy intended to inform one’s own professional growth and development, including teacher-as-researcher and action research projects. |
| Single-year projects | Project scope is across two or more terms in an academic year, such as a pilot project with the intention of initiating change in a School or program. |
| International projects | Project scope includes projects with colleagues, programs, and institutions outside the USA. |

Application Process

To apply for a Faculty Grant, Core Faculty completes the fillable form application, on the last page of this document. It will also be housed on the J drive in the Development-Evaluation Committee folder and sent out each fall to all faculty members.

The Deadline for AY 2015-2016 applications will be January 15, 2016.*

The Deadline for AY 2016-2017 applications will be for October 1, 2016.

Applications are reviewed during the Dev-Eval monthly meeting that follows each deadline. Our meetings are typically held on the second Tuesday of each month at 10am.

*In January 2016, we will meet on the third Tuesday to review applications.

Please send application questions or comments via email to Dionne Clabaugh, Chair of the Development-Evaluation Committee, dclabaugh@pacificoaks.edu.

The application includes a 250 word proposal that describes (a) how the project furthers the faculty’s scholarship and/or development, (b) how it relates any aspect of the College mission statement, and/or how it promotes students’ growth and development, (c)

anticipated project outcomes, (d) how the funds will be spent, and (e) how and when the project will be presented upon completion.

In the event that the funds applied for are to supplement an ongoing project, the applicant must justify how the grant will ensure project completion.

Review Process

Once applications are received, the Dev-Eval committee members will review and discuss each project. We want to ensure that the projects meet the criteria requested. Incomplete applications will be returned for completion (per committee recommendations) and resubmission.

In the event that a Dev-Eval committee member applies for a grant, the Dev-Eval chair will find a replacement member from the applicant's School, to participate in the review for that application. If the Dev-Eval committee chair applies, then the committee secretary will step into the chair position for that application review. Thus, each application is reviewed by one member from each School and the committee chair.

Applications will continue to be reviewed and grants will continue to be awarded until the funds run out.

Award Process

Grants are awarded such that all grant funds will be spent each academic year. Applicants will be notified by email about the status of their award within two weeks following the application review meeting. Applicants must either accept or decline their award within 2 weeks of notification. Any monies declined will be returned to the grant fund to be applied to other applications.

Presentation of Results

The grant recipient should present results of the project within 3 months of completion, and decides how and where he or she will present these results in conjunction with his or her Assoc. Dean. A listing of all the grants awarded will be presented to the Academic Affairs Committee of the Board of Trustees each year.

Presentations may be made either formally or informally, to the College, a School, to a task force, a committee, etc. For example, results can be presented at a full faculty meeting, a School faculty meeting, a College Ed talk. Results may also be presented via multi-media, such as in a Canvas course, a PO video, or posted to YouTube or other appropriate social media.

Faculty Grant Application -- FY 2015-2016

***Applicant:** Please type directly into the top section of the table below and attach a copy of your grant proposal, with any additional documentation.*

Applicant Information	
Date	
Name	
Email address	
Phone number	
College	
Project Name	
Range of Funds Requested	

Project Type	Project Aspects
Simple Project	
Complex Project	
Classroom Project	
Single-year Project	
International Project	
Project Description	
What is the project goal?	
What is the intended impact on you, your students' growth and development, your School, or the College overall?	
In what ways does this project support or promote the Mission of Pacific Oaks College?	
How will you evaluate your project outcomes?	
How and when will you present your project outcomes?	
Describe how you will spend your faculty grant funds – please provide a brief budget.	
Committee Use Only	
Date Received	
Date Reviewed	
Review Results	
Results	Approved (provide rationale) Conditionally Approved (provide suggestions) Not Approved (provide rationale and suggestions)
Date Results sent to Applicant and Assoc. Dean	

FACULTY SABBATICAL GUIDELINES and APPLICATION PROCESS
Academic Year 2015 – 2016

FOR ADMINISTRATIVE REVIEW 11.10.15

8.2 Sabbatical Leave.

8.2.1 Purpose of Leave. A sabbatical leave is awarded to provide time and resources for qualified Core Faculty members to revitalize themselves through writing, scholarship, travel, research, or further formal educational study which will contribute to the faculty member's ability to discharge his/her obligations to the College.

Sabbatical leave must be for the demonstrable benefit of the College in meeting one's responsibilities of teaching, scholarship, service, and advancement of knowledge, and must contribute to the further development of an individual as a teacher-scholar, investigator, or administrator.

Sabbatical leaves are limited by the fiscal resources of the College and by staffing considerations. The number of sabbatical leaves in a given year will be determined by the School Associate Dean with the approval of the Dean of Academic Affairs and the President of the College, in accord with the budget of the College established by the Board of Trustees.

Sabbatical leaves will be recommended and approved by the Development and Evaluation Committee on the basis of specific requests including the proposed activities to be pursued during the course of the leave.

Faculty granted a sabbatical leave will be released from regular faculty duties, including all teaching, academic advising, committee work, and thesis supervision.

Eligibility

Core Faculty who have been at Pacific Oaks for six or more years are eligible to apply for sabbatical starting in their 7th year. Eligibility includes how long a core faculty member has served the College without taking a sabbatical. So, if there are two core faculty members from the same School who request sabbatical in the same term, the person who has gone longer without a sabbatical may be given preference. In addition, each proposal will be scored using a rubric in an attempt to describe the strength of the project.

Sabbatical leaves are granted on the condition that the recipient signs an agreement to return to Pacific Oaks for one year of employment following return from the sabbatical. If the recipient fails to return immediately following the sabbatical leave or severs the relationship before one year has passed, the salary paid by Pacific Oaks during the period of the leave must be paid back to Pacific Oaks within 12 months of the time the recipient is scheduled to return.

Upon recommendation of the Dean of Academic Affairs, the President may waive the reimbursement requirement, extend the period for reimbursement, or by mutual agreement with the faculty member permit an exception to the requirement that the faculty member return immediately to Pacific Oaks after the end of the sabbatical leave. If for any reason, the school does not offer a contract for any portion of the required time following the sabbatical leave, the faculty member is not obliged to reimburse the institution.

Application Process

The Faculty Development Committee will send out a letter to Core Faculty at the start of the new fiscal year (June 1) reminding faculty of the deadline to apply for sabbaticals for the following fiscal/academic year. This makes it possible for the institution to plan for the faculty member's absence.

Interested faculty members prepare and submit to the Faculty Development Committee a proposal for the sabbatical by August 1 deadline.

NOTE: The application deadline for FY2015 – 2016 will be January 1, 2016. Applications will be reviewed in January-February, and Faculty and the Administration will be notified of results by the end of February (see 8.2.5).

Faculty are expected to coordinate their proposal with the Associate Dean of their school, and receive departmental support taking into consideration the continuity of the programs, and the economic feasibility of the department. Faculty must remember to address pertinent points as outlined in this document.

The Development Committee will review all proposals (if a member of the Development Committee submits a proposal, she/he may not participate in the Committee deliberations). The members of the Development Committee may decide to ask for clarification and/or additional information in writing.

The Faculty Development & Evaluation committee may decide to make no recommendations for sabbaticals, may recommend one or more proposals **depending** on feedback from recommendations. Awarded faculty will be notified as to the Dev. Committee's decision. The Development & Evaluation Committee then makes its recommendation to the College's Administrators.

The Administrators will accept or reject the proposal and notify members of the Faculty Development & Evaluation Committee of their decision. The faculty Development Committee will notify appropriate faculty of the Administration's decision by the end of February.

Personnel Implications

The faculty position vacated during the sabbatical will be filled as an adjunct or visiting faculty position unless otherwise recommended and approved by Associate Dean. All existing benefits will be continued during the sabbatical.

8.2.2 Primary Criteria and Proposal Evaluation

Primary Criteria

Each school may have one Core Faculty member on sabbatical each academic year. Based upon purposes cited in the policy, sabbatical proposals will be considered by the Development-Evaluation Committee based on the following criteria:

1. Years of service
2. Time since last sabbatical
3. Contribute to the furtherance of the Mission of the College.
4. Completeness and timeliness of application

Each proposal will be evaluated using a rubric item (below) to describe the extent to which it

achieves each criterion, below. Each proposal will be scored individually by each Development-Evaluation Committee member, then discussed and collaboratively ranked during a regular Committee meeting.

If a member of the Committee is applying for Sabbatical, another member of his or her School will be invited by the Committee Chair to stand in for this evaluation process.

Proposal Evaluation

Proposals with the highest score per School will be approved. Proposals will be grouped by School scored, and then ordered from highest to lowest score. Three aspects of the Proposal Narrative content (see 8.2.4) will be scored using a 1-5 point scale: 1 is incomplete (information is vague or missing), 3 is acceptable (information is inconsistently complete), and 5 is exemplary (all information is complete). These three aspects are:

Teaching Effectiveness **1** **2** **3** **4** **5**

Describe how sabbatical project contributes to the applicant’s effectiveness in present and/or future teaching responsibilities; e.g., how will the intended travel, study, and/or research make the applicant a more effective teacher in terms of her/his present and/or future responsibilities

Program Development **1** **2** **3** **4** **5**

Describe how sabbatical project contributes to present and/or future programmatic needs within the member’s curricular area, e.g., how will the intended travel, research, and/or study plan benefit curricular programs now and in the future.

Professional Growth **1** **2** **3** **4** **5**

Describe how sabbatical project contributes to the faculty member’s effectiveness within her/his area of specialization, e.g., the degree to which he/she professionally profits from the experience. Specifically, how will the intended travel, research, and/or study plan make the applicant more knowledgeable about her or his field.

8.2.3 Secondary Criteria. The following additional points will be considered in the evaluation of each request for sabbatical leave:

a. Professional Status

- Years of service at the College (minimum of seven years)
- Time since last leave (minimum of six years continuous fulltime service)
- Results of previous leave

b. Internal Constraints

- General workload factor
- Length of leave
- Replacement capacity

c. External Constraints

- Partial funding – grants, etc.
- Timeliness – particular time in which study can be accomplished.

8.2.4 Proposal Narrative. Proposals must contain the following content in narrative form to create an Executive Summary:

- a. Introduction
 1. Background of applicant relative to the sabbatical project
 2. Background of research or creative interest (related research or past projects)
- b. Purpose
 1. General goal statement to describe the overall purpose of the leave activities.
 2. Specific objectives in the form of answerable questions and measurable outcomes
- c. Need – rationale
 1. Significance to the College overall
 2. Significance for the individual as a Core Faculty member
 3. Significance to the College’s mission statement
- d. Plan of action and/or research methodology
 1. Briefly describe the sabbatical inquiry or scope
 2. Outline the anticipated results
 3. Describe the research design that will be utilized to achieve the desired results
- e. Timelines
 1. Requested semester(s) for leave
 2. Identify dates and deadlines for the major aspects of the project to be distributed across time
- f. Resources needed
 1. Faculty replacement for teaching classes
 2. Faculty replacement for committee and task force work
 3. Other resources
- g. Evaluation
 1. Results expected and how applicant and institution can assess and evaluate the leave, i.e., objectives, benchmarks, measurements
 2. Anticipated value in relation to self, program, and institution
- h. Plans for Return
 1. Statement affirming the applicant will return to the College upon completion of leave for at least one year of service
 2. Statement affirming the applicant will provide a detailed written report of professional activities and accomplishments to the appropriate Dean within 30 days of return to service

8.2.5 Application and Review Time Frame.

The following time frame governs the submission and consideration of sabbatical proposals, for sabbaticals beginning in 2016.

- | | |
|--------------|--|
| Dec 1 | Call for Sabbatical Proposals will be sent out by the Development-Evaluation Committee |
| Feb 1 | Applicant Deadline to submit sabbatical proposal to their School Associate Dean and to the Faculty Development-Evaluation Committee. |

March 1 The Faculty Development-Evaluation Committee will submit its recommendation on each proposal to the Assoc. Deans and Academic Affairs Administrator.

April 1 The recommendation of the School Assoc. Dean on each proposal is forwarded to the VPAA and Board of Trustees. The Board of Trustees takes final action on the proposals. Sabbatical applications are approved by the Board and faculty are notified.

8.2.6 Conditions. Sabbatical leaves are subject to the following conditions:

- Sabbatical leaves may be granted for a period of one semester (i.e., Spring, Summer, or Fall) at full pay. The College's group health insurance may continue as long as the faculty member is on payroll. Time spent on sabbatical leave shall count as full-time service at the College for purposes of promotion, and other salary and retirement conditions.
- Sabbatical leaves start at the beginning of the Spring, Summer, or Fall semester, so that the faculty member returns to regular duties the following term.
- A faculty member on sabbatical leave is relieved from all teaching, research, advising, thesis committee work, administrative functions, and committee work for the leave period so that full time may be devoted to the purpose for which the leave is granted.
- Additional income – for example, grants-in-aid or fellowships – may be accepted during the leave provided the activity for which the income is received contributes to the individual's professional development or future usefulness to the College, and provided that such acceptance will not detract from the accomplishment of the task(s) set forth in the sabbatical leave proposal as determined by the College.
- Sabbatical leaves cannot be granted where the ongoing program of instruction will be jeopardized.
- If, after a leave has been awarded, significant changes are made in objectives, locations, or other important aspects of the project design, these changes must be approved by the School Assoc. Dean or with the Assoc. Dean of Online Education for Online Core Faculty).
- A person receiving a sabbatical leave in one fiscal year can postpone it to a subsequent year only with the College's approval. Otherwise, if he/she wishes to delay his/her leave into the next fiscal year, he/she must reapply and his/her application will be considered with others received at the time.
- A faculty member receiving a sabbatical leave must comply with the conditions and purpose of the leave. If a faculty member fails to comply with the conditions of the leave, fails to reasonably pursue the leave purposes, he/she shall, immediately upon default, be liable to repay the College for the amount of salary, benefits, and other support received during the leave. Such repayment shall be made upon demand of the College. The faculty member may be required to sign a promissory note documenting this repayment obligation as a condition of receipt of a leave. Unpaid obligations shall bear interest at the maximum legal rate.
- Within 30 days following her/his return to the College, unless special provisions are

made, the faculty member must submit a written report to the School Assoc. Dean and make an oral report to the College as described in the sabbatical proposal. The appropriate Assoc. Dean will review the report and place his/her comments in the faculty member's permanent file. These reports will be communicated to the faculty member for a response, and that response will also be placed in his/her permanent file. Should the faculty member subsequently file for another sabbatical leave, these evaluations will be consulted as part of the application process. This final report must state proposed goals and contain a summary of the work completed towards the goals. It must also contain information on how the new knowledge will be utilized in continuing the faculty member's institutional responsibilities and any other benefits to the College as a result of the leave.

FACULTY SABBATICAL APPLICATION

Core faculty who have been at Pacific Oaks College for seven or more years are eligible to apply for a sabbatical. Faculty in their sixth year may apply for a seventh year sabbatical.

Applicant: Please type directly into the top section of the table below and attach a copy of your sabbatical Proposal, with any additional documentation.

Reviewers: Please type directly into the middle/bottom section of the table below, include the Sabbatical Proposal and additional documents, and forward as indicated.

Applicant	Applicant Information
Date	
Name	
Email address	
Phone number	
College	
Purpose of Sabbatical	
Planned Mode of Documentation and Dissemination	
Dev-Eval Committee	Review Comments
Date Received	
Date Reviewed	
Rubric Score	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Results	Approved (provide rationale) Conditionally Approved (provide suggestions) Not Approved (provide rationale and suggestions)
Date Sent to Academic Affairs	
Academic Affairs	Review Comments
Date Received	
Date Reviewed	
Rubric Score	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Results	Approved (provide rationale) Conditionally Approved (provide suggestions) Not Approved (provide rationale and suggestions)
Date sent to President	
President	Review Comments
Results	Approved (provide rationale) Conditionally Approved (provide suggestions) Not Approved (provide rationale and suggestions)
Date Returned to	

Dev-Eval Committee Chair	
Date Applicant and Assoc. Dean Notified of Outcome	

**Summary of Student Course Learning Pre/Post Evaluations in the Special Education Program
Pacific Oaks College**

Executive Summary

A follow-up course evaluation analysis for CTC was conducted using several parameters and endpoints from Pacific Oaks College SPED courses. The summary of these analyses are presented below.

1. Student Learning Evaluations

A total of 10 courses in the SPED program (531,351,361, 561, 562, 359,391,591, 392, and 592) were evaluated by students using 10 criteria pertinent to each course. Evaluations were conducted before and after each course. Each criteria received a response score ranging from 1-4. A score of **1** = I have never heard of this; A score of **2** = I have heard of this but need to learn more; A score of **3** = I can implement this on my own; and a score of **4** = I can teach or consult with someone else to help them implement this. The student evaluation score analysis are presented in the table below. Individual data from each course are presented in Tables 1-10 in Appendix A. Figures 1-3 show average student learning evaluation response scores and changes from pre to post course.

Mean Student Evaluation Score for All Criteria				
SPED Course	Pre-Course	Post-Course	Absolute Change	Percent Change
SPED351	1.84	3.36	1.52	82.61
SPED359	1.10	3.00	1.90	172.73
SPED361	2.37	3.58	1.21	51.05
SPED391	2.20	3.28	1.08	49.09
SPED392	1.75	2.46	0.71	40.57
SPED531	1.85	3.53	1.68	90.81
SPED561	2.15	1.90	-0.25	-11.63
SPED562	1.77	3.77	2.00	112.99
SPED591	2.10	3.10	1.00	47.62
SPED592	2.60	2.80	0.20	7.69
	1.97	3.08	1.11	64.35

Over the selected 10 SPED courses, the average pre-course response score was 1.97 and the average post-course response score was 3.08. The average change in response score course was 1.11 with a change in response score course ranging from -0.25 to 1.9. The average percent change in response score was 64.35% with a percent change in response score ranging from -11.63 to 172.73%. Only one course, SPED 561), scored a negative percent change in response score from pre to post course (2.15 to 1.9 or -11.63% change). The greatest positive change in

response score occurred in the SPED 359 course (1.1 to 3.0 or 172.73% change). In general, prior to taking specified Pacific Oaks College SPED courses, students believed they had heard of the concepts but needed to learn more and, after taking these courses, students believed they could implement learnings on their own.

Figure 1. SPED Average Student Learning Response Scores: Pre and Post Course

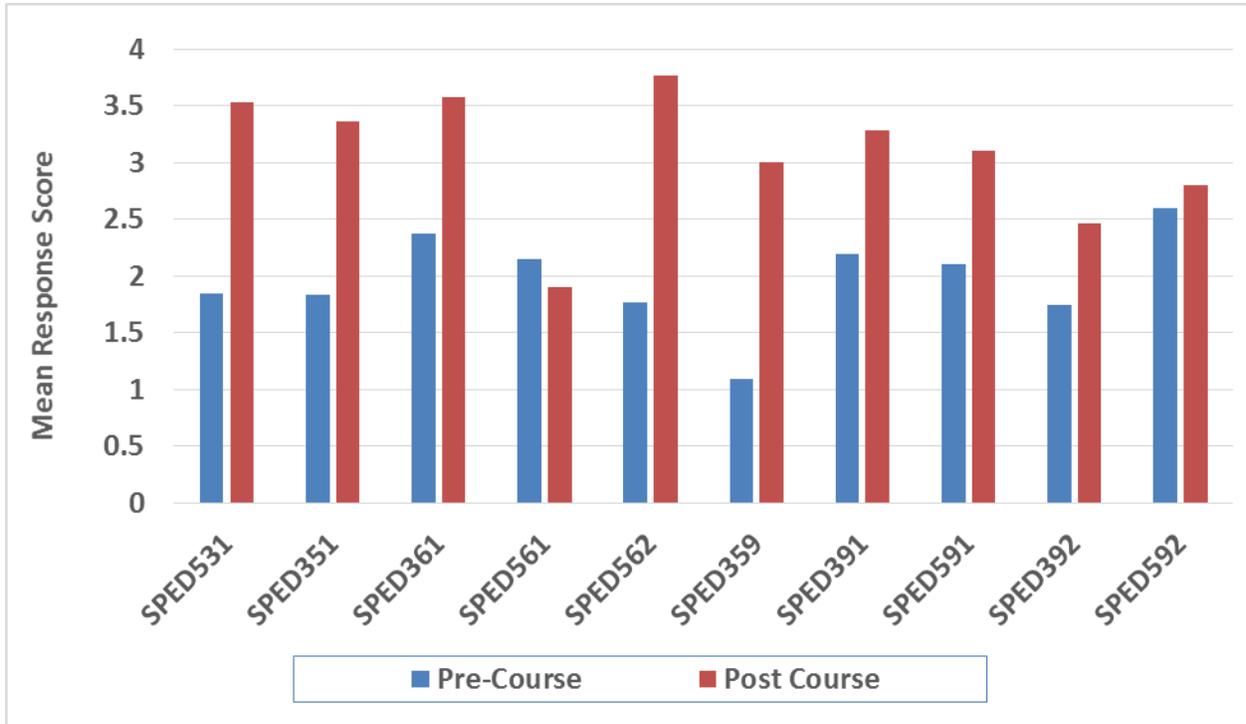


Figure 2. Absolute Change in Average Response Score: Pre to Post Course

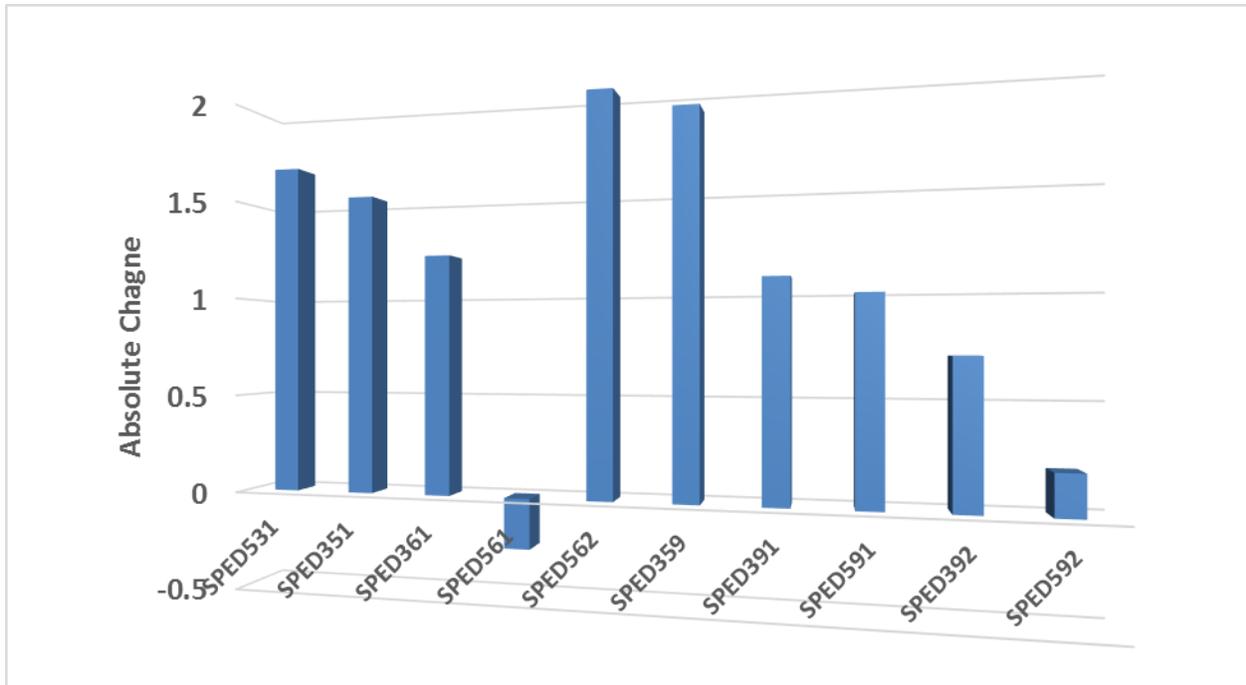
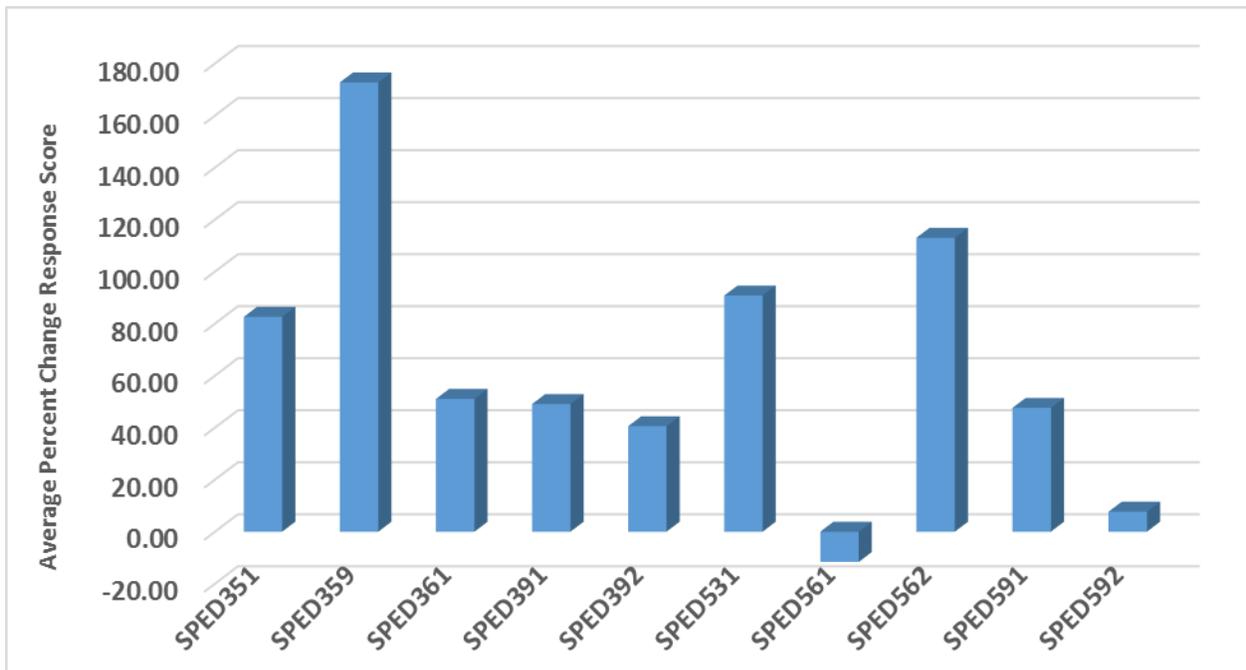


Figure 3. Percent Change in Average Response Score: Pre to Post Course



2. Signature Assignment Rubric Score Criteria Evaluations

Evaluations of Signature Assignment Rubric scores for selected program criteria were analyzed from nine SPED courses and are presented in Tables 11-15 in Appendix B. Average values are

presented below. An average rubric score at or above 80% are considered satisfactory whereas, scores below 80% indicate selected rubrics within those courses may need more attention. Figures 4 and 5 depict average rubric score and percent score, respectively. The average rubric score for all nine SPED courses was 18.6 out of 20 or 93.01% with rubric scores ranging from 17.85 to 19.85 out of 20. The highest scores were in courses 392 and 592. Since all nine courses achieved rubric criteria scores above 80%, achievement of select rubrics within these courses was satisfactory.

Rubric Criteria Analysis		
Course	Score (out of 20)	Percent
SPED531	18.49	92.46
SPED391 and 591	18.07	90.33
SPED351 and 551	17.85	89.25
SPED392 and 592	19.85	99.25
SPED361 and 561	18.76	93.78
Total	18.6	93.01

Figure 4. Average Signature Assignment Rubric Criteria Score (out of 20)

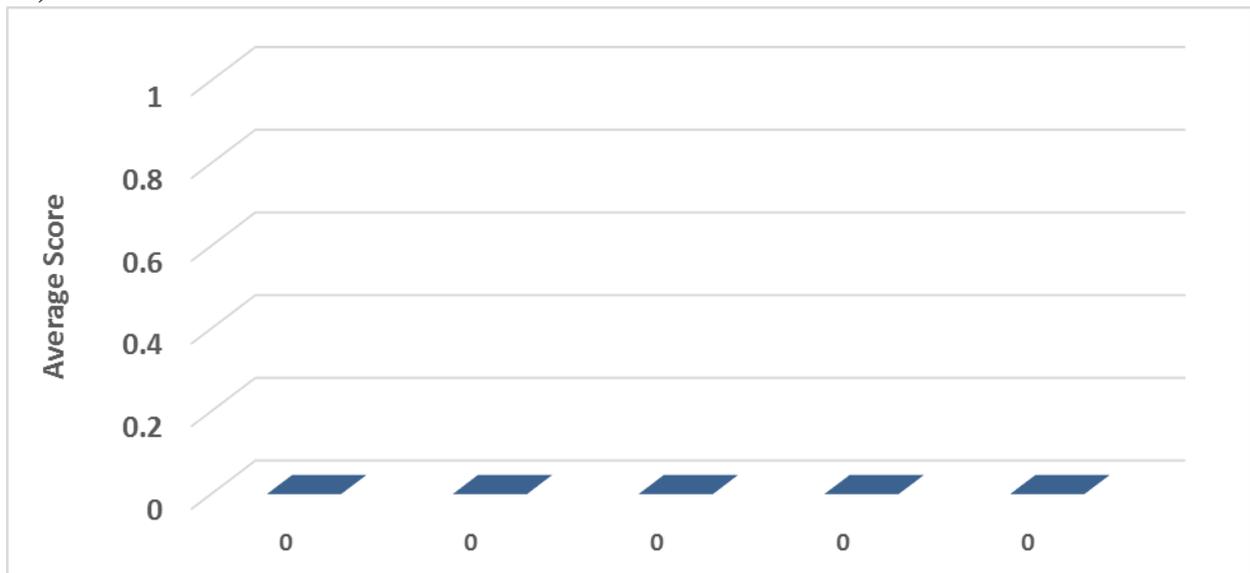
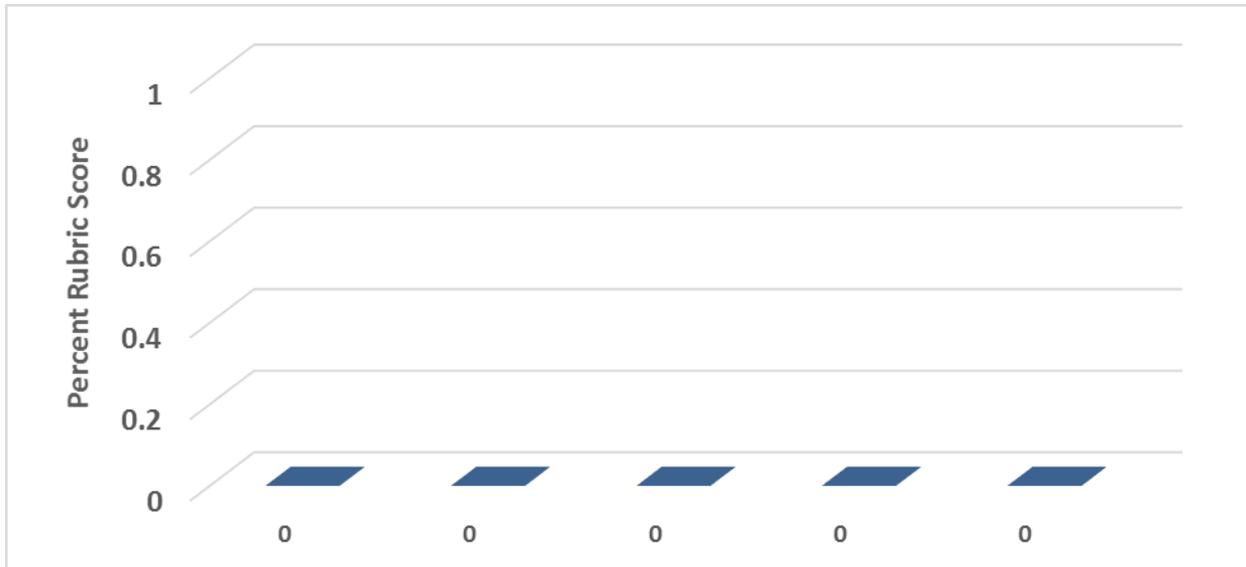


Figure 5. Average percent Signature Assignment rubric score



3. Student Evaluations of Cooperating Teachers

Twelve criteria of cooperating teachers were evaluated by students in the SPED program. Each criteria received a response score ranging from 1-5. A score of **1** = Consistently; A score of **2** = Frequently; A score of **3** = Seldom; A score of **4** = Never; and a score of **5** = Requested (by candidate and/or university Supervisor). The student evaluation score analyses are presented in the table below. Individual data from each course are presented in Table 16 in Appendix C. Of the 10 students evaluated on the 12 criteria, 59.1%, 22.5%, 5.8%, 2.5% and 10% responded with a score of 1, 2, 3, 4 and 5 respectively. The average overall score for cooperating teachers was 1.82. A score of 1.82 indicates that teachers consistently or frequently met student expectations.

Score	Description	% Students
1	Consistently	59.1
2	Frequently	22.5
3	Seldom	5.8
4	Never	2.5
5	Requested (by candidate and/or University Supervisor)	10.0

4. Student Evaluations of Fieldwork Supervisors

Eight criteria of fieldwork supervisors were evaluated by students in the SPED program. Each criteria received a response score ranging from 1-5. A score of **1** = Consistently; A score of **2** = Frequently; A score of **3** = Seldom; A score of **4** = Never; and a score of **5** = Requested (by candidate and/or university Supervisor). The student evaluation score analyses are presented in the table below. Individual data from each course are presented in Table 17 in Appendix C. Of the 11 students evaluated on the 8 criteria, 64.64%, 12.5%, 3.41%, 11.36% and 9.09% responded with a score of 1, 2, 3, 4 and 5 respectively. The average overall score for cooperating teachers was 1.9. A score of 1.9 indicates that fieldwork supervisors frequently met student expectations.

Score	Description	% Students
1	Consistently	64.64
2	Frequently	12.5
3	Seldom	3.41
4	Never	11.36
5	Requested (by candidate and/or University Supervisor)	9.09

5. Student Evaluation of Directed Teaching Placement

Twelve criteria of directed teaching placement were evaluated by students in the SPED program. Each criteria received a response score ranging from 1-5. A score of **1** = Consistently; A score of **2** = Frequently; A score of **3** = Seldom; A score of **4** = Never; and a score of **5** = Requested (by candidate and/or university Supervisor). The student evaluation score analyses are presented in the table below. Individual data from each course are presented in Table 18 in Appendix C. Of the 6 students evaluated on the 12 criteria, 48.61%, 27.78%, 16.67%, 5.67% and 1.39% responded with a score of 1, 2, 3, 4 and 5 respectively. The average overall score for cooperating teachers was 1.83. A score of 1.83 indicates that fieldwork supervisors frequently and consistently met student expectations.

Score	Description	% Students
1	Consistently	48.61
2	Frequently	27.78

3	Seldom	16.17
4	Never	5.67
5	Requested (by candidate and/or University Supervisor)	1.39

6. SPED Case Management Signature Assignment Criteria Evaluations

Evaluations of Signature Assignment Rubric scores for selected SPED case management criteria were analyzed from nine SPED courses (351, 361, 391, 392, 531, 551, 561, 591 and 592) and are presented in Table 19 in Appendix D.

An average rubric score at or above 80% are considered satisfactory whereas, scores below 80% indicate selected rubrics within those SPED case studies may need more attention. The average rubric score for all case management SPED courses was 19.06 out of 20 or 95.3%. Since the total mean rubric criteria score for case studies was above 80%, achievement of select rubrics was considered satisfactory.

7. SPED Formal Assessment Signature Assignment Criteria Evaluations

Evaluations of Signature Assignment Rubric scores for selected SPED formal assessment criteria were analyzed from nine SPED courses (351, 361, 391, 392, 531, 551, 561, 591 and 592) and are presented in Table 20 in Appendix E.

An average rubric score at or above 80% are considered satisfactory whereas, scores below 80% indicate selected rubrics within those SPED case studies may need more attention. The average rubric score for all formal assessments in SPED courses was 19.06 out of 20 or 95.3%. Since the total mean rubric criteria score for formal assessment was above 80%, achievement of select rubrics was considered satisfactory.

8. Student Pre- and Post-Evaluations of Case Management and Formal Assessment

A total of 10 courses in the SPED program (351, 359, 361, 391, 392, 531, 561, 562, 591, and 592) were evaluated by students using criteria pertinent to each course with respect to case management and formal assessment. Evaluations were conducted before and after each course. Each criteria received a response score ranging from 1-4. A score of **1** = I have never heard of this; A score of **2** = I have heard of this but need to learn more; A score of **3** = I can implement

this on my own; and a score of **4** = I can teach or consult with someone else to help them implement this.

The student evaluation score analysis for case management and formal assessment are presented in the tables below. Individual data from each course are presented in Tables 21-60 in Appendix F. Figures 6-11 show average student learning evaluation response scores and changes from pre to post course for case management and formal assessment.

Case Management: Mean Student Evaluation Score for All Criteria				
SPED Course	Pre-Course	Post-Course	Absolute Change	Percent Change
SPED351	1.76	3.52	1.76	100.00
SPED359	1.00	3.00	2.00	200.00
SPED361	2.19	3.67	1.48	67.58
SPED391	1.97	2.80	0.83	42.13
SPED392	1.64	2.34	0.70	42.68
SPED531	1.87	3.83	1.96	104.81
SPED561	2.00	3.56	1.56	78.00
SPED562	1.83	3.78	1.95	106.56
SPED591	1.75	2.75	1.00	57.14
SPED592	3.33	3.33	0.00	0.00
	1.93	3.26	1.32	79.89

For case management, the average pre-course response score for all SPED courses was 1.93 and the average post-course response score was 3.26. The average change in response score course was 1.32 with a change in response score course ranging from 0 to 2.0. The average percent change in response score was 79.89% with a percent change in response score ranging from 0 to 200%. Only one course, SPED 592, did not show an increase in response score from pre to post course (3.33 to 3.33 or 0% change). The greatest positive change in response score occurred in the SPED 359 course (1.0 to 3.0 or 200% change). In general, prior to taking specified Pacific Oaks College SPED courses, students believed they had heard of the concepts but needed to learn more and, after taking these courses, students believed they could implement learnings on their own. In the SPED 592 course, students scored 3.33 at the pre-course level indicating that they believed they could implement key concepts on their own prior to course initiation.

Figure 6. SPED Case Management Average Student Learning Response Scores: Pre and Post Course



Figure 7. Absolute Change in Average Response Score for Case Management: Pre to Post Course

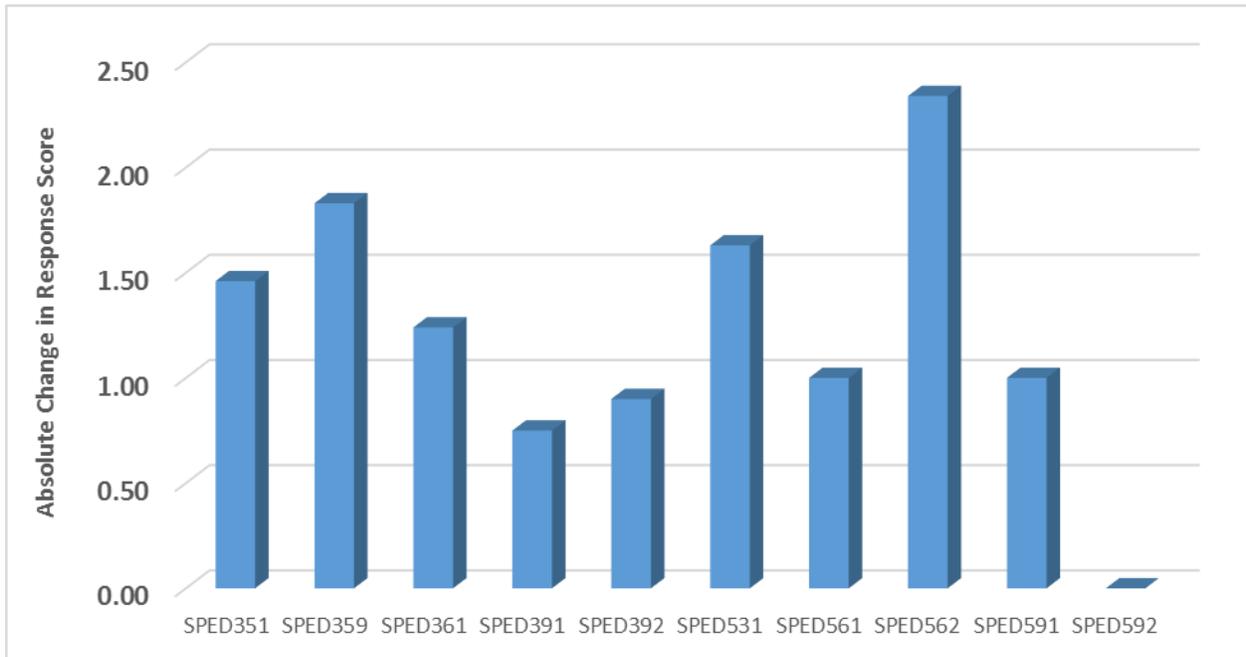
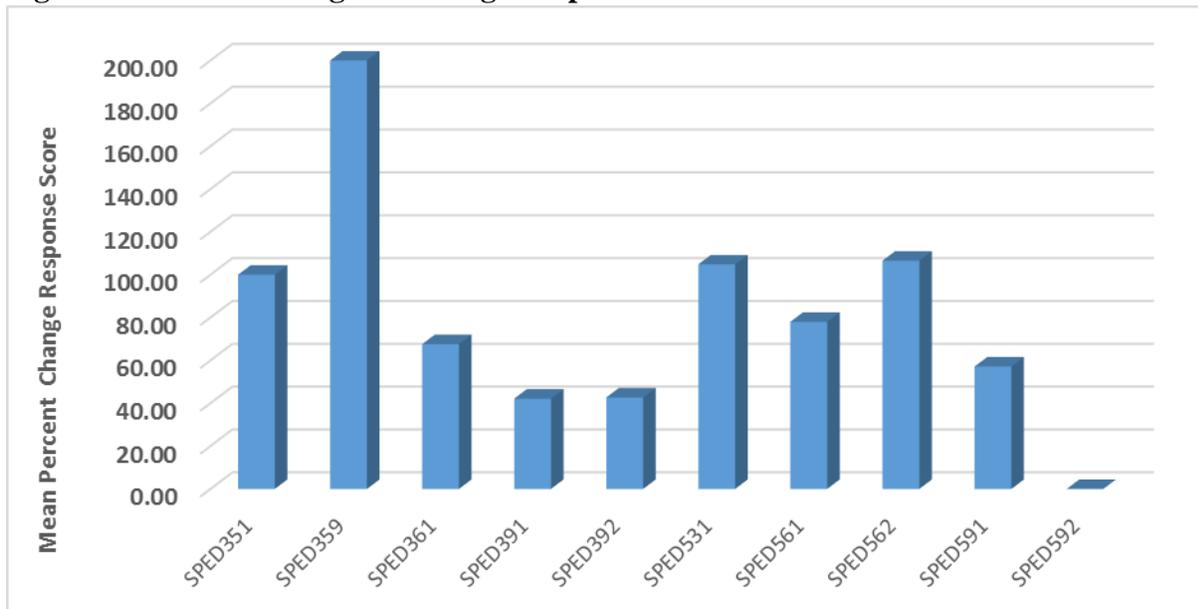


Figure 8. Percent Change in Average Response Score: Pre to Post Course



For the formal assessment, the average pre-course response score for all SPED courses was 1.81 and the average post-course response score was 3.03. The average change in response score course was 1.22 with a change in response score ranging from 0 to 2.34. The average percent change in response score was 72.57% with a percent change in response score ranging from 0 to 156.41%. Only one course, SPED 592, did not show an increase in response score from pre to post course (1.00 to 1.00 or 0% change). The greatest positive change in response score occurred in the SPED 359 course (1.17 to 3.0 or 156.41% change). In general, prior to taking specified Pacific Oaks College SPED courses, students believed they had heard of the concepts but needed to learn more and, after taking these courses, students believed they could implement learnings on their own. In the SPED592 course, students scored 1.0 at the pre-and post-course level indicating that they had never heard of the course concepts before and after taking the course.

Formal Assessment: Mean Student Evaluation Score for All Criteria				
SPED Course	Pre-Course	Post-Course	Absolute Change	Percent Change
SPED351	1.67	3.13	1.46	87.43
SPED359	1.17	3.00	1.83	156.41
SPED361	2.48	3.72	1.24	50.00
SPED391	2.25	3.00	0.75	33.33
SPED392	1.50	2.40	0.90	60.00
SPED531	1.87	3.50	1.63	87.17
SPED561	2.67	3.67	1.00	37.45
SPED562	1.52	3.86	2.34	153.95
SPED591	2.00	3.00	1.00	50.00
SPED592	1.00	1.00	0.00	0.00
	1.81	3.03	1.22	71.57

Figure 9. SPED Formal Assessment Mean Student Response Scores: Pre and Post Course



Figure 10. Absolute Change in Average Response Score for Formal Assessment: Pre to Post Course

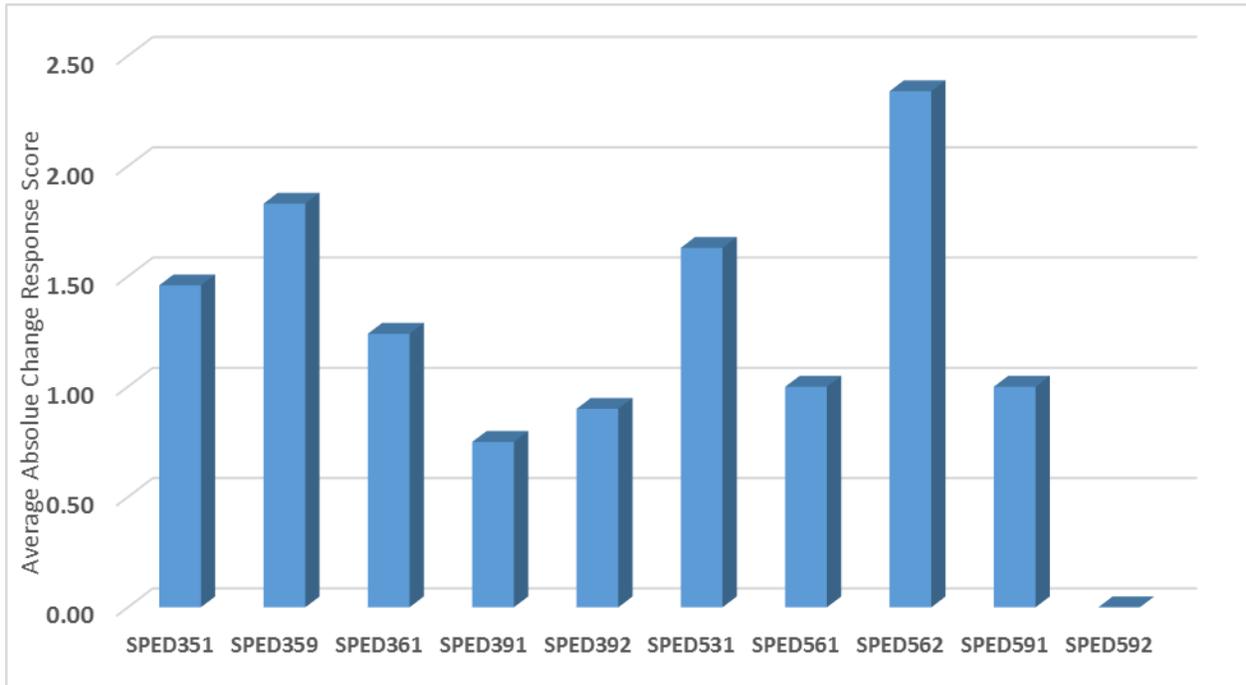
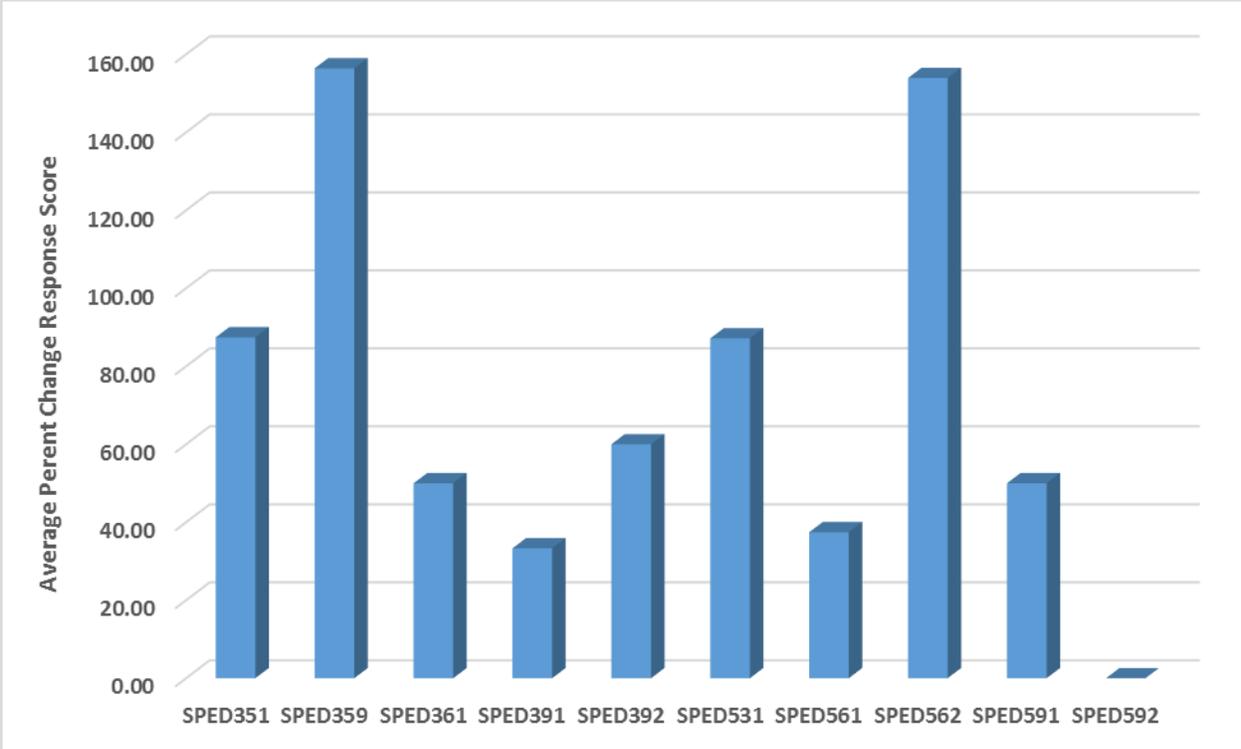


Figure 11. Percent Change in Average Response Score for Formal Assessment: Pre to Post Course





Appendix A

APPENDIX A: Individual Student Evaluation Data from 10 SPED courses (Tables 1-10).

Table 1. Pre and Post SPED 531 Student Course Evaluation (Sample of questions included in the SPED courses)

PRE-COURSE SPED 531							POST-COURSE SPED 531						
Rated Item(s)	Total	Distribution %				Average	Rated Item(s)	Total	Distribution %				Average
		1	2	3	4				1	2	3	4	
Abraham Maslow's theory applies to students with special needs.	6	33.33%	50.00%	16.67%	0.00%	1.83	Abraham Maslow's theory applies to students with special needs.	6	0.00%	0.00%	0.00%	100.00%	4
A key component of a transition plan is an IFSP.	6	50.00%	50.00%	0.00%	0.00%	1.5	A key component of a transition plan is an IFSP.	6	16.67%	0.00%	16.67%	66.67%	3.33
Students with special needs get accommodations, modifications, and differentiated instruction.	6	0.00%	66.67%	33.33%	0.00%	2.33	Students with special needs get accommodations, modifications, and differentiated instruction.	6	0.00%	0.00%	0.00%	100.00%	4
The needs of all learners include expectations from many professionals in and out of the classroom through the use of observations and interviews.	6	33.33%	33.33%	33.33%	0.00%	2	The needs of all learners include expectations from many professionals in and out of the classroom through the use of observations and interviews.	6	0.00%	0.00%	0.00%	100.00%	4
Cultural expectations may impact students with special needs.	6	16.67%	33.33%	50.00%	0.00%	2.33	Cultural expectations may impact students with special needs.	6	0.00%	0.00%	0.00%	100.00%	4
Assessment of student learning is measured through PEMDAS.	6	66.67%	33.33%	0.00%	0.00%	1.33	Assessment of student learning is measured through PEMDAS.	6	66.67%	0.00%	0.00%	33.33%	2
Partnering with family members and caregivers is one of the Case Managers responsibilities.	6	33.33%	50.00%	16.67%	0.00%	1.83	Partnering with family members and caregivers is one of the Case Managers responsibilities.	6	0.00%	0.00%	0.00%	100.00%	4
Student evaluation can be discussed at an SST meeting before the IEP is written.	6	33.33%	50.00%	16.67%	0.00%	1.83	Student evaluation can be discussed at an SST meeting before the IEP is written.	6	0.00%	0.00%	0.00%	100.00%	4
All new teachers, general or special education, benefit from learning inclusion strategies.	6	16.67%	50.00%	33.33%	0.00%	2.17	All new teachers, general or special education, benefit from learning inclusion strategies.	6	0.00%	0.00%	0.00%	100.00%	4
Differentiating instruction is only done by the special education department in any school.	6	66.67%	33.33%	0.00%	0.00%	1.33	Differentiating instruction is only done by the special education department in any school.	6	66.67%	0.00%	0.00%	33.33%	2
Total	60	35.00%	45.00%	20.00%	0.00%	1.85	Total	60	15.00%	0.00%	1.67%	83.33%	3.53