**Commission on Teacher Credentialing**
**Ensuring Educator Excellence**

# Commission on Teacher Credentialing
## Biennial Report Fall 2014
## Academic Years 2012-2013 and 2013-2014

| | |
|---|---|
| **Institution** | **Point Loma Nazarene University School of Education** |
| **Cohort** | **none** |
| **Date report is submitted** | **11/14/14** |
| **Program documented in this report** | **Reading and Literacy Added Authorization** |
| **Please identify all delivery options through which this program is offered** **(Traditional, Intern, Other)** | **Traditional** |
| **Credential awarded** | **Reading and Literacy Added Authorization** |

**Is this program offered at more than one site? Yes**

| | |
|---|---|
| **If yes, list all sites at which the program is offered** | **Arcadia Bakersfield Mission Valley** |
| **Program Contact** | **Dr. Conni Campbell, Clear and Other Professional Credentials** |
| **Title** | **Associate Dean** |
| **Phone #** | **619.563.2842** |
| **E-Mail** | **ccambel@pointloma.edu** |

**If the preparer of this report is different than the Program Contact, please note contact information for that person below:**

| | |
|---|---|
| **Name** | **Dr. Laura Amstead** |
| **Title** | **Professor** |
| **Phone #** | |
| **E-mail** | **lamstead@pointloma.edu** |

**SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION**
**READING AND LITERACY ADDED AUTHORIZATION**

## PART I – Contextual Information:

The Point Loma Reading Certificate program was first approved in 2000.  It has been one of the SOE's smaller programs over the years, but sought after by candidates to an acceptable degree. In 2012 the program transitioned to the Reading and Literacy Added Authorization, which can be completed as a stand-alone Authorization or can be 12 units of a 36-unit Master of Arts degree.

| Program Specific Candidate Information | | | | |
|---|---|---|---|---|
| Numbers of candidates and completers/graduates for two years reported | | | | |
| | 2012-2013 | | 2013-2014 | |
| Site (If multiple sites) Delivery Option | Number of Candidates | Number of Completers/ Graduates | Number of Candidates | Number of Completers/ Graduates |
| Arcadia Regional Center | 0 | 2 | 0 | 0 |
| Bakersfield Regional Center | 7 | 2 | 4 | 0 |
| Inland Empire/Corona Regional Center NOT OFFERED | 0 | 0 | 0 | 0 |
| Mission Valley Regional Center | 0 | 2 | 12 | 2 |

## Changes Since Last Accreditation Activity (Biennial Report, Program Assessment or Site Visit).

Point Loma Nazarene School of Education has undergone several changes since the last accreditation activity.  Our regional center in Arcadia has closed.  All candidates were finished out with individual plans of completion, with several candidates now in their final culminating project toward completion.

The SOE received NCATE/CAEP accreditation as a result of the last accreditation site visit in the fall of 2012. A new Dean, Dr. Deb Erickson, has been leading the SOE efforts since July of 2013.  The SOE has experienced a decrease in the number of candidates enrolled, as well as a reduction in force in full-time faculty.  Additional positive changes include the revision in the number of *Dispositions of Noble Character* that are assessed for each candidate several times a year from eight to four.   Several courses are offered in an on-line format to serve candidates across regional centers, and there has been a university-wide commitment to increase transparency in the data collection process, analysis of data and program improvement plans.

- Program Standards for Reading Literacy have changed. The (former) older courses were no longer offered after the 2011-2012 academic year. The Reading Certificate courses have changed to Reading Literacy Added Authorization in the fall of 2012.
- The Inland Empire/Corona is a small center and has never offered the Reading Certificate courses.

## SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION
### READING AND LITERACY ADDED AUTHORIZATION

**PART II – Candidate Assessment/Performance and Program Effectiveness Information**

**a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?**

| Evaluation Instrument (Direct) | Description | Data Collected: 2 years | Standards Assessed |
|---|---|---|---|
| GED 628 Signature Assignment | Using Technology to Support Student Learning | 2012 & 2013 | RLAA Standards 3,5,7,8,9,10 |
| GED 696 Signature Assignment | Advanced Research-Based Literacy Instruction for All Students | 2012 & 2013 | RLAA Standards , 2.5 , 3.1, 3.2 a-f, 3.6, 4.1-4.3, 5.A, 5.A1- 5.A4, 5B1- 5B3 |
| GED 697 Signature Assignment | Advanced Literacy Assessment, Instruction and Intervention for All Students | 2012 & 2013 | RLAA Standards 1.2, 2.4-2.5, 3.1, 3.2a-g, 3.3-3.7, 4.1-4.5, 5.A1-5.A4, 5B1-2 |
| GED 689P Written Signature Assignment | Written Presentation - Masters Research Project | 2012 & 2013 | CSTP 6.1-6.3 |
| GED 689P Oral Signature Assignment | Oral Presentation - Masters Research Project | 2012 & 2013 | CSTP 6.1-63 |

**b) What additional information about candidate and program completer performance or program effectiveness is collected and analyzed that informs programmatic decision making?**

| Additional Evaluation Instruments (Indirect) | Description | Data Collected: 2 years | Use |
|---|---|---|---|
| Exit Survey | Form-based Author Responses | 2012 & 2013 | Feedback used for quality assurance and Program improvement |
| Disposition Assessment | Form-based Author Responses | 2012 & 2013 | Monitor candidates' development of professional dispositions |

**c) Include aggregated data from 4-6 instruments that were described in (a) and (b).**

The evaluation mechanism currently in place to assess signature assignments uses a four point scale: 1 = No Evidence; 2 = Some Evidence; 3 = Adequate Evidence; and 4 = Clear Evidence. Summaries and interpretation of these measures are reported in Part III.

It is important to note that at times, courses are populated with candidates from other programs (change in program, taken as an elective, not properly identified in the system, option of dual credentialing , etc.). If these candidates have submitted a signature assignment using a different program's folio (DRF) based on one of these situations, the data would be reported as such and result in uneven numbers of participants in the program's assessment.

### GED 628: USING TECHNOLOGY TO SUPPORT STUDENT LEARNING

In this signature assignment, candidates, using technology to support student learning, ca will integrate technology and standards-based curriculum in the design of a content lesson for students, utilizing the resources and pedagogy taught in this course.

**Key Assessment: GED 628**
**Year: 2012**

| Criteria | Arcadia Regional Center | | | Bakersfield Regional Center | | | Inland Empire/Corona Regional Center | | | Mission Valley Regional Center | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | Mean | St. Dev. | N | Mean | St. Dev. | N | M | St. Dev. | N | Mean | St. Dev. |
| Content and Technology Standards | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Assessment Data | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Technology | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Internet Resources | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Differentiation | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Key Assessment: GED 628**
**Year: 2013**

| Criteria | Arcadia Regional Center | | | Bakersfield Regional Center | | | Inland Empire/Corona Regional Center | | | Mission Valley Regional Center | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | Mean | St. Dev. | N | Mean | St. Dev. | N | M | St. Dev. | N | Mean | St. Dev. |
| Content and Technology Standards | 0 | 0 | 0 | 4 | 4.00 | 0.00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Assessment Data | 0 | 0 | 0 | 4 | 3.50 | 0.58 | 0 | 0 | 0 | 0 | 0 | 0 |
| Technology | 0 | 0 | 0 | 4 | 4.00 | 0.00 | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Internet Resources | 0 | 0 | 0 | 4 | 4.00 | 0.00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Differentiation | 0 | 0 | 0 | 4 | 3.75 | 0.50 | 0 | 0 | 0 | 0 | 0 | 0 |

## GED 696: ADVANCED RESEARCH-BASED
## LITERACY INSTRUCTION FOR ALL STUDENTS

In this signature assignment, candidates teach whole class and small group lessons which include literacy assessments. Based on assessment data, candidates choose two struggling readers, one of which is an English learner, to observe, assess, and collect data to collect in a virtual portfolio. In the next course, candidates will intervene with students based on collected data.

**Key Assessment: GED 696**
**Year: 2012**

| Criteria | Arcadia Regional Center | | | Bakersfield Regional Center | | | Inland Empire/Corona Regional Center | | | Mission Valley Regional Center | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | Mean | St. Dev. | N | Mean | St. Dev. | N | M | St. Dev. | N | Mean | St. Dev. |
| Knowing your community of Learners | 0 | 0 | 0 | 6 | 4.00 | 0.00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Analyzing the Culture of Literacy | 0 | 0 | 0 | 6 | 4.00 | 0.00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Applying Appropriate Resources for Teaching Reading and Writing | 0 | 0 | 0 | 6 | 3.83 | 0.41 | 0 | 0 | 0 | 0 | 0 | 0 |
| Designing Teacher and Parent Interviews for Information Analysis | 0 | 0 | 0 | 6 | 4.00 | 0.00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Collection of Student Data for evaluation | 0 | 0 | 0 | 6 | 4.00 | 0.00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Creating Lesson Plans Based on Student Data | 0 | 0 | 0 | 6 | 4.00 | 0.00 | 0 | 0 | 0 | 0 | 0 | 0 |

**Key Assessment: GED 696**
**Year: 2013**

| Criteria | Arcadia Regional Center | | | Bakersfield Regional Center | | | Inland Empire/Corona Regional Center | | | Mission Valley Regional Center | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | Mean | St. Dev. | N | Mean | St. Dev. | N | M | St. Dev. | N | Mean | St. Dev. |
| Knowing your community of Learners | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 4.00 | 0.00 |
| Analyzing the Culture of Literacy | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 3.92 | 0.19 |

| Criteria | | | | | | | | | | N | Mean | St. Dev. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Applying Appropriate Resources for Teaching Reading and Writing | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 3.54 | 0.58 |
| Designing Teacher and Parent Interviews for Information Analysis | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 3.92 | 0.29 |
| Collection of Student Data for evaluation | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 3.71 | 0.45 |
| Creating Lesson Plans Based on Student Data | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 3.83 | 0.39 |

## GED 697: ADVANCED RESEARCH-BASED LITERACY INSTRUCTION AND INTERVENTION FOR ALL STUDENTS

In this signature assignment, candidates will create and implement a systematic intervention plan for two students based on the data gathered in the GED 696 course. The candidate will report their process, findings and reflections orally and in a digital portfolio.

**Key Assessment: GED 697**
**Year: 2012**

| Criteria | Arcadia Regional Center | | | Bakersfield Regional Center | | | Inland Empire/Corona Regional Center | | | Mission Valley Regional Center | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | Mean | St. Dev. | N | Mean | St. Dev. | N | M | St. Dev. | N | Mean | St. Dev. |
| Introduction: Illustration of instructional context and student needs | 0 | 0 | 0 | 7 | 4.00 | 0.00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Design and Methodology of Interventions Performed | 0 | 0 | 0 | 7 | 4.00 | 0.00 | 0 | 0 | 0 | 0 | 0 | 0 |
| Analysis of Results | 0 | 0 | 0 | 7 | 3.29 | 0.49 | 0 | 0 | 0 | 0 | 0 | 0 |
| Evaluation, Reflection and Implications | 0 | 0 | 0 | 7 | 3.57 | 0.53 | 0 | 0 | 0 | 0 | 0 | 0 |
| Appendix/ Evidence | 0 | 0 | 0 | 7 | 3.00 | 0.00 | 0 | 0 | 0 | 0 | 0 | 0 |

**Key Assessment: GED 697**
**Year: 2013**

| Criteria | Arcadia Regional Center | | | Bakersfield Regional Center | | | Inland Empire/Corona Regional Center | | | Mission Valley Regional Center | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | Mean | St. Dev. | N | Mean | St. Dev. | N | M | St. Dev. | N | Mean | St. Dev. |
| Introduction: Illustration of instructional context and student | 2 | 4.00 | 0.00 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4.00 | 0.00 |

| Criteria | N | Mean | St. Dev. | N | Mean | St. Dev. | N | M | St. Dev. | N | Mean | St. Dev. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| needs | | | | | | | | | | | | |
| Design and Methodology of Interventions Performed | 2 | 3.50 | 0.00 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4.00 | 0.00 |
| Analysis of Results | 2 | 3.75 | 0.35 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4.00 | 0.00 |
| Evaluation, Reflection and Implications | 2 | 3.50 | 0.00 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4.00 | 0.00 |
| Appendix/ Evidence | 2 | 3.75 | 0.35 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 4.00 | 0.00 |

## GED 689P: MASTER'S RESEARCH DESIGN
### Written and Oral Presentations

In this signature assignment, candidates will conduct an action research project in reading, present to a panel and author a paper to include an introduction, the design and methodology, results and reflections, and appropriate references.

| Key Assessment: GED 689P Written Presentation<br>Year: 2012 | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Criteria | Arcadia Regional Center | | | Bakersfield Regional Center | | | Inland Empire/Corona Regional Center | | | Mission Valley Regional Center | | |
| | N | Mean | St. Dev. | N | Mean | St. Dev. | N | M | St. Dev. | N | Mean | St. Dev. |
| Impact on Teaching Practice | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Content | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Area of focus | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Literature Review | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Data Collection and Analysis | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Action Plan | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Organization and Clarity | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Format and Quality | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Appendices | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Key Assessment: GED 689 Written Presentation**
**Year: 2013**

| Criteria | Arcadia Regional Center | | | Bakersfield Regional Center | | | Inland Empire/Corona Regional Center | | | Mission Valley Regional Center | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | Mean | St. Dev. | N | Mean | St. Dev. | N | M | St. Dev. | N | Mean | St. Dev. |
| Impact on Teaching Practice | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Content | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Area of focus | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Literature Review | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Data Collection and Analysis | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Action Plan | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Organization and Clarity | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Format and Quality | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Appendices | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Key Assessment: GED 689P Oral Presentation**
**Year: 2012**

| Criteria | Arcadia Regional Center | | | Bakersfield Regional Center | | | Inland Empire/Corona Regional Center | | | Mission Valley Regional Center | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | Mean | St. Dev. | N | Mean | St. Dev. | N | M | St. Dev. | N | Mean | St. Dev. |
| Organization of the Content of the Presentation | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Presentation | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Content and topic research is relevant, current and applicable to 21st century education | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The research conducted followed sound research methods; research questions match data gathered, variables accounted for | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Data analysis and findings are connected to application and recommendations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Use of professional language, grammar, articulation, and physical behaviors are appropriate to audience, occasion, and purpose | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Key Assessment: GED 689 Oral  Presentation**
**Year: 2013**

| Criteria | Arcadia Regional Center | | | Bakersfield Regional Center | | | Inland Empire/Corona Regional Center | | | Mission Valley Regional Center | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | N | Mean | St. Dev. | N | Mean | St. Dev. | N | M | St. Dev. | N | Mean | St. Dev. |
| Organization of the Content of the Presentation | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Presentation | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Content and topic research is relevant, current and applicable to 21st century education | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The research conducted followed sound research methods; research questions match data gathered, variables accounted for | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Data analysis and findings are connected to application and recommendations | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Use of professional language, grammar, articulation, and physical behaviors are appropriate to audience, occasion, and purpose | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

# DISPOSITION ASSESSMENT

**Disposition Data 2012 – No Data For 2012**

**Disposition Data 2013 -  No Data For 2013**

**Disposition Data (New Dispositions effective 08.27.13) – No Data**

# EXIT SURVEY

**EXIT SURVEY DATA 2012 -  No Data For 2012**

**EXIT SURVEY DATA 2013 – No Data for 2013**

## PART III – Analyses and Discussion of Candidate and Program Data

**GED 628, Using Technology in the Classroom:**
- In 2012, 0 candidates were evaluated.
- In 2013, 4 authors were evaluated. All students scored at or above the standard. The lowest group score was 3.5/4 for the rubric criteria of "Use of Assessment Data."

**GED 696, Advanced Reading Course 1:**
- In 2012, 6 authors were evaluated. Scores range from 4.0 to 3.83. The lowest data collected were from the criteria on "Applying Appropriate Resources for Teaching Reading and Writing."
- In 2013, 12 authors were evaluated. All students scored at or above the standard. The criterion scores in the signature assignment range from 4.0 to 3.71. The lowest score is the criteria of "Collection of Student Data for Evaluation."

**GED 697, Advanced Reading Course 2:**
- In 2012, 7 authors were evaluated. Scores range from 4.0 to 3.0. The areas for concern was "Appendix/Evidence" with a score of 3.0/4, "Analysis of Results" at 3.29/4, and "Evaluation, Reflection and Implications" with a score of 3.57/4.
- In 2013, 5 authors were assessed through the signature assignment. The scores range from 4.0 to 3.8. The lowest criteria from the signature assignment are the "Design and Methodology of Interventions Performed" and "Evaluation, Reflection and Implications."

**GED 689, Culminating Research Project:**
- No data was collected in 2013. GED689 was added to the RLAA program in the fall of 2012. No students have completed their Action Research Projects during the year.

**DISPOSITION ASSESSMENT:** No Data has been collected in this DRF. Disposition Assessments have been added to the new courses leading to Reading and Literacy Added Authorization.

**EXIT SURVEY:** No Data has been collected in this DRF. Research and analysis of individual candidates suggest that this data is included in the Master's degree program rather than in this authorization.

# SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

## READING AND LITERACY ADDED AUTHORIZATION

### PART IV – Use of Assessment Results to Improve Candidate and Program Performance

As a result of annual program data analysis, yearly faculty calibration of signature assignments and disaggregation of disposition assessment data, our program suggests the following changes for program improvement to begin in Fall 2014:
1) The Corona regional center will close as of Fall 2015, as we have not enough candidates to sustain the program;
 2) Signature Assignments across all programs will be aligned in format, content and rubric criteria, and called "Signature Assessments", directly tied to the course learning outcomes;
3) The process for assessing Dispositions of Noble Character is being simplified and aligned across programs;
4) Multiple partnerships are being nurtured with a variety of districts, Intuitions of Higher Education, businesses and non-profit organizations to increase numbers in our programs.

**Add additional proposed changes unique to your program in both places.**

| Data Source | Plan of Action or Proposed Changes Made | Applicable Program or Common Standard(s) |
|---|---|---|
| GED689/ GED689P | Since the addition of GED689 to the RLAA no candidates have completed the final course. This segment of GED689/P needs to be tracked to review the effectiveness of candidates' Action Research Projects and that the content of their project depicts advanced reading practice.  To track this, we will code the project portion of the course to be GED689R. | Program Standard 3, 4, 5A, 5B, |
| GED628, GED696, GED697 | Specific assignments are being crafted for candidates to practice the lowest scoring criteria "use of assessment data" (GED628), "applying appropriate resources" (GED696), and "analyzing results" and "designing interventions" (GED697).  Each of these lower scoring criteria make up the very steps necessary to conduct sound reading instruction, which are ultimately assessed by the Signature Assessment in the final course, GED697. | Program Standards 2, 3, 4, 5A, 5B |
| Disposition Data | Since most candidates take the Reading courses within a Master's degree, many are assessed in their dispositions through other coursework. We will ensure disposition assessments are integrated into the new reading courses for those who are only getting the Reading certification, in GED697 and GED689. | Common Standard 2, 3, 9 |
| Exit Survey | There was no Exit Survey data for candidates exclusive to this program because it was collected | Common Standard 2, 3, 9 |

| | only as part of the Master's degree program. Recommendation: An exit survey, targeting Literacy and Reading Added Authorization candidates within the MATL as well as those earning a stand-alone Added Authorization will be developed to better evaluate this program. | |
|---|---|---|

# GED 628 Signature Assignment Rubric

| | Far Below Standard | Below Standard | Meets Standard | Exceeds Standard | Score/Level |
|---|---|---|---|---|---|
| Content and Technology Standards | No evidence of integration of CA Standards with Technology Standards for the appropriate grade | Some evidence of integration of CA Standards with Technology Standards for the appropriate grade | Adequate evidence of integration of CA Standards with Technology Standards for the appropriate grade | Clear evidence of integration of CA Standards with Technology Standards for the appropriate grade | |
| Assessment Data | No assessment data provided | Data not correlated to identified standards | Included adequate data to measure student mastery of lesson standards | Included relevant data to measure student mastery of lesson standards | |
| Technology | No hardware and/or software incorporated | Hardware and/or software not appropriate for lesson delivery | Included adequate hardware and/or software tools to deliver the lesson | Included relevant hardware and/or software tools to deliver the lesson | |
| Internet Resources | No internet resources incorporated | Internet resources not appropriate with identified standards | Included adequate internet resources to develop or deliver the lesson | Included relevant internet resources to develop or deliver the lesson | |
| Differentiation | Lesson plan does not identify strategies for differentiation | Differentiation is not consistent with identified standards | Lesson plan adequately identifies strategies for differentiation connected to identified standards | Lesson clearly and consistently identifies relevant strategies for differentiation connected to identified standards | |

# GED 692 Signature Assignment Rubric

| | Far Below Standard | Below Standard | Meets Standard | Exceeds Standard | Score/Level |
|---|---|---|---|---|---|
| Strategy Demonstration Plan | Strategy Demonstration Plan contains an incomplete Strategy Demonstration Plan template, no identified ELA standards, weak description of instructional setting, and no reflections on strengths and weaknesses of the strategy | Strategy Demonstration Plan contains a partially completed Strategy Demonstration Plan template, identified ELA standards, weak description of instructional setting, and no reflections on strengths and weaknesses of the strategy | Strategy Demonstration Plan contains a completed Strategy Demonstration Plan template, identified ELA standards, description of instructional setting, but no reflections on strengths and weaknesses of the strategy | Strategy Demonstration Plan contains a completed Strategy Demonstration Plan template, identified ELA standards, description of instructional setting, reflections on strengths and weaknesses of the strategy | |
| | **Standards**<br>**CA- PLNU/Reading Certificate (2011)**<br>**Standard:**<br>Standard 2: Developing Fluent Reading | | | | |
| Literature Log | Literature Log includes titles and authors of fiction and non-fiction selections used to teach less than 10 different Reading Strategies | Literature Log includes titles and authors of fiction and non-fiction selections used to teach 10-14 different Reading Strategies | Literature Log includes titles and authors of fiction and non-fiction selections used to teach 15-17 different Reading Strategies | Literature Log includes titles and authors of fiction and non-fiction selections used to teach 18 different Reading Strategies | |
| | **Standards**<br>**CA- PLNU/Reading Certificate (2011)**<br>**Standard:**<br>Standard 9: Curriculum and Instructional Practices | | | | |
| Findings, Connections and Reflections Logs | Little or no information, connections and reflections including: Incomplete or missing citation, incomplete summary of reading, 1 | Partial information, connections and reflections including: 1 citation, incomplete summary of reading, 1 finding, 1 connection | Clear information, connections and reflections including: 1 citation, completed summary of reading, 2 findings, 1 connection | Clear and detailed information, connections and reflections including: 1 citation, completed summary of reading, 2 | |

| | Far Below Standard | Below Standard | Meets Standard | Exceeds Standard | Score/Level |
|---|---|---|---|---|---|
| | finding, 1 connection between reading and teaching practice , and missing reflection | between reading and teaching practice, and incomplete reflection | between reading and teaching practice, and reflection | findings, 2 connections between reading and teaching practice, and reflection | |
| | **Standards**<br>**CA- PLNU/Reading Certificate (2011)**<br>**Standard:**<br>Standard 8: Application of Research-Based and Theoretical Foundations | | | | |
| Sharing of a Reading Strategy | Little or no information provided on the Reading Strategy with no samples, examples or handouts for explanation | Partial information provided on the Reading Strategy with minimal samples, examples or handouts for explanation | Clear information provided on the Reading Strategy including samples, examples or handouts for explanation | Clear and detailed information provided on the Reading Strategy including samples, examples or handouts for explanation | |
| | **Standards**<br>**CA- PLNU/Reading Certificate (2011)**<br>**Standard:**<br>Standard 3: Comprehension and Study Strategies | | | | |

# GED 693 Signature Assignment Rubric

| | Far Below Standard | Below Standard | Meets Standard | Exceeds Standard | Score/Level |
|---|---|---|---|---|---|
| Diagnostic Folders | Diagnostic Folders are incomplete with ONE student & include:<br>Assessment data<br>Student work<br>Progress notes<br>Anecdotal records<br>Conferences/interviews with each student with identification of the significance of that piece of evidence | Diagnostic Folders are partially completed with TWO students & include:<br>Assessment data<br>Student work<br>Progress notes<br>Anecdotal records<br>Conferences/interviews with each student with identification of the significance of that piece of evidence | Diagnostic Folders are completed with THREE students & include:<br>Assessment data<br>Student work<br>Progress notes<br>Anecdotal records<br>Conferences/interviews with each student with identification of the significance of that piece of evidence | Diagnostic Folders are completed with FOUR students & include:<br>Assessment data<br>Student work<br>Progress notes<br>Anecdotal records<br>Conferences/interviews with each student with identification of the significance of that piece of evidence | |
| | **Standards**<br>**CA- PLNU/Reading Certificate (2011)**<br>**Standard:**<br>Standard 5: Intervention Strategies at Early and Intermediate Reading Levels | | | | |
| Thumbnail Sketches | Thumbnail Sketches are incomplete with a summary chart including Name, Strengths, Needs, Needed/Missing information for ONE students | Thumbnail Sketches are partially completed with a summary chart including Name, Strengths, Needs, Needed/Missing information for TWO students | Thumbnail Sketches are mostly complete with a summary chart including Name, Strengths, Needs, Needed/Missing information for THREE students | Thumbnail Sketches are complete and detailed with a summary chart including Name, Strengths, Needs, Needed/Missing information for FOUR students | |
| | **Standards**<br>**CA- PLNU/Reading Certificate (2011)**<br>**Standard:**<br>Standard 4: Planning and Delivery of Reading Instruction Based on Assessment | | | | |
| Outline of Proposed Intervention Work for Action Research | Little or no information containing answers to 5 or fewer questions noted in the syllabus | Partial information containing answers to 6-7 questions noted in the syllabus | Clear information containing answers to all 8-11 questions noted in the syllabus | Clear and detailed information containing answers to all 12 questions noted in the syllabus | |
| | **Standards**<br>**CA- PLNU/Reading Certificate (2011)**<br>**Standard:**<br>Standard 11: Assessment, Evaluation, and Instruction | | | | |

# GED 694 Signature Assignment Rubric

| | Far Below Standard | Below Standard | Meets Standard | Exceeds Standard | Score/Level |
|---|---|---|---|---|---|
| Findings, Connections and Reflections Log | Little or no information, connections and reflections including: Incomplete or missing citation, incomplete summary of reading, 1 finding, 1 connection between reading and teaching practice , and missing reflection | Partial information, connections and reflections including: 1 citation, incomplete summary of reading, 1 finding, 1 connection between reading and teaching practice, and incomplete reflection | Clear information, connections and reflections including: 1 citation, completed summary of reading, 2 findings, 1 connection between reading and teaching practice, and reflection | Clear and detailed information, connections and reflections including: 1 citation, completed summary of reading, 2 findings, 2 connections between reading and teaching practice, and reflection | |
| | **Standards** **CA- PLNU/Reading Certificate (2011)** **Standard:** Standard 8: Application of Research-Based and Theoretical Foundations | | | | |
| *No criterion label specified* | Little or no information provided on the administration and analysis of the Fluency Assessments: 1 or no Assessments 1 Student Missing Analysis and teaching target | Partial information provided on the administration and analysis of the Fluency Assessments: 1 Assessments 1 Students 1 Analysis w/ one teaching target | Clear information provided on the administration and analysis of the Fluency Assessments: 1-2 Assessments 1-2 Students 1 Analysis w/ one teaching target | Clear and detailed information provided on the administration and analysis of the Fluency Assessments: 2 Assessments 2 Students 2 Analysis w/ one teaching target & data summary | |
| | **Standards** **CA- PLNU/Reading Certificate (2011)** **Standard:** Standard 11: Assessment, Evaluation, and Instruction | | | | |
| Fluency Action Plans | Fluency Action Plans are incomplete: 1 Student Missing Action Plan Unclear explanation | Fluency Action Plans are partially complete: 1 Student 1 Action Partial Explanation | Fluency Action Plans are mostly complete: 2 Students 1 Action w/ clear explanation & intervention | Fluency Action Plans are complete for 2 Students 2 Actions w/ detailed explanation & intervention | |
| | **Standards** **CA- PLNU/Reading Certificate (2011)** **Standard:** Standard 4: Planning and Delivery of Reading Instruction Based on Assessment | | | | |

# GED 698 Signature Assignment Rubric

| | Far Below Standard | Below Standard | Meets Standard | Exceeds Standard | Score/Level |
|---|---|---|---|---|---|
| Introduction | Introduction provides little or no information related to the instructional context for action research, a brief description of four struggling readers and answers to questions concerning challenges and struggles as stated in the Signature Assignment | Introduction provides partial information related to the instructional context for action research, a brief description of four struggling readers and answers to questions concerning challenges and struggles as stated in the Signature Assignment | Introduction provides clear information including the instructional context for action research, a brief description of four struggling readers and answers to questions concerning challenges and struggles as stated in the Signature Assignment | Introduction provides clear and detailed information including the instructional context for action research, a brief description of four struggling readers and answers to questions concerning challenges and struggles as stated in the Signature Assignment | |
| | **Standards**<br>**CA- PLNU/Reading Certificate (2011)**<br>**Standard:**<br>Standard 7: Application and Reinforcement Through Field Experiences | | | | |
| Design and Methodology | Little or no description of 5 or less intervention sessions answering the 7 questions from the Signature Assignment | Partial description of 6-8 intervention sessions answering the 7 questions from the Signature Assignment | Clear description of 9-11 intervention sessions answering the 7 questions from the Signature Assignment | Clear and detailed description of 12 intervention sessions answering the 7 questions from the Signature Assignment | |
| | **Standards**<br>**CA- PLNU/Reading Certificate (2011)**<br>**Standard:**<br>Standard 4: Planning and Delivery of Reading Instruction Based on Assessment | | | | |
| Results/Reflections | Little or no reflection on the implemented intervention providing personal reaction, possible changes, or implications for your teaching practice | Partial reflection on the implemented intervention providing personal reaction, possible changes, or implications for your teaching practice | Clear reflection on the implemented intervention providing personal reaction, possible changes, and implications for your teaching practice | Clear and detailed reflection on the implemented intervention providing personal reaction, possible changes, and implications for your teaching practice | |
| | **Standards**<br>**CA- PLNU/Reading Certificate (2011)**<br>**Standard:**<br>Standard 9: Curriculum and Instructional Practices | | | | |

|  | Far Below Standard | Below Standard | Meets Standard | Exceeds Standard | Score/Level |
|---|---|---|---|---|---|
| Appendix/Evidence | Appendix is incomplete containing 5 or less artifacts that include data and materials useful in interpreting the action research with identifying summaries | Appendix is partially complete containing 6-8 artifacts that include data and materials useful in interpreting the action research with identifying summaries | Appendix is mostly complete containing 9-11 artifacts that include data and materials useful in interpreting the action research with identifying summaries Appendix is complete containing at least 12 artifacts that include data and materials useful in interpreting the action research with identifying summaries 20% | Appendix is complete containing at least 12 artifacts that include data and materials useful in interpreting the action research with identifying summaries | |
| | **Standards**<br>**CA- PLNU/Reading Certificate (2011)**<br>**Standard:**<br>Standard 11: Assessment, Evaluation, and Instruction | | | | |

| | | | | | |
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| 1. Dignity & Honor:<br>The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of God, committed to civility, respect, hospitality, grace, and service. | Demonstrates indicator infrequently if at all. | Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher. | Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher. | Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed | |
| 2. Honesty & Integrity:<br>The candidate demonstrates honesty, integrity, and coherence in attitudes, and actions, and is accountable to the norms and expectations of the learning community. | Demonstrates indicator infrequently if at all. | Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher. | Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher. | Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed | |
| 3. Caring, Patience, and Respect:<br>The candidate demonstrates caring, patience, fairness and respect for the knowledge level, diversity, and abilities of others, ensuring that all students have the opportunity to achieve. | Demonstrates indicator infrequently if at all. | Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher. | Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher. | Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed | |
| 4. Spirit of Collaboration, Flexibility and Humility:<br>The candidate actively participates in and contributes to the achievement of the learning community, explaining own thought process with humility and considers those of others with a positive, open-minded attitude. | Demonstrates indicator infrequently if at all. | Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher. | Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher. | Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed | |
| 5. Harmony in Learning Community:<br>The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community. | Demonstrates indicator infrequently if at all. | Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher. | Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher. | Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed | |
| 6. Self-Awareness/Calling:<br>The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform and to empower every student to fulfill his or her full potential. | Demonstrates indicator infrequently if at all. | Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher. | Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher. | Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed | |
| 7. Perseverance with Challenge: | Demonstrates | Demonstrates indicator with | Demonstrates indicator | Consistently and spontaneously | |

| | | | | |
|---|---|---|---|---|
| The candidate perseveres, remains engaged, and persists as a life-long learner, especially when academic and professional assignments are perceived as challenging. | indicator infrequently if at all. | direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher. | with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher. | demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed | |
| 8. Diligence in Work Habits & Responsibility for Learning: The candidate attends to the roles and responsibilities of the learning community, and is well-prepared and on time. The candidate completes required assignments on time and is reflective and receptive to formative feedback. | Demonstrates indicator infrequently if at all. | Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher. | Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher. | Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed | |