Master of Arts in Education: Concentration in Teaching and Learning
Reading Certificate/Reading Literacy Added Authorization
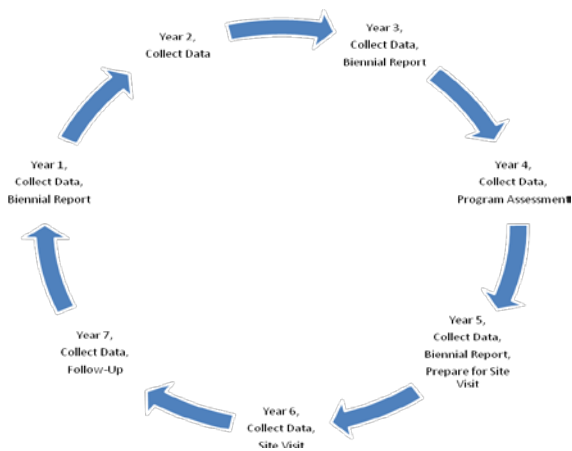## Multiple Year Assessment Plan
2012-13

Each year, the California Commission of Teacher Credentialing (CTC) requires universities offering credentials to undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. The recursive CTC seven year program improvement cycle and accreditation cycle provide the structure for this ongoing, in depth, internal and external review process.

The following table lists the activities of the accreditation cycle. All data collected are disaggregated by program and regional center, and ultimately leads to the development of the CTC required program assessments and biennial reports. Based upon the findings of these CTC studies and reports, the programmatic changes and improvements are implemented to improve candidate performance, program quality, and program operations.

CTC Seven Year Cycle of "Red Cohort" Activities:

Academic Year (AY)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Cycle Year	4	5	6	7	1	2	3
Accreditation Activity	Institutional Data Collection Program Assessment	Institutional Data Collection Biennial Report	Institutional Data Collection Site Visit	Institutional Data Collection Site Visit follow-up	Institutional Data Collection Biennial Report	Institutional Data Collection	Institutional Data Collection Biennial Report
Due to CTC	Program Assessment Document	Biennial Report (Data for AY 2009-10 and 2010-11)	Preconditions Report (6-12 months in advance of visit) Self Study	7th Year Follow Up, if applicable	Biennial Report (Data for AY 2011-12, 2012-13, and 2013-14)	Nothing	Biennial Report (Data for AY 2014-2015 and 2015-2016)
Due dates	Oct. 2009 or Jan. 2010	Aug. 2011 or Sept. 2011	2 months before Site Visit	Up to 1 Year after Site Visit, if applicable	Aug. 2014, Sept. 2014, or Oct. 2014	None	Aug. 2016 or Sept. 2016
COA/CTC Feedback What & When	Preliminary findings on each program and all standards by Jan. 2011	-CTC Staff feedback in Aug: 6-8 wks Sept: 6-8 wks	-Accreditation decision made by COA	COA Review of 7th Year Report, if applicable	-CTC Staff feedback in Aug: 8-10 wks Sept: 10-12 wks Oct: 12-16 wks	None	-CTC Staff feedback in Aug: 8-10 wks Sept: 10-12 wks
Notes							

CTC Accreditation Cycle

Methods of Assessment and Criteria for Success

Currently, assessment data is collected through internal and external sources. Focus groups representing staff, faculty, clinical supervisors, and advisory councils have worked together to discern a set of balanced assessment measures. All candidates are expected to be at the "proficient level of performance with a score of "3" or above in each rubric criteria. The assessments are listed below.

1. *Coursework Assessments*
   Using TaskStream as the primary data storage system, the program collects key assessments known as signature assignments to gauge candidates' progress throughout their course of study and ensure CTC program standards are met. Each signature assignment is evaluated using a supporting rubric. Annually, (end of each academic year), collected data is disaggregated by regional center and analyzed with results informing areas for program improvement. Rubrics are found within the data analysis.

<u>Reading Certificate</u>

- **Signature Assignment: In** GED 692, Standards Assessment and Instruction: Comprehending and Composing Written Language, candidates will present a culminating portfolio to include a strategy demonstration plan, literature logs, reflective logs and the sharing of reading strategies.

- **Signature Assignment:** In GED693, Research-based Intervention Models and Strategies, candidates will present a culminating portfolio t include diagnostic folders, thumbnail sketches of students, and an outline of a proposed intervention for research.

- **Signature Assignment: In GED** 694, Standards, Assessment, and Instruction: Word Analysis, Fluency, and Systematic Vocabulary Development, candidates will present a

culminating portfolio to include reflection logs, two fluency assessments, and two fluency action plans.

- **Signature Assignment: In GED628, Using Technology to Support Student Learning, candidates demonstrate their understanding of the Reading Certificate content by integrating technology and standards-based curriculum.**

- **Signature Assignment: In GED 698, Special Studies in Education: Literacy Field Studies, candidates will conduct an action research and present a paper to include an introduction, the design and methodology, results and reflections, and an appendix.**

2. *Dispositions Assessments*
   Professors of Reading Certificate courses will focus on entire dispositions and these specific dispositions:
   - GED628 – All Dispositions
   - GED694 – Disposition #4 Spirit of Collaboration, Flexibility and Humility
   - GED692 – Disposition #5 Harmony in the Learning Community
   - GED693 – Disposition #8 Diligence in Work Habits and/ Responsibility for Learning
   - GED698 – Disposition #2 Honesty and Integrity

   The rubric criteria for assessing candidate dispositions are the following, scored on a 4-point scale from 1, unacceptable, 2, below proficient, 3, proficient to 4, exceptional.

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