CLAD
Multiple Year Assessment Plan
Summer 2014

The California Commission of Teacher Credentialing (CTC), American Association of Colleges for Teacher Education (AACTE), National Council of Accreditation for Teacher Education (NCATE) and the Council of Accreditation for Educator Preparation (CAEP) requires universities offering credentials to annually undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. The recursive seven year program improvement cycle and accreditation cycle provide the structure for ongoing, in depth, internal and external review process.

The following table lists the activities of these combined accreditation cycles. All data collected through Taskstream are disaggregated by program and regional center, and ultimately leads to the development of the required organization and program assessments and reports. Based upon the findings of these studies and reports, the programmatic changes and improvements are implemented to improve candidate performance, program quality, and program operations. Please note, that based on new regulations for teaching credentials, CLAD in now integrated into preliminary coursework. Therefore, the SOE will not be serving candidates in this program in the future.

Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Cycle Year	1	2	3	4	5	6	7
General Accreditation Activities for Education Accreditation Organizations	Program Data Collection SOE Analysis & recommend revised practices	Program Data Collection Implement revised practices	Program Data Collection SOE Analysis & recommend revised practices	Program Data Collection Implement revised practices	Program Data Collection SOE Analysis & recommend revised practices	Program Data Collection Implement revised practices VISIT: CTC CAEP NCATE	Program Data Collection CTC & NCATE FOLLOW UP AS NEEDED
Due to CTC	Biennial Report		Biennial Report		Biennial Report		
Due to AACTE	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report
Due to NCATE/ CAEP	CAEP Report	CAEP Report	CAEP Report	CAEP Report	CAEP Report CAEP 6 yr. Institutional Report	CAEP Report	CAEP Report

Methods of Assessment and Criteria for Success

For each year of the assessment cycle, 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. These assessment measures are aligned with the Mission and Vision of the University as well as with the respective CTC standards. (Please see Candidate Learning Outcomes and Curriculum Maps for this alignment.)

Using TaskStream as the primary data storage system, the program collects ongoing data from these assessments 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. The key assessments for this program and supporting rubrics are listed below. All candidates are expected to be at the "proficient level of performance with a score of "3" or above in each rubric criteria. Following these tables, are the accompanying rubrics.

Direct Measures:

Evaluation Instrument	Description	CTC CLAD Standards Assessed
EDU 601 Signature Assignment	Language Acquisition and Diverse Populations	2,3,5,6,7,8,9
GED 641 Signature Assignment	School Communities in a Pluralistic Society	2,5,9
GED 642 Signature Assignment	Teaching Strategies for English Learners	4,5,9,10
GED 668 Signature Assignment	Bilingual Education and Specially Designed Academic Instruction in English	4,5,7,9,10

Indirect Measures:

Evaluation Instrument	Description	Use
Exit Survey	Form-based Author responses	Feedback used for quality assurance and program improvement
Disposition Assessment	Form-based Author responses	Monitor candidates' development of professional dispositions

Key Assessment Rubrics:

EDU 601 Signature Assignment Rubric (CLAD Only)

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Data collection through anecdotal observation and conferences with students	Inappropriate, irrelevant, inaccurate or missing anecdotal evidence	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected anecdotal evidence	Appropriate, relevant, accurate and connected anecdotal evidence	Detailed, appropriate, relevant, accurate, clear and purposefully connected anecdotal evidence	
	Standards **CA- PLNU/CLAD (2011)** **Standard:** Standard 2: Equity and Diversity **Standard:** Standard 3: Evaluation and Assessment of Candidates				
Data Collection to determine student ELD abilities	Inappropriate, irrelevant, inaccurate or missing data to determine ELD abilities	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected data to determine ELD abilities	Appropriate, relevant, accurate and connected data to determine ELD abilities	Detailed, appropriate, relevant, accurate, clear and purposefully connected data to determine ELD abilities	
	Standards **CA- PLNU/CLAD (2011)** **Standard:** Standard 5: First- and Second-Language Development & Their Relationship to Academic Achievement **Standard:** Standard 6: Assessment of English Learners				
Data collection through the administration of literacy assessment instruments	Inappropriate, irrelevant, inaccurate or missing student work samples	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected student work samples	Appropriate, relevant, accurate and connected student work samples	Detailed, appropriate, relevant, accurate, and clearly connected student work samples	
	Standards **CA- PLNU/CLAD (2011)** **Standard:** Standard 5: First- and Second-Language Development & Their Relationship to Academic Achievement **Standard:** Standard 6: Assessment of English Learners **Standard:** Standard 7: Foundations of English Language/Literacy Development and Content Instruction				
Reflection on student strengths and areas for growth	Inappropriate, irrelevant, inaccurate or missing data to connect to student strengths and areas for growth	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected data to student strengths and areas for growth	Appropriate, relevant, accurate and connected data to student strengths and areas for growth	Detailed, appropriate, relevant, accurate, and clearly connected data to student strengths and areas for growth	
	Standards **CA- PLNU/CLAD (2011)**				

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
	Standard: Standard 6: Assessment of English Learners **Standard:** Standard 8: Approaches and Methods for English Language Development and Content Instruction **Standard:** Standard 9: Culture and Cultural Diversity and Their Relationship to Academic Achievement				
Setting learning goals or next steps for student growth	Inappropriate, irrelevant, inaccurate or missing learning goals or next steps for student growth	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected learning goals or next steps for student growth	Appropriate, relevant, accurate and connected learning goals or next steps for student growth	Detailed, appropriate, relevant, accurate, and clearly connected learning goals or next steps for student growth	

GED 641 Signature Assignment Rubric

					Score/Level
Slides	Includes 9 slides with 4 related photos. Not all the required information is evident.	Includes 10 slides with 4+ related photos; bullets include the basic required information.	Includes 11+ slides that include more than the basic aspects of the culture with 5+ related photos; bullets are well described, but concise.	Includes 12-15 slides covering many aspects of the culture with 6+ related photos; bullets focus on the more significant information.	
Information sources	Includes infor-mation from a few sources and includes a list of "Works Cited" at the end.	Includes accurate information from books and the internet. Includes "Works Cited."	Includes accurate information taken from personal interview(s) as well as information from books and the internet. Includes "Works Cited"	Includes quotes from a personal interview with a person from that culture as well as current information from books, internet. Includes "Works Cited."	
Application of information	Includes some accurate cultural information that would help educators.	Includes accurate cultural information that would help other educators effectively teach the students and one other aspect (praise discipline or learning style or parent communication)	Includes accurate cultural information that would help educators effectively teach the educators and two other aspects (praise/discipline, learning style or parent communication)	Includes accurate cultural information that would help educators more effectively service the students, appropriately praise and discipline the children, address their learning and/or communication styles and communicate with their parents in a meaningful way.	

					Score/Level
Oral presentation	The Power Point is not presented orally in such a way as to get the listeners' attention.	The oral presentation consists more of reading the Power Point and adding some relevant description of the bulleted items.	The oral presentation communicates the key information in an engaging manner and includes relevant description of the bulleted items.	The oral presentation effectively communicates critical information; candidate adds relevant description to the bulleted items. Music from the culture is included in some way.	

GED 642 Signature Assignment Rubric

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Unit overview clarity and coherency of rationale	Several elements missing	A few elements missing	All elements present, but minimal description	All elements present and well-described	
	Standards **CA- PLNU/CLAD (2011)** **Standard:** Standard 5: First- and Second-Language Development & Their Relationship to Academic Achievement				
Standards and objectives present in the unit plan	Only content standards and objectives are present.	Content and ELD standards selected are appropriate for the lesson, but not necessarily appropriate for the EL students. Content objectives are addressed in the lesson, but language objectives are weak and/or not addressed in the lessons.	Content and ELD standards selected are appropriate for both the lesson and the EL students' proficiency level. Content and language objectives are aligned to the standards, but language objectives are not adequately addressed in the lessons.	Content and ELD standards selected are appropriate for both the lesson and the EL students' proficiency level. Content and language objectives are aligned to the standards and both are effectively addressed in the lessons.	
	Standards **CA- PLNU/CLAD (2011)** **Standard:**				

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
	Standard 4: Language Structure and Use **Standard:** Standard 5: First- and Second-Language Development & Their Relationship to Academic Achievement				
Comprehensible input and building background knowledge	Teacher input is not adapted for ELLs OR there is little evidence of building background knowledge.	Teacher input is somewhat adapted for ELLs; minimal building of background evident.	Teacher input is made comprehensible via visuals, etc. and time is spent building background knowledge, partially meeting the needs of the ELL students in the classroom.	Teacher input is made comprehensible via various media and background is well-developed, meeting the needs of the ELL students in the classroom.	
	Standards **CA- PLNU/CLAD (2011)** **Standard:** Standard 4: Language Structure and Use **Standard:** Standard 5: First- and Second-Language Development & Their Relationship to Academic Achievement **Standard:** Standard 9: Culture and Cultural Diversity and Their Relationship to Academic Achievement **Standard:** Standard 10: Culturally Diverse Instruction				
Student activities and opportunities for interaction	Activities are designed more for EO students; little interaction present	Activities are designed more for EO students; some interaction present	Activities are appropriately designed and meaningful for the ELL students and some structured interaction is present	Activities and interaction are both well-designed and appropriate for the proficiency level of the students and the subject matter.	

GED 668 Signature Assignment Rubric

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Completeness of Cover/Demographic page	Some elements missing	Almost all elements present; minimal description	All elements present	All elements present and well-described	
	Standards **CA- PLNU/CLAD (2011)** **Standard:**				

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
	Standard 5: First- and Second-Language Development & Their Relationship to Academic Achievement **Standard:** Standard 9: Culture and Cultural Diversity and Their Relationship to Academic Achievement				
Appropriateness and quality of objectives (both content and language) for level of student	Content objectives only, but appropriate	Content and language objectives present, but not necessarily appropriate for students or lesson	Content and language objectives defined and appropriate for proficiency level	Content and language objectives clearly defined and appropriate for proficiency level	
	Standards **CA- PLNU/CLAD (2011)** **Standard:** Standard 5: First- and Second-Language Development & Their Relationship to Academic Achievement **Standard:** Standard 7: Foundations of English Language/Literacy Development and Content Instruction				
Appropriateness and quality of comprehensible input and background building in the lesson delivery	Input from teacher is not adapted for ELLs; little building of background evident	Input from teacher is made comprehensible via visuals, etc. and time is spent building background knowledge	Input from teacher is made comprehensible via various media and background	Input from teacher is made comprehensible via various media and background is well-delivered	
	Standards **CA- PLNU/CLAD (2011)** **Standard:** Standard 4: Language Structure and Use **Standard:** Standard 5: First- and Second-Language Development & Their Relationship to Academic Achievement **Standard:** Standard 9: Culture and Cultural Diversity and Their Relationship to Academic Achievement **Standard:** Standard 10: Culturally Diverse Instruction				
Appropriateness and of (meaningful) activities and interaction for the level of students	Activities are designed more for EO students; little interaction	Activities are designed for ELL students and some interaction used	Activities and interaction are both designed for the level of students and subject	Activities and interaction are both well-designed for the level of students and subject	

1. Dignity & Honor: 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: 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: 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: 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: 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: The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows	Demonstrates indicator infrequently if at all.	Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in	Demonstrates indicator with minimal prompting. Demonstrates an	Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or

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.		responding openly to feedback from peers or teacher.	openness to reflect on feedback from peers or teacher.	demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed
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.	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
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