SINGLE SUBJECT PRELIMINARY CREDENTIAL
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.

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 Standards
TPA 1	Task 1 – Subject	TPE Standards 1,3,4,6,7,9
TPA 2	Designing Instruction	TPE Standards 1,4,6,7,8,9,13
TPA 3	Assessing Learning	TPE Standards 3,6,7,8,9,13
TPA 4	Culminating Teaching Experience	TPE Standards 1-11, 13
EDU 600 Signature Assignment	Foundations of Education & Learning Theory	Program/from Syllabi
EDU 620 Signature Assignment	Literacy Instruction for Secondary Teachers	5,6,7B,8B

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, assessed by candidates themselves, professors, and cooperating teachers

Key Assessment Rubrics:

EDU600 Foundations of Education & Learning Theory (rev 8.9.11)

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
Knowledge of research-based theories and principles of human learning and development	Inappropriate, irrelevant, inaccurate or missing evidence.	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected evidence.	Appropriate, relevant, accurate and connected evidence.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected evidence.	
	Standards **CA- PLNU/Multiple Subject Preliminary Credential (2011)** **Standard:** Program Standard 3: Foundational Educational Ideas and Research **Standard:** Program Standard 4: Relationships Between Theory and Practice **Standard:** Program Standard 11: Using Technology in the Classroom				
knowledge about how these theories affect classroom practice	Inappropriate, irrelevant, inaccurate or missing evidence .	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/Multiple Subject Preliminary Credential (2011)** **Standard:** Program Standard 4: Relationships Between Theory and Practice **Standard:** Program Standard 5: Professional Perspectives Toward Student Learning and the Teaching Profession				
Reflection on how these theories affect and resonate with candidates' beliefs	Inappropriate, irrelevant, inaccurate and missing connection between theory and beliefs.	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected student work samples.	Appropriate, relevant, accurate and connected student work samples.	Detailed, appropriate, relevant, accurate and connected abilities to student work sample.	
	Standards **CA- PLNU/Multiple Subject Preliminary Credential (2011)** **Standard:** Program Standard 3: Foundational Educational Ideas and Research				

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
	Standard: Program Standard 4: Relationships Between Theory and Practice **Standard:** Program Standard 6: Pedagogy and Reflective Practice				
Presentation is grammatically correct, spelling is correct, layout is organized	Multiple grammar and/or spelling errors and/or lack of organization, and few or no references.	A few grammar and/or spelling errors and/or lack of organization, and few references.	Accurate spelling, clearly organized layout, and list of references.	Accurate grammar and spelling, clear and creative layout, and comprehensive list of references.	
	Standards **CA- PLNU/Multiple Subject Preliminary Credential (2011)** **Standard:** Program Standard 3: Foundational Educational Ideas and Research **Standard:** Program Standard 4: Relationships Between Theory and Practice **Standard:** Program Standard 11: Using Technology in the Classroom				

EDU 620 Literacy Instruction For Secondary Teachers (rev 8.9.11)

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	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/Single Subject Preliminary Credential (2011)** **Standard:** Program Standard 7B: Single Subject Reading, Writing, and Related Language Instruction **Standard:** Program Standard 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates				
Data collection to determine student language abilities or special needs	Inappropriate, irrelevant, inaccurate or missing data to determine language abilities or special needs	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected data to determine language abilities or special needs	Appropriate, relevant, accurate and connected data to determine language abilities or special needs	Detailed, appropriate, relevant, accurate, clear, and purposefully connected data to determine language abilities or special needs	
	Standards **CA- PLNU/Single Subject Preliminary Credential (2011)** **Standard:** Program Standard 7B: Single Subject Reading, Writing, and Related Language Instruction **Standard:** Program Standard 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates				
Data collection through the administration of literacy assessments	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/Single Subject Preliminary Credential (2011)** **Standard:** Program Standard 7B: Single Subject Reading, Writing, and Related Language Instruction **Standard:** Program Standard 8-B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates				
Reflection on student	Inappropriate, irrelevant, inaccurate and missing data	Minimal, limited, cursory, inconsistent, ambiguous or	Appropriate, relevant, accurate and connected data	Detailed, appropriate, relevant, accurate and clearly	

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
strengths and areas for growth	to connect to student strengths and areas for growth	weakly connected data to student strengths and areas for growth	to student strengths and areas for growth	connected data to student strengths and areas for growth	
	Standards **CA- PLNU/Single Subject Preliminary Credential (2011)** **Standard:** Program Standard 5: Professional Perspectives Toward Student Learning and the Teaching Profession **Standard:** Program Standard 6: Pedagogy and Reflective Practice				
Learning goals or next steps for student growth	Inappropriate, irrelevant, inaccurate and 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 learning goals or next steps for student growth	Detailed, appropriate, relevant, accurate and clearly connected learning goals or next steps for student growth	
	Standards **CA- PLNU/Single Subject Preliminary Credential (2011)** **Standard:** Program Standard 5: Professional Perspectives Toward Student Learning and the Teaching Profession **Standard:** Program Standard 6: Pedagogy and Reflective Practice				

Indicator	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	
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 through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform and to	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	

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.	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	