

**Master of Arts in Education: Concentration in Teaching and Learning**  
**CLAD Certificate**  
**Evidence of Candidate Learning**  
**2011-12**

**Coursework Assessments**

Signature Assignment data for all CLAD courses:

- EDU601 – Language Acquisition and Diverse Populations
- GED641 – School Communities in a Pluralistic Society
- GED642 – Teaching Strategies for English Learners
- GED668 – Bilingual Education and SDAIE Instruction

All candidates are expected to be at the “proficient level of performance with a score of “3” or above in each rubric criteria.

Rubric Criteria	Folio Area	DRF Name	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
Data collection through anecdotal observation and conferences with students	Required Courses: EDU 601	CLAD Certificate	1	4.00/4	100	4	0
Data Collection to determine student ELD abilities	Required Courses: EDU 601	CLAD Certificate	1	4.00/4	100	4	0
Data collection through the administration of literacy assessment instruments	Required Courses: EDU 601	CLAD Certificate	1	4.00/4	100	4	0
Reflection on student strengths and areas for growth	Required Courses: EDU 601	CLAD Certificate	1	4.00/4	100	4	0
Setting learning goals or next steps for student growth	Required Courses: EDU 601	CLAD Certificate	1	4.00/4	100	4	0
Slides	Required Courses: GED 641	CLAD Certificate	1	4.00/4	100	4	0
Information sources	Required Courses: GED 641	CLAD Certificate	1	4.00/4	100	4	0
Application of information	Required Courses: GED 641	CLAD Certificate	1	4.00/4	100	4	0
Oral presentation	Required	CLAD	1	3.00/4	75	3	0

	Courses: GED 641	Certificate					
Unit overview clarity and coherency of rationale	Required Courses: GED 642	CLAD Certificate	2	4.00/4	100	4	0
Standards and objectives present in the unit plan	Required Courses: GED 642	CLAD Certificate	2	4.00/4	100	4	0
Comprehensible input and building background knowledge	Required Courses: GED 642	CLAD Certificate	2	4.00/4	100	4	0
Student activities and opportunities for interaction	Required Courses: GED 642	CLAD Certificate	2	4.00/4	100	4	0
SDAIE & CALLA strategies	Required Courses: GED 642	CLAD Certificate	2	4.00/4	100	4	0
Assessment and self-reflection	Required Courses: GED 642	CLAD Certificate	2	4.00/4	100	4	0
Completeness of Cover/Demographic page	Required Courses: GED 668	CLAD Certificate	0				
Appropriateness and quality of objectives (both content and language) for level of student	Required Courses: GED 668	CLAD Certificate	0				
Appropriateness and quality of comprehensible input and background building in the lesson delivery	Required Courses: GED 668	CLAD Certificate	0				
Appropriateness and of (meaningful) activities and interaction for the level of students	Required Courses: GED 668	CLAD Certificate	0				
Appropriateness of strategies used, both SDAIE and CALLA learning strategies	Required Courses: GED 668	CLAD Certificate	0				
Assessment and quality of self-reflection on lesson taught	Required Courses: GED 668	CLAD Certificate	0				
<b>Average of all Criterion</b>				<b>3.93/4 (98.33%)</b>	<b>98.33</b>		

In review of the Rubric Criteria scores for this course it is noted that that few analyses can be made based on the small sample of students. It is noted that CLAD Certificate candidate(s) in course EDU 601 performed well in all Rubric Criterion (4.00 out of 4). In course GED 641 all CLAD Certificate candidate(s) performed well in all Rubric Criterion with the exception of one criterion, “*Oral Presentation*” (3.00 out of 4). In course GED 642 all CLAD Certificate candidate(s) performed well in all Rubric Criterion (4.00 out 4). Course GED 668 did not have CLAD Certificate candidate(s).

**Plan for Improvement:**

The Reading Certificate program coordinator along with the GED 641 professors will review the rubric language to make it specific to intended course outcomes that reflect candidate knowledge and skills, as GED641 rubric criteria is vague. Rubric scores for “*Oral presentation*” for course GED 641 were low, so faculty will review what is taught and expected with regards to oral presentation and fluency. Additionally, rubric scores of 4.0 need to be validated through calibration with all CLAD faculty across all CLAD courses.

**Disposition Assessments**

The tables below show results of **Disposition Assessment data** for the CLAD Certificate. All candidates are expected to be at the “proficient” level of performance with a score of “3” or above in each rubric criteria noted below.

**Dispositions Assessment of Candidates by Professor**

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
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.	4	4.00/4	100	4	0
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.	4	4.00/4	100	4	0
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	4.00/4	100	4	0

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.	4	4.00/4	100	4	0
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.	4	4.00/4	100	4	0
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.	4	3.75/4	93.75	4	0.5
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.	4	4.00/4	100	4	0
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.	4	4.00/4	100	4	0
<b>Average of 8 Criterion Averages</b>		<b>3.95/4 (98.66%)</b>	<b>98.66</b>		

The 8 rubric criteria are assessed by Professors in GED642 within the CLAD Certificate program. The data indicates that candidate dispositions are scored very high by professors, since the dispositional average at the end of this course (GED642) was 3.95. The lowest scoring disposition is “Self-Awareness/Calling”, though still with an average score of 3.75 out of 4.

Plan for Improvement:

All the disposition scores are very high, and that is to be expected. Most important is honest reflection and candidate transformation, and candidates have not been submitting their

disposition assessments. Therefore, the CLAD program coordinator will review the rubric criteria with both professors and candidates to determine how to make this component more intentional in the course content when we re-write the program, and to support students, professors and mentors in improving the honest, reflective process for this assessment practice.