

Master of Arts in Teaching: Multiple Subject
Preliminary Credential
Evidence of Candidate Learning
2011-12

The tables below show results of **signature assignment data** for the 4 courses included in the Clear credential. 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. Values for Tasks 2, 3, and 4 are for both multiple and single subject MAT programs as the data were not disaggregated by program.

Table 1: TPA 1 Subject-specific Pedagogy

Task 1 Name	Criteria	N	Mean	Standard Deviation
Multiple Subject	Using subject-specific, developmentally appropriate pedagogy	78	2.91	.43
	Planning for instruction	78	2.88	.53
	Planning for assessment	78	2.96	.47
	Making adaptations	78	2.82	.62

Score Level	Range	N	% 1 st time pass
4	76-100%	12	15.38
3	51-75%	63	80.77
2	26-50%	3	3.85
1	0-25%	0	0

Plan for Improvement:

Our program needs to continue encouraging the practice of making appropriate instructional and content adaptations to meet the needs of those students. Candidates make a considerable effort learning about students but fail to make the appropriate adaptations for them based on that information. A more concerted effort needs to occur in courses regarding this connection between students needs and making appropriate adaptations.

Table 2: TPA 2 Designing Instruction

Criteria	N	Mean	Standard Deviation
Establishing goals and standards	122	3.02	.39
Learning about students	122	2.96	.63
Planning for instruction	122	2.99	.61
Making adaptations	122	2.85	.69
Using pedagogical skills	122	2.99	.57
Reflecting	122	2.89	.51

Score Level	Range	N	% 1 st time pass
4	76-100%	33	27.05
3	51-75%	85	69.67
2	26-50%	4	3.28
1	0-25%	0	0

Plan for Improvement:

Our program needs to continue encouraging the practice of making appropriate instructional and content adaptations to meet the needs of those students. Candidates make a considerable effort learning about students but fail to make the appropriate adaptations for them based on that information. A more concerted effort needs to occur in courses regarding this connection between students needs and making appropriate adaptations.

Table 3: TPA 3 Assessing Learning

Criteria	N	Mean	Standard Deviation
Establishing goals and standards	100	3.01	.49
Planning for assessment	100	3.11	.48
Learning about students	100	3.07	.39
Making adaptations	100	2.81	.67
Analyzing evidence	100	3.06	.52
Reflecting	100	3.13	.46

Score Level	Range	N	% 1 st time pass
4	76-100%	26	26.0
3	51-75%	74	74.0
2	26-50%	0	0
1	0-25%	0	0

Plan for Improvement:

Our program needs to continue encouraging the practice of making appropriate instructional and content adaptations to meet the needs of those students. Candidates make a considerable effort learning about students but fail to make the appropriate adaptations for them based on that information. A more concerted effort needs to occur in courses regarding this connection between students needs and making appropriate adaptations.

Table 4: TPA 4 Culminating Teaching Experience

Criteria	N	Mean	Standard Deviation
Establishing goals and standards	89	3.16	.37
Learning about students	89	3.19	.59

Describing classroom environment	89	3.36	.55
Planning for instruction	89	3.15	.54
Making adaptations	89	2.64	.69
Using pedagogical skills	89	3.13	.45
Analyzing student evidence	89	2.97	.64
Reflection	89	3.19	.52

Score Level	Range	N	% 1 st time pass
4	76-100%	39	43.82
3	51-75%	50	56.18
2	26-50%	0	0
1	0-25%	0	0

Plan for Improvement:

Our program needs to continue encouraging the practice of making appropriate instructional and content adaptations to meet the needs of those students. Candidates make a considerable effort learning about students but fail to make the appropriate adaptations for them based on that information. A more concerted effort needs to occur in courses regarding this connection between students needs and making appropriate adaptations.

Table 5: EDU 600 Signature Assignment

Criteria	N	Mean	Standard Deviation
Knowledge of research-based theories and principles of human learning and development	26	3.88	.33
Knowledge about how these theories affect classroom practice	26	3.85	.37
Reflection on how these theories affect and resonate with candidates' beliefs	26	3.81	.4
Presentation is grammatically correct, spelling is correct, layout is organized	26	3.96	.2

Candidates are scored on four (4) separate criteria. Scores are based on whole numbers with one (1) as the lowest possible score and four (4) as the highest possible score on a 4-point rubric. The average rubric score for this signature assignment is 3.88 on a 4-point rubric.

Plan for Improvement:

The MAT program director along with the EDU 600 course professors will review the rubric criteria results and discuss the consistency of the high scores throughout the Rubric Criteria for this course.

Table 6: EDU 610 Signature Assignment

Criteria	N	Mean	Standard Deviation
Data collection through anecdotal observation and student conferences	34	3.90	.34
Data collection to determine student ELD or special needs abilities	34	3.84	.46
Data collection through administration of literacy assessment instruments	34	3.81	.43
Reflection on student strengths and areas for growth	34	3.68	.55
Setting learning goals or next steps for student growth	34	3.56	.72

Plan for Improvement:

The MAT program director along with the EDU 610 course professors will review the rubric criteria results and discuss the consistency of high scores throughout the Rubric Criteria for this course as well as address the need to review criteria for lower scores.

Table 7: EDU 611 Thematic Unit of Instruction Signature Assignment

Criteria	N	Mean	Standard Deviation
The candidate provides clear, coherent rationales for the unit, the California Content Standards selected, as well as the way the Integrated, Thematic Unit of Instruction fits with the instruction both prior and subsequent to the unit of instruction	49	3.72	.39
The candidate is able to identify the California State Standards for the Integrated, Thematic Unit of Instruction for both the unit and lesson planning and lists appropriate objectives for both the unit and each individual lesson.	49	3.91	.35
The Integrated, Thematic Unit of Instruction demonstrates the candidates' ability to plan both long-range and short-term through both	49	3.75	.49

the unit plan itself as well as in individual lessons.			
The candidate shows competence in planning instruction that will provide quality instruction to all students including, but not limited to: Gifted, ELL, Special Needs and At-Risk students.	49	3.42	.61
The Integrated, Thematic Unit of Instruction demonstrates the candidates' knowledge and plan for application of effective formative and summative assessments	49	3.78	.45
The Integrated, Thematic Unit of Instruction demonstrates the candidates' ability to gather and use meaningful, pertinent and reliable resources to support the effectiveness of the unit	49	3.82	.44
Presentation is grammatically correct, spelling is correct, layout is organized	49	3.90	.37

Plan for Improvement:

Since this is the first time data has been collected for this signature assignment in the multiple subject program, faculty noticed 2 areas were in need of improvement: making adaptations and the development of thematic unit of instruction. Components of this assignment are necessary and will be still be introduced and/or discussed in this course. A review of the candidate learning outcomes need to address and find ways to improve these 2 areas. Faculty who teach this course continue to meet and further develop this signature assignment.

Table 8: Disposition Assessment Data

Criteria	N	Mean	Standard Deviation
Indicator 1: Dignity and 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.	36	3.97	.17
Indicator 2: Honesty and Integrity. The candidate demonstrates honesty, integrity, and coherence in attitudes, and actions, and is accountable to the norms and expectations of the learning community	36	4	0
Indicator 3: Caring, Patience, and Respect. The candidate demonstrates caring, patience, fairness and respect for the knowledge level, diversity, and abilities of others, ensuring that	36	3.97	.17

all students have the opportunity to achieve.			
Indicator 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.	36	4.00	0
Indicator 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.	36	3.97	.17
Indicator 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.	36	3.97	.17
Indicator 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.	36	3.97	.17
Indicator 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.	36	3.92	.37

Plan for Improvement:

All the disposition scores are very high, and that is to be expected. Most important is honest reflection and candidate transformation. Therefore, the MAT program director along with the other MAT faculty review the rubric criteria to determine how to make this component more intentional in the course content, and to support students, professors and mentors in improving the reflective process for this assessment practice.