

Master of Arts in Teaching (MAT)
Preliminary Education Specialist Mild/Moderate and Moderate/Severe Credentials
Evidence of Candidate Learning
2011-12

Coursework Assessments

The tables below show the performance of Education Specialist Mild/Moderate credential and Education Specialist Moderate/Severe credential candidates on **signature assignments** for 6 courses included in the Master of Arts in Teaching. 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.

EDU 600 – Foundations of Education
(Mild/Moderate Credential Candidates)

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Knowledge of Theories and Principles	11	3.91/4	97.73	0.30
Knowledge of How Theories Affect Practice	11	3.91/4	97.73	0.30
Reflection on How Theories Affect and Resonate with Beliefs	11	3.45/4	86.36	0.93
Paper is Grammatically Correct, Spelling is Correct, Layout is Organized	11	3.73/4	93.18	0.47

EDU 600 – Foundations of Education
(Moderate/Severe Credential Candidates)

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
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Knowledge of Theories and Principles	8	3.83/4	87.50	0.75
Knowledge of How Theories Affect Practice	8	3.88/4	96.88	0.35
Reflection on How Theories Affect and Resonate with Beliefs	8	3.00/4	75	0.93
Paper is Grammatically Correct, Spelling is Correct, Layout is Organized	8	3.63/4	90.63	0.52

When comparing the Rubric Criteria scores between Mild/Moderate and Moderate/Severe candidates for this course it is noted that both groups certainly performed at the proficient level. Mild/Moderate candidates, however, performed relatively better overall. Both groups performed strongest on “*Knowledge of Theories and Principles* “ and “*Knowledge of How Theories Affect Practice* “ (3.91/4 and 3.8/4). Both groups demonstrated their lowest scores in “*Reflection on How Theories Affect and Resonate with Beliefs*” (3..45 and 3.0 out of 4) for this Signature Assignment making this an area of concern.

Plan for Improvement:

The SPED Program Director and the program team along with the EDU 600 instructors will review the data to determine if more support would be useful for candidates to help them better align educational theories with personal beliefs would be useful. It will be determined what additional and appropriate information and support is available to facilitate the reflective process for candidates in their area.

**EDU 610 – Methods for Teaching Reading and Writing
(Mild/Moderate Credential Candidates)**

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
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Data Collection through Anecdotal Observation and Conferences with Students	13	3.46/4	86.54	1.33
Data Collection to Determine Language or Special Needs	13	3.69/4	92.31	0.63
Data Collection Through the Administration of Literacy Assessment Instruments	13	3.77/4	94.23	0.44
Reflection on Student Strengths and Areas for Growth	13	3.69/4	92.31	0.63
Selection of Learning Goals or Next Steps for Student Growth	13	3.69/4	92.31	0.63

**EDU 610 – Methods for Teaching Reading and Writing
(Moderate/ Severe Credential Candidates)**

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Data Collection Through Anecdotal Observation and Conferences with Students	9	3.83/4	95.83	0.35
Data Collection to Determine Language or Special Needs	9	3.83/4	95.83	0.35

Data Collection Through the Administration of Literacy Assessment Instruments	9	3.67/4	91.67	0.56
Reflection on Student Strengths and Areas for Growth	9	3.78/4	94.44	0.44
Selection of Learning Goals or Next Steps for Student Growth	9	3.78/4	94.44	0.44

In review of the Rubric Criteria scores for this course it is noted that while all candidates performed at and above the Proficient level, Moderate/Severe candidates performed slightly better in the areas of “*Data Collection Through Anecdotal Observation and Conferences with Students*” (3.83 out of 4), “*Data Collection to Determine Language or Special Needs*” (3.83 out of 4), “*Reflection on Student Strengths and Areas for Growth*” (3.78 of 4), “*Selection of Learning Goals*” (3.78 out of 4).

Plan for Improvement:

Though the lower criterion scores for mild/moderate candidates are not very low, the SPED Program Director and program team along with the EDU 610 professors will review the rubric criteria to determine ways in which to assist mild/moderate candidates in the application of reading methodology for the population of students they will serve and how those skills are explicitly taught in this course.

EDU 650 – Assessment Procedures and Services for Students with Disabilities (Mild/Moderate Credential Candidates)

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Ecological Inventory	18	3.97/4	99.31	0.12

Target Behavior Interfering with Learning	18	3.97/4	97.92	0.12
Data Collection of Presence and Absence of Behavior	18	3.92/4	99.31	0.26
Functional Analysis of Data with Hypothesis and Rationale	18	3.97/4	99.31	0.12
Goal Development: Reduce Behavior Interfering with Learning	18	3.97/4	99.31	0.12
Goal Development: teach a Replacement Behavior That is Socially Acceptable & Leads to Self-Regulation	18	3.97/4	99.31	0.12
Goal Development: Access to an Activity That Enhances the Quality of One's Life	18	3.97/4	99.31	0.12
Reflection	18	3,58/4	89.58	0.49

**EDU 650 – Assessment Procedures and Services for Students with Disabilities
(Moderate/Severe Credential Candidates)**

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Ecological Inventory	4	3.88/4	96.88	0.25
Target Behavior Interfering with Learning	4	3.88/4	96.88	0.25
Data Collection of Presence and Absence of Behavior	4	3.88/4	96.88	0.25
Functional Analysis of Data with Hypothesis and Rationale	4	3.88/4	96.88	0.25
Goal Development: Reduce Behavior Interfering with Learning	4	3.88/4	96.88	0.25
Goal Development: teach a Replacement Behavior That is Socially Acceptable & Leads to Self-Regulation	4	3.88/4	96.88	0.25

Goal Development: Access to an Activity That Enhances the Quality of One's Life	4	3.88/4	96.88	0.25
Reflection	4	3,75/4	93.75	0.29

In review of the Rubric Criteria scores for this course it is noted that both groups of candidates performed extremely well in all Rubric Criteria areas scoring in a range between 3.97/4 – 3.88/4 in 7 of the 8 criteria areas. An area of concern is the relatively lower scores by both groups on the criteria area of “*Reflection*”.

Plan for Improvement:

The SPED Program Director and program team along with the EDU 650 course professors will review the rubric criteria results and discuss the Rubric Criteria for this course relative to “*Reflection*” identify strategies to help candidates conduct appropriate reflection in special education assessment.

**EDU 652 – Collaboration and Consultation for IEPs
(Mild/Moderate Credential Candidates)**

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
California State Standards and Lesson Plan Objectives	14	4.00/4	100	0
Additional Considerations and Objectives for 3 Selected Students	14	3.53/4	88.24	0.72

Considerations for Room Arrangement, Materials (Content), Assessment (Student Product)	14	3.88/4	97.06	0.33
Considerations for Instruction (Process) with Selected Co-Teaching Staff	14	3.76/4	94.12	0.56

**EDU 652 – Collaboration and Consultation for IEPs
(Moderate/ Severe Credential Candidates)**

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
California State Standards and Lesson Plan Objectives	2	4.00/4	100	0
Additional Considerations and Objectives for 3 Selected Students	2	2.50/4	62.50	0.71
Considerations for Room Arrangement, Materials (Content), Assessment (Student Product)	2	3.50/4	87.50	0.71
Considerations for Instruction (Process) with Selected Co-Teaching Staff	2	3.00/4	75	1.41

In review of the Rubric Criteria scores for this course it is noted that both groups showed some scatter in the range of their scores (2.5 to 4.0) across all 4 criteria, Clearly, both mild/moderate and moderate/severe candidates performed very well in the area of “*California State Standards and Lesson Plan Objectives*” (4.0 out of 4). Both groups varied somewhat from each other in the areas of “*Considerations for Room Arrangement, Materials (Content), Assessment (Student Product)*” (3.88 and 3.50 out of 4) and “*Considerations for Instruction (Process) with Selected Co-Teaching Staff* “ (3.76 and 3.00 out of 4). The area of concern appeared with the criteria of “*Additional Considerations and Objectives for 3 Selected Students* “ (3.53 and 2.0 out of 4 respectively). These

were the lowest overall scores with the moderate/severe candidates scores being below Proficient level.

Plan for Improvement:

The SPED Program Director and the program team along with the EDU 652 instructors will review the signature assignment and the rubric criteria to determine how to make this assessment more aligned with course learning outcomes, course content, and to support students in the development of the critical skills of collaboration and consultation among special educators.

**GED 672 – Philosophy of Education
(Mild/Moderate Credential Candidates)**

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Introductory Statement of Philosophy of Education	5	3.60/4	90	0.55
Perspective on Human Nature & View of Students	5	3.60/4	90	0.55
Perspective on Epistemology and How It Relates to Students	5	3.80/4	95	0.45
Role of major Philosophers That Contribute to Personal Philosophy Formation	5	3.60/4	90	0.89
How Personal Philosophy Transforms Professional Practice through Particular	5	4.00/4	100	0

Professional Standards				
Application of Personal Philosophy to a Current Issue in Education	5	3.60/4	90	0.55
Conventions of Grammar, Spelling, Citations, Organization	5	2.80/4	70	0.84

**GED 672 – Philosophy of Education
(Moderate/Severe Credential Candidates)**

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Introductory Statement of Philosophy of Education	3	3.33/4	83.33	0.58
Perspective on Human Nature & View of Students	3	4.00/4	100	0
Perspective on Epistemology and How It Relates to Students	3	4.00/4	100	0

Role of Major Philosophers That Contribute to Personal Philosophy Formation	3	2.67/4	66.67	1.15
How Personal Philosophy Transforms Professional Practice through Particular Professional Standards	3	4.00/4	100	0
Application of Personal Philosophy to a Current Issue in Education	3	3.67/4	91.67	0.58
Conventions of Grammar, Spelling, Citations, Organization	3	3.33/4	83.33	0.58

In review of the Rubric Criteria scores for this course it is noted that all candidates performed very well in the area of *“How Personal Philosophy Transforms Professional Practice through Particular Professional Standards”* (4.0 out of 4). Both groups were also relatively strong in the area of *“Perspective on Epistemology and How It Relates to Students”* (3.80 and 4.0 out of 4). An area of concern was demonstrated by the mild/moderate candidates in *“Conventions of Grammar, Spelling, Citations, Organization”* (2.8 /4) and *“Role of Major Philosophers That Contribute to Personal Philosophy Formation ”* (2.67 out of 4) for moderate/severe candidates. In both instances candidates scored below Proficient in these respective areas.

Plan for Improvement:

When candidates are below Proficient in any area, effort must be given to determining the source of the problem. The SPED Program Director and the program team along with the GED 672 instructors will review the rubric criteria to determine how to make these components more intentional in the course content, and to support students in improving their understanding of the content related to this rubric criterion.

**GED 689P – Action Research Project/ Oral Presentation
(Mild/Moderate Credential Candidates)**

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Organization of the Content of the Presentation	2	4.00/4	100	0
Content & Topic of Research is Relevant, Current, and Applicable to 21 st Century Education	2	4.00/4	100	0
The Research Conducted Followed Sound Research Methods; Research Questions Match Data Gathered, Variables Accounted For	2	4.00/4	100	0
Data Analysis & Findings Are Connected to Application & Recommendations	2	4.00/4	100	0
Use of Professional Language, Grammar, Articulation, & Physical Behaviors are Appropriate to the Audience, Occasion, & Purpose	2	4.00/4	100	0

**GED 689P – Action Research Project/ Oral Presentation
(Moderate/Severe Credential Candidates)**

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Organization of the Content of the Presentation	1	4.00/4	100	0
Content & Topic of Research is Relevant, Current, and Applicable to 21 st Century Education	1	3.00/4	75	0
The Research Conducted Followed Sound Research Methods; Research Questions Match Data Gathered, Variables Accounted For	2	4.00/4	100	0
Data Analysis & Findings Are Connected to Application & Recommendations	2	3.00/4	75	0
Use of Professional Language, Grammar, Articulation, & Physical Behaviors are Appropriate to the Audience, Occasion, & Purpose	2	4.00/4	100	0

In review of the Rubric Criteria scores for this course it is noted that both groups of candidates performed at the Proficient level in all criterion areas. Mild/moderate and moderate/severe candidates performed very well in the areas of “*Organization of the Content of the Presentation*” (4.0/4), “*The Research Conducted Followed Sound Research Methods; Research Questions Match Data Gathered Variables Accounted For*” (4.0/ 4), and “*Use of Professional Language, Grammar, Articulation, & Physical Behaviors are Appropriate to the Audience, Occasion, & Purpose*” (4.0/4). Relatively lower scores were noted by the moderate/severe candidates in the areas of “*Content & Topic of Research is Relevant, Current, and Applicable to 21st Century Education*” (3.0/4) and “*Data Analysis & Findings Are Connected to Application & Recommendations*” (3.0 / 4).

Plan for Improvement:

Because of the highly specialized and unique aspects of the moderate/severe population, it may be that topic areas addressed by moderate /severe candidates have less traction in the GED 689 course. The SPED Program Director and program team will review these results along with the GED 689 instructors to determine how to make the unique aspects of a moderate/severe focus given parity among the range of topics addressed in the course content and support for students in this rubric criterion.

**Disposition Assessments
(Mild/Moderate Credential Candidates)**

The tables below show results of **Disposition Assessment data submitted by professors** for the Master of Arts in Teaching with the Education Specialist credentials. 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.

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 PLNU's Wesleyan heritage: We are individuals created in the image of God, committed to civility, respect, hospitality, grace, and service.	6 EDU 600 D-2	3.50/4	87.5	3.5	0.55
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.	6 EDU 600 D-2	3.33/4	83.33	3	0.52
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.	6 EDU 600 D-2	3.17/4	79.17	3	0.41
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.	6 EDU 600 D-2	3.17/4	79.17	3	0.41
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 EDU 600 D-2	3.17/4	79.17	3	0.41
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	6 EDU 600 D-2	3.17/4	79.17	3	0.41

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.	6 EDU 600 D-2	3.17/4	79.17	3	0.41
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.	6 EDU 600 D-2	3.00/4	75	3	0
Average professor assessment for EDU 600 D-2:		3.21			
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.	3 EDU 612 D-2	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.	3 EDU 612 D-2	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.	3 EDU 612 D-2	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.	3 EDU 612 D-2	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.	3 EDU 612 D-2	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.	3 EDU 612 D-2	3.67/4	91.67	4	0.58
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.	3 EDU 612 D-2	3.33/4	83.33	3	0.58
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.	3 EDU 612 D-2	3.33/4	83.33	3	0.58

Average professor assessment for EDU 612 D-2:		3.79			
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.	1 EDU 621 D-2	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.	1 EDU 621 D-2	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.	1 EDU 621 D-1	3.00/4	75	3	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.	1 EDU 621 D-2	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.	1 EDU 621 D-2	3.00/4	75	3	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.	1 EDU 621 D-2	3.00/4	75	3	0
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.	1 EDU 621 D-2	3.00/4	75	3	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.	1 EDU 621 D-2	3.00/4	75	3	0
Average mentor assessment for GED673:	3.38				

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.	9 EDU6CP1 D-2	3.67/4	91.67	4	0.50
2. Honesty & Integrity: The candidate demonstrates honesty, integrity, and coherence in attitudes, and actions, and is accountable to the norms and expectations of the	9 EDU 6CP1 D-2	3.67/4	91.67	4	0.5

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.	9 EDU 6CP1 D-2	3.56/4	88.89	4	0.53
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.	9 EDU 6CP1 D-2	3.33/4	83.33	3	0.71
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.	9 EDU 6CP1 D-2	3.56/4	88.89	43	0.53
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.	9 EDU 6CP1 D-2	3.56/4	88.89	4	0.53
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.	9 EDU 6CP1 D-2	3.33/4	83.33	3	0.71
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.	9 EDU 6CP1 D-2	3.56/4	88.89	43	0.73
Average professor assessment for EDU 6CP1 D-2:		3.53			
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.	8 EDU6CP2 D-2	3.63/4	90.63	4	0.52
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.	8 EDU 6CP2 D-2	3.75/4	93.75	4	0.46
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.	8 EDU 6CP2 D-2	3.75/4	93.75	4	0.46
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.	8 EDU 6CP2 D-2	3.63/4	90.63	4	0.52
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.	8 EDU 6CP2 D-2	3.63/4	90.63	4	0.52
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	8 EDU 6CP2 D-2	3.75/4	93.75	4	0.46

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 EDU 6CP2 D-2	3.50/4	87.5	3.5	0.53
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.	8 EDU 6CP2 D-2	3.75/4	93.75	4	0.46
Average professor assessment for EDU 6CP2 D-2:		3.67			

Disposition Assessments (Moderate/Severe Credential Candidates)

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 PLNU's Wesleyan heritage: We are individuals created in the image of God, committed to civility, respect, hospitality, grace, and service.	6 EDU600 D-2	3.67/4	91.67	4	0.52
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.	6 EDU 600 D-2	3.67/4	91.67	4	0.52
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.	6 EDU 600 D-2	3.50/4	87.50	3.5	0.55
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.	6 EDU 600 D-2	3.50/4	87.50	3.5	0.55
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 EDU 600 D-2	3.50/4	87.50	3.5	0.55
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.	6 EDU 600 D-2	3.67/4	91.67	4	0.52
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.	6 EDU 600 D-2	3.67/4	91.67	4	0.52

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.	6 EDU 600 D-2	3.33/4	83.33	3	0.52
Average professor assessment for EDU 600 D-2:		3.56			
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.	5 EDU 654 D-2	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.	5 EDU 654 D-2	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.	5 EDU 654 D-2	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.	5 EDU 654 D-2	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.	5 EDU 654 D-2	3.80/4	95	4	0.45
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.	5 EDU 654 D-2	3.40/4	85	3	0.55
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.	5 EDU 654 D-2	3.80/4	95	4	0.45
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.	5 EDU 654 D-2	3.60/4	90	4	0.56
Average professor assessment for EDU 654 D-2:		3.83			

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.	10 EDU 6CP1 D-2	3.30/4	82.50	3	0.67
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.	10 EDU 621 D-2	3.20/4	80	3	0.63
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.	10 EDU 621 D-1	3.40/4	85	3	0.52
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.	10 EDU 621 D-2	3.20 / 4	80	3	0.63
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.	10 EDU 621 D-2	3.40/4	85	3	0.52
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.	10 EDU 621 D-2	3.40/4	85	3.5	0.70
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.	10 EDU 621 D-2	3.30/4	82.5	3	0.48
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.	10 EDU 621 D-2	3.10/4	77.5	3	0.74
Average mentor assessment for EDU 6CP1 D-2:		3.28			

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.	8 EDU6CP2 D-2	3.75/4	93.75	4	0.46
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.	8 EDU 6CP2 D-2	3.63/4	90.63	4	0.52

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.	8 EDU 6CP2 D-2	3.63/4	90.63	4	0.52
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.	8 EDU 6CP2 D-2	3.75/4	93.75	4	0.46
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.	8 EDU 6CP2 D-2	3.50/4	87.50	3.5	0.53
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.	8 EDU 6CP2 D-2	3.75/4	93.75	4	0.46
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 EDU 6CP2 D-2	3.38/4	84.38	3	0.52
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.	8 EDU 6CP2 D-2	3.50/4	87.50	4	0.76
Average professor assessment for EDU 6CP2 D-2:		3.61			

Candidates are assessed with the 8 rubric criteria by professors at specific junctures throughout the course of the MAT program. The data indicate that candidate dispositions fluctuate over the course of the program, since the dispositional average after the initial course (EDU 600) was 3.21 for mild/moderate candidates, the average after the second course (EDU 612/621) was 3.79 / 3.3- respectively, and the final courses (EDU 6CP1/ EDU 6CP2) showing average scores of 3.53 and 3.67 . Moderate/severe candidates demonstrated similar fluctuations with the first course (EDU 600) with an average of 3.56, next course (EDU 654) with a score of 3.83, and the final courses (EDU 6CP1/ EDU 6CP2) with average scores of 3.28 and 3.61. Scores among both the mild/moderate and moderate/severe candidates were solidly in the range of Proficient across all 8 Dispositions of Noble Character.

Plan for Improvement:

All the disposition scores are within Proficient range and that is to be expected. The aspects of authentic reflection and candidate transformation are essential in helping special education teachers not just survive but thrive in their early years of teaching. Therefore, the SPED Program Director and the program team will continue to review the data to determine how to make the Dispositional components more intentional in the course content, and to support students, professors and university supervisors in improving the reflective process for this assessment practice.