

Master of Arts in Teaching: Single 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: Single Subject TPA tasks

Task 1 Name	Criteria	N	Mean	Standard Deviation
Art	Using subject-specific, developmentally appropriate pedagogy	2	3	0
	Planning for instruction	2	3	0
	Planning for assessment	2	3	0
	Making adaptations	2	3.5	.71
English	Using subject-specific, developmentally appropriate pedagogy	11	3.27	.65
	Planning for instruction	11	3.09	.54
	Planning for assessment	11	3.18	.4
	Making adaptations	11	2.64	.67
Math	Using subject-specific, developmentally appropriate pedagogy	7	3	.58
	Planning for instruction	7	2.86	.38
	Planning for assessment	7	3.14	.38
	Making adaptations	7	2.29	.49
Music	Using subject-specific, developmentally appropriate pedagogy	2	3.5	.71
	Planning for instruction	2	3.5	.71
	Planning for assessment	2	3.5	.71
	Making adaptations	2	4	0
Physical Education	Using subject-specific, developmentally appropriate pedagogy	1	3	0
	Planning for instruction	1	3	0
	Planning for assessment	1	3	0
	Making adaptations	1	2	0
Science--	Using subject-specific,	2	3.5	.71

Biology	developmentally appropriate pedagogy			
	Planning for instruction	2	3.5	.71
	Planning for assessment	2	3.5	.71
	Making adaptations	2	3.5	.71
Social Science	Using subject-specific, developmentally appropriate pedagogy	7	3	.56
	Planning for instruction	7	3	.82
	Planning for assessment	7	3.14	.38
	Making adaptations	7	2.71	.49

Score Level	Range	N	% 1 st time pass
4	76-100%	12	37.5
3	51-75%	18	56.25
2	26-50%	2	6.25
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	% 1st 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	34	3.94	.24
Knowledge about how these theories affect classroom practice	34	3.79	.54
Reflection on how these theories affect and resonate with candidates' beliefs	34	3.66	.61
Presentation is grammatically correct, spelling is correct, layout is organized	34	3.88	.33

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 3.82 on a 4-point rubric.

Plan for Improvement:

The MAT program director along with the EDU 600 course instructors will review the informational sources currently provided to the students, as well as how the expected outcome of the above criteria is taught. It will be determined what additional current and appropriate information sources are available and how students learn to access them and assess their appropriateness as sources.

Table 6: EDU 620 Case Study Signature Assignment

Criteria	N	Mean	Standard Deviation
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Data collection through anecdotal observation and student conferences	17	3.88	.33
Data collection to determine student ELD or special needs abilities	17	3.76	.56
Data collection through administration of literacy assessment instruments	17	3.55	.33
Reflection on student strengths and areas for growth	17	3.35	.7
Setting learning goals or next steps for student growth	17	3.29	1.05

Plan for Improvement:

The MAT program director along with the EDU 620 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: 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.	18	3.89	.32
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	18	3.94	.24
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 all students have the opportunity to achieve.	18	3.89	.32
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.	18	3.78	.55

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.	18	3.89	.32
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.	18	3.89	.32
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.	18	3.89	.32
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.	18	3.78	.55

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.