

Master of Arts in Education: Concentration in Teaching and Learning
Multiple and Single Subject Clear Credential
Evidence of Candidate Learning
2011-12

Coursework Assessments

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.

GED641 – School Communities in a Pluralistic Society

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Informational Content	13	3.75/4	93.65	0.37
Use of Information sources	13	3.64/4	90.96	0.58
Application of cultural information	13	3.74/4	93.46	0.37
Oral presentation	13	3.88/4	97.12	0.2

In review of the Rubric Criteria scores for this course it is noted that Clear candidates performed well in “*providing informational content*” (3.75 out of 4), “*application of cultural information*” (3.74 out of 4) and their oral presentation (3.88 out of 4) for this Signature Assignment. An area of concern is the lower score in the rubric area of “*use of informational sources*” (3.64 out of 4).

Plan for Improvement:

The Clear program coordinator along with the GED 641 instructors will review the informational sources currently provided to the students, as well as how the expected outcome of information literacy 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.

GED642 – Teaching Strategies for English Learners

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Unit overview clarity and coherency of rationale	16	3.75/4	93.75	0.45
Standards and objectives present in the unit plan	16	3.88/4	96.88	0.34
Comprehensible input and building background knowledge	16	3.81/4	95.31	0.4
Student activities and opportunities for interaction	16	3.94/4	98.44	0.25
SDAIE & CALLA strategies	16	4.00/4	100	0
Assessment and self-reflection	16	3.75/4	93.75	0.45

In review of the Rubric Criteria scores for this course it is noted that Clear candidates performed very well in the areas of “*SDAIE and CALLA strategies*” (4.00 out of 4), “*Student activities and opportunities for interaction*” (3.94 out of 4), “*standards and objectives present in the unit plan*” (3.88 of 4), “*comprehensible input and building background knowledge*” (3.81 out of 4). Areas of Rubric Criteria for improvement are “*Unit overview clarity and coherency of rationale*” (3.75 out of 4) and “*Assessment and self-reflection*” (3.75 out of 4).

Plan for Improvement:

Though the lowest criterion scores are not very low, the Clear program coordinator along with the GED 642 professors will review the rubric criteria for *clarity and coherency of rationale* and *assessment and self-reflection* and how those expectations are explicitly taught in this course.

GED677 – Teaching Special Populations

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Provision of a lesson design which proactively supports differentiated learners in the classroom, i.e. SPED, ELL, Gifted	16	3.94/4	98.44	0.25
Collaboration/co-teaching with key educators to ensure universal access to the core curriculum	16	3.94/4	98.44	0.25
Provision of specific classroom strategies including adaptation of the environment and utilization of resources and instructional supports	16	3.94/4	98.44	0.25
Provides examples of individual differentiation in the area of academic content, instructional process, and student product	16	3.94/4	98.44	0.25
Incorporation of the use of technology	16	3.94/4	98.44	0.25
Usage of formative assessment to guide future decisions in differentiating academic content, instructional process and student product	16	3.94/4	98.44	0.25

In review of the Rubric Criteria scores for this course it is noted that Clear candidates performed extremely well in all Rubric Criteria areas scoring 3.94 out of 4 in all six criteria areas. An area of concern is the consistent high scores in all criteria areas.

Plan for Improvement:

The Clear program coordinator along with the GED 677 course professors will review the rubric criteria results and discuss the consistency of the high scores throughout the Rubric Criteria for this course.

GED673 – Reflective Coaching Seminar

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Reflection of your teaching practice and student learning	14	3.86/4	96.43	0.36
Reflection on student learning needs and the ways you impacted student success	14	3.86/4	96.43	0.53
Reflection with mentors on evidence collected of student learning, instructional strategies and assessments that illustrates a change or improvement in your teaching	14	3.71/4	92.86	0.47
Reflection with mentors on next steps in your growth as a professional educator	14	3.93/4	98.21	0.27

In review of the Rubric Criteria scores for this course it is noted that Clear candidates performed very well in the areas of “*reflection with mentors on next steps in your growth as a professional educator*” (3.93 out of 4), “*reflection of your teaching practice and student learning*” (3.86 out of 4) and “*reflection on student learning needs and the ways you impacted student success*” (3.86 out of 4). The rubric criterion for improvement is “*reflection with mentors on evidence collected that illustrates a change or improvement of candidate’s teaching*” (3.71 out of 4).

Plan for Improvement:

Because change in one’s teaching is the heart of this course, the Clear program coordinator along with the University mentor will review the rubric criteria to determine how to make this component more intentional in the course content, and to support students in improving the reflective process for this rubric criterion.

Disposition Assessments

The tables below show results of **Disposition Assessment data** for 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.

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.	10 GED642	3.90/4	97.5	4	0.32
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 GED642	3.90/4	97.5	4	0.32
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.	GED642	3.70/4	92.5	4	0.48
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 GED642	3.70/4	92.5	4	0.48
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 GED642	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.	10 GED642	3.90/4	97.5	4	0.32
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 GED642	3.80/4	95	4	0.42
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 GED642	3.60/4	90	4	0.52
Average professor assessment for GED642:		3.81			
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.	10 GED673	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.	10 GED673	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.	10 GED673	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.	10 GED673	3.90/4	97.5	4	0.32
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 GED673	3.90/4	97.5	4	0.32
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 GED673	3.90/4	97.5	4	0.32
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 GED673	3.90/4	97.5	4	0.32
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 GED673	3.60/4	90	4	0.7
Average professor assessment for GED673:		3.90			
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.	5 GED673 Mentor	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 GED673 Mentor	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 GED673 Mentor	3.80/4	95	4	0.45
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 GED673 Mentor	3.80/4	95	4	0.45

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 GED673 Mentor	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 GED673 Mentor	3.80/4	95	4	0.45
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 GED673 Mentor	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 GED673 Mentor	3.60/4	90	4	0.55
Average mentor assessment for GED673:		3.80			

The 8 rubric criteria are assessed by both Professors and outside Mentors throughout the course of the Clear program. The data indicates that candidate dispositions improve over the course of the program, since the dispositional average after the initial course (GED642) was 3.8, and the average after the final course (GED673) was 3.9. Professor and Mentor scores were very aligned, and in every case, between beginning and ending program scores and across evaluators, the lowest scoring disposition is “*Diligence in Work Habits and Responsibility for Learning*”.

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 Clear program coordinator along with the University mentor will 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.