

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

Coursework Assessments

The tables below show results of Signature assignment data for the 5 courses included in the Reading 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.

GED694 – Word Analysis, Fluency, Vocabulary Development

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Findings, Connections and Reflections Log	26	3.77/4	94.23	0.43
Fluency Action Plans	26	3.69/4	92.31	0.47

In review of the Rubric Criteria scores for this course it is noted that Reading Certificate candidates performed well in the area of “*Findings, Connections and Reflection Logs*” (3.77 out of 4). An area of concern is “*Fluency Action Plans*” (3.69 out of 4).

Plan for Improvement:

The Reading Certificate program coordinator will meet with course professors to review the rubric criteria for “*Fluency Action Plans*” and how this intended outcome is taught to better support students in improving in this criterion.

GED693 – Research-based Intervention

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Diagnostic Folders	28	3.50/4	87.5	0.58
Thumbnail Sketches	28	3.86/4	96.43	0.59
Outline of Proposed Intervention Work for Action Research	28	3.86/4	96.43	0.45

In review of the Rubric Criteria scores for this course it is noted that Reading Certificate candidates performed well in the areas of “*Thumbnail Sketches*” (3.86 out of 4) and “*Outline of*

Proposed Intervention Work for Action Research” (3.86 out of 4). An area of concern is “*Diagnostic Folders*” with a score of 3.50 out of 4.

Plan for Improvement:

The Reading Certificate program coordinator and course professors need to change the rubric language to reflect competencies rather than names of assignments. This will better determine what candidates are expected to know and do, and will better reflect the Learning Outcomes expected of advanced teachers of reading. The lower scoring rubric criterion for “*Diagnostic Folders*” does not tell the data analyst what candidates do or do not understand.

GED692 – Comprehending and Composing Written Language

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Strategy Demonstration Plan	13	4.00/4	100	0
Literature Log	13	3.46/4	86.54	0.52
Findings, Connections and Reflections Logs	13	3.69/4	92.31	0.63
Sharing of a Reading Strategy	13	3.92/4	98.08	0.28

In review of the Rubric Criteria scores for this course it is noted that Reading Certificate candidates performed well in the areas of *Strategy Demonstration Plan*” (4.00 out of 4) and “*Sharing of a Reading Strategy*” (3.92 out 4). Two areas of concern consist of “*Findings, Connections and Reflection Logs*” (3.69 out of 4) and “*Literature Log*” (3.46 out of 4).

Plan for Improvement:

The Reading Certificate program coordinator and course professors need to change the rubric language to reflect competencies rather than names of assignments. This will better determine what candidates are expected to know and do, and will better reflect the Learning Outcomes expected of advanced teachers of reading. The lower scoring rubric criterion for “*Findings, Connections and Reflection Logs*” and “*Literature Log*” does not tell the data analyst what candidates do or do not understand.

GED628 – Using Technology to Support Student Learning

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Content and Technology Standards	10	3.90/4	97.5	0.32
Assessment Data	10	3.90/4	97.5	0.32
Technology	10	4.00/4	100	0
Internet Resources	10	3.50/4	87.5	1.08
Differentiation	10	3.90/4	97.5	0.32

In review of the Rubric Criteria scores for this course it is noted that Reading Certificate candidates performed well in the areas of “*Technology*” (4.00 out 4) as well as in “*Content and Technology*”, and “*Assessment Data and Differentiation*”, all scoring (3.90 out of 4). The rubric criterion of concern was “Internet Resources” with a score of 3.50 out of 4.

Plan for Improvement:

The Reading Certificate program coordinator along with the GED 628 professors will meet to review the course content associated with using internet resources to determine how best to change teaching practice to address the lower scoring criteria. Other programs have reflected lower scores in this same area of “information literacy”.

GED698 – Literacy Field Studies

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Introduction	17	3.94/4	98.53	0.24
Design and Methodology	17	3.94/4	98.53	0.24
Results/Reflections	17	3.82/4	95.59	0.39
Appendix/Evidence	17	3.94/4	98.53	0.24

In review of the Rubric Criteria scores for this course it is noted that Reading Certificate candidates, as their final culminating performance, are performing well above the expected

criteria of “3”, proficient. Candidates performed especially well in the areas of “*Introduction*” (3.94 out of 4), “*Design and Methodology*” (3.94 out of 4) and “*Appendix/Evidence*” (3.94 out of 4). An area of concern is “*Results/Reflections*” with a score of (3.82 out of 4).

Plan for Improvement:

The Reading Certificate program coordinator along with the GED 698 course professors will review the rubric criteria to make the labels more explicit to describe what the competencies actually reflect. Though candidates seem to be performing well, the area of “*Results/Reflections*” has also been the low criteria in other programs, so we need to determine how to support students in improving their reflective practice and expressing that reflection clearly in writing.

Disposition Assessments

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

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.	31	3.90/4	97.58	4	0.4
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.	31	3.74/4	93.55	4	0.51
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.	31	3.81/4	95.16	4	0.4
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.	31	3.77/4	94.35	4	0.43
5. Harmony in Learning Community: The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a	31	3.77/4	94.35	4	0.5

way that sustains and enhances a healthy and safe learning community.					
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.	31	3.68/4	91.94	4	0.48
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.	31	3.94/4	98.39	4	0.25
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.	31	3.74/4	93.55	4	0.44
Average of 8 Criterion Scored by professors of their candidates		3.78/4 (94.51%)	94.51		

The 8 rubric criteria are assessed by both candidates themselves and by Professors throughout the course of the Reading Certificate program. The data indicates that candidate dispositions are scored very high by professors, since the dispositional average after the third course (GED693) was 3.78. The lowest scoring disposition is “Self-Awareness/Calling”, though still with an average score of 3.68 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 Reading 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.