

Master of Arts in Teaching (MAT)
Preliminary Education Specialist Mild/Moderate and Moderate/Severe Credentials
Evidence of Candidate Learning
From 2012-13

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	22	3.91/4	97.73%	0.29
Knowledge of How Theories Affect Practice	22	3.68/4	92.05%	0.48
Reflection on How Theories Affect and Resonate with Beliefs	22	3.59/4	89.77%	0.67
Paper is Grammatically Correct, Spelling is Correct, Layout is Organized	22	3.75/4	93.75%	0.53

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

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Knowledge of Theories and Principles	0	0	0	0
Knowledge of How Theories Affect Practice	0	0	0	0
Reflection on How Theories Affect and Resonate with Beliefs	0	0	0	0
Paper is Grammatically Correct, Spelling is Correct, Layout is Organized	0	0	0	0

It is not possible to compare the Rubric Criteria scores between Mild/Moderate and Moderate/Severe candidates for this course since there were no mod/severe candidates in the data base. It is clear, however, that Mild/Moderate candidates performed relatively well overall. Mild/moderate candidates performed strongest on “Knowledge of Theories and Principles “ and “Paper is Gramatically Correct, Spelling is Correct, Layout is Organized” “ (3.91/4 and 3.75/4). Lowest scores were noted in “Reflection on How Theories Affect and Resonate with Beliefs” (3.59 /4) for this Signature Assignment.

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. 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
Data Collection through Anecdotal Observation and Conferences with Students	28	3.93/4	98.21%	0.26
Data Collection to Determine Language or Special Needs	28	3.86/4	96.43%	0.36
Data Collection Through the Administration of Literacy Assessment Instruments	28	3.82/4	95.54%	0.61
Reflection on Student Strengths and Areas for Growth	28	3.68/4	91.96%	0.55
Selection of Learning Goals or Next Steps for Student Growth	28	3.68/4	91.96%	0.61

**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	4	4.00/4	100.0%	0.00

with Students				
Data Collection to Determine Language or Special Needs	4	4.00/4	100.0%	0.00
Data Collection Through the Administration of Literacy Assessment Instruments	4	4.00/4	100.0%	0.00
Reflection on Student Strengths and Areas for Growth	4	3.75/4	93.75%	0.50
Selection of Learning Goals or Next Steps for Student Growth	4	4.00/4	100.0%	0.00

An analysis of the Rubric Criteria scores for this course showed all candidates performing at and above the Proficient level, Moderate/Severe candidates performed relatively better overall. Both groups demonstrated strengths in the area of “Data Collection Through Anecdotal Observation and Conferences with Students” (3.93/4 and 4.00/4) while “Reflection on Student Strengths and Areas for Growth” (3.68/4 and 3.75/4) appeared to be the area of relative need for improvement by both groups.

Plan for Improvement:

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 both mild/moderate candidates and moderate/severe candidates in the reflective process. Skills in evaluating student’s strengths and areas of need and its application within reading methodology for the population of students are critical and impact their capacity to serve their own student. Attention will be directed to how those skills are explicitly developed in this course and ways in which they can be enhanced.

**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	70	3.69/4	93.32%	0.68
Target Behavior Interfering with Learning	70	3.70/4	92.50%	0.64
Data Collection of Presence and Absence of Behavior	70	3.68/4	91.96%	0.73
Functional Analysis of Data with Hypothesis and Rationale	70	3.68/4	91.96%	0.72
Goal Development: Reduce Behavior Interfering with Learning	70	3.61/4	90.36%	0.72
Goal Development: Teach a Replacement Behavior That is Socially Acceptable & Leads to Self-Regulation	70	3.64/4	91.07%	0.70

Goal Development: Access to an Activity That Enhances the Quality of One's Life	70	3.61/4	90.36%	0.70
Reflection	70	3.64/4	90.89%	0.70

**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	12	3.42/4	85.42%	0.67
Target Behavior Interfering with Learning	12	3.75/4	93.75%	0.45
Data Collection of Presence and Absence of Behavior	12	3.42/4	85.42%	0.79

Functional Analysis of Data with Hypothesis and Rationale	12	3.42/4	85.42%	0.51
Goal Development: Reduce Behavior Interfering with Learning	12	3.08/4	77.08%	1.08
Goal Development: Teach a Replacement Behavior That is Socially Acceptable & Leads to Self-Regulation	12	3.33/4	83.33%	0.49
Goal Development: Access to an Activity That Enhances the Quality of One's Life	12	3.33/4	83.33%	0.49
Reflection	12	3.33/4	83.33%	0.89

Analysis of the Rubric Criteria scores for this course found both groups of candidates performed at the Proficient level in all Rubric Criteria areas scoring in a range between 3.08/4 – 3.75/4 across the 8 criteria areas. An area of concern is the lower scores by both groups on the criteria area of “Goal Development: Reduce Behavior Interfering with Learning”. This would appear to be a weak point in their conceptual grasp of development of positive behavior support plans.

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 course content, delivery and scaffolding needed for candidates within this course relative to “Goal Development: Reduce Behavior Interfering with Learning” in order to identify strategies to help candidates be more proficient and confident in this particular area of behavioral 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	71	3.72/4	92.96%	0.45
Additional Considerations and Objectives for 3 Selected Students	71	3.58/4	89.44%	0.62
Considerations for Room Arrangement, Materials (Content), Assessment (Student Product)	71	3.20/4	79.93%	1.19
Considerations for Instruction (Process) with Selected Co-Teaching Staff	71	3.55/4	88.73%	0.63

**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	12	3.58/4	89.58%	0.51
Additional Considerations and Objectives for 3 Selected Students	12	3.50/4	87.50%	0.52

Considerations for Room Arrangement, Materials (Content), Assessment (Student Product)	12	3.17/4	79.17%	1.11
Considerations for Instruction (Process) with Selected Co-Teaching Staff	12	3.50/4	87.50%	0.52

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 showed relative strengths in the area of “California State Standards and Lesson Plan Objectives” (3.72/4 and 3.58/4). Both groups showed their lowest scores in the areas of “Considerations for Room Arrangement, Materials (Content), Assessment (Student Product) with 3.20 and 3.17 out of 4 making it an area of concern. These were the lowest overall scores across all four rubric criteria.

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. This area was a concern in the 2011-2012 WASC Report and even though improvements were made, it appears a closer look needs to be directed at this course and its rubric again.

**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	1	4.00/4	100.0%	0.00
Perspective on Human Nature & View of Students	1	4.00/4	100.0%	0.00
Perspective on Epistemology and How It Relates to Students	1	4.00/4	100.0%	0.00
Role of major Philosophers That Contribute to Personal Philosophy Formation	1	4.00/4	100.0%	0.00
How Personal Philosophy Transforms Professional Practice through Particular Professional Standards	1	4.00/4	100.0%	0.00
Application of Personal Philosophy to a Current Issue in Education	1	4.00/4	100.0%	0.00

Conventions of Grammar, Spelling, Citations, Organization	1	4.00/4	100.0%	0.00
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**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	5	3.90/4	97.50%	0.14
Perspective on Human Nature & View of Students	5	3.86/4	96.50%	0.19
Role of Major Philosophers That Contribute to Personal Philosophy Formation	5	3.50/4	87.50%	0.85
How Personal Philosophy Transforms Professional Practice through Particular Professional Standards	5	3.94/4	98.50%	0.09
Conventions of Grammar, Spelling, Citations, Organization	5	4.00/4	100.0%	0.00

Analysis of the Rubric Criteria scores for this course showed mild/moderate candidates performed slightly better than moderate/severe candidates on most of the rubric criteria. Candidates were equally matched in the area of “Conventions of Grammar, Spelling, Citations, Organization” (4.0/ 4). Both groups were also quite strong in the area of “How Personal Philosophy Transforms Professional Practice through Particular Professional Standards” (3.94/4 and 4.0/4). An area of concern was demonstrated by the moderate/severe candidates in “Role of Major Philosophers That Contribute to Personal Philosophy Formation” (3.50 /4). Even though they were still well within Proficient levels, they may need content support in connecting course philosophies with their particular area of special education focus.

Plan for Improvement:

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	1	4.00/4	100.0%	0.00
Content & Topic of Research is Relevant, Current, and Applicable to 21 st Century Education	1	3.00/4	75.00%	0.00

The Research Conducted Followed Sound Research Methods; Research Questions Match Data Gathered, Variables Accounted For	1	3.00/4	75.00%	0.00
Data Analysis & Findings Are Connected to Application & Recommendations	1	3.00/4	75.00%	0.00
Use of Professional Language, Grammar, Articulation, & Physical Behaviors are Appropriate to the Audience, Occasion, & Purpose	1	3.00/4	75.00%	0.00

**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	4	4.00/4	100.0%	0.00
Content & Topic of Research is Relevant, Current, and Applicable to 21 st Century Education	4	3.95/4	98.75%	0.10

The Research Conducted Followed Sound Research Methods; Research Questions Match Data Gathered, Variables Accounted For	4	3.90/4	97.50%	0.20
Data Analysis & Findings Are Connected to Application & Recommendations	4	4.00/4	100.0%	0.00
Use of Professional Language, Grammar, Articulation, & Physical Behaviors are Appropriate to the Audience, Occasion, & Purpose	4	4.00/4	100.0%	0.00

Analysis of the Rubric Criteria scores for this course showed that both groups of candidates performed at the Proficient level in all criterion areas. Moderate/severe candidates performed better overall in all areas while mild/moderate candidates showed greater fluctuation in their rubric scores. Both groups of candidates showed strength in “Organization of the Content of the Presentation” (4.0/4). Generally lower scores were noted by the mild/moderate candidates in all other areas in comparison to moderate/severe candidates.

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 greater 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 assist and support mild/moderate candidates and their topic areas in the course content, project development, and delivery within 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
EDU 600D					
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	3.00/4.00	75.00%	3.00	0.00
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	3.00/4.00	75.00%	3.00	0.00
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	3.00/4	75.00%	3.00	0.00
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	3.00/4	75.00%	3.00	0.00
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	3.00/4	75.00%	3.00	0.00
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	3.00/4	75.00%	3.00	0.00
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	3.00/4	75.00%	3.00	0.00
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	3.00/4	75.00%	3.00	0.00
EDU 612D					
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	4.00/4	100.00%	4.00	0.00
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	4.00/4	100.00%	4.00	0.00

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	4.00/4	100.00%	4.00	0.00
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	4.00/4	100.00%	4.00	0.00
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	4.00/4	100.00%	4.00	0.00
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	4.00/4	100.00%	4.00	0.00
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	4.00/4	100.00%	4.00	0.00
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	4.00/4	100.00%	4.00	0.00

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

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
GED 689D					
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.	4	4.00/4	100.00%	4.00	0.00

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.	4	4.00/4	100.00%	4.00	0.00
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.	4	4.00/4	100.00%	4.00	0.00
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.	4	4.00/4	100.00%	4.00	0.00
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.	4	4.00/4	100.00%	4.00	0.00
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.	4	4.00/4	100.00%	4.00	0.00
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.	4	4.00/4	100.00%	4.00	0.00
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.	4	4.00/4	100.00%	4.00	0.00
GED 689PD					
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.	2	4.00/4	100.00%	4.00	0.00
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.	2	4.00/4	100.00%	4.00	0.00
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.	2	4.00/4	100.00%	4.00	0.00

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.	2	4.00/4	100.00%	4.00	0.00
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.	2	4.00/4	100.00%	4.00	0.00
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.	2	4.00/4	100.00%	4.00	0.00
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.	2	4.00/4	100.00%	4.00	0.00
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.	2	4.00/4	100.00%	4.00	0.00

Candidates are assessed with the 8 rubric criteria by professors at specific junctures throughout the course of the MAT program. The data indicate that there is a problem in this area of candidate dispositions since there is so little data available in this reporting period. A prior WASC report in 2011-2012 showed a significantly different picture regarding Dispositional data. The N of candidates enrolled in the program has remained relatively the same from that reporting period to this and yet there is negligible data available this time as evidence.

Plan for Improvement:

Because the pool of responses is so small for both mild/moderate and moderate/severe candidates, there are no reliable conclusions that can be drawn at this time. It is an area of concern that there is such minimal data available.

Therefore, the SPED Program Director and the program team will review the concerns and issues raised to determine how best to rectify the situation since the Dispositional components are an essential part of the PLNU program. Corrective plans will be developed and implemented to ensure there is a more intentional and reliable data base in this assessment area in the future.