

**Master of Arts in Education: Concentration in Teaching and Learning**  
**CLAD Certificate**  
**Evidence of Candidate Learning**  
**From 2012-13**

**Coursework Assessments**

**Signature Assignment data for all CLAD courses:**

- EDU601 – Language Acquisition and Diverse Populations**
- GED641 – School Communities in a Pluralistic Society**
- GED642 – Teaching Strategies for English Learners**
- GED668 – Bilingual Education and SDAIE Instruction**

All candidates are expected to be at the “proficient level of performance with a score of “3” or above in each rubric criteria.

<b>Rubric Criteria</b>	<b>Folio Area</b>	<b>DRF Name</b>	<b>Authors evaluated</b>	<b>Average for Group (Raw)</b>	<b>Average for Group (%)</b>	<b>Median for Group</b>	<b>Standard Deviation for Group</b>
Data collection through anecdotal observation and conferences with students	Required Courses: EDU 601	CLAD Certificate	0	0	0	0	0
Data Collection to determine student ELD abilities	Required Courses: EDU 601	CLAD Certificate	0	0	0	0	0
Data collection through the administration of literacy assessment instruments	Required Courses: EDU 601	CLAD Certificate	0	0	0	0	0
Reflection on student strengths and areas for growth	Required Courses: EDU 601	CLAD Certificate	0	0	0	0	0
Setting learning goals or next steps for student growth	Required Courses: EDU 601	CLAD Certificate	0	0	0	0	0
Slides	Required Courses: GED 641	CLAD Certificate	1		4.00	4.00	0.00
Information sources	Required Courses: GED 641	CLAD Certificate	1		4.00	4.00	0.00
Application of information	Required Courses: GED 641	CLAD Certificate	1		4.00	4.00	0.00
Oral presentation	Required	CLAD	1		4,00	4.00	0.00



*The small number of CLAD candidates reflects the diminishing need for a “Stand-Alone” CLAD Certification program. It has been determined that PLNU will withdraw this program from the Course offerings beginning Fall of 2013.*

**Plan for Improvement:**

**N/A-this program is being withdrawn from Course offerings.**

**Disposition Assessments**

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

**Dispositions Assessment of Candidates by Professor**

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.					
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. 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. 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. 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. 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.					
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. 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.					
<b>Average of 8 Criterion Averages</b>					

*Students did not enter Dispositions where required.*

**Plan for Improvement:**

*Course grades will not be submitted without student's completion of Dispositions assignment.*