

**Evidence of Candidate Learning
Multiple and Single Subject Clear Credential
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	8	3.89/4	97.19%	.16
Use of Information sources	8	3.81/4	95.16%	.35
Application of cultural information	8	3.93/4	98.13%	.10
Oral presentation	8	3.79/4	94.69%	.34

The students are solidly meeting the course and program requirements as evidenced by the signature assignment data. In review of the rubric criteria scores for this course, the students demonstrated a marked improvement in *Use of Informational Sources*, over last year’s scores. An area of concern is the lower score in the rubric area of *Oral Presentation*

Plan for Improvement:

The Clear Program Coordinator and course professors will review data in order to make positive growth by identifying and implementing best practices in the rubric area of *Oral Presentation*.

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	21	3.81/4	95.24%	.40
Standards and objectives present in the unit plan	21	3.90/4	97.62%	.30
Comprehensible input and building background knowledge	21	3.90/4	97.62%	.30
Student activities and opportunities for interaction	21	3.95/4	98.81%	.22
SDAIE & CALLA strategies	21	4.00/4	100%	0.00
Assessment and self-reflection	21	3.81/4	95.24%	.40

The students are solidly meeting the course and program requirements as evidenced by the signature assignment data. In review of the rubric criteria scores for this course, the *Average for Group (Raw scores)* were higher in all areas over last year's scores.

Plan for Improvement:

Although the lowest criterion scores are not very low, the rubric criteria, *Unit Overview Clarity and Coherency of Rationale*, has the lowest score and will be reviewed by course professors and Clear program coordinator in order to improve instruction.

GED677 – Teaching Special Populations

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Collaboration with Key Educators at School Site	8	3.75/4	93.75%	.46
Personal Philosophy of Inclusive Practices	8	3.88/4	96.88%	.35
Specific Strategies for Student Success	8	3.50/4	87.50%	.53
Example of Individual Differentiation for Students with Diverse Needs	8	3.63/4	90.63%	.52
Reflection	8	3.75/4	93.75%	.46

The students are meeting the course and program requirements as evidenced by the signature assignment data. Since rubric criteria changed for this course from 2011-2012, specific criteria cannot be compared.

Plan for Improvement:

In review of the rubric criteria scores for this course, *Specific Strategies for Student Success* and *Example of Individual Differentiation for Students with Diverse Needs*, both reveal a wider gap in range of scores than the other criteria. The Clear program coordinator along with the course professors will review the rubric criteria results and determine how to address and improve practice in order to show more consistency in these criteria.

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	12	3.75/4	93.75%	.45
Reflection on student learning needs and the ways you impacted student success	12	3.75/4	93.75%	.45
Reflection with mentors on evidence collected of student learning, instructional strategies and assessments that illustrates a change or improvement in your teaching	12	3.92/4	93.75%	.29
Reflection with mentors on next steps in your growth as a professional educator	12	3.83/4	95.83%	.39

The students are solidly meeting the course and program requirements as evidenced by the signature assignment data. In review of the rubric criteria scores for this course, *Reflection with mentors on evidence collected of student learning, instructional strategies and assessments that illustrates a change or improvement in your teaching* (Average for Group-Raw) showed a marked improvement over last year’s scores.

Plan for Improvement:

The Clear Program Coordinator and University Mentor will review rubric criteria to identify best practice methods that maximize both the reflective and coaching processes.

**Evidence of Candidate Learning
Multiple and Single Subject Clear Credential
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.	8 (Professor)	3.63/4	90.63%	4.00	0.52
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.	8 (Professor)	4.00/4	100%	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.	8 (Professor)	3.88/4	96.88%	4.00	0.35
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.	8 (Professor)	3.75/4	93.75%	4.00	0.46
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.	8 (Professor)	3.50/4	87.50%	3.50	0.53
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.	8 (Professor)	3.75/4	93.75%	4.00	0.46
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 (Professor)	3.50/4	87.50%	3.50	1.53
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.	8 (Professor)	3.50/4	87.50%	3.50	0.53
Average professor assessment for GED642:		3.69/4			
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.	0	0	0	0	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.	0	0	0	0	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.	0	0	0	0	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.	0	0	0	0	0
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.	0	0	0	0	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.	0	0	0	0	0
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.	0	0	0	0	0
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.	0	0	0	0	0
Average professor assessment for GED673:		0			
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.	0	0	0	0	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.	0	0	0	0	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.	0	0	0	0	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.	0	0	0	0	0
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.	0	0	0	0	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.	0	0	0	0	0
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.	0	0	0	0	0
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.	0	0	0	0	0
Average mentor assessment for GED673:		0			

Limited data is available for dispositions. The fact that no data is available from both the professor and mentor indicates a breakdown in the method of collecting or reporting data for the coaching component of the clear.

Plan for Improvement:

Clear Program Coordinator, university mentor and course professor will review the procedure of collecting disposition data in GED 673 and make appropriate changes if necessary. The School of Education is also adopting a new rubric for measuring Dispositions of Noble Character. The new rubric has combined the dispositions into four areas.