

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

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	0	0	0	0
Fluency Action Plans	0	0	0	0

Analysis of Data:

New standards were implemented by the State of California, and candidates no longer took this initial course. No available data for this time period.

Plan for Improvement:

In school year 2012-2013 the Reading Certificate Program transitioned to the Reading Literacy Added Authorization.

GED693 – Research-based Intervention

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Diagnostic Folders	0	0	0	0
Thumbnail Sketches	0	0	0	0
Outline of Proposed Intervention Work for Action Research	0	0	0	0

Analysis of Data:

New standards were implemented by the State of California, and no candidates took this beginning course. No available data for this time period.

Plan for Improvement:

In school year 2012-2013 the Reading Certificate Program transitioned to the Reading Literacy Added Authorization.

GED692 – Comprehending and Composing Written Language

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Strategy Demonstration Plan	7	4.0/4	4.0	0
Literature Log	7	4.0/4	4.0	0
Findings, Connections and Reflections Logs	7	4.0/4	4.0	0
Sharing of a Reading Strategy	7	4.0/4	4.0	0

Analysis of Data:

Because new standards were implemented by the State of California, this data represents the students who needed to finish out the old program. All students were scored at the above proficient level in every criteria.

Plan for Improvement:

In school year 2013-2014 the Reading Certificate Program will be completely transitioned to the Reading Literacy Added Authorization. The standards will call for different criterion for the signature assignments. However, our Reading team will look at the rubric language to make sure candidates are scored accurately, and not just given 4's in every area.

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	12	3.92/4	97.92%	0.29
Assessment Data	12	4.0/4	100%	0.00
Technology	12	3.83/4	95.83%	0.39
Internet Resources	12	3.67/4	91.67%	0.49
Differentiation	12	3.67/4	91.67%	0.65

Analysis of Data:

New standards were implemented by the State of California, but this course remained in our new Reading Literacy Added Authorization program. Therefore, candidates still populated this course. The scores show most proficiency in the area of utilizing assessment data, and lower proficiency in utilizing internet resources and utilizing differentiation in planned instruction.

Plan for Improvement:

The students listed here were a mix of those who were finishing the Reading Certificate program or beginning the Reading Literacy Added Authorization. From the data collected professors need to access Internet Resources in order to differentiate appropriate student interventions.

GED698 – Literacy Field Studies

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Introduction	10	4.0/4	100%	0.00
Design and Methodology	10	4.0/4	100%	0.00
Results/Reflections	10	3.90/4	97.5%	0.32
Appendix/Evidence	10	4.0/4	100%	0.00

Analysis of Data:

Because new standards were implemented by the State of California, this data represents the students who needed to finish out the old program. All students were scored at the above proficient level in every rubric criteria. The Results/Reflections category is the lowest area of the four rubric criteria.

Plan for Improvement:

In school year 2013-2014 the Reading Certificate Program will be completely transitioned to the Reading Literacy Added Authorization. The standards will call for different criterion for the signature assignments. However, our Reading team will look at the rubric language to make sure candidates are scored accurately, and not just given high scores in every area.

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.	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 of 8 Criterion Scored by professors of their candidates	N/A	N/A	N/A	N/A	N/A

Analysis of Data:

Professors of Reading Certificate courses were directed to focus on the Dispositions of Noble Character in these specific courses:

- GED628 – All Dispositions
- GED694 – Disposition #4 Spirit of Collaboration, Flexibility and Humility
- GED692 – Disposition #5 Harmony in the Learning Community
- GED693 – Disposition #8 Diligence in Work Habits and/ Responsibility for Learning
- GED698 – Disposition #2 Honesty and Integrity

The professors of the GED693 course were directed to assess the candidates in all 8 dispositions. Students were directed to do a self-assessment of their own dispositions in GED694 and GED698. Faculty and staff are having difficulty harvesting the data in TaskStream. When students records are brought up the candidate’s self-assessment score is visible, but no report at this time can be generated with overall data regarding how students perceive themselves.

Plan for Improvement:

Thirty-seven (37) students during the time period were in the Reading Certificate program (**but we only have 7-12 candidates reflected in the signature assignment data....**), but the program coordinators could find none of the professors assessed the dispositions nor did the students do the self-assessments required. This is an area for improvement in the transition to the Reading Literacy Added Authorization Program. This information is being researched to be sure it is reliable and not just hidden in the TaskStream system.

Master of Arts in Education: Concentration in Teaching and Learning
Reading Literacy Added Authorization
Evidence of Candidate Learning
2012-13

Coursework Assessments

The tables below show results of Signature assignment data for the 4 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.

GED696 – Advanced Research-Based Literacy Instruction for all Students

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Knowing your Community of Learners	6	4.0/4	100%	0
Analyzing the Culture of Literacy	6	4.0/4	100%	0
Applying Appropriate Resources for Teaching Reading and Writing	6	3.83/4	95.83%	0.41
Designing Teacher and Parent Interviews for Information Analysis	6	4.0/4	100%	0
Collection of Student Data for Evaluation	6	4.0/4	100%	0
Creating Lesson Plans Based on Student Data	6	4.0/4	100%	0

Analysis of Data:

Though new, more rigorous standards were implemented by the State of California for this coursework, all students scored above the level of proficiency in each rubric criteria. The lowest scoring rubric criteria was “applying appropriate resources for teaching reading and writing”.

Plan for Improvement:

In school year 2012-2013 we will fully implement the Reading Literacy Added Authorization. Candidates need more intervention resources in order to help students improve their reading and writing abilities.

GED697 – Advanced Literacy Assessment Instruction and Intervention for All Students

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Introduction: Illustration of Instructional Context and Student Needs	12	4.0/4	100%	0
Design and Methodology of Interventions Performed	12	3.92/4	97.92%	0.19
Analysis of Results	12	3.54/4	88.54%	0.50
Evaluation, Reflection and Implications	12	3.67/4	91.67%	0.44
Appendix/Evidence	12	3.38/4	84.38%	0.48

Analysis of Data:

Though new, more rigorous standards were implemented by the State of California for this coursework, all students scored above the level of proficiency in each rubric criteria. There is more diversity in the criterion scores for this assignment, the lowest being “supplying evidence for the methodologies selected in an appendix”.

Plan for Improvement:

In school year 2012-2013 the Reading Certificate Program transitioned to the Reading Literacy Added Authorization. From data collected candidates need help with data collection and how to analyze the result. Professors in the course need to give students more examples of how to collect evidence and what it means. The data will indicate the type of interventions that improve student performance.

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	12	3.92/4	97.92%	0.29
Assessment Data	12	4.0/4	100%	0.00
Technology	12	3.83/4	95.83%	0.39
Internet Resources	12	3.67/4	91.67%	0.49
Differentiation	12	3.67/4	91.67%	0.65

Analysis of Data:

New standards were implemented by the State of California. This course transitioned from the Reading Certificate Program to the Reading Literacy Added Authorization, but with new

standards and outcomes. Though new, more rigorous standards were implemented for this coursework, all students scored above the level of proficiency in each rubric criteria. The lowest criterion scores are “Using Internet Resources and Differentiation”.

Plan for Improvement:

In school year 2012-2013 the Reading Certificate Program transitioned to the Reading Literacy Added Authorization. The students listed here were a mix of those who were finishing the Reading Certificate program or beginning the Reading Literacy Added Authorization. From data collected professors need to access Internet Resources in order to differentiate appropriate student interventions.

GED689P – Master’s Research Design, Oral Presentation

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Organization of the Content of the Presentation	0	0	0	0
Content and topic of research is relevant, current and applicable to 21 st century education	0	0	0	0
The research conducted followed sound research methods; research questions match data gathered, variable accounted for	0	0	0	0
Data analysis and findings are connected to application and recommendations	0	0	0	0
Use of professional language, grammar, articulation, and physical behaviors are appropriate to the audience, occasion, and purpose	0	0	0	0

Analysis of Data:

New standards were implemented by the State of California. This course was added to the Reading Literacy Added Authorization. At this time no students from the Reading Certificate Program transition were ready to take this course.

Plan for Improvement:

In school year 2012-2013 the Reading Certificate Program transitioned to the Reading Literacy Added Authorization. Professors in GED689 will need to be prepared to specifically demonstrate

how to design reading research questions so that the research is relevant to student growth and the improvement of teaching practice for candidates who are becoming experts in the teaching of reading.

GED689P – Master’s Research Design, Written Project

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Impact on Teaching Practice	0	0	0	0
Content	0	0	0	0
Area of Focus	0	0	0	0
Literature Review	0	0	0	0
Data Collection and Analysis	0	0	0	0
Action Plan	0	0	0	0
Organization and Clarity	0	0	0	0
Format and Quality	0	0	0	0
Appendices	0	0	0	0

Analysis of Data:

New standards were implemented by the State of California. This course was added to the Reading Literacy Added Authorization. At this time no students from the Reading Certificate Program transition were ready to take this course.

Plan for Improvement:

In school year 2012-2013 the Reading Certificate Program transitioned to the Reading Literacy Added Authorization. Professors in GED689 will need to be prepared to specifically demonstrate how to design reading research questions so that the research is relevant to student growth and the improvement of teaching practice for candidates who are becoming experts in the teaching of reading.

1. Dispositions Assessments

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

- GED696 – Candidate Self-Assessment
- GED696 – Professor Assesses Candidate
- GED697 – Professor Assesses Candidate
- GED689 – Professor Assesses Candidate
- GED689P – Candidate Self-Assessment
- GED689P – Mentor Assesses Candidate

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.	1	4.0/4	100%	4.0	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.	1	4.0/4	100%	4.0	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.	1	4.0/4	100%	4.0	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.	1	4.0/4	100%	4.0	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.	1	4.0/4	100%	4.0	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	1	4.0/4	100%	4.0	0

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.	1	4.0/4	100%	4.0	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.	1	4.0/4	100%	4.0	0
Average of 8 Criterion Scored by professors of their candidates	1	4.0/4	100%	4.0	0

Analysis of Data:

Twenty-six (26) students during the time period were in the Reading Literacy Added Authorization program. The professor is required in GED696, GED697 and GED689 to assess student dispositions. One candidate was assessed in GED697 as indicated by the above data. Mentors are required to assess student dispositions in GED689 and none completed the assessment.

Plan for Improvement:

This is an area for improvement in the transition to the Reading Literacy Added Authorization Program. When the coordinator checked class lists some students had completed the disposition self-assessment which showed-up individually, but did not show up as a candidate group. The only assessments that will be reported under the current data collection method will be professors. The professors are sometimes responding to student submissions with “meets requirement,” but are not completing the professor assessment of dispositions on each student. Professors need reminders at the beginning of each course to complete the Dispositions of Noble character on the candidates in their courses.

