

**Master of Arts in Education: Concentration in Teaching and Learning**  
**CLAD Certificate**  
**Multiple Year Assessment Plan**  
**2012-13**

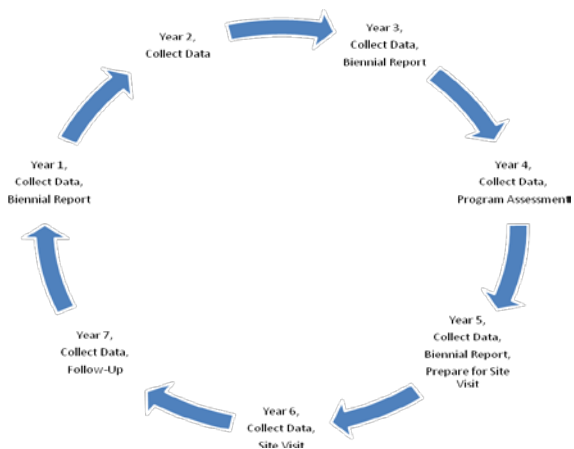
Each year, the California Commission of Teacher Credentialing (CTC) requires universities offering credentials to undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. The recursive CTC seven year program improvement cycle and accreditation cycle provide the structure for this ongoing, in depth, internal and external review process.

The following table lists the activities of the accreditation cycle. All data collected are disaggregated by program and regional center, and ultimately leads to the development of the CTC required program assessments and biennial reports. Based upon the findings of these CTS studies and reports, the programmatic changes and improvements are implemented to improve candidate performance, program quality, and program operations.

*CTC Seven Year Cycle of “Red Cohort” Activities:*

Academic Year (AY)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Cycle Year	4	5	6	7	1	2	3
Accreditation Activity	Institutional Data Collection Program Assessment	Institutional Data Collection Biennial Report	Institutional Data Collection <b>Site Visit</b>	Institutional Data Collection Site Visit follow-up	Institutional Data Collection Biennial Report	Institutional Data Collection	Institutional Data Collection Biennial Report
Due to CTC	Program Assessment Document	Biennial Report (Data for AY 2009-10 and 2010-11)	Preconditions Report (6-12 months in advance of visit) Self Study	7 <sup>th</sup> Year Follow Up, if applicable	Biennial Report (Data for AY 2011-12, 2012-13, and 2013-14)	Nothing	Biennial Report (Data for AY 2014-2015 and 2015-2016)
Due dates	Oct. 2009 or Jan. 2010	Aug. 2011 or Sept. 2011	2 months before Site Visit	Up to 1 Year after Site Visit, if applicable	Aug. 2014, Sept. 2014, or Oct. 2014	None	Aug. 2016 or Sept. 2016
COA/CTC Feedback What & When	Preliminary findings on each program and all standards by Jan. 2011	-CTC Staff feedback in Aug: 6-8 wks Sept: 6-8 wks	-Accreditation decision made by COA	COA Review of 7 <sup>th</sup> Year Report, if applicable	-CTC Staff feedback in Aug: 8-10 wks Sept: 10-12 wks Oct: 12-16 wks	None	-CTC Staff feedback in Aug: 8-10 wks Sept: 10-12 wks
Notes							

## CTC Accreditation Cycle



## Methods of Assessment and Criteria for Success

Assessment data is collected and analyzed through internal and external sources from a variety of stakeholders to include candidates, adjunct faculty, full and part time faculty, university supervisors, and advisory councils. Given that courses are offered in 8 week quads, *candidates* provide feedback through completion of signature assignments and IDEA course evaluations in 8 week cycles throughout the academic year. As they conclude their program of study, *candidates* also provide feedback by completing the Exit Survey on TaskStream. *Advisory councils* meet three times a year to discuss current trends and best practices, making recommendations for revisions in the assessment practice. To ensure a set of balanced assessment measures, *full time faculty, part time faculty, and adjunct faculty* meet semi-annually to review the collected data and consider revisions in the assessment practice. Because the state credentialing standards are integrated into the signature assignments, all candidates are expected to be at the proficient level with a score of “3” in each signature assignment rubric criteria. The assessments are listed below:

### 1. *Coursework Assessments*

Using TaskStream as the primary data storage system, the program collects key assessments known as signature assignments to gauge candidates’ progress throughout their course of study and ensure CTC program standards are met. Each signature assignment is evaluated using a supporting rubric. Annually, (end of each academic year), collected data is disaggregated by regional center and analyzed with results informing areas for program improvement. Rubrics are found within the data analysis.

- **Signature Assignment:** In EDU 601, Language Acquisition and Diverse Populations, candidates focus on the principles of language acquisition and effective instructional practices for English learners. It further examines the pedagogy of educational equity to provide English learners access to the core curriculum. Effective instructional strategies that ensure active and equitable participation of learners who are culturally, ethnically, and socio-economically diverse are introduced and applied through fieldwork experiences. The signature assignment focuses on a holistic student assessment to include

anecdotal data, conference notations, assessment of ELD abilities, and literacy assessments and reflecting on the assessment analysis to drive the student’s learning goals for growth.

- **Signature Assignment:** In GED 642, Teaching Strategies for English Learners, the signature assignment requires candidates design a one-week ELD or SDAIE unit of study for one of the classes they currently teach. The PLNU lesson plan format is used and includes both ELD and Content standards, as well as language and content objectives appropriate to the level of proficiency of the EL students in their current class. The candidates list the instructional texts, strategies, technology, assessment techniques, and any supplemental teaching materials that are used to help meet the needs of the EL students. A reflection at the end of each lesson describes what successes the students attained, how the lesson impacted student learning and what the candidate would do to improve on their practice in future lessons.
- **Signature Assignment:** In GED 641, candidates report on a particular cultural group present in their school district. Research the values, religious observances/holidays, learning styles, parental role in education, child rearing traditions, most appropriate ways to praise and discipline the children in school, communication styles (verbal and non-verbal) and how to best reach and teach these children. The project includes a reflection section on the most significant learning to the candidate and the application to teaching.
- **Signature Assignment:** In GED 668, Bilingual Education and Specially Designed Academic Instruction candidates develop knowledge, skills, and dispositions in the foundations of English language literacy development and content instruction with an emphasis on English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE), instructional planning and organization, components of effective instructional delivery, and the effective use of resources. The signature assignment involves the development of a SDAIE lesson plan.

**2. Dispositions Assessments**

Professors of CLAD courses will assess candidate dispositions, and candidates will self-assess in the following courses:

- EDU601 – candidate self-assessment
- GED642 – professor assessment of candidate
- GED668 – candidate self-assessment and professor assessment of candidate

The rubric criteria for assessing candidate dispositions are the following, scored on a 4-point scale from 1, unacceptable, 2, below proficient, 3, proficient to 4, exceptional.

Rubric Criteria
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.
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.

### ***3. Exit Surveys for Program Completers***

Following the completion of the candidate's program of study, each candidate completes an exit survey. The survey probes candidate satisfaction in the area of course content, instructional delivery, learned skills, and overall satisfaction. Collected data is analyzed with results identifying areas for program improvement.

### ***4. Follow-up Surveys***

Follow-up surveys are sent to graduated candidates as well as their employers in the spring following their graduation from the program. Completed survey data is considered confidential. Results provide the program with feedback regarding the knowledge, skills and dispositions, and overall program satisfaction.