

**MULTIPLE/SINGLE SUBJECT CLEAR CREDENTIAL**  
**Multiple Year Assessment Plan**  
**Summer 2014**

The California Commission of Teacher Credentialing (CTC), American Association of Colleges for Teacher Education (AACTE), National Council of Accreditation for Teacher Education (NCATE) and the Council of Accreditation for Educator Preparation (CAEP) requires universities offering credentials to annually undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. The recursive seven year program improvement cycle and accreditation cycle provide the structure for ongoing, in depth, internal and external review process.

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

<b>Academic Year</b>	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Cycle Year</b>	1	2	3	4	5	6	7
<b>General Accreditation Activities for Education Accreditation Organizations</b>	Program Data Collection  SOE Analysis & recommend revised practices	Program Data Collection  Implement revised practices	Program Data Collection  SOE Analysis & recommend revised practices	Program Data Collection  Implement revised practices	Program Data Collection  SOE Analysis & recommend revised practices	Program Data Collection  Implement revised practices  VISIT: CTC CAEP NCATE	Program Data Collection  CTC & NCATE FOLLOW UP AS NEEDED
<b>Due to CTC</b>	Biennial Report		Biennial Report		Biennial Report		
<b>Due to AACTE</b>	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report
<b>Due to NCATE/ CAEP</b>	CAEP Report	CAEP Report	CAEP Report	CAEP Report	CAEP Report  CAEP 6 yr. Institutional Report	CAEP Report	CAEP Report

**Methods of Assessment and Criteria for Success**

For each year of the assessment cycle, data is collected through internal and external sources. Focus groups representing staff, faculty, clinical supervisors, and advisory councils have worked together to discern a set of balanced assessment measures. These assessment measures are aligned with the Mission and Vision of the University as well as with the respective CTC standards. (Please see Candidate Learning Outcomes and Curriculum Maps for this alignment.) Using TaskStream as the primary data storage system, the program collects ongoing data from these assessments 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. The key assessments for this program and supporting rubrics are listed below. All candidates are expected to be at the “proficient level of performance with a score of “3” or above in each rubric criteria. Following these tables, are the accompanying rubrics.

**Direct Measures:**

<b>Evaluation Instrument</b>	<b>Description</b>	<b>Standards Assessed</b>
GED 641 (Signature Assignment)	School Communities in a Pluralistic Society	5g, 5h, 6a.1, 6b.1, 6b, 6c, 6d, 5g, 5h
GED 642 (Signature Assignment)	Teaching Strategies for English Learners	6a, 6a.1, 6a.2, 6a.3, 6a.4, 6a.5, 6b, 6c, 1,3,19,24
GED 673 (Signature Assignment)	Culminating Questions and Reflections Guide	1a-e,f, 2a, 4a-h, 5a-i, 6a-d
GED 677 (Signature Assignment)	Teaching Strategies for Special Populations	6b.1-6b.6

**Indirect Measures:**

<b>Evaluation Instrument</b>	<b>Description</b>	<b>Use</b>
Exit Survey	Form-Based Author Responses	Feedback used for quality assurance and program improvement
Disposition Assessment	Form-Based Author Responses	Monitor candidates’ development of professional dispositions

**Key Assessment Rubrics:**

**GED 641 School Communities in a Pluralistic Society**

	<b>Elements Not Evident</b>	<b>Elements Somewhat Evident</b>	<b>Elements Evident</b>	<b>Elements Highly Evident</b>	<b>Score/Level</b>
Slides	Includes <9 slides with <4 related photos. Not all the required information is evident	Includes 10 slides with 4+ related photos; bullets include the basic required information.	Includes 11+ slides that include more than the basic aspects of the culture with 5+ related photos; bullets are well described, but concise.	Includes 12-15 slides covering many aspects of the culture with 6+ related photos; bullets focus on the more significant information.	
Information sources	Includes information from a few sources and includes a list of "Works Cited" at the end.	Includes accurate information from books and the internet. Includes "Works Cited."	Includes accurate information taken from personal interview(s) as well as information from books and the internet. Includes "Works Cited"	Includes quotes from a personal interview with a person from that culture as well as current information from books, internet. Includes "Works Cited."	
Application of information	Includes some accurate cultural information that would help educators.	Includes accurate cultural information that would help other educators effectively teach the students and one other aspect (praise discipline or learning style or parent communication)	Includes accurate cultural information that would help educators effectively teach the educators and two other aspects (praise/discipline, learning style or parent communication)	The oral presentation effectively communicates critical information; candidate adds relevant description to the bulleted items. Music from the culture is included in some way.	
Oral presentation	The Power Point is not presented orally in such a way as to get the listeners' attention	The oral presentation consists more of reading the Power Point and adding some relevant description of the bulleted items.	The oral presentation communicates the key information in an engaging manner and includes relevant description of the bulleted items.	The oral presentation effectively communicates critical information; candidate adds relevant description to the bulleted items. Music from the culture is included in some way.	

# GED 642 Signature Assignment Rubric

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Unit overview clarity and coherency of rationale	Several elements missing	A few elements missing	All elements present, but minimal description	All elements present and well-described	
<b>Standards</b> <b>CA- PLNU/CLAD (2011)</b> <b>Standard:</b> Standard 5: First- and Second-Language Development & Their Relationship to Academic Achievement					
Standards and objectives present in the unit plan	Only content standards and objectives are present.	Content and ELD standards selected are appropriate for the lesson, but not necessarily appropriate for the EL students. Content objectives are addressed in the lesson, but language objectives are weak and/or not addressed in the lessons.	Content and ELD standards selected are appropriate for both the lesson and the EL students' proficiency level. Content and language objectives are aligned to the standards, but language objectives are not adequately addressed in the lessons.	Content and ELD standards selected are appropriate for both the lesson and the EL students' proficiency level. Content and language objectives are aligned to the standards and both are effectively addressed in the lessons.	
<b>Standards</b> <b>CA- PLNU/CLAD (2011)</b> <b>Standard:</b> Standard 4: Language Structure and Use <b>Standard:</b> Standard 5: First- and Second-Language Development & Their Relationship to Academic Achievement					
Comprehensible input and building background knowledge	Teacher input is not adapted for ELLs OR there is little evidence of building background knowledge.	Teacher input is somewhat adapted for ELLs; minimal building of background evident.	Teacher input is made comprehensible via visuals, etc. and time is spent building background knowledge, partially meeting the needs of the ELL students in the classroom.	Teacher input is made comprehensible via various media and background is well-developed, meeting the needs of the ELL students in the classroom.	
<b>Standards</b> <b>CA- PLNU/CLAD (2011)</b> <b>Standard:</b> Standard 4: Language Structure and Use <b>Standard:</b> Standard 5: First- and Second-Language Development & Their Relationship to Academic Achievement <b>Standard:</b> Standard 9: Culture and Cultural Diversity and Their Relationship to Academic Achievement <b>Standard:</b> Standard 10: Culturally Diverse Instruction					
Student activities and opportunities for	Activities are designed more for EO students; little interaction present	Activities are designed more for EO students; some interaction present	Activities are appropriately designed and meaningful for the ELL students and some	Activities and interaction are both well-designed and appropriate for the proficiency	

	<b>Far Below Standard</b>	<b>Below Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>	<b>Score/Level</b>
interaction			structured interaction is present	level of the students and the subject matter.	
<b>Standards</b> <b>CA- PLNU/CLAD (2011)</b> <b>Standard:</b> Standard 2: Equity and Diversity <b>Standard:</b> Standard 5: First- and Second-Language Development & Their Relationship to Academic Achievement <b>Standard:</b> Standard 10: Culturally Diverse Instruction					
SDAIE & CALLA strategies	Does not use appropriate scaffolding strategies	Uses a few scaffolding strategies appropriate to the subject & students' proficiency level.	Selects appropriate SDAIE strategies and implements them well, but no learning strategies evident.	Selects and implements various SDAIE strategies and 1 CALLA appropriately in the unit.	
<b>Standards</b> <b>CA- PLNU/CLAD (2011)</b> <b>Standard:</b> Standard 7: Foundations of English Language/Literacy Development and Content Instruction <b>Standard:</b> Standard 8: Approaches and Methods for English Language Development and Content Instruction					
Assessment and self-reflection	Assessment included, but not appropriate for the objectives and/or the students.	Minimal assessment and minimal reflection included.	Assessment is present and appropriate, but it is not clear if students met objectives; self-reflection is insufficient.	The assessments are well-designed for the proficiency level of the students; self-reflection show what changes need be made next time to better meet the needs of the ELLs and other students.	
<b>Standards</b> <b>CA- PLNU/CLAD (2011)</b> <b>Standard:</b> Standard 3: Evaluation and Assessment of Candidates <b>Standard:</b> Standard 6: Assessment of English Learners					

## GED 673 Culminating Reflection of Teaching Practice Rubric

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Reflection of your teaching practice and student learning	Inappropriate, irrelevant, inaccurate or missing reflection	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected reflection	Appropriate, relevant, accurate and connected reflection	Details, appropriate, relevant, accurate, clear and purposefully connected reflection	
	<b>Standards</b> <b>CA- PLNU/Multiple Subject &amp; Single Subject Clear Credential (2011)</b> <b>Standard:</b> Program Standard 4: Systematic Formative Assessment <b>Standard:</b> Program Standard 5: Pedagogy				
Reflection on student learning needs and the ways you impacted student success	Inappropriate, irrelevant, inaccurate or missing reflection	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected reflection	Appropriate, relevant, accurate and connected reflection	Details, appropriate, relevant, accurate, clear and purposefully connected reflection	
	<b>Standards</b> <b>CA- PLNU/Multiple Subject &amp; Single Subject Clear Credential (2011)</b> <b>Standard:</b> Program Standard 4: Systematic Formative Assessment <b>Standard:</b> Program Standard 5: Pedagogy <b>Standard:</b> Program Standard 6: Universal Access				
Reflection of student learning, instructional strategies and assessments that illustrates a change or improvement in your teaching	Inappropriate, irrelevant, inaccurate or missing reflection	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected reflection	Appropriate, relevant, accurate and connected reflection	Details, appropriate, relevant, accurate, clear and purposefully connected reflection	
	<b>Standards</b> <b>CA- PLNU/Multiple Subject &amp; Single Subject Clear Credential (2011)</b> <b>Standard:</b> Program Standard 2: Communication and Collaboration <b>Standard:</b> Program Standard 3: Support Provided to Participating Teacher <b>Standard:</b> Program Standard 4: Systematic Formative Assessment <b>Standard:</b> Program Standard 5: Pedagogy <b>Standard:</b>				

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
	Program Standard 6: Universal Access				
Reflection on next steps in your growth as a professional educator	Inappropriate, irrelevant, inaccurate or missing reflection	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected reflection	Appropriate, relevant, accurate and connected reflection	Details, appropriate, relevant, accurate, clear and purposefully connected reflection	
	<b>Standards</b> <b>CA- PLNU/Multiple Subject &amp; Single Subject Clear Credential (2011)</b> <b>Standard:</b> Program Standard 1: Program Rationale and Design <b>Standard:</b> Program Standard 2: Communication and Collaboration <b>Standard:</b> Program Standard 3: Support Provided to Participating Teacher				

# GED 677 - Teaching Strategies for Special Populations (Rev. 5.1.12)

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Collaboration with Key Educators at School Site	Little or no evidence of statements of collaboration with key educators ( administrator, special education teacher, counselor, school psychologist) that promote inclusive practices for students with diverse needs.	A partial statement of collaboration with key educators ( administrator, special education teacher, counselor, school psychologist) that promote inclusive practices for students with diverse needs.	Clear statements of collaboration with key educators ( administrator, special education teacher, counselor, school psychologist) that promote inclusive practices for students with diverse needs.	Clear, consistent, and convincing statements of collaboration with key educators ( administrator, special education teacher, counselor, school psychologist) that promote inclusive practices for students with diverse needs.	
	<b>Standards</b> <b>CA- PLNU/Multiple Subject &amp; Single Subject Clear Credential (2011)</b> <b>Standard:</b> Program Standard 6: Universal Access <b>CA- PLNU/Pupil Personnel Services Credential (2011)</b> <b>Standard:</b> Standard 3: Socio-Cultural Competence <b>Standard:</b> Standard 5: Comprehensive Prevention and Early Intervention for Achievement <b>Standard:</b> Standard 23: Advocacy				
Personal Philosophy of Inclusive Practices	Little or no evidence given in power point presentation of the personal philosophy of inclusive practices.	Partial evidence given in power point presentation of the personal philosophy of inclusive practices.	Clear evidence given in power point presentation of the personal philosophy of inclusive practices.	Clear, consistent, and convincing evidence shown in power point presentation of the personal philosophy of inclusive practices.	
	<b>Standards</b> <b>CA- PLNU/Multiple Subject &amp; Single Subject Clear Credential (2011)</b> <b>Standard:</b> Program Standard 6: Universal Access <b>CA- PLNU/Pupil Personnel Services Credential (2011)</b> <b>Standard:</b>				



	<b>Far Below Standard</b>	<b>Below Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>	<b>Score/Level</b>
	Standard 10: Consultation				
Specific Strategies for Student Success	Little or no evidence in power point presentation of specific strategies for student success.	Partially gives evidence in power point presentation of specific strategies for student success.	Clearly gives evidence in power point presentation of specific strategies for student success.	Clearly, consistently, and convincingly evidence in power point presentation of specific strategies for student success.	
<b>Standards</b> <b>CA- PLNU/Multiple Subject &amp; Single Subject Clear Credential (2011)</b> <b>Standard:</b> Program Standard 5: Pedagogy <b>CA- PLNU/Pupil Personnel Services Credential (2011)</b> <b>Standard:</b> Standard 11: Learning Theory and Educational Psychology <b>Standard:</b> Standard 24: Learning, Achievement and Instruction					
Example of Individual Differentiation for Students with Diverse Needs	Little or no evidence in presentation of an example of individual differentiation for students with diverse needs.	Partially shows evidence in presentation of an example of individual differentiation for students with diverse needs.	Clearly shows evidence in presentation of an example of individual differentiation for students with diverse needs.	Clearly, consistently, and convincingly shows evidence in presentation of an example of individual differentiation for students with diverse needs.	
<b>Standards</b> <b>CA- PLNU/Multiple Subject &amp; Single Subject Clear Credential (2011)</b> <b>Standard:</b> Program Standard 5: Pedagogy <b>CA- PLNU/Pupil Personnel Services Credential (2011)</b> <b>Standard:</b> Standard 11: Learning Theory and Educational Psychology					
Reflection	Little or no statement of : 1) Promotion of and participation in inclusive practices for students with diverse needs at school and 2) Role of leadership and advocacy	Partial statements of : 1) Promotion of and participation in inclusive practices for students with diverse needs at school and 2) Role of leadership and advocacy	Clearly statements of : 1) Promotion of and participation in inclusive practices for students with diverse needs at school and 2) Role of leadership and advocacy	Clearly, consistently, and convincingly shows statements of : 1) Promotion of and participation in inclusive practices for students with diverse needs at	

	<b>Far Below Standard</b>	<b>Below Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>	<b>Score/Level</b>
	on behalf of all students at school.	on behalf of all students at school.	on behalf of all students at school.	school and 2) Role of leadership and advocacy on behalf of all students at school.	
	<b>Standards</b> <b>CA- PLNU/Multiple Subject &amp; Single Subject Clear Credential (2011)</b> <b>Standard:</b> Program Standard 5: Pedagogy <b>CA- PLNU/Pupil Personnel Services Credential (2011)</b> <b>Standard:</b> Standard 11: Learning Theory and Educational Psychology <b>Standard:</b> Standard 15: Literacy				

<p><b>1. Dignity &amp; Honor:</b> 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.</p>	<p>Demonstrates indicator infrequently if at all.</p>	<p>Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.</p>	<p>Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.</p>	<p>Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed</p>	
<p><b>2. Honesty &amp; Integrity:</b> The candidate demonstrates honesty, integrity, and coherence in attitudes, and actions, and is accountable to the norms and expectations of the learning community.</p>	<p>Demonstrates indicator infrequently if at all.</p>	<p>Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to</p>	<p>Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or</p>	<p>Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from</p>	

		feedback from peers or teacher.	teacher.	peers or teacher if areas for improvement are discussed	
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.	Demonstrates indicator infrequently if at all.	Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.	Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.	Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed	
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.	Demonstrates indicator infrequently if at all.	Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.	Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.	Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed	
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.	Demonstrates indicator infrequently if at all.	Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.	Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.	Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed	
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.	Demonstrates indicator infrequently if at all.	Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.	Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.	Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed	
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.	Demonstrates indicator infrequently if at all.	Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.	Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.	Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed	
8. Diligence in Work Habits & Responsibility for Learning: The candidate attends to the roles and	Demonstrates indicator infrequently if at	Demonstrates indicator with direct prompting from peers or teacher. May have	Demonstrates indicator with minimal prompting. Demonstrates an	Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to	

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.	all.	some difficulty in responding openly to feedback from peers or teacher.	openness to reflect on feedback from peers or teacher.	self-correct or demonstrates responsiveness to feedback from peers or teacher if areas for improvement are discussed	
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