

MULTIPLE SUBJECT PRELIMINARY 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.

Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Cycle Year	1	2	3	4	5	6	7
General Accreditation Activities for Education Accreditation Organizations	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
Due to CTC	Biennial Report		Biennial Report		Biennial Report		
Due to AACTE	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report
Due to NCATE/ CAEP	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:

Evaluation Instrument	Description	CTC Standards Assessed
TPA 1	Multiple Subject 2009	TPE Standards 1,3,4,6,7,9
TPA 2	Designing Instruction	TPE Standards 1,4,6,7,8,9,13
TPA 3	Learning Instruction	TPE Standards 3,6,7,8,9,13
TPA 4	Culminating Teaching Experience	TPE Standards 1-11, 13
EDU 600 (Signature Assignment)	Foundations of Education & Learning Theory	3,4,5,6,11
EDU 610 (Signature Assignment)	Teaching Reading Fall '09	5,6,7, 16
EDU 611 (Signature Assignment)	Interdisciplinary Approaches in Teaching the Content Areas	1,6,9,11

Indirect Measures:

Evaluation Instrument	Description	Use
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:

EDU600 Foundations of Education & Learning Theory (rev 8.9.11)

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
Knowledge of research-based theories and principles of human learning and development	Inappropriate, irrelevant, inaccurate or missing evidence.	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected evidence.	Appropriate, relevant, accurate and connected evidence.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected evidence.	
Standards CA- PLNU/Multiple Subject Preliminary Credential (2011) Standard: Program Standard 3: Foundational Educational Ideas and Research Standard: Program Standard 4: Relationships Between Theory and Practice Standard: Program Standard 11: Using Technology in the Classroom					
knowledge about how these theories affect classroom practice	Inappropriate, irrelevant, inaccurate or missing evidence .	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected data to determine ELD abilities.	Appropriate, relevant, accurate and connected data to determine ELD abilities.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected data to determine ELD abilities.	
Standards CA- PLNU/Multiple Subject Preliminary Credential (2011) Standard: Program Standard 4: Relationships Between Theory and Practice Standard: Program Standard 5: Professional Perspectives Toward Student Learning and the Teaching Profession					
Reflection on how these theories affect and resonate with candidates' beliefs	Inappropriate, irrelevant, inaccurate and missing connection between theory and beliefs.	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected student work samples.	Appropriate, relevant, accurate and connected student work samples.	Detailed, appropriate, relevant, accurate and connected abilities to student work sample.	
Standards CA- PLNU/Multiple Subject Preliminary Credential (2011) Standard: Program Standard 3: Foundational Educational Ideas and Research Standard: Program Standard 4: Relationships Between Theory and Practice Standard: Program Standard 6: Pedagogy and Reflective Practice					
Presentation is grammatically	Multiple grammar and/or spelling errors and/or lack of organization, and few or no	A few grammar and/or spelling errors and/or lack of organization, and few	Accurate spelling, clearly organized layout, and list of references.	Accurate grammar and spelling, clear and creative layout, and comprehensive list	

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
correct, spelling is correct, layout is organized	references.	references.		of references.	
Standards CA- PLNU/Multiple Subject Preliminary Credential (2011) Standard: Program Standard 3: Foundational Educational Ideas and Research Standard: Program Standard 4: Relationships Between Theory and Practice Standard: Program Standard 11: Using Technology in the Classroom					

EDU610 Teaching Reading Fall '09 (Revised 8.9.2011)

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
Data collection through anecdotal observation and conferences with students	Inappropriate, irrelevant, inaccurate or missing anecdotal evidence	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected anecdotal evidence	Appropriate, relevant, accurate and connected anecdotal evidence	Detailed, appropriate, relevant, accurate, clear, and purposefully connected anecdotal evidence	
<p>Standards CA- CTC Standards of Quality & Effectiveness for Professional Teacher Preparation Programs Program Standard: Program Standard 7: Preparation to Teach Reading-Language Arts Sub-standard: Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject (MS) Teaching Credential to deliver a comprehensive program of systematic instruction in reading, writing and related language arts aligned with the state adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. The program provides candidates with systematic and explicit instruction in teaching basic reading skills, including comprehension strategies, for all students, including students with varied reading levels and language backgrounds. The Multiple Subject preparation program includes a significant practical experience component in reading, writing, and language arts that is connected to the content of coursework and that takes place throughout the program during each candidate's field experience(s), internship(s), and/or student teaching assignment(s). The preparation program provides each candidate for a Multiple Subject Teaching Credential with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and who collaborate with institutional supervisors and instructors. Program Element: 7A(h) As a specific application of Common Standard 7, field experiences, student teaching assignments, and internships are designed to establish cohesive connections among the Reading Instruction Competence Assessment (RICA) content specifications, reading methods coursework, and the practical experience components of the program, and include ongoing opportunities to participate in effective reading instruction that complies with current provisions of the California Education Code.</p>					
Data collection to determine language abilities or special needs	Inappropriate, irrelevant, inaccurate or missing data to determine language abilities or special needs	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected data to determine language abilities or special needs	Appropriate, relevant, accurate and connected data to determine language abilities or special needs	Detailed, appropriate, relevant, accurate, clear, and purposefully connected data to determine language abilities or special needs	
<p>Standards CA- CTC Standards of Quality & Effectiveness for Professional Teacher Preparation Programs Program Standard: Program Standard 7: Preparation to Teach Reading-Language Arts</p>					

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
	<p>Sub-standard: Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject (MS) Teaching Credential to deliver a comprehensive program of systematic instruction in reading, writing and related language arts aligned with the state adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. The program provides candidates with systematic and explicit instruction in teaching basic reading skills, including comprehension strategies, for all students, including students with varied reading levels and language backgrounds. The Multiple Subject preparation program includes a significant practical experience component in reading, writing, and language arts that is connected to the content of coursework and that takes place throughout the program during each candidate's field experience(s), internship(s), and/or student teaching assignment(s). The preparation program provides each candidate for a Multiple Subject Teaching Credential with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and who collaborate with institutional supervisors and instructors.</p> <p>Program Element: 7A(f) For each candidate, the study of reading and language arts includes the phonological/morphological structure of the English language, and methodologically sound research on how children learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.</p>				
Data collection through the administration of literacy assessments	Inappropriate, irrelevant, inaccurate or missing student work samples	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected student work samples	Appropriate, relevant, accurate and connected student work samples	Detailed, appropriate, relevant, accurate and clearly connected student work samples	
	<p>Standards CA- CTC Standards of Quality & Effectiveness for Professional Teacher Preparation Programs Program Standard: Program Standard 7: Preparation to Teach Reading-Language Arts Sub-standard: Standard 7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate for a Multiple Subject (MS) Teaching Credential to deliver a comprehensive program of systematic instruction in reading, writing and related language arts aligned with the state adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. The program provides candidates with systematic and explicit instruction in teaching basic reading skills, including comprehension strategies, for all students, including students with varied reading levels and language backgrounds. The Multiple Subject preparation program includes a significant practical experience component in reading, writing, and language arts that is connected to the content of coursework and that takes place throughout the program during each candidate's field experience(s), internship(s), and/or student teaching assignment(s). The preparation program provides each candidate for a Multiple Subject Teaching Credential with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and who collaborate with institutional supervisors and instructors.</p> <p>Program Element: 7A(e) For each candidate, the study of reading and language arts includes knowledge of the roles of home and community literacy practices, instructional uses of ongoing diagnostic strategies that guide teaching and assessment, early intervention techniques in a classroom setting, and guided practice of these techniques.</p>				

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
Reflection on student strengths and areas for growth	Inappropriate, irrelevant, inaccurate and missing data to connect to student strengths and areas for growth	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected data to student strengths and areas for growth	Appropriate, relevant, accurate and connected data to student strengths and areas for growth	Detailed, appropriate, relevant, accurate and clearly connected data to student strengths and areas for growth	
Standards CA- PLNU/Multiple Subject Preliminary Credential (2011) Standard: Program Standard 5: Professional Perspectives Toward Student Learning and the Teaching Profession Standard: Program Standard 6: Pedagogy and Reflective Practice					
Setting of learning goals or next steps for student growth	Inappropriate, irrelevant, inaccurate and missing learning goals or next steps for student growth	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected learning goals or next steps for student growth	Appropriate, relevant, accurate and connected learning goals or next steps for student growth	Detailed, appropriate, relevant, accurate and clearly connected learning goals or next steps for student growth	
Standards CA- PLNU/Multiple Subject Preliminary Credential (2011) Standard: Program Standard 5: Professional Perspectives Toward Student Learning and the Teaching Profession Standard: Program Standard 6: Pedagogy and Reflective Practice Standard: Program Standard 16: Learning, Applying, and Reflecting on the Teaching Performance Expectations					

EDU 611 Integrated, Thematic Unit of Instruction (rev 8.26.13)

created with  taskstream

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
Rationale – The candidate provides clear, coherent rationales for the unit, the California Content Standards/Common Core Standards selected, as well as the way the Integrated, Thematic Unit of Instruction fits with the instruction both prior and subsequent to the unit of instruction.	Inappropriate, irrelevant, inaccurate or missing rationales for the unit, the California Standard, and/or the unit fit within the year-long curriculum.	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected rationales for the unit, the California Standard, and/or the unit fit within the year-long curriculum.	Appropriate, relevant, accurate and connected rationales for the unit, the California Standard, and/or the unit fit within the year-long curriculum.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected rationales for the unit, the California Standard, and/or the unit fit within the year-long curriculum.	
Standards CA- PLNU/Multiple Subject Preliminary Credential (2011) Standard: Program Standard 1: Program Design					
California State Content Standards/Common Core Standards and Lesson Objectives – The candidate is able to identify the California State Standards/Common Core Standards for the Integrated, Thematic Unit of Instruction for both the unit and lesson planning and lists appropriate objectives for both the unit and each individual lesson.	Inappropriate, irrelevant, inaccurate or missing California State Content Standards and Lesson Objectives.	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected California State Content Standards and Lesson Objectives.	Appropriate, relevant, accurate and connected California State Content Standards and Lesson Objectives.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected California State Content Standards and Lesson Objectives.	
Standards CA- PLNU/Multiple Subject Preliminary Credential (2011) Standard: Program Standard 1: Program Design					
Planning for Instruction – The Integrated, Thematic Unit of Instruction demonstrates the candidates’ ability to plan both long-range and short-term through both the unit plan itself as well as in individual lessons, using a variety of instructional methods.	Inappropriate, irrelevant, inaccurate or lack of meaningful, effective planning for instruction.	Minimal, limited, cursory, inconsistent, ambiguous planning for effective instruction.	Appropriate, relevant, accurate and meaningful planning for effective instruction.	Detailed, appropriate, relevant, accurate, clear and purposeful planning for effective instruction.	
Standards CA- PLNU/Multiple Subject Preliminary Credential (2011) Standard: Program Standard 1: Program Design Standard: Program Standard 6: Pedagogy and Reflective Practice Standard: Program Standard 9: Equity, Diversity and Access to the Curriculum for All Children					
Differentiation - The candidate shows competence in planning instruction that will provide quality instruction to	Inappropriate, irrelevant, or missing plan for assisting all students in meeting the learning objectives of the	Minimal, limited, cursory, inconsistent, or ambiguous plan for assisting all students in meeting the learning	Appropriate, relevant, accurate plan for assisting all students in meeting the learning objectives of the	Detailed, appropriate, relevant, accurate plan for assisting all students in meeting the learning	

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
all students including, but not limited to: Gifted, ELL, Special Needs and At-Risk students. Must have plans for an ELL student, Gifted student and a student who presents a learning challenge.	Integrated, Thematic Unit of Instruction.	objectives of the Integrated, Thematic Unit of Instruction.	Integrated, Thematic Unit of Instruction.	objectives of the Integrated, Thematic Unit of Instruction.	
	Standards CA- PLNU/Multiple Subject Preliminary Credential (2011) Standard: Program Standard 6: Pedagogy and Reflective Practice Standard: Program Standard 9: Equity, Diversity and Access to the Curriculum for All Children				
Assessments – Formative and Summative - The Integrated, Thematic Unit of Instruction demonstrates the candidates’ knowledge and plan for application of effective formative and summative assessments.	Inappropriate, irrelevant, or missing formative and summative assessments.	Minimal, limited, cursory, inconsistent, or ambiguous formative and summative assessments.	Appropriate, relevant, accurate formative and summative assessments.	Detailed, appropriate, relevant, accurate formative and summative assessments.	
	Standards CA- PLNU/Multiple Subject Preliminary Credential (2011) Standard: Program Standard 1: Program Design Standard: Program Standard 6: Pedagogy and Reflective Practice Standard: Program Standard 9: Equity, Diversity and Access to the Curriculum for All Children				
Resources – The Integrated, Thematic Unit of Instruction demonstrates the candidates’ ability to gather and use meaningful, pertinent and reliable resources to support the effectiveness of the unit.	Inappropriate, inaccurate, irrelevant, or missing resources that would support the Integrated, Thematic Unit of Instruction.	Minimal, limited, cursory, inconsistent, or ambiguous resources that would support the Integrated, Thematic Unit of Instruction.	Appropriate, relevant, accurate resources that would support the Integrated, Thematic Unit of Instruction.	Detailed, appropriate, relevant, accurate resources that would support the Integrated, Thematic Unit of Instruction.	
	Standards CA- PLNU/Multiple Subject Preliminary Credential (2011) Standard: Program Standard 6: Pedagogy and Reflective Practice Standard: Program Standard 9: Equity, Diversity and Access to the Curriculum for All Children Standard: Program Standard 11: Using Technology in the Classroom				
Final Product is grammatically correct, spelling is correct, layout is organized	Major grammar and/or spelling errors and/or lack of organization	Several grammar and/or spelling errors; minimal organization	A few grammar and spelling errors and clearly organized layout	No grammar and spelling errors; a clearly detailed and organized layout.	
	Standards CA- PLNU/Multiple Subject Preliminary Credential (2011) Standard: Program Standard 1: Program Design				

	Far Below Standards	Below Standards	Meets Standards	Exceeds Standards	Score/Level
	Standard: Program Standard 6: Pedagogy and Reflective Practice Standard: Program Standard 9: Equity, Diversity and Access to the Curriculum for All Children Standard: Program Standard 11: Using Technology in the Classroom				

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.	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	
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.	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	
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	Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on feedback from peers or	Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates responsiveness to feedback from	

		feedback from peers or teacher.	teacher.	peers or teacher if areas for improvement are discussed	
<p>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.</p>	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	
<p>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.</p>	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	
<p>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.</p>	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	