

**Master of Arts in Education: Concentration in Teaching and Learning**  
**Multiple and Single Subject Clear Credential**  
**Use of Results: Recommendations and Planning**  
**2011-12**

**Coursework Assessments**

The results noted in the data, “Evidence of Candidate Learning/Coursework Assessments”, will be used in the following ways:

- Summer, 2012: Clear credential Associate Dean, Program Coordinator and course instructors will review rubric criteria for all 4 courses to make sure we are assessing the most critical learning outcomes in each course. Some criteria, as in the number of slides in a power point presentation, does not explain the content expected and needs to be reviewed. These modifications will ensure that candidates are focusing on the most critical components of the Candidate Learning Outcomes.
- Summer 2012: Clear credential Associate Dean, Program Coordinator and course instructors will review the lowest scoring criteria and determine how those components are taught within and across regional centers. We need to make sure all candidates are exposed to consistent teaching practice for best student learning results.
- Summer 2012: Clear credential Associate Dean, Program Coordinator and course instructors will calibrate together the scoring of the signature assignments so that scoring is valid and reliable across centers.
- Summer 2012: As a result of outside accreditation visit, we learned that the Clear Teaching Credential candidates must show evidence they know their content at an advanced level, in addition to content delivery. We will review course outcomes to make sure we have a content knowledge component across the Clear program to ensure our candidates have the opportunity to improve between initial credential acquisition and advanced credential acquisition.

**Disposition Assessments**

The results noted in the data, “Evidence of Candidate Learning/Disposition Assessments”, will be used in the following ways:

- Fall 2012: During full time faculty meetings and Adjunct faculty meetings, the Clear program director will review the purpose and power of Disposition Assessments, and teach each criteria individually. Professors need to be comfortable assessing candidates honestly and conversing with candidates about deeply reflecting on these indicators of Noble Character. This will improve student self-reflection on the characteristics found in research to be those most necessary for the teaching profession.