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Master of Arts in Teaching: Elementary Education, Secondary Education, Preliminary Education Specialist

Aggregated Data Reports

Master of Arts in Teaching in Elementary Education with 2042 Multiple Subject Credential			
	Course	Signature Assignment Title	Week Due
PLO 1- Learning Theory	EDUU 606	Research Paper	7
PLO 2- Instruction	EDMU 523	Thematic Unit	6
PLO 3- Assessment	EDMU 520	Tutoring Project Report	8
PLO 4- Curriculum Design	EDUU 609	Curriculum Comparative Analysis Paper	7
PLO 5- Clinical Practice	EDMU 583	Summative St. Teaching Evaluations	8
PLO 6- Action Research	EDUU 611	Final Proposal Paper	7

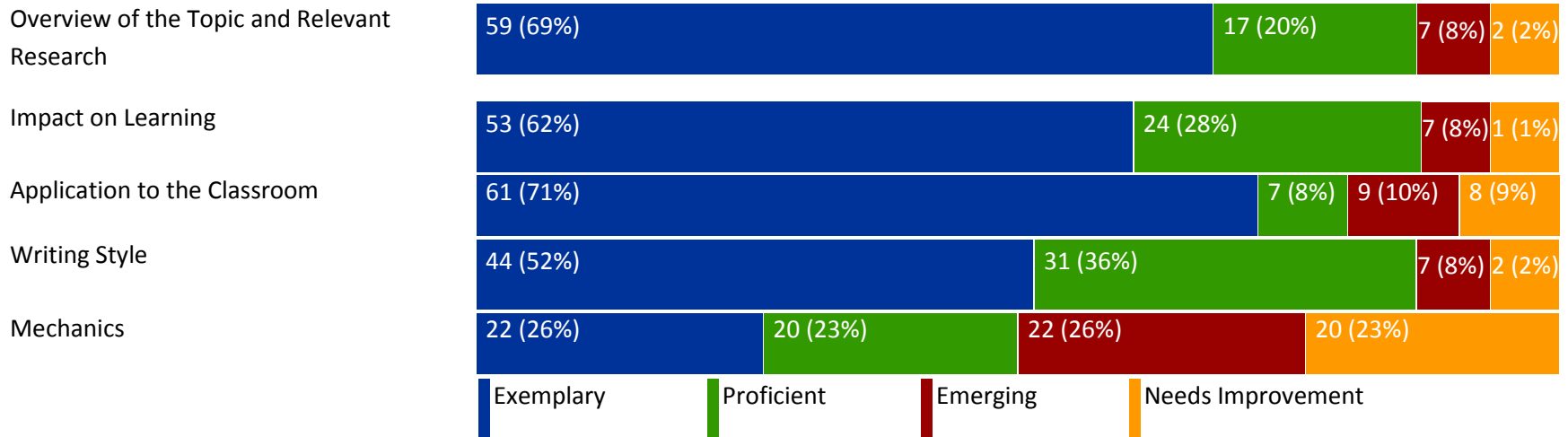
Master of Arts in Teaching in Secondary Education with 2042 Single Subject Credential			
	Course	Signature Assignment Title	Week Due
PLO 1- Learning Theory	EDUU 606	Research Paper	7
PLO 2- Instruction	EDSU 531	6 Week Unit Plan	6
PLO 3- Assessment	EDSU 530	Tutoring Project Report	8
PLO 4- Curriculum Design	EDUU 609	Curriculum Comparative Analysis Paper	7
PLO 5- Clinical Practice	EDSU 593	Summative St. Teaching Evaluations	8
PLO 6- Action Research	EDUU 611	Final Proposal Paper	7

Master of Arts in Teaching with Preliminary Education Specialist, Mild/Mod &/or Mod/Severe Credential)			
	Course	Signature Assignment Title	Week Due
PLO 1- Learning Theory	EDUU 606	Research Paper	7
PLO 2- Instruction	EDUU 603	Evidence Based Intervention Project	7
PLO 3- Assessment	EDUU 649	Progress Monitoring Assignment	2/8
PLO 4- Curriculum Design	EDUU 609	Curriculum Comparative Analysis Paper	7
PLO 5- Clinical Practice	EDTU 592/593	Summative St. Teaching Evaluations	8
PLO 6- Action Research	EDUU 611	Final Proposal Paper	7

PLO 1- Learning Theory

Rubric: EDUU 606 Research Paper

	Exemplary (20 pts)	Proficient (16 pts)	Emerging (14 pts)	Needs Improvement (12 pts)	Mean	Mode	Stdev
Overview of the Topic and Relevant Research	59	17	7	2	18.52	20	2.34
Impact on Learning	53	24	7	1	18.28	20	2.30
Application to the Classroom	61	7	9	8	18.28	20	2.86
Writing Style	44	31	7	2	17.83	20	2.39
Mechanics	22	20	22	20	15.57	20	2.98

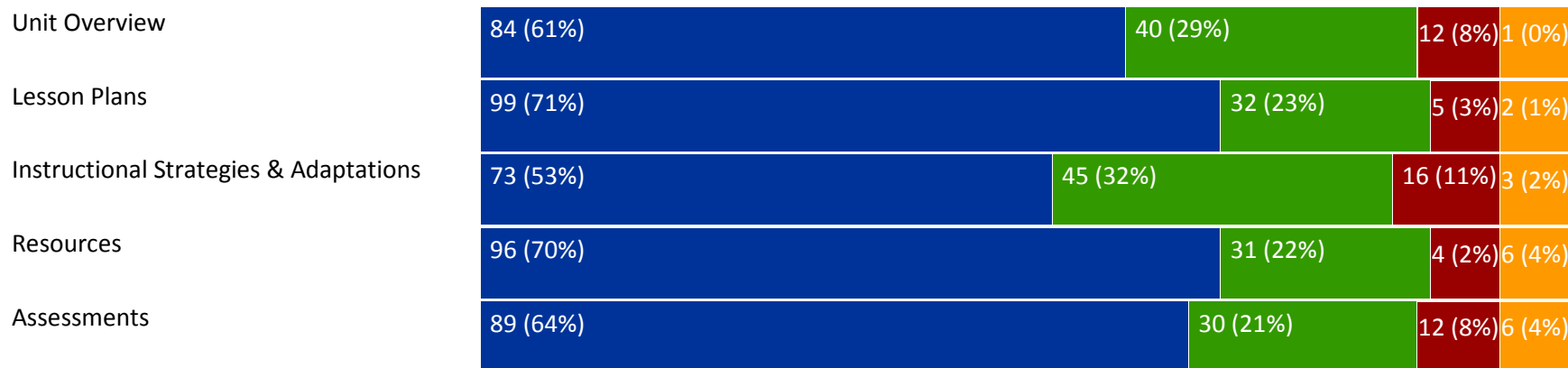


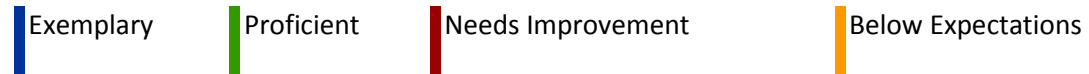
PLO 2- Instruction

Multiple Subject – EDMU 523

Rubric: EDMU 523 - Thematic Unit Rubric

	Exemplary (10 pts)	Proficient (9 pts)	Needs Improvement (8 pts)	Below Expectations (7 pts)	Mean	Mode	Stdev
Unit Overview	84	40	12	1	9.51	10	0.68
Lesson Plans	99	32	5	2	9.65	10	0.62
Instructional Strategies & Adaptations	73	45	16	3	9.37	10	0.77
Resources	96	31	4	6	9.58	10	0.75
Assessments	89	30	12	6	9.47	10	0.83

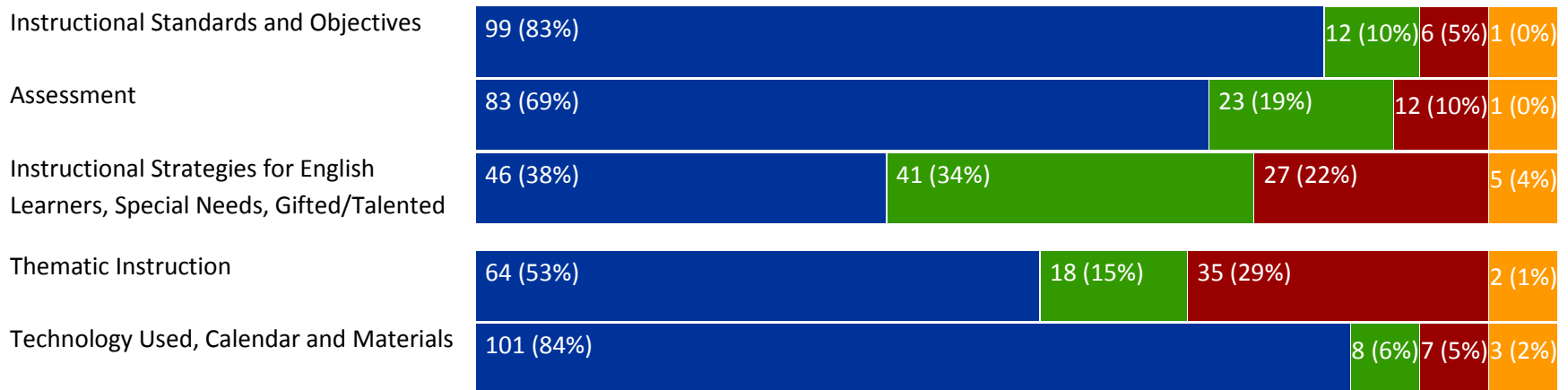




Single Subject – EDSU 531

Rubric: EDSU 531: Secondary Instructional Strategies for Language/Culturally Diverse Classrooms - 6 week unit plan

	Exemplary (20 pts)	Accomplished (17 pts)	Developing (15 pts)	Beginning (13 pts)	Mean	Mode	Stdev
Instructional Standards and Objectives	99	12	6	1	19.38	20	1.49
Assessment	83	23	12	1	18.86	20	1.83
Instructional Strategies for English Learners, Special Needs, Gifted/Talented	46	41	27	5	17.54	20	2.18
Thematic Instruction	64	18	35	2	17.96	20	2.32
Technology Used, Calendar and Materials List	101	8	7	3	19.33	20	1.69



List



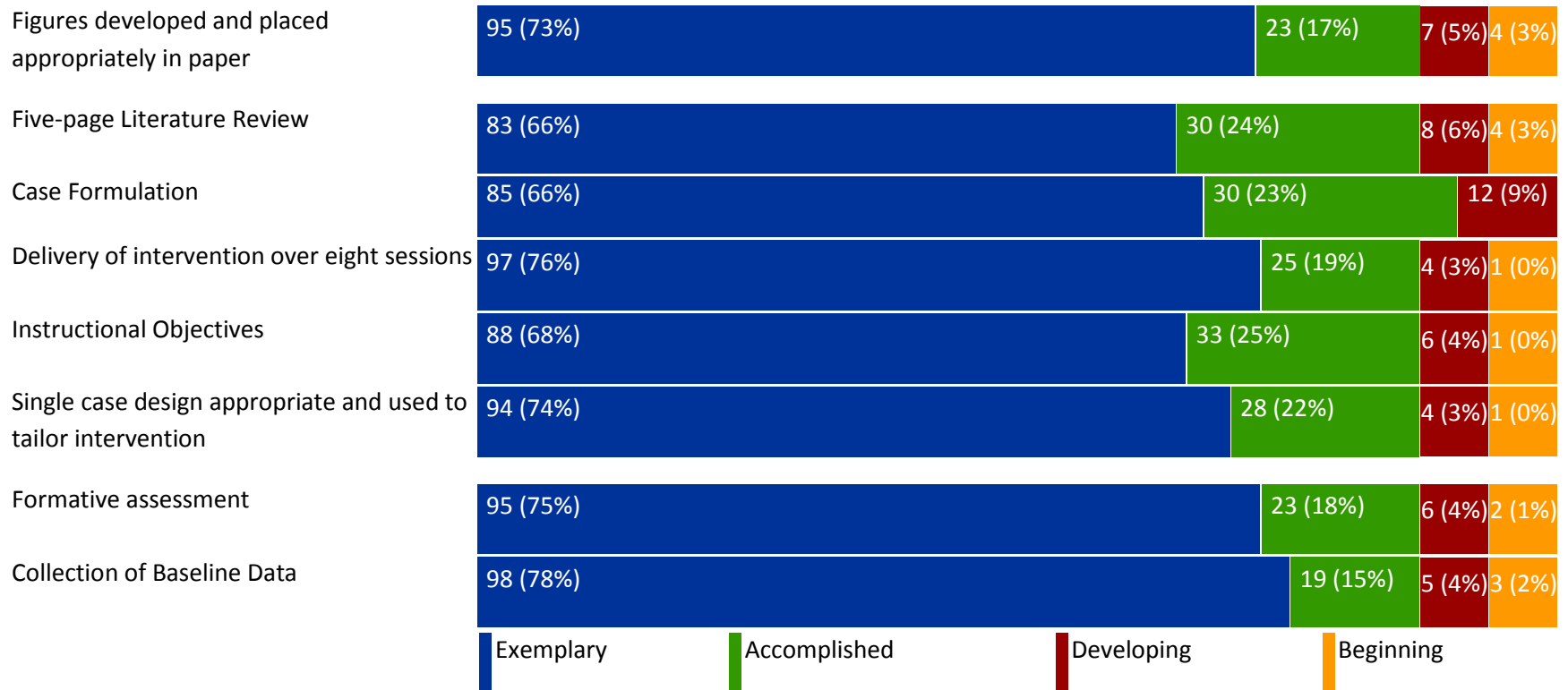
Preliminary Education Specialist – EDUU 603

Rubric: EDUU 603 Rubric

	Exemplary (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pts)	Mean	Mode	Stdev
Final paper with results included and correctly formatted.	80	34	10	4	3.48	4	0.77
Figures developed and placed appropriately in paper	95	23	7	4	3.62	4	0.73
Five-page Literature Review	83	30	8	4	3.54	4	0.75
Case Formulation	85	30	12	0	3.57	4	0.66
Delivery of intervention over eight sessions	97	25	4	1	3.72	4	0.56
Instructional Objectives	88	33	6	1	3.62	4	0.61
Single case design appropriate and used to tailor intervention	94	28	4	1	3.69	4	0.57
Formative assessment	95	23	6	2	3.67	4	0.64
Collection of Baseline Data	98	19	5	3	3.70	4	0.66



correctly formatted.



PLO 3- Assessment

Multiple Subject – EDMU 520

Rubric: EDMU 520 Rubric

	Excellent (20 pts)	Good (17 pts)	Fair (15 pts)	Needs Improvement (13 pts)	Mean	Mode	Stdev
Introduction and Background on Tutee - Provides general information on tutee (name, age, grade level). Responds to questions related to tutee background (found in tutoring project packet). Describes results of reading attitude and interest survey	123	10	7	1	19.49	20	1.40
Pre- Assessment, Analysis & Instructional Plan - Includes 3 strengths of tutee. Includes 2 areas of needs of tutee. Identifies and describe instructional interventions. Provides a rationale for instructional interventions.	99	30	10	1	18.95	20	1.72
Implementation of Instructional Plan. Describes curricular choices made. Explains instructional strategies used and rationale for strategies. Provides examples of how instruction was monitored and adjusted to meet the needs of the tutee.	93	25	20	2	18.65	20	2.01
Post Assessment and Reflections - Describes results of post assessment(s). Analyzes post assessment data. Proposes next steps for tutee. Describes successes and challenges. Describes possible changes that may have improved the tutoring experience for tutee and tutor. Explains what has been learned about assessment and instruction. Explains what candidate has learned about him/her self	101	15	15	8	18.73	20	2.21
Writing Style/ Mechanics	114	17	8	0	19.35	20	1.45

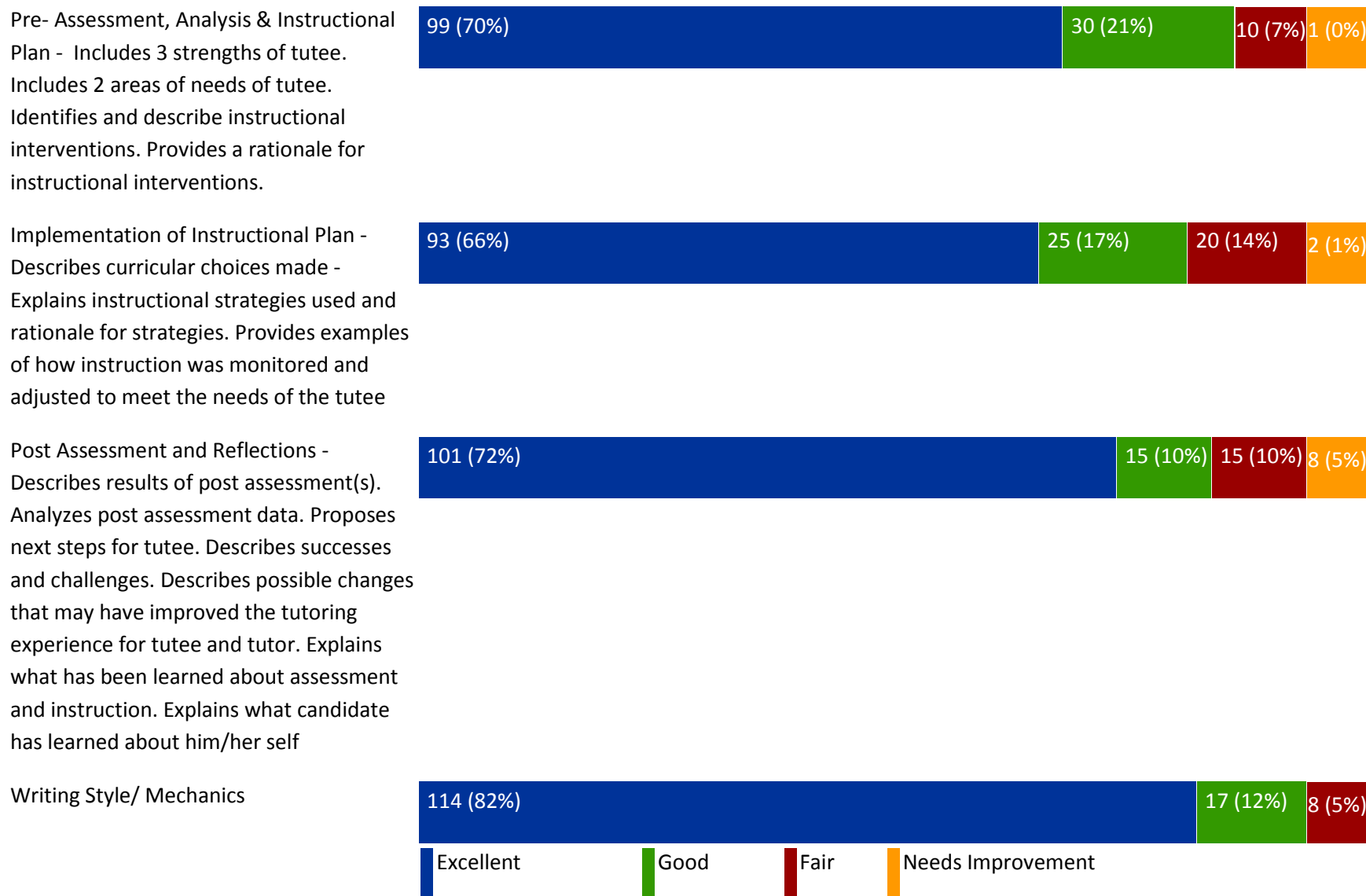
Introduction and Background on Tutee - Provides general information on tutee (name, age, grade level). Responds to questions related to tutee background (found in tutoring project packet). Describes results of reading attitude and

123 (87%)

10 (7%) 7 (4%) 1 (0%)

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interest survey



Single Subject – EDSU 530

Rubric: EDSU 530 Tutoring Project Rubric

	Exemplary (20 pts)	Proficient (17 pts)	Needs Improvement (15 pts)	Below Expectations (13 pts)	Mean	Mode	Stdev
Intro/Back Introduction/Background on English Learner (EL) - Provides general information about learner (age, grade level, name-pseudonym, first language, etc.). Responds to questions related to learner's background (refer to - How to Format Tutoring Project Summary).	53	4	6	3	19.05	20	2.03
Assess/Diag Assessment & Diagnosis of EL – Formal & Informal - Describes the school's early diagnosis of the learner's needs, based on assessment data from standardized and/or school-based tests (e.g., CELDT, oral language assessments, etc.). Presents teacher candidate's questions and/or hypotheses regarding learner's needs. Describes emerging patterns in learner's language skills based on diagnostic, formal, & informal assessment sources.	40	7	14	4	18.17	20	2.45
Plans Intervention & Implementation Plans - Includes reading, writing, listening, speaking, and other SDAIE strategies. Explains teacher candidate's SDAIE choices and rationale.	46	2	11	5	18.50	20	2.48

Reflection Post Assessment/Self-Reflection - Describes learner's response (academic and affective) to the tutorial. Analyzes results of post assessment data. Proposes next steps for tutee/EL. Includes a self-reflection (successes, drawbacks, lingering questions, what tutor learned about her/him-self as a teacher)

54 4 3 3 19.25 20 1.86

Quality Quality of Report/Paper

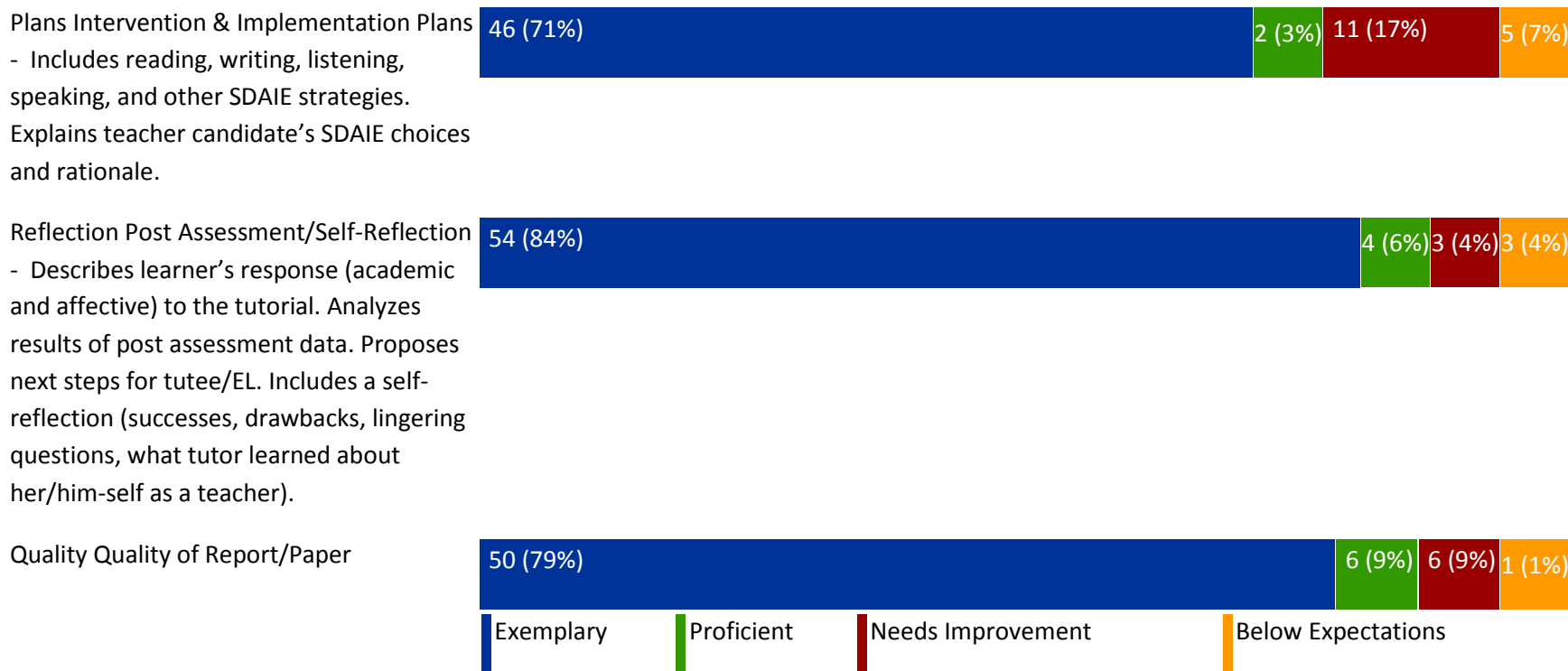
50 6 6 1 19.13 20 1.80

Intro/Back Introduction/Background on English Learner (EL) - Provides general information about learner (age, grade level, name-pseudonym, first language, etc.). Responds to questions related to learner's background (refer to - How to Format Tutoring Project Summary

53 (80%) 4 (6%) 6 (9%) 3 (4%)

Assess/Diag Assessment & Diagnosis of EL – Formal & Informal - Describes the school's early diagnosis of the learner's needs, based on assessment data from standardized and/or school-based tests (e.g., CELDT, oral language assessments, etc.). Presents teacher candidate's questions and/or hypotheses regarding learner's needs. Describes emerging patterns in learner's language skills based on diagnostic, formal, & informal assessment sources

40 (61%) 7 (10%) 14 (21%) 4 (6%)



Preliminary Education Specialist – EDUU 649

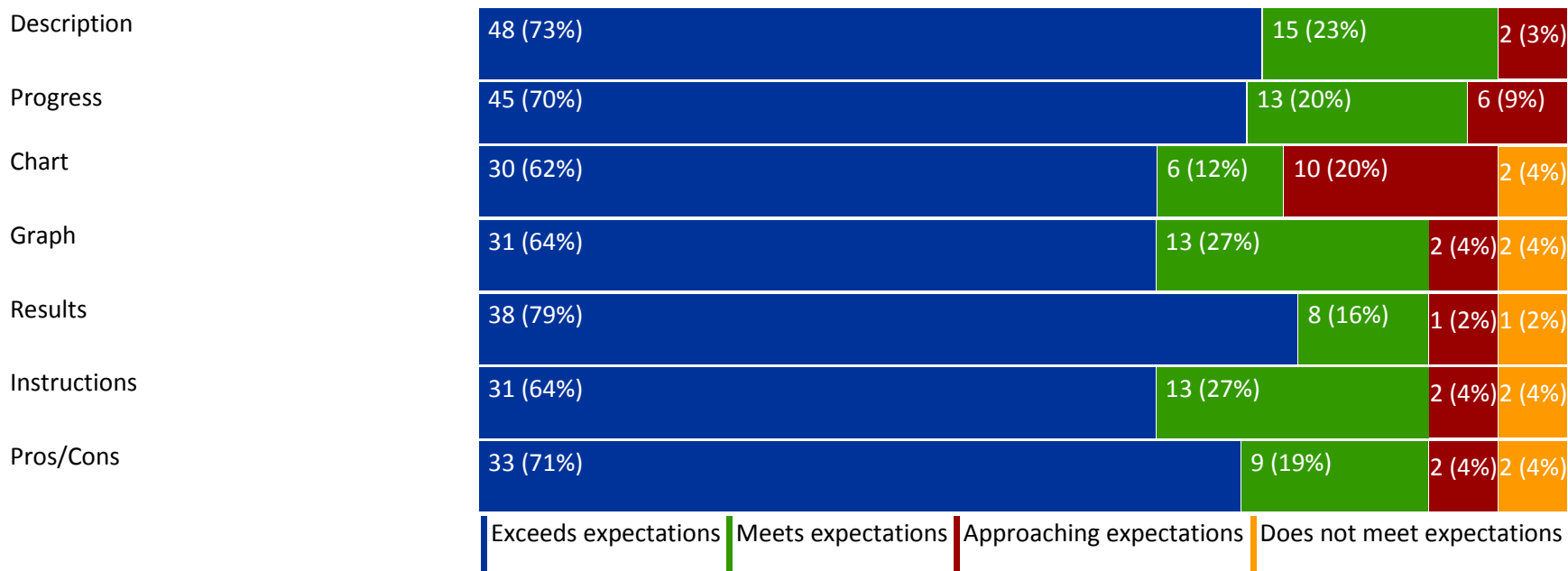
Rubric: EDUU 649: Data-based Decision Making in Special Education

	Exceeds expectations (5 pts)	Meets expectations (4 pts)	Approaching expectations (3 pts)	Does not meet expectations (1 pts)	Mean	Mode	Stdev
Description	48	15	2	0	4.71	5	0.52
Progress	45	13	6	0	4.61	5	0.65

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Chart	30	6	10	2	4.29	5	1.06
Graph	31	13	2	2	4.48	5	0.91
Results	38	8	1	1	4.71	5	0.71
Instructions	31	13	2	2	4.48	5	0.91
Pros/Cons	33	9	2	2	4.54	5	0.93



PLO 4- Curriculum Design

Rubric: EDUU 609 Rubric

	Exemplary (50 pts)	Satisfactory (35 pts)	Emerging (20 pts)	Unsatisfactory (5 pts)	Mean	Mode	Stdev
Explanation - The writer explains which key curriculum design concepts/components he/she has picked to compare (using specific course materials, ideas, or concepts gleaned from our readings, movies, PPTs &/or chats) and why the comparisons are valid in relation to a well-designed curriculum; this work illustrates the writer's general understanding of the basic components used to design curriculum.	26	0	1	0	48.89	50	5.67
Synthesis: The writer synthesizes and applies course information through identifying outstanding design elements AND offering suggestions on how inadequate elements could be made better.	22	4	1	0	46.67	50	7.45
Perspective - The writer demonstrates perspective of the reality of curriculum design in the real world by selecting and examining elements in the design of both units that relate to best practices for diverse learners * = The term specifics here means strategies or materials or modifications or anything curricular that relates to the designs of the units you are analyzing and	22	4	1	0	46.67	50	7.45

comparing.

Mechanics - The paper follows the current APA formatting. The BODY is 4- 6 pages (not including the cover sheet). The text includes at least 2 actual quotes, and at least 2 valid in text citations. The reference page is formatted correctly along current APA guidelines. The tone is academic and professional.

20	6	0	1	45.00	50	10.00
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Ethics/CD Ethics and Curriculum Design - The paper is an authentic artifact of the growth of the student in understanding the interconnectedness of designing curriculum that serves diverse learners and ethics.

22	4	0	1	46.11	50	9.65
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Explanation - The writer explains which key curriculum design concepts/components he/she has picked to compare (using specific course materials, ideas, or concepts gleaned from our readings, movies, PPTs &/or chats) and why the comparisons are valid in relation to a well-designed curriculum; this work illustrates the writer's general understanding of the basic components used to design curriculum.

26 (96%)	1 (3%)
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Synthesis - The writer synthesizes and applies course information through identifying outstanding design elements AND offering suggestions on how inadequate elements could be made

22 (81%)	4 (14%)	1 (3%)
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better.

Perspective - The writer demonstrates perspective of the reality of curriculum design in the real world by selecting and examining elements in the design of both units that relate to best practices for diverse learners * = The term specifics here means strategies or materials or modifications or anything curricular that relates to the designs of the units you are analyzing and comparing.



Mechanics - The paper follows the current APA formatting. The BODY is 4- 6 pages (not including the cover sheet). The text includes at least 2 actual quotes, and at least 2 valid in text citations. The reference page is formatted correctly along current APA guidelines. The tone is academic and professional.



Ethics/CD Ethics and Curriculum Design - The paper is an authentic artifact of the growth of the student in understanding the interconnectedness of designing curriculum that serves diverse learners and ethics.



PLO 5- Clinical Practice

Multiple Subject – EDMU 583

Rubric: Summative Student Teaching Evaluations

		Focused Attention Needed (1 pts)	Progressing Towards Expectations (2 pts)	Meets Expectations (3 pts)	Exceeds Expectations (4 pts)	<i>MeanModeStdev</i>		
TPE 1 - Specific Pedagogical Skills for Subject Matter Instruction	1	7	189	348	3.62	4	0.52	
TPE 2 - Monitoring Student Learning During Instruction	1	17	170	357	3.62	4	0.56	
TPE 3 - Interpretation and Use of Assessments	5	13	287	228	3.38	3	0.58	
TPE 4 - Making Content Accessible	1	8	139	392	3.71	4	0.50	
TPE 5 - Student Engagement	2	16	140	381	3.67	4	0.55	

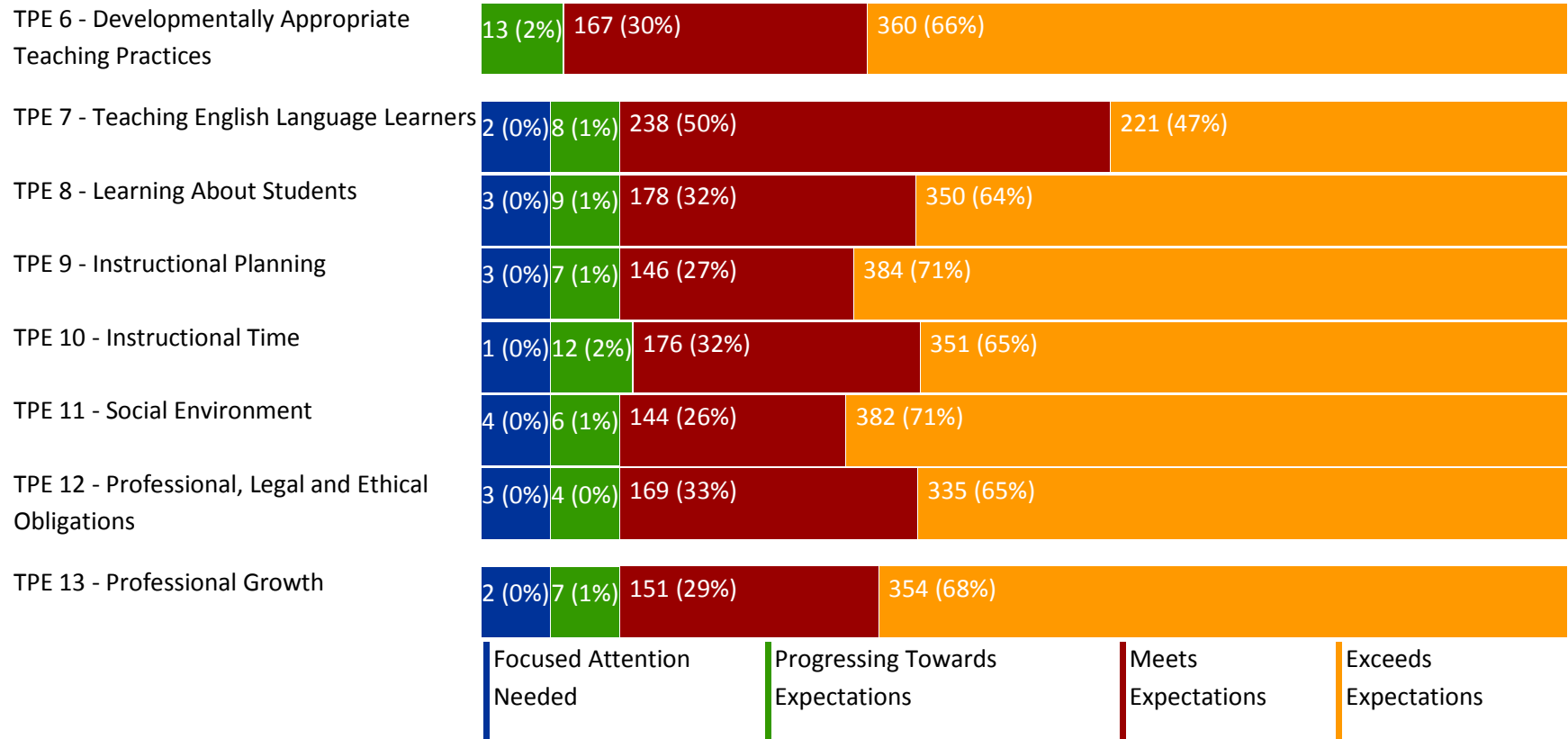
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TPE 6 - Developmentally Appropriate Teaching Practices	0	13	167	360	3.64	4	0.53
TPE 7 - Teaching English Language Learners	2	8	238	221	3.45	3	0.55
TPE 8 - Learning About Students	3	9	178	350	3.62	4	0.55
TPE 9 - Instructional Planning	3	7	146	384	3.69	4	0.52
TPE 10 - Instructional Time	1	12	176	351	3.62	4	0.54
TPE 11 - Social Environment	4	6	144	382	3.69	4	0.53
TPE 12 - Professional, Legal and Ethical Obligations	3	4	169	335	3.64	4	0.53
TPE 13 - Professional Growth	2	7	151	354	3.67	4	0.52

TPE 1 - Specific Pedagogical Skills for Subject Matter Instruction	1 (0%)	7 (1%)	189 (34%)	348 (63%)
TPE 2 - Monitoring Student Learning During Instruction	1 (0%)	17 (3%)	170 (31%)	357 (65%)
TPE 3 - Interpretation and Use of Assessments	5 (0%)	13 (2%)	287 (53%)	228 (42%)
TPE 4 - Making Content Accessible	1 (0%)	8 (1%)	139 (25%)	392 (72%)
TPE 5 - Student Engagement	2 (0%)	16 (2%)	140 (25%)	381 (70%)

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Single Subject – EDSU 593

Rubric: Formative/Summative Student Teaching Evaluations

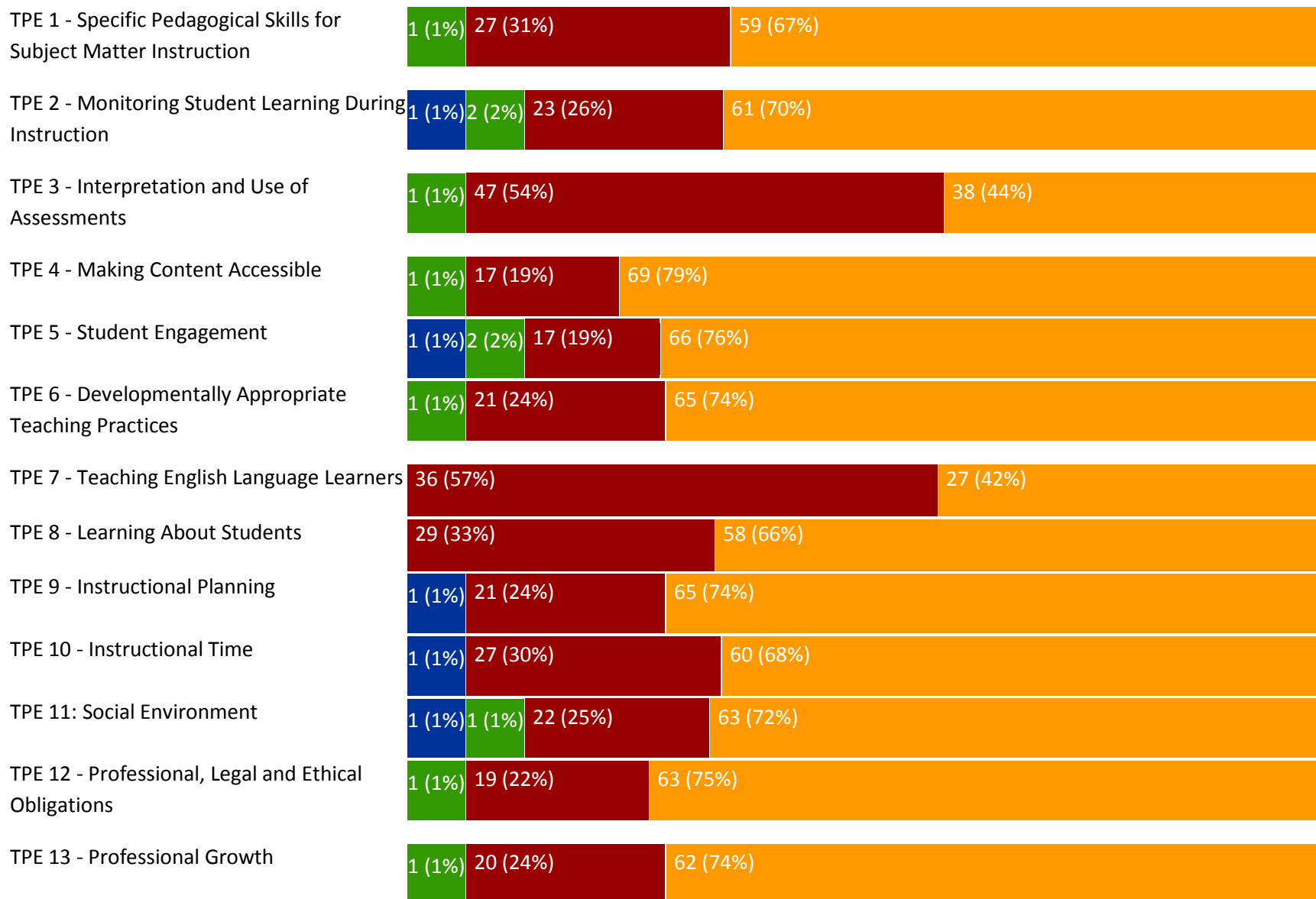
Focused Attention Needed (1 pts)	Progressing Towards Expectations (2 pts)	Meets Expectations (3 pts)	Exceeds Expectations (4 pts)	Mean Mode Stdev
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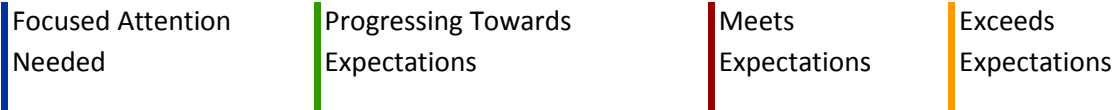
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TPE 1 - Specific Pedagogical Skills for Subject Matter Instruction	0	1	27	59	3.67	4	0.50
TPE 2 - Monitoring Student Learning During Instruction	1	2	23	61	3.66	4	0.58
TPE 3 - Interpretation and Use of Assessments	0	1	47	38	3.43	3	0.52
TPE 4 - Making Content Accessible	0	1	17	69	3.78	4	0.44
TPE 5 - Student Engagement	1	2	17	66	3.72	4	0.56
TPE 6 - Developmentally Appropriate Teaching Practices	0	1	21	65	3.74	4	0.47
TPE 7 - Teaching English Language Learners	0	0	36	27	3.43	3	0.49
TPE 8 - Learning About Students	0	0	29	58	3.67	4	0.47
TPE 9 - Instructional Planning	1	0	21	65	3.72	4	0.52
TPE 10 - Instructional Time	1	0	27	60	3.66	4	0.54
TPE 11 - Social Environment	1	1	22	63	3.69	4	0.55
TPE 12 - Professional, Legal and Ethical Obligations	0	1	19	63	3.75	4	0.46
TPE 13 - Professional Growth	0	1	20	62	3.73	4	0.47

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Master of Arts in Teaching: Elementary Education, Secondary Education, Preliminary Education Specialist





Preliminary Education Specialist – EDTU 592 and 593

Rubric: Formative/Summative Student Teaching Evaluations

	Focused Attention Needed (1 pts)	Progressing Towards Expectations (2 pts)	Meets Expectations (3 pts)	Exceeds Expectations (4 pts)	Mean	Mode	Stdev
TPE 1 - Specific Pedagogical Skills for Subject Matter Instruction	0	0	54	115	3.68	4	0.47
TPE 2 - Monitoring Student Learning During Instruction	0	0	40	128	3.76	4	0.43
TPE 3 - Interpretation and Use of Assessments	0	2	72	90	3.54	4	0.52
TPE 4 - Making Content Accessible	0	0	37	129	3.78	4	0.42

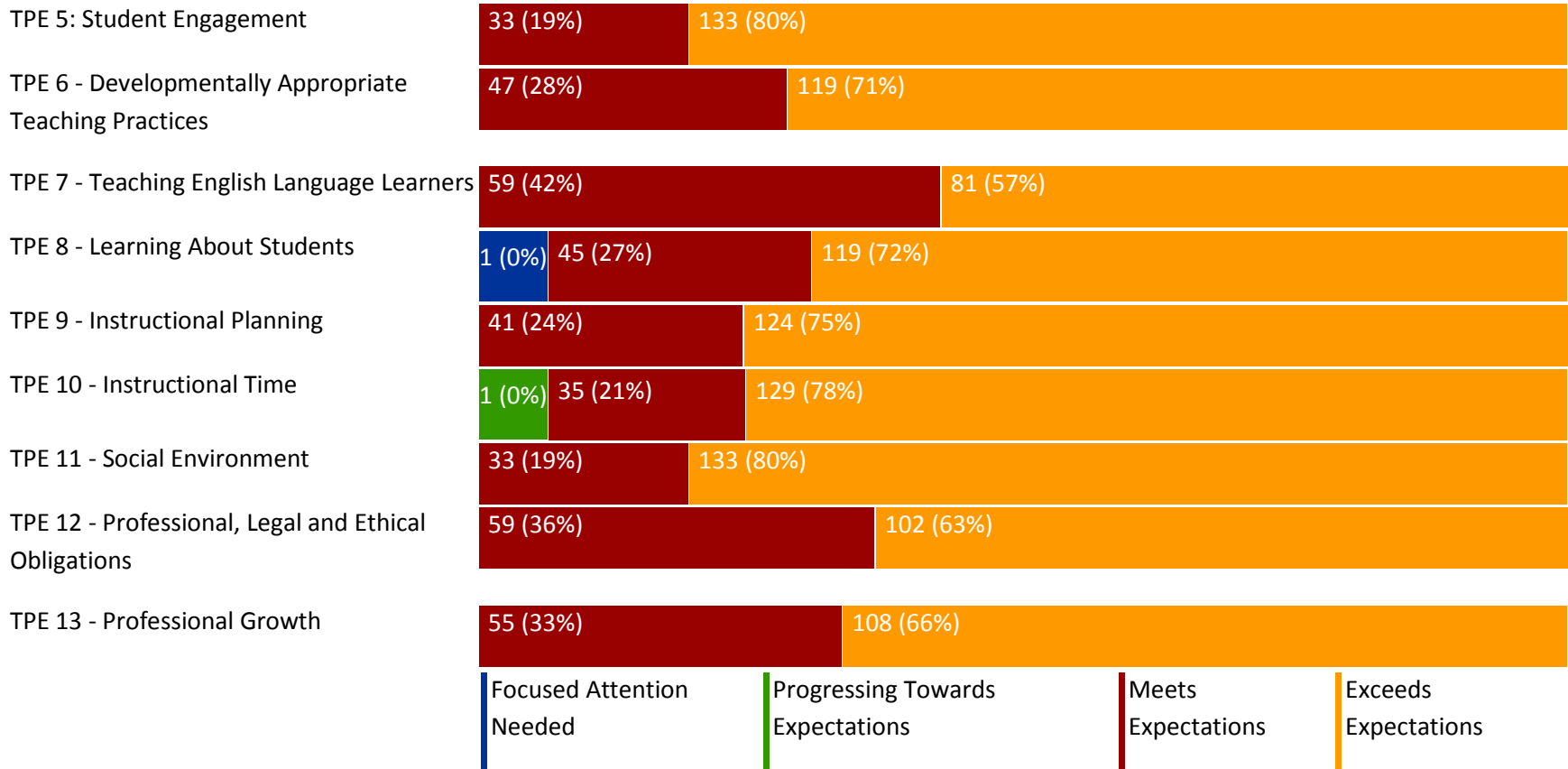
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TPE 5 - Student Engagement	0	0	33	133	3.80	4	0.40
TPE 6 - Developmentally Appropriate Teaching Practices	0	0	47	119	3.72	4	0.45
TPE 7 - Teaching English Language Learners	0	0	59	81	3.58	4	0.49
TPE 8 - Learning About Students	1	0	45	119	3.71	4	0.49
TPE 9 - Instructional Planning	0	0	41	124	3.75	4	0.43
TPE 10 - Instructional Time	0	1	35	129	3.78	4	0.43
TPE 11 - Social Environment	0	0	33	133	3.80	4	0.40
TPE 12 - Professional, Legal and Ethical Obligations	0	0	59	102	3.63	4	0.48
TPE 13 - Professional Growth	0	0	55	108	3.66	4	0.47

TPE 1 - Specific Pedagogical Skills for Subject Matter Instruction	54 (31%)	115 (68%)
TPE 2 - Monitoring Student Learning During Instruction	40 (23%)	128 (76%)
TPE 3 - Interpretation and Use of Assessments	2 (1%) 72 (43%)	90 (54%)
TPE 4 - Making Content Accessible	37 (22%)	129 (77%)

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PLO 6- Action Research

Rubric: EDUU 611 Action Research Proposal Rubric

Exemplary (200 pts) Proficient (160 pts) Needs Improvement Below Expectations Mean Mode Stdev

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			(140 pts)	(100 pts)		
Chapter 1 - Background. Importance of the Study. Statement of the Problem. Research Question(s). Definition of Terms.	29	0	0	0	200.00	200 0.00
Chapter 2 - Literature Review. References support topics relevant to the research question. Variety of sources are included in the review. A minimum of twelve sources are cited	17	6	5	1	177.93	200 28.45
Chapter 3 - Methodology. Sample. Materials. Procedure. Analysis of Data	28	1	0	0	198.62	200 7.30
Chapter 4 - Limitation of the Study. Two Projected outcomes. Implications for Teaching. Where Could I go From Here?	28	1	0	0	198.62	200 7.30
Writ/Mech Writing Style/Mechanics. Language. Sentence Structure. Spelling/grammar/punctuation. Headings and citations. Primary voice	12	16	1	0	175.86	160 20.60

Chapter 1 - Background. Importance of the Study. Statement of the Problem. Research Question(s). Definition of Terms	29 (100%)			
Chapter 2 - Literature Review. References support topics relevant to the research question. Variety of sources are included in the review. A minimum of twelve sources are cited	17 (58%)	6 (20%)	5 (17%)	1 (3%)
Chapter 3 - Methodology. Sample. Materials. Procedure. Analysis of Data	28 (96%)			1 (3%)

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Chapter 4 - Limitation of the Study. Two
Projected outcomes. Implications for
Teaching. Where Could I go From Here?



Writ/Mech Writing Style/Mechanics.
Language. Sentence Structure.
Spelling/grammar/punctuation. Headings
and citations. Primary voice

