



**Commission on Teacher Credentialing
Biennial Report Fall 2014
Academic Years 2012-2013 and 2013-2014**

Institution	Point Loma Nazarene University School of Education
Cohort	none
Date report is submitted	11/14/14
Program documented in this report	Master in Education: Counseling, Child Welfare and Attendance
Please identify all delivery options through which this program is offered (Traditional, Intern, Other)	Traditional
Credential awarded	Child Welfare and Attendance
Is this program offered at more than one site? Yes	
If yes, list all sites at which the program is offered	Arcadia Inland Empire
Program Contact	Dr. Conni Campbell
Title	Associate Dean, Clear and Other School Professionals Credentials
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If the preparer of this report is different than the Program Contact, please note contact information for that person below:	
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SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

CHILD WELFARE AND ATTENDANCE AUTHORIZATION

PART I – Contextual Information:

Within the School of Education, the Child Welfare and Attendance (CWA) authorization was CTC approved in May of 2008. While Point Loma’s School of Education is located in four regional center locations, during the 2012-13 academic year the authorization was only offered at Arcadia Regional Center. During the 2013-14 academic year, the program was offered at the Inland Empire Regional Center. The CWA authorization is only granted to Pupil Personnel Services (PPS) credential holders. Therefore, the Professional Clear Pupil Personnel Services Credential in School Counseling is a prerequisite for the Child Welfare and Attendance Credential.

The program is designed sequentially with candidates gaining knowledge and skills building on core knowledge through the following series of courses

GED 645: The Laws and Professional Role of Child Welfare and Attendance Counselors

GED 646: Child Welfare and Attendance Program: Leadership, Management, Collaboration, and Community/Partnerships

GED 647: School Culture and Addressing Barriers to Student Achievement

GED 688: Child Welfare and Attendance Field Work (150 hours)

The pedagogy of the CWA program combines theoretical knowledge mastery with evaluated practice that is integrated throughout the candidate’s graduate studies, transferring their knowledge into effective practice when working within a k-12 school. Through the study of the role of the CWA counselor within a school as well as field experience, candidates gain knowledge and skills in program development, student records, suspension/expulsion laws, overcoming barriers to student achievement, student retention programs, student attendance review board, and direct student support. Candidates are encouraged to be lifelong learners through maintaining membership to professional organizations, attending conferences, and conducting research that can be utilized within the Child Welfare and Attendance profession. In addition, the diversity of the candidate population, along with varied professional backgrounds enriches the small classroom experience.

Program Specific Candidate Information				
Numbers of candidates and completers/graduates for two years reported				
	2012-2013		2013-2014	
Site (If multiple sites) Delivery Option	Number of Candidates	Number of Completers/ Graduates	Number of Candidates	Number of Completers/ Graduates
Arcadia Regional Center	14	13	1	1
Bakersfield Regional Center	0	0	0	0
Inland Empire/Corona	0	1	4	2

Regional Center				
Mission Valley Regional Center	0	0	0	0

Changes Since Last Accreditation Activity (Biennial Report, Program Assessment or Site Visit).

Point Loma Nazarene School of Education, as a unit, has undergone several changes since the last accreditation activity.

- The Arcadia Regional Center closed in 2013. All candidates received individual teach-out plans for program completion.
- The CWA authorization program moved from the Arcadia Regional Center to the Inland Empire/Corona Regional Center in 2013. This afforded program access to potential candidates in the larger Los Angeles community.
- The School Education officially received NCATE/CAEP accreditation in the fall of 2012.
- Dr. Deb Erickson, was appointed Dean, School of Education in August of 2013.
- The PLNU School of Education has experienced a decrease in the number of candidates we enroll, as well as a reduction in force in full-time faculty.
- One key assessment, the Dispositions of Noble Character, has been revised to include behavioral indicators for each of the 4 assessed dispositions. These indicators provides guidelines for the attitudes and actions assessed several times a year.
- Several courses in the School of Education are offered in an on-line format to better serve candidates across regional centers. However, at this time all CWA courses are face-to-face.
- A University-wide commitment to increased transparency in our data collection, analysis of data and program improvement plans has been established. All can be found on the University's website.

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

Child Welfare and Attendance

PART II – Candidate Assessment/Performance and Program Effectiveness Information

a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for an add-on authorization to the PPS Credential?

There are signature assignments in each of the 3 courses that give the candidates the opportunity to demonstrate their knowledge and skills acquired during the course. Data is also collected for these signature assignments. There is also a portfolio produced by candidates demonstrating what they have learned for each of the standards for this program. Candidates include assignments from each course that demonstrate how they achieved mastery of each one of the 8 standards. Candidates present assignments orally in class and submit assignments that demonstrate mastery of the standards.

Evaluation Instrument (Direct)	Description	Data Collected: 2 years	Standards Assessed
GED 645	THE LAW AND THE PROFESSIONAL ROLE OF THE CHILD WELFARE AND ATTENDANCE COUNSELOR	2012 & 2013	1, 2, 3, 4
GED 646A	LEADERSHIP, MANAGEMENT, COLLABORATION AND COMMUNITY/PARENT PARTNERSHIP	2012 & 2013	1,3,4
GED 646B	LEADERSHIP, MANAGEMENT, COLLABORATION AND COMMUNITY/PARENT PARTNERSHIP	2012 & 2013	1,3,4
GED 647	SCHOOL CULTURE AND BARRIERS TO STUDENT ACHIEVEMENT	2012 & 2013	1,3,4,5,6

b) What additional information about candidate and program completer performance or program effectiveness is collected and analyzed that informs programmatic decision making?

Additional Evaluation Instruments (Indirect)	Description	Data Collected: 2 years	Use
Exit Survey	Form- Based Author Responses	2012 & 2013	Feedback used for quality assurance and specific program improvement
Disposition Assessment	Form-based Author Responses	2012 & 2013	Monitor candidates' development of professional dispositions in case support is needed

c) Include aggregated data from 4-6 instruments that were described in (a) and (b) for two years.

The School of Education collects a wide range of data on an annual basis from current students, graduates, state-mandated assessments. These primary candidate assessments are known as signature assignments.

The evaluation mechanism currently in place to assess signature assignments uses a four point scale: 1 = No Evidence; 2 = Some Evidence; 3 = Adequate Evidence; and 4 = Clear Evidence. Summaries and interpretation of these measures are reported in Part III. Additional evaluation measures include the assessment of dispositions and an exit survey for program completers.

GED 645: THE LAW AND THE PROFESSIONAL ROLE OF THE CHILD WELFARE AND ATTENDANCE COUNSELOR

In GED 645, The Laws and Professional Role of Child Welfare and Attendance Counselors, candidates are equipped with the knowledge of federal laws pertaining to child welfare and attendance. Emphasis is on candidates acquiring the skills and knowledge necessary to provide staff development and implement school-wide effective prevention and intervention strategies to promote student success. The signature assignment requires candidates to respond to a case study demonstrating their knowledge and understanding of laws relating to minors

Key Assessment: GED 645 Year: 2012												
Criteria	Arcadia Regional Center			Bakersfield Regional Center			Inland Empire/Corona Regional Center			Mission Valley Regional Center		
	N	Mean	St. Dev.	N	Mean	St. Dev.	N	M	St. Dev.	N	Mean	St. Dev.
Knowledge and skills in applying themes and functions of the CWA professional	9	4.00	0	0	0	0	0	0	0	2	4.00	0
Description of the problem addressing the of academic, social/emotional, and vocational needs of underachieving student populations	9	3.78	.44	0	0	0	0	0	0	2	4.00	0
Legal and Ethical issues facing CWA professionals, including identification of California codes relating to minors	9	3.89	.33	0	0	0	0	0	0	2	4.00	0
Ability to utilize appropriate CWA standards of practice	9	4.00	0	0	0	0	0	0	0	2	4.00	0

Key Assessment: GED 645
Year: 2013

Criteria	Arcadia Regional Center			Bakersfield Regional Center			Inland Empire/Corona Regional Center			Mission Valley Regional Center		
	N	Mean	St. Dev.	N	Mean	St. Dev.	N	M	St. Dev.	N	Mean	St. Dev.
Knowledge and skills in applying themes and functions of the CWA professional	1	4.00	0	0	0	0	4	4.00	0	0	0	0
Description of the problem addressing the of academic, social/emotional, and vocational needs of underachieving student populations	1	4.00	0	0	0	0	4	4.00	0	0	0	0
Legal and Ethical issues facing CWA professionals, including identification of California codes relating to minors	1	4.00	0	0	0	0	4	4.00	0	0	0	0
Ability to utilize appropriate CWA standards of practice	1	4.00	0	0	0	0	4	4.00	0	0	0	0

GED 646A: LEADERSHIP, MANAGEMENT, COLLABORATION AND COMMUNITY/PARENT PARTNERSHIP

In GED 646 Child Welfare and Attendance Program: Leadership, Management, Collaboration, and Community/Partnerships, candidates are provided with the knowledge and skills to collaborate with schools, law enforcement, child welfare, parents, and community agencies in order to implement effective strategies and programs that improve student attendance. In the GED 646A signature assignment, candidates demonstrate their knowledge in addressing laws relating to minors from a leadership perspective in signature assignment research paper.

Key Assessment: GED 646A
Year: 2012

Criteria	Arcadia Regional Center			Bakersfield Regional Center			Inland Empire/Corona Regional Center			Mission Valley Regional Center		
	N	Mean	St. Dev.	N	Mean	St. Dev.	N	M	St. Dev.	N	Mean	St. Dev.
Information	6	4.00	0	0	0	0	0	0	0	1	4.00	0
Use of Material and Course Content: Leadership	6	4.00	0	0	0	0	0	0	0	1	4.00	0
Demonstrate Ability to Developing Collaboratives and Partnerships	6	4.00	0	0	0	0	0	0	0	1	4.00	0
Writing structure and organization	6	4.00	0	0	0	0	0	0	0	1	4.00	0

Key Assessment: GED 646A
Year: 2013

Criteria	Arcadia Regional Center			Bakersfield Regional Center			Inland Empire/Corona Regional Center			Mission Valley Regional Center		
	N	Mean	St. Dev.	N	Mean	St. Dev.	N	M	St. Dev.	N	Mean	St. Dev.
Information	1	4.00	0	0	0	0	4	4.00	0	0	0	0
Use of Material and Course Content: Leadership	1	4.00	0	0	0	0	4	4.00	0	0	0	0
Demonstrate Ability to Developing Collaboratives and Partnerships	1	4.00	0	0	0	0	4	4.00	0	0	0	0
Writing structure and organization	1	4.00	0	0	0	0	4	4.00	0	0	0	0

GED 646B: LEADERSHIP, MANAGEMENT, COLLABORATION AND COMMUNITY/PARENT PARTNERSHIP

In GED 646, Child Welfare and Attendance Program: Leadership, Management, Collaboration, and Community/Partnerships, candidates are provided with the knowledge and skills to collaborate with schools, law enforcement, child welfare, parents, and community agencies in order to implement effective strategies and programs that improve student attendance. In the GED 646B signature assignment, candidates demonstrate their ability in preparing presentations and making oral presentations to staff, students, parents, and community agencies.

Key Assessment: GED 646B
Year: 2012

Criteria	Arcadia Regional Center			Bakersfield Regional Center			Inland Empire/Corona Regional Center			Mission Valley Regional Center		
	N	Mean	St. Dev.	N	Mean	St. Dev.	N	M	St. Dev.	N	Mean	St. Dev.
Slides	6	4.0	0	0	0	0	0	0	0	1	100	0
Use of Material and Course Content: Leadership	6	4.0	0	0	0	0	0	0	0	1	100	0
Content	6	4.0	0	0	0	0	0	0	0	1	100	0
Oral Presentation	6	4.0	0	0	0	0	0	0	0	1	100	0

Key Assessment: GED 646B
Year: 2013

Criteria	Arcadia Regional Center			Bakersfield Regional Center			Inland Empire/Corona Regional Center			Mission Valley Regional Center		
	N	Mean	St. Dev.	N	Mean	St. Dev.	N	M	St. Dev.	N	Mean	St. Dev.

Slides	1	4.0	0	0	0	0	4	76.00	48.00	0	0	0
Use of Material and Course Content: Leadership	1	4.0	0	0	0	0	4	76.00	48.00	0	0	0
Content	1	4.0	0	0	0	0	4	76.00	48.00	0	0	0
Oral Presentation	1	4.0	0	0	0	0	4	76.00	48.00	0	0	0

GED 647: SCHOOL CULTURE AND BARRIERS TO STUDENT ACHIEVEMENT

In GED 647, School Culture and Addressing Barriers to Student Achievement, candidates design a “Charter School” utilizing evidence-based programs for identified “high-risk” students in grades 7-12. There are twenty students in each grade level for a total of 120 students. The students can be referred through the LEAs, Department of Probation, the courts, DCFS, SARB and/or parents.

Key Assessment: GED 647 Year: 2012												
Criteria	Arcadia Regional Center			Bakersfield Regional Center			Inland Empire/Corona Regional Center			Mission Valley Regional Center		
	N	Mean	St. Dev.	N	Mean	St. Dev.	N	M	St. Dev.	N	Mean	St. Dev.
Candidate demonstrates an understanding of CWA program management and leadership focused on improving school culture	1	4.00	0	0	0	0	0	0	0	0	0	0
Candidate demonstrates the knowledge and skills related to collaboration and partnerships needed to serve targeted at-risk students	1	4.00	0	0	0	0	0	0	0	0	0	0
Candidate demonstrates an understanding of the culture and organization of public school and related systems.	1	4.00	0	0	0	0	0	0	0	0	0	0
Candidate demonstrates knowledge and skills of addressing barriers to learning.	1	4.00	0	0	0	0	0	0	0	0	0	0
Writing Mechanics: APA style is used appropriately and assignment completed with careful attention.	1	4.00	0	0	0	0	0	0	0	0	0	0

Key Assessment: GED 647 Year: 2013												
Criteria	Arcadia Regional Center			Bakersfield Regional Center			Inland Empire/Corona Regional Center			Mission Valley Regional Center		
	N	Mean	St. Dev.	N	Mean	St. Dev.	N	M	St. Dev.	N	Mean	St. Dev.
Candidate demonstrates an understanding of CWA	0	0	0	0	0	0	1	3.70	0	0	0	0

program management and leadership focused on improving school culture												
Candidate demonstrates the knowledge and skills related to collaboration and partnerships needed to serve targeted at-risk students	0	0	0	0	0	0	1	3.80	0	0	0	0
Candidate demonstrates an understanding of the culture and organization of public school and related systems.	0	0	0	0	0	0	1	3.90	0	0	0	0
Candidate demonstrates knowledge and skills of addressing barriers to learning.	0	0	0	0	0	0	1	3.90	0	0	0	0
Writing Mechanics: APA style is used appropriately and assignment completed with careful attention.	0	0	0	0	0	0	1	3.60	0	0	0	0

DISPOSITION ASSESSMENT

Disposition Data 2012						
Rated Item	Total	Distribution %				Average
		1	2	3	4	
Indicator 1: Dignity and 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.	5	0.00%	0.00%	20.00%	80.00%	3.80
Indicator 2: Honesty and Integrity. The candidate demonstrates honesty, integrity, and coherence in attitudes, and actions, and is accountable to the norms and expectations of the learning community	5	0.00%	0.00%	20.00%	80.00%	3.80
Indicator 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.	5	0.00%	0.00%	20.00%	80.00%	3.80
Indicator 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	0.00%	0.00%	20.00%	80.00%	3.80
Indicator 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.	5	0.00%	0.00%	20.00%	80.00%	3.80
Indicator 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.	5	0.00%	0.00%	100.00%	80.00%	4.00
Indicator 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.	5	0.00%	0.00%	20.00%	80.00%	3.80
Indicator 8: Diligence in Work Habits & Responsibility	5	0.00%	0.00%	40.00%	60.00%	3.60

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.						
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Disposition Data 2013						
Rated Item	Total	Distribution %				Average
		1	2	3	4	
Indicator 1: Dignity and 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.	4	0.00	0.00%	25.00%	75.00%	3.75
Indicator 2: Honesty and Integrity. The candidate demonstrates honesty, integrity, and coherence in attitudes, and actions, and is accountable to the norms and expectations of the learning community	4	0.00	0.00%	25.00%	75.00%	3.75
Indicator 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	0.00	0.00%	25.00%	75.00%	3.75
Indicator 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.	4	0.00	0.00%	25.00%	75.00%	3.75
Indicator 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.	4	0.00	0.00%	25.00%	75.00%	3.75
Indicator 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.	4	0.00	0.00%	25.00%	75.00%	3.75
Indicator 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.	4	0.00	0.00%	25.00%	75.00%	3.75
Indicator 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.	4	0.00	0.00%	25.00%	75.00%	3.75

EXIT SURVEY DATA 2012

Admissions

Form Element Type: Rating Scale

Total Author Response(s): 3 Author Response(s)

Rated Item(s)	Total	Distribution %					Average
		1	2	3	4	5	

My initial experience with Point Loma Nazarene University was positive.	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67
The Admissions staff was accessible, knowledgeable and helpful.	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67

Advising

Form Element Type: Rating Scale

Total Author Response(s): 3 Author Response(s)

Rated Item(s)	Total	Distribution %					Average
		1	2	3	4	5	
The advising and scheduling services were accessible and helpful.	3	0.00%	0.00%	33.33%	0.00%	66.67%	4.33

Teaching Faculty

Form Element Type: Rating Scale

Total Author Response(s): 3 Author Response(s)

Rated Item(s)	Total	Distribution %					Average
		1	2	3	4	5	
The teaching faculty was accessible and helpful.	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67
The teaching faculty was well prepared for classes.	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67
The teaching faculty demonstrated their subject matter expertise.	3	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
The teaching faculty helped me become more knowledgeable and sensitive in my preparation to work with diverse students, including students with exceptionalities.	3	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
The teaching faculty modeled appropriate and professional dispositions.	3	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
The teaching faculty demonstrated a variety of instructional strategies and modeled teaching excellence.	3	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
Course syllabi were clear and helpful.	3	0.00%	0.00%	0.00%	0.00%	100.00%	5.00

The CWA program increased my ability to:

Form Element Type: Rating Scale
Total Author Response(s): 3 Author Response(s)

Rated Item(s)	Total	Distribution %					Average
		1	2	3	4	5	
Work with students from diverse backgrounds other than my own	3	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
Utilize various strategies when providing academic advisement to K-12 students	3	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
Utilize various strategies when providing one-on-one counseling for students experiencing social/emotional challenges	3	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
Assess students' needs within the academic, social/emotional and vocational domains	3	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
Feel competent in the 7 state standards set out by CTC for the CWA add-on credential to your PPS credential	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67
Collect and analyze data in order to create effective programs for K-12 students	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67
Understand and apply college/career counseling knowledge when advising students	3	0.00%	0.00%	33.33%	0.00%	66.67%	4.33
Apply legal and ethical knowledge when working with K-12 students	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67
Understand various family dynamics and the impact on student learning	3	0.00%	0.00%	33.33%	0.00%	66.67%	4.33
Collaborate and coordinate services on behalf of students	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67
Use technology for various student services	3	0.00%	0.00%	33.33%	0.00%	66.67%	4.33
Take on leadership roles that enable collaboration with colleagues to better serve K-12 students	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67
Conduct research during graduate studies that relate to real world application as in GED645, GED646 and GED647	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67
Have a successful field experience	3	0.00%	0.00%	33.33%	0.00%	66.67%	4.33

where I was able to apply theory to practice under the supervision of a qualified counselor							
Understand how to assist students with their attendance issues	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67
Understand the responsibilities required during my field experience	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67
Feel confident working with learners from diverse backgrounds, culturally, learning style, religious affiliation, gender and socioeconomic status	3	0.00%	0.00%	0.00%	33.33%	66.67%	4.67

EXIT SURVEY DATA 2013

[Admissions](#) 🔍

Form Element Type: Rating Scale

Total Author Response(s): 2 Author Response(s)

Rated Item(s)	Total	Distribution % Display as Count					Average
		1	2	3	4	5	
My initial experience with Point Loma Nazarene University was positive.	2	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
The Admissions staff was accessible, knowledgeable and helpful.	2	0.00%	0.00%	0.00%	0.00%	100.00%	5.00

[Advising](#) 🔍

Form Element Type: Rating Scale

Total Author Response(s): 2 Author Response(s)

Rated Item(s)	Total	Distribution % Display as Count					Average
		1	2	3	4	5	
The advising and scheduling services were accessible and helpful.	2	0.00%	0.00%	0.00%	0.00%	100.00%	5.00

Teaching Faculty 🔍

Form Element Type: Rating Scale

Total Author Response(s): 2 Author Response(s)

Rated Item(s)	Total	Distribution % <u>Display as Count</u>					Average
		1	2	3	4	5	
<u>The teaching faculty was accessible and helpful.</u>	2	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
<u>The teaching faculty was well prepared for classes.</u>	2	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
<u>The teaching faculty demonstrated their subject matter expertise.</u>	2	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
<u>The teaching faculty helped me become more knowledgeable and sensitive in my preparation to work with diverse students, including students with exceptionalities.</u>	2	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
<u>The teaching faculty modeled appropriate and professional dispositions.</u>	2	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
<u>The teaching faculty demonstrated a variety of instructional strategies and modeled teaching excellence.</u>	2	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
<u>Course syllabi were clear and helpful.</u>	2	0.00%	0.00%	0.00%	0.00%	100.00%	5.00

The CWA program increased my ability to: 🔍

Form Element Type: Rating Scale

Total Author Response(s): 2 Author Response(s)

Rated Item(s)	Total	Distribution % <u>Display as Count</u>					Average
		1	2	3	4	5	
<u>Work with students from diverse backgrounds other than my own</u>	2	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
<u>Utilize various strategies when providing academic advisement to K-12 students</u>	2	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
<u>Utilize various strategies when providing one-on-one counseling for students experiencing social/emotional challenges</u>	2	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
<u>Assess students' needs within the academic, social/emotional and vocational domains</u>	2	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
<u>Feel competent in the 7 state standards set out by CTC for the CWA add-on credential to your PPS credential</u>	2	0.00%	0.00%	0.00%	0.00%	100.00%	5.00

<u>Collect and analyze data in order to create effective programs for K-12 students</u>	2	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
<u>Understand and apply college/career counseling knowledge when advising students</u>	2	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
<u>Apply legal and ethical knowledge when working with K-12 students</u>	2	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
<u>Understand various family dynamics and the impact on student learning</u>	2	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
<u>Collaborate and coordinate services on behalf of students</u>	2	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
<u>Use technology for various student services</u>	2	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
<u>Take on leadership roles that enable collaboration with colleagues to better serve K-12 students</u>	2	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
<u>Conduct research during graduate studies that relate to real world application as in GED645, GED646 and GED647</u>	2	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
<u>Have a successful field experience where I was able to apply theory to practice under the supervision of a qualified counselor</u>	2	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
<u>Understand how to assist students with their attendance issues</u>	2	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
<u>Understand the responsibilities required during my field experience</u>	2	0.00%	0.00%	0.00%	0.00%	100.00%	5.00
<u>Feel confident working with learners from diverse backgrounds, culturally, learning style, religious affiliation, gender and socioeconomic status</u>	2	0.00%	0.00%	0.00%	0.00%	100.00%	5.00

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

CHILD WELFARE AND ATTENDANCE AUTHORIZATION

PART III – Analyses and Discussion of Candidate and Program Data

SIGNATURE ASSIGNMENT COURSE ASSESSMENTS:

GED 645: For this signature assignment, nine participants entered data in 2012-13 and one participant entered data in 2013-14. With the 2013-14 data revealing a score of 4.00 on all four criteria, the reviewers focused on the 2012-13 data. The scores of two criteria fell below the 4.00 mark. The second criteria addressing the academic, social emotional and vocational needs of underachieving student populations received a mean score of 3.78 with a standard deviation of .44. The third criteria addressing the legal and ethical issues facing CWA professionals, including identification of California codes relating to minors received a score of 3.89 with a standard deviation of .33. Although underachieving student populations is introduced in GED 645 and developed/mastered in 647, additional instruction in this area should be considered. *More specifically, instruction could be enhanced with regards to how the law protects underachieving students as well as the CWA counselor's role in working with underachieving students.*

GED 646A: In GED 646, candidates are provided with the knowledge and skills to collaborate with schools, law enforcement, child welfare, parents, and community agencies. The culminating signature assignment (GED 646A) focuses on the development of a research paper that requires candidates to demonstrate their knowledge in addressing laws relating to minors from a leadership perspective and to implement effective strategies and programs that improve student attendance. For both academic years, data indicated consistent scores of 4.00. The data indicates that there were no weaknesses in the presentation of the course in year 2012 and 2013.

GED 646B: In GED 646, candidates are provided with the knowledge and skills to collaborate with schools, law enforcement, child welfare, parents, and community agencies. The second signature assignment of this course (GED 646B), candidates present their research project. Although candidates received strong scores of 4.00 across the criteria for two years and indicating a competence in technology and presentation abilities, the exit data (4.33/5.00) did not indicate candidates' seeing the presentation as adequate in using technology for various student services. *There needs to be a review of how this assessment can be used for the benefit of the candidates in preparing presentations and making oral presentations to staff, students, parents, and community agencies.*

GED 647: The data for 2012 and 2013 only had one response over the course of two years. It is obvious that all candidates did not upload the assignments into Taskstream for grading. At this time, there is not sufficient data to indicate the strengths and improvements needed for this course. *The course instructor(s) and candidates will need to be advised as to the importance of data collection and the mandate that signature assignments be uploaded onto Taskstream prior to the award of a course grade.*

DISPOSITION ASSESSMENT: Data collected in 2012 yielded a mean score of 3.76/4.00. The lowest scoring indicator being #8: diligence in work habits and attending to the responsibilities of the learning community. It is interesting to note, that through course discussion with the candidates, the candidates felt that as a result of their studies in the CWA Authorization program that their dignity, self-worth, and honor had improved. They also suggested that they received sufficient guidance in their dispositions to make the necessary changes in their own personal lives as well as in their professional lives. *It would be of value to consider the use of team-based learning, project-based learning so that candidates can better their accountability within a learning community.* Data in the 2013 academic year received a 3.75/4.00 for each of the indicators. Although this aggregated score demonstrates competence in the candidates' dispositions, it is lower than the previous year. *The program needs to consider a weekly focus on dispositions that can be integrated into the devotion, instruction, or activities.*

EXIT SURVEY: In the 2012 academic year, there were 5 areas noted that received a 4.33/5.00. These were:

- Accessible advisement and scheduling services
- Candidate understanding of college/career counseling
- Candidate understanding of family dynamics and the impact on student learning
- Candidate use of technology for student learning
- Application of theory to practice under the supervision of a qualified counselor

Even though there were a small number of responses for 2013, scoring for all areas received a score of 5.00. This was accomplished by having a one-on-one meeting with the candidates in addition to the group meeting explaining the requirements of the authorization program. *This practice should continue. With regards to the other areas of content (college/career counseling, family dynamics and impact on learning, technology for student learning,) the instruction and assessments need to be revised so as to better integrate and practice these concepts. Additional sessions between candidates, counselors as well as with the fieldwork instruction should be considered to ensure appropriate application of theory.*

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

Child Welfare and Attendance

PART IV – Use of Assessment Results to Improve Candidate and Program Performance

Data Source	Plan of Action or Proposed Changes Made	Applicable Program or Common Standard(s)
GED 645	Instruction will be enhanced with regards to how the law protects underachieving students as well as the CWA counselor's role in working with underachieving students.	<i>CWA Authorization Program Standard 1,2,3,4</i>
GED 646B Exit Survey	There needs to be a review of how this technology-based assessment can be used for the benefit of the candidates in preparing presentations and making oral presentations to staff, students, parents, and community agencies. The program should also consider how technology can increase the learning of students in the classroom	<i>CWA Authorization Program Standard 1,4</i>
GED 647	All candidates did not upload signature assignments. The course instructor(s) and candidates will need to be advised as to the importance of data collection and the mandate that signature assignments must be uploaded onto Taskstream prior to the award of a course grade.	<i>CWA Authorization Program Standard 1,3,4,5,6 Common Standard 4, 9</i>
Disposition Assessment 2013 #8	The lowest scoring indicator was #8: Diligence in work habits and attending to the responsibilities of the learning community. It would be of value to consider the use of team-based learning, project-based learning so that candidates can better their accountability within a learning community.	<i>Common Standard 9</i>
Disposition Assessment 2013	Data in the 2013 academic year received a 3.75/4.00 for each of the indicators. Although this aggregated score demonstrates competence in the candidates' dispositions, it is lower than the previous year. The program needs to consider a weekly focus on dispositions that can be integrated into the devotion, instruction, or	<i>Common Standard 9</i>

	activities.	
<p>Exit Survey Data</p> <ul style="list-style-type: none"> • Accessible advisement and scheduling services • Candidate understanding of college/career counseling • Candidate understanding of family dynamics and the impact on student learning • Candidate use of technology for student learning • Application of theory to practice under the supervision of a qualified counselor 	<p>In the 2012 academic year, there were 5 areas noted that received a 4.33/5.00. These are listed in the left column.</p> <p>Even though there were a small number of responses for 2013, scoring for all areas received a score of 5.00.</p> <p>One-on-one meeting with the candidates in addition to the group meeting explaining the requirements of the authorization program were added in the 2013 year. This practice should continue. With regards to the other areas of content (<i>college/career counseling, family dynamics and impact on learning, technology for student learning,</i>) the instruction and assessments need to be revised so as to better integrate and practice these concepts. Additional sessions between candidates, counselors as well as with the fieldwork instruction should be considered to ensure appropriate application of theory.</p>	<p><i>CWA Authorization Program Standard 7 and 8</i></p> <p><i>Common Standards 4,5, 6,8, 9</i></p>

GED 645 Case Study Review Rubric

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Knowledge and skills in applying themes and functions of the CWA professional	Limited knowledge and skills have been identified and functions of a CWA professional not observed to satisfaction of standards	Fundamental knowledge and skills have been identified and functions of a CWA demonstrated below level of satisfaction	General knowledge and skills are evident. Demonstration of CWA professional functions observed, application is satisfactory	High commitment of applying knowledge and skills within the functions of a CWA professional are evident and exceed expectations	
	Standards CA- PLNU/Child Welfare and Attendance Authorization (2011) Standard: Standard 1: Professional Role of Child Welfare and Attendance Provider Standard: Standard 3: Program Leadership and Management				
Description of the problem addressing the of academic, social/emotional, and vocational needs of underachieving student populations	Narrow description of the problem and candidate's limited response to it.	Basic description of problem and candidate's inconsistent response to it	Candidate's description of problem and response were sufficient	Well defined problem and thorough candidate response	
	Standards CA- PLNU/Child Welfare and Attendance Authorization (2011) Standard:				

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
	Standard 1: Professional Role of Child Welfare and Attendance Provider Standard: Standard 4: Collaboration and Partnerships				
Legal and Ethical issues facing CWA professionals, including identification of California codes relating to minors	Partial understanding of legal and ethical issues have been observed. Candidate will need to address identified areas of concern regarding knowledge of California codes relating to minors	Basic understanding of legal and ethical issues has been observed. Candidate will need to address specific areas of concern regarding knowledge of California codes relating to minors	Candidate demonstrates sufficient knowledge of legal and ethical issues and understands California codes relating to minors. (A commitment to professional growth in this area is identified.)	Candidate demonstrates a thorough and applied understanding of the critical nature of adhering to high standards of professional legal and ethical practices including knowledge of California codes relating to minors	
	Standards CA- PLNU/Child Welfare and Attendance Authorization (2011) Standard: Standard 2: Laws Pertaining to Child Welfare and Attendance				
Ability to utilize appropriate CWA standards of practice	Limited awareness of appropriate CWA practices were demonstrated	Basic awareness of appropriate CWA practices were demonstrated	Sufficient understanding of how to utilize appropriate CWA practices were demonstrated	Demonstrates a thorough and applied understanding of the appropriate CWA practices	
	Standards CA- PLNU/Child Welfare and Attendance Authorization (2011) Standard: Standard 1: Professional Role of Child Welfare and Attendance Provider Standard: Standard 2: Laws Pertaining to Child Welfare and Attendance Standard: Standard 3: Program Leadership and Management Standard: Standard 4: Collaboration and Partnerships				

GED 646A: Paper

created with  taskstream

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Weight	Score/Level
Information	The assigned paper contains incomplete and inaccurate information but reflects some understanding of the subject. No references to materials covered in the cases.	The paper has some information needed for a complete and accurate understanding of the topic with little reference to material covered in the class.	The paper has almost all of the information needed for a complete and accurate understanding of the topic with some references to material covered in the class.	The paper contains all the information needed for a complete and accurate understanding of the topic with references to materials covered in the course.	25%	
Use of Material and Course Content: Leadership	There is very little evidence of the use of reference material covered in class.	There is little evidence of the use of references from the materials, primarily textbooks	There is limited evidence of the use of references to material covered in the course	There is clear evidence of the use of references to materials covered in the course from all sources	30%	
Demonstrate Ability to Developing Collaboratives and Partnerships	Limited awareness of appropriate methods of partnership development	Basic awareness of appropriate methods of partnership development	Sufficient understanding of appropriate methods of partnership development	Demonstrates a thorough and applied understanding of appropriate methods of partnership development	30%	
Writing structure and organization	The body includes <5 pages written in standard English, but grammar and/or spelling errors may be present	The body includes 4-5 pages written in standard English with only a few spelling or grammar errors	The body includes 5 well written and well organized pages with virtually no errors	The body includes 5 well written pages that are impeccably organized and fluid with no errors	15%	

GED 646B: Power Point Presentation

created with  taskstream

		Below Standard	Meets Standard	Exceeds Standard		Score/Level
Slides	Includes <9 slides. Not all the required information is provided	Includes 10 slides; more organization to slides; bulleted information	Includes 11 slides that include more than the basic aspects of leadership; bullets are appropriately utilized	Includes 12-15 slides covering many aspects of laws and ethics in leadership; bullets focus on the more significant information	25%	
Use of Material and Course Content: Leadership	There is very little evidence of the use of references to material covered in class	There is little evidence of the use of references from the materials, primarily textbooks	There is limited evidence of the use of references to material covered in the course	There is clear evidence of the use of references to materials covered in the course from all sources	25%	
Content	Slide presentation lacked interest, was not appropriate in length and intended audience would not be receptive	Slide presentation was interesting, appropriate in length and audience would be receptive	Slide presentation was interesting, appropriate in length and audience would learn content of chapter	Slide was highly interesting, appropriate length and audience would learn and/or be inspired to next steps	30%	
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	20%	

GED 647 Comprehensive Intervention Plan to Improve School Culture and Remove Barriers to Learning

created with  taskstream

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Candidate demonstrates an understanding of CWA program management and leadership focused on improving school culture	Has limited understanding of CWA program management and leadership	Demonstrates fundamental understanding of CWA program management and leadership	Knowledge of CWA program management and leadership is clearly identified.	Well defined knowledge and CWA program management and leadership is evident.	
	Standards CA- PLNU/Child Welfare and Attendance Authorization (2011) Standard: Standard 3: Program Leadership and Management				
Candidate demonstrates the knowledge and skills related to collaboration and partnerships needed to serve targeted at-risk students	Has limited understanding of knowledge and skills related to collaboration and partnerships needed to serve students	Demonstrates fundamental knowledge and skills related to collaboration and partnerships needed to serve students	Demonstrates knowledge and skills related to collaboration and partnerships in a way that is effective	Knowledge and skills related to collaboration and partnerships is well constructed and though out	
	Standards CA- PLNU/Child Welfare and Attendance Authorization (2011) Standard: Standard 1: Professional Role of Child Welfare and Attendance Provider Standard: Standard 4: Collaboration and Partnerships Standard: Standard 6: Assessment and Evaluation of Barriers to Student Learning				
Candidate demonstrates	Has limited understanding of the	Demonstrates fundamental	Demonstrates a clear understanding of the	Knowledge of the culture of a school and	

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
an understanding of the culture and organization of public school and related systems.	culture and organization of public school and related systems	knowledge of the culture and organization of public schools and related systems	culture and organization of a school and related systems	related systems is well constructed and demonstrates the candidate's mastery of the standard.	
	Standards CA- PLNU/Child Welfare and Attendance Authorization (2011) Standard: Standard 5: School Culture and Related Systems				
Candidate demonstrates knowledge and skills of addressing barriers to learning.	Demonstrates limited knowledge and skills in addressing barriers to learning	Demonstrates fundamental knowledge of skills in addressing barriers to learning	Knowledge and skills in addressing barriers to learning is evident and demonstrates candidate's ability to be effective.	Knowledge and skills pertaining to how the candidate will address barriers to learning is clearly described and well constructed.	
	Standards CA- PLNU/Child Welfare and Attendance Authorization (2011) Standard: Standard 6: Assessment and Evaluation of Barriers to Student Learning				
Writing Mechanics: APA style is used appropriately and assignment completed with careful attention.	APA style was not used properly and/or too many grammatical errors were noted.	APA style was attempted but grammatical errors were noted.	APA style was used, writing was clear and concise, and assignment directions were followed.	APA style was used effectively, writing was well constructed, and candidate's work exceptional.	
	Standards CA- PLNU/Child Welfare and Attendance Authorization (2011) Standard: Standard 3: Program Leadership and Management				

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 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:	Demonstrates	Demonstrates indicator with	Demonstrates indicator	Consistently and spontaneously	

The candidate perseveres, remains engaged, and persists as a life-long learner, especially when academic and professional assignments are perceived as challenging.	indicator infrequently if at all.	direct prompting from peers or teacher. May have some difficulty in responding openly to feedback from peers or teacher.	with minimal prompting. Demonstrates an openness to reflect on feedback from peers or teacher.	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 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.	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	