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, Pupil Personnel Services**
Please identify all delivery options through which this program is offered (Traditional, Intern, Other)	**Traditional**
Credential awarded	**Pupil Personnel Services Credential**

Is this program offered at more than one site? Yes

If yes, list all sites at which the program is offered	**Arcadia** **Bakersfield (inactive)** **Inland Empire/Corona** **Mission Valley**
Program Contact	**Dr. Conni Campbell**
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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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<center>**SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION**</center>
<center>**PUPIL PERSONNEL SERVICES CREDENTIAL**</center>

PART I – Contextual Information:

The University's School of Education offers the Master of Arts in Education (MA)with an emphasis in Counseling and Guidance and the Professional Clear Pupil Personnel Services Credential in School Counseling. The MA is 36 units and the MA with PPS in School Counseling is 48 units. The core courses for PPS School Counseling are:
GED 662: Foundations of Counseling and Counseling Theory
GED 663: Individual and Group Counseling and Ethical Standards
GED 664: Counseling for Academic Achievement/Career Development
GED 667: Comprehensive Counseling and Guidance Programs
GED 665: Safe Schools and Violence Prevention
GED 670: Advanced Educational Psychology
 GED 675: Family Systems

The program is currently offered at the Mission Valley and Inland Empire/Corona Regional Centers, but suspended in 2012 at the Bakersfield Center due to low enrollment. The Arcadia Regional Center closed in 2012, with candidates on individual teach out plans for program, completion.

Within the School of Education, the Professional Clear Pupil Personnel Services Credential program was CTC approved in 2000. The pedagogy of the PPS program combines theoretical knowledge mastery with evaluated practice that is integrated throughout the candidate's graduate studies. Emphasis is placed on candidates gaining skills that will equip them to integrate their knowledge into effective practice when working within a k-12 school. Candidates are given multiple opportunities to become reflective practitioners who develop their own philosophy of education based on beliefs, values and current professional standards. Candidates are encouraged to be lifelong learners through maintaining membership to professional organizations, attending conferences, and conducting research that can be utilized as School Counselors. In addition, the diversity of the candidate population, along with varied professional backgrounds enriches the small classroom experience.

The SOE added a new specialization to the counseling program in summer 2014. In response to multiple inquiries, the SOE now offers a Master of Arts degree in Education with a Specialization in College Counseling and Student Development (CCSD). Candidates with this specialization are interested in counseling students in higher education settings or working with emerging adults in student services or administration positions found in higher education.

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	23	13	2	2
Bakersfield Regional Center	12	7	0	0
Inland Empire/Corona Regional Center	0	0	4	4
Mission Valley Regional Center	42	19	51	17

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.
- In the fall of 2013, the Dispositions used to assess candidates throughout the programs in the School of Education were streamlined and collection of data were standardized according to the courses in which candidates will be assessed.
- Several courses in the School of Education are offered in an on-line format to better serve candidates across regional centers.
- 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.
- The SOE added a new specialization to the counseling program in summer 2014. In response to multiple inquiries, the SOE now offers a Master of Arts degree in Education with a Specialization in College Counseling and Student Development (CCSD). Candidates with this specialization are interested in counseling students in higher education settings or working with emerging adults in student services or administration positions found in higher education.
- The recession in the state of California has affected the enrollment numbers throughout the Point Loma Nazarene University Regional Centers. Out of necessity, the SOE has

reduced the number of full-time and part-time faculty and adjusted course loads accordingly.

- In the fall of 2012, the Bakersfield Regional Center suspended the PPS course offerings to new candidates, for the time being, due to low enrollment and budget considerations. PPS candidates enrolled at the time of this decision were able to complete their programs in lieu of this program suspension. The decision to reinstitute the PPS program in Bakersfield will be reviewed if the demand for this program returns in the future.
- Due to persistent low enrollment, the decision to close the Corona/Inland Empire Regional Center was made in the fall of 2014. The candidates enrolled at Corona during the time that decision was made have each been advised and provided a teach-out plan for program completion.

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION
Pupil Personnel Services Credential

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 a credential?

Candidates are assessed using both direct and indirect measures throughout their tenure in the program. The use of direct measures through Signature Assignments at the conclusion of courses allows the SOE an opportunity to capture data that addresses candidate learning outcomes which is scored using a rubric and stored in Taskstream. Indirect measures include candidate reflections on specific course content and through the use of Dispositions and Exit Surveys.

Evaluation Instrument (Direct)	Description	Data Collected: 2 years	Standards Assessed
GED 662 Signature Assignment	**Foundations of Counseling and Counseling Theory:** *Candidates will write an 8-12 page APA style research paper discussing the integrative perspective of counseling theory. Discussion will include definition, use with culturally diverse K-12 or college-age students, goals of use, and the value of integrative perspective.*	**2012 and 2013**	**PPS-School Counseling Standards 17, 18, 25**
GED 665 Signature Assignment	**Safe Schools and Violence Prevention:** *Candidates will write an 8-12 page, APA style research paper discussing an approved course-related topic. The paper will include the rationale behind the topic of choice, the method of research, supportive statements regarding the topic, and what is to be accomplished from the research.*	**2012 and 2013**	**PPS-School Counseling Standards 1, 9, 14, 21, 25, 29**
GED 667A Signature Assignment	**Comprehensive Counseling and Guidance; Coordination and Collaboration:** *This is a team project. Using the ASCA model, teams will design a Comprehensive Counseling and Guidance Program for an elementary, middle **or** high school that will include a power point*	**2012 and 2013**	**PPS-School Counseling Standards 13, 18, 22, 27, 28, 30**

	presentation for a targeted audience.		
GED 667B Signature Assignment	**Comprehensive Counseling and Guidance; Coordination and Collaboration (ASCA Project):** *Candidates will select a school upon which to complete a* Support Personnel Accountability Report Card *(SPARC) document.* *The SPARC is an annual, voluntary, continuous improvement process that identifies key career and college readiness student outcomes achieved through student support team contributions and collaborative work.*	**2012 and 2013**	**PPS-School Counseling Standards 13, 18, 22, 27, 28, 30**

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 and 2013**	**Feedback used for quality assurance and specific program improvement**
Disposition Assessment	**Form-based Author Responses**	**2012 and 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).

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.

It is important to note that at times, courses are populated with candidates from other programs (change in program, taken as an elective, not properly identified in the system, option of dual credentialing, etc.). If these candidates have submitted a signature assignment using a different program's folio (DRF) based on one of these situations, the data would be reported as such and result in uneven numbers of participants in the program's assessment.

GED 662: COUNSELING AND GUIDANCE THEORY

Key Assessment: GED 662 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.
Paper demonstrates the candidate's understanding of counseling theory and integrative perspective.	0	0	0	0	0	0	0	0	0	22	3.41	.59
Paper demonstrates the candidate's understanding of ethical issues.	0	0	0	0	0	0	0	0	0	22	2.86	.71
Paper demonstrates the candidate's theoretical knowledge of individual counseling.	0	0	0	0	0	0	0	0	0	22	3.59	.50
Mechanics	0	0	0	0	0	0	0	0	0	22	3.50	.60
Minimum of 10 APA format citations.	0	0	0	0	0	0	0	0	0	22	3.86	.64

Key Assessment: GED 662 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.
Paper demonstrates the candidate's understanding of counseling theory and integrative perspective.	0	0	0	0	0	0	0	0	0	19	3.74	.56
Paper demonstrates the candidate's understanding of ethical issues.	0	0	0	0	0	0	0	0	0	19	3.68	.48
Paper demonstrates the candidate's theoretical knowledge of individual counseling.	0	0	0	0	0	0	0	0	0	19	3.89	.32
Mechanics	0	0	0	0	0	0	0	0	0	19	3.74	.45
Minimum of 10 APA format citations.	0	0	0	0	0	0	0	0	0	19	3.95	.23

GED 665: SAFE SCHOOLS AND VIOLENCE PREVENTION

Key Assessment: GED 665 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.
Analysis of the chosen problem is clearly stated using appropriate citations and references to quality research on the topic.	3	3.67	.58	12	3.78	.23	0	0	0	21	3.57	.68
Content demonstrates prevention and intervention strategies that can be implemented based on the research.	3	3.67	.58	12	3.76	.30	0	0	0	21	3.38	.92
Demonstration of the candidate's understanding of how the knowledge gained can be applied to addressing individual student needs and barriers to learning is evident.	3	4.00	0	12	3.81	.24	0	0	0	21	3.48	.60
Candidate is able to demonstrate how to use the knowledge gained within a comprehensive school safety plan model.	3	3.67	.58	12	3.66	.32	0	0	0	21	3.29	.90
Candidate demonstrates graduate level APA writing format. Paper is clearly written with thoughtful care.	3	3.67	.58	12	3.71	.34	0	0	0	21	3.10	.83

Key Assessment: GED 665 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.
Analysis of the chosen problem is clearly stated using appropriate citations and	0	0	0	0	0	0	0	0	0	19	4.00	0

Criteria	N	Mean	St. Dev.	N	Mean	St. Dev.	N	Mean	St. Dev.	N	Mean	St. Dev.
references to quality research on the topic.												
Content demonstrates prevention and intervention strategies that can be implemented based on the research.	0	0	0	0	0	0	0	0	0	19	3.89	.32
Demonstration of the candidate's understanding of how the knowledge gained can be applied to addressing individual student needs and barriers to learning is evident.	0	0	0	0	0	0	0	0	0	19	3.84	.37
Candidate is able to demonstrate how to use the knowledge gained within a comprehensive school safety plan model.	0	0	0	0	0	0	0	0	0	19	3.79	.42
Candidate demonstrates graduate level APA writing format. Paper is clearly written with thoughtful care.	0	0	0	0	0	0	0	0	0	19	3.53	.84

GED 667A: COMPREHENSIVE COUNSELING & GUIDANCE PROGRAMS – COORDINATION AND COLLABORATION

Key Assessment: GED 667A 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 of all components of American School Counselor's National Model and its implementation.	3	2.67	1.15	8	4.00	0	0	0	0	22	4.00	0
Analysis of ethics and legal mandates.	3	3.00	1.00	8	3.5	.53	0	0	0	22	3.82	.39
Demonstrates knowledge of professional school counseling responsibilities	3	3.00	1.00	8	4.00	0	0	0	0	22	4.00	0

Leadership and Collaboration	3	2.67	1.15	8	4.00	0	0	0	0	22	4.00	0

Key Assessment: GED 667A
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 of all components of American School Counselor's National Model and its implementation.	0	0	0	0	0	0	0	0	0	17	4.00	0
Analysis of ethics and legal mandates.	0	0	0	0	0	0	0	0	0	17	4.00	0
Demonstrates knowledge of professional school counseling responsibilities	0	0	0	0	0	0	0	0	0	17	4.00	0
Leadership and Collaboration	0	0	0	0	0	0	0	0	0	17	4.00	0

GED 667B: COMPREHENSIVE COUNSELING & GUIDANCE PROGRAMS – COORDINATION AND COLLABORATION

Key Assessment: GED 667B
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.
Category 1: Principal's message which demonstrates collaboration between student support services and administration	2	4.00	0	8	3.75	.46	0	0	0	21	4.00	0
Category 2: Student Support Personnel Team; demonstrates knowledge of collaboration needed in order to provide comprehensive services to students	2	3.50	.71	8	3.75	.71	0	0	0	21	4.00	0
Category 3: School Climate and Safety assessment. Using	2	3.50	.71	8	3.13	.83	0	0	0	21	4.00	0

Criteria	N	Mean	St. Dev.	N	Mean	St. Dev.	N	M	St. Dev.	N	Mean	St. Dev.
data to identify the needs of students and address barriers to learning.												
Category 4: Student Results; utilizing data to develop a comprehensive counseling program.	2	4.00	0	8	3.13	.83	0	0	0	21	4.00	0
Category 5: Community Partnership/Resources; demonstrating collaboration, coordination of service, and team building.	2	3.50	.71	8	3.50	.53	0	0	0	21	4.00	0
Category 6: Content	2	4.00	0	8	3.75	.46	0	0	0	21	4.00	0

Key Assessment: GED 667B
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.
Category 1: Principal's message which demonstrates collaboration between student support services and administration	0	0	0	0	0	0	0	0	0	15	4.00	0
Category 2: Student Support Personnel Team; demonstrates knowledge of collaboration needed in order to provide comprehensive services to students	0	0	0	0	0	0	0	0	0	15	4.00	0
Category 3: School Climate and Safety assessment. Using data to identify the needs of students and address barriers to learning.	0	0	0	0	0	0	0	0	0	15	4.00	0
Category 4: Student Results; utilizing data to develop a comprehensive counseling program.	0	0	0	0	0	0	0	0	0	15	4.00	0
Category 5: Community Partnership/Resources; demonstrating collaboration,	0	0	0	0	0	0	0	0	0	15	4.00	0

coordination of service, and team building.												
Category 6: Content	0	0	0	0	0	0	0	0	0	15	4.00	0

GED 677: TEACHING STRATEGIES FOR SPECIAL POPULATIONS

Key Assessment: GED 677 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.
Collaboration with Key Educators at School Site	13	4.00	0	1	4.00	0	0	0	0	12	3.83	.39
Personal Philosophy of Inclusive Practices	13	4.00	0	1	4.00	0	0	0	0	12	3.83	.39
Specific Strategies for student success	13	4.00	0	1	4.00	0	0	0	0	12	3.75	.62
Example of Individual Differentiation for Students with Diverse Needs	13	4.00	0	1	4.00	0	0	0	0	12	3.83	.39
Reflection	0	0	0	0	0	0	0	0	0	12	3.83	.39

Key Assessment: GED 677 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.
Collaboration with Key Educators at School Site	0	0	0	0	0	0	0	0	0	12	3.58	.51
Personal Philosophy of Inclusive Practices	0	0	0	0	0	0	0	0	0	12	3.75	.45
Specific Strategies for student success	0	0	0	0	0	0	0	0	0	12	3.67	.49
Example of Individual Differentiation for Students with Diverse Needs	0	0	0	0	0	0	0	0	0	12	3.58	.51
Reflection	0	0	0	0	0	0	0	0	0	12	3.58	.51

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.	68	0	2.94	20.59	76.47	3.74
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	68	0	0	20.59	79.41	3.79
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.	68	0	1.47	29.41	69.12	3.68
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.	68	0	4.41	35.29	60.29	3.56
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.	68	0	2.94	38.24	58.82	3.56
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.	68	0	1.47	30.88	67.65	3.66
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.	68	0	4.41	25.00	70.59	3.66
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.	68	0	8.82	39.71	51.47	3.43

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.	22	0	0	18.18	81.82	3.82
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	22	0	4.55	9.09	86.36	3.82
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.	22	0	0	22.73	77.27	3.77
Indicator 4: Spirit of Collaboration, Flexibility and Humility. The candidate actively participates in and	22	0	4.55	22.73	72.73	3.68

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.						
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.	22	0	0	22.73	77.27	3.77
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.	22	0	0	22.73	77.27	3.77
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.	22	0	4.55	36.36	59.09	3.55
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.	22	0	4.55	27.27	68.18	3.64

Disposition Data (New Dispositions effective 08.27.13)						
Rated Item	**Total**	**Distribution %**				**Average**
		1	2	3	4	
Indicator 1: **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, demonstrating coherence in attitudes and actions.	17	0	0	23.53	76.47	3.76
Indicator 2: **Spirit of Harmony and Collaboration.** The candidate actively contributes to the learning community with caring, patience and respect for the diversity of learners. 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. The candidate's flexibility and humility assures that all students have the opportunity to achieve to their potential.	17	0	0	23.53	76.47	3.76
Indicator 3: **Reflective Learner.** 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.	17	0	0	47.06	52.94	3.53
Indicator 4: **Professional and Positive Perseverance.** The candidate displays passion for	17	0	0	47.06	52.94	3.53

teaching and learning by remaining positive, engaged and accountable to the norms and expectations of the learning community, especially when academic or professional assignments are perceived as challenging. The candidate is reflective and receptive to formative feedback.						

EXIT SURVEY DATA 2012

Admissions 🔍
Form Element Type: Rating Scale
Total Author Response(s): 21 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.	21	0.00%	0.00%	0.00%	23.81%	76.19%	4.76
The Admissions staff was accessible, knowledgeable and helpful.	21	0.00%	0.00%	0.00%	23.81%	76.19%	4.76

Advising 🔍
Form Element Type: Rating Scale
Total Author Response(s): 21 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.	21	4.76%	4.76%	4.76%	28.57%	57.14%	4.29

Teaching Faculty 🔍
Form Element Type: Rating Scale
Total Author Response(s): 21 Author Response(s)

Rated Item(s)	Total	Distribution % Display as Count					Average
		1	**2**	**3**	**4**	**5**	
The teaching faculty was accessible and helpful.	21	0.00%	0.00%	4.76%	28.57%	66.67%	4.62
The teaching faculty was well prepared for classes.	21	0.00%	0.00%	0.00%	42.86%	57.14%	4.57
The teaching faculty demonstrated their subject matter expertise.	21	0.00%	0.00%	4.76%	28.57%	66.67%	4.62

Rated Item(s)	Total	1	2	3	4	5	Average
The teaching faculty helped me become more knowledgeable and sensitive in my preparation to work with diverse students, including students with exceptionalities.	21	0.00%	0.00%	0.00%	23.81%	76.19%	4.76
The teaching faculty modeled appropriate and professional dispositions.	21	0.00%	0.00%	0.00%	19.05%	80.95%	4.81
The teaching faculty demonstrated a variety of instructional strategies and modeled teaching excellence.	21	0.00%	0.00%	4.76%	33.33%	61.90%	4.57
Course syllabi were clear and helpful.	21	0.00%	0.00%	9.52%	23.81%	66.67%	4.57

The MA/PPS program increased my ability to: 🔍
Form Element Type: Rating Scale
Total Author Response(s): 21 Author Response(s)

Rated Item(s)	Total	Distribution % [Display as Count]					Average
		1	2	3	4	5	
Work with students from diverse backgrounds other than my own	21	0.00%	0.00%	4.76%	19.05%	76.19%	4.71
Utilize various strategies when providing academic advisement to K-12 students	21	0.00%	0.00%	9.52%	19.05%	71.43%	4.62
Utilize various strategies when providing one-on-one counseling for students experiencing social/emotional challenges	21	0.00%	0.00%	0.00%	28.57%	71.43%	4.71
Assess students' needs within the academic, social/emotional and vocational domains	21	0.00%	0.00%	0.00%	28.57%	71.43%	4.71
Feel competent in the 32 state standards set out by CTC	21	0.00%	0.00%	0.00%	47.62%	52.38%	4.52
Collect and analyze data in order to create effective programs for K-12 students	21	0.00%	0.00%	0.00%	47.62%	52.38%	4.52
Understand and apply college/career counseling knowledge when advising students	21	0.00%	0.00%	4.76%	42.86%	52.38%	4.48
Apply legal and ethical knowledge when working with K-12 students	21	0.00%	0.00%	0.00%	23.81%	76.19%	4.76
Understand various family dynamics and the impact on student learning	21	0.00%	0.00%	0.00%	14.29%	85.71%	4.86
Collaborate and coordinate services on behalf of students	21	0.00%	0.00%	4.76%	28.57%	66.67%	4.62
Use technology for various student services	21	0.00%	0.00%	0.00%	38.10%	61.90%	4.62
Take on leadership roles that enable	21	0.00%	0.00%	0.00%	19.05%	80.95%	4.81

		Distribution %					
		1	2	3	4	5	

collaboration with colleagues to better serve K-12 students

Rated Item(s)	Total	1	2	3	4	5	Average
Conduct research during graduate studies that relate to real world application as in GED662 and GED665	21	0.00%	0.00%	9.52%	28.57%	61.90%	4.52
Have a successful field experience where I was able to apply theory to practice under the supervision of a qualified counselor	21	0.00%	0.00%	0.00%	23.81%	76.19%	4.76
Implement prevention and intervention models within a comprehensive counseling program such as taught in GED667	21	0.00%	0.00%	0.00%	33.33%	66.67%	4.67
Understand the responsibilities required during my field experience	21	0.00%	0.00%	4.76%	23.81%	71.43%	4.67
Feel confident working with learners from diverse backgrounds, culturally, learning style, religious affiliation, gender and socioeconomic status	21	0.00%	0.00%	4.76%	14.29%	80.95%	4.76

EXIT SURVEY DATA 2013

Admissions 🔍
Form Element Type: Rating Scale
Total Author Response(s): 5 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.	5	0.00%	0.00%	0.00%	40.00%	60.00%	4.60
The Admissions staff was accessible, knowledgeable and helpful.	5	0.00%	0.00%	20.00%	60.00%	20.00%	4.00

Advising 🔍
Form Element Type: Rating Scale
Total Author Response(s): 5 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.	5	0.00%	0.00%	60.00%	40.00%	0.00%	3.40

[Teaching Faculty](#) 🔍
Form Element Type: Rating Scale
Total Author Response(s): 5 Author Response(s)

Rated Item(s)	Total	Distribution % [Display as Count](#)					Average
		1	2	3	4	5	
[The teaching faculty was accessible and helpful.](#)	5	0.00%	0.00%	20.00%	60.00%	20.00%	4.00
[The teaching faculty was well prepared for classes.](#)	5	0.00%	40.00%	0.00%	60.00%	0.00%	3.20
[The teaching faculty demonstrated their subject matter expertise.](#)	5	0.00%	20.00%	20.00%	40.00%	20.00%	3.60
[The teaching faculty helped me become more knowledgeable and sensitive in my preparation to work with diverse students, including students with exceptionalities.](#)	5	0.00%	20.00%	0.00%	60.00%	20.00%	3.80
[The teaching faculty modeled appropriate and professional dispositions.](#)	5	0.00%	20.00%	20.00%	40.00%	20.00%	3.60
[The teaching faculty demonstrated a variety of instructional strategies and modeled teaching excellence.](#)	5	0.00%	20.00%	0.00%	60.00%	20.00%	3.80
[Course syllabi were clear and helpful.](#)	5	0.00%	20.00%	0.00%	60.00%	20.00%	3.80

[The MA/PPS program increased my ability to:](#) 🔍
Form Element Type: Rating Scale
Total Author Response(s): 5 Author Response(s)

Rated Item(s)	Total	Distribution % [Display as Count](#)					Average
		1	2	3	4	5	
[Work with students from diverse backgrounds other than my own](#)	5	0.00%	0.00%	0.00%	20.00%	80.00%	4.80
[Utilize various strategies when providing academic advisement to K-12 students](#)	5	0.00%	0.00%	0.00%	60.00%	40.00%	4.40
[Utilize various strategies when providing one-on-one counseling for students experiencing social/emotional challenges](#)	5	0.00%	20.00%	0.00%	40.00%	40.00%	4.00
[Assess students' needs within the academic, social/emotional and vocational domains](#)	5	0.00%	0.00%	20.00%	40.00%	40.00%	4.20

Feel competent in the 32 state standards set out by CTC	5	0.00%	0.00%	0.00%	100.00%	0.00%	4.00
Collect and analyze data in order to create effective programs for K-12 students	5	0.00%	0.00%	20.00%	80.00%	0.00%	3.80
Understand and apply college/career counseling knowledge when advising students	5	0.00%	20.00%	0.00%	60.00%	20.00%	3.80
Apply legal and ethical knowledge when working with K-12 students	5	0.00%	0.00%	40.00%	40.00%	20.00%	3.80
Understand various family dynamics and the impact on student learning	5	0.00%	0.00%	20.00%	60.00%	20.00%	4.00
Collaborate and coordinate services on behalf of students	5	0.00%	0.00%	0.00%	60.00%	40.00%	4.40
Use technology for various student services	5	0.00%	0.00%	0.00%	80.00%	20.00%	4.20
Take on leadership roles that enable collaboration with colleagues to better serve K-12 students	5	0.00%	20.00%	20.00%	40.00%	20.00%	3.60
Conduct research during graduate studies that relate to real world application as in GED662 and GED665	5	20.00%	0.00%	0.00%	60.00%	20.00%	3.60
Have a successful field experience where I was able to apply theory to practice under the supervision of a qualified counselor	5	0.00%	20.00%	20.00%	20.00%	40.00%	3.80
Implement prevention and intervention models within a comprehensive counseling program such as taught in GED667	5	0.00%	0.00%	40.00%	40.00%	20.00%	3.80
Understand the responsibilities required during my field experience	5	0.00%	0.00%	0.00%	80.00%	20.00%	4.20
Feel confident working with learners from diverse backgrounds, culturally, learning style, religious affiliation, gender and socioeconomic status	5	0.00%	0.00%	20.00%	40.00%	40.00%	4.20

PART III – Analyses and Discussion of Candidate and Program Data

Aggregate data was used in this report due to the Arcadia program closure and the Bakersfield program suspension. Data collected from all sites was inconsistent or represented fluctuating candidate responses.

GED 662:

Data for the Signature Assignment in GED 662 indicate an increase in 4 of the 5 criterion scores from the 2012 data to the 2013 data. The singular criterion yielding lower score averages in 2013 was that which read "minimum of 10 APA format citations" as indicated on the rubric for the Signature Assignment. The 2012 data for this criterion demonstrated an average of 3.86 on a 4 point scale and the 2013 data resulted in an average of 3.85, indicating a slight drop in average scores.

GED 665:

Data for the Signature Assignment in GED 665 indicate increases in each criterion score assessed between the 2012 and 2013. The lowest average score (86.25%) was found in the criterion which read "candidate demonstrates graduate level APA writing format." Although this criterion increased by more than two percentage points (84.12% in 2012 vs 86.25% in 2013), it indicates that candidates would benefit from additional insight into the nuances of APA writing standards. The criterion with the greatest percentage point increase was the criterion which read "candidate is able to demonstrate how to use the knowledge gained within a comprehensive school safety plan model." In 2012 the average was 86.32% and in 2013 the average was 93.75%, indicating more than a seven percentage point increase. This increase is due to the abundant information available to share with candidates about school safety plan models.

GED 667A:

Data for the Signature Assignment in GED 667A indicate increases in each of the four criterion scores assessed between 2012 and 2013. The criterion with the greatest percentage point increase was the criterion that read "analysis of ethics and legal mandates." In 2012 the average was 91.91% and in 2013 the average was 100.00%, indicating a nine percentage point increase.

GED 667B:

Data for the Signature Assignment in GED 667B indicate increases in each of the four criterion scores assessed between 2012 and 2013. The criterion with the greatest percentage point increase was the criterion that read "school climate and safety assessment, using data to identify the needs of students and address barriers to learning." In 2012 the average was 92.97% and in 2013 the average was 100.00%, indicating an eight percentage point increase.

GED 687S2:

Data for the ASCA Folio in GED 687S2 (Seminar classes held in the spring of each year) indicated an increase in 3 of the 4 between the 2012 and 2013 assessment of scores on this cumulative project. Average percentile scores on the highest three criterion was 96.94% in 2012 and 98.81% in 2013. The lowest score in both assessments was the criterion which read "identify legal and ethical issues when working with K-12 students and their families." The percentage score for this criterion in 2013 was 77.38% indicating that candidates either do not know which ethical or legal issues are relevant per the cases they report on or they are overlooking this criterion when completing the assignment in their ASCA Folios. This is perplexing since candidates examine legal and/or ethical issues in GED 663, GED 667 and GED 687S2.

DISPOSITIONS:

In both academic years, the dispositions receiving the lowest scores were perseverance (average of 3.58) and reflective learner (3.53). The program may want to consider additional training for the fieldwork supervisors.

EXIT SURVEY:
The data shows overall candidate satisfaction with the credentialing program (all scores average over 3.50 on a 4 point basis. In looking at the lowest scores, the areas scoring the lowest were: fieldwork application (3.80), conducting research (3.66), and faculty preparation (3.20). PPS program faculty may consider additional training for university supervisors, adding a research option, and ensuring that faculty members are following the contents of the course syllabi.

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION
Pupil Personnel Services Credential

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)
Signature Assignment and Analysis	GED 662—**Recommendation** *Review APA Style writing requirements during this course to address low scores.*	*PPS-School Counseling 17, 18, 25* *Common Standard 9*
Signature Assignment and Analysis	GED 665— **Recommendation** *Examine need for graduate-level writing course to address low scores.*	*PPS-School Counseling 1, 9, 25, 29* *Common Standard 9*
Signature Assignment and Analysis	GED 667A—**Continue to Monitor** *Maintain increased scores with continued faculty sharing and collaboration on this Signature Assignment and relevance to overall program learning outcomes*	*PPS-School Counseling 13, 18, 22, 27, 28, 30* *Common Standard 4, 9*
Signature Assignment and Analysis	GED 687B—**Continue to Monitor** *Maintain increased scores with continued faculty sharing and collaboration on this Signature Assignment and relevance to overall program learning outcomes*	*PPS-School Counseling 13, 18, 22, 27, 28, 30* *Common Standard 4, 9*
Signature Assignment and Analysis	GED 687S1— **Recommendation** *Review with faculty and practice identifying legal and/or ethical issues using case studies during this course and in GED 663 and the relevance to the pupil: counselor interaction as well as relevance to the overall school counseling profession.*	*PPS-School Counseling 18* *Common Standard 4, 9*
Data Analysis	Dispositions—**Continue to Monitor** *Dispositions were streamlined, changing in which courses PPS candidates and course professors will complete candidate assessment on the Disposition criteria. Monitor candidate self-assessment and professor assessment of candidates in newly designated courses.* **Recommendation:** *Coach university supervisors to support candidates in self-reflection and perseverance*	*MA Education- Counseling Not Applicable* *Common Standard 9*
Data Analysis	Exit Survey—**Continue to Monitor** *Arcadia Regional Center was closed. There was a drop in enrollment in the Mission Valley program and certain students elected to slow their program completion rate due to fewer available jobs. Monitor program enrollment*	*MA Education- Counseling Not Applicable* *Common Standard 4,9*

with improved state economy. Evaluate the efficacy of program learning outcomes with demonstrated needs in the K-12 school community. ***Recommendation: consider additional training for university supervisors, adding a research option, and ensuring that faculty members are following the contents of the course syllabi.***	

GED 662 - Counseling and Guidance Theory

	Far below standard	Below standard	Meets Standard	Exceeds Standard	Score/Level
Paper demonstrates the candidate's understanding of counseling theory and integrative perspective.	Information is incomplete as it relates to counseling theory and integrative perspective. The reason for choosing the topic is not stated.	Information is partially related to counseling theory and integrative perspective. The reason for choosing topic is basically stated.	Information is related to counseling theory and integrative perspective. The reason for the main topic is stated.	Counseling theory and integrative perspective are clearly stated and thoughtfully related to the main topic.	
	Standards **CA- PLNU/Pupil Personnel Services Credential (2011)** **Standard:** Standard 17: Foundations of the School Counseling Profession				
Paper demonstrates the candidate's understanding of ethical issues.	Paper lacks proper structure and shows limited understanding of ethical issues.	Paper demonstrates some understanding of ethical issues.	Understanding of ethical issues is evident through most of the paper.	Paper demonstrates the candidate's comprehensive understanding of ethical issues.	
	Standards **CA- PLNU/Pupil Personnel Services Credential (2011)** **Standard:** Standard 18: Professionalism, Ethics & Legal Mandates				
Paper demonstrates the candidate's theoretical knowledge of individual counseling.	Knowledge of individual counseling theory is insufficient.	Knowledge of individual counseling theory is limited and not sufficiently demonstrated throughout the paper.	Knowledge of individual counseling theory is evident at the end of the paper.	Knowledge gained is evident through clear and thoughtful ideas discussed throughout the paper.	
	Standards **CA- PLNU/Pupil Personnel Services Credential (2011)** **Standard:** Standard 25: Individual Counseling				
Mechanics	Excessive grammatical,	Many grammatical, spelling,	Limited (1-4) grammatical,	No grammatical, spelling, or	

	Far below standard	Below standard	Meets Standard	Exceeds Standard	Score/Level
	spelling, and/or punctuation errors. (A rewrite may be required to obtain a passing score between 3 and 4)	and/or punctuation errors.	spelling, and/or punctuation errors.	punctuation errors.	
	Standards **CA- PLNU/Pupil Personnel Services Credential (2011)** **Standard:** Standard 18: Professionalism, Ethics & Legal Mandates				
Minimum of 10 APA format citations.	Some sources used are not cited and the source has no attribution (using an undocumented source will result in no credit for the document and possible disciplinary action).	All sources are accurately documented, but many are not in the APA format.	Appropriate and current references are used. All sources are accurately documented, but a few are not in the APA format.	Appropriate and current references are used. All sources are accurately documented in APA format.	
	Standards **CA- PLNU/Pupil Personnel Services Credential (2011)** **Standard:** Standard 18: Professionalism, Ethics & Legal Mandates				

GED 665 - Safe Schools and Violence Prevention

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Analysis of the chosen problem is clearly stated using appropriate citations and references to quality research on the topic.	Analysis of the problem is not clearly stated or supported with appropriate references.	Analysis of the problem is stated but supported by limited references.	Analysis of the problem is clearly stated with appropriate resources.	Analysis of the problem is clearly and thoroughly stated with quality research referenced appropriately.	
	Standards **CA- PLNU/Pupil Personnel Services Credential (2011)** **Standard:** Standard 9: School Safety and Violence Prevention				
Content demonstrates prevention and intervention strategies that can be implemented based on the research.	Prevention and Intervention strategies were not clearly included in the paper.	Prevention and Intervention strategies were included but demonstration of how to implement them was limited.	Demonstration of how prevention and intervention strategies could be implemented based on research was clearly stated.	Demonstration of how prevention and intervention strategies could be implemented was in thoughtful detail indicating the candidate did additional research to support the ideas presented.	
	Standards **CA- PLNU/Pupil Personnel Services Credential (2011)** **Standard:** Standard 9: School Safety and Violence Prevention **Standard:** Standard 29: Prevention Education and Training				
Demonstration of the candidate's understanding of how the knowledge	The candidate did not demonstrate how the knowledge gained can be applied to addressing barriers to learning.	The candidate demonstrated some knowledge gained addressing barriers to learning but was limited.	The candidate demonstrated knowledge gained addressing barriers to learning when addressing individual student needs.	The candidate demonstrated exceptional knowledge gained in how to address barriers to learning both with individual students and within a school system.	

	Far Below Standard	**Below Standard**	**Meets Standard**	**Exceeds Standard**	**Score/Level**
gained can be applied to addressing individual student needs and barriers to learning is evident.	**Standards** **CA- PLNU/Pupil Personnel Services Credential (2011)** **Standard:** Standard 9: School Safety and Violence Prevention **Standard:** Standard 25: Individual Counseling **Standard:** Standard 29: Prevention Education and Training				
Candidate is able to demonstrate how to use the knowledge gained within a comprehensive school safety plan model.	The candidate did not demonstrate how to use the knowledge gained from a comprehensive school safety plan model.	The candidate demonstrated some knowledge regarding how to use the comprehensive safety plan but it was limited.	The candidate demonstrated how to use the knowledge gained within a comprehensive safety plan model.	The candidate's ability to explain the relationship between the knowledge gained and a comprehensive safety plan was exceptional.	
	Standards **CA- PLNU/Pupil Personnel Services Credential (2011)** **Standard:** Standard 9: School Safety and Violence Prevention **Standard:** Standard 29: Prevention Education and Training				
Candidate demonstrates graduate level APA writing format. Paper is clearly written with thoughtful care.	The candidate did not demonstrate graduate level APA writing format. Too many careless errors were found within the paper.	The candidate demonstrated some understanding of graduate level APA writing format but some errors noted.	The candidate demonstrates understanding of graduate level APA writing format with minimal errors.	The candidate demonstrates graduate level understanding of APA writing format with a clear and thoughtfully written paper.	
	Standards **CA- PLNU/Pupil Personnel Services Credential (2011)** **Standard:** Standard 1: Program Design, Rationale and Coordination **Standard:** Standard 9: School Safety and Violence Prevention **Standard:** Standard 25: Individual Counseling **Standard:** Standard 29: Prevention Education and Training				

GED 667A - Comprehensive Counseling & Guidance Programs: Coordination & Collaboration

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Knowledge of all components of American School Counselor's National Model and its implementation.	Has limited understanding of the ASCA national model and its implementation	Demonstrates a fundamental understanding of the ASCA model and its implementation	Basic knowledge of most components of the ASCA model and its implementation are demonstrated	Well defined knowledge of all components of the ASCA model and its implementation are demonstrated	
	Standards **CA- PLNU/Pupil Personnel Services Credential (2011)** **Standard:** Standard 18: Professionalism, Ethics & Legal Mandates **Standard:** Standard 22: Leadership **Standard:** Standard 28: Organizational and System Development				
Analysis of ethics and legal mandates.	Limited preparation was evident; information was unorganized and difficult to follow.	Too much or not enough information shared, was read aloud, and unequally distributed between group presenters	Information was organized and distributed equally among the group, however more awareness of how to effectively present the material needed to be demonstrated	Information was well organized, group members shared equal responsibility, and effective communication skills were evident	
	Standards **CA- PLNU/Pupil Personnel Services Credential (2011)** **Standard:** Standard 18: Professionalism, Ethics & Legal Mandates **Standard:** Standard 22: Leadership **Standard:** Standard 27: Collaboration, Coordination and Team Building **Standard:** Standard 28: Organizational and System Development				
Demonstrates knowledge of	Limited understanding of professional school	Some understanding of professional school	Good knowledge of professional school	Well defined knowledge of all professional school	

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
professional school counseling responsibilities	counseling responsibilities	counseling responsibilities are demonstrated	counseling responsibilities is demonstrated.	counseling responsibilities is demonstrated	
	Standards **CA- PLNU/Pupil Personnel Services Credential (2011)** **Standard:** Standard 13: Collaboration and Coordination of Pupil Support Systems **Standard:** Standard 18: Professionalism, Ethics & Legal Mandates **Standard:** Standard 22: Leadership **Standard:** Standard 27: Collaboration, Coordination and Team Building **Standard:** Standard 28: Organizational and System Development **Standard:** Standard 30: Research, Program Evaluation and Technology				
Leadership and Collaboration	Has limited understanding of the leadership skills necessary in the school counseling profession. Knowledge of the critical skills needed to collaborate are not evident at this time	Some understanding of leadership and collaboration are demonstrated	Demonstration of leadership skills are emerging, understanding of the need to collaborate in order to better serve students is conceptualized	High commitment to develop leadership and collaboration skills are evident and demonstrated	
	Standards **CA- PLNU/Pupil Personnel Services Credential (2011)** **Standard:** Standard 22: Leadership **Standard:** Standard 27: Collaboration, Coordination and Team Building				

GED 667B - Comprehensive Counseling & Guidance Programs: Coordination & Collaboration

created with **taskstream**

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
Category 1: Principal's message which demonstrates collaboration between student support services and administration	Some statements and explanations were not included and/or poorly written and unstructured.	Statements and explanations were included, but poorly written and structure was weak.	Four out of five statements were included, well written and structured.	All statements were included, structured clearly, defined and well written.	
	Standards **CA- PLNU/Pupil Personnel Services Credential (2011)** **Standard:** Standard 13: Collaboration and Coordination of Pupil Support Systems **Standard:** Standard 27: Collaboration, Coordination and Team Building				
Category 2: Student Support Personnel Team; demonstrates knowledge of collaboration needed in order to provide comprehensive services to students.	Some statements, explanations, and a chart were not included and/or poorly written and unstructured.	Statements, explanations, and a chart were included, but poorly written and structure was weak.	Three out of four statements and/or explanations were included, chart was sufficient, well written and structured.	All statements, explanations, and chart were included, clearly defined, well written and well structured.	
	Standards **CA- PLNU/Pupil Personnel Services Credential (2011)** **Standard:** Standard 13: Collaboration and Coordination of Pupil Support Systems **Standard:** Standard 27: Collaboration, Coordination and Team Building				
Category 3: School Climate and Safety assessment. Using data to identify the needs of students and address barriers to learning.	Some Statements, explanations and graphs were not included and/or poorly written and unstructured.	Statements, explanations and graphs were included, but poorly written with limited structure.	All statements, explanations, graphs, process and perception data were included and sufficiently represented.	All statements, explanations, graphs, process and perception data were clearly defined, well written and structured.	
	Standards **CA- PLNU/Pupil Personnel Services Credential (2011)** **Standard:** Standard 18: Professionalism, Ethics & Legal Mandates **Standard:** Standard 22: Leadership **Standard:**				

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
	Standard 30: Research, Program Evaluation and Technology				
Category 4: Student Results; utilizing data to develop a comprehensive counseling program.	Some statements, explanations, and graphs were not included and/or poorly written and ASCA standards were missing.	Statements, explanations, and graphs were included and/or poorly written without linking ASCA standards.	All statements, explanations, and graphs were included with ASCA standards sufficiently embedded.	All statements, explanations, and graphs were clearly included with ASCA standards evidently embedded.	
	Standards **CA- PLNU/Pupil Personnel Services Credential (2011)** **Standard:** Standard 13: Collaboration and Coordination of Pupil Support Systems **Standard:** Standard 27: Collaboration, Coordination and Team Building **Standard:** Standard 28: Organizational and System Development				
Category 5: Community Partnership/Resources; demonstrating collaboration, coordination of service, and team building.	Some statements, resources, volunteer activities and contact information were not included.	Statements, resources, volunteer activities, and contact information were included but poorly written.	All statements, resources, volunteer activities, and contact information were included.	All statements, resources, volunteer activities, and contact information were included and demonstrated a working knowledge of the ASCA national model .	
	Standards **CA- PLNU/Pupil Personnel Services Credential (2011)** **Standard:** Standard 13: Collaboration and Coordination of Pupil Support Systems **Standard:** Standard 22: Leadership **Standard:** Standard 27: Collaboration, Coordination and Team Building				
Category 6: Content	SPARC guidelines regarding content, format, and grammatical errors were not followed and SPARC must be edited and then resubmitted.	Some SPARC guidelines regarding content, format, and grammatical errors were followed but lack of editing was evident.	SPARC guidelines regarding content, format, and grammatical errors were sufficiently followed however more than 2 errors were noted.	SPARC guidelines regarding content, format, and grammatical errors were followed. No more than two errors were noted.	
	Standards **CA- PLNU/Pupil Personnel Services Credential (2011)**				

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
	Standard: Standard 30: Research, Program Evaluation and Technology				

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	