Child Welfare and Attendance Certificate
## Multiple Year Assessment Plan
2012-13

Each year, the California Commission of Teacher Credentialing (CTC) requires universities offering credentials to undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. The recursive CTC seven year program improvement cycle and accreditation cycle provide the structure for this ongoing, in depth, internal and external review process.

The following table lists the activities of the accreditation cycle. All data collected are disaggregated by program and regional center, and ultimately leads to the development of the CTC required program assessments and biennial reports. Based upon the findings of these CTS studies and reports, the programmatic changes and improvements are implemented to improve candidate performance, program quality, and program operations.

CTC Seven Year Cycle of "Red Cohort" Activities:

Academic Year (AY)	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Cycle Year	4	5	6	7	1	2	3
Accreditation Activity	Institutional Data Collection Program Assessment	Institutional Data Collection Biennial Report	Institutional Data Collection **Site Visit**	Institutional Data Collection Site Visit follow-up	Institutional Data Collection Biennial Report	Institutional Data Collection	Institutional Data Collection Biennial Report
Due to CTC	Program Assessment Document	Biennial Report (Data for AY 2009-10 and 2010-11)	Preconditions Report (6-12 months in advance of visit) Self Study	7th Year Follow Up, if applicable	Biennial Report (Data for AY 2011-12, 2012-13, and 2013-14)	Nothing	Biennial Report (Data for AY 2014-2015 and 2015-2016)
Due dates	Oct. 2009 or Jan. 2010	Aug. 2011 or Sept. 2011	2 months before Site Visit	Up to 1 Year after Site Visit, if applicable	Aug. 2014, Sept. 2014, or Oct. 2014	None	Aug. 2016 or Sept. 2016
COA/CTC Feedback What & When	Preliminary findings on each program and all standards by Jan. 2011	-CTC Staff feedback in Aug: 6-8 wks Sept: 6-8 wks	-Accreditation decision made by COA	COA Review of 7th Year Report, if applicable	-CTC Staff feedback in Aug: 8-10 wks Sept: 10-12 wks Oct: 12-16 wks	None	-CTC Staff feedback in Aug: 8-10 wks Sept: 10-12 wks
Notes							

CTC Accreditation Cycle
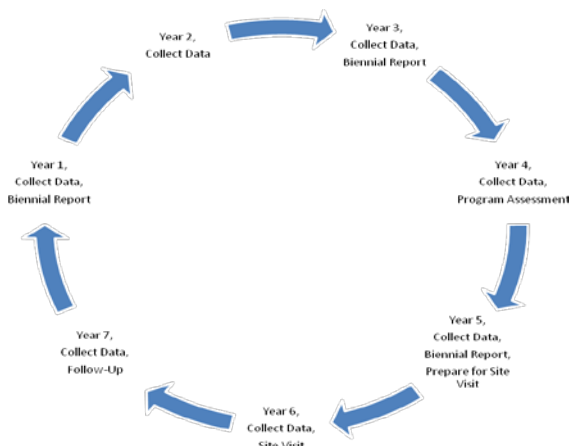
Methods of Assessment and Criteria for Success

Assessment data is collected and analyzed through internal and external sources from a variety of stakeholders to include candidates, adjunct faculty, full and part time faculty, university supervisors, and advisory councils. Given that courses are offered in 8 week quads, *candidates* provide feedback through completion of signature assignments and IDEA course evaluations in 8 week cycles throughout the academic year. As they conclude their program of study, *candidates* also provide feedback by completing the Exit Survey on TaskStream. *Advisory councils* meet three times a year to discuss current trends and best practices, making recommendations for revisions in the assessment practice. To ensure a set of balanced assessment measures, *full time faculty, part time faculty, and adjunct faculty* meet semi-annually to review the collected data and consider revisions in the assessment practice. Because the state credentialing standards are integrated into the signature assignments, all candidates are expected to be at the proficient level with a score of "3" in each signature assignment rubric criteria. The assessments are listed below:

1. *Coursework Assessments*

    Using TaskStream as the primary data storage system, the program collects key assessments known as Signature Assignments to gauge candidates' progress throughout their course of study and ensure Commission on Teacher Credentialing (CTC) program standards are met. Each Signature Assignment is evaluated using a supporting rubric. Annually, (end of each academic year), collected data is disaggregated by regional center and analyzed with results informing areas for program improvement.

    *   **Signature Assignment:** 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.

    *   **Signature Assignment: In GED 646A and GED 646B, 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 GED 646 candidates demonstrate their knowledge in addressing laws relating to minors from a leadership perspective in a Signature Assignment research paper.

    *   **Signature Assignment:** In GED 647, School Culture and Addressing Barriers to Student Achievement, candidates are equipped to address issues impeding "high-risk" students in the areas of academic/social and behavioral success. Candidates gain knowledge of the education code and/or expellable violations, ethical and legal issues, and appropriate responses to site administration, parent/guardian, and student(s). The Signature

Assignment requires candidates to 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.

2. *Dispositions Assessments*

Each CWA candidate will have four opportunities to be assessed and track their growth on the Dispositions of Noble Character throughout the program. All Disposition assessments and the *CWA Professional Growth Chart* will be completed on Taskstream. In GED 645, candidates will complete a self-assessment and in GED 646 and GED 647 professors will assess (candidates must ask the professor within the first week of class) candidates on the Disposition criterion. The final Disposition assessment will be completed by the primary Site-Supervisor during the candidate's fieldwork (GED 688). After each assessment, candidates will complete a phase on the *CWA Professional Growth Chart*. Candidates who receive a 1-2 rating from a professor or Site-Supervisor must meet with the professor and PPS Program Director to discuss the growth plan in the identified Disposition.

3. *Exit Surveys for Program Completers*
Following the completion of the candidate's program of study, each candidate completes an exit survey. The survey probes candidate satisfaction in the area of course content, instructional delivery, learned skills, and overall satisfaction. Collected data is analyzed with results identifying areas for program improvement.

4. *Follow-up Surveys*
Follow-up surveys are sent to graduated candidates as well as their employers in the spring following their graduation from the program. Completed survey data is considered confidential. Results provide the program with feedback regarding the knowledge, skills and dispositions, and overall program satisfaction.