

Master of Arts in Education: Concentration in Counseling and Guidance
Pupil Personnel Services (PPS) Credential
Multiple Year Assessment Plan
2012-13

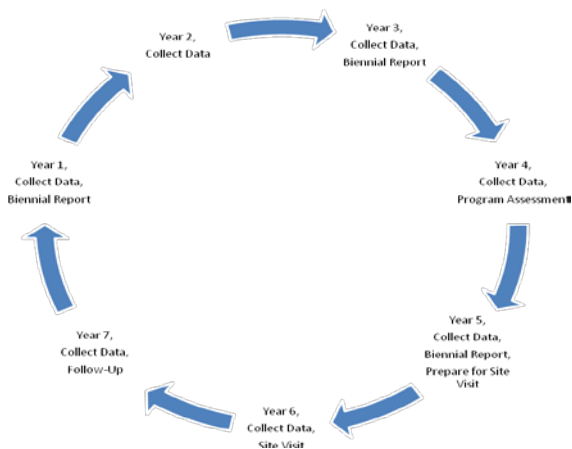
Each year, the California Commission of Teacher Credentialing (CTC) requires universities offering credentials to undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. The recursive CTC seven year program improvement cycle and accreditation 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	7 th 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 7 th 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

Currently, assessment data is collected through internal and external sources. Focus groups representing staff, faculty, clinical supervisors, and advisory councils have worked together to discern a set of balanced assessment measures. They are listed below. All candidates are expected to be at the “proficient level of performance with a score of “3” or above in each rubric criteria. The assessments are listed below.

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. Rubrics may be found in the appendix. Criteria for success include earning a score of 3 or better on a 4-pt scale for each Signature Assignment.

- **Signature Assignment: In GED 641, School Communities in a Pluralistic Society,** candidates report on a particular cultural group present in their school district. Research the values, religious observances/holidays, learning styles, parental role in education, child rearing traditions, most appropriate ways to praise and discipline the children in school, communication styles (verbal and non-verbal) and how to best reach and teach these children. The project includes a reflection section on the most significant learning to the candidate and the application to teaching.
- **Signature Assignment: In GED662, Counseling and Counseling Theory,** candidates **are provided** an overview of the school counseling profession including historical content and knowledge of social and cultural foundations. Foundational counseling theories, skills and techniques are introduced as are stages of the counseling relationship. Purposes, types, and applications of research in counseling are introduced and a research paper serves as the Signature Assignment.

- **Signature Assignment:** In GED 665, Safe Schools and Violence Prevention, candidates are provided with opportunities and experiences in understanding the way in which violence has transformed the educational experience of students in schools. Early intervention counseling techniques are explored, including the prevention of bullying, suicide, substance abuse, hate crimes, and gang conflict. Candidates learn how to effectively employ these counseling techniques when working with students, teachers and families and how to improve student self-esteem to assist in the development of a positive outlook for the future.
- **Signature Assignment: In GED667A and GED 677B, Comprehensive Counseling and Guidance Programs: Coordination and Collaboration, candidates gain** an understanding of the development, operation, management and ongoing evaluation of a comprehensive counseling and guidance program at the elementary, middle and high school levels. The course describes, defines and discusses the elements necessary for the development of an effective guidance program that includes coordination of services, and collaboration with key individuals and groups including parents, administrators, teachers, and community-based organizations. Candidates use the Support Personnel and Accountability Report Card (SPARC) as their signature assignment.
- **Signature Assignment: In GED 677, Teaching Strategies for Special Populations,** candidates build on their knowledge, skills, experiences and strategies acquired during preliminary preparation for teaching students with disabilities, students in the general education classroom who are at risk and students who are gifted and talented. Each candidate will review and learn application principles for the statutory provisions of the Individuals with Disabilities Education Improvement Act (IDEIA), and Section 504 of the Rehabilitation Act of 1973, discuss and reflect on subsequent changes in the Acts, statutory and/or local provisions relating to the education of students who are gifted and talented. A culminating leadership project reflecting collaboration, differentiation strategies, and student advocacy serves as the signature assignment.
- **Signature Assignment: In GED687, Research, Field Studies, and Practicum Counseling and Guidance** 100 hours of supervised field work in counseling and guidance are archived. Candidates demonstrate their ability to reflect on their work as a school counselor through a culminating portfolio project in GED687 Fieldwork. The portfolio requires candidates to reflect on each of the CTC's 32 standards, write a paragraph stating how they demonstrate competency in each standard, and provide three pieces of evidence to support what they have stated. In addition, candidates are required to conduct four case studies on actual school clients during their fieldwork; one is submitted on TaskStream as a Signature Assignment.

Dispositions Assessments

Each PPS candidate will have four opportunities to be assessed their growth on the Dispositions of Noble Character throughout the program. All Disposition assessments will be completed on Taskstream. In GED 662, candidates will complete a self-assessment and can choose two professors to assess them from the following PPS courses; GED 663, GED 664, GED 667, GED 665, GED 633, GED 601, GED 670, GED 641, and GED 681(candidates must ask the professor within the first week of class). The final assessment will be completed by one of the Site Supervisors during the candidate's fieldwork experience (GED 687).

Candidates who receive a 1-2 rating from a professor or site supervisor must meet with the assessor and Program Director to discuss a growth plan for the identified Disposition.