CHILD WELFARE AND ATTENDANCE CREDENTIAL
Multiple Year Assessment Plan
Summer 2014

The California Commission of Teacher Credentialing (CTC), American Association of Colleges for Teacher Education (AACTE), National Council of Accreditation for Teacher Education (NCATE) and the Council of Accreditation for Educator Preparation (CAEP) requires universities offering credentials to annually undertake a thorough review of the assessment processes and procedures to ensure program quality and ongoing improvement. The recursive seven year program improvement cycle and accreditation cycle provide the structure for ongoing, in depth, internal and external review process.

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

Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Cycle Year	1	2	3	4	5	6	7
General Accreditation Activities for Education Accreditation Organizations	Program Data Collection SOE Analysis & recommend revised practices	Program Data Collection Implement revised practices	Program Data Collection SOE Analysis & recommend revised practices	Program Data Collection Implement revised practices	Program Data Collection SOE Analysis & recommend revised practices	Program Data Collection Implement revised practices VISIT: CTC CAEP NCATE	Program Data Collection CTC & NCATE FOLLOW UP AS NEEDED
Due to CTC	Biennial Report		Biennial Report		Biennial Report		
Due to AACTE	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report	PEDS Report
Due to NCATE/ CAEP	CAEP Report	CAEP Report	CAEP Report	CAEP Report	CAEP Report CAEP 6 yr. Institutional Report	CAEP Report	CAEP Report

Methods of Assessment and Criteria for Success

For each year of the assessment cycle, 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. These assessment measures are aligned with the Mission and Vision of the University as well as with the respective CTC standards. (Please see Candidate Learning Outcomes and Curriculum Maps for this alignment.) Using TaskStream as the primary data storage system, the program collects ongoing data from these assessments to gauge candidates' progress throughout their course of study and ensure

CTC program standards are met. Each signature assignment is evaluated using a supporting rubric. The key assessments for this program and supporting rubrics 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. Following these tables, are the accompanying rubrics.

Direct Measures:

Evaluation Instrument	Description	Standards Assessed
GED 645 (Signature Assignment)	The Law and the Professional role of the Child Welfare and Attendance Counselor	1, 2, 3, 4
GED 646A	Leadership, Management, Collaboration and Community/Parent Partnership	1,3,4
GED 646B	Leadership, Management, Collaboration and Community/Parent Partnership	1,3,4
GED 647	School Culture and Barriers to Student Achievement	1,3,4,5,6

Indirect Measures:

Evaluation Instrument	Description	Use
Exit Survey	Form- Based Author Responses	Feedback used for quality assurance and program improvement
Disposition Assessment	Form-based Author Responses	Monitor candidates' development of professional dispositions

Key Assessment Rubrics:

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)**				

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
	Standard: 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

	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

		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 th 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

	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 an understanding of the culture and organization of public school and related systems.	Has limited understanding of the culture and organization of public school and related systems	Demonstrates fundamental knowledge of the culture and organization of public schools and related systems	Demonstrates a clear understanding of the culture and organization of a school and related systems	Knowledge of the culture of a school and 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	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.	

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
learning.	**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	Demonstrates indicator infrequently if at all.	Demonstrates indicator with direct prompting from peers or teacher. May have some difficulty in responding	Demonstrates indicator with minimal prompting. Demonstrates an openness to reflect on	Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to self-correct or demonstrates	

considers those of others with a positive, open-minded attitude.		openly to feedback from peers or teacher.	feedback from peers or teacher.	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: The candidate perseveres, remains engaged, and persists as a life-long learner, especially when academic and professional assignments are perceived as challenging.	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	
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	