

PUPIL PERSONNEL SERVICES 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 662 Signature Assignment	Foundations of Counseling and Counseling Theory	17, 18, 25
GED 665 Signature Assignment	Safe Schools and Violence Prevention	1, 9, 14, 21, 25, 29
GED 667A Signature Assignment	Comprehensive Counseling and Guidance; Coordination and Collaboration	13, 18,22, 27, 28, 30
GED 667B Signature Assignment	Comprehensive Counseling and Guidance; Coordination and Collaboration (ASCA Project)	13,18,22,27,28,30

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 641 - School Communities in a Pluralistic Society

	Elements Not Evident	Elements Somewhat Evident	Elements Evident	Elements Highly Evident	Score/Level
Slides	Includes <9 slides with <4 related photos. Not all the required information is evident	Includes 10 slides with 4+ related photos; bullets include the basic required information.	Includes 11+ slides that include more than the basic aspects of the culture with 5+ related photos; bullets are well described, but concise.	Includes 12-15 slides covering many aspects of the culture with 6+ related photos; bullets focus on the more significant information.	
Information sources	Includes information from a few sources and includes a list of "Works Cited" at the end.	Includes accurate information from books and the internet. Includes "Works Cited."	Includes accurate information taken from personal interview(s) as well as information from books and the internet. Includes "Works Cited"	Includes quotes from a personal interview with a person from that culture as well as current information from books, internet. Includes "Works Cited."	
Application of information	Includes some accurate cultural information that would help educators.	Includes accurate cultural information that would help other educators effectively teach the students and one other aspect (praise discipline or learning style or parent communication)	Includes accurate cultural information that would help educators effectively teach the educators and two other aspects (praise/discipline, learning style or parent communication)	Includes accurate cultural information that would help educators more effectively service the students, appropriately praise and discipline the children, address their learning and/or communication styles and communicate with their parents in a meaningful way.	
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. Music from the culture is included in some way.	

<http://www.taskstream.com/> **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				

<http://www.taskstream.com/>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 gained can be applied to addressing individual student needs	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.	
	Standards CA- PLNU/Pupil Personnel Services Credential (2011) Standard: Standard 9: School Safety and Violence Prevention				

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
and barriers to learning is evident.	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	
<p>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</p>					
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	
<p>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</p>					
Demonstrates knowledge of professional school	Limited understanding of professional school counseling responsibilities	Some understanding of professional school counseling responsibilities are demonstrated	Good knowledge of professional school counseling responsibilities is demonstrated.	Well defined knowledge of all professional school counseling responsibilities is demonstrated	

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
counseling responsibilities	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

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	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	Some Statements, explanations and graphs were not included and/or poorly written and	Statements, explanations and graphs were included, but poorly written with limited structure.	All statements, explanations, graphs, process and perception data were included and	All statements, explanations, graphs, process and perception data were clearly defined,	

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
needs of students and address barriers to learning.	unstructured.		sufficiently represented.	well written and structured.	
Standards CA- PLNU/Pupil Personnel Services Credential (2011) Standard: Standard 18: Professionalism, Ethics & Legal Mandates Standard: Standard 22: Leadership Standard: 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					

	Far Below Standard	Below Standard	Meets Standard	Exceeds Standard	Score/Level
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) 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,	Demonstrates indicator infrequently if at	Demonstrates indicator with direct prompting from peers or teacher. May have	Demonstrates indicator with minimal prompting. Demonstrates an	Consistently and spontaneously demonstrates indicator with relative ease. Demonstrates the ability to	

explaining own thought process with humility and considers those of others with a positive, open-minded attitude.	all.	some difficulty in responding openly to feedback from peers or teacher.	openness to reflect on feedback from peers or teacher.	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: 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	