

**CHILD WELFARE AND ATTENDANCE AUTHORIZATION**

**PART IV – Use of Assessment Results to Improve Candidate and Program Performance**

<b>Data Source</b>	<b>Plan of Action or Proposed Changes Made</b>	<b>Applicable Program or Common Standard(s)</b>
GED 645	Instruction will be enhanced with regards to how the law protects underachieving students as well as the CWA counselor's role in working with underachieving students.	<i>CWA Authorization Program Standard 1,2,3,4</i>
GED 646B Exit Survey	There needs to be a review of how this technology-based assessment can be used for the benefit of the candidates in preparing presentations and making oral presentations to staff, students, parents, and community agencies. The program should also consider how technology can increase the learning of students in the classroom	<i>CWA Authorization Program Standard 1,4</i>
GED 647	All candidates did not upload signature assignments. The course instructor(s) and candidates will need to be advised as to the importance of data collection and the mandate that signature assignments must be uploaded onto Taskstream prior to the award of a course grade.	<i>CWA Authorization Program Standard 1,3,4,5,6  Common Standard 4, 9</i>
Disposition Assessment 2013 #8	The lowest scoring indicator was #8: Diligence in work habits and attending to the responsibilities of the learning community. It would be of value to consider the use of team-based learning, project-based learning so that candidates can better their accountability within a learning community.	<i>Common Standard 9</i>
Disposition Assessment 2013	Data in the 2013 academic year received a 3.75/4.00 for each of the indicators. Although this aggregated score demonstrates competence in the candidates' dispositions, it is lower than the previous year. The program needs to consider a weekly focus on dispositions that can be integrated into the devotion, instruction, or activities.	<i>Common Standard 9</i>

<p><b>Exit Survey Data</b></p> <ul style="list-style-type: none"> <li>• Accessible advisement and scheduling services</li> <li>• Candidate understanding of college/career counseling</li> <li>• Candidate understanding of family dynamics and the impact on student learning</li> <li>• Candidate use of technology for student learning</li> <li>• Application of theory to practice under the supervision of a qualified counselor</li> </ul>	<p>In the 2012 academic year, there were 5 areas noted that received a 4.33/5.00. These are listed in the left column.</p> <p>Even though there were a small number of responses for 2013, scoring for all areas received a score of 5.00.</p> <p>One-on-one meeting with the candidates in addition to the group meeting explaining the requirements of the authorization program were added in the 2013 year. This practice should continue. With regards to the other areas of content (<i>college/career counseling, family dynamics and impact on learning, technology for student learning,</i>) the instruction and assessments need to be revised so as to better integrate and practice these concepts. Additional sessions between candidates, counselors as well as with the fieldwork instruction should be considered to ensure appropriate application of theory.</p>	<p><i>CWA Authorization Program Standard 7 and 8</i></p> <p><i>Common Standards 4,5, 6,8, 9</i></p>
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