

School Of Education
Core Competencies (Liberal Studies: Teacher Ed TUG) Fa2025 – Sp2026

Core Competency: Critical Thinking

Students will be able to examine, critique and synthesize information in order to arrive at reasoned conclusions.

Outcome Measure:

ETS Proficiency Profile Exam

CBEST Exam

CBEST Practice Exam: READING section (EDU 4017)

Criteria for Success (how do you judge if the students have met your standards):

75% of the students will be marginal or proficient at Level 2 Reading/Critical Thinking.

80% of the students passing the READING section of the California Basic Educational Skills Test (i.e., earning a scaled score of 41 on a scale ranging from 20 to 80) for AY20-21.

75% of the students earning an 11/14 or better on the READING section of the CBEST practice exam administered in EDU 4017 (beginning AY24-25)

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Intellectual Skills/Core Competencies
2. Specialized Knowledge
3. Applied and Collaborative Learning
4. Broad Integrative Knowledge
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient				
	2018-19	2019-20	2020-21	2021-22	2022-23
Number of students	19	27	23	22	22
ETS Proficiency Profile Level 2 Critical Thinking	57.9%	55.6%	43.5%	68.2%	63.6%

	Target: 80% passing the READING section of the CBEST (earning a 41 on a scale ranging from 20-80) *
	2020-21
Number of students	12
Passage of CBEST Reading Section	91.7%

* The CBEST is no longer taken by the vast majority of CDS students. This outcome measure was dropped after AY 2020-21.

	TARGET: 75% or more students earning 10/14 on the READING section of the CBEST practice test					
	2024-25	2025-26				
Number of students	21	30 ²				
CBEST practice test questions	57.1% ¹	96.7%				

¹ One student was unable to view the images on her computer and, as such, was eliminated from this data set.

² The students include 24 LSTE majors and 6 Single-Subject students (majoring in other academic areas).

Conclusions Drawn from Data:

Target is met; student performance on this outcome meets the determined criteria for success.

Changes to be Made Based on Data:

This is the second year we have used this metric to assess LSTE students' critical thinking (reading) competency. Last year, results showed that the students did NOT meet the target (with only 57% of the students achieving a 10/14 score). That said, data analysis this year showed that one of the correct answers was marked incorrectly on the answer key. This error decreased the scores of last year's cohort. Adjustments were made to the key for this and future years.

Exit feedback indicated that students would have appreciated some advanced notice of the kinds of questions that would be asked of them on the assessment. This information will also be shared prior to the administration of the assessment.

Additionally, starting next year, rather than taking the assessment via Canvas, we've switched to a Google Form platform, to allow for easier grading and data analysis.

Rubric Used

No rubric for this assessment.

**SCHOOL OF EDUCATION
Core Competencies**

Core Competency: Written

Students will be able to effectively express ideas and information to others through written communication.

Outcome Measure:

ETS Proficiency Profile Exam

Classroom Management Plan assessment (EDU 4017)

Criteria for Success (how do you judge if the students have met your standards):

80% of the students will be marginal or proficient at Level 2 Writing.

80% of the students passing the WRITING section of the California Basic Educational Skills Test (i.e., earning a scaled score of 41 on a scale ranging from 20 to 80) in AY20-21.

90% of the students earning a total score of 12/16 on Classroom Management Plan (average of ¾ on 4 rubric dimensions) assessed in EDU 4017 beginning in AY24-25

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Intellectual Skills/Core Competencies
2. Specialized Knowledge
3. Applied and Collaborative Learning
4. Broad Integrative Knowledge
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient				
	2018-19	2019-20	2020-21	2021-22	2022-23
Number of students	19	27	23	22	22
ETS Proficiency Profile Level 2 Writing	78.9%	66.7%	52.2%	72.7%	45.5%

	Target: 80% passing the WRITING section of the CBEST (earning a 41 on a scale ranging from 20-80)
	2020-21
Number of students	12
Passage of CBEST Writing Section	91.7%

* The CBEST is no longer taken by the vast majority of CDS students. This outcome measure was dropped after AY 2020-21.

	TARGET: 90% or more students earning 12/16 on Classroom Management Plan scoring rubric					
	2024-25	2025-26				
Number of students	22	31 ¹				
CBEST practice test questions	95.4%	100%				

¹ The students include 25 LSTE majors and 6 Single-Subject students (majoring in other academic areas).

Conclusions Drawn from Data:

Target is met; student performance on this is above our criteria for success.

Changes to be Made Based on Data:

This is the second year we have used this metric to assess LSTE students' writing competency. We are pleased that all our students earned at least a 12/16 on the writing rubric for this writing assessment, with the average for the assignment being 15.7/16. (Only one student earned a 12/16; all others earned a 15 or 16 on this assessment.)

The Classroom Management Plan is an authentically based writing assignment that aligns well with the practical nature of our Teacher Education program. We are happy with this Outcome Measure at present and will continue to evaluate its appropriateness in the future.

Rubric Used:

	4	3	2	1
Content Development	Uses appropriate and relevant content to illustrate mastery of the topic.	Uses appropriate and relevant content to illustrate a good grasp of the content.	Uses some appropriate and relevant content to illustrate a grasp of the content.	Shows only minimal awareness of relevant content.
Rationale	Claims/suggestions are clearly supported with appropriate and relevant rationale.	Claims/suggestions are mostly supported with appropriate rationale.	Claims/suggestions are supported with some relevant rationale. More supportive statements could have been included.	Minimal support for claims/suggestions was included.
Organization	Information is clearly presented. Transitions tie sentences together well.	Information is mostly clear when presented. Transitions tie sentences together reasonably well.	The information is mostly coherent, but several sentences do not follow in logical sequential order.	There is little to no connection between sentences. The paper lacks direction.
Written Communication	Clear and fluent language is used that skillfully communicates meaning.	Clear language is used that generally communicates meaning.	Language is used that generally communicates meaning, although there are errors.	Language is used that sometimes impedes meaning, often due to errors in usage.

**SCHOOL OF EDUCATION
Core Competencies**

Core Competency: Quantitative Reasoning

Students will be able to solve problems that are quantitative in nature.

Outcome Measure:

ETS Proficiency Profile Exam

CBEST Exam

CBEST Practice Exam: MATH section (EDU 4017)

Criteria for Success (how do you judge if the students have met your standards):

70% of the students will be marginal or proficient at Level 2 Math.

70% of the students passing the MATH section of the California Basic Educational Skills Test (i.e., earning a scaled score of 41 on a scale ranging from 20 to 80) in AY20-21.

70% of the students earning an 80% on the MATHEMATICS section of the CBEST practice exam administered in EDU 4017 beginning in AY24-25

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Intellectual Skills/Core Competencies
2. Specialized Knowledge
3. Applied and Collaborative Learning
4. Broad Integrative Knowledge
5. Civic and Global Learning

Longitudinal Data:

	Percentage of Students Marginal or Proficient				
	2018-19	2019-20	2020-21	2021-22	2022-23
Number of students	19	27	23	22	22
ETS Proficiency Profile Level 2 Math	57.9%	63.0%	52.2%	81.8%	50%

	Target: 80% passing the MATH section of the CBEST (earning a 41 on a scale ranging from 20-80)
	2020-21
Number of students	12
Passage of CBEST Math Section	83.3%

* The CBEST is no longer taken by the vast majority of CDS students. This outcome measure was dropped after AY 2020-21.

TARGET: 70% of students earning an 11/15 or higher on the MATH section of the CBEST practice test						
	2024-25	2025-26				
Number of students	21	30 ²				
CBEST practice test questions	81.0%	83%				

¹ One student was unable to view the images on her computer and, as such, was eliminated from this data set.

² The students include 24 LSTE majors and 6 Single-Subject students (majoring in other academic areas).

Conclusions Drawn from Data:

Target is met; student performance exceeds our measure for success.

Changes to be Made Based on Data:

This is the second year we have used this metric to assess students' quantitative reasoning (math) competency. We are happy with this Outcome Measure at present and will continue to evaluate its appropriateness in the future.

Exit student feedback shared that they felt that having scratch paper available to them would have been beneficial. We will make this available to the students in future iterations of the assessment. Students also shared they would have appreciated some advanced notice of the kinds of questions that would be asked of them on the assessment. This information will also be shared prior to the administration of the assessment.

Additionally, starting next year, rather than taking the assessment via Canvas, we've switched to a Google Form platform, to allow for easier grading and data analysis.

Rubric Used

No rubric for this assessment.

SCHOOL OF EDUCATION Core Competencies

Core Competency: Oral Communication

Students will demonstrate effective oral communication, one-on-one and with groups.

Outcome Measure:

- A. EDU 3006 Mirrors, Windows, Sliding Glass Doors Diversity, criterion 4 (AY 2018-19 through AY 2020-21)
- B. EDU 4017 UDL/Culturally Responsive Teaching Plan (beginning AY2024-25)

Criteria for Success:

- A. 80% or more of students earn a 3 (on a scale of 1-3, with 1 being low) on **rubric criterion 4**, “Oral presentation of the 6 resources/books with an explanation of the criteria used to select the source and how you would use/apply it in your classroom.”
- B. 85% earn a 5 (on a scale of 1-5, with being low) on **rubric criterion 5**, “Oral presentation UDL/Culturally Responsive Teaching Plan” assessment.

Aligned with DQP Learning Areas (circle one or more but not all five):

- 1. Intellectual Skills/Core Competencies
- 2. Specialized Knowledge
- 3. Applied and Collaborative Learning
- 4. Broad Integrative Knowledge
- 5. Civic and Global Learning

Longitudinal Data (Criteria for Success A):

Oral Communication	Target: 80% or more earn a 3 (on 3-point rubric)			
	2019-20	2020-21	2021-22	2022-2023
Number of students	--	43	1	2
Effective Oral Presentation	100%	97.7%	1	2

¹ In AY2021-22, the adjunct faculty member incorporated the Mirrors, Windows, and Sliding Glass Doors assignment, but did NOT utilize a multi-tiered scoring rubric. Thus, this assessment could not be used to measure this CC.

² In AY2022-23, we shifted to using an outcome measure associated with an assignment administered in the senior capstone course (EDU 4017). Although the adjunct professor DID incorporate a culminating assignment that included an oral component (e.g., an oral presentation), she did NOT create a rubric dimension to assess the oral communication element of that assignment. Thus, this assessment could not be used to measure this CC.

Longitudinal Data (Criteria for Success B):

Oral Communication	Target: 85% or more earn a 5 (on 5-point rubric, with 1 being low) on the oral portion of the UDL Culturally Responsive Teaching Plan				
	2023-24	2024-25	2025-26		
Number of students	32	22	31		
Effective Oral Presentation	100%	100%	100%		

Conclusions Drawn from Data:

Target met. 31/31 students earned a 5/5 on the oral presentation component of their final UDL Culturally Responsive Lesson Plan Presentation. The oral presentation element of this assignment is very well-scaffolded. The students worked for several weeks to put together the lesson plan and were fully aware of the expectations regarding their oral presentation portion.

Changes to be Made Based on Data:

No changes to be made at this time. We will once again use this outcome measure in AY 26-27.

Rubric used (Criteria for Success A):

EDU306 - Mirrors, Windows, and Sliding Glass Doors Diversity Assignment
Scoring Rubric

	Score 1	Score 2	Score 3
1. Explains the importance of schools and teachers supporting diverse and cross-cultural communities, as well as specifies ways for schools and teachers to demonstrate a commitment do so.	Minimal, limited, cursory, inconsistent, ambiguous, or weakly connected identifiable reasons to support diverse and cross-cultural communities. Does not include specific ways for schools and teachers to demonstrate this commitment.	Appropriate, relevant, accurate, clear, and purposefully connected identifiable reasons to support diverse and cross-cultural communities. Limited/minimal inclusion of specific ways for schools and teachers to demonstrate this commitment.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected identifiable reasons to support diverse and cross-cultural communities. Includes specific ways for schools and teachers to demonstrate this commitment.
2. Specifies the important role that multicultural / cross-cultural books and instructional materials play in supporting diverse and cross-cultural communities. Refers to the concept of "mirrors, windows, and sliding glass doors."	Minimal, limited, cursory, inconsistent, ambiguous, or weak explanation for the important role that multicultural and cross-cultural books and instructional materials play in supporting diverse communities. Minimal / no reference to the concept of "mirrors, windows, and sliding glass doors."	Appropriate, relevant, accurate, clear, and purposefully connected explanation for the important role that multicultural and cross-cultural books and instructional materials play in supporting diverse communities. Limited/minimal reference to the concept of "mirrors, windows, and sliding glass doors."	Detailed, appropriate, relevant, accurate, clear, and purposefully connected explanation for the important role that multicultural and cross-cultural books and instructional materials play in supporting diverse communities. Refers to the concept of "mirrors, windows, and sliding glass doors."
3. Identify 6 resources/ books (title, author, publisher, date) with an explanation of the criteria used to select the source and application in your classroom.	Inappropriate, irrelevant, inaccurate or missing logical explanation for the selection of fewer than 4 multicultural and cross-cultural books. Minimal/no explanation of the criteria used to select the source and application in the classroom.	Appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of fewer than 6 multicultural and cross-cultural books. Limited/minimal explanation of the criteria used to select the source and application in the classroom.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of the 6 multicultural and cross-cultural books. Includes a comprehensive explanation of the criteria used to select the source and application in the classroom.

4. Oral presentation of the 6 resources/books with an explanation of the criteria used to select the source and how you would use/ apply it in your classroom.	Inappropriate, irrelevant, inaccurate or missing logical explanation for the selection of fewer than 4 multicultural and cross-cultural books. Minimal/no explanation of the criteria used to select the source and application in the classroom. Presentation was unprepared and unprofessionalism.	Appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of fewer than 6 multicultural and cross-cultural books. Limited/minimal explanation of the criteria used to select the source and application in the classroom. Presentation lacked preparation and professionalism.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of the 6 multicultural and cross-cultural books. Includes a comprehensive explanation of the criteria used to select the source and application in the classroom. Professional, well-prepared presentation.
5. Discussion Board Posting/Small Group Discussion of the 6 resources/books with an explanation of the criteria used to select the source and how you would use/apply it in your classroom	Inappropriate, irrelevant, inaccurate or missing logical explanation for the selection of fewer than 4 multicultural and cross-cultural books. Minimal/no explanation of the criteria used to select the source and application in the classroom.	Appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of fewer than 6 multicultural and cross-cultural books. Limited/minimal explanation of the criteria used to select the source and application in the classroom.	Detailed, appropriate, relevant, accurate, clear, and purposefully connected explanation for the selection of the 6 multicultural and cross-cultural books. Includes a comprehensive explanation of the criteria used to select the source and application in the classroom.
Total	/15		

Rubric Used (Outcome Measure B)

Descriptors	Exemplary 5 Includes all elements	Adequate 3 Missing 2-3 elements	Needs Improvement 1 Missing 4 or more, or all elements
Oral Presentation of CRTP/UDL	• Explains all components of UDL and CRTP requirements within the activities in the lesson • Is clear and uses appropriate terms • Contributes equally to the oral presentation	Evidence:	Evidence:

SCHOOL OF EDUCATION Core Competencies

Core Competency: Information Literacy

Students will utilize specific content information from a variety of sources for instructional planning.

Outcome Measure:

- A. UDL Lesson Plan, Presentation, and Reflection assignment (from 2019-2020 onward)

Criteria for Success (if applicable):

- A. 85% of students earn 85/100 total points or higher (AY 19-20); 85% of students earn 68/80 total points or higher (AY20-21 onward) on the UDL Lesson Plan, Presentation, and Reflection [EDU 3024 course assignment].

Aligned with DQP Learning Areas (circle one or more):

1. Intellectual Skills/Core Competencies
2. Specialized Knowledge
3. Applied and Collaborative Learning
4. Broad Integrative Knowledge
5. Civic and Global Learning

Longitudinal Data (Criteria for Success A):

Information Literacy:	Target: 85% of students earn 85/100 or higher (AY2018-19, 2019-20) Target: 85% of students earn 68/80 or higher (AY 2020-21 onward) ¹						
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Number of students	--	33	23	26	24	21	31
Outcome 1.d. Candidates will utilize specific content information from a variety of sources for instructional planning.	83.9%	90.9%	95.7%	80.8%	91.6%	90.5%	93.6%

¹ The “In-class Presentation” dimension was modified in AY2020-21, with the 20 points distributed across a video presentation and other incremental submissions. Thus, the total for the UDL Lesson Plan and Reflection FINAL assessment was 80 points total, beginning in AY2020-21.

Conclusions Drawn from Data:

Target is met, with 29/31 students achieving at least a 68/80 on this outcome measure (the mean was 73/80). The current outcome measure and criteria for success seem appropriate. The current outcome measure is authentic, well-scaffolded, and aligned to the learning outcomes associated with EDU 3024 (Differentiated Mathematics Instruction for All Learners), the students’ major (Liberal Studies: Teacher Education), and the SOE credential program. A well-developed lesson plan is a critical component of effective teaching.

Changes to be Made Based on Data:

There are no plans to change the assessment, outcome measure, or target. We will collect data on this program learning outcome using the same outcome measure next year.

Rubric Used (Criteria for Success A)

	Level 1 Developing	Level 2 Emerging	Level 3 Competency	Level 4 Mastery
Identification of the CaCCSS standard for lesson	Standard is NOT identified (0 points)	Standard that is identified is not appropriately aligned with the lesson that is planned. (2 points)	Standard that is identified is appropriate for the lesson planned. Standard that is identified is not from CaCCSS. (3 points)	Standard that is identified is appropriate for the lesson planned. Standard that is noted is from CaCCSS. (5 points)
Learning Objectives	Learning objectives are NOT included (0 points)	Learning objectives are vague or not aligned well with the lesson planned nor the standard specified. (2 points)	Learning objectives are mostly clear, somewhat aligned with the lesson planned and the standard specified. (3 points)	Learning objectives are very clear, and clearly align with the lesson planned and the standard specified. (5 points)
Assessments	Minimal opportunity for assessment is included. Assessments that are included are vaguely described. (2 points)	Some formative and summative assessments are included. Assessments are somewhat clear and are partially aligned with the lesson activities. (4 points)	Formative and summative assessments are included. Assessments are described and mostly aligned with the lesson activities. (7 points)	Excellent integration of formative and summative assessments. Assessments are clearly described. (10 points)

<i>Differentiation strategies</i>	NO methods of differentiation are explicitly included. (0 points)	Some methods of differentiation are included. Differentiation that is included is vaguely described and only applies to one group of learners. (4 points)	Several methods of differentiation are included. Differentiation that is included is mostly clear. Differentiation applies to at least two groups of learners. (7 points)	Many methods of differentiation are included. Differentiation that is included is clearly described. Differentiation applies at least 3 groups of learners. (10 points)
<i>Opportunities for sharing mathematical ideas</i>	Lesson does not provide opportunity for students to share and represent their mathematical ideas with one another. (0 points)	Lesson provides only limited opportunity for students to share and represent their mathematical ideas with one another as well as with their instructor. (2 points)	Lesson provides some opportunities for students to share and represent their mathematical ideas with one another as well as with their instructor. (3 points)	Lesson provides multiple opportunities for students to share and represent their mathematical ideas with one another as well as with their instructor. (5 points)
<i>Learning Activities</i>	Learning activities are not age appropriate, ambiguously described, and do not align with the standard specified. The learning sequence does not allow for activities and learning to build throughout the lesson. (10 points)	Learning activities are somewhat age appropriate, somewhat described, and partially align with the standard specified. The learning sequence somewhat allows for activities and learning to build throughout the lesson. (15 points)	Learning activities are mostly age appropriate, mostly clear, and align with the standard specified. The learning sequence mostly allows for activities and learning to build throughout the lesson. (20 points)	Learning activities are age appropriate, clearly described, and clearly align with the standard specified. The learning sequence allows for activities and learning to build from opening to closing. (25 points)
<i>In-class Presentation¹</i>	Presentation was carried out with numerous interruptions. Limited interaction with and between learners. Activity instructions were ambiguous. Many materials were not present. (5 points)	Presentation was carried out with several interruptions. Some interaction with and between learners. Activity instructions were somewhat clear. Some materials were present. (10 points)	Presentation was carried out with minimal interruptions. Interaction with and between learners was good. Activity instructions were mostly clear. Most materials were present. (15 points)	Presentation was well carried out. Interaction with and between learners was excellent. Activities were clearly introduced. All materials were present. (20 points)
<i>Reflection</i>	Reflection was poorly written. Suggestions for improvement showed minimal thought and were not aligned with presentation. (5 points)	Reflection was somewhat vague or ambiguous. Suggestions for improvement showed minimal thought and were somewhat aligned with presentation. (10 points)	Reflection was mostly clear. Suggestions for improvement showed some thought and were mostly aligned with presentation. (15 points)	Reflection was well written. Suggestions for improvement showed clear thought and were aligned with presentation. (20 points)

¹ The “In-class Presentation” dimension was modified in AY2020-21, with the 20 points were distributed across a video presentation and other incremental submissions. Thus, the total for the UDL Lesson Plan and Reflection FINAL assessment was 80 points total, beginning in AY2020-21.