

**School of Education  
Core Competencies**

**Learning Outcome:**

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

**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

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

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

**Longitudinal Data:**

	Percentage of Students Marginal or			
	2012-13	2013-14	2014-15	2015-16
ETS Proficiency Profile Level 2 Critical Thinking	80%	81%	75%	79%

**Conclusions Drawn from Data:**

Despite a small drop in scores, candidate performance has remained very steady in this area over the years, even with significant growth in candidate numbers in our department.

**Changes to be Made Based on Data:**

We have developed a set of case studies to be regular and consistent assignments in EDU306 where candidates must examine, critique and synthesize information, and determine conclusions and next steps. This will give students more experience in the reading skills that utilize critical thinking.

**Rubric Used**

No rubric. We use the ETS Proficiency Profile test results.

## School of Education Core Competencies

### Learning Outcome:

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

### Outcome Measure:

ETS Proficiency Profile Exam

### 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

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

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

### Longitudinal Data:

	Percentage at Marginal or Proficient			
	2012-13	2013-14	2014-15	2015-16
ETS Proficiency Profile Level 2 Writing	70%	86%	100%	86%

### Conclusions Drawn from Data:

In the years following 2012-13, School of Education candidates have met the target for Level 2 Writing.

### Changes to be Made Based on Data:

In order to move more candidates to the proficient level, candidates have a new digital portfolio requirement where professional writing will be assessed and improved upon through the Writing Process in their junior and senior year.

### Rubric Used

No rubric. We use the ETS Proficiency Profile test results.

## School of Education Core Competencies

### Learning Outcome:

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

### Outcome Measure:

ETS Proficiency Profile Exam

### 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 Mathematics

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

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

### Longitudinal Data:

	Percentage at Marginal or Proficient			
	2012-13	2013-14	2014-15	2015-16
ETS Proficiency Profile Level 2 Mathematics	60%	81%	75%	57%

### Conclusions Drawn from Data:

Data in this category has been dramatically different each year, and candidates' current scores are far below the target.

### Changes to be Made Based on Data:

The department has changed the criteria for remaining in the major to be no course grade below a C- or the course must be re-taken. This could help assure that candidates' quantitative skills are proficiently acquired, especially if course re-take in required math courses is necessary.

### Rubric Used

No rubric. We use the ETS Proficiency Profile test results.