

**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 Proficient				
	2013-14	2014-15	2015-16	2016-17	2017-18
ETS Proficiency Profile Level 2 Critical Thinking	81.0%	75.0%	78.6%	73.7%	73.1%

Conclusions Drawn from Data:

This target is very close, but not met. The percentage of students scoring marginal or proficient in critical thinking has decreased, and is the lowest percentage proficient in 5 years. Our students take only four courses in the School of Education, with the majority of their education delivered through other departments. For this reason, the four courses in our major must have carefully planned opportunities for students to examine, critique and synthesize information in order to arrive at reasoned conclusions.

Changes to be Made Based on Data:

After 2014-15 data showed a significant drop, the School of Education placed special emphasis in each of four courses on critical thinking and problem solving related to teaching strategies and learning about students in order to plan effective lessons. This emphasis seems to have made a positive difference in the 2015-16 data, but has decreased slightly since then. The EDU306 professor added Case Study Analysis to her course to elevate this proficiency, and the EDU324 professor is designing a replacement assignment for the Teaching Performance Assessment with "critical thinking" in mind. We have two new professors in EDU302 and EDU404 with whom we will add additional learning experiences where candidates must critique and synthesize information.

Rubric Used

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

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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 of Students Marginal or Proficient				
	2013-14	2014-15	2015-16	2016-17	2017-18
ETS Proficiency Profile Level 2 Writing	85.7%	100.0%	85.7%	100.0%	80.8%

Conclusions Drawn from Data:

This target is met. The School of Education has seen an interesting pattern of results over the years in these test results. This year, 81% of our candidates score marginal or proficient on the written communication ETS Proficiency Profile.

Changes to be Made Based on Data:

The efforts in the School of Education to require effective writing will go unchanged. We will continue to implement the practice of sharing clear criteria and anchor papers for writing assignments, and include in every assignment a rubric that includes writing clarity and accuracy as one of the criteria. A new technique for the 2018-19 academic year is additional peer editing experiences, which did not occur last academic year.

Rubric Used

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

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Learning Outcome:

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

Outcome Measure:

ETS Proficiency Profile Exam

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 Math.

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 Proficient				
	2013-14	2014-15	2015-16	2016-17	2017-18
ETS Proficiency Profile Level 2 Math	81.0%	75.0%	57.1%	78.9%	80.8%

Conclusions Drawn from Data:

This target is met. Once again, The School of Education has seen large differences in the math proficiency of our candidates over the years as described by the ETS test. Our major coursework, only four courses, has only minimal content involving quantitative problem solving, so we rely on careful programming to ensure our candidates are required to take an intentional series of math coursework to graduate with our degree.

Changes to be Made Based on Data:

No changes are planned at this time. Our math series exceeds what is required by the California Commission on Teacher Credentialing and what is expected by most undergraduate majors, and our success target is met.

Rubric Used

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

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Learning Outcome:

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

Outcome Measure:

EDU306 Signature Assessment, criterion 7 (each year)

Criteria for Success (if applicable):

Average score for the group is 3.5 or higher (on a scale of 1-4 with 1 being low) on rubric criteria 7, "The oral presentation displays sound communication skills through proper usage of grammar, voice quality and presentation demeanor that is effective one-on-one and in groups".

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:

Oral Communication	Target: Average Score for the Group is 3.5 or higher			
	2014-15	2015-16	2016-17	2017-18
Effective Oral Presentation	3.94	3.79	3.85	3.59

Conclusions Drawn from Data:

Target it met. Students are performing at a high level in their oral communication skills, though the average score has decreased slightly from the previous year. Nonetheless, the score is affirming of the efforts made in EDU306 which prepare candidates in this area by consistent practice presenting to their classmates and instructor, with feedback.

Changes to be Made Based on Data:

Systematic efforts were made after analyzing 2013-14 assessment results that have continued since that time. Those are, for faculty to share the rubric criteria for this signature assessment with students at the very beginning of the semester, emphasizing the various opportunities during the course to practice communication skills through assignments during the semester. Because we recalibrated as assessors on this assessment, we believe these scores are even more valid and reliable. We will continue these same efforts in the 2018-19 year, and will add demonstration of effective and professional oral communication.

Rubric used:

	value: 1.00	value: 2.00	value: 3.00	value: 4.00
Adaptation to instructional strategy is effective for meeting the specific learning needs of the English learner in content knowledge and English language development.	Inappropriate, irrelevant, inaccurate or missing adaptation	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected adaptation	Appropriate, relevant, accurate and connected adaptation	Detailed, appropriate, relevant, accurate, clear and purposefully connected adaptation
Two specific learning needs of the English learner were correctly identified through careful analysis of the case study	Inappropriate, irrelevant, inaccurate or missing identifiable learning needs	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected identifiable learning needs	Appropriate, relevant, accurate and connected identifiable learning needs	Detailed, appropriate, relevant, accurate, clear and purposefully connected identifiable learning needs
The adaptation would be effective for the student in making progress toward English language development specific to this student's English proficiency	Inappropriate, irrelevant, inaccurate or missing adaptation	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected adaptation	Appropriate, relevant, accurate, connected, and effective adaptation	Detailed, appropriate, relevant, accurate, and clearly connected, and effective adaptation
The progress monitoring assessment chosen provides feedback to the student for achieving the learning goal at the student's English proficiency level.	Inappropriate, irrelevant, inaccurate or missing progress monitoring	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected progress monitoring	Appropriate, relevant, accurate and connected progress monitoring with feedback	Detailed, appropriate, relevant, accurate, and clearly connected progress monitoring with feedback
Next steps in planning are effective to facilitate specific growth in the student's English language development	Inappropriate, irrelevant, inaccurate or missing next steps for planning	Minimal, limited, cursory, inconsistent, ambiguous or weakly connected next steps for planning	Appropriate, relevant, accurate and connected next steps for planning	Detailed, appropriate, relevant, accurate, and clearly connected next steps for planning
The written product displays effective communication skills through sound grammar, spelling, language and word use.	Inappropriate, inaccurate or unidentifiable written communication	Limited, cursory or inconsistent written communication	Appropriate, relevant and accurate written communication	Detailed, appropriate, and clearly connected use of written communication
The oral presentation displays sound communication skills through proper usage of grammar, voice quality and presentation demeanor that is effective one-on-one and in groups.	Inappropriate, inaccurate or unidentifiable oral communication	Limited, cursory or inconsistent oral communication	Appropriate, relevant and accurate oral communication	Detailed, appropriate, and clearly connected use of oral communication

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Learning Outcome:

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

Outcome Measure:

Teaching Performance Assessment Task 2 (each year)

Criteria for Success (if applicable):

Average score for the group is 3.0 or higher (on a scale of 1-4 with 1 being low) on TPA task 2, criterion three on “Planning for Instruction”.

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

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:

Information Literacy:	Target: Average Score for the Group is 3.0 or higher			
	2014-15	2015-16	2016-17	2017-18
Teaching Performance Assessment Task 2	2.93	3.07	2.96	3.04

Conclusions Drawn from Data:

Target is met. Our candidates scored higher than last year in this criterion, “instructional planning using a variety of content and sources” than last year, meeting our target. With the Common Core Standards firmly in place last year, more time and emphasis was allotted in our series of Education courses to the types of content and sources to be used when planning for instructional experiences, and our scores seemed to benefit.


Changes to be Made Based on Data:

We will continue the same efforts as last year, which seemed to be effective. Because we will have returning faculty in each of the Education courses, rather than new faculty preparing students for this assessment, our change is to increase the number of structured meetings together to review and refine the content in each Education course to focus on specific parts of lesson planning. Each course must cover the lesson planning components in a developmental and systematic way.

Rubric Used

TPA Task 2 - Designing Instruction

created with  taskstream

 Export to Word

	1 - Far Below Standard	2 - Below Standard	3 - Meets Standard	4 - Exceeds Standard	Score/Level
Establishing Goals and Standards.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Learning about Students.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Planning for Instruction.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Making Adaptations.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Using Subject-Specific Pedagogical Skills.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Reflecting.	Inappropriate, irrelevant, inaccurate, or missing.	Minimal, limited, cursory, inconsistent, and/or ambiguous.	Appropriate, relevant, or accurate.	Appropriate, relevant, accurate, and clear or detailed.	
Comments:					