

Student Learning Outcomes

Students completing the credential and Master's degree programs will demonstrate these learning outcomes:

1. Conceptions of Teaching and Learning

Candidates construct a personal conception of teaching and learning which embraces a belief that all students can learn, including English learners and students with special needs.

2. Understanding Theories

Candidates value theory as an explanatory tool for practice; they demonstrate an understanding of theories relating to political, historical, cultural, linguistic, and psychological dimensions of teaching and learning.

3. Creating and Maintaining Effective Environments for Student Learning

Candidates develop and maintain clear expectations for academic and social behavior. They establish procedures for routine tasks and manage transitions to maximize instructional time. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness.

4. Planning Instruction and Designing Learning Experiences for Students

Candidates select and adapt instructional strategies, grouping strategies, and instructional materials to meet student learning goals and needs. To accommodate varied student learning and language needs, they plan differentiated instruction.

5. Assessing Student Learning

Candidates understand and use a variety of informal, formal, formative and summative assessments to determine students' progress and plan instruction.

6. Engaging and Supporting Students in Learning

Candidates explain content clearly and reinforce content in multiple ways. They provide opportunities and adequate time for students to practice and apply what they have learned. They ensure the active and equitable participation of all students. They motivate students and encourage student effort.

7. Developing as a Professional

Candidates improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students and individuals with disabilities. They are aware of and act in accordance with ethical considerations and model ethical behaviors for students.