NCATE Standard 1 Program Level Data
2008-09

Pedagogical Content Knowledge – Teacher Candidates

Initial Teacher Preparation

Designated Subjects

- SLO 2: Develop student performance objectives, using Bloom’s Taxonomy and principles of adult learning.

- SLO 3: Prepare clearly stated lesson plans by including behavioral and humanistic principles.
• SLO 4: Design a unit of instruction and include a discussion of legal and diversity issues.

![SLO 4 Chart]

- SLO 6: Integrate the instruction of related academic skills.

![SLO 6 Chart]

**Ed Specialist I**

• SLO 3: Plans individualized education programs in alignment with student needs/competencies and California Content Standards.

![SLO 3 Chart]
• SLO 4: Designs instructional units based on student data and best practices in special education.

![Graph showing SLO 4 results with numerical data]

Multiple Subject
• SLO 3: (TPE 3) Interpretation and Use of Assessments

![Graph showing SLO 3 results with numerical data]

Single Subject
• SLO 3: Engages and supports all students in learning

![Graph showing SLO 3 results with numerical data]
Advanced Teacher Preparation

**Adapted PE**

- **SLO 2**: Create an assessment report in physical education appropriate for individuals with various disabilities.

- **SLO 3**: Construct an appropriate physical education instructional program for individuals with disabilities that includes the design of unit plan.

- **SLO 4**: Construct and implement a positive behavior management plan in physical education appropriate for individuals with disabilities.
Curriculum and Instruction

- SLO 4: Analyze how knowledge in their subject area is conceptualized, created, organized, and assessed by analyzing a curriculum and assessment system.

![SLO 4](image)

Dual Language Development

- SLO 2: Evaluate the applicability of informal and formal assessment measures to determine their validity for language minority students.

![SLO 2](image)
• SLO 3: Demonstrate knowledge of major theoretical bases for language minority students in a curriculum module (related to the teaching of reading/language arts and/or critical literacy).

![SLO 3](image1)

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• SLO 4: Analyze and apply fieldwork data of students’ home language & literacy practices in a classroom literacy plan to inform instruction.

• SLO 5: Synthesize published literature for informing an action research question related to the education of language minority students.

![SLO 5](image2)

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• SLO 6: Apply knowledge of cognitive and societal bilingualism to a contemporary educational issue.

![SLO 6 Graph]

- SLO 6: 76.47 % for 4 Points, 17.65 % for 3 Points, 5.88 % for 2 Points, 0.00 % for 1 Point, 0.00 % for 0 Point.

• SLO 7: Analyze and interpret data to address an action research question.

![SLO 7 Graph]

- SLO 7: 68.75 % for 4 Points, 31.25 % for 3 Points, 0.00 % for 2 Points, 0.00 % for 1 Point, 0.00 % for 0 Point.

**Early Childhood Education**

• SLO 3: Apply principles of teaching and learning to early childhood classrooms.

![SLO 3 Graph]

- SLO 3: 75.86 % for 4 Points, 17.24 % for 3 Points, 6.90 % for 2 Points, 0.00 % for 1 Point, 0.00 % for 0 Point.
Ed Specialist II (includes MS)

- SLO 1: Candidates will effectively apply theory to practice

- SLO 2: Candidate will analyze data to guide instructional decision-making

- SLO 3: Candidate will determine effective behavioral, emotional, and environmental supports for student learning
• SLO 4: Candidate will effectively plan for transition

SLO 4
N=43

- 4 Points: 29
- 3 Points: 11
- 2 Points: 1
- 1 Point: 0
- 0 Points: 2

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• SLO 7: Candidate will analyze and synthesize research in special education through written communication (M.S. degree only)

SLO 7
N=34

- 4 Points: 9
- 3 Points: 22
- 2 Points: 3
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