Relationship Between Student Learning Outcomes, Signature Assignments, and NCATE Standard 1 Elements by Program

*Pedagogical Content Knowledge – Teacher Candidates*

**Initial Teacher Preparation**

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<tr>
<th>Program</th>
<th>Student Learning Outcomes</th>
<th>Signature Assignment(s)</th>
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| 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 6: Integrate the instruction of related academic skills. | • PROF 410: Project and Presentation  
• PROF 413: Lesson Plan  
• PROF 412: Research-Based Project  
• PROF 435: Final Exam |
| Ed Specialist I     | • SLO 3: Plans individualized education programs in alignment with student needs/competencies and California Content Standards.  
• SLO 4: Designs instructional units based on student data and best practices in special education. | • EDSP 567: IEP Assignment  
• EDSP 569: Collaboration  
• EDSP 567: Reading Intervention  
• EDSP 569: Instructional Unit Plan |
| Multiple Subject    | • SLO 3: (TPE 3) Interpretation and Use of Assessments | • EDEL 442: Developmental Spelling/Writing  
• EDEL 452: Case Study Report  
• Teacher Performance Assessment 1and 4 |
| Single Subject      | • SLO 3: Engages and supports all students in learning | • EDSE 457: Lesson Plans  
• Teacher Performance Assessment 1-4 |
## Advanced Teacher Preparation

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| **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. | • KIN 489A: Assessment Report  
                          • KIN 388: Unit Plan  
                          • KIN 387: Behavior Management Plan |
| **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. | • EDCI 625: Curriculum Analysis Report |
| **Dual Language Development** | • SLO 2: Evaluate the applicability of informal and formal assessment measures to determine their validity for language minority students.  
                          • 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 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 6: Apply knowledge of cognitive and societal bilingualism to a contemporary educational issue.  
                          • SLO 7: Analyze and interpret data to address an action research question. | • EDRG 551B: Case Study Evaluation  
                          • EDCI 541: Curriculum Audit  
                          • EDCI 532: Home & School Events Report  
                          • EDCI 533: Research Plan  
                          • LING 650: Review of Literature  
                          • EDCI 695: Action Research Study |
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<tbody>
<tr>
<td>Early Childhood Education</td>
<td>• SLO 3: Apply principles of teaching and learning to early childhood classrooms.</td>
<td>• EDEC 520: Case Study</td>
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<tr>
<td>Ed Specialist II (includes MS)</td>
<td>• SLO 1: Candidates will effectively apply theory to practice</td>
<td>• EDSP 546C: Reflective Practice</td>
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<td>• SLO 2: Candidate will analyze data to guide instructional decision-making</td>
<td>• EDSP 563: Model Program Project</td>
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<td>• SLO 3: Candidate will determine effective behavioral, emotional, and environmental supports for student learning</td>
<td>• EDSP 565: Case Study</td>
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<td>• SLO 4: Candidate will effectively plan for transition</td>
<td>• EDSP 566: Transition Plan</td>
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<td>• SLO 7: Candidate will analyze and synthesize research in special education through written communication (M.S. degree only)</td>
<td>• EDSP 550: Final Exam</td>
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