

***Master of Arts in Teaching (MAT): General Education Single Subject (Preliminary Credential)***

***Candidate Learning Outcomes 2014***

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	CTC Standard Driven Candidate Outcomes
Learning informed by faith.	Equip	<p>Equip</p> <p>1. Possesses the skills and dispositions to develop instructional plans and engage students in content-specific learning experiences that lead to improved student outcomes.</p>	<p>Equip</p> <p>1. Designs effective curriculum, instruction, and assessment to meet the learning needs of all students, including English learners, students with special needs, and gifted and talented students. (CTC 6, 12, &amp; 13)</p> <p>2. Utilizes technology to make content accessible to students and to facilitate the teaching and learning process. (CTC 8-B &amp; 11, 12, 13)</p>
Growing in a faith community.	Transform	<p>Transform</p> <p>1. Possesses the skills and dispositions to promote the learning of diverse learners at the secondary level.</p> <p>2. Utilizes subject-specific pedagogy, content-related literacy instruction, and developmentally appropriate instruction to support learning for all students.</p> <p>3. Reflects positive personal presence, age-appropriate strategies, and research-based knowledge of adolescent psychology to create safe classroom environments that promote learning for all students.</p>	<p>Transform</p> <p>Understands principles of educational equity and diversity and their implementation in curriculum content and school practices for all students. This will be accomplished when candidates:</p> <p>1. Practice and use a variety of subject-specific pedagogical skills and methods essential for effective teaching that promotes student achievement by meeting diverse learning needs of students at both the middle grade and high school levels. (CTC 5, 6, 8-B, 9)</p> <p>2. Demonstrate understanding of how to incorporate the California Reading Language Arts Content Standards for grades 7 –12 and the English Language Development Standards into the candidate’s content area. (CTC 7-B)</p> <p>3. Utilize effective classroom management strategies for the secondary classroom to develop a safe, inclusive, positive learning environment, in which respect is promoted, differences are valued, and conflicts are mediated. (CTC 6, 10)</p>
Serving in the context of faith.	Empower	<p>Empower</p> <p>1. Analyzes assessment data from instruction through thoughtful reflection that informs professional practice for continual improvement.</p>	<p>Empower</p> <p>1. Effectively uses a variety of data (formative and summative assessments, classroom observations, reflection, and consultation) to plan instruction and to determine students’ progress, including modifying curriculum and practice to support the learning of students with special needs. (CTC 4, 6)</p> <p>2. Through the analysis and assessment of practices to promote professional growth, uses reflection and feedback to formulate and prioritize goals for increasing the subject-matter knowledge and teaching effectiveness. (CTC 6)</p>

**Curriculum Map**  
**Master of Arts in Teaching: Single Subject**  
**Preliminary Credential**

**MAT Single Subject Program CURRICULUM MAP - Candidate Learning Outcomes (CLO)**

(Legend: I=Introduced; D=Developed; M=Mastered; Color **Yellow**=signature assignment)

Required Courses	1a. Possess the skills and dispositions to develop instructional plans and engage students in content-specific learning experiences that lead to improved student outcomes  (ILO 1)	2a. Possess the skills and dispositions to promote the learning of diverse learners at the secondary level  (ILO 2)	2b. Utilize subject-specific pedagogy, content-related literacy instruction, and developmentally appropriate instruction to support learning for all students  (ILO 2)	2c. Reflect positive personal presence, age-appropriate strategies, and research-based knowledge of adolescent psychology to create safe classroom environments that promote learning for all students  (ILO 2)	3a. Analyze assessment data from instruction through thoughtful reflection that informs professional practice for continual improvement  (ILO 3)	CTC Program Standard
EDU 600 Foundations of Education and Learning Theory (3)	I	I	I	<b>I</b>		3, 4, 5, 10
EDU 601 Language Acquisition and Diverse Populations (3)	I,M	I, M	I,M		I, M	3, 4, 9, 12
EDU 601 F Fieldwork for Language Acquisition and Diverse Populations (0.5)	I,M	I,M	I			7-B, 12

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EDU 602 Foundations of Special Education	I	I		I		3,4,7B,9,13
EDU 603 Classroom Assessment and Research Practices	I	D	D		D, M	3a, 4c, 6c, 11, 18
EDU 621 General Methods for Secondary Teachers	I, D, M	D	D	D		4, 5, 6
EDU 621F Fieldwork for General Methods for Secondary Teachers	I, D, M	D	D	D		4, 5, 6
EDU 622-629 Subject-Specific Methods Courses	D, M	D	M	D	D	5, 6, 8B

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EDU 620 Literacy Instruction for Secondary Teachers	D	D	M		M	3,4,5,7B,9, 12
EDU 620F Fieldwork for Literacy Instruction for Secondary Teachers	D	D	M		M	3,4,5,7B,9, 12
EDU 640 Secondary Clinical Practice I	D	D	D	D	D	8B, 9, 10, 12, 13
EDU 6CP1 Clinical Practice Seminar I	D	D	D	D	D	8B, 9, 10, 12, 13
EDU 644 Secondary Clinical Practice II	M	M	M	M	M	8B, 9, 10, 12, 13
EDU 6CP2 Clinical Practice Seminar II	M	M	M	M	M	8B, 9, 10, 12, 13

