

Palau3D Learning Outcome Details

The student learning outcomes are derived from the aligned standards of the California Commission on Teacher Credentialing (CCTC); Teaching Performance Expectations (TPE's) and Standards for the Teaching Profession (STP):

1. Understanding and Organizing Subject Matter for Student Learning. Learners exhibit strong working knowledge of subject matter and student development. Learners organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Learners relate ideas and information within and across curricular areas to extend students' understanding. Learners use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

2. Assessing Student Learning. Learners establish and clearly communicate learning goals for all students. Learners collect information about student performance from a variety of sources. Learners involve all students in assessing their own learning. Learners use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Learners exchange information about student learning with other students and their families, and support personnel in ways that improve understanding and encourage further academic progress.

3. Engaging and Supporting Students in Learning. Learners build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Learners use a variety of instructional strategies and resources that respond to students' diverse needs. Learners facilitate challenging learning experiences for all students in environments that promote autonomy, interaction and choice. Learners actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Learners assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

4. Planning Instruction and Designing Learning Experiences for All Students. Learners plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Learners establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Learners sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies. Learners use instructional activities that promote learning goals and connect with student experiences and interests. Learners modify and adjust instructional plans according to student engagement and achievement.

5. Creating and Maintaining Effective Environments for Student Learning. Learners create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Learners maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and

one another. Learners encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Learners make effective use of instructional time as they implement class procedures and routines.

6. Developing as a Professional Educator. Learners reflect on their teaching practice and actively engage in planning their professional development. Learners establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Learners learn about and work with local communities to improve their professional practice. Learners communicate effectively with families and involve them in student learning and in the school community. Learners contribute to school activities, promote school goals and improve professional practice by working collegially with all school staff. Learners balance professional responsibilities and maintain motivation and commitment to all students.

7. Subject Matter Preparation - Language, Linguistics and Literacy. Learners will develop an understanding of language structures, language acquisition, linguistic diversity and the development of literacy. They will know, understand and appreciate the varieties of spoken and written English and how they are related to the diverse cultures and societies where English is a medium of communication. Recognizing the needs of both native and non-native speakers, the program effectively models English as a communicative tool.

8. Subject Matter Preparation – Mathematics. Learners will demonstrate the ability to teach the academic content standards for students in mathematics. Learners will enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and to apply them to novel problems. Learners will help students understand different mathematical topics and make connections among them. Learners help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations.

9. Technology Proficiencies. Learners will demonstrate proficiency in basic computer operations, concepts, and issues. Learners are able to use technology in research and for management of professional activities. Learners are able to apply best practices for use of technology in educational activities to create an effective learning environment.

Alignment of Student Learning Outcomes to Courses

Curricular Matrix articulating the alignment between program learning outcomes and course learning outcomes. This matrix (Table 2) demonstrates the overall consideration given to insure that the sequence of courses offered was aligned with the learning outcome goals. Individual course outlines were reviewed with instructors to insure the intended outcomes were sufficiently addressed within the courses offered.