Unit Assessment Outcomes (UAOs)
Program Student Learning Outcomes (PSLOs)

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Unit Assessment Outcome 1: Equitable Learning Outcomes
Our candidates will demonstrate knowledge, skills, and dispositions aligned with professional standards to implement universal design and research-based programs to achieve equitable learning outcomes.

Unit Assessment Outcome 2: Equitable Environments
Our candidates will demonstrate the ability to create environments, systems, and practices in which all individuals are treated with respect, dignity, trust, and fairness.

Unit Assessment Outcome 3: Working Collaboratively
Our candidates will work collaboratively with students, parents, and professional colleagues to achieve equitable learning outcomes and equitable environments.

Unit Assessment Outcome 4: Candidate Knowledge, Skills, and Professional Dispositions
Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Program Student Learning Outcomes (PSLOs)
Teacher Performance Expectations (TPEs) set by the California Commission on Teacher Credentialing

1A (1) – Teaching Reading/Language Arts in a Multiple Subject Assignment
The candidate demonstrates the ability to teach state-adopted academic content standards in English-Language Arts (K – 8).

1A (2) – Teaching Mathematics in a Multiple Subject Assignment
The candidate demonstrates the ability to teach state-adopted academic content standards in mathematics (K – 8).

1A (3) – Teaching Science in a Multiple Subject Assignment
The candidate demonstrates the ability to teach state-adopted academic content standards in science (K – 8).

1A (4) – Teaching History-Social Science in a Multiple Subject Assignment
The candidate demonstrates the ability to teach state-adopted academic content standards in history-social science (K – 8).

1B – Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments
The candidate demonstrates the ability to teach state-adopted academic content standards in his or her subject area (Grades 7 – 12).
The following PLSOs apply to candidates in both the multiple and single subject credential programs.

2 – Monitoring Student Learning During Instruction
   The candidate monitors student behavior at key points during instruction to determine whether students are progressing adequately toward achieving state-adopted content standards.

3 – Interpretation and Use of Assessments
   The candidate uses a variety of informal and formal, as well as formative and summative assessments, to determine students’ progress and plan instruction.

4 – Making Content Accessible
   The candidate selects instructional strategies and activities that proceed in a logical sequence, align with students' level of achievement, and make state academic content accessible to students.

5 – Student Engagement
   The candidate clearly communicates instructional objectives to students, ensures equitable participation of all students, and implements strategies to keep all students on task.

6 – Developmentally Appropriate Teaching Practices
   The candidate implements teaching practices that are appropriate for students’ level of cognitive, emotional, and physical development.

7 – Teaching English Learners (ELs)
   The candidate implements instructional strategies that promote: (1) the English listening and speaking abilities of ELs, (2) English literacy abilities of ELs, and (3) ELs’ acquisition of grade-level academic content.

8 – Learning About Students
   The candidate uses a variety of formal and informal methods to understand students’ mastery of academic language, content knowledge, academic skills; to understand students’ abilities, ideas, interests, and aspirations, and the candidate uses this information to identify students needing specialized instruction.

9 – Instructional Planning
   The candidate writes both long-term and short-term instructional plans that teach state-adopted academic content standards and are based on students’ current level of achievement.

10 – Instructional Time
   The candidate allocates instructional time to maximize student achievement.

11 – Social Environment
   The candidate develops and maintains clear expectations for students’ academic and social behavior and creates an equitable, positive, and productive climate for learning.
12 – Professional, Legal, and Ethical Obligations
The candidate is aware of personal values and biases that could affect student learning, promotes equity and fairness in the classroom, manages professional time effectively, and understands the relevant California and federal laws that govern the teaching profession.

13 – Professional Growth
The candidate evaluates her/his own teaching practices, solicits and accepts feedback, and uses that information to increase subject matter knowledge and teaching effectiveness.