

School of Education
Master of Arts in Education: Concentration in Teaching and Learning
Reading and Literacy Added Authorization (RLAA) Curriculum Map 2014

Direct Measures

Program and Candidate Learning Outcomes

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

Institution Learning Outcomes	Learning Informed by faith		Growing in a faith community		Serving in the context of faith		CTC Standards
SOE Learning Outcomes	Equip 1. Engages in ongoing scholarly, professional, personal and spiritual growth. 2. Gains knowledge and skills in critical thinking, analysis, and synthesis. 3. Works collaboratively and communicates effectively as servant leaders.		Transform 1. Embraces the positive power of diversity through development as advocates for equity and access. 2. Applies faith-based influences and beliefs within educational organizations.		Empower 1. Engages in reflective educational practices that emulate Christian discipleship within an educational community focused on service and responsibility. 2. Serves as research-based transformational leaders within educational organizations.		
Program and CTC Standard Driven Candidate Outcomes	1a, b. Reading Literacy and Added Authorization Candidates demonstrate knowledge and ability by: utilizing research based instructional practices, intervention models and strategies in reading and language arts to benefit all students.	1c. Reading Literacy and Added Authorization Candidates demonstrate knowledge and ability by: utilizing effective instructional practices by the application of the teaching mode of Plan/Teach/ Reflect/ Apply in order to maximize student success to effectively communicate with all students; special needs, diverse	2a. Reading Literacy and Added Authorization Candidates promote the success of all students by: collecting and analyzing data in order to advocate for all students	2b. Reading Literacy and Added Authorization Candidates promote the success of all students by: cultivating on-going self-evaluation and life-long learning habits that promote PLNU Dispositions of Noble Character.	3a. Reading Literacy and Added Authorization Candidates promote the success of all students by: researching and identifying research based strategies to help struggling readers. The application of the strategies will be utilized with struggling readers.	3b. Reading Literacy and Added Authorization Candidates promote the success of all students by: reflecting on the research based strategies that were applied during intervention and how they had implications for the candidates' instructional practices.	

		cultural groups, and second language learners.					
GED 628 Using Technology to Support Student Learning (3)	D	D	D	D	D	D	Level II Technology Standards
GED 696 RLAA 1 st Course, Advanced Research-Based Literacy Instruction for All Students (3)	D	M	D	D	D	D	RLAA 2.5, 3.1, 3.2a-f, 3.6, 4.1-3, 5A.1-4, 5B.1-3
GED 697 RLAA 2 nd Course, Advanced Research-Based Literacy Instruction and Intervention for All Students (3)	I	D	I	D	D	M	RLAA 1.2, 1.3, 2.4, 2.5, 3.1, 3.2a-g, 3.3, 3.4, 3.6-8, 4.2-5, 5.A1-4, 5.B1-2
GED 689 (2) GED689P (1+1) Master's Research Design	M	D	M	D	M	M	CSTP 6.1, 6.2, 6.3