

Program Learning Outcomes
Master of Arts in Education: Concentration in Teaching and Learning
Reading Certificate

Reading Certificate

Institutional Outcomes	School of Education All Student Outcomes	Academic Degree Program Outcomes	CTC Standard Driven Candidate Outcomes
Learning informed by faith.	Equip	Equip Maintains competencies in knowledge and skills by demonstration of the following: 1. Utilizes research-based instructional practices, intervention models and strategies in reading and language arts to benefit all students. 2. Utilizes effective instructional practices by the application of the teaching model of “plan, teach, reflect, and apply” to maximize student success and to effectively communicate with all students; special needs, diverse cultural groups, and second language learners.	Equip 1. Demonstrates the ability to explore research and best practices related to precursors for phonics success, stages in word recognition, spelling instruction, exemplary phonics instruction, developing sight words, automaticity and fluency and systematic vocabulary and concept development. (CTC 5) 2. Develop independent reading and writing skills by providing universal access to narrative and expository texts. (CTC 4, 9)
Growing in a faith community.	Transform	Transform Promotes the success of all students by demonstration of the following: 1. Collects and analyzes data to advocate for all students. 2. Cultivates on-going self-evaluation and life-long learning habits that promote PLNU dispositions of noble character.	Transform 1. Collects data, analyzes data, and develops intervention strategies of four struggling learners. (CTC 11)
Serving in the context of faith.	Empower	Empower: Promotes the success of all students by demonstration of the following: 1. Researches and identifies research-based strategies to help struggling readers. 2. Reflects on the research based strategies that were applied during intervention and how they had implications for the candidates’ instructional practices.	Empower 1. Demonstrates the ability to administer and analyze assessment data and develop intervention strategies in order to improve instruction for struggling readers in classrooms. (CTC 4, 11)