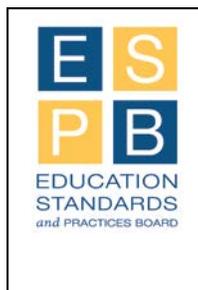


North Dakota
**Education Standards
and Practices Board**
“PROGRAM APPROVAL
STANDARDS”

August 2015



Mandatory for visit Fall 2017

**Janet Welk, PhD, Executive Director
Education Standards and Practices Board
2718 Gateway Avenue, Suite 303
Bismarck ND 58503-0585
(701) 328-9641 www.nd.gov/espb**

InTASC STANDARDS 2011

Introduction

Administrative Rule 67.1-02-02-02 requires all applicants for initial teacher licensure for in-state graduates or graduates of out-of-state programs requires a minimum of a four-year bachelor's degree from a state agency-approved teacher education program. The approved program must include a general studies component, a North Dakota recognized program area major based upon the North Dakota standards for teacher education program approval and a professional pedagogy core.

The general studies component includes liberal arts preparation in the areas of the humanities, fine arts, mathematics, natural sciences, behavioral sciences, and symbolic systems as prerequisite to entrance into the professional education program.

North Dakota recognized program area majors must include content-specific majors at the secondary level, content-specific kindergarten through grade twelve majors as listed below, majors in middle level education, or majors in elementary education. Majors that are transcribed by state-approved teacher education programs using terminology not appearing in the Standards booklet must be compared to the North Dakota standards for teacher education program approval to determine whether they meet the same criteria as the listed recognized majors.

Education Majors must include a minimum of thirty-two semester hours of coursework specific to the major beyond the introductory level.

- (1) Effective July 1, 2003, all applicants for initial licensure are required to submit their test scores for the PPST in reading, writing, and mathematics which meet or exceed the state cut score or composite score. For licensure purposes, documentation of the ETS PPST scores must be submitted with the application form.
- (2) The secondary content-specific major must include a minimum of four semester hours in special methods of teaching at the secondary level and special methods of teaching in the specific content area. Effective July 1, 2006, all initial secondary licensure applicants grades seven through twelve in the core. Effective July 1, 2010, all initial secondary licensure applicants grades seven through twelve in the core and non-core academic areas will need to meet or exceed the cut scores for the praxis II principles of teaching and learning test as set by the Education Standards and Practices Board. Effective July 1, 2012 all non-core academic areas will need to meet or exceed the cut scores for the content specific praxis II as set by the Education Standards and Practices Board. For purposes of this section, English, reading and language arts, mathematics, science, foreign languages, music, visual arts, history, civics and government, geography, and economics are considered core academic areas. All other areas are considered non-core academic areas.
- (3) The middle level major must include study of middle level foundations, adolescent development, reading in the content areas at the middle level, and twenty-four semester hours of content coursework in one of the content areas of English and language arts, social studies, science, or mathematics meeting the teacher education program approval standards, and special methods of teaching at the middle level. Study of these areas must total a minimum of thirty-two semester hours which includes at least two semester hours of special methods of teaching at the middle level

and middle level classroom field experience. Effective July 1, 2006, all initial middle level licensure applicants grades five through eight in the core and effective July 1, 2012 all non-core academic areas will need to meet or exceed the cut scores for the praxis II as set by the Education Standards And Practices Board. Effective July 1, 2012 all initial middle level licensure applicants will need to meet or exceed the cut scores for the principles of learning and teaching praxis II test as set by the Education Standards and Practices Board.

(4) The elementary major must include special methods of teaching elementary content areas with a minimum of twelve semester hours specific to teaching elementary school mathematics, science, social studies, reading, and language arts. Effective July 1, 2006, all initial elementary licensure applicants grades one through six or grades one through eight restricted license will need to meet or exceed the cut scores for the praxis II elementary test 10011 and the praxis II principles of learning and teaching test 30522. For the school year 2005-06 and beyond, all elementary teachers new to the profession, but previously licensed, will need to complete the praxis II elementary test 10011 and praxis II principles of learning and teaching test 30522 during the school year. Classroom teaching experience will be accepted from all other states toward the requirements of this paragraph.

(5) Prekindergarten through grade twelve preparation programs in special education, foreign language, art, music, physical education, business education, technology education, and computer education must include a minimum of four semester hours of special methods of teaching inclusive of kindergarten through grade twelve, special methods of teaching in the specific content area, and student teaching in elementary and secondary schools, grades prekindergarten through grade twelve. Effective July 1, 2006, all applicants will need to meet or exceed the cut scores for the praxis II tests as set by the Education Standards and Practices Board. Effective July 1, 2012 all initial specialty area licensure applicants will need to meet or exceed the cut scores for the principles of learning and teaching praxis II test as set by the Education Standards and Practices Board.

(6) The early childhood major must include study of child development, birth through age eight, and include special methods of teaching at the early childhood level. . Effective July 1, 2012 all initial early childhood licensure applicants will need to meet or exceed the cut scores for the principles of learning and teaching praxis II test as set by the Education Standards and Practices Board.

(7) The special education major must meet or exceed the CEC standards as adopted by ESPB for regular licensure meeting. Effective July 1, 2012, all applicants in special education majors must meet or exceed the praxis II test cut scores for the specific disability as set by the education standards and practices board.

The professional education component includes a minimum of twenty-two semester hours of pedagogical study of teaching and learning in addition to the program-specific major. This coursework must be from the areas of educational foundations, educational psychology, child development, teaching and learning theory, educational diagnosis and assessment, inclusive education, educational technology, classroom and behavioral management, and human relations specific to teaching. The professional education component must also include classroom professional experience prior to student teaching and a minimum of ten weeks of full-time successful participation in student teaching at appropriate grade levels. The professional education component, including student teaching, must be

completed under the supervision of a teacher training institution approved by the Education Standards and Practices Board in North Dakota or the appropriate state, provincial, or similar jurisdictional authority for out-of-state institutions.

Human relations and cultural diversity. North Dakota education standards and practices board licensure requires coursework a minimum of two semester hours in multicultural education, including in Native American studies, cultural diversity, strategies for creating learning environments that contribute to positive human relationships, and strategies for teaching and assessing diverse learners including universal design for learning, response to intervention, early intervention, positive behavior interventions and supports. North Dakota graduates applying for licensure meet these requirements through completion of Education Standards and Practices Board-approved programs that include coursework addressing the multicultural education and Native American studies standard. Teacher preparation programs may meet these requirements through general education, specific content major, professional education requirements, or a combination thereof.

An applicant must have a minimum overall grade point average of 2.50. All official transcripts from the institutions of higher education granting the degree must be submitted to the Education Standards and Practices Board.

InTASC Standard #1: Learner Development

The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performances

1(a) The teacher candidate regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) The teacher candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests and needs and that enables each learner to advance and accelerate his/her learning.

1(c) The teacher candidate collaborates with families, communities, colleagues and other professionals to promote learner growth and development.

Essential Knowledge

1(d) The teacher candidate understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes --and knows how to use instructional strategies that promote student learning.

1(e) The teacher candidate understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

1(f) The teacher candidate identifies readiness for learning, and understands how development in any one area may affect performance in others.

1(g) The teacher candidate understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Critical Dispositions

1(h) The teacher candidate respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

1(i) The teacher candidate is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j) The teacher candidate takes responsibility for promoting learner' growth and development.

1(k) The teacher candidate values the input and contributions of families, colleagues and other professionals in understanding each learner's development.

Standard #2: Learning Differences

The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards.

Performances

2(a) The teacher candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(b) The teacher candidate makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(c) The teacher candidate designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(d) The teacher candidate brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

2(e) The teacher candidate incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(f) The teacher candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Essential Knowledge

2(g) The teacher candidate understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(h) The teacher candidate understands students' exceptional learning needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2(i) The teacher candidate knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

2(j) The teacher candidate understands that learners bring assets for learning based on their individual experiences, abilities, talents, and prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2(k) The teacher candidate knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Critical Dispositions

2(l) The teacher candidate believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher candidate respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n) The teacher candidate makes learners feel valued and helps them learn to value each other.

2(o) The teacher candidate values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard #3: Learning Environments

The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Performances

3(a) The teacher candidate collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3(b) The teacher candidate develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3(c) The teacher candidate collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3(d) The teacher candidate manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

3(e) The teacher candidate uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

3(f) The teacher candidate communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

3(g) The teacher candidate promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3(h) The teacher candidate intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Essential Knowledge

3(i) The teacher candidate understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

3(j) The teacher candidate knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3(k) The teacher candidate knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines and organizational structures.

3(l) The teacher candidate understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3(m) The teacher candidate know how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Critical Dispositions

3(n) The teacher candidate is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3(o)The teacher candidate values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3(p) The teacher candidate is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3(q)The teacher candidate seeks to foster respectful communication among all members of the learning community.

3(r) The teacher candidate is a thoughtful and responsive listener and observer.

Standard #4: Content Knowledge

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Performances

4(a) The teacher candidate effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promotes each learner's achievement of content standards.

4(b) The teacher candidates engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4(c) The teacher candidate engages learners in applying methods of inquiry and standards of evidence used in the discipline.

4(d) The teacher candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

4(e) The teacher candidate recognizes when learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

4(f) The teacher candidate evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

4(g) The teacher candidate uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

4(h) The teacher candidate creates opportunities for students to learn, practice, and master academic language in their content.

4(i) The teacher candidate accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Essential Knowledge –See content specific essential knowledge in Appendix A.

4(j) The teacher candidate understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

4(k)The teacher candidate understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

4(l)The teacher candidate knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4(m)The teacher candidate knows how to integrate culturally relevant content to build on learners' background knowledge.

4(n)The teacher candidate has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

Critical Dispositions

4(o) The teacher candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

4(p) The teacher candidate appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

4(q) The teacher candidate recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4(r)The teacher candidate is committed to work toward each learner's mastery of disciplinary content and skills.

Standard #5: Applications of Content

The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performances

5(a) The teacher candidate develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5(b) The teacher candidate engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5(c) The teacher candidate facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

5(d) The teacher candidate engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5(e) The teacher candidate develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

5(f) The teacher candidate engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5(g) The teacher candidate facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5(h) The teacher candidate develops and implements supports for learner literacy development across content areas.

Essential Knowledge

5(i) The teacher candidate understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

5(j) The teacher candidate understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5(k) The teacher candidate understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

5(l) The teacher candidate understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5(m) The teacher candidate understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

5(n) The teacher candidate understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

5(o) The teacher candidate understands creative thinking processes and how to engage learners in producing original work.

5(p) The teacher candidate knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Critical Dispositions

5(q) The teacher candidate is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(r) The teacher candidate values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(s) The teacher candidate values flexible learning environments that encourage learner exploration discovery, and expression across content areas.

Standard #6: Assessment

The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performances

6(a) The teacher candidate balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(b) The teacher candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(c) The teacher candidate works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6(d) The teacher candidate engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6(e) The teacher candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6(f) The teacher candidate models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6(g) The teacher candidate effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6(h) The teacher candidate prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

6(i) The teacher candidate continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Essential Knowledge

6(j) The teacher candidate understands the differences between formative and summative applications of assessment and knows how and when to use each.

6(k) The teacher candidate understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6(l) The teacher candidate knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6(m) The teacher candidate knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

6(n) The teacher candidate understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6(o) The teacher candidate knows when and how to evaluate and report learner progress against standards.

6(p) The teacher candidate understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions especially for learners with disabilities and language learning needs.

Critical Dispositions

6(q) The teacher candidate is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

6(r) The teacher candidate takes responsibility for aligning instruction and assessment with learning goals.

6(s) The teacher candidate is committed to providing timely and effective descriptive feedback to learners on their progress.

6(t) The teacher candidate is committed to using multiple types of assessment processes to support, verify, and document learning.

6(u) The teacher candidate is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

6(v) The teacher candidate is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard #7: Planning for Instruction

The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performances

7(a) The teacher candidate individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

7(b) The teacher candidate plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

7(c) The teacher candidate develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7(d) The teacher candidate plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

7(e) The teacher candidate plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialist, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

7(f) The teacher candidate evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Essential Knowledge

7(g) The teacher candidate understands content and content standards and how these are organized in the curriculum.

7(h) The teacher candidate understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

7(i) The teacher candidate understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

7(j) The teacher candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

7(k) The teacher candidate knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7(l) The teacher candidate knows when and how to adjust plans based on assessment information and learner responses.

7(m) The teacher candidate knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Critical Dispositions

7(n) The teacher candidate respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7(o) The teacher candidate values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7(p) The teacher candidate takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

7(q) The teacher candidate believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard #8: Instructional Strategies

The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performances

8(a) The teacher candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8(b) The teacher candidate continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8(c) The teacher candidate collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8(d) The teacher candidate varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8(e) The teacher candidate provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8(f) The teacher candidate engages all learners in developing higher order questioning skills and metacognitive processes.

8(g) The teacher candidate engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8(h) The teacher candidate uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8(i) The teacher candidate asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.)

Essential Knowledge

8(j) The teacher candidate understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8(k) The teacher candidate knows how to apply a range of developmentally, culturally and linguistically appropriate instructional strategies to achieve learning goals.

8(l) The teacher candidate knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8(m) The teacher candidate understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.

8(n) The teacher candidate knows how to use a wide variety of resources, including human and technological, to engage students in learning.

8(o) The teacher candidate understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Critical Disposition

8(p) The teacher candidate is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) The teacher candidate values the variety of ways people communicate and encourage learners to develop and use multiple forms of communication.

8(r) The teacher candidate is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard #9: Profession Learning and Ethical Practice

The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performances

9(a) The teacher candidate engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(b) The teacher candidate engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(d) The teacher candidate actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(e) The teacher candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build strong relationships and create more relevant learning experiences.

9(f) The teacher candidate advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Essential Knowledge

9(g) The teacher candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptation/adjustments.

9(h) The teacher candidate knows how to use learner data to analyze practice and differentiate instruction accordingly.

9(i) The teacher candidate understands how personal identity, worldview, and prior experiences affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9(j) The teacher candidate understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9(k) The teacher candidate knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Critical Dispositions

9(l) The teacher candidate takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(m) The teacher candidate is committed to deepening understanding of his/her own frames of references (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(n) The teacher candidate sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o) The teacher candidate understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10: Leadership and Collaboration

The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.

Performances

10(a) The teacher candidate takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10(b) The teacher candidate works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(c) The teacher candidate engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(d) The teacher candidate works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(e) Working with school colleagues, the teacher candidate builds ongoing connections with community/resources to enhance student learning and well being.

10(f) The teacher candidate engages in professional learning, contributes to the knowledge and skills of others, and works collaboratively to advance professional practice.

10(g) The teacher candidate uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10(h) The teacher candidate uses and generates meaningful research on education issues and policies.

10(i) The teacher candidate seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10(j) The teacher candidate advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

10(k) The teacher candidate takes a leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Essential Knowledge

10(l) The teacher candidate understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(m) The teacher candidate understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence and interferes with learning.

10(n) The teacher candidate knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10(o) The teacher candidate knows how to contribute to a common culture that supports high expectations for student learning.

Critical Disposition

10(p) The teacher candidate actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10(q) The teacher candidate respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10(r) The teacher candidate takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10(s) The teacher candidate takes responsibility for contributing to and advancing the profession.

10(t) The teacher candidate embraces the challenge of continuous improvement and change.

Appendix A

Human relations and cultural diversity. North Dakota education standards and practices board licensure requires coursework a minimum of two semester hours in multicultural education, including in Native American studies, cultural diversity, strategies for creating learning environments that contribute to positive human relationships, and strategies for teaching and assessing diverse learners including universal design for learning, response to intervention, early intervention, positive behavior interventions and supports. North Dakota graduates applying for licensure meet these requirements through completion of Education Standards and Practices Board-approved programs that include coursework addressing the multicultural education and Native American studies standard. Teacher preparation programs may meet these requirements through general education, specific content major, professional education requirements, or a combination thereof.

01005 Agriculture

01005.1 The teacher candidate studied the biological, physical, and applied sciences and mathematics as basic to understanding their application to solving agricultural problems.

01005.2 The teacher candidate studied and had experiences in (1) agricultural engineering and mechanization; (2) plant and soil science and technology; (3) animal science and technology; (4) agricultural economics and business management, and technology related to these areas; and (5) leadership in agriculture.

01005.3 The teacher candidate had experiences in one or more of the specialized occupational areas related to agricultural production and marketing, agricultural equipment and supplies, occupational sales and services, agricultural products, horticultural sciences, agricultural business, natural resource management, or environmental science.

01005.4 The teacher candidate had experiences designed to develop knowledge and involvement in agricultural youth organizations.

01005.5 The teacher candidate completed the methods of teaching agriculture including current trends in agricultural education and safe and appropriate laboratory and classroom practices, with an examination of a variety of teaching methods and techniques.

01005.6 The teacher candidate completed the study of current, appropriate instructional and technologies.

02005 Art

02005.1 The teacher candidate completed the study, understanding and application of media techniques and processes.

02005.2 The teacher candidate completed the study and experiences to develop the ability to interpret art through application of design theory, responses and intentions.

02005.3 The teacher candidate completed the study of the arts in relation to history and cultures with its contribution to the individual and society.

02005.4 The teacher candidate completed the study of characteristics and merits of one's own artwork and the artwork of others.

02005.5 The teacher candidate completed the study of cross curriculum development within art education.

02005.6 The teacher candidate completed the study of methods of teaching art including at the elementary, middle and secondary levels.

02005.7 The teacher candidate completed the study of current, appropriate instructional technologies.

03020 Business Education

03020.1 The teacher candidate had experiences in planning, organizing, and administering a business education program. This shall include business and office technology, computer information systems, workplace skills and career opportunities, and advising a student organization in business.

03020.2 The teacher candidate studied the various business education areas including accounting (6 semester hours), computer and information systems, general business subjects (6 semester hours), keyboarding (3 semester hours), and business communications, current technology applications (12 semester hours).

03020.3 The teacher candidate studied economic systems, business organizations, legal/ethical implications, and entrepreneurship, including global and technological aspects.

03020.4 The teacher education candidate is prepared to teach comprehensive business education at the middle level and high school. Teacher candidates are prepared to assist in keyboarding and computer literacy instruction at the elementary level.

03020.5 The teacher candidate studied the methods of teaching business education. This includes current trends in business education with an examination of a variety of teaching methods and techniques.

03020.6 The teacher candidate studied current, appropriate instructional technologies for business education.

04006 Marketing

04006.1 The teacher candidate can demonstrate the application and integration of core academics.

04006.2 The teacher candidate has studied and had experiences in distribution, financing, marketing information management, pricing, product/service management, promotion, and selling.

04006.3 The teacher candidate has had experiences that develop the ability to plan, develop, and administer a comprehensive marketing education program.

04006.4 The teacher candidate has had experiences designed to develop knowledge and involvement in marketing education student organizations.

04006.5 The teacher candidate has studied and had experiences in the methods of teaching marketing education including current trends in marketing education with an examination of a variety of teaching methods and techniques

04006.6 The teacher candidate has the studied and experiences in current, appropriate instructional technologies.

05007 Reading Specialists (Advanced)

05007.1 The teacher candidate has studied the language as a symbolic system, of the linguistic and cognitive bases of literacy, and of major theories of language and cognitive development.

05007.2 The teacher candidate has studied and had experiences with teaching literal and interpretive comprehension, critical comprehension, and reference and study skills.

05007.3 The teacher candidate has studied and had experiences with teaching a variety of strategies which enable word recognition for comprehension and/or which develop and extend vocabulary.

05007.4 The teacher candidate has studied and had experiences with teaching appreciation of literature in various literacy genre, personal-social growth through reading, and the use of fiction and content area reading to encourage lifelong learning.

05007.5 The teacher candidate has studied and had experiences in the use of various assessment techniques and instruments in collaboration with other professionals in assessing students with severe reading needs.

05007.6 The teacher candidate has studied the self-contained classroom and resource room for flexible grouping, differentiated instruction, and patterns of student language development.

05007.7 The teacher candidate has studied curriculum development to integrate reading, writing, speaking, and listening.

05007.8 The teacher candidate has studied knowledge and use of effective teaching strategies must include direct instruction and self-monitoring techniques.

05007.9 The teacher candidate has studied the means of teaching students with special reading needs with attention paid to appropriate involvement of parents, knowledge of high interest materials and techniques, and attention to the influence of culture, gender, and native language on student response.

05007.10 The teacher candidate has studied and had experiences in interacting with other professionals, parents, and the community about student literacy and its promotion.

05007.11 The teacher candidate has studied and had experiences in conducting and sharing research. The program must also employ appropriate procedures for reporting the results of student assessment and program evaluation.

05007.12 The teacher candidate has studied current, appropriate instructional technologies

05015 Communication: Drama/Theatre

05015.1 The teacher candidate has studied theater as a social and aesthetic experience as well as a reflection of culture. The study includes a broad view of the history of theater and acquaintance with representative plays of past and present.

05015.2 The teacher candidate has studied and had experiences needed to direct a theatrical production.

05015.3 The teacher candidate has studied the basic acting skills and techniques to guide, promote, and stimulate necessary artistic skills for individuals and groups as performers in theatrical productions.

05015.4 The teacher candidate has studied and had experiences designed to develop the technical skills needed in theatrical production including effective planning and execution of scenery, lights, make-up, sound, properties, costume, and special effects.

05015.5 The teacher candidate has studied the methods of teaching drama including current trends in drama with an examination of a variety of teaching methods and techniques.

05015.6 The teacher candidate has studied current, appropriate instructional technologies.

05020 English (ESPB, 2015; NCTE/NCATE Standards, 2012).

05020.1. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

05020.1. 1: Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

05020.1. 2: Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.

05020.2. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

05020.2. 1: Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.

05020.2.2: Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.

05020.2.3: Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.

05020.3 Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

05020.3. 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

05020.3. 2: Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

05020.3. 3: Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

05020.3.4: Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

05020.3. 5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts.

05020.3.6: Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

05050.4 Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

05020.4. 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences

that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

05020.4. 2: Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time.

05020.4.3: Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

05020.4. 4: Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

05020.4.5. Candidates design instruction focused on the use of research to build and present knowledge, with an emphasis on assessing credibility and accuracy of information, integrating evidence, and documenting sources.

05020.5 Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.

05020.5. 1: Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

05020.5. 2: Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.

05020.6 Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

05020.6. 1: Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.

05020.6. 2: Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

05045 Communication: Speech

05045.1 The teacher candidate has studied basic communication concepts including: Theories of communication, the function of the individual as initiator and receiver of communication, language acquisition and development, and contextual variables.

05045.2 The teacher candidate has studied communication media such as: media changes as a result of technological and social development, different media as enablers and constrainers of communication, and consideration of various communication genre.

05045.3 The teacher candidate has studied critical skills associated with communicative arts including: critical stances such as comparison, motive, and form; relationship characterization between critic and critical object; identification of the social value of criticism; and application of assorted critical stances to various communicative acts.

05045.4 The teacher candidate has studied responsible communication including: the philosophies of communication and the impact of the concepts of free speech, fairness, and objectivity have upon communicative acts.

05045.5 The teacher candidate has studied and has experiences in communication such as; public speaking, oral interpretation, group decision making, television, film, print, interpersonal communication, and organizational communication, as well as co-curricular activities such as directing student experiences in areas of debate, forensics, radio management, film society.

05045.6 The teacher candidate has studied methods of teaching speech including current trends in speech with an examination of various teaching methods and techniques.

05045.7 The teacher candidate has studied current, appropriate instructional technologies.

06010 French, 06015 German, 06020 Greek, 06025 Latin, 06035 Spanish, 06260 Chinese

06010.1, 06015.1, 06020.1, 06025.1, 06035.1, 06260.1 The teacher candidate has developed the skill in the use of the target language, including: (a) understanding the spoken language; (b) oral proficiency sufficient to be understood by native speakers; (c) reading the language with comprehension; and (d) writing proficiency sufficient for everyday tasks.

06010.2, 06015.2, 06020.2, 06025.2, 06035.2, 06260.2 The teacher candidate has developed the skill in language analysis, including: (a) the development and syntax of the language, (b) the clarification of the differences and similarities between the language and English, (c) using the knowledge derived from applied linguistics in studying the language.

06010.3, 06015.3, 06020.3, 06025.3, 06035.1, 06260.3. The teacher candidate has studied and has knowledge of the culture(s), including: (a) classifying the principal ways in which the culture(s) resemble(s) and differ(s) from that of the United States; (b) understanding geography, history, social customs, literature, art, and music, and their roles in the contemporary civilization of the culture(s); and (c) displaying knowledge of representative literary works.

06010.4, 06015.4, 06020.4, 06025.4, 06035.4, 06260.4 The teacher candidate has studied the methods of teaching foreign language including current trends in foreign language with an examination of a variety of teaching methods, techniques and theory.

06010.5, 06015.5, 06020.5, 06025.5, 06035.5, 06260.5 The teacher candidate has studied current, appropriate instructional technologies.

07000 Health Occupations, 17000 Trade, Industrial, Technical, 27000 Information Technology, 37000 Career Clusters within Career and Technical Education

07000.1, 17000.1, 27000.1, 37000.1 This is a category for preparing Trade, Industry, Technical and Health and Information Technology teachers. These industry standards are approved by the North Dakota State Board for Career and Technical Education. Teacher certification standards for these programs are available through the Department of Career and Technical Education. Examples of occupational programs may include but are not limited to: construction, welding, automotive, diesel, refrigeration, graphics, electronics, and health careers.

07000.2, 17000.2, 27000.2, 37000.2 The program requires the study of current, appropriate instructional technologies.

08025 Physical Education

08025.1 Content Knowledge The teacher candidate has studied physical education content and disciplinary concepts related to the development of a physically educated person. The teacher candidate has studied biological sciences pertaining to the structure and function of the human body including the principles of human movement, exercise physiology, and bio-mechanical analysis, first aid, nutrition, and injury prevention.

08025.2 Growth and Development The teacher candidate has studied how individuals learn, develop and provide opportunities that support their physical, cognitive, social, and emotional development, human growth, sexual development, the application of growth and development concepts to create learning experiences such as the development of fundamental motor skills, individual/dual and team sports, movement, dance, aquatics, outdoor pursuits, and health-related fitness.

08025.3 Diverse Learners The teacher candidate has studied how individuals differ in their approaches to learning and creates appropriate instruction adapted to these differences. The teacher candidate demonstrates their ability to plan and implement learning experiences that are sensitive to diverse learners, and that will enable learners to develop qualities of respect and responsibility. The teacher candidate has studied state and federal laws dealing with the education of students with special needs.

08025.4 Management and Motivation The teacher candidate has studied individual and group motivation and behavior to create a safe learning environment, recognizing legal responsibilities, encouraging positive social interaction, active engagement in learning, self-motivation, use of a variety of strategies to institute behavior change, manage resources, (to include selection, purchase, care and maintenance of facilities, equipment and supplies) promote mutual respect and self-responsibility, and motivate students.

08025.5. Communication The teacher candidate has studied effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.

08025.6 Planning and Instruction The teacher candidate has studied how to plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national standards, pedagogical knowledge and application.

08025.7 Learner Assessment The teacher candidate has studied assessment to foster physical, cognitive, social, emotional development of learners in physical activity, use of various forms of authentic and traditional assessment to determine achievement, provide feedback to students, and guide instruction.

08025.8 Reflection The teacher candidate has studied reflective practice, with evaluation of the effects of the educator's actions on others (e.g., learners, parents/guardians, fellow professionals).

08025.9 Technology The teacher candidate has studied current, appropriate instructional technologies to enhance learning and to enhance personal and professional productivity.

08025.10. Collaboration The teacher candidate has studied how to foster relationships with

colleagues, parents or guardians, and community agencies to support learners' growth and well-being.

09040 Family and Consumer Sciences (FACS)

09040.1 The teacher candidate has studied the following areas in relation to individuals and families: (a) Family living, parenting, stages of development from birth to death, family interaction, communication and coping skills, impact of culture on growth and development; (b) Factors involved in selection, care, use and construction of clothing and textile products; (c) Selection of housing, furnishings and equipment and the creation of living environments to meet personal needs; (d) Nutrition and wellness; food selection, conservation, and preparation; (e) Consumer decision-making and resource management; (f) Interpersonal relationships; (g) Personal, family, and community health, disease prevention, emergency preparedness and wellness through the life span; (h) Career preparation and career opportunities.

09040.2 The teacher candidate has practical experience in implementing FACS content in laboratory or simulated work environments, or through work experience/internship in industry and/or the community that is planned and supervised as part of the teacher education program.

09040.3 The teacher candidate has experience designed to develop knowledge, involvement, and leadership in FACS student organizations.

09040.4 The teacher candidate has studied methods of teaching FACS, including current trends in FACS, the impact of these trends on individuals and families, management of laboratory and other hands-on instruction, and an examination of a variety of teaching methods and techniques.

09040.5 The teacher candidate has study of methods to foster collaborative relationships with other educators, families, business, industry, government, and the local community, in order to extend and enrich opportunities for learners.

09040.6 The teacher candidate has studied current, appropriate instructional technologies.

10007 Technology and Engineering

10007.1 The Nature of Technology. Technology teacher education program candidates develop an understanding of the nature of technology within the context of the Designed World.

10007.2 Technology and Society. Technology teacher education program candidates develop an understanding of technology and society within the context of the Designed World.

10007.3 Design. Technology teacher education program candidates develop an understanding of design within the context of the designed world.

10007.4 Abilities for a Technological World. Technology teacher education program candidates develop abilities for a technological world within the contexts of the Designed World.

10007.5 The Designed World. Technology teacher education program candidates develop an understanding of the Designed World.

10007.6 Curriculum. Technology teacher education program candidates design, implement, and evaluate curricula based upon Standards for Technological Literacy.

10007.7 Instructional Strategies. Technology teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology.

10007.8 Learning Environments. Technology teacher education program candidates design, create, and manage learning environments that promote technological literacy.

10007.9 Students. Technology teacher education program candidates understand students as learners, and how commonality and diversity affect learning.

10007.10 Professional Growth. Technology teacher education program candidates understand and value the importance of engaging in comprehensive and sustained professional growth to improve the teaching of technology.

11010 Mathematics (ESPB 2015).

11010.1 Mathematical Practices and Processes

The teacher candidate demonstrates the following:

- a. makes sense of problems and perseveres in solving them,
- b. reasons abstractly and quantitatively,
- c. constructs viable arguments and proofs,
- d. critiques the reasoning of others,
- e. uses mathematical models,
- f. attends to precision,
- g. identifies elements of structure,
- h. engages in mathematical communication.

11010.2 Mathematical Connections

The teacher candidate demonstrates the interconnectedness of mathematical ideas and how they build on one another. The candidate recognizes and applies connections among mathematical ideas and across various content areas as well as real-world contexts, using the language of mathematics to express ideas precisely, both orally and in writing to multiple audiences.

11010.3 Secondary School Content Knowledge

The teacher candidate demonstrates and applies knowledge of secondary mathematics concepts, algorithms, procedures, applications in varied contexts, and connections within and among mathematical domains (Number, Algebra, Geometry, Trigonometry, Statistics, Probability, Calculus, and Discrete Mathematics)

11010.4 Undergraduate Mathematics Content Knowledge

The teacher candidate demonstrates and applies knowledge of the core mathematics content including calculus, axiomatic geometry, linear and abstract algebra, statistics, probability, and computer programming.

11010.5 Historical Perspective

The teacher candidate demonstrates knowledge of the historical development and perspective of mathematics including contributions of significant figures and diverse cultures. **11010.6** The program requires the appropriate use of technology. It requires the study, selection, and use of concrete materials to help students build understanding of mathematical concepts.

11010.6 Instructional Tools

The teacher candidate selects and uses appropriate instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages); and makes appropriate decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.

11010.7 Content Pedagogy

The teacher candidate is able to successfully implement a variety of instructional strategies. The candidate demonstrates the following:

- a) Applies knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.

- b) Analyzes and considers research in planning for and leading students in rich mathematical learning experiences.
- c) Plans lessons and units that incorporate a variety of strategies and mathematics-specific instructional tools to promote conceptual understanding and procedural proficiency.
- d) Provides students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.
- e) Implements techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.

12005 thru 12015 Music

12005.1, 12010.1, 12015.1 Content Knowledge. The teacher candidates studies music education content and disciplinary concepts related to the development of a musically educated person. To meet this standard, teacher candidates will have:

- A. Knowledge and skills in the use of basic vocabulary of music.
- B. Experiences designed to develop the following: (a) basic conducting skills, score reading, and rehearsal techniques; (b) ability to compose, arrange, and adapt music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations; (c) ability to guide creative experiences and improvise in an extemporaneous performance; (d) proficiency on piano, guitar, or other appropriate keyboard or fretted instruments sufficiently advanced for demonstration and accompaniment; (e) advanced ability sufficient to assure accurate and musically expressive performance; and (f) ability to perform in large ensembles and a variety of small ensembles.

(Programs directed toward preparing teachers for either vocal/choral or instrumental must meet either 12015.1a and 12015.1b or 12005.1c and 12005.1d as well as the other standards.)

12015.1a Vocal/choral music program. The vocal/choral music teacher candidate will study and experiences designed to develop the following: (a) knowledge and performance ability on keyboard and fretted instruments sufficient to employ these instruments as teaching tools; (b) ability to transpose and improvise accompaniments; and (c) basic knowledge of vocal/choral problems and strategies as well as sufficient vocal skill to assure effective use of the voice in demonstrating vocal technique.

12015.1b Vocal/choral music program. The vocal/choral music teacher candidate will have experiences in the following; (a) performing vocally in solo and in ensemble; (b) using wind, string, and percussion instruments, which develop the knowledge and skills necessary to conduct instrumental as well as choral ensembles; and (c) teaching various vocal/choral types of classes such as choruses and general music.

12005.1c Instrumental music program. The instrumental music teacher candidate will study and have experiences designed to develop the following, sufficient to teach students in heterogeneous and homogenous groups: (a) knowledge of and performance ability on wind and percussion instruments; (b) knowledge and performance ability on

keyboard and fretted instruments sufficient to employ these instruments as teaching tools; and (c) basic knowledge of instrumental problems and strategies as well as sufficient performance skill to assure effective use of the major instrument in demonstrating instrumental technique.

12005.1d Instrumental music program. The instrumental music teacher candidate will have experiences in the following: (a) performing on an instrument in solo as well as in small and large ensembles; (b) using the singing voice as a teaching tool and conducting choral as well as instrumental ensembles; and (c) teaching instrumental students individually as well as in small and large groups.

- C. The ability to analyze the role of music within a variety of cultures and historical periods and its impact on society.
- D. The ability to relate to various types of music knowledge and skills within and across the arts.

12005.2, 12010.2, 12015.2 Pedagogical Knowledge. The teacher candidate will have the ability to apply pedagogical knowledge and skills appropriate to the teaching of music including the ability to perform, transpose, and improvise on keyboard and fretted instruments sufficient to employ these instruments as teaching tools. The core of this standard will be a series of sequential and progressive field experiences/student teaching that allow teacher candidates to refine, extend, and apply their teaching skills at the B-3, K-6, 5-8, or 7-12 levels.

12005.3, 12010.3, 12015.3 Growth and Development. The teacher candidate will study how individuals learn and develop, and how teaching candidates can support their students' physical, cognitive, social, and emotional development. This standard addresses human growth and musical development and focuses on the application of growth and development concepts necessary to create learning experiences such as the development of fundamental motor skills, which may include bilateral and cross lateral development and vocal and instrumental technique. Teacher candidates will demonstrate the ability to plan and implement developmentally appropriate learning experiences based on expected developmental levels.

12005.4, 12010.4, 12015.4 Diverse Learners. The teacher candidate will study how individuals differ in their approaches to learning and creates appropriate instruction adapted to these differences. Through this standard, teacher candidates demonstrate their ability to plan and implement learning experiences that are sensitive to diverse learners, and that will enable learners to develop qualities of respect and responsibility. The program requires study of state and federal laws dealing with the education of students with special needs (e.g. gender equity and the needs of gifted and special needs students.)

12005.5, 12010.5, 12015.5 Management and Motivation. The teacher candidate will study individual and group motivation and behavior to create a safe learning environment, recognizing legal responsibilities and encouraging positive social interaction, active engagement in learning, and self-motivation. This standard is concerned with the teacher candidate's use of a variety of strategies to institute behavior change, manage resources, promote mutual respect, and self-responsibility, and motivate students. Teacher candidates whose performance is acceptable will be effective in helping learners develop behaviors related to respect, responsibility, and enjoyment of musical activities.

12005.6, 12010.6, 12015.6 Communication. The teacher candidate will study effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in musical settings. Teacher candidates demonstrate sensitivity to all learners, and model appropriate behavior.

12005.7, 12010.7, 12015.7 Planning and Instruction. The teacher candidate will study how to plan and implement a sequential standards-based K-12 curriculum using a variety of developmentally appropriate instructional strategies.

12005.8, 12010.8, 12015.8 Learner Assessment. The teacher candidate will **study, observing, recording, and reporting** of assessment to foster musical, cognitive, social, and emotional development of learners in musical activity. Teacher candidates will use various forms of authentic and traditional assessment to determine achievement, provide feedback to students and parents, and guide instruction. Critical to this process will be an analysis of the appropriateness of various assessments.

12005.9, 12010.9, 12015.9 Reflection. The teacher candidate will study reflective practice, with evaluation of the effects of the educator's actions on others (e.g., learners, parents/guardians, fellow professionals). Teacher candidates seek opportunities to grow professionally. This standard can be met through a series of learning experiences that promote self-reflection on the part of teacher candidates.

12005.10, 12010.10, 12015.10 Technology. The teacher candidate will study current, appropriate instructional technologies to enhance learning and to enhance personal and professional productivity.

12005.11, 12010.11, 12015.11 Collaboration. The teacher candidate will study how to foster relationships with colleagues, parents or guardians, and community agencies to support learners' growth and well-being. This standard encompasses the teacher candidate's opportunities to interact and advocate for music education both in school and the larger community. Inclusion of learning experiences that involve teacher candidates with community agencies would be appropriate

13010 Biology, 13020 Chemistry, 13035 Earth Science, 13045 Physical Science, 13047 Composite Science, 13050 Physics

The program to prepare teachers of science usually follows one of two patterns: (1) the subject major pattern emphasizing one or more areas of the sciences with supporting coursework in other sciences, (minimum of 48 semester hours), or (2) the comprehensive major pattern which is a balanced study across the science areas. Programs must meet the appropriate section of Standard 1 (biology or chemistry or earth science or composite/general science or physical science or physics) and also Standards 2 through 10 which apply to all majors.

Highly qualified teachers in science: Secondary teachers with majors in biology, chemistry, earth science or physics (minimum of thirty two semester hours) or physical science and other composite science degrees (minimum of forty two semester hours) will be licensed to teach in each specific science discipline in which the individual has the **minimum** preparation for that specific science discipline aligned with the North Dakota standards for the areas (twelve semester hours).

13010.1 Biology The biology teacher candidate will study of zoology, botany, anatomy/morphology, physiology, genetics, ecology/environment, microbiology, cell biology /biochemistry, and evolution. This study includes:

1. Laboratory and field experiences using a variety of living materials and instrumentation.
2. Identification of biological phenomena.

3. Characteristics of living organisms and their relationship with their physical and biotic environment.
4. Interaction of biology and technology with the ethical and human implications.
5. General chemistry I and II with labs (eight semester hours minimum).
6. Physics and earth science (four semester hours each).
7. Study of mathematics through the pre-calculus level (college algebra and above) and statistics.

13020.1 Chemistry The chemistry teacher candidate will study organic, inorganic, analytical, physical chemistry, and biochemistry. This study includes:

1. Systematic and quantitative fundamentals of chemistry.
2. Interaction of chemistry and technology and the associated ethical, environmental and human implications.
3. Physics, biology, and earth science (minimum of sixteen semester hours with at least four semester hours in each discipline).
4. Study of mathematics through calculus (minimum of one semester of calculus) and statistics.

13035.1 Earth Science The earth science teacher candidate will study:

1. The interdisciplinary nature of earth and space science, including lithosphere, atmosphere, hydrosphere, space and their relationships to humans and the environment.
2. Specialization in one of the earth and space sciences: astronomy, geology, meteorology, or oceanography.
3. Minimum of eight semester hours in geology (physical geology with lab and historical geology with lab).
4. Minimum of one semester each in astronomy and meteorology.
5. The impact of technologies on the lithosphere, atmosphere, and hydrosphere.
6. General chemistry I and II with labs (eight semester hours minimum).
7. Physics and biology with labs (four semester hours each).
8. Study of mathematics through pre-calculus (college algebra and above) and statistics.

13047.1 Composite Science Major/General Science The composite/general science teacher candidate will study environmental science incorporated within other courses or as a separate course. The composite/general science program requires:

1. Coursework in biology, chemistry, physics, and earth science, including:
 - a. Minimum of twenty four semester hours in one area.
 - b. Minimum of twelve semester hours in two other areas.
 - c. Minimum of four semester hours in the fourth area.
 - d. Courses must be from those that the institution allows toward graduation in the science major.
2. Study of mathematics through the pre-calculus level (college algebra and above) and statistics.

13045.1 Physical Science The physical science teacher candidate will study:

1. Coursework in chemistry and physics, with labs (minimum fifteen semester hours in each discipline).
2. Coursework in earth science (minimum twelve semester hours).

3. Introductory biology (four semester hours).
4. Laboratory and field experiences in the sciences.
5. Study of mathematics through calculus (minimum of one semester of calculus) and statistics.

13050.1 Physics The physics teacher candidate will study:

1. Systematic and quantitative study of physics including modern physics, mechanics, electricity and magnetism, thermodynamics, optics, and electronics (minimum thirty two semester hours).
2. Laws of physics and their application to various areas of physics and modern technology.
3. Interaction of physics and technology with the ethical and human implications.
4. Chemistry, biology, and earth science (minimum sixteen semester hours; at least four semester hours in each area).
5. Study of mathematics through calculus (minimum two semesters) including an introduction to differential equations.

13010.2, 13020.2, 13035.2, 13045.2, 13047.2, 13050.2 Nature of Science The teacher candidate will study the history and philosophy of science as well as the interrelationships among the sciences.

13010.3, 13020.3, 13035.3, 13045.3, 13047.3, 13050.3 Inquiry The teacher candidate will study the processes of science common to all scientific fields.

13010.4, 13020.4, 13035.4, 13045.4, 13047.4, 13050.4 Context of Science The teacher candidate will study the effect of social and technological context on the study of science and on the application and valuing of scientific knowledge. The teacher candidate will study how to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding. The program provides the candidate with an understanding of the relationship of science to industry, business, government, and multicultural aspects of a variety of communities.

13010.5, 13020.5, 13035.5, 13045.5, 13047.5, 13050.5 Skills of Teaching The teacher candidate will demonstrate proficiency in methods of teaching science.

13010.6, 13020.6, 13035.6, 13045.6, 13047.6, 13050.6 Curriculum The teacher candidate will study to identify, evaluate, and apply a coherent, focused science curriculum that is consistent with state and national standards for science education and appropriate for addressing the needs, abilities and interests of students.

13010.7, 13020.7, 13035.7, 13045.7, 13047.7, 13050.7 Assessment The teacher candidate will study a variety of performance assessment strategies to evaluate the intellectual, social, and personal development of the learner in all aspects of science.

13010.8, 13020.8, 13035.8, 13045.8, 13047.8, 13050.8 Environment for Learning The teacher candidate will study to design and manage safe and supportive learning environments in the classroom, laboratory, and field. The program reflects high expectations for the success of all students.

13010.9, 13020.9, 13035.9, 13045.9, 13047.9, 13050.9 Professional Practice The teacher candidate will study to participate in the professional community, improving practice through their personal actions, education, and development.

13010.10, 13020.10, 13035.10, 13045.10, 13047.10, 13050.10 Technology The teacher candidate will study current, appropriate instructional technologies.

15020 History, 15007 Political Science/Government, 15010 Economics, 15015 Geography, 15040 Sociology, 15030 Psychology, 15035 Composite Social Studies.

The social studies program usually follows one of two patterns: (1) the subject major pattern emphasizes one or more areas of the social studies, supplemented by work in cognate areas, or (2) the composite major pattern embraces a broad base of social studies including history, political science and civics, economics, geography, and sociology or psychology or cultural anthropology or global studies. Programs must meet the appropriate section of each content standard (i.e. Standard 15020.1 History) and also Standards 2 through 6 (i.e. 15020.2 – 15020.6)

Highly Qualified. Social studies programs will meet the minimum semester hour requirements defined by ESPB. Secondary teachers with majors in history, geography, civics and government, economics, or composite social studies will be licensed to teach in each specific social studies discipline in which the individual has a minimum number of semester hours aligned with the North Dakota standards for the area: history eighteen semester hours (a minimum of six semester hours of United States and six semester hours of non-United States history), geography twelve semester hours, civics and government twelve semester hours, and economics twelve semester hours, or a minimum of six semester hours aligned with the North Dakota standards for any other specific social studies discipline.

15020.1 History The teacher candidate will study beyond the introductory level the study of the nature and scope of history including North Dakota, United States, and the world. The study of a second social science beyond the introductory level is also required.

15007.1 Political Science and Civics/Government The teacher candidate will study how political institutions develop and function; the study of the role of the citizen in society. The study of a second social science beyond the introductory level is also required.

15010.1 Economics The teacher candidate will study principles and processes underlying problems and practices in various economic systems. The study of a second social science beyond the introductory level is also required.

15015.1 Geography The teacher candidate will study people, places, environments, and global connections. The study of a second social science beyond the introductory level is also required.

15040.1 or 15030.1 Sociology or Psychology The teacher candidate will study diverse global culture traits, or individual development and identity, or ethnography. The study of a second social science beyond the introductory level is also required.

15035.1 Social Studies Composite The teacher candidate will study a broad base of social studies including history (eighteen semester hours) and at least two of the following three core areas: political science and civics (twelve semester hours), economics (twelve semester hours), and geography (twelve semester hours). Additional electives to the social studies composite may include: sociology (six semester hours) or psychology (six semester hours) or anthropology (six semester hours) or global studies (six semester hours).

15020.2, 15007.2, 15010.2, 15015.2, 15040.2, 15030.2, 15035.2 The teacher candidate will study the structures, key concepts, methodology, and generalizations that connect the various social studies, including the examination of professional standards and expectations for P-12 education.

15020.3, 15007.3, 15010.3, 15015.3, 15040.3, 15030.3, 15035.3 The teacher candidate will study multi-cultural, cross-cultural, diversity, global issues, and multiple perspectives.

15020.4, 15007.4, 15010.4, 15015.4, 15040.4, 15030.4, 15035.4 The teacher candidate will study current events including controversial issues.

15020.5, 15007.5, 15010.5, 15015.5, 15040.5, 15030.5, 15035.5 The teacher candidate will study methods of teaching social studies including current trends in social studies with an examination of various teaching methods and techniques.

15020.6, 15007.6, 15010.6, 15015.6, 15040.6, 15030.6, 15035.6 The teacher candidate will study current, appropriate instructional technology.

18015 Health

18015.1 The teacher candidate will study personal health over the life span. The program includes the dimensions of health (social, physical, intellectual, emotional, spiritual) including the changes that occur throughout life and how these changes differ among individuals. It includes (a) emotional and mental health; (b) physical fitness; (c) nutrition; and (d) the effects of substance abuse on emotional, physical, and social health.

18015.2 The teacher candidate will study health promotion and disease prevention including: communicable diseases (including HIV/AIDS, sexually transmitted infections (STIs)) and non-communicable diseases (including chronic and degenerative).

18015.3 The teacher candidate will study decision-making skills related to the ability to access and evaluate health related information, including consumer selection of health products and professional services.

18015.4 The teacher candidate will study the physical, social and emotional aspects of human sexuality and parenting.

18015.5 The teacher candidate will study human growth and development, including: structure and function of the human body: the principles of human physiology and anatomy, body chemistry, and genetics.

18015.6 The teacher candidate will study safety issues, first aid/cardiopulmonary resuscitation (CPR), and emergency care.

18015.7 The teacher candidate will study personal, family, community and environmental health.

18015.8 The teacher candidate will study common physical and mental adaptations necessary to accommodate special needs students.

18015.9 The teacher candidate will study development, implementation, administration, and evaluation of health education programs in conjunction with voluntary, community, and other health agencies.

18015.10 The teacher candidate will study teaching health and current trends in health education including skills involved in problem-solving, decision-making, communication, and goal setting; with an examination of a variety of teaching methods and techniques.

18015.11 The teacher candidate will study current, appropriate instructional technologies.

19000 Special Education/Exceptional Children

Included in Special Education are standards for the following areas meeting the Council for Exceptional Children Standards, 2009:

CC	Common Core
19020	Deaf or Hard of Hearing
19037	Early Childhood Special Education
19040	Emotional and Behavioral Disorders

19060	Gifts and Talents
19025	Learning Disabilities
19005	Intellectual Disabilities/Developmental Disabilities) excluding autism
19065	Physical and Health Disabilities
19045	Blind/Visual Impaired
19055	Special Education Strategist (MR, ED, SLD)
19070	Individualized Independence Curriculum

(Graduate level programs also refer to 19015 Advanced Programs in Special Education-Special Education Administrators, Early Childhood Special Education, and Deaf and Hard of Hearing.) CEC Standards, 2009.)

Programs that prepare teachers of exceptional children must meet the Common Core standards (CC) and the standards for the applicable special education area being addressed (i.e. Deaf and Hard of Hearing, Visual Impairment, Intellectual Disabilities, or Early Childhood Special Education, etc.). The CC standards apply to all special education program categories and special education programs for teachers of students with disabilities in general and individualized curriculums. Programs delivered at the graduate level must, in addition to addressing the CC and specialization area standards, meet the requirements in Advanced Programs in Special Education.

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments are provided as a guideline. Institutions are not restricted to using the examples listed, but may develop others that demonstrate candidates' ability to apply what they have learned in the P-12 school setting.

19007 Speech, Language Pathology

The kindergarten through grade 12 speech-language pathology restricted license will be issued to those applicants who have a master's degree in speech-language pathology, or communication disorders, one hundred hours of school-based practicum, and have graduated from a state - approved teacher education program accredited by the council on academic accreditation of the American Speech and Hearing Association.

21005 Drivers Education (Minor)

21005.1 Content Knowledge. The teacher candidate will study driver education content and disciplinary concepts related to the development of a driver safety educated person. The program requires the study of how to plan, implement, and maintain a driver and traffic safety education program through classroom instruction and in-car instruction.

21005.2 Pedagogical Knowledge. The teacher candidate will study the ability to apply pedagogical knowledge and skills appropriate to the teaching of driver's education including the classroom and in-car instruction. The core of this standard will be sequential and progressive field experiences/student teaching that allow teacher candidates to refine, extend, and apply their teaching skills at the 7-12 level.

21005.3 Growth and Development. The teacher candidate will study how individuals learn and develop, and to teach candidates how to support their students' physical, cognitive, social, and emotional development. This standard addresses human growth and driver/safety education development and focuses on the application of growth and development concepts necessary to create learning experiences.

21005.4 Management and Motivation. The teacher candidate will study individual and group motivation and behavior to create a safe learning environment, recognizing legal responsibilities and encouraging positive social interaction, active engagement in learning, and self-motivation. This standard is concerned with the teacher candidate's use of a variety of strategies to institute behavior change, manage resources, promote mutual respect, and self-responsibility, and motivate students. Teacher candidates whose performance is acceptable will be effective in helping learners develop behaviors related to respect, responsibility, and enjoyment of driver education activities.

21005.5 Communication. The teacher candidate will study effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in driver education settings. Teacher candidates demonstrate sensitivity to all learners, and model appropriate behavior.

21005.6 Planning and Instruction. The teacher candidate will study how to plan and implement a sequential standards-based K-12 curriculum using a variety of developmentally appropriate instructional strategies.

21005.7 Learner Assessment. The teacher candidate will study observing, recording, and reporting of assessment to foster driver/safety, cognitive, social, and emotional development of learners in driver/safety activities. Teacher candidates will use various forms of authentic and traditional assessment to determine achievement, provide feedback to students and parents, and guide instruction. Critical to this process will be an analysis of the appropriateness of various assessments.

21005.8 Reflection. The teacher candidate will study reflective practice, with evaluation of the effects of the educator's actions on others (e.g., learners, parents/guardians, fellow professionals). Teacher candidates seek opportunities to grow professionally. This standard can be met through a series of learning experiences that promote self-reflection on the part of teacher candidates.

21005.9 Technology. The teacher candidate will study current, appropriate instructional technologies to enhance learning and to enhance personal and professional productivity.

21005.10 Collaboration. The teacher candidate will study how to foster relationships with colleagues, parents or guardians, and community agencies to support learners' growth and well-being. This standard encompasses the teacher candidate's opportunities to interact and advocate for driver education both in school and the larger community. Inclusion of learning experiences that involve teacher candidates with community agencies would be appropriate.

24000 English Language Learner, 24500 Bilingual Language Learner

English as a Second (or Other) Language (24000): Degree programs preparing candidates to teach English as a second (or other) language must meet standards 24000.1 through 24000.7.

Bilingual Education (24500): Bilingual education degree programs must meet standards 24000.1 through 24000.7 for ESL plus standards 24000.8 and 24000.9 regarding bilingual foundations/methods and language proficiency.

24000.1 Language The teacher candidate will study major concepts, theories, and research related to the nature and acquisition of language and constructing learning environments that support ELL language and literacy development and content area achievement. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

24000.1.a Describing language. Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping English language learners acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

24000.1.b Language acquisition and development. Candidates know, understand, and apply concepts, theories, research, and practice to facilitate the acquisition of both a primary and a new language in and out of classroom settings.

24000.2 Culture. The teacher candidate will study major concepts, theories, and research related to the nature and structure of culture and the construction of learning environments that support ELLs' language and literacy development and content area achievement.

24000.2.a Nature and role of culture. Candidates know, understand, and use the major concepts principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.

24000.2.b Cultural groups and identity. Candidates know, understand and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

24000.3 Planning and Managing Instruction. The teacher candidate will study multiple instructional approaches and strategies, including standards-based practices, as they relate to planning, implementing and management of ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.

24000.3.a Planning for standards-based ESL and content instruction. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. Candidates model effective use of academic English as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

24000.3.b Managing and implementing standards-based ESL and content instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading and writing and accessing the core curriculum. Candidates support ELLs in accessing the core curriculum as they learn language and academic content together.

24000.3.c Using resources effectively in ESL and content instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies and choose, adapt, and use them in effective ESL and content teaching.

24000.4 Assessment. The teacher candidate will study assessment and use of assessment measures that are standards-based as they relate to ELLs.

24000.4.a Issues of assessment for ESL. Candidates understand various issues of assessment (e.g., cultural and linguistic bias, political, social, and psychological factors in assessment, IQ, special education testing including gifted and talented, and the importance of being standards-based) and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as these factors affect ELLs.

24000.4.b Language proficiency assessment. Candidates know and can use a variety of standards based language proficiency instruments to inform instruction, and understand their uses for identification, placement and demonstrating language growth of ELLs.

24000.4.c Classroom-based assessments for English language learners. Candidates know and use a variety of classroom and performance-based assessment tools that are standards based to inform instruction.

24000.5 Professionalism. The teacher candidate will study history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ELLs and their families and work collaboratively to improve the learning environment.

24000.5.a ESL research and history. Candidates demonstrate knowledge of history, research and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

24000.5.b Partnerships and advocacy. Candidates understand how to serve as professional resources, advocate for ELLs, and build partnerships with students' families.

24000.5.c Professional development and collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ELLs.

24000.6 Field Experience. The teacher candidate will study a minimum of two semester hours of credit in a field experience with ELLs in an ESL or bilingual education setting for an endorsement. For a major in ESL or bilingual education, the program meets the normal degree requirements for clinical practice (student teaching) in the professional education sequence.

24000.7 Technology. The teacher candidate will study current, appropriate instructional technologies.

24000.8 Bilingual Education. The teacher candidate will study a variety of methods and strategies of teaching bilingual education, including an understanding of instructional programs in bilingual education.

24000.9 Language Proficiency. The teacher candidate will study a minimum of sixteen semester hours of study in a language other than English or the equivalent in demonstrated language proficiency.

50015 Elementary Education

50015.1 Development, Learning, and Motivation. The teacher candidate will study development, learning, and motivation. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

50015.2 Curriculum

50015.2a The teacher candidate will study English language arts. Candidates demonstrate a high level of competence in use of the English language arts and they know, understand, and use concepts from reading, language and child development, to explicitly teach and model each of the following: reading, writing, speaking and viewing, listening and language, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

50015.2b The teacher candidate will study science. Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

50015.2c The teacher candidate will study mathematics. Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that include number and operations, algebraic thinking, geometry, measurement and data, statistics and probability in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

50015.2d The teacher candidate will study social studies. Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

50015.2e The teacher candidate will study the arts. Candidates know, understand, and use—as appropriate—program requires the study of health education. Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.

50015.2f The teacher candidate will study physical education. Candidates know, understand, and use—as appropriate—to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

50017/50517 Middle Level Education (ESPB, 2015; AMLE, 2012)

Highly qualified teachers at the middle level: Individuals teaching in a middle school must meet the Education Standards and Practices Board (ESPB) grade level requirements in ESPB Administrative Rule 67.1-02-03-04 for middle level, and hold a minimum equivalent of sixteen semester hours of content area preparation and methods in the subject area specializations in which they are teaching. New middle school teachers must, beginning July 1, 2006, hold a minimum equivalent of twenty four semester hours of content area preparation and methods in the subject area specializations in which they are teaching, or may demonstrate major equivalency in subject areas through options allowed by the ESPB.

50017.1/50517.1 Young Adolescent Development:

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.

50017.2/50517.2 Middle Level Curriculum. Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter. They use their

knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach (e.g., English/language arts, mathematics, reading, social studies, health, physical education, and family and consumer science). They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects.

1. English (50117): Including grammar, developmental reading, speech, writing, literacy, literature, and methods.
2. Mathematics (50317): Content knowledge and historical development and perspectives of number systems, algebra, geometry, trigonometry, statistics & probability, calculus. (Note this is content not necessarily courses.)
Mathematical methods to include the mathematical practices as outlined in the *"North Dakota Mathematics Content Standards Grades K-12"*.
3. Science (50417): Including earth, life, chemistry, physics, required labs, and methods.
4. Social Science (50217): Including ND history, world history, US history to 1877, ND geography, North American geography, world or regional geography, and methods.

50017.3/50517.3 Middle Level Philosophy and School Organization. Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.

50017.4/50517.4: Middle Level Instruction and Assessment Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

50017.5/50517.5: Middle Level Professional Roles. Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

50020 School Counselor (ESPB adopted the CACREP standards in 2009, with the exception of the 50020.12, 50020.13, and 50020.14.)

- 50020.1 Foundations.**
- 50020.2 Counseling, Prevention, and Intervention**
- 50020.3 Social and Cultural Diversity and Advocacy**
- 50020.4 Human Growth and Development**
- 50020.5 Career Development**
- 50020.6 Helping Relationships**
- 50020.7 Group Work**
- 50020.8 Assessment**
- 50020.9 Research and Evaluation**
- 50020.10 Comprehensive School Counseling Programs**
- 50020.11 Collaboration and Consultation**
- 50020.12 Practicum (Minimum 100 hours over a 100 week period).**
- 50020.13 Internship (Minimum of 450 clock hours, after practicum).**
- 50020.14 Professional Education Sequence.**

50037 Early Childhood

- 50037.1** The teacher candidate will study typical and atypical child development to include the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight including characteristics of children as learners and as individuals.
- 50037.2** The teacher candidate will study historical, philosophical, and social foundations and how these foundations influence current thought and practice in early childhood education.
- 50037.3** The teacher candidate will study how to establish and maintain collaborative partnerships with families, communities, and other professionals.
- 50037.4** The teacher candidate will study sixteen semester hours of study in developmentally appropriate practices, and the development and implementation of curriculum instruction based on knowledge of individual children and the community.
- 50037.5** The teacher candidate will study strategies to encourage positive social interaction among children, to promote positive conflict resolution, and to develop personal self-control, self-motivation, and self-esteem.
- 50037.6** The teacher candidate will study formal and informal assessment, the use of assessment information on planning and individualizing curriculum and teaching practices, and on providing feedback to families of all young children.
- 50037.7** The teacher candidate will study current, appropriate instructional and augmentative technologies for professions, children, and families.
- 50037.8** The teacher candidate will study actively modeling professionalism, advocacy, ethical behavior, and commitment to lifelong learning.
- 50037.9** The teacher candidate will have three supervised field experiences (one at a pre-kindergarten level) and two student teaching experiences for a minimum of ten weeks. One student teaching experience must be in an approved pre-kindergarten or kindergarten setting and the other in grades 1, 2, or 3, and include the opportunity to work with children with special needs.
- 50037.10** The teacher candidate will study basic principles of administration, organization, leadership and operation of early childhood programs, including supervision of staff, volunteers, and program evaluation.

50045 Educational Leadership

District ELCC 2011

District ELCC 50045.1 ELCC Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.

ELCC District 50045. 2 A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

District ELCC 50045.3 A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

District ELCC 50045.4 A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

District ELCC 50045.5 A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.

District ELCC 50045.6 A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.

District ELCC 50045.7 A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship

experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.

Building ELCC 2011

Building ELCC 50045.1 ELCC Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

ELCC Building 50045.2 A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

Building ELCC 50045. 3 A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

Building ELCC 50045. 4 A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

Building ELCC 50045. 5 A building-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

Building ELCC 50045.6 A building-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

Building ELCC 50045.7 A building-level education leader applies knowledge that promotes the success of every student through a substantial and sustained educational leadership internship experience that has school-based field experiences and clinical internship practice within a school setting and is monitored by a qualified, on-site mentor.

50065 Library Science (minor)

50065.1 The program requires study and experiences in information literacy and library media skills.

50065.2 The program requires study and experiences in the library media professional's role to integrate media, materials, and technology into the curriculum. In addition, the program requires study with other types of library and information services to promote intellectual freedom in a democratic society.

50065.3 The program requires study and experiences in assessing needs in the use of media, materials, and technology to support effective instruction.

50065.4 The program requires study and experiences in using both print and electronic information systems to meet instruction and information needs of students and faculty.

50065.5 The program requires study and experiences in production of media materials.

50065.6 The program requires study and experiences in establishing an acquisition process that assures resources are available when needed and in organizing, classifying, and cataloging media materials.

50065.7 The program requires study and experiences in choosing children's and young adult literature, media, and informational resources in relationship to learner's interests, reading ability, and cultural background.

50065.8 The program requires study and experiences in the library media professional's role in promoting awareness of the relationship between home and school by developing lifelong reading habits in children and young adults.

50065.9 The program requires study and experiences in the administration of a school library media center.

50065.10 The program requires the study of current, appropriate instructional technologies.

50080 School Psychology

North Dakota first adopted the National Association of School Psychologists (NASP) standards for the review of its programs in school psychology in 1996. At their December 1999 meeting, the Education Standards and Practices Board (ESPB) reconfirmed this decision to use the NASP standards by adopting the latest NASP standards as they are revised. All North Dakota programs are required to demonstrate the use of performance assessments in their programs and to incorporate the use of current, appropriate instructional technologies.

50081 Advanced Programs for Teachers

Advanced programs for teachers follow one of two designs. Advanced program designs A and B are planned for individuals who have already successfully completed basic programs qualifying them for a teaching license. The emphasis, in both content and rigor, is on advanced study.

- A) **Advanced Study in Specialty Area Education**, i.e. advanced programs in science education, elementary education, history education, middle level education
- B) **Advanced Study in Professional Education**, i.e. advanced programs in curriculum and instruction, teaching and learning, or general pedagogy

All advanced programs for teachers must meet standards 50081.1 through 50081.6 plus the standard 50081.7 specific to option A or B.

50081.1 Advanced program courses are designed to result in advanced knowledge, skills, and dispositions. The program reflects consideration of the standards for advanced study of the National Board for Professional Teaching Standards (NBPTS), professional specialty associations, and the National Council for the Accreditation of Teacher Education (NCATE).

50081.2 The program requires candidates develop the ability to apply research and research methods relevant to the advanced field of study.

50081.3 The program requires study of the role of schools in society and the development of positive relationships with families and the larger community.

50081.4 The program requires study of advanced teaching strategies and models of teaching relevant to the advanced field of study.

50081.5 The program requires the use of current, appropriate instructional technologies.

50081.6 The program requires a field experience related to the area of advanced study. At least a portion of the practicum experience is designed to demonstrate potential impact on P-12 student learning. The program uses varied assessments of practicum performance.

50081.7 A. Advanced Study in Specialty Area Education

- 1) The program's advanced content area specialization study is designed to reflect the standards of the National Board for Professional Teaching Standards and professional specialty association recommendations for advanced study.
- 2) The program's advanced content area specialization study provides for breadth in the field or for detailed study of one or more specialized aspect of the field, and for access to new research and developments.

50081.7 B. Advanced Study in Professional Education

- 1) The program requires advanced study of students as learners and of the learning environment.
- 2) The program requires advanced study of curriculum theory, design, and delivery.
- 3) The program requires advanced study of multiple means of assessing and evaluating diverse students' learning.
- 4) Programs designed to prepare teachers for different roles in schools, as supervisors or curriculum and instruction specialists, must also require professional experience in schools as a criterion for admission and include study of educational leadership and supervision of personnel with emphasis on professional growth.