

North Dakota Education Standards and Practices Board

PROGRAM APPROVAL STANDARDS



2025

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1/1/2025

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.

House Bill 1287, the American Board Bill, was signed into law on April 24, 2019.

American Board is an independent agency, not part of ESPB. They provide a competency-based program which leads to initial licensure in ND.

Please go to the **American Board** website: www.americanboard.org for details on course offerings, cost, and timeline.

ESPB will grant a license to individuals who:

1. Possesses a bachelor's degree from an accredited institution
2. Passes a criminal history record check required by section **15.1-13 -14**
3. Successfully completes the American Board alternative program

The following content areas are offered by the American Board in North Dakota:

Elementary education

Elementary education with a reading endorsement

English language arts

United States and world history

Mathematics

General science

Biology

Chemistry

Physics

Special Education with elementary education

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In addition to completing the American Board requirements, applicants must complete the following requirements within the first two years of contracted time in a North Dakota school:

- a. American Board's clinical experience program and the North Dakota Teacher Support System (TSS) approved mentor program;
- b. Youth Mental Health Competency training; and
- c. Coursework in cultural diversity which includes Native American studies, as well as teaching diverse learners.

House Bill 1231 68th Legislative Session

15.1-13-35.1. Teaching license – Reading instruction competency.

1. The board shall ensure a candidate for teacher licensure who will be certified to be an early childhood or elementary teacher demonstrates competencies in beginning reading instruction based on scientifically and research-based best practices. Competencies must include the acquisition of knowledge of the essential components of beginning reading instruction, including:
 - a. Phonemic awareness
 - b. Phonics;
 - c. Fluency;
 - d. Vocabulary;
 - e. Comprehension:
 - f. How to assess student reading ability; and
 - g. How to identify and correct reading difficulties;
 - h. Scientifically based, evidence-based, and research-based curricula; and
 - i. The use of systematic direct instruction to ensure all students obtain necessary early reading skills.
2. A prekindergarten, kindergarten, elementary, and special education initial teacher licensure candidate must provide evidence that the candidate meets the competency standards of the components under subsection.
3. A prekindergarten through grade twelve and a secondary education an early childhood and elementary initial teacher licensure candidate must provide evidence that the candidate meets the competency standards of the components under subsection.
4. A teacher licensure candidate satisfies the requirements of this section if the candidate demonstrates the candidate has received training in competencies related to reading instruction from an accredited or approved program, or demonstrates mastery of the topics provided under subsection 1. The board may issue a provisional license for up to two years to a teacher licensure candidate who does not meet the requirements of this section.

IDA Standards Adopted 2024 for all approved programs.

Knowledge and Practice Standards for Teachers of Reading Summary Table <i>Does Not Include Knowledge and Practice Examples</i>	
Standard I: Foundations of Literacy Acquisition	
1.1	Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.
1.2	Understand that learning to read, for most people, requires explicit instruction.
1.3	Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.
1.4	Identify and explain aspects of cognition and behavior that affect reading and writing development.
1.5	Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.
1.6	Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.
1.7	Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).
1.8	Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
1.9	Understand the changing relationships among the major components of literacy development in accounting for reading achievement.
Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia	
2.1	Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof.
2.2	Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.
2.3	Identify the distinguishing characteristics of dyslexia.
2.4	Understand how reading disabilities vary in presentation and degree.
2.5	Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.
Standard 3: Assessment	
3.1	Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.
3.2	Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed).
3.3	Interpret basic statistics commonly utilized in formal and informal assessment.
3.4	Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.
3.5	Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.

3.6	Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.
3.7	Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.
3.8	Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.
Standard 4: Structured Literacy Instruction	
<i>Substandard A: Essential Principles and Practices of Structured Literacy Instruction</i>	
4A.1	Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.
4A.2	Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.
4A.3	Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.
<i>Substandard B: Phonological and Phonemic Awareness</i>	
4B.1	Understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.
4B.2	Understand/apply in practice considerations for levels of phonological sensitivity.
4B.3	Understand/apply in practice considerations for phonemic-awareness difficulties.
4B.4	Know/apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade.
4B.5	Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction.
4B.6	Know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.
4B.7	Know/apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English.
<i>Substandard C: Phonics and Word Recognition</i>	
4C.1	Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.
4C.2	Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.
4C.3	Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.
4C.4	Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.
4C.5	Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.
4C.6	Know/apply in practice considerations for teaching irregular words in small increments using special techniques.
4C.7	Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words.

4C.8	Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.
<i>Substandard D: Automatic, Fluent Reading of Text</i>	
4D.1	Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.
4D.2	Know/apply in practice considerations for varied techniques and methods for building reading fluency.
4D.3	Know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.
4D.4	Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.
<i>Substandard E: Vocabulary</i>	
4E.1	Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.
4E.2	Know/apply in practice considerations for the sources of wide differences in students' vocabularies.
4E.3	Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.
4E.4	Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.
<i>Substandard F: Listening and Reading Comprehension</i>	
4F.1	Know/apply in practice considerations for factors that contribute to deep comprehension.
4F.2	Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.
4F.3	Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.
4F.4	Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.
4F.5	Know/apply in practice considerations for the teacher's role as an active mediator of text-comprehension processes.
<i>Substandard G: Written Expression</i>	
4G.1	Understand the major skill domains that contribute to written expression.
4G.2	Know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.
4G.3	Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation.
4G.4	Know/apply in practice considerations for the developmental phases of the writing process.
4G.5	Know/apply in practice considerations for the appropriate uses of assistive technology in written expression.

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

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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 responsible 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 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 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.

Youth Mental Health Competency (SB 2048, 2015). North Dakota Education Standards and Practices Board requires classwork in youth mental health. This should include:

- An understanding of the prevalence and impact of youth mental health disorders on family structure, education, juvenile services, law enforcement, and health care and treatment providers.
- Knowledge of mental health symptoms, social stigmas, risks, and protective factors.
- Awareness of referral sources and strategies for appropriate interventions.

Advanced Programs for Teachers

A.1 The program requires that candidates for professional specialties develop a deep understanding of the critical concepts and principles of their field of preparation and, by completion, are able to use professional specialty practices flexibly to advance the learning of all P-12 students toward attainment of college-and-career-readiness standards.

Candidate Knowledge, Skills, and Professional Dispositions

A.1.1 Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:

- * Applications of data literacy;
- * Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;
- * Employment of data analysis and evidence to develop supportive school environments;
- * Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
- * Supporting appropriate applications of technology for their field of specialization; and
- * Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

Evidence of candidate content knowledge appropriate for the professional specialty will be documented by state licensure test scores or other proficiency measures.

Professional Responsibilities:

A.1.2 Providers ensure that advanced program completers have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. These specialized standards include, but are not limited to, Specialized Professional Association (SPA) standards, individual state standards, standards of the National Board for Professional Teaching Standards (NBPTS), and standards of other accrediting bodies [e.g., Council for Accreditation of Counseling and Related Educational Programs (CACREP)].

A.2 The program requires that effective partnerships and high-quality clinical practices are central to preparation so that candidates develop the knowledge, skills, and professional dispositions appropriate for their professional specialty field.

Partnerships for Clinical Preparation

A.2.1. Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of advanced program candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and function. They establish mutually agreeable expectations for advanced program candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for advanced program candidate outcomes.

Clinical Experiences

A.2.2. The provider works with partners to design varied and developmental clinical settings that allow opportunities for candidates to practice applications of content knowledge and skills that the courses and other experiences of the advanced preparation emphasize. The opportunities lead to appropriate culminating experiences in which candidates demonstrate their proficiencies, through problem-based tasks or research (e.g., qualitative, quantitative, mixed methods, action) that are characteristic of their professional specialization as detailed in component A.1.1.

[NOTE: list repeated here for clarity from A.1.1.]

- * Applications of data literacy;
- * Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;
- * Employment of data analysis and evidence to develop supportive school environments;
- * Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organization, and parents;
- * Supporting appropriate applications of technology for their field of specialization; and
- * Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

A.3 The program requires demonstrating that the quality of advanced program candidates is a continuing and purposeful part of its responsibility so that completers are prepared to perform effectively and can be recommended for certification where applicable.

Admission of Diverse Candidates who Meet Employment Needs

A.3.1. The provider sets goals and monitors progress for admission and support of high-quality advanced program candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's teacher pool and, over time, should reflect the diversity of P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for school and district staff prepared in advanced fields.

Candidates Demonstrate Academic Achievement and Ability to Complete Preparation Successfully

A.3.2 The provider sets admissions requirements for academic achievement, including CAEP minimum criteria, the state's minimum criteria, or graduate school minimum criteria, whichever is highest, and gathers data to monitor candidates from admission to completion. The provider determines additional criteria intended to ensure that candidates have, or develop abilities to complete the program successfully and arranges appropriate support and counseling for candidates whose progress falls behind.

The CAEP minimum criteria are a college grade point average of 3.0 or a group average performance on nationally normed assessments, or substantially equivalent state-normed or EPP administered assessments, of mathematical, reading, and writing achievement in the top 50 percent of those assessed. An EPP may develop and use a valid and reliable substantially equivalent alternative assessment of academic achievement. The 50th percentile standard for writing will be implemented in 2021. The CAEP minimum criteria apply to the group average of enrolled candidates whose preparation begins during an academic year.

EPPs must continuously monitor disaggregated evidence of academic quality for each branch campus (if any), mode of delivery, and individual preparation programs, identifying differences, trends and patterns that should be addressed.

Selectivity during Preparation

A.3.3 The provider creates criteria for program progression and uses disaggregated data to monitor candidates' advancement from admissions through completion.

Selection at Completion

A.3.4 Before the provider recommends any advanced program candidate for completion, it documents that the candidate has reached a high standard for content knowledge in the field of specialization, data literacy and research-driven decision making, effective use of collaborative skills, applications of technology, and applications of dispositions, laws, codes of ethics and professional standards appropriate for the field of specialization.

A.4 The program requires documentation of the satisfaction of its completers from advanced preparation programs and their employers with the relevance and effectiveness of their preparation.

Satisfaction of Employers

A.4.1. The provider demonstrates that employers are satisfied with completers' preparation and that completers reach employment milestones such as promotion and retention.

Satisfaction of Completers

A.4.2. The provider demonstrates that advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

A.5 The program requires maintaining a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completer positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

Quality and Strategic Evaluation

A.5.1. The provider's quality assurance system is comprised of multiple measures that can monitor advanced program candidate progress, advanced completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

A.5.2. The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

Continuous Improvement

A.5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

A.5.4. Measures of advanced program completer outcomes, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction. Outcomes include completion rate, licensure rate, employment rate in field of specialty preparation, and consumer information such as places of employment and salaries.

A.5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

Glossary changes based on changes in the Standards for Advanced Programs:

Candidate: The term "candidate" refers to individuals enrolled in advanced programs.

Professional specialties: An inclusive term referring to any advanced preparation program (graduate degree, certificate, endorsement, etc.) offered by an EPP specific to P-12 schools and/or other school professionals.

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.

01005 Agriculture

01005.1 The program requires the biological, physical, and applied sciences and mathematics as basic to understanding their study of application to solving agricultural problems.

01005.2 The program requires study and 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 program requires experience 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 program requires experiences designed to develop knowledge and involvement in agricultural youth organizations.

01005.5 The program requires studying 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 program requires the study of current, appropriate instructional and agri-science technologies.

02005 Art

02005.1 The program requires the study, understanding and application of media techniques and processes.

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

02005.3 The program requires the study of the arts in relation to history and cultures with its contribution to the individual and society.

02005.4 The program requires the study of characteristics and merits of one's own artwork and the artwork of others.

02005.5 The program requires the study of cross curriculum development within art education.

02005.6 The program requires the study of methods of teaching art including at the elementary, middle and secondary levels

02005.7 The program requires the study of current, appropriate instructional technologies.

03020 Business Education

03020.1 The program requires 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 program requires study of 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 program requires study of economic systems, business organizations, legal/ethical implications, and entrepreneurship, including global and technological aspects.

03020.4 The program prepares candidates 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 program requires study of 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 program requires study of current, appropriate instructional technologies for business education.

05015 Communication: Drama/Theatre

05015.1 The program requires study of 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 program requires study of and experiences needed to direct a theatrical production.

05015.3 The program requires study of 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 program requires study of and 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 program requires study of methods of teaching drama including current trends in drama with an examination of a variety of teaching methods and techniques.

05015.6 The program requires study of current, appropriate instructional technologies.

05045 Communications: Speech

05045.1 The program requires study of 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 program requires study of 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 program requires study of 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 program requires study of 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 program requires study of and 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 program requires study of methods of teaching speech including current trends in speech with an examination of various teaching methods and techniques.

05045.7 The program requires study of current, appropriate instructional technologies.

CTE

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.

21005 Drivers Education (Minor)

21005.1 Content Knowledge. The program requires the study of 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 program requires 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 5-12 level.

21005.3 Growth and Development. The program requires the study of 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 program requires the study of 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 program requires the study of 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 program requires the study of 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 program requires the 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 program requires the study of 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 program requires the study of current, appropriate instructional technologies to enhance learning and to enhance personal and professional productivity.

21005.10 Collaboration. The program requires the study of 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.

50037 Early Childhood

50037 Early Childhood Education

50037.1 Child Development and Learning in Context

Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with

the capacity to make choices.

1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.

50037.2 Family–Teacher Partnerships and Community Connections

Early childhood educators understand that successful early childhood education depends upon educators’ partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children’s development and learning. They (c) use community resources to support young children’s learning and development and to support children’s families, and they build connections between early learning settings, schools, and community organizations and agencies.

2a: Know about, understand, and value the diversity of families.

2b: Collaborate as partners with families in young children’s development and learning through respectful, reciprocal relationships and engagement.

2c: Use community resources to support young children’s learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

50037.3 Child Observation, Documentation, and Assessment

Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children’s progress and, based on the findings, to plan learning experiences.

3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.

3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

3d: Build assessment partnerships with families and professional colleagues.

50037.4 Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children’s ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with

young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.

4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

50037.5 Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice. They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

5a: Understand content knowledge—the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.

5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and practices described in Standards 1 through 4 to support young children's learning in each content area.

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, **and their pedagogical content knowledge.**

Documentation of appropriate IDA standards should be addressed. See page 8 for a complete listing of ESPB adopted standards.

50037.6 Professionalism as an Early Childhood Educator

Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work with young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop

and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

6b: Know about and uphold ethical and other early childhood professional guidelines.

6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.

6d: Engage in continuous, collaborative learning to inform practice.

6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

50045 Educational Leadership

50045.1 Professional and Ethical Leadership. The program requires the study of educational leadership foundations, current issues affecting education, decision making, problem solving, motivational theory, and professional ethics.

50045.2 Information Management and Evaluation The program requires the study of research and data-based program evaluation, management and use of information systems, planning, and education improvement processes.

50045.3 Curriculum, Instruction, Supervision, and the Learning Environment. The program requires the study of curriculum, instruction, supervision, evaluation, and psychology of learning, school cultures, and multiple assessments.

50045.4 Professional Development and Human Resources. The program requires the study of personnel from employment of school personnel.

50045.5 Student Personnel Services. The program requires the study of the administration of student programs, services, and activities.

50045.6 Organizational Management. The program requires the study of organizational theory, operational processes, management techniques, school operations, and school board relationships.

50045.7 Interpersonal Relationships. The program requires the study of interpersonal relationships, communications, and issues related to diversity in a multicultural society.

50045.8 Financial Management and Resource Allocation. The program requires the study of the organization and management of fiscal, plant, and other resources.

50045.9 Technology and Information Systems. The program requires the study of appropriate incorporation of technologies across all areas of educational leadership. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.

50045.10 Community and Media Relations. The program requires the study of ethical implications of policy initiatives and political actions, schools as political systems, effective communications and public relations programs, and appropriate roles of citizens in the educational process.

50045.11 Educational Law, Public Policy, and Political Systems. The program requires the study of legal provisions and statutory requirements of schools, application of regulatory standards, and development and administration of appropriate policies.

ED Leadership Building

Building Standard 1.0 The program requires that program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:

- 1) A shared mission and vision
- 2) A set of core values
- 3) A support system
- 4) A school improvement process

Sub Elements

1.1 Mission and Vision

Program completers understand and demonstrate the capability to develop, advocate for, and implement a collaboratively developed and data-informed mission and vision for the school.

1.2 Values

Program completers understand and demonstrate the capability to articulate, advocate, model, and cultivate a set of core values that define the school's culture.

1.3 Support System

Program completers understand and demonstrate the capability to build, maintain, and evaluate a coherent system of academic and social supports, discipline, services, extracurricular activities, and accommodations to meet the full range of needs of each student.

1.4 Improvement

Program completers understand and demonstrate the capability to engage staff and school community to develop, implement and evaluate a continuous, responsive, sustainable, data-based school improvement process to achieve the mission of the school.

Building Standard 2.0 The program requires that program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:

- 1) Professional norms
- 2) Decision-making
- 3) Educational values
- 4) Ethical behavior

Sub-elements

2.1 Professional Norms

Program completers understand and demonstrate the capability to enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning and continuous improvement in their actions, decision making and relationship with others.

2.2 Decision-making

Program completers understand and demonstrate the capability to evaluate the moral and legal consequences of decisions.

2.3 Values

Program completers understand and demonstrate the capability to model essential educational values of democracy, community, individual freedom and responsibility, equity, social justice, and diversity.

2.4 Ethical Behavior

Program completers understand and demonstrate the capability to model ethical behavior in their actions and relationship with others.

Building Standard 3.0 The program requires that program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:

- 1) Equitable protocols
- 2) Equitable access
- 3) Responsive practices
- 4) A supportive school community

Sub-elements

3.1 Equitable Protocols

Program completers understand and demonstrate the capability to develop, implement, and evaluate equitable guidelines, procedures and decisions that ensure each stakeholder is treated fairly, respectfully, and with an understanding of culture and context.

3.2 Equitable Access

Program completers understand and demonstrate the capability to ensure that each student has equitable access to effective teachers, learning opportunities, academic, social and behavioral support, and other resources necessary for success.

3.3 Responsive Practice

Program completers understand and demonstrate the capability to support the development of responsive practices among teachers and staff so they are able to recognize, confront, and alter institutional biases that result in student marginalization, deficit-based schooling, and low expectations.

3.4 Supportive School Community

Program completers understand and demonstrate the capability to build and maintain a school culture that ensures each student and family is treated fairly, respectfully, in a responsive manner and free from biases associated with characteristics such as race, culture and language gender, disability, or special status.

Building Standard 4.0 The program requires that program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:

- 1) Learning system
- 2) Instructional practice
- 3) Assessment system
- 4) Learning supports

Sub-elements

4.1 Learning System

Program completers understand and demonstrate the capability to develop, align, and implement coherent systems of curriculum, instruction, and assessment that are responsive to student needs, embody high expectations for student learning, align with

academic standards within and across grade levels, and promote academic success and social emotional well-being for each student.

4.2 Instructional Practice

Program completers understand and demonstrate the capability to promote challenging and engaging instructional practice consistent with knowledge of learning theory, child development, and effective pedagogy.

4.3 Assessment System

Program completers understand and demonstrate the capability to employ technically appropriate system of assessment and data collection, management, analysis, and use to monitor student progress and improve instruction.

4.4 Learning Supports

Program completers understand and demonstrate the capability to employ effective and appropriate technologies, staffing, professional development, structures, and communication to support equitable access to learning for each student.

Building Standard 5.0 The program requires that program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:

- 1) Effective communication
- 2) Engagement
- 3) Partnerships
- 4) Advocacy

Sub-elements

5.1 Communication

Program completers understand and demonstrate the capability to maintain effective two-way communication with families and the community.

5.2 Engagement

Program completers understand and demonstrate the capability to engage families, community, and school personnel in strengthening student learning in and out of school.

5.3 Partnerships

Program completers understand and demonstrate the capability to build and sustain productive partnerships with communities and public and private sectors to promote school improvement and student development.

5.4 Advocacy

Program completers understand and demonstrate the capability to advocate for the needs and priorities of the school, district, students, families, and the community.

Building Standard 6.0 The program requires that program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:

- 1) Management and operation
- 2) Data and resources
- 3) Communication systems
- 4) Legal compliance

Sub-elements

6.1 Management and Operation Systems

Program completers understand and demonstrate the capability to develop, monitor, and evaluate school management and operation systems to address and support each student's learning needs.

6.2 Data and Resources

Program completers understand and demonstrate the capability to seek, acquire, and manage fiscal resources, physical resources, technological resources, data, and other resources to support student learning, collective professional capability and community, and family engagement.

6.3 Communication Systems

Program completers understand and demonstrate the capability to develop and coordinate communication systems to deliver actionable information for classroom, school improvement, and community engagement.

6.4 Legal Compliance

Program completers understand and demonstrate the capability to comply with applicable laws, rights, policies, and regulations as appropriate so as to promote student and adult success.

Building Standard 7.0 The program requires that program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:

- 1) Human resources
- 2) Professional culture
- 3) Workplace conditions
- 4) Supervision and evaluation

Sub-elements

7.1 Human Resource Management

Program completers understand and demonstrate the capability to develop and implement a human resource management system that recruits, hires, and supports, develops, and retains effective and caring educational personnel and creates leadership pathways for effective succession.

7.2 Professional Culture

Program completers understand and demonstrate the capability to develop and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child.

7.3 Workplace Conditions

Program completers understand and demonstrate the capability to develop workplace conditions that promote employee leadership, well-being and professional growth.

7.4 Supervision and Evaluation

Program completers understand and demonstrate the capability to implement research-anchored systems of supervision and evaluation that provide actionable feedback about instruction and other professional practices, promoting collective accountability.

Building Standard 8.0 The program requires that program completers who successfully complete a building level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader through field experiences and clinical practice within a building setting, monitored and evaluated by a qualified, on-site mentor.

Sub-elements

8.1 Field Experiences

Candidates are provided coherent, authentic, experiences that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and demonstrate their capabilities as articulated in each of the elements included in the NELP Building-Level Program Standards one through seven.

8.2 Authentic

Candidates are provided a minimum of six-months of concentrated (10-15 hours per week) building-level internship or clinical experiences that are authentic leadership activities within a building setting.

8.3 Mentor

Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a building setting; understands the specific school context; is present for a significant portion of the internship; is selected collaboratively by the intern, a representative of the school and/or district, and program faculty; and is provided with training by the supervising institution.

ED Leadership District

District Standard 1.0 The program requires leadership candidates who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:

- 1) A shared mission and vision
- 2) A set of core values
- 3) Continuous and sustainable district and school improvement

Sub-elements

1.1 Mission and Vision

Program completers understand and demonstrate the capability to analyze and communicate a data-informed shared mission and vision for the school district focused on the academic success and overall well-being of each student and district and school personnel.

1.2 Core Values

Program completers understand and demonstrate the capability to promote democratic values that define the district's culture and stress the imperative of child-centered education such as high expectations and student support, equity, inclusiveness, social justice, openness, caring, and trust.

1.3 Improvement

Program completers understand and demonstrate the capability to analyze, plan for, and promote continuous, sustainable, and evidence-based school and district improvement.

District Standard 2.0 The program requires leadership candidates who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:

- 1) Professional norms
- 2) Model
- 3) Responsibility
- 4) Values

Sub-elements

2.1 Professional Norms

Program completers understand and demonstrate the capability to enact the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement in their actions, decision-making, and relationships with others.

2.2 Model

Program completers understand and demonstrate the capability to model ethical behavior in their personal conduct, relationships with others, decision-making, and stewardship of the district's resources.

2.3 Responsibility

Program completers understand and demonstrate the capability to ensure that unethical and unprofessional actions are addressed promptly and appropriately throughout the organization.

2.4 Values

Program completers understand and demonstrate the capability to promote essential educational values of democracy, community, individual freedom and responsibility, equity, social justice, and diversity.

District Standard 3.0 The program requires leadership candidates who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:

- 1) Equitable treatment
- 2) Equitable access
- 3) Culturally and individually responsive practice
- 4) District culture

Sub-elements

3.1 Equitable Treatment

Program completers understand and demonstrate the capability to develop, implement, and evaluate equitable district policies and systems that ensure that each stakeholder is treated fairly, respectfully, and with an understanding of culture and context.

3.2 Equitable Access

Program completers understand and demonstrate the capability to ensure that each student has equitable access to resources and support such as effective access to resources and support such as effective teachers, learning opportunities, and academic, social and behavioral support.

3.3 Culturally and Individually Responsive Practice

Program completers understand and demonstrate the capability to support the development of culturally responsive practices among teachers and staff so they are able to recognize, confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

3.4 District Culture

Program completers understand and demonstrate the capability to build and maintain an inclusive, responsive, safe, caring, and healthy district culture that provides coherent systems of academic and social supports, discipline, services, extracurricular activities, services, extracurricular activities, and accommodations to meet the full range of needs of each student.

District Standard 4.0 The program requires leadership candidates who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:

- 1) Systems of learning and instruction
- 2) Instructional capacity
- 3) Professional development of principals
- 4) Principal effectiveness

Sub-elements

4.1 Systems of Learning and Instruction

Program completers understand and demonstrate the capability to analyze and manage district-wide use of coherent and technologically appropriate systems of curriculum, instruction, assessment, student services, and instructional resources that embody high expectations for student learning and align with academic standards across grade levels.

4.2 Instructional Capacity

Program completers understand and demonstrate the capability to plan for the support of principals and other school leaders to develop collective and individual instructional capacity of teachers and other staff members.

4.3 Professional Development of Principals

Program completers understand and demonstrate the capability to promote systems of support, coaching, and professional development for individual principals to help them grow as instructional leaders.

4.4 Principal Effectiveness

Program completers understand and demonstrate the capability to analyze and use research-anchored systems of principal supervision, evaluation, and feedback to improve principal practice.

District Standard 5 The program requires leadership candidates who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:

- 1) Community engagement
- 2) Partnerships
- 3) Two-way communication
- 4) Representation

Sub-elements

5.1 Community Engagement

Program completers understand and demonstrate the capability to engage families, community, public, private, and non-profit sectors in meaningful ways.

5.2 Partnerships

Program completers understand and demonstrate the capability to sustain productive partnerships with communities and public, private, and non-profit sectors to recognize and celebrate school and community improvement.

5.3 Two-way Communication

Program completers understand and demonstrate the capability to maintain ongoing, two-way communication with families and the community to develop an understanding of the diverse interests, needs, and resources of the district community in the service of student development and educational improvement.

5.4 Representation

Program completers understand and demonstrate the capability to represent the district and engage various stakeholders in building an appreciation of the overall context in which decisions are made in the service of student learning and development.

District Standard 6.0 The program requires leadership candidates who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:

- 1) Managing systems
- 2) Resources
- 3) Human resources
- 4) Policies and procedures

Sub-elements

6.1 Managing Systems

Program completers understand and demonstrate the capability to manage the district's systems, including administration, management, governance, finance, and operations.

6.2 Resources

Program completers understand and demonstrate the capability to seek, acquire, and manage fiscal resources, data, and other resources to support student learning, collective professional capability and community, and family engagement.

6.3 Human Resources

Program completers understand and demonstrate the capability to manage the growth of individual and collective capability through systems of hiring, retention, development, supervision of school and district personnel, and pathways for effective leadership succession.

6.4 Policies and Procedures

Program completers understand and demonstrate the capability to promote effective policies and procedures that protect the welfare and safety of students and staff across the district.

District Standard 7.0 The program requires leadership candidates who successfully complete a district level educational leadership preparation program understand and demonstrate the capability to promote the success and well-being of each student, teacher, and leader by applying the knowledge, skills, and commitments necessary for:

- 1) Board relations
- 2) District governance
- 3) Legal
- 4) Policy engagement
- 5) Advocacy

Sub-elements

7.1 Board Relations

Program completers understand and demonstrate the capability to foster a respectful and responsive relationship with the District's Board of Education

7.2 District Governance

Program completers understand and demonstrate the capability to manage effective systems for district governance.

7.3 Legal

Program completers understand and demonstrate the capability to ensure compliance with applicable policy, laws, rules, and regulations

7.4 Policy Engagement

Program completers understand and demonstrate the capability to appropriately respond to local, state, and national decisions.

7.5 Advocacy

Program completers understand and demonstrate the capability to advocate for the needs and priorities of the district.

District Standard 8.0 The program requires program completers engaged in a substantial and sustained educational leadership internship experience that developed their capability to promote the success and well-being of each student, teacher, and leader through field experiences and clinical practice within a building setting, monitored and evaluated by a qualified, on-site mentor.

Sub- elements

8.1 Field Experiences

Candidates are provided a coherent, authentic, district-based field experiences/clinical internships that provide opportunities to synthesize and apply the content knowledge, develop and refine the professional skills, and demonstrate their capabilities as articulated in each of the elements included in the NELP District-Level Program Standards one through seven.

8.2 Sustained

Candidates are provided a minimum of six-months on concentrated (10-15 hours per week) district-level internship or clinical experiences that include authentic leadership experiences within a district setting.

8.3 Mentor

Candidates are provided a mentor who has demonstrated effectiveness as an educational leader within a district setting; understands the specific district context; is selected collaboratively by the intern, a representative of the district, and program faculty; and is provided with training by the supervising institution.

50015 Elementary Education: Adopted 9/2019. The ESPB Board adopted the International Dyslexia Standards in 2024.

STANDARD 1 – Understanding and Addressing Each Child’s Developmental and Learning Needs

Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning.

Components

50015.1a– Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that consider the individual strengths and needs of children.

50015.1b-Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and

environments that build on children's strengths and address their individual needs.

50015.1c—Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, learning and motivation.

STANDARD 2 – Understanding and Applying Content and Curricular Knowledge for Teaching

Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, social studies, art, and physical education.

Components

50015.2a Elements of Literacy— Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.

Standard 1: Foundations of Literacy Acquisition

- 1.1 Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.
- 1.2 Understand that learning to read, for most people, requires explicit instruction.
- 1.3 Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.
- 1.4 Identify and explain aspects of cognition and behavior that affect reading and writing development.
- 1.5 Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.
- 1.6 Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.
- 1.7 Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).
- 1.8 Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.
- 1.9 Understand the changing relationships among the major components of literacy development in accounting for reading achievement.

Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia

- 2.1 Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof.
- 2.2 Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.
- 2.3 Identify the distinguishing characteristics of dyslexia.
- 2.4 Understand how reading disabilities vary in presentation and degree.
- 2.5 Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.

Standard 3: Assessment

- 3.1 Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.
- 3.2 Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed).

- 3.3 Interpret basic statistics commonly utilized in formal and informal assessment.
- 3.4 Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.
- 3.5 Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.
- 3.6 Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.
- 3.7 Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.
- 3.8 Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.

Standard 4: Structured Literacy Instruction

Substandard A: Essential Principles and Practices of Structured Literacy Instruction

- 4A.1 Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.
- 4A.2 Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.
- 4A.3 Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning.

Substandard B: Phonological and Phonemic Awareness

- 4B.1 Understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.
- 4B.2 Understand/apply in practice considerations for levels of phonological sensitivity.
- 4B.3 Understand/apply in practice considerations for phonemic-awareness difficulties.
- 4B.4 Know/apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade.
- 4B.5 Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction.
- 4B.6 Know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.
- 4B.7 Know/apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English.

Substandard C: Phonics and Word Recognition

- 4C.1 Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.
- 4C.2 Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.
- 4C.3 Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.
- 4C.4 Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.
- 4C.5 Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.
- 4C.6 Know/apply in practice considerations for teaching irregular words in small increments using special techniques.
- 4C.7 Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words.

4C.8 Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers.

Substandard D: Automatic, Fluent Reading of Text

4D.1 Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.

4D.2 Know/apply in practice considerations for varied techniques and methods for building reading fluency.

4D.3 Know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.

4D.4 Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.

Substandard E: Vocabulary

4E.1 Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.

4E.2 Know/apply in practice considerations for the sources of wide differences in students' vocabularies.

4E.3 Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.

4E.4 Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction.

Substandard F: Listening and Reading Comprehension

4F.1 Know/apply in practice considerations for factors that contribute to deep comprehension.

4F.2 Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.

4F.3 Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.

4F.4 Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.

4F.5 Know/apply in practice considerations for the teacher's role as an active mediator of text-comprehension processes.

Substandard G: Written Expression

4G.1 Understand the major skill domains that contribute to written expression.

4G.2 Know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.

4G.3 Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation.

4G.4 Know/apply in practice considerations for the developmental phases of the writing process.

4G.5 Know/apply in practice considerations for the appropriate uses of assistive technology in written expression.

50015.2b Science and Engineering Practices, Cross-Cutting Themes– Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.

50015.2c Major Math Concepts- Candidates demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.

50015.2d -Civics, Economics, Geography, History Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History (“Social Science” on previous ESPB standards), within a framework of informed inquiry.

50015.2e-Arts-Candidates know, understand and use (as appropriate to their knowledge and skills), the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry and insights among elementary students.

50014.2f-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 lifestyles and enhanced quality of life for elementary students.

STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning

Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation and promote students social and emotional development.

Components

50015.3a- Candidates administer formative and summative assessments regularly to determine students’ competencies and learning needs.

50015.3b- Candidates use assessment results to improve instruction and monitor learning.

50015.3c Candidates plan instruction including goals, materials, learning activities and assessments.

50015.3d- Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.

50015.3e -Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.

50015.3f- Candidates explicitly support motivation and engagement in learning through diverse evidence- based practices.

Standard 4 – Effective Instruction.

Candidates make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate and use whole class discussions to support and enhance children’s learning. Candidates use flexible grouping arrangements,

including small group and individual instruction to support effective instruction and improved learning for every child.

Components

50015.4a— Candidates use a variety of instructional practices that support the learning of every child.

50015.4b Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.

50015.4c Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as they think about and learn academic content.

50015.4d Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement.

50015.4e Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.

50015.4f Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.

50015.4g Candidates effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning.

STANDARD 5- Developing as a Professional

Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

Components

50015.5a Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner's development and growth.

50015.5b Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.

50015.5c Candidates participate in peer and professional learning communities to enhance student learning.

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 program requires the study of 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.

24000.1a 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.

24000.1b 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 program requires the study of 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.

24000.2a 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.

24000.2b 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 program requires the study of 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.

24000.3a 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.

24000.3b 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.

24000.3c 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 program requires the candidate to study assessment and use of assessment measures that are standards-based as they relate to ELLs.

24000.4a 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.

24000.4b 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.

24000.4c 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 program requires the candidate to study the 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.

24000.5a 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.

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

24000.5c 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 program requires the candidate to 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 program requires the study of current, appropriate instructional technologies.

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

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

05020 English (ESPB, 2017; 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 Pre-adolescents and adolescents as readers.

05020.1.1 Candidates are knowledgeable about texts – print and non-print text, media text, classic texts and contemporary texts, including middle level and young adult- that represent a range of world literature, 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 text 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 and development (vocabulary, morphology, spelling); 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 formal and informal text 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, student with special needs, student 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.

05030.3.3 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 that utilize individual and collaborative approaches and a variety of reading strategies.

05030.3.4 Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing and acting on data about student interests, reading proficiencies, and reading processes.

05030.3.5 Candidates plan instruction that incorporates knowledge of language – structure, history, and conventions – to facilitate students’ comprehension and interpretation of print and non-print texts.

05030.3.6 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 the 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 analyze and respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time. Candidates are able to analyze data from standardized and classroom writing assessments and make instructional decisions.

05030.4.3 Candidates design instruction on the foundational and strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

05030.4.4 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 to teach students to assess 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 promote 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. **Note: This standard is covered in INTASC Standards and as such, addressing it is optional.**

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.

09040 Family and Consumer Sciences (FACS)

09040.1 The program requires study of 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 program requires the 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 program requires experiences designed to develop knowledge, involvement, and leadership in FACS student organizations.

09040.4 The program requires study of 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 program requires the 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 program requires study of current, appropriate instructional technologies.

18015 Health

18015.1 Content Knowledge The program requires health education candidates demonstrate an understanding of health education content, health literacy skills, digital literacy skills, theoretical foundations of behavior change and learning, and applicable preK-12 health education standards for the purpose of instilling healthy behaviors in all learners.

18015.2 Planning The program requires health education candidates plan relevant and meaningful school health education instruction and programs that are sequential and aligned with appropriate preK-12 health education standards. Plans include the use of instructional technology, resources, and accommodations that support the needs of all learners regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability, and physical ability.

18015.3 Implementation The program requires health education candidates implement a range of school health education instructional strategies, while incorporating technology, to support student learning regardless of race, ethnic origin, gender, gender identity, sexual orientation, religion, cognitive ability, or physical ability. The program requires candidates demonstrate communication skills and feedback equitably and use reflective practice strategies to meet the diverse needs of all learners.

18015.4 Assessment The program requires health education candidates use multiple methods of assessment to plan instruction, engage all learners, monitor learner progress, provide meaningful feedback, and reflect on and adjust units and lessons to enhance the acquisition of functional health knowledge and health-related skill proficiency for all learners.

18015.5 Professionalism The program requires health education candidates work collaboratively with all stakeholders, demonstrate ethical behavior, and engage in and reflect on professional learning opportunities in order to meet the diverse needs of all learners. The program requires health education candidates communicate with stakeholders and advocate for school health education as an integral component of the school experience.

50065 Library Science (minor)

50065.1 Teaching for Learning The program prepares candidates to demonstrate knowledge of learners and learning and who model and promote collaborative planning, instruction in multiple literacies, and inquiry-based learning, enabling members of the learning community to become effective users and creators of ideas and information. Candidates design and implement

instruction that engages students' interests and develops their ability to inquire, think critically, gain and share knowledge.

50065.2 Literacy and Reading The program prepares candidates to promote reading for learning, personal growth, and enjoyment. Candidates are aware of major trends in children's and young adult literature and select reading materials in multiple formats to support reading for information, reading for pleasure, and reading for lifelong learning. Candidates use a variety of strategies to reinforce classroom reading instruction to address the diverse needs and interests of all readers.

50065.3 Information and Knowledge The program prepares candidates to model and promote ethical, equitable access to and use of physical, digital, and virtual collections of resources. Candidates demonstrate knowledge of a variety of information sources and services that support the needs of the diverse learning community. Candidates demonstrate the use of a variety of research strategies to generate knowledge to improve practice.

50065.4 Advocacy and Leadership The program prepares candidates to advocate for dynamic school library programs and positive learning environments that focus on student learning and achievement by collaborating and connecting with teachers, administrators, librarians, and the community. Candidates are committed to continuous learning and professional development activities for other educators. Candidates provide leadership by articulating ways in which school libraries contribute to student achievement.

50065.5 Program Management and Administration The program prepares candidates to plan, develop, implement, and evaluate school library programs, resources, and services in support of the mission of the library program within the school according to the ethics and principles of library science, education, management, and administration.

04006 Marketing

04006.1 The program requires the application and integration of core academics.

04006.2 The program requires the study of and experiences in distribution, financing, marketing information management, pricing, product/service management, promotion, and selling.

04006.3 The program requires experiences that develop the ability to plan, develop, and administer a comprehensive marketing education program.

04006.4 The program requires experiences designed to develop knowledge and involvement in marketing education student organizations

04006.5 The program requires studying 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 program requires the study of current, appropriate instructional technologies.

11010 Mathematics (ESPB 2015).

11010.1 Mathematical Practices and Processes

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

11010.4 Undergraduate Mathematics Content Knowledge

The program requires the teacher candidate to demonstrate and apply knowledge of the core mathematics content including calculus, axiomatic geometry, linear and abstract algebra, statistics, probability, and computer programming.

11010.5 Historical Perspective

The program requires the teacher candidate to demonstrate knowledge of the historical development and perspective of mathematics including contributions of significant figures and diverse cultures.

11010.6 Instructional Tools

The program requires the teacher candidate to select and use 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 program requires that 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.

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

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 – 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

Component 1.a. Middle Level Philosophical Foundations: Middle level teacher candidates demonstrate an understanding of the philosophical foundations of developmentally responsive middle level programs and schools.

Component 1.b. Middle Level Organization and Practices: Middle level teacher candidates use their knowledge of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students. They demonstrate their ability to apply this knowledge and to function successfully, regardless of grade configurations (e.g., grades K-8, 6-8, 7-12). Middle level teacher candidates perform successfully using middle level practices (e.g., interdisciplinary teaming, advisory programs, flexible block schedules, common teacher planning time).

50017.2 – Young Adolescent Development - Middle level teacher candidates understand 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 creating healthy, respectful, safe, inclusive, equitable, supportive, and challenging learning environments for each young adolescent they teach. They successfully model middle level practices that affirm the diversity of all young adolescents.

Component 2.a. Knowledge of Young Adolescent Development: Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. Knowledge of young adolescent development includes the cognitive, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents, inclusive of the central roles technology has in their lives

Component 2.b. Implications of Young Adolescent Development for Responsive Learning

Environments: Middle level teacher candidates use their comprehensive knowledge of young adolescent development to create healthy, respectful, safe, inclusive, equitable, supportive, and technologically rich and challenging learning environments for all young adolescents, including those whose languages, identities, and cultures differ from their own or others. Candidates establish relationships with young adolescents in order to understand the uniqueness of each adolescent, especially as it concerns the pervasive role of technology.

Component 2.c. Implications of Diversity for Young Adolescent Development: Middle level teacher candidates demonstrate their knowledge that diversity has implications for the development of young adolescents. They are responsive to young adolescents' individual experiences and identities (e.g., race, ethnicity, religion, language/dialect, gender, culture, age, appearance, ability, sexual orientation,

socioeconomic status, family composition). They successfully model middle level practices that affirm the diversity of all young adolescents.

50017.3 - Middle Level Curriculum - Middle level teacher candidates use their knowledge of the distinct nature and identities of young adolescents when planning and implementing curriculum and instruction. They understand and use concepts, standards, and research to design, implement, and evaluate curriculum. Candidates' understanding covers the broad scope of content standards within their subjects and reflects a thorough grasp of those standards and major concepts. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge and skills.

Component 3.a. Context for Middle Level Curriculum: Middle level teacher candidates use their knowledge of the distinct nature and identities of young adolescents when planning and implementing middle level curriculum and when selecting and using instructional strategies.

Component 3.b. Subject Matter Content Knowledge: Middle level teacher candidates demonstrate a depth and breadth of content knowledge in the subjects they teach. Candidates demonstrate competence with the broad scope of content standards corresponding to the subjects they teach. Candidates also have a sufficiently deep understanding of the major concepts of content standards such that they are equipped to teach in an engaging manner and to guide students in applying knowledge and skills to real-world problems and transferring knowledge and skills across disciplines.

Component 3.c. Middle Level Curriculum Standards: Middle level teacher candidates use their knowledge of local, state, national, and international standards to frame their teaching. These standards include academic content standards as well as other standards that address the holistic needs of young adolescents (e.g., socio-emotional learning, college and career readiness, technology skill development). They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, challenging, exploratory, integrative, and diverse curriculum for all young adolescents.

Component 3.d. Interdisciplinary Nature of Knowledge and Skills: Middle level teacher candidates demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing challenging, exploratory, integrative, and diverse curriculum. They model and develop in young adolescents the skills needed for success across diverse settings. These skills include such things as written and oral communication, collaboration, critical thinking, creativity, cultural competence, problem solving, resiliency, digital literacy, information literacy, and citizenship.

50017.4 - Middle Level Instruction and Assessment - Middle level teacher candidates successfully use their knowledge of instruction and assessment strategies in the subjects they teach. They employ a wide variety of effective teaching, learning, and assessment strategies. Middle level teacher candidates develop and administer formal and informal assessments that are both formative and summative to create and guide meaningful learning experiences.

Component 4.a. Content Pedagogy: Middle level teacher candidates use their knowledge of instruction and assessment strategies that are effective in the subjects they teach and understand that instruction and assessment are interrelated.

Component 4.b. Middle Level Instructional Strategies: Middle level teacher candidates employ a wide variety of effective, developmentally, and culturally responsive, equitable, and antiracist teaching, learning, and assessment strategies. They do this in ways that encourage cognitive exploration, creativity, and relevant digital literacy and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained).

Component 4.c. Middle Level Assessment that Advances Learning: Middle level teacher candidates develop and administer formal and informal assessments that are both formative and summative to create and guide meaningful learning experiences. They do this by assessing prior learning, monitoring progress with the use of technology and data, implementing effective lessons, collaborating with young adolescents to reflect on their learning, and adjusting instruction based on the knowledge gained. Assessment should be fair and unbiased.

50017.5 – Middle Level Professional Roles - Middle level teacher candidates are successful in their various roles as middle level professionals. They serve as informed advocates for all young adolescents and for responsive schooling practices. They engage with families and community members to form collaborative relationships. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

Component 5.a. Professional Roles of Middle Level Teachers: Middle level teacher candidates understand, critically reflect on, and are successful in their various roles as middle level professionals (e.g., members of interdisciplinary teams, advisors to young adolescents).

Component 5.b. Advocacy for Young Adolescents and Responsive Schooling Practices: Middle level teacher candidates serve as advocates for all young adolescents and for responsive schooling practices. They are informed advocates for effective middle level educational practices and policies and use their professional leadership responsibilities to create equitable and just opportunities for all young adolescents.

Component 5.c. Engaging with Family and Community Members: Middle level teacher candidates value family and community members as assets. They understand the ways diverse structures and cultural backgrounds influence and enrich learning (e.g., race, ethnicity, religion, gender, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They enact practices and participate in activities that build positive, collaborative relationships with families and community members, leveraging technological tools to enhance engagement.

Component 5.d. Dispositions and Professional Behaviors: Middle level teacher candidates demonstrate positive dispositions toward teaching young adolescents and model high standards of ethical behavior, including the use of technology, and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching.

12005 thru 12015 Music

12005.1, 12010.1, 12015.1 Content Knowledge The program requires the study of music education content and disciplinary concepts related to the development of a musically educated person. To meet this standard, institutions will require:

- A. Knowledge and skills in the use of basic vocabulary of music.
- B. The program requires study and 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.
- 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.

(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 program requires 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 program requires 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 program requires study and experiences designed to develop the following: (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 program requires 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

12005.2, 12010.2, 12015.2 Pedagogical Knowledge The program requires 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, 1-8, 5-8, or 5-12 levels

12005.3, 12010.3, 12015.3 Growth and Development The program requires the study of how individuals learn and develop, and how teaching candidates can support their students' physical, cognitive, social, and emotional development. These standards address 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 program requires the study of 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 program requires the study of 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 program requires the study of 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 program requires the study of 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 program requires the 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 program requires the study of 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 program requires the study of current, appropriate instructional technologies to enhance learning and to enhance personal and professional productivity.

12005.11, 12010.11, 12015.11 Collaboration The program requires the study of 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.

12005 Instrumental Music

12005.1 Content Knowledge. The program requires the study of music education content and disciplinary concepts related to the development of a musically educated person. To meet this standard, institutions will require:

- A. Knowledge and skills in the use of basic vocabulary of music.
- B. The program requires study and 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.
- 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.

12005.1c Instrumental music program. The instrumental music program requires study and experiences designed to develop the following: (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 program requires 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.

12005.2 Pedagogical Knowledge. The program requires 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, 1-8, 5-8, or 5-12 levels.

12005.3 Growth and Development. The program requires the study of 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 Diverse Learners. The program requires the study of 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 Management and Motivation. The program requires the study of 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 Communication. The program requires the study of 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 Planning and Instruction. The program requires the study of how to plan and implement a sequential standards-based K-12 curriculum using a variety of developmentally appropriate instructional strategies.

12005.8 Learner Assessment. The program requires the 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 Reflection. The program requires the study of 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 Technology. The program requires the study of current, appropriate instructional technologies to enhance learning and to enhance personal and professional productivity.

12005.11 Collaboration. The program requires the study of 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.

12015 Vocal Music

12015.1 Content Knowledge. The program requires the study of music education content and disciplinary concepts related to the development of a musically educated person. To meet this standard, institutions will require:

- A. Knowledge and skills in the use of basic vocabulary of music.
- B. The program requires study and 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.
- 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.

12015.1a Vocal/choral music program. The vocal/choral music program requires 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 program requires 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.

12015.2 Pedagogical Knowledge. The program requires 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, 1-8, 5-8, or 5-12 levels.

12015.3 Growth and Development. The program requires the study of 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.

12015.4 Diverse Learners. The program requires the study of 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.)

12015.5 Management and Motivation. The program requires the study of 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.

12015.6 Communication. The program requires the study of 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.

12015.7 Planning and Instruction. The program requires the study of how to plan and implement a sequential standards-based K-12 curriculum using a variety of developmentally appropriate instructional strategies.

12015.8 Learner Assessment. The program requires the 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.

12015.9 Reflection. The program requires the study of 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.

12015.10 Technology. The program requires the study of current, appropriate instructional technologies to enhance learning and to enhance personal and professional productivity.

12015.11 Collaboration. The program requires the study of 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.

08025 Physical Education

08025.1 Content and Foundational Knowledge The program requires study of physical education content and disciplinary concepts related to the development of a physically educated person. The teacher candidate studies biological sciences pertaining to the structure and function of the human body including the principles of human movement, exercise physiology, and biomechanical analysis, first aid, nutrition, and injury prevention.

08025.2 Instructional Delivery and Management The program requires study of 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 Planning and Implementation The program requires study of how individuals differ in their approaches to learning and creates appropriate instruction adapted to these differences. The teacher candidate demonstrates the 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 that the candidate study state and federal laws dealing with the education of students with special needs.

08025.4 Assessment of Student Learning The program requires study of 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. Professional Responsibility The program requires study of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings

05007 Reading Specialists (Advanced)

05007.1 The program requires study of 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 program requires study of and experiences with teaching literal and interpretive comprehension, critical comprehension, and reference and study skills

05007.3 The program requires study of and experiences with teaching a variety of strategies which enable word recognition for comprehension and/or which develop and extend vocabulary

05007.4 The program requires study of and 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 program requires study of and 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 program requires study of the self-contained classroom and resource room for flexible grouping, differentiated instruction, and patterns of student language development.

05007.7 The program requires study of curriculum development to integrate reading, writing, speaking, and listening.

05007.8 The program requires study of the knowledge and use of effective teaching strategies must include direct instruction and self-monitoring techniques.

05007.9 The program requires study of 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 program requires study of and experiences in interacting with other professionals, parents, and the community about student literacy and its promotion.

05007.11 The program requires study of and 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 program requires study of current, appropriate instructional technologies.

School Counseling

The 2016 CACREP Standards are organized into six sections.

Section 1: The Learning Environment: Includes standards pertaining to the institution, the academic unit, and program faculty and staff.

Section 2: Professional Counseling Identity: Includes foundational standards and the counseling curriculum, comprising the eight required core content areas.

Section 3: Professional Practice: Refers to standards required for entry-level practice, practicum, internship, supervisor qualifications, and practicum and internship course loads.

Section 4: Evaluation in the Program: Provides standards relevant to evaluation of the program, assessment of students, and evaluation of faculty and site supervisors.

Section 5: Entry-Level Specialty Areas: Provides standards relevant to specialty areas offered by the program. These include addictions; career; clinical mental health; clinical rehabilitation; college counseling and student affairs; marriage, couple, and family; and school counseling. For each specialty area, standards pertaining to foundations, contextual dimensions and practice are provided.

Section 6: Doctoral Standards for Counselor Education and Supervision: Contains learning environment, professional identity, and doctoral-level practicum and internship requirements. In addition to the 2016 Standards, a Glossary, defining key terms within the 2016 CACREP Standards document is available.

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.

SCIENCES

Updated 12/22/2020: The DPI science standards were review on August 11, 2020. The team reviewed all grade level standards to determine if the ESPB standards needed to be changed or updated. No major changes were recommended; rather, the committee had the following overall suggestions for all areas of science:

- Science and engineering practices should be a focus of all teacher education science coursework
 - Asking questions and defining problems
 - Developing and using models
 - Planning and carrying out investigations
 - Analyzing and interpreting data
 - Using mathematical and computational thinking
 - Constructing explanations and designing solutions

- Apply scientific principles and evidence to provide an explanation of phenomena and solve design problems, considering possible unanticipated effects.
- Teachers education students need to be trained in the integrations of the disciplinary core ideas, science/engineering practices, and cross cutting themes
- There needs to be a focus on universal design and cross cutting themes
- Teacher education students needs to know how to conduct inquiry-based investigations (5 E mode: Engage, explore, explain, extend, and evaluate)
- Additional concepts should be integrated into all instruction to prepare future teachers
 - Growth mindset
 - Deeper learning
 - Real-life scenarios
 - Minds on/hands on
 - Present evidence-based arguments

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.

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 program requires 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 program requires study of 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 program requires study including:

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 The composite/general science program requires that environmental science be 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 The physical science program requires:

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 program requires:

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 program requires study of 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 program requires study of 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 program requires the study of the effect of social and technological context on the study of science and on the application and valuing of scientific knowledge. The program prepares candidates 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 program requires the candidate to demonstrate proficiency in methods of teaching science.

13010.6, 13020.6, 13035.6, 13045.6, 13047.6, 13050.6 Curriculum The program provides candidates with information necessary 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 program prepares candidates to use 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 program prepares candidates 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 program prepares candidates to participate in the professional community, improving practice through their personal actions, education, and development. The program uses varied performance assessments of candidate's understanding and ability to apply that knowledge.

13010.10, 13020.10, 13035.10, 13045.10, 13047.10, 13050.10 Technology The program requires the study of current, appropriate instructional technologies. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

SOCIAL STUDIES

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)

Teachers in Social Studies. 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 In the subject major curriculum, the program requires 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 In the subject major curriculum, the program requires the study of 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 In the subject major curriculum, the program requires the study of 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 In the subject major curriculum, the program requires the study of 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 In the subject major curriculum, the program requires the study of 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 In the social studies composite major curriculum the program requires the study of 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 program requires study of 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 program requires study of 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 program requires study of current events including controversial issues.

15020.5, 15007.5, 15010.5, 15015.5, 15040.5, 15030.5, 15035.5 The program requires studying 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 program requires the study of current, appropriate instructional technology

SPECIAL EDUCATION

19000 Special Education/Exceptional Children

Included in Special Education are standards for the following areas meeting the Council for Exceptional Children Standards, 2015:

19015	Special Education
19020	Deaf or Hard of Hearing
19037	Early Childhood Special Education
19040	Emotional and Behavioral Disorders
19060	Gifted and Talented
19025	Learning Disabilities
19005	Intellectual Disabilities (Developmental Disabilities)
19045	Blind/Visual Impaired
19055	Special Education Strategist (ID, ED, LD)

(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, 2015)

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.

Special Education (Initial)

Initial Preparation Standard 1: Engaging in Professional Learning and Practice within Ethical Guidelines

Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.

Component 1.1: Candidates practice within ethical guidelines and legal policies and procedures.

Component 1.2: Candidates advocate for improved outcomes for individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.

Component 1.3: Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; and professional standards, research, and contemporary practices.

Initial Preparation Standard 2: Understanding and Addressing Each Individual's Developmental and Learning Needs

Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high quality learning experiences reflective of each individual's strengths and needs.

Component 2.1: Candidates apply understanding of human growth and development to create developmentally appropriate and meaningful learning experiences that address individualized strengths and needs of students with exceptionalities.

Component 2.2: Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families, languages, cultures, and communities, and individual differences, including exceptionalities, to plan and implement learning experiences and environments.

Initial Preparation Standard 3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge

Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.

Component 3.1: Candidates apply their understanding of academic subject matter content of the general curriculum to inform their programmatic and instructional decisions for individuals with exceptionalities.

Component 3.2: Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.

Initial Preparation Standard 4: Using Assessment to Understand the Learner and the Learning

Environment for Databased Decision Making

Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction.

Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.

Component 4.1: Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and school-based systems of intervention for students with and without exceptionalities.

Component 4.2: Candidates develop, select, administer, and interpret multiple, formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable to contribute to eligibility determination for special education services.

Component 4.3: Candidates assess, collaboratively analyze, interpret, and communicate students' progress toward measurable outcomes using technology as appropriate, to inform both short- and longterm planning, and make ongoing adjustments to instruction.

Initial Preparation Standard 5: Supporting Learning Using Effective Instruction

Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.

Component 5.1: Candidates use findings from multiple assessments, including student selfassessment, that are responsive to cultural and linguistic diversity and specialized as needed, to identify what students know and are able to do. They then interpret the assessment data to appropriately plan and guide instruction to meet rigorous academic and non-academic content and goals for each individual.

Component 5.2: Candidates use effective strategies to promote active student engagement, increase student motivation, increase opportunities to respond, and enhance self-regulation of student learning.

Component 5.3: Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.

Component 5.4: Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.

Component 5.5: Candidates organize and manage focused, intensive small group instruction to meet the learning needs of each individual.

Component 5.6: Candidates plan and deliver specialized, individualized instruction that is used to meet the learning needs of each individual.

Initial Preparation Standard 6: Supporting Social, Emotional, and Behavioral Growth Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.

Component 6.1: Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities.

Component 6.2: Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being.

Component 6.3: Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.

Initial Preparation Standard 7: Collaborating with Team Members Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.

Component 7.1: Candidates utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs.

Component 7.2: Candidates collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families.

Component 7.3: Candidates collaborate, communicate, and coordinate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.

Component 7.4: Candidates work with and mentor paraprofessionals in the paraprofessionals' role of supporting the education of individuals with exceptionalities and their families.

Special Education (Advanced)

CEC 1.0: Assessment

The program requires special education specialists to use valid and reliable assessment practices to minimize practices to minimize bias.

CEC 2.0: Curricular Content Knowledge

The program requires special education specialists to use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

CEC 3.0: Programs, Services, and Outcomes

The program requires special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

CEC 4.0: Research and Inquiry

The program requires special education specialists to conduct, evaluate, and use inquiry to guide professional practice.

CEC 5.0: Leadership and Policy

The program requires special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.

CEC 6.0: Professional and Ethical Practice

The program requires special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

CEC 7.0: Collaboration

The program requires special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

ESPB 19015.1

The program curriculum is advanced in rigor and results in advanced knowledge, skills and dispositions in teaching students with special needs. The program reflects consideration of the NBPTS principles as well as CEC and CAEP standards.

ESPB 19015.2

The program provides candidates with advanced knowledge and skills that parallels all requirement areas in the North Dakota Standards for Program Approval CC: North Dakota standards for all special education teachers.

ESPB 19015.3

The program provides candidates with advanced knowledge and skills that parallels all requirement areas in the applicable special education area of the North Dakota Standards for Program Approval 8.11 being addressed (i.e. DH: Deaf and Hard of Hearing, VI: Visual Impairment, ID: Intellectual Disabilities, or ECSE: Early Childhood Special Education, etc.)

ESPB 19015.4

The program requires candidates to develop the ability to apply research and research methods relevant to the advanced field of study, including recent research-based knowledge, concepts, and analytical capabilities of the exceptional child specialty area.

ESPB 19015.5

The program requires observation and field practicum experience in elementary school, secondary school, or preschool settings appropriate to the exceptional child specialization area.

Programs leading to initial licensure meet all state requirements for initial licensure; include student teaching in the specific area and grade level of licensure.

ESPB 19015.6

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

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.

10007 Technology and Engineering

10007.1 The Nature and Characteristics of Technology and Engineering - The program requires developing an understanding of the nature and characteristics of technology and engineering.

10007.2 Core Concepts of Technology and Engineering - The program requires developing an understanding of core concepts of technology and engineering.

10007.3 Integration of Knowledge, Technologies, and Practices - The program requires developing an understanding of integration of knowledge, technologies, and practices.

10007.4 Impacts of Technology - The program requires developing an understanding of impacts of technology.

10007.5 Influence of Society on Technological Development - The program requires developing an understanding of the influence of society on technological development.

10007.6 History of Technology The program requires an understanding of the history of technology.

10007.7 Design in Technology and Engineering Education - The program requires an understanding of design in technology and engineering education.

10007.8 Applying, Maintaining, and Assessing Technological Products and Systems - The program requires an understanding of applying, maintaining, and assessing technological products and systems.

WORLD LANGUAGES

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 program requires that the 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 program requires that the 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 program requires study and 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 program requires study of 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 program requires the study of current, appropriate instructional technologies.