

Teacher Education Program Approval Standards



EDUCATION STANDARDS AND PRACTICES BOARD

2718 Gateway Avenue, Suite 303
Bismarck ND 58503

2005

(Mandatory for visits 2006)
Aligned with licensure codes-Fall 2005.

The Education Standards and Practices Board (ESPB) is the independent education licensing board responsible for the approval of undergraduate and graduate education programs preparing teachers in North Dakota, educational licensure, professional development for educators and professional practices. These education standards for program approval have been reviewed and revised by the teachers and the state's teacher education institutions of North Dakota. The standards are based on best practices within the profession and have been aligned with the Department of Public Instruction's K-12 curriculum. The Education Standards and Practices Board is the recognized North Dakota partner in the National Council for the Accreditation of Teacher Education (NCATE) joint approval process for colleges of teacher education, and is the state approval agency for those institutions who are not members of NCATE.

These standards are effective in the summer of 2004 and will be mandatory for teacher education program approval in 2006. The North Dakota Education Program Approval Procedures are printed as a separate document and provide information about the on-site review process by which the North Dakota Standards for Education Program Approval are applied to institutions with education programs, the evaluation documentation, and decisions.

These standards were revised in 2005 as part of the Governor's Teacher Quality Grant alignment process. The number at the beginning of each standard was changed to reflect the licensure code for that standard.

The North Dakota Education Program Approval exists to maintain high standards for educator preparation programs. Its purpose is to assure that all individuals receiving North Dakota licensure in education for employment in K-12 schools have demonstrated a comprehensive preparation in general, content area, and professional education studies. The

program approval process is designed to encourage deep reflection on professional practices to assure a continuous process of improvement in educator preparation.

The Education Standards and Practices Board would like to thank the hundreds of educators that have been involved in the reflective improvement process to uphold best practices within the field of teacher education.

August 12, 2005

Janet Placek Welk, Executive Director

TABLE OF CONTENTS

	Table of Contents	4
	ND Program Approval Rubric	7
	Multicultural Education and Native American Studies Standard	10
 License		
<u>Code</u>	<u>Content Area</u>	<u>Page</u>
01005	Agricultural Education	11
02005	Art (Visual Arts)	14
05050	Bilingual/ESL Education (minor)	16
03020	Business Education	25
08005	Coaching Athletics (minor)	27
05015	Drama/Theater	29
21005	Driver Education (minor)	31
50037	Early Childhood Education	33
50015	Elementary Education	39
05020	English	51
	Exceptional Children: SPED	53
	Common Core	54
19020	Deaf or Hard of Hearing	61
19037	Early Childhood Special Education	66
19040	Emotional Disturbance	71
19060	Gifted Education	75
19025	Specific Learning Disabilities	78
19005	Mental Retardation	81
19065	Physical and Health Disabilities	84
19045	Visual Impairment	88
19055	Special Education Strategist	93
19070	Individualized Independent Curriculum	99
	Foreign Languages	104
06010	French	

06015	German	
06020	Greek	
06025	Latin	
06035	Spanish	
08015	Health Education	106
09040	Family and Consumer Sciences	110
50065	Library Science	114
04006	Marketing Education	117
11010	Mathematics Education	120
50017	Middle Education	123
12005	Instrumental Music	133
12010	Composite Music	133
12015	Vocal/Choral Music	133
08025	Physical Education	137
	Science	146
13010	Biology	
13020	Chemistry	
13035	Earth Science	
13047	Composite Science/General Science	
13045	Physical Science	
13050	Physics	
	Social Studies	153
15020	History	
15007	Political Science and Civics/Government	
15010	Economics	
15015	Geography	
15040	Sociology	
15030	Psychology	
15035	Social Studies Composite	
05045	Speech	159
19007	Speech Language Pathology	161
10007	Technology Education	162

07000 CTE Health	166
17000 CTE Trade, Industry, Technical	
27000 CTE Information Technology	
37000 CTE Career Clusters	
03083 Instructional Technology	167
50081 Advanced Programs for Teachers	169
50020 Counselors for Schools (Advanced)	173
50045 Educational Leader (Advanced)	176
05007 Reading Specialist	181
19015 Special Educators (Advanced)	184
50080 School Psychology	186
03084 Computing/Technology Leadership	195

Advanced Study in Professional Education Leading to Initial Licensure

ND PROGRAM APPROVAL RUBRIC

FOR EVALUATING SPECIALTY AREA PROGRAMS

The ND Program Approval rubric will be used to guide the Program Approval Advisory Committee (PAAC) in making recommendations for the overall approval of program specialty areas (i.e. Elementary Education, Music Education, Educational Leadership) to the Education Standards and Practices Board (ESPB).

The rubric consists of four elements, PROGRAM DESIGN, ASSESSMENT PLAN, EVALUATION and COORDINATION, which are designed to work in concert with the NCATE unit standards. The rubric for evaluating reviews of specialty area programs under the North Dakota Standards for Program Approval will be phased in on an implementation timeline parallel to the NCATE 2000 unit standards and be fully implemented by fall semester 2004.

Institutions can demonstrate that the PROGRAM DESIGN meets expectations for preparation in an area of study either by meeting the North Dakota program standards, or through review by the national specialty professional association for national recognition. The NCATE 2000 unit standards, in either case, will be expecting outcomes for candidates aligned with professional, state and institutional standards. Institutions must also show that programs are aligned with ESPB licensure requirements that apply across all programs areas (such as minimum GPA, number of semester hours of specific content in the major, professional core and special methods, appropriate faculty supervision of field experiences, use of technology, etc.)

The ASSESSMENT PLAN, EVALUATION, and COORDINATION elements of the rubric are designed to assist in providing information from the program areas needed to support expectations of the NCATE 2000 unit standards, particularly Standards 1 and 2 related to candidate performance and the overall assessment plan. These elements of the rubric will be applied similarly for programs approved under the state program area standards and those receiving national recognition through a specialty professional association.

Programs are expected to meet the rubric at the 'acceptable' level for approval, with the highest level representing the best practices 'target'. Any of the elements, or a combination thereof, falling into the 'unacceptable' level can result in a specialty area program being declared at risk and placed on probation. At-risk programs that do not subsequently meet the conditions of probation are in danger of being declared low-performing and having action initiated to rescind approval of that specialty area program.

ND PROGRAM APPROVAL RUBRIC FOR EVALUATING SPECIALTY AREA PROGRAMS

	UNACCEPTABLE	ACCEPTABLE	TARGET
PROGRAM DESIGN	The program curriculum is not aligned with state and institutional standards for preparation in the area of study, or exhibits multiple or significant weaknesses that have the potential to adversely effect the success of candidates. There is evidence that faculty or resources are not adequate to support the success of candidates.	The program curriculum is aligned with state and institutional standards for preparation in the area of study and reflects the expectations of specialty professional association standards. Faculty in the program are experts in the specialty area and resources are adequate to support the success of candidates. Some program area standards may be not met or met with weakness, but can be corrected without adversely effecting the success of candidates.	The program curriculum meets state and institutional standards for preparation in the area of study and reflects the expectations of specialty professional association standards. Faculty in the program are experts in the specialty area and resources support the success of candidates. Some standards may be met with weakness in the program, but can be corrected without adversely effecting the success of candidates.
ASSESSMENT PLAN	The program's assessments do not reflect the expectations of the state or institution for performance in the area of study, or there is evidence that candidates do not consistently meet assessment expectations at acceptable levels.	The program's assessments are aligned with the expectations of the state and institution for performance in the area of study. The program uses sequential assessments of candidates' knowledge and skill and uses these measures to make decisions about candidate performance at multiple points before program completion. These measures include a variety of performance	The program's assessments are aligned with the state and institutional expectations for performance in the area of study and reflect expectations of the specialty professional association. The program uses sequential assessments of candidates' knowledge and skill and uses these measures to make decisions about candidate performance at multiple points before program completion. These measures include a variety of performance assessments of the candidates' ability to understand and apply their knowledge in the field of study, including use of

		assessments of the candidates' ability to understand and apply their knowledge in the field of study, including use of appropriate technology tools and candidates' potential to positively impact student learning in the area of study.	appropriate technologies and the candidates' potential to positively impact student learning in that area of study.
EVALUATION	Levels of acceptable performance for candidates are not defined and public, or are not applied fairly, accurately, and consistently. Assessment data on candidates is not aggregated and used to inform program approval and program improvement decisions. Data shows that candidates do not consistently meet state assessment expectations at acceptable levels.	Levels of acceptable performance for candidates are defined and public, and are applied fairly, accurately, and consistently. Assessment data on candidates is aggregated and used to inform program approval and program improvement decisions. There is evidence that candidates meet assessment expectations at acceptable levels.	Levels of acceptable performance for candidates are rigorous, defined and public, and are applied fairly, accurately and consistently. There is evidence that candidates consistently meet high expectations. Assessment data on candidate performance is aggregated and used to inform program approval and program improvement decisions.
COORDINATION	Program requirements and the assessment plan for candidates who will be recommended for licensure in education are not coordinated with the education unit. Candidates exhibit difficulty combining content and pedagogy to effectively present that content to students.	Program requirements and the assessment plan for candidates who will be recommended for licensure in education are coordinated with the education unit. Candidates can combine content and pedagogy to effectively present content to students.	Program requirements and the assessment plan for candidates who will be recommended for licensure in education are planned and coordinated with the education unit. The program works with the education unit to assist candidates in integrating content and professional knowledge. Candidates demonstrate proficiency in combining content and pedagogy to present content to students in challenging, clear, and compelling ways.

MULTICULTURAL EDUCATION AND NATIVE AMERICAN STUDIES STANDARD

The program requires the study of multicultural education including Native American studies and strategies for teaching and assessing diverse learners. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include:

MULTICULTURAL EDUCATION

- The applicant demonstrates an understanding of culture as a collage of factors beyond race or national origin.
- The applicant demonstrates knowledge of at least two major cultural groups other than the applicant's own, can describe historical perspectives from those groups' points of view, and can identify issues that may impact education of students from those cultural groups.
- The applicant demonstrates understanding of the importance of family and family issues to how students are enabled to learn.
- The applicant demonstrates understanding of the impact of socio-economic status on students and their opportunity to learn.
- The applicant demonstrates that they are able to continue learning about cultures and expanding their perspectives, adapting to new and varied student needs.

NATIVE AMERICAN STUDIES

- The applicant can describe the major historical events impacting the indigenous peoples of North America from the 1500s to the present.
- The applicant understands the relationship of tribal government to state and US federal governments and citizenship status of Native Americans.
- The applicant understands tribal perspectives on current events and issues impacting Native Americans in regard to education, social issues, leadership, natural resources and economics.
- The applicant understands the basic traditions and values inherent to Native American cultures.
- The applicant has studied common misconceptions, stereotypes and myths about Native Americans, understands how these impact native and non-native students, and knows how to screen educational materials for biased or potentially offensive material.
- The applicant can identify individuals and agencies to contact to obtain appropriate curricular resources related to Native American culture and issues.
- The applicant can demonstrate understanding of how the previous information impacts Native American students in their classrooms and can develop and use appropriate materials and teaching strategies.

STRATEGIES FOR TEACHING AND ASSESSING DIVERSE LEARNERS

- The applicant knows, and can demonstrate in practice, multiple strategies for teaching and assessing students with varied needs and styles of learning.
- The applicant can appropriately incorporate diverse cultural material into the curriculum.
- The applicant can demonstrate strategies for assisting students from challenging socio-economic backgrounds expand their opportunity to learn.
- The applicant understands the impact of limited English proficiency on students' learning and can demonstrate basic strategies for working with LEP students in regular classroom settings.
- The applicant knows and can demonstrate strategies for working positively with diverse parents.
- The applicant has successfully completed field experiences working with students in a variety of culturally diverse settings.

01005 AGRICULTURE TEACHER EDUCATION STANDARDS

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

The following standards pertain to programs preparing teachers of agriculture for secondary schools. Programs preparing vocational agriculture teachers must, in addition, meet the standards set out in the North Dakota State Plan for Career & Technical Education.

01005.1 The program requires the study of the biological, physical, and applied sciences and mathematics as basic to understanding their application to solving agricultural problems. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- demonstrate the use of math and science skills in agricultural applications and problem solving, i.e. engine and mechanical performance, feed efficiency/rations, electrical systems, chemical applications, etc.
- explain the socioeconomic importance of agriculture and its relationship to natural resources and the environment.

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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- describe the physiology, reproduction, and growth of plants and animals.
- identify and use tools and equipment useful in agricultural engineering and mechanization.
- define and describe agricultural economic concepts such as supply, demand, and net worth.
- develop and analyze agricultural financial statements (net worth, cash flow, income statement).
- demonstrate leadership, written/oral communication, and interpersonal skills, i.e. parliamentary procedure, public speaking, group dynamics and meeting organization.

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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- develop, supervise, and evaluate Supervised Agricultural Experience (SAE) programs including entrepreneurship, placement and exploratory activities.
- develop occupational job entry skills in resume writing, letters of application, completing job application forms, interviewing, career planning, etc.
- develop a plan for landscape and turf management, use of greenhouses, or urban forestry
- demonstrate proper sales techniques from the initial customer contact to closing the sale.
- understand and use principals related to conservation, natural resource management and the environment.
- identify common methods and practices used to process agricultural crop and livestock products.
- describe differences and advantages/disadvantages in agricultural business types such as sole-proprietorships, corporations, cooperatives, partnerships, limited liability cooperatives, etc.
- describe the importance of community relationships in the agricultural education program..

01005.4 The program requires experiences designed to develop knowledge and involvement in agricultural youth organizations. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- plan a calendar of events.
- describe the purpose and history of agricultural youth organizations.
- organize, develop, and supervise career development events and the preparation of career development event teams.
- advise regular meetings of agricultural youth organizations.
- supervise completion of award applications of members of 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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- organize and manage the agriculture classroom and mechanics laboratory for learning, demonstrating appropriate and safe laboratory practices.
- use visual hands-on teaching in relation to a variety of agriculture topics.

- design cooperative learning opportunities for students in the agricultural lab setting to meet individual students' needs.
- identify and evaluate educational resources that are appropriate and accurate for agricultural education.
- design, construct, and administer effective learning objectives and assessments for agricultural education.

01005.6 The program requires the study of current, appropriate instructional and agri-science technologies. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- demonstrate appropriate use of various technologies within their instructional practices.
- select and use appropriate technology tools specific to agri-science applications, such as global imaging and bio-technologies.
- use technology to effectively manage communications, instructional planning, and record keeping.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

Revised February 3, 2004, mandatory for visits July 1, 2006.

Effective August 1, 2002, mandatory for visits August 1, 2004

02005 ART (VISUAL ARTS) TEACHER EDUCATION STANDARDS

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments are provided as a guideline with each standard. 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 K-12 school setting.

02005.1 The program requires the study, understanding and application of media techniques and processes. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Teach technical processes; i.e. Drawing, Painting, Printmaking, Sculpture, and Photography.
- Teach cognitive processes through observation, memory, imagination, innovation, interaction, independent thinking, and reflection; i.e. color (theory) and design (theory), art history, study of aesthetics, art criticism.
- Teach various media using 2-D (Drawing, Painting, Photography, Printmaking) 3-D (Sculpture)

02005.2 The program requires the study and experiences to develop the ability to interpret art through application of design theory, responses and intentions. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Teach how art works are aesthetically structured i.e. Color/Design (Theory).

02005.3 The program requires the study of the arts in relation to history and cultures with its contribution to the individual and society. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Teach the variety of functions of art i.e. cultural, functional, decorative, social, personal, and political.

02005.4 The program requires the study of characteristics and merits of one's own artwork and the artwork of others. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Teach criticism includes critical analysis of all artwork including one's own;
- Teach aesthetics including the analysis of diverse cultures and art making; and

- Teach historical value through the study of art history.

02005.5 The program requires the study of cross curriculum development within art education. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to teach:

- Integration between the visual arts and other art disciplines and
- Integration between the visual arts and other disciplines.

02005.6 The program requires the study of methods of teaching art including Elementary, Middle and Secondary. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to teach:

- Current trends in visual art education;
- Current trends in education;
- Current trends in visual art/education teaching methods; and
- Current trends in visual art assessment techniques.

02005.7 The program requires the study of current, appropriate instructional technologies. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Demonstrate appropriate use of various technologies within their instructional practices.
- Select and use appropriate technology tools that enhance student learning in their specific content areas.
- Use technology to effectively manage communication, instructional planning, record keeping, and research i.e. power point, on-line software, internet, grade book, and email.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

Revised November 20, 2003, mandatory for visits July 1, 2006.

(Effective date March 2000, mandatory for visits March 2002)

05050 BILINGUAL / ESL TEACHER EDUCATION STANDARDS

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. The North Dakota standards for majors in Bilingual / ESL Education were prepared in the ND standards format in alignment with the standards of the Teachers of English to Speakers of Other Languages (TESOL) (2002) [online: www.ncate.org].

Bilingual Education or English as a second (or other) language (ESL) preparation is for those teachers who will work with bilingual students or English language learners (ELL) in a variety of school settings. North Dakota professional licensure and school approval requires that bilingual education or ESL teachers who are the sole deliverers of content (subject area material) to students must also hold the appropriate preparation(s) to teach in those content areas.

DEGREE PROGRAMS (MAJORS)

1) ENGLISH AS A SECOND (OR OTHER) LANGUAGE

Degree programs preparing candidates to teach English as a second (or other) language must meet standards 8.3.1 through 8.3.7.

2) BILINGUAL EDUCATION

Bilingual education degree programs must meet standards 8.3.1 through 8.3.7 for ESL plus standards 8.3.8 and 8.3.9 regarding bilingual foundations / methods and language proficiency.

TEACHING MINORS

Approved minors in English as a Second Language or Bilingual Education must, at a minimum, meet the respective requirements for the North Dakota endorsement.

NORTH DAKOTA ESPB BILINGUAL OR ESL ENDORSEMENTS

1) ESL ENDORSEMENT

Programs of study for individuals wishing to add the English as a Second (or Other) Language Endorsement to their existing professional educator's license must include a minimum of 17 semester hours meeting the following standards:

Standard 8.3.1 Language (6 SH)

Standard 8.3.2 Culture (3 SH)

Standard 8.3.3 Planning and Managing Instruction (ESL Methods) (2 SH)

Standard 8.3.4 ESL Assessment (2 SH)

Standard 8.3.5 Professionalism (2 SH)

Standard 8.3.6 ESL or Bilingual Field Experience (2 SH)

2) BILINGUAL EDUCATION ENDORSEMENT

Programs of study for individuals wishing to add the Bilingual Education Endorsement to their existing professional educator's license must meet the requirements listed above for

the ESL Endorsement plus standards 8.3.8 and 8.3.9 regarding bilingual foundations / methods and language proficiency.

ENGLISH AS A SECOND LANGUAGE (ESL) or BILINGUAL EDUCATION

05050.1 LANGUAGE

The program requires the study of the major concepts, theories, and research related to the nature and acquisition of language and constructing learning environments that support English language learners' (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.

05050.1.a. Describing language. Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping English language learners acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

Examples of performance assessments may include:

Knowledge

- demonstrating an understanding of semantics (word/sentence meaning) to help English language learners (ELLs) acquire and productively use a wide range of vocabulary in English.
- using knowledge of morphology (the structure of words) to help ELLs develop oral, reading, and writing (including spelling) skills in English.
- articulating how knowledge of phonology (the sound system) assists ELLs' development of oral and literacy skills in English.
- articulating how understanding of syntax (phrase and sentence structure) assists ELLs' development of written and spoken English.

Dispositions

- planning multiple opportunities for ELLs to develop social and academic language skills in English.
- accepting of the nature and value of World Englishes and dialect variation, and building on English language dialects that ELLs bring in order to extend their linguistic repertoire.
- being committed to locating and using linguistic resources to learn about the structure of English and of students' home languages.
- acknowledging the importance of demonstrating proficiency in English and serving as a good language model for ELLs.

Performances

- applying knowledge of pragmatics (the effect of context on language) to help ELLs communicate effectively and use English appropriately for a variety of purposes in spoken and written language and in formal and informal settings.
- demonstrating the ability to help ELLs acquire a range of genres, rhetorical and discourse structures, and writing conventions in English.
- locating and using linguistic resources to learn about the structure of English and of students' home languages.

05050.1.b. Language acquisition and development. Candidates know, understand, and apply concepts, theories, research, and practice to facilitate the acquisition of both a primary and a new language in and out of classroom settings.

Examples of performance assessments may include:

Knowledge

- understanding and applying current theories and research in language and literacy development (in general for language 1 and language 2).
- understanding and applying knowledge of socio-cultural and political variables to facilitate the process of learning English.
- recognizing and building on the processes and stages of English language and literacy development.

Dispositions

- creating a secure, positive, and motivating learning environment.
- recognizing the importance of ELLs' home languages and language varieties and build on these skills as a foundation for learning English.
- understanding and applying knowledge of the role of individual learner variables in the process of learning English.
- helping ELLs to communicate in socially and culturally appropriate ways.

Performances

- providing rich exposure to English and opportunities for meaningful interaction.
- providing comprehensible input and scaffolding.
- providing appropriate instruction and feedback.
- helping ELLs develop effective language learning strategies and academic language proficiency.

05050.2. CULTURE

The program requires the study of the 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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

05050.2.a. Nature and role of culture. Candidates know, understand, and use the major concepts principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.

Examples of performance assessments may include:

Knowledge

- understanding and applying knowledge about cultural values, beliefs and structures in the context of teaching and learning English as a second language (ESL).

Dispositions

- understanding and applying knowledge about the effects of cultural intolerance and discrimination to ESL teaching and learning.

Performances

- understanding and applying knowledge about home/school communication to enhance ESL teaching, and how to build partnerships with ESOL families.

- understanding and applying concepts about the interrelationship between language and culture.

05050.2.b. Cultural groups and identity. Candidates know, understand and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.

Examples of performance assessments may include:

Knowledge

- understanding and applying knowledge of immigration history and patterns in the U.S. to teaching English language acquisition.
- understanding and applying knowledge about how an individual's cultural identity affects their English language acquisition, and how levels of cultural identity will vary widely among students.

Dispositions

- recognizing the impact of students' socioeconomic status, race, religion, class, national origin, disability, and gender when planning and implementing classroom instruction.
- understanding and respecting how acculturation, cultural conflicts and home area events can have an impact on ELLs' learning.

Performances

- using a range of resources, including the internet, to learn about world cultures and cultures of students in their classrooms and apply that learning to instruction.

05050.3. PLANNING AND MANAGING INSTRUCTION

The program requires 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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

05050.3.a. Planning for standards-based ESL and content instruction. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. Candidates model effective use of academic English as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

Examples of performance assessments may include:

Knowledge

- planning standards-based ESL and content instruction.

Dispositions

- creating environments that promote standards-based language learning in supportive, accepting classrooms and schools.

Performances

- planning students' learning experiences based on assessment of language proficiency and prior knowledge.

- demonstrating awareness of and providing resources for particular needs of students who have limited formal schooling in their first language.

05050.3.b. Managing and implementing standards-based ESL and content instruction.

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

Examples of performance assessments may include:

Knowledge

- organizing learning around standards-based subject matter and language learning objectives, with consideration of students' current levels of subject matter and English language proficiency.
- providing standards-based reading instruction adapted to ELLs.

Dispositions

- recognizing the importance of incorporating activities, tasks and assignments that develop authentic uses of language as students learn about content area material.
- building rapport with and collaborating with content area specialists to assist ELLs in achieving their highest academic potential.
- demonstrating a commitment to students' individual learning needs (including learning styles and intelligences) and providing a variety of ways to learn.

Performances

- developing students' speaking and listening skills for a variety of academic and social purposes.
- providing activities and materials that integrate listening, speaking, reading and writing.
- providing standards-based instruction that builds upon student' oral English to support learning to read and write.
- providing standards-based writing instruction adapted to ELLs.
- developing students' writing through a range of activities from sentence formation to expository writing.

05050.3.c. Using resources effectively in ESL and content instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies and choose, adapt, and use them in effective ESL and content teaching.

Examples of performance assessments may include:

Knowledge

- selecting materials and other resources that are appropriate to students' developing language and content area abilities.

Dispositions

- realizing the importance of selecting and using culturally responsive, age-appropriate, and linguistically accessible materials.
- employing an appropriate variety of materials for language learning, including books, visual aids, props, and materials that are relevant to students' daily lives.

Performances

- using software, multimedia and internet resources effectively in ESL and content instruction.

- using appropriate technological resources to enhance language and content area instruction for ELLs, e.g., web, software, computer and related devices.

05050.4. ASSESSMENT

The program requires the studying issues of assessment and use of assessment measures that are standards-based as they relate to ELLs. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

05050.4.a. Issues of assessment for ESL. Candidates understand various issues of assessment (e.g., cultural and linguistic bias, political, social, and psychological factors in assessment, IQ, special education testing including gifted and talented, and the importance of being standards-based) and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as these factors affect ELLs.

Examples of performance assessments may include:

Knowledge

- distinguishing between a language difference, gifted and talented, and special education needs for ELLs.
- demonstrating an understanding of the quality indicators of assessment instruments.
- understanding the pre-referral and referral process for students being considered for special services.

Dispositions

- demonstrating an understanding of the purposes of assessment as it relates to ELLs and how to use results appropriately.

Performances

- demonstrating an understanding of the limitations of assessment situations and making accommodations for ELLs.
- demonstrating a knowledge of expectations for communicating with parents regarding student assessments.

05050.4.b. Language proficiency assessment. Candidates know and can use a variety of standards based language proficiency instruments to inform instruction, and understand their uses for identification, placement and demonstrating language growth of ELLs.

Examples of performance assessments may include:

Knowledge

- understanding national and state requirements for identification, and procedures for reclassification, and exit of ELLs from language support programs.
- understanding and using norm-referenced assessments appropriately with ELLs.

Dispositions

- using multiple sources of information when assessing ELLs' language skills and communicative competence.

Performances

- understanding, developing, and using criterion-referenced assessments appropriately with ELLs.

- understanding, constructing and using assessment measures for a variety of purposes for ELLs.

05050.4.c. Classroom-based assessments for English language learners. Candidates know and use a variety of classroom and performance-based assessment tools that are standards based to inform instruction.

Examples of performance assessments may include:

Knowledge

- understanding various instruments and techniques to assess content area learning (e.g. math, science, social studies) for ELLs at varying levels of language proficiency and literacy development.

Dispositions

- preparing ELLs to use self and peer-assessment techniques when appropriate.

Performances

- using performance-based assessment tools and tasks that measure ELLs’ progress toward state and national standards.
- designing and adapting classroom tests and alternative assessment measures to make them appropriate for ELLs.

05050.5. PROFESSIONALISM

The program requires the study of 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. The program uses a variety of performance assessments of candidates’ understanding and ability to apply that knowledge.

05050.5.a. ESL research and history. Candidates demonstrate knowledge of history, research and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

Examples of performance assessments may include:

Knowledge

- understanding language teaching methods in their historical contexts.
- understanding of the evolution of laws and policy in ESL/Bilingual education

Dispositions

- advocating for quality ESL programs based on current research.

Performances

- incorporating current ESL practices in classroom instruction.

05050.5.b. Partnerships and advocacy. Candidates understand how to serve as professional resources, advocate for English language learners, and build partnerships with students’ families.

Examples of performance assessments may include:

Knowledge

- identifying professional and community resources to assist ELLs and their families.

Dispositions

- advocating for and serving as language and education resources for students and families in their schools and communities
- advocating for student access to all available academic resources, including instructional technology.

Performances

- serving as professional resource personnel in their educational communities.

05050.5.c. Professional development and collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ELLs.

Examples of performance assessments may include:

Knowledge

- modeling academic proficiency in the English language.

Dispositions

- working with other teachers and staff to provide comprehensive, challenging educational opportunities for ELLs in the school.
- establishing professional goals and pursuing opportunities to grow professionally in the ESL education.

Performances

- engaging in collaborative teaching in general education and content area classrooms.

5050.6. FIELD EXPERIENCE

The program requires a minimum of two semester hours of credit in a field experience with English language learners 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. The program uses a variety of performance assessments of candidates' field experience drawing upon suggestions under the other standards.

05050.7. TECHNOLOGY

The program requires the study of current, appropriate instructional technologies. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge. Examples of performance assessments may include:

- demonstrating appropriate use of various technologies within their instructional practices.
- selecting and using appropriate technology tools specific to learning English as a second or other language and accessing current information on ESL and or bilingual education.
- using technology to effectively manage communications, instructional planning, and record keeping.

05050.8. BILINGUAL EDUCATION

The program requires the study of a variety of methods and strategies of teaching bilingual education, including an understanding of instructional programs in bilingual education. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include:

Knowledge

- demonstrating an understanding of the philosophy, benefits and goals of bilingual education.
- demonstrating and understanding of a variety of models of teaching in bilingual settings.
- articulating how content knowledge is taught in the student's first language.

Dispositions

- valuing the ability to communicate in more than one language.
- valuing cultural differences.
- appreciating the home languages of language minority students.
- believing that all people can be bilingual or multilingual.

Performances

- comparing and contrasting various bilingual education models such as transitional, maintenance, dual language, and immersion programs.
- locating and using a variety of resources to promote language development and maintenance.
- demonstrating an understanding of appropriate language 1 and language 2 use in classroom instruction.

05050.9. LANGUAGE PROFICIENCY

The program requires a minimum of 16 semester hours of study in a language other than English or the equivalent in demonstrated language proficiency. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include:

- oral and written tests of language proficiency in coursework.
- validation of proficiency in Native American language by indigenous language boards or tribal councils.
- passing proficiency exams recognized nationally or internationally by professional language associations.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

Revised February 2003, mandatory for visits July 1, 2006.

Effective date March 2000, mandatory for visits March 2002.

03020 BUSINESS TEACHER EDUCATION STANDARDS

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments will be provided by the Education Standards and Practices Board as guidelines. Institutions are not restricted to using the given examples, but may develop others that demonstrate candidates' ability to apply what they have learned in the K-12 school setting.

The following standards pertain to programs preparing business education teachers. Programs preparing vocational business teachers must, in addition, meet the requirements set by the North Dakota Department of Career and Technical Education.

03020.1 The program requires study of 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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- design activities that foster the development of “soft skills”, such as appropriate communication, human relations, and teamwork skills.
- describe a comprehensive business education program for the school setting.
- develop a plan of activities for a business education student organization in accordance with the organization's handbook.
- develop a program administration plan that could include inventories of equipment, records of maintenance, and a department budget.

03020.2 The program requires study in the various business education areas including accounting (6 semester hours), computer and information systems, general business subjects (6 semester hours), keyboarding (3 semester hours), and business communications, current technology applications (12 semester hours). The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- utilize correct accounting procedures for both manual and automated systems.
- design a project-based activity appropriate for middle level or high school that incorporates knowledge from three or more areas in this standard.
- demonstrates ability to utilize current computer software applications.

03020.3 The program requires study of economic systems, business organizations, legal/ethical implications, and entrepreneurship, including global and technological aspects. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- compare types of business ownership by interviewing owners of various business organizations.
- explore the role of small business ownership and develop a business plan for a sole proprietorship.
- evaluate how society is being shaped by information technology trends.
- explore the contributions of diverse cultures in shaping today's business economy.

03020.4 The program prepares the teacher education candidate to teach comprehensive business education at the middle level and high school. Teachers are also prepared to assist in keyboarding and computer literacy instruction at the elementary level. Students may also select an area(s) of specialization. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- coordinate keyboarding activities with the elementary classroom teacher that will enhance the language arts curriculum.
- develop lessons that deliver business content (such as career exploration or business communication skills) appropriately to various grade levels.
- compare and contrast various keyboarding software packages.

03020.5 The program requires studying the methods of teaching business education. This includes current trends in business education with an examination of a variety of teaching methods and techniques. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- incorporate workplace learning opportunities.
- use demonstration techniques in lab settings.
- demonstrate strategies for overseeing student use of business technology.
- adapt business curriculum for special needs students.
- utilize various teaching resources (such as the internet or community resources) to develop and update lesson plans.

03020.6 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.

Examples of performance assessments may include how to:

- demonstrate appropriate use of various technologies within their instructional practices.
- select and use appropriate technology tools specific to business education.
- use technology to effectively manage communications, instructional planning, and record keeping.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

Revised January January 28, 2004, mandatory for visits July 1, 2006.

(Effective date August 1, 2002, mandatory for visits August 1, 2004)

08005 COACHING ATHLETICS (MINOR) TEACHER EDUCATION STANDARDS

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments will be provided by the Education Standards and Practices Board as guidelines. Institutions are not restricted to using the given examples, but may develop others that demonstrate candidates' ability to apply what they have learned in the K-12 school setting.

08005.1 The program requires study of medical responsibilities of athletic coaches, protective equipment and supplies, athletic injuries, providing knowledge and competencies in first aid, care, and recovery from athletic injuries. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

08005.2 The program requires study of sports rules and regulations, theoretical and technical aspects of coaching, and the organization, theory, and techniques of coaching. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

08005.3 The program requires study of pedagogical aspects of coaching, including knowledge of teaching sport skills and strategies. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

08005.4 To provide knowledge and application of physiological principles, the program requires study of the kinesiological foundations including human anatomy and the bio-mechanical aspects of coaching. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

08005.5 To provide knowledge of behavioral aspects of athletic performance, the program requires study of the psychosocial aspects of coaching. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

08005.6 The program requires the study of human growth and development with special emphasis on practical application for training and conditioning. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

08005.7 A practicum, providing supervised professional laboratory experiences, is required. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-

08005.8 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.

Examples of performance assessments may include how to:

- demonstrate appropriate use of various technologies within their instructional practices.
- select and use appropriate technology tools specific to their content area(s).
- use technology to effectively manage communications, instructional planning, and record keeping.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

Revised August 12, 2005, mandatory for visits July 1, 2006.

(Effective Date March 2000, Mandatory for Visits March 2002)

05015 DRAMA/THEATER TEACHER EDUCATION STANDARDS

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments will be provided by the Education Standards and Practices Board as guidelines. Institutions are not restricted to using the given examples, but may develop others that demonstrate candidates' ability to apply what they have learned in the K-12 school setting.

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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

05015.2 The program requires study and experiences needed to direct a theatrical production. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

05015.4 The program requires study 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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

05015.5 The program requires studying the methods of teaching drama including current trends in drama with an examination of a variety of teaching methods and techniques. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

05015.6 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.

Examples of performance assessments may include how to:

- demonstrate appropriate use of various technologies within their instructional practices.
- select and use appropriate technology tools specific to their content area(s).
- use technology to effectively manage communications, instructional planning, and record keeping.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

Effective Date March 2000, Mandatory For Visits March 2002)

21005 DRIVER EDUCATION TEACHER EDUCATION STANDARDS
(minor)

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments will be provided by the Education Standards and Practices Board as guidelines. Institutions are not restricted to using the given examples, but may develop others that demonstrate candidates' ability to apply what they have learned in the K-12 school setting.

21005.1 The program requires opportunities to experience student teaching in theory classes and behind-the-wheel situations under professional supervision. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

21005.2 The program requires study of administrative procedures, practices, and policies required for organizing and operating a driver education program. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

21005.3 The program requires study to develop the ability to assess current trends in driver education. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

21005.4 The program requires study of methods and materials in driver education. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

21005.5 The program requires study of methods of providing students with positive attitudes and the needed skills for safe driving. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

21005.6 The program requires studying the methods of teaching driver education including current trends in driver education with an examination of a variety of teaching methods and techniques. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

21005.7 The program requires the study of current, appropriate instructional technologies. the program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- demonstrate appropriate use of various technologies within their instructional practices.
- select and use appropriate technology tools specific to their content area(s).
- use technology to effectively manage communications, instructional planning, and record keeping.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

(Effective Date March 2000, Mandatory For Visits March 2002)

50037 EARLY CHILDHOOD TEACHER EDUCATION STANDARDS

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments will be provided by the Education Standards and Practices Board as guidelines. Institutions are not restricted to using the given examples, but may develop others that demonstrate candidates' ability to apply what they have learned in the K-12 school setting.

50037.1 The program requires the study of typical and atypical child development to include the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight including characteristics of children as learners and as individuals. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- compare and contrast major existing theories of child development, i.e., Skinner, Piaget, Vygotsky, Erikson, etc.;
- illustrate understanding of different learning styles and modalities evidenced in young children;
- design learning opportunities for young children that promote positive development in physical development, social skills, emotional development, language acquisition, cognitive development, and/or aesthetic appreciation;
- identify and describe/define the typical sequence of development of children from birth through age eight;
- identify and describe markers of atypical development;
- prescribe modifications/adaptations in early childhood programs/environments for identified atypical development;
- identify and describe/define life events and stressors that influence child development;
- prescribe activities/experiences designed to motivate young children toward growth, development and learning throughout their lives;
- identify and design authentic experiences that reflect the interrelationship among culture and language influences represented in the community and in daily experiences in the early childhood environment;
- identify family, cultural and community influences on child development through analysis and discussion of case studies.

50037.2 The program requires the study of historical, philosophical, and social foundations and how these foundations influence current thought and practice in early childhood education. The program uses varied performance assessments of candidate's understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- identify the historical, philosophical, and social theories of education that influence contemporary early childhood education practices in light of current research;

- understand the multidisciplinary nature of research and theory and their influence on current practices in the education of children with diverse backgrounds and needs;
- demonstrate how learning theories and child development interrelate and how to use this knowledge in planning developmentally appropriate programs for young children;
- identify the historical, philosophical and social theories of education that are the foundation of developmentally appropriate practices and how these influence curricula development and program models;
- identify what current research indicates as best practices for teaching young children.

50037.3 The program requires the study of how to establish and maintain collaborative partnerships with families, communities, and other professionals. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- establish and maintain positive collaborative relationships with families;
- acknowledge that parents are the child's first teacher;
- affirm and respect parent choices and goals for their children and how to communicate effectively with parents about the schools' goals and their children's progress;
- involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special needs;
- involve parents in making decisions related to their child's development and how to involve children's families in their educational experiences;
- accept differences in families and their social and cultural backgrounds;
- apply family system theories, and knowledge of the dynamics of roles and relationships within families and communities;
- provide families with information regarding a range of family-oriented services that are designed to help families' identified needs;
- communicate effectively with other professionals and agencies that support children's development, learning and well-being;
- conduct effective parent teacher conferences and communicate well with parents;
- involve the community in the program.

50037.4 The program requires 16 semester hours of study in developmentally appropriate practices, and the development and implementation of curriculum instruction based on knowledge of individual children and the community. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- identify/define developmentally appropriate practices for early childhood education as defined by NAEYC and other professional organizations;
- design and implement long-range curriculum goals that include developmentally appropriate learning experiences for children from birth through age eight allowing for individual differences among children, while acknowledging/integrating community and cultural values;

- design and implement daily lesson/activity plans that provide developmentally appropriate learning experiences for children from birth through age eight that is responsive to individual differences among children, while acknowledging/integrating community and cultural values;
- effectively arrange and change the site environment in order to facilitate learning;
- adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays, or special abilities;
- demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning;
- demonstrate current knowledge of and ability to develop and implement meaningful, integrated learning experiences, using the central concepts and tools of inquiry in curriculum content areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement;
- use a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development;
- use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions;
- develop learning activities that allow young children, through play, to construct knowledge and acquire skills;
- develop learning activities for children with varied exceptionalities, learning styles, and performance modes in order to design instruction that helps use young children's strengths as the basis for growth;
- teach young children the process of acquiring a new language and how to support the learning of students who have acquired English as a second language;
- use observation skills in the design, development and evaluation of lesson/activity plans;
- establish and maintain physically and psychologically safe and health indoor and outdoor learning environments for children;
- recognize and incorporate play as a primary tool for children in the acquisition of knowledge and the construction of understanding;
- use effective two-way communication with parents concerning curriculum and instruction that allows for active involvement of parents.

50037.5 The program requires the study of strategies to encourage positive social interaction among children, to promote positive conflict resolution, and to develop personal self-control, self-motivation, and self-esteem. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- promote children's self-awareness and self-esteem through verbal and nonverbal communication;
- identify and describe factors that contribute to aggressive behavior in children and strategies that help reduce children's aggressive behavior and give them alternative ways to cope with aggression;

- identify and describe children's physical, psychological, and behavioral reactions to stress and identify strategies for helping children cope effectively with stress;
- identify and describe ways to help children develop positive peer relationships and friendships and identify teaching strategies that foster children' development of interpersonal skills;
- recognize signs of emotional distress, child abuse, domestic violence, and neglect in young children and know responsibility and procedures for reporting suspected abuse or neglect to appropriate authorities;
- use individual and group guidance and problem solving techniques to develop positive and supportive relationships among children;
- provide cooperative learning activities to encourage positive social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem.

50037.6 The program requires the study of formal and informal assessment, the use of assessment information on planning and individualizing curriculum and teaching practices, and on providing feedback to families of all young children. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- use a variety of observation strategies (e.g., time sample, frequency samples, interval samples, anecdotal records, checklists, running narratives) as a tool for gathering information in all developmental areas (cognitive, motor, adaptive/self-help, social/emotional and communication);
- identify the characteristics, uses, advantages, and limitations of different types of assessment (e.g., criterion-referenced, norm-referenced, standardized, performance based, observation systems, environmental scan, and artifacts of children's work);
- solicit and use information about children's experiences, learning behaviors, strengths, needs, and progress from parents, other colleagues, and the young children themselves;
- select, construct and use assessment strategies and instruments appropriate to the children's background and developmental areas being assessed;
- collaborate with families, colleagues, and other professionals in the development of appropriate methods of observation of, evaluation of, assessment of, and instructional planning for all young children;
- integrate informal and formal assessment information to plan appropriate programs, environments, interactions of children, and adapting for individual differences and diverse backgrounds;
- maintain useful records of young children's work and communicate children's progress in meaningful ways to children, families, and other colleagues;
- assess children using their primary mode of communication, and communicate with parents using their primary language;
- help children use self-assessment to create an awareness of their strengths and to encourage them to set personal goals for learning;
- describe the impact of current research regarding appropriate assessment of all young children;

- demonstrate the importance of ongoing assessment of the instructional process in facilitating children's individualized learning;
- identify and access appropriate referral resources to meet the assessment, programming, and support needs of children and families (e.g., Child Find, parent support groups, mental health professionals, Early Intervention services).

50037.7 The program requires the study of current, appropriate instructional and augmentative technologies for professions, children, and families. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- select and use appropriate technology tools that enhance student learning in their specific content areas(s);
- evaluate and demonstrate appropriate use of technology with young children, including assistive technology with children with disabilities;
- evaluate and demonstrate appropriate use of technology for teachers/administrators to effectively manage, communicate, conduct instructional planning, and record keeping activities.

50037.8 The program requires the study of actively modeling professionalism, advocacy, ethical behavior, and commitment to lifelong learning. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- develop a philosophy and rationale for decisions based on Early Childhood theories;
- reflectively self-assess and evaluate as a basis for program planning and modification;
- identify current issues and trends, legal issues, legislation, and other public policies that affect children, families, and programs for young children;
- become aware of and develop a commitment to the profession's code of ethical conduct;
- serve as an advocate on behalf of young children and their families;
- actively seek opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice;
- protect confidentiality of all young children and their families;
- demonstrate good oral and written communication skills;
- affirm and respect culturally and linguistically diverse children, their families, and their communities.

50037.9 The program requires three supervised field experiences and two student teaching experiences. One student teaching experience must be in an accredited pre-kindergarten or kindergarten setting and the other in grades 1, 2, or 3, and include the opportunity to work with children with special needs. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- observe and participate, under supervision, in three diverse field experiences that require the demonstration of the ability to work effectively with children in diverse age ranges (infant/toddler, preschooler, kindergarten, or primary school grades 1 to 3), with children of varying abilities, culture, and linguistic background; each of the three experiences must be at a different age level;
- work effectively during full-time (ten weeks) supervised student teaching in at least two different settings serving children of two different age groups (PK/K and 1, 2, or 3), and including the opportunity to work with children with special needs;
- use reflection to evaluate field experiences and student teaching that include working with an interdisciplinary team of professionals and working with parents.

50037.10 The program requires the study of basic principles of administration, organization, leadership and operation of early childhood programs, including supervision of staff, volunteers, and program evaluation. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- identify and analyze the creation and administration of early childhood programs, including licensing requirements, handling finances, supervision of staff, enrollment procedures, health, nutrition and safety issues, publicity procedures, and grant writing;
- incorporate quality child care standards into program philosophies and goals;
- develop program evaluation which includes input from parents, teachers and the community;
- review accreditation criteria from professional (i.e., NEA, NAEYC), state and national organizations as a part of program planning and evaluation.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

(Effective Date August 1, 2002, Mandatory For Visits August 1, 2004)

50015 ELEMENTARY TEACHER EDUCATION STANDARDS

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 elementary school setting.

The standards for the preparation of elementary school teachers are grouped into the following categories that parallel the ten model standards from the Interstate New Teacher Assessment and Support Consortium (INTASC) and align with the expectations of the NCATE unit accreditation standards.

- 50015.1 Development, Learning, and Motivation
- 50015.2 Curriculum
 - 2a. Central Concepts, Tools of Inquiry, and Structures of Content
 - 2b. English Language Arts
 - 2c. Science
 - 2d. Mathematics
 - 2e. Social Studies
 - 2f. The Arts
 - 2g. Health Education
 - 2h. Physical Education
 - 2i. Connections Across the Curriculum
- 50015.3 Instruction
 - 3a. Integrating and Applying Knowledge for Instruction
 - 3b. Adaptation to Diverse Students
 - 3c. Development of Critical Thinking, Problem Solving and Performance Skills
 - 3d. Active Engagement in Learning
 - 3e. Communication to Foster Learning
- 50015.4 Assessment
- 50015.5 Professionalism
 - 5a. Practices and Behaviors of Developing Career Teachers
 - 5b. Reflection and Evaluation
 - 5c. Collaboration with Families
 - 5d. Collaboration with Colleagues and the Community
- 50015.6 Instructional Technologies

50015.1 DEVELOPMENT, LEARNING, AND MOTIVATION

The program requires the study of development, learning, and motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- base their teaching and related professional responsibilities on a thorough understanding of developmental periods of childhood and early adolescence.
- consider, accommodate, and integrate the physical, social, emotional, cognitive, and linguistic developmental characteristics of children and young adolescents in curriculum planning, instruction, and assessment of student learning.
- draw on developmental knowledge to plan curriculum that is achievable but also challenging for children at various developmental levels.
- adapt curriculum and teaching to motivate and support student learning and development, drawing upon an in-depth knowledge of child and young adolescent development and an understanding of students' abilities, interests, individual aspirations, and values.
- consider and address ways in which cultures and social groups differ are important and affect learning.
- recognize when an individual student's development differs from typical developmental patterns and collaborate with specialists to plan and implement appropriate learning experiences that address individual needs.
- demonstrate in their practice that all children can learn when developmental factors are recognized, respected, and accommodated.
- consider diversity an asset and respond positively to it.

50015.2 CURRICULUM

The program requires the study of central concepts, tools of inquiry, and structures of content--Candidates know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the elementary grades and can create meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

50015.2b. The program requires the study of English language arts--Candidates demonstrate a high level of competence in use of the English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- demonstrate knowledge and skill in teaching the fundamentals of the English Language Arts.
- model effective use of English, including its syntax, lexicon, history, varieties, literature, and oral and written composing processes.
- understand how and assist elementary children to develop and learn to read, write, speak, view, and listen effectively.
- use their knowledge and understanding of language, first and second language development, and the language arts to design instructional programs and strategies that build on students' experiences and existing language skills and result in their students becoming competent, effective users of language.

- teach students to read competently and encourage students' enjoyment of reading through multiple instructional strategies, technologies, and a variety of language activities.
- teach children to read with a balanced instructional program that includes an emphasis on use of letter/sound relationships (phonics), context (semantic and syntactic), and text that has meaning for students.
- teach students a variety of strategies to monitor their own reading comprehension.
- demonstrate familiarity with, and the ability to use and recommend to students, many reading materials based on different topics, themes, and a variety of situations and consisting of different types, including stories, poems, biography, non-fiction, many categories of literature written for children, and texts from various subject areas.
- encourage elementary students' understanding of their individual responses to what they read and sharing those responses, and help students think critically about what they read.
- provide both instruction in and opportunities for elementary students to develop effective writing and speaking skills so that they can communicate their knowledge, ideas, understanding, insights, feelings, and experiences to other students and to parents, teachers, and other adults.
- provide students with many different writing and speaking experiences in order to teach the skills of writing and speaking.
- enable students to explore the uses of different types of writing and speaking with different audiences and in different situations.
- help students develop their capacities to listen so that they understand, consider, respond to, and discuss spoken material, including non-fiction, stories, and poems.
- recognize what preconceptions, error patterns, and misconceptions they may expect to find in students' understanding of how language functions in communication, and use strategies to help students correct their misunderstandings of the development and uses of language.
- use formative and summative assessment to determine the level of students' competence in their understanding of and use of language.
- use the results of such formative and summative assessment to plan further instruction.

50015.2c. The program requires the study of science--Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- demonstrate a broad general understanding of science and teaching elementary students the nature of science, and the content and fundamentals of physical, life, earth and space sciences, and their interrelationships.
- demonstrate familiarity with, and how to teach, the major concepts and principles that unify all scientific effort and that are used in each of the science disciplines: (1) systems, order, and organization; (2) evidence, models, and explanation; (3) change, constancy, and measurement; (4) evolution and equilibrium; and (5) form and function.
- engage elementary students in the science inquiry process that involves asking questions, planning and conducting investigations, using appropriate tools and techniques to gather

- data, thinking critically and logically about relationships between evidence and explanations, constructing and analyzing alternative explanations, and communicating scientific arguments and explanations.
- introduce students to understandings about science and technology and to distinctions between natural objects and objects made by humans by creating experiences in making models of useful things, and by developing students' abilities to identify and communicate a problem, and to design, implement, and evaluate a solution.
 - understand and recognize naive theories and misconceptions most children have about scientific and technological phenomena and help children build understanding.
 - understand and apply the use of assessment through diverse data-collection methods as ways to inform their teaching and to help students learn scientific inquiry, scientific understanding of the natural world, and the nature and utility of science.

50015.2d. The program requires the study of mathematics--Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- employ methods of teaching elementary students to explore, conjecture, and reason logically using various methods of proof; to solve non-routine problems; to communicate about and through mathematics by writing and orally using everyday language and mathematical language, including symbols; to represent mathematical situations and relationships; and to connect ideas within mathematics and between mathematics and other intellectual activity.
- help students understand and use measurement systems (including time, money, temperature, two and three dimensional objects using non-standard and standard customary and metric units); explore pre-numeration concepts, whole numbers, fractions, decimals, percents and their relationships; apply the four basic operations (addition, subtraction, multiplication, and division) with symbols and variables to solve problems and to model, explain, and develop computational algorithms; use geometric concepts and relationships to describe and model mathematical ideas and real-world constructs; as well as formulate questions, and collect, organize, represent, analyze, and interpret data by use of tables, graphs, and charts.
- help elementary students identify and apply number sequences and proportional reasoning, predict outcomes and conduct experiments to test predictions in real-world situations; compute fluently; make estimations and check the reasonableness of results; select and use appropriate problem-solving tools, including mental arithmetic, pencil-and-paper computation, a variety of manipulatives and visual materials, calculators, computers, electronic information resources, and a variety of other appropriate technologies to support the learning of mathematics.
- demonstrate knowledge of, and strategies to help students understand, the history of mathematics and contributions of diverse cultures to that history.
- recognize what mathematical preconceptions, misconceptions, and error patterns to look for in elementary students' work as a basis to improve understanding and construct appropriate learning experiences and assessments.

50015.2e. The program requires the study of social studies--Candidates know, understand, and use the major concepts and modes of inquiry from the social studies--the integrated study of history, geography, the social sciences, and other related areas--to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- demonstrate a foundational understanding of social studies content, including history, geography, the social sciences (such as anthropology, archaeology, economics, political science, psychology, and sociology) and other related areas (such as humanities, law, philosophy, religion, mathematics, science and technology).
- use knowledge, skills, and dispositions from social studies to organize and provide integrated instruction in elementary grades for the study of major themes, concepts and modes of inquiry drawn from academic fields that address: (1) culture; (2) time, continuity, and change; (3) people, places, and environment; (4) individual development and identity; (5) individuals, groups, and institutions; (6) power, governance, and authority; (7) production, distribution, and consumption; (8) science, technology, and society; (9) global connections; and (10) civic ideals and practices.
- use their knowledge of social studies to help students learn about academic fields of knowledge, as well as major themes that integrate knowledge across academic fields.
- develop experiences to help elementary students learn about the historical development of democratic values; the basic principles of government and citizenship in a democratic republic; the past, present, and future; spatial relations; the development of nations, institutions, economic systems, culture, and cultural diversity; the influences of belief systems; and the humanities.
- devise learning activities that help students read, write, listen, discuss, speak, and research to build background knowledge; examine a variety of sources (e.g., primary and secondary sources, maps, statistical data, and electronic technology-based information); acquire and manipulate data; analyze points of view; formulate well-supported oral and written arguments, policies, and positions; construct new knowledge and apply knowledge in new settings.
- use formative and summative assessments in planning and implementing instruction.

50015.2f. The program requires the study of the arts—Candidates know, understand, and use—as appropriate to their own knowledge and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- understand distinctions and connections between arts study and arts experiences, and recognize that arts instruction must be sequential.
- encourage the kind of study and active participation that leads students to competence in and appreciation of the arts.
- utilize their own knowledge and skills in the arts disciplines, and that of arts specialist teachers and/or other qualified arts professionals, to enable students: (1) to communicate

at a basic level in the four arts disciplines--dance, music, theater, and the visual arts—including knowledge and skills in the use of basic vocabularies, materials, traditional and technology-based tools, techniques, and thinking processes of each arts discipline; (2) to develop and present basic analyses of works of art from structural, historical, and cultural perspectives; (3) to have an informed acquaintance with exemplary works of art from a variety of cultures and historical periods; and (4) to relate basic types of arts knowledge and skills within and across the arts disciplines, and to make connections with other disciplines.

- develop student competence at a basic level that will serve as the foundation for more advanced work.
- provide many routes to competence, recognizing that elementary students may work in different arts at different times, that their study may take a variety of approaches, and that their abilities may develop at different rates.

50015.2g. The program requires the study of health education--Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- construct understanding of the foundations of good health, including the structure and function of the body and its systems and the importance of physical fitness and sound nutrition.
- design learning activities that help students understand the benefits of a healthy lifestyle for themselves and others as well as the dangers of diseases and activities that may contribute to disease.
- demonstrate awareness of major health issues concerning children and the social forces that affect them, and of the need to impart information on these issues sensitively.
- address issues in ways that help students recognize potentially dangerous situations, clarify misconceptions, and find reliable sources of information.

50015.2h. The program requires the study of physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- demonstrate an understanding of physical education content relevant to the development of physically educated individuals.
- structure learning activities to ensure that students demonstrate competence in many movement forms, and can apply movement concepts and principles to the learning and development of motor skills.
- address physical inactivity as a major health risk factor in our society and recognize the critical importance of physically active life styles for all students.
- help students develop knowledge and skills necessary to achieve and maintain a health-enhancing level of physical fitness.
- develop appreciation the intrinsic values and benefits associated with physical activity.

- structure movement experiences that foster opportunities for enjoyment, challenge, self-expression, and social interaction, and that elicit responsible personal and social behavior and respect for individual differences among people in physical activity.

50015.2i. The program requires the study of connections across the curriculum--Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issues. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- make connections in instruction across the disciplines and draw upon knowledge of developmental stages to motivate students, build understanding, and encourage the application of knowledge, skills, and ideas to lives of elementary students across fields of knowledge and in real world situations.
- help elementary students learn the power of multiple perspectives to understand complex issues.
- demonstrate scholarly habits of mind through personal actions and teaching, including: (1) a desire to know, (2) constructive questioning, (3) use of information and systematic data, (4) acceptance of ambiguity where it exists, (5) willingness to modify explanations, (6) a cooperative manner in responding to questions and solving problems, (7) respect for reason, imagination, and creativity and (8) honesty.

50015.3 INSTRUCTION

The program requires the study of integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- demonstrate understanding of learning theory, subjects taught in elementary schools (described in sections 8.9-2a through 8.9-2i under Curriculum), curriculum development, and student development and know how to use this understanding in planning instruction to meet curriculum goals.
- demonstrate multiple methods and strategies to help students appreciate and be engaged in the subject matter.
- select and create learning experiences that are appropriate for curriculum goals, meaningful to elementary students, and based upon principles of effective teaching (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).
- use a variety of resources, including technology and textbooks, and look beyond their classroom to determine how numerous information resources in both print and electronic form might benefit their students.
- understand and use appropriate technology to help students become capable technology users through communication; through access, management, analysis and problem solving with information; and through collaborative and self-directed learning.

- collaborate with specialists to promote learning in all areas of the curriculum for all elementary students.

50015.3b. The program requires the study of adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- identify differences in approaches to learning and performance, including different learning styles, and ways students demonstrate learning.
- identify how elementary students' learning is influenced by individual experiences, talents, disabilities, and prior learning, as well as language, culture, family, and community values.
- seek assistance and guidance from specialists and other resources to address elementary students’ exceptional learning needs and understand the importance of collaboration with specialists and families.
- identify and design instruction appropriate to elementary students' levels of development, learning styles, strengths, and needs, using teaching approaches that are sensitive to the multiple experiences of students.
- plan instructional tasks and activities appropriate to the needs of students who are culturally diverse and those with exceptional learning needs in elementary schools.
- apply knowledge of the richness of contributions from diverse cultures to each content area studied by elementary students.

50015.3c. The program requires the study of development of critical thinking, problem solving and performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- use their understanding of cognitive processes associated with various kinds of learning and how these processes can be stimulated.
- demonstrate use of principles and techniques, advantages and limitations, associated with appropriate teaching strategies (e.g. cooperative learning, direct instruction, inquiry, whole group discussion, independent study, interdisciplinary instruction).
- enhance learning through use of a wide variety of materials as well as collaboration with specialists, other colleagues, and technological resources, and through multiple teaching and learning strategies that will promote development of critical thinking, problem solving, and performance capabilities.

50015.3d. The program requires the study of active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the elementary level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments. The program uses varied assessments of candidates’ understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- demonstrate understanding of and use principles of effective classroom management as well as human motivation and behavior from the foundational sciences of psychology, anthropology, and sociology.
- use a range of strategies and can collaborate with specialists to promote positive relationships, cooperation, conflict resolution, and purposeful learning in the classroom.
- create learning communities in which elementary students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities.
- demonstrate understanding of and use appropriate and effective interpersonal and small group communication techniques to create an effective learning environment.

50015.3e. The program requires the study of communication to foster learning—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- use communication theory, language development, and the role of language in learning among elementary students, and they also understand how cultural and gender differences can affect communication in the classroom.
- model effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to nonverbal cues given and received).
- use oral and written discourse between themselves and their students, and among students, to develop and extend elementary students' understanding of subject matter.
- demonstrate effective use of a variety of media communication tools, including audio-visual aids and computer-based technologies, to enrich learning opportunities.

50015.4 ASSESSMENT

The program requires the study of assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- incorporate assessment as an essential and integral part of instruction as it defines the beginning point; helps identify objectives, materials and effective teaching methods or techniques; and informs the need to re-teach or adapt instruction.
- describe the characteristics, uses, advantages, and limitations of different types of assessment and which are appropriate for evaluating how elementary students learn, what they know, and what they are able to do in each subject area.

- make use of the knowledge that many different assessment tools and strategies, accurately and systematically used, are necessary for monitoring and promoting learning for each student.
- appropriately use a variety of formal and informal assessment techniques (e.g. observation, portfolios of elementary student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance their knowledge of individual students, evaluate students' progress and performances, modify teaching and learning strategies, and collaborate with specialists on accommodating the needs of students with exceptionalities.
- use formative and summative assessments to determine student understanding of each subject area and take care to align assessments with instructional practice.
- describe how technology can facilitate appropriate forms of assessment and provide evidence across multiple dimensions of student performance.
- use technology to improve the efficiency and effectiveness of assessment processes and in management of instruction.
- monitor their own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

50015.5 PROFESSIONALISM

50015.5a The program requires the study of practices and behaviors of developing career teachers—Candidates understand and apply practices and behaviors that are characteristic of developing career teachers. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

(While synthesis of knowledge is a lifetime process for a professional, by the end of teacher preparation candidates ready to enter the classroom as elementary generalist teachers should:)

- work independently on a variety of disciplinary and pedagogical problems and responsibilities by combining as appropriate their knowledge and skills in (a) child development; (b) English language arts, science, mathematics, social studies, the arts, health and physical education, (c) instructional technique and learning technologies, and (d) assessment;
- focus and defend independent analyses and value judgments about disciplinary content and teaching methodologies, their various potential relationships, and their applications to specific circumstances;
- acquire the intellectual tools to work with evolving issues and conditions as time and situations change, including the ability to make wise decisions according to time, place, and population;
- identify, access, and use technology-based resources in support of their continuing professional development;
- demonstrate awareness of and commitment to the profession's codes of ethical conduct; and
- understand basic interrelationships and interdependencies among the various professions and activities that constitute the disciplines, content, and processes of elementary education.

50015. 5b. The program requires the study of reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- understand methods of inquiry that provide them with a variety of self-assessment and problem solving strategies for reflecting on their practice, its influences on elementary students' growth and learning, and the complex interactions between them.
- identify major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).
- use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
- apply their knowledge of current research and national, state, and local guidelines relating to the disciplines taught in elementary school.

50015.5c. The program requires the study of collaboration with families—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the intellectual, social, emotional, and physical growth of children. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- understand different family beliefs, traditions, values, and practices across cultures and within society and use their knowledge effectively.
- involve families as partners in supporting the school both inside and outside the classroom.
- respect parents' choices and goals for their children and communicate effectively with parents about curriculum and children's progress.
- involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities.

50015.5d. The program requires the study of collaboration with colleagues and the community—Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- understand schools as organizations within the larger community context and the operations of relevant aspects of the systems in which they work.
- understand how factors in the elementary students' environments outside of school may influence the students' cognitive, emotional, social, and physical well-being and, consequently, their lives and learning.

- participate in collegial activities designed to make the entire school a productive learning environment and develop effective collaborations with specialists.

50015.6 INSTRUCTIONAL TECHNOLOGY

The program requires the study of current, appropriate instructional technologies. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- demonstrate appropriate use of various technologies within their instructional practices.
- select and use appropriate technology tools specific to elementary content area(s).
- use technology to effectively manage communications, instructional planning, and record keeping.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

(Effective Date August 1, 2002, mandatory for visits August 1, 2004)

05020 ENGLISH TEACHER EDUCATION STANDARDS

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments will be provided by the Education Standards and Practices Board as guidelines. 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 K-12 school setting.

English programs will meet the minimum semester hour requirements defined by ESPB. Secondary teachers with majors in English/language arts, will be licensed to teach in additional areas of speech, developmental reading, journalism, or drama/theater arts if the individual has a minimum preparation of 6 SH aligned with the ND standards available for that specialization. Individuals who hold majors, major equivalencies, minors, or minor equivalencies in speech, journalism, or drama/theater arts will also be licensed to teach those specializations.

05020.1 GRAMMAR AND USAGE (MINIMUM 3 SEMESTER HOURS)

The program requires the study of English language content including a) language development, b) history of language, c) grammar, d) dialects and levels of usage, and e) the purpose of language; and uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- edit and revise draft materials to standard written English;
- illustrate historical periods in the development of the English language through literary examples and/or changes in diction and inflection;
- analyze language samples for dialectical variations such as urban black, adolescent slang, or Canadian British;
- compare and contrast historical periods in the development of the English language.

05020.2 DEVELOPMENTAL READING (MINIMUM 3 SEMESTER HOURS)

The program requires the study of reading, including a) ways of responding to written literature and other written material, b) reading for different purposes c) application of decoding and comprehension strategies; and d) methods of assisting secondary students with reading skills; and use a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- develop questioning strategies to expand students' responses to reading;
- use techniques of paraphrase as a response to reading;
- use readers' theater or oral interpretation as creative responses to literature;
- keep a reading journal including letters and diary entries from characters' points of view, personal responses, or what they know, want to know, and have learned.
- use appropriate anticipatory planning devices, reading strategies, and reflective analysis of success when reading for different purposes.

05020.3 LITERATURE (MINIMUM. 9 SEMESTER HOURS)

The program requires the study of literature, emphasizing major representative works and writers in American, English, and world literature; including samplings from adolescent literature, works by female writers, works by writers of color and ethnic diversity, and works of analysis and criticism. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- identify literary samples by genre characteristics;
- create an example of a literary form such as a legend, fable, or myth using the setting or perspective of a specific culture;
- analyze a work of literature to discover characteristics of specific times and cultures;
- develop a resource list of literary characters with which middle level or high school students could identify.

05020.4 COMPOSITION (MINIMUM 6 SEMESTER HOURS)

The program requires the study of composition including a) understanding of the composition processes, b) understanding and practicing composition for different purposes and audiences; and uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- engage in journal writing for one of the following purposes: a) response to reading, b) personal reflections, c) decision-making for real life problems or issues;
- demonstrate the steps of the composition process.

05020.5 SPEECH (MINIMUM 3 SEMESTER HOURS)

The program requires the study of speaking and listening, and offers experiences in communication, such as public speaking, oral interpretation, group decision making, television, film, print, interpersonal communication, and organizational communication.

Examples of performance assessments may include how to:

- create a speech for a hostile audience;

05020.6 MEDIA

The program requires the study of non-print media including a) the comparisons of non-print and print media and b) analysis of non-print media; and uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- develop a report which uses both electronic and print resources;

- compare and contrast book and film versions of works;
- use visual arts (such as creating a collage or discussing a political cartoon) for expressive or analytical purposes;
- use criteria to analyze the credibility of information found on the internet.

05020.7 METHODS (MINIMUM 3 SEMESTER HOURS)

The program requires the study of teaching English language arts including current trends in English language arts with an examination of a variety of teaching methods and techniques; and uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- motivate cooperative student groups for various purposes such as: problem-solving, inquiry, gaming, or discovery;
- use active learning strategies such as: dramatic impersonation of literary or media characters, recording commercials for imaging products or creating personal internet homepages;
- purposefully link active learning strategies to course objectives and assessments;
- develop rubrics for portfolio assessment such as: a) improvement over time, b) variety of writing activities, c) selected editing, etc.

05020.8 INSTRUCTIONAL TECHNOLOGY

The program requires the study of current, appropriate instructional technologies. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge. Examples of performance assessments may include how to:

. Examples of performance assessments may include how to:

- demonstrate appropriate use of various technologies within their instructional practices.
- select and use appropriate technology tools specific to their content area(s).
- use technology to effectively manage communications, instructional planning, and record keeping.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

Revised November 19, 2003, mandatory for visits July 1, 2006.

(Effective Date June 1999, Mandatory For Visits June 2001)

SPECIAL EDUCATION / EXCEPTIONAL CHILD

Included in SPECIAL EDUCATION are standards for the following areas:

CC	COMMON CORE
19020	DEAF OR HARD OF HEARING
19037	EARLY CHILDHOOD SPECIAL EDUCATION
19040	EMOTIONAL DISTURBANCE
19060	GIFTED EDUCATION
19025	SPECIFIC LEARNING DISABILITIES
19005	MENTAL RETARDATION
19065	PHYSICAL AND HEALTH DISABILITIES
19045	VISUAL IMPAIRMENT
19055	SPECIAL EDUCATION STRATEGIST
19070	INDIVIDUALIZED INDEPENDENCE CURRICULUM

(Graduate level programs also refer to 9.09 ADVANCED PROGRAMS IN SPECIAL EDUCATION)

Programs that prepare teachers of exceptional children must meet the Common Core standards (Common Core) and the standards for the applicable special education area being addressed (i.e. Deaf and Hard of Hearing, Visual Impairment, Mental Retardation, or Early Childhood Special Education, etc.). The Common Core 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 Common Core 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.

COMMON CORE

CC.1.

The program requires the study of philosophical, historical, and legal foundations of special education, including:

- 1) Models, theories, and philosophies that provide the basis for special education practice.
- 2) Variations in beliefs, traditions, and values across cultures within society and the effect of the relationship among child, family, and schooling.
- 3) Issues in definition and identification procedures for individuals with exceptional learning needs including individuals from culturally and/or linguistically diverse backgrounds.
- 4) Assurances and due process rights related to assessment, eligibility, and placement.
- 5) Rights and responsibilities of parents, students, teachers and other professionals, and schools as they relate to individual learning needs.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Articulate personal philosophy of special education including its relationship to/with regular education.
- Conduct instructional and other professional activities consistent with the requirements of law, rules and regulations, and local district policies and procedures.

CC.2.

The program requires the study of characteristics of learners, including:

- 1) Similarities and differences among the cognitive, physical, cultural, social, and emotional needs of individuals with and without exceptional learning needs.
- 2) Differential characteristics of individuals with exceptionalities, including levels of severity and multiple exceptionalities.
- 3) Characteristics of normal, delayed, and disordered communication patterns of individuals with exceptional learning needs.
- 4) Effects an exceptional condition(s) may have on an individual's life.
- 5) Characteristics and effects of the cultural and environmental milieu of the child and the family including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse.
- 6) Effects of various medications on the educational, cognitive, physical, social, and emotional behavior of individuals with exceptionalities.
- 7) Educational implications of characteristics of various exceptionalities.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Access information on various cognitive, communication, physical, cultural, social, and emotional conditions of individuals with exceptional learning needs.

CC.3.

The program requires the study of assessment, diagnosis, and evaluation, including:

- 1) Basic terminology used in assessment.

- 2) Ethical concerns related to assessment.
 - 3) Legal provisions, regulations, and program standards regarding assessment of individuals.
 - 4) Typical procedures used for screening, pre-referral, referral, and classification.
 - 5) Appropriate application and interpretation of scores, including grade score versus standard score, percentile ranks, age/grade equivalents, and standings.
 - 6) Appropriate use and limitations of each type of assessment instrument.
 - 7) Incorporation of strategies that consider the influence of diversity on assessment, eligibility, programming, and placement of individuals with exceptional learning needs.
 - 8) The relationship between assessment and placement decisions.
 - 9) Methods for monitoring progress of individuals with exceptional learning needs.
- The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Collaborate with families and other professionals involved in the assessment of individuals with exceptional learning needs.
- Create and maintain records.
- Gather background information regarding academic, medical, and family history.
- Use various types of assessment procedures appropriately.
- Interpret information from formal and informal assessment instruments and procedures.
- Report assessment results to individuals with exceptional learning needs, parents, administrators, and other professionals using appropriate communication skills.
- Use performance data and information from teachers, other professionals, individuals with exceptionalities, and parents to make or suggest appropriate modification in learning environments.
- Develop individualized assessment strategies for instruction.
- Use assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds.
- Evaluate the results of instruction.
- Evaluate supports needed for integration into various program placements.

CC.4.

The program requires the study of instructional content and practice, including:

- 1) Differing learning styles of individuals with exceptional learning needs and how to adapt teaching to these styles.
- 2) Demands of various learning environments such as individualized instruction in general education classes.
- 3) Curricula for the development of motor, cognitive, academic, social, language, affective, career, and functional life skills for individuals with exceptional learning needs.
- 4) Instructional and remedial methods, techniques, and curriculum materials.
- 5) Techniques for modifying instructional methods and materials.
- 6) Life skills instruction relevant to independent, community, and personal living and employment.

- 7) Cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction for individuals with exceptional learning needs.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Interpret and use assessment data for instruction.
- Develop and/or select instructional content, materials, resources, and strategies that respond to cultural, linguistic, and gender differences.
- Develop comprehensive, longitudinal individualized programs.
- Choose and use appropriate technologies to accomplish instructional objectives and to integrate them appropriately into the instructional process.
- Prepare appropriate lesson plans.
- Involve the individual and family in setting instructional goals and charting progress.
- Use task analysis.
- Select, adapt, and use instructional strategies and materials according to characteristics of the learner.
- Sequence, implement, and evaluate individual learning objectives.
- Integrate affective, social, and career/vocational skills with academic curricula.
- Use strategies for facilitating maintenance and generalization of skills across learning environments.
- Use instructional time properly.
- Teach individuals with exceptional learning needs to use thinking, problem-solving, and other cognitive strategies to meet their individual needs.
- Choose and implement instructional techniques and strategies that promote successful transitions for individuals with exceptional learning needs.
- Establish and maintain rapport with learners.
- Use verbal and nonverbal communication techniques.
- Conduct self-evaluation of instruction.

CC.5.

The program requires the study of planning and managing the teaching and learning environment, including:

- 1) Basic classroom management theories, methods, and techniques for individuals with exceptional learning needs.
- 2) Research-based best practices for effective management of teaching and learning.
- 3) Ways in which technology can assist with planning and managing the teaching and learning environment.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Create a safe, positive, and supportive learning environment in which diversities are valued.
- Use strategies and techniques for facilitating the functional integration of individuals with exceptional learning needs in various settings.
- Prepare and organize materials to implement daily lesson plans.

- Incorporate evaluation, planning, and management procedures that match learner needs with the instructional environment.
- Design a learning environment that encourages active participation by learners in a variety of individual and group learning activities.
- Design, structure, and manage daily routines, effectively including transition time, for students, other staff, and the instructional setting.
- Direct the activities of a classroom para-professional, aide, volunteer, or peer tutor.
- Create an environment that encourages self-advocacy and increased independence.

CC.6.

The program requires the study of managing student behavior and social interaction skills, including:

- 1) Applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of management of behaviors of individuals with exceptional learning needs.
- 2) Ethical considerations inherent in behavior management.
- 3) Teacher attitudes and behaviors that positively or negatively influence behavior of individuals with exceptional learning needs.
- 4) Social skills needed for educational and functional living environments and effective instruction in the development of social skills.
- 5) Strategies for crisis prevention/intervention.
- 6) Strategies for preparing individuals to live harmoniously and productively in a multiclass, multiethnic, multicultural, and multinational world.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Demonstrate a variety of effective behavior management techniques appropriate to the needs of individuals with exceptional learning needs.
- Implement the least intensive intervention consistent with the needs of the individuals with exceptionalities.
- Modify the learning environment (schedule and physical arrangement) to manage inappropriate behaviors.
- Identify realistic expectations for personal and social behavior in various settings.
- Integrate social skills into the curriculum.
- Use effective teaching procedures in social skills instruction.
- Demonstrate procedures to increase the individual's self-awareness, self-control, self-reliance, and self-esteem.
- Prepare individuals with exceptional learning needs to exhibit self-enhancing behavior in response to societal attitudes and actions.

CC.7.

The program requires the study of communication and collaborative partnerships, including:

- 1) Factors that promote effective communication and collaboration with individuals, parents, and school and community personnel in a culturally responsive program.
- 2) Typical concerns of parents of individuals with exceptional learning needs and appropriate strategies to help parents deal with these concerns.

- 3) Development of individual student programs working in collaboration with team members.
- 4) Roles of individuals with exceptionalities, parents, teachers, and other school and community personnel in planning an individualized program.
- 5) Ethical practices for confidential communication to others about individuals with exceptional learning needs.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Use collaborative strategies in working with individuals with exceptional learning needs, parents, and school and community personnel in various learning environments.
- Communicate and consult with individuals, parents, teachers, and other school and community personnel.
- Foster respectful and beneficial relationships between families and professionals.
- Encourage and assist families to become active participants in the educational team.
- Plan and conduct collaborative conferences with families or primary caregivers.
- Collaborate with regular classroom teachers and other school and community personnel in integrating individuals with exceptional learning needs into various learning environments.
- Communicate with regular teachers, administrators, and other school personnel about characteristics and needs of individuals with specific exceptional learning needs.

CC.8.

The program requires the study of professionalism and ethical practices, including:

- 1) Personal cultural biases and differences that affect one's teaching.
- 2) Importance of the teacher serving as a model for individuals with exceptional learning needs.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Demonstrate commitment to developing the highest educational and quality-of-life potential of individuals with exceptional learning needs.
- Demonstrate positive regard for the culture, religion, gender, and sexual orientation of individual students.
- Promote and maintain a high level of competence and integrity in the practice of the profession.
- Exercise objective professional judgment in the practice of the profession.
- Demonstrate proficiency in oral and written communication.
- Engage in professional activities that may benefit individuals with exceptional learning needs, their families, and/or colleagues.
- Comply with local, state, provincial, and federal monitoring and evaluation requirements.
- Use copyrighted educational materials in an ethical manner.
- Practice within the CEC Code of Ethics and other standards and policies of the profession.

CC.9

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.

Examples of performance assessments may include how to:

- Demonstrate appropriate use of various technologies within their instructional practices.
- Select and use appropriate technology tools specific to their area(s) of specialization in special education.
- Use technology to effectively manage communications, planning, and record keeping.

19020 DEAF OR HARD OF HEARING

19020.1. The program requires the study of philosophical, historical, and legal foundations of special education related to the education of students who are deaf or hard of hearing, including:

- 1) Current educational definitions of students with hearing loss, including identification criteria, labeling issues, and current incidence and prevalence figures.
- 2) Models, theories, and philosophies (e.g., bilingual-bicultural, total communication, oral/aural) that provide the basis for educational practice(s) for students who are deaf or hard of hearing, as consistent with program philosophy.
- 3) Variations in beliefs, traditions, and values across cultures and within society, and the effect of the relationships among children who are deaf or hard of hearing, their families, and schooling.
- 4) Issues in definition and identification procedures for individuals who are deaf or hard of hearing (e.g., cultural versus medical perspective).
- 5) Rights and responsibilities (e.g., Deaf Children's Bill of Rights) of parents, students, teachers, and schools as they relate to students who are deaf or hard of hearing.
- 6) The impact of various educational placement options (from the perspective of the needs of any given child who is deaf or hard of hearing and consistent with program philosophy) with regard to cultural identity and linguistic, academic, and social-emotional development.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Apply understanding of theory, philosophy, and models of practice to the education of students who are deaf or hard of hearing.
- Articulate pros and cons of current issues and trends in special education and the field of education of children who are deaf or hard of hearing.
- Identify the major contributors to the growth and improvement of knowledge and practice in the field of education of children who are deaf or hard of hearing.

19020.2. The program requires the study of characteristics of learners who are deaf or hard of hearing, including:

- 1) Communication features (visual, spatial, tactile, and/or auditory) salient to the learner who is deaf or hard of hearing that are necessary to enhance cognitive, emotional, and social development.
- 2) Research in cognition related to children who are deaf or hard of hearing.
- 3) Cultural dimensions that being deaf or hard of hearing may add to the life of a child.
- 4) Various etiologies of hearing loss that can result in additional sensory, motor, and/or learning differences in students who are deaf or hard of hearing.
- 5) Effects of families and/or primary caregivers on the overall development of the child who is deaf or hard of hearing.
- 6) Effects that onset of hearing loss, age of identification, and provision of services have on the development of the child who is deaf or hard of hearing.
- 7) Impact of early comprehensible communication on the development of the child who is deaf or hard of hearing.

- 8) Recognition that being deaf or hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability.
- 9) The differences in quality and quantity of incidental language/learning experiences that children who are deaf or hard of hearing may experience.
- 10) Effects of sensory input on the development of language and cognition of children who are deaf or hard of hearing.

Performance assessments: None in addition to Common Core.

19020.3. The program requires the study of assessment, diagnosis, and evaluation of children who are deaf or hard of hearing, including:

- 1) Specialized terminology used in the assessment of children who are deaf or hard of hearing.
- 2) Components of an adequate evaluation for eligibility placement and program planning (e.g., interpreters, special tests) decisions for students who are deaf or hard of hearing.
- 3) Legal provisions, regulations and program standards regarding unbiased diagnostic assessment, and use of instructional assessment measures with students who are deaf or hard of hearing.
- 4) Special policies regarding referral and placement procedures (e.g., Federal Policy Guidance, October 30, 1993) for students who are deaf or hard of hearing.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Administer appropriate assessment tools utilizing the natural/native/preferred language of the student who is deaf or hard of hearing.
- Gather and analyze communication samples from students who are deaf or hard of hearing, including nonverbal as well as linguistic acts.
- Use exceptionality-specific assessment instruments (e.g., SAT-HI, TERA-DHH, FSST) appropriate for students who are deaf or hard of hearing.

19020.4. The program requires the study of instructional content and practice related to teaching students who are deaf or hard of hearing, including:

- 1) Sources of specialized materials for students who are deaf or hard of hearing.
- 2) Components of the nonlinguistic and linguistic communication that students who are deaf or hard of hearing use.
- 3) The procedures and technologies required to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies (consistent with program philosophy).
- 4) Information related to American Sign Language (ASL) and existing communication modes used by students who are deaf or hard of hearing.
- 5) Current theories of how languages (e.g., ASL and English) develop in both children who are hearing and those who are deaf or hard of hearing.
- 6) Subject matter and practices used in general education across content areas.
- 7) Ways to facilitate cognitive and communicative development in students who are deaf or hard of hearing (e.g., visual saliency) consistent with program philosophy.
- 8) Techniques of stimulation and utilization of residual hearing in students who are deaf or hard of hearing consistent with program philosophy.

- 9) Research-supported instructional strategies and practice for teaching students who are deaf or hard of hearing.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Demonstrate proficiency in the language(s) the beginning teacher will use to instruct students who are deaf or hard of hearing.
- Demonstrate the basic characteristics of various existing communication modes used with students who are deaf or hard of hearing.
- Select, design, produce, and utilize media, materials, and resources required to educate students who are deaf or hard of hearing under one or more of the existing modes or philosophies (e.g., bilingual-bicultural, total communication, aural/oral).
- Infuse speech skills into academic areas as consistent with the mode or philosophy espoused and the ability of the student who is deaf or hard of hearing.
- Modify the instructional process and classroom environment to meet the physical, cognitive, cultural, and communication needs of the child who is deaf or hard of hearing (e.g., teacher's style, acoustic environment, availability of support services, availability of appropriate technologies).
- Facilitate independent communication behavior in children who are deaf or hard of hearing.
- Apply first and second language teaching strategies (e.g., English through ASL or ESL) appropriate to the needs of the individual student who is deaf or hard of hearing and consistent with program philosophy.
- Demonstrate the ability to modify incidental language experiences to fit the visual and other sensory needs of children who are deaf or hard of hearing.
- Provide appropriate activities for students who are deaf or hard of hearing to promote literacy in English and/or ASL.

19020.5. The program requires the study of planning and managing the teaching and learning environment for students who are deaf or hard of hearing, including:

- 1) Deaf cultural factors that may influence classroom management of students who are deaf or hard of hearing.
- 2) Model programs, including career/vocational and transition, that have been effective for students with hearing losses.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Manage assistive/augmentative devices appropriate for students who are deaf or hard of hearing in learning environments.
- Select, adapt, and implement classroom management strategies for students who are deaf or hard of hearing that reflect understanding of each child's cultural needs, including primarily visual Deaf culture where appropriate.
- Design a classroom environment that maximizes opportunities for visually oriented and/or auditory learning in students who are deaf or hard of hearing.
- Plan and implement instruction for students who are deaf or hard of hearing and who have multiple disabilities and special needs.

19020.6. The program requires the study of managing student behavior and social interaction skills related to students who are deaf or hard of hearing, including:

- 1) Processes for establishing ongoing interactions of students who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing.
- 2) Opportunities for interaction with communities of individuals who are deaf or hard of hearing on the local, state, and national levels.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Prepare students who are deaf or hard of hearing in the appropriate use of interpreters.

19020.7. The program requires the study of communication and collaborative partnerships related to the needs of students who are deaf or hard of hearing, including:

- 1) Available resources to help parents of children who are deaf or hard of hearing deal with their concerns regarding educational options and communication modes/philosophies for their children.
- 2) Roles and responsibilities of teachers and support personnel in educational practice for students who are deaf or hard of hearing (e.g., educational interpreters, tutors, and note-takers).
- 3) Effects of communication on the development of family relationships and strategies used to facilitate communication in families with children who are deaf or hard of hearing.
- 4) Services provided by governmental and non-governmental agencies or individuals in the ongoing management of children who are deaf or hard of hearing.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Teach students who are deaf or hard of hearing to use support personnel effectively (e.g., educational interpreters, tutors, and note-takers).
- Facilitate communication between the child who is deaf or hard of hearing and his or her family and/or other caregivers.
- Facilitate coordination of support personnel (e.g., interpreters) to meet the diverse communication needs of the student who is deaf or heard of hearing and his or her primary caregivers.

19020.8. The program requires the study of professionalism and ethical practices related to the education of students who are deaf or hard of hearing, including:

- 1) The process for acquiring the needed skills in modes/philosophies of education of students who are deaf or hard of hearing in which an individual was not prepared.
- 2) Consumer and professional organizations, publications, and journals relevant to the field of education of students who are deaf or hard of hearing.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Actively seek interaction with adults in the deaf community to maintain/improve ASL, English signs, or cues as consistent with program philosophy.
- Demonstrate the ability to interact with a variety of individuals who are deaf or hard of hearing on an adult-to-adult level.
- Provide families with the knowledge and skills to make appropriate choices needed to enhance the development and transition of their children who are deaf or hard of hearing.
- Participate in the activities of professional organizations relevant to the education of students who are deaf or hard of hearing.

19037 EARLY CHILDHOODSPECIAL EDUCATION

Programs that prepare teachers in Early Childhood Special Education must meet the following standards which reflect the recommendations of the Council for Exceptional children (CEC) and National Association for the Education of Young children (NAEYC). Additional information on the conceptual base recommended by these professional organizations for Early Childhood Special Education appears in Personal Standards for Early Childhood and Early Intervention: Guidelines for Licensure in Early Childhood Special Education (DEC, NAEYC, & ATE, 1995).

19037.1. The program requires the study of philosophical, historical, and legal foundations of special education related to the conceptual base for early childhood special education and early intervention. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Articulate the historical, philosophical, and legal basis of services for young children both with and without special needs.
- Identify ethical and policy issues related to educational, social, and medical services for young children and their families.
- Identify current trends and issues in early childhood education, early childhood special education and special education.
- Identify legislation that affects children, families, and programs for children.

19037.2. The program requires the study of characteristics of learners in early childhood special education. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Apply theories of child development, both typical and atypical, and apply current research with emphasis on cognitive, motor, social-emotional, communication, adaptive, and aesthetic development in learning situations in family and community contexts.
- Identify pre-, peri-, and postnatal development and factors such as biological and environmental conditions that affect children's development and learning.
- Identify specific disabilities, including the etiology, characteristics, and classification of common disabilities in young children, and describe specific implications for development and learning in the first years of life.
- Apply knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society.
- Demonstrate understanding of (a) developmental consequences of stress and trauma, (b) protective factors and resilience, (c) the development of mental health, and (d) the importance of supportive relationships.

19037.3. The program requires the study of assessment, diagnosis, and evaluation in early childhood special education. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Assess children's cognitive, social-emotional, communication, motor, adaptive, and aesthetic development.
- Select and use a variety of informal and formal assessment instruments and procedures, including observational methods, to make decisions about children's learning and development.
- Select and administer assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.
- Develop and use authentic, performance-based assessments of children's learning to assist in planning, communicate with children and parents, and engage children in self-assessment.
- Involve families as active participants in the assessment process.
- Participate and collaborate as a team member with other professionals in conducting family-centered assessments.
- Communicate assessment results and integrate assessment results from others as an active team participant in the development and implementation of the individualized education program (IEP) and individual family service plan (IFSP).
- Monitor, summarize, and evaluate the acquisition of child and family outcomes as outlined on the IFSP or IEP.
- Select, adapt, and administer assessment instruments and procedures for specific sensory and motor disabilities.
- Communicate options for programs and services at the next level and assist the family in planning for transition.
- Implement culturally unbiased assessment instruments and procedures.
- Develop and use formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community.

19037.4. The program requires the study of instructional content and practice related to early childhood special education. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Plan and implement developmentally and individually appropriate curricula and instructional practices based on knowledge of individual children, the family, the community, and curricula goals and content.
- Develop an IFSP or Individualized Education Plan (IEP), incorporating both child and family outcomes in partnership with family members and other professionals.
- Incorporate information and strategies from multiple disciplines in the design of intervention strategies.
- Develop and select learning experiences and strategies that affirm and respect family, cultural, and societal diversity, including language differences.
- Plan for and link current developmental and learning experiences and teaching strategies

- Select intervention curricula and methods for children with specific disabilities including motor, sensory, health, communication, social-emotional, and cognitive disabilities.
- Implement developmentally and functionally appropriate individual and group activities using a variety of formats, including play, environmental routines, parent-mediated activities, small-group projects, cooperative learning, inquiry experiences, and systematic instruction.
- Develop and implement an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences.
- Demonstrate appropriate use of technology, including adaptive and assistive technology.
- Employ pedagogically sound and legally defensible instructional practices.
- Implement nutrition and feeding strategies for children with special needs.
- Use appropriate health appraisal procedures and recommend referral and ongoing follow-up to appropriate community health and social services.
- Identify aspects of medical care for premature, low birth weight, and other medically fragile babies, including methods of care for young children dependent on technology and implications of medical conditions on child development and family resources, concerns, and priorities.
- Recognize signs of emotional distress, child abuse, and neglect in young children and follow procedures for reporting known or suspected abuse or neglect to appropriate authorities.

19037.5. The program requires the study of planning and managing the teaching and learning environment in early childhood special education. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Make specific adaptations for the special needs of children who have unique talents, learning and developmental needs, or specific disabilities.
- Design plans that incorporate the use of technology, including adaptive and assistive technology.
- Select, develop, and evaluate developmentally and functionally appropriate materials, equipment, and environments.
- Establish and maintain physically and psychologically safe and healthy learning environments that promote development and learning.
- Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and technology, including adaptive and assistive technology.
- Organize space, time, peers, materials, and adults to maximize child progress in group and home settings.
- Implement basic health, nutrition, and safety management practices for young children, including specific procedures for infants and toddlers and procedures regarding childhood illness and communicable diseases.

19037.6. The program requires the study of managing student behavior and social interaction skills in early childhood special education. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children; to encourage and teach positive social skills and interaction among children; to promote positive strategies of conflict resolution; and to develop personal self-control, self-motivation, and self-esteem.
- Select and implement methods of behavior support and management appropriate for young children with special needs, including a range of strategies from less directive, less structured methods (e.g., verbal support and modeling) to more directive, more structured methods (e.g., applied behavior analysis).
- Support and facilitate family and child interactions as primary contexts for learning and development.

19037.7. The program requires the study of communication and collaborative partnerships related to the needs of early childhood special education students. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Establish and maintain positive, collaborative relationships with families.
- Apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities.
- Demonstrate sensitivity to differences in family structures and social and cultural backgrounds.
- Assist families in identifying their resources, priorities, and concerns in relation to their child's development.
- Respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress.
- Involve families in assessing and planning for their children, including children with special needs.
- Implement a range of family-oriented services based on the family's identified resources, priorities, and concerns.
- Implement family services consistent with due process safeguards.
- Evaluate services with families.
- Collaborate/consult with other professionals and with agencies in the larger community to support children's development, learning, and well being.
- Apply models of team process in diverse service delivery settings.
- Employ various team membership roles.
- Identify functions of teams as determined by mandates and service delivery needs of children and families.
- Identify structures supporting interagency collaboration, including interagency agreements, referral, and consultation.
- Participate as a team member to identify dynamics of team roles, interaction, communication, team building, problem solving, and conflict resolution.
- Employ two-way communication skills.
- Evaluate and design processes and strategies that support transitions among hospital; home; and infant/toddler, preprimary, and primary programs.
- Administer, supervise, and consult with or instruct other adults.
- Employ adult learning principles in supervising and training other adults.

- Facilitate the identification of staff development needs and strategies for professional growth.
- Apply various models of consultation in diverse settings.
- Provide consultation and training in content areas specific to services for children and families and organization/development programs.
- Provide feedback and evaluate performance in collaboration with other adults.

19037.8. The program requires the study of professionalism and ethical practices related to the education of young children with special needs. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Adhere to the profession's code of ethical conduct.
- Serve as advocates on behalf of young children and their families, improved quality of programs and services for young children, and enhanced professional status and working conditions for early childhood special educators.
- Reflect upon one's own professional practice and develop, implement, and evaluate a professional development plan.
- Participate actively in professional organizations.
- Read and critically apply research and recommended practices.

19040 EMOTIONAL DISTURBANCE

19040. 1. The program requires the study of philosophical, historical, and legal foundations of special education related to the education of students with emotional disturbance, including:

- 1) Current educational terminology and definitions of students with emotional disturbance (ED), including the identification criteria and labeling controversies, utilizing professional accepted classification systems, and current incidence and prevalence figures.
- 2) Differing perceptions of deviance, including those from mental health, religion, legal-corrections, education, and social welfare.
- 3) Differences between etiology and diagnosis unique to a variety of theoretical approaches (biophysical, psychodynamic, behavioral, ecological) and their application for students with ED.
- 4) The historical foundations and classic studies, including the major contributors, that undergird the growth and improvement of knowledge and practices in the field of ED.
- 5) The legal system to assist students with ED.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Analyze and articulate current issues and trends in special education and the field of ED.
- Articulate the factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with ED.
- Delineate the principles of normalization versus the educational concept of "least restrictive environment" in designing educational programs for students with ED.

19040.2. The program requires the study of characteristics of learners with emotional disturbance, including:

- 1) Physical development, physical disability, and health impairments as they relate to the development and behavior of students with ED.
- 2) Major social characteristics of individuals with ED.
- 3) The effects of dysfunctional behavior on learning, and the differences between emotional disturbance and other disabling conditions.

Performance assessments: None in addition to Common Core.

19040. 3. The program requires the study of assessment, diagnosis, and evaluation of students with emotional disturbance, including:

- 1) Essential characteristics of valid behavior ratings scales.
- 2) Processes involved in the diagnosis of students with ED, including academic and social behaviors in accordance with the current Diagnostic and Statistical Manual of Mental Disorders (DSM).
- 3) Specialized terminology used in the assessment of ED.
- 4) Legal provisions, regulations, and program standards regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with students with ED.

- 5) Specialized policies regarding screening, referral, and placement procedures for students with ED.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Prepare accurate formal social assessment reports on students with ED based on behavioral-ecological information.
- Implement procedures for assessing both appropriate and problematic social behaviors of students with ED.
- Use exceptionality-specific assessment instruments appropriately for assessing students with ED.

19040.4. The program requires the study of instructional content and practice related to teaching students with emotional disturbance, including:

- 1) Appropriate ways to apply research about students with ED in the classroom.
- 2) Sources of specialized materials for students with ED.
- 3) Research-supported instructional strategies and practices for teaching students with ED.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Identify and use prevention and intervention strategies as early as appropriate for use with students with ED.
- Delineate and apply the goals and intervention strategies and procedures related to a variety of theoretical approaches (including psychodynamic, behavioral, biophysical, and ecological) to students with ED.
- Use technology applicable to students with ED.
- Plan, organize, and implement individualized student programs appropriate to the cognitive and affective needs of the student with ED with special consideration to use of reinforcement systems and environmental conditions.
- Select, develop, adopt, and evaluate curriculum materials and technology applicable to students with ED.
- Establish a consistent classroom routine for students with ED.
- Delineate and apply appropriate management procedures when presented with spontaneous management problems applicable to students with ED.
- Establish classroom rules, as well as a means for enforcing these rules, that are applicable to students with ED.
- Integrate academic instruction, affective education, and behavior management for individual students and groups of students with ED.
- Evaluate strengths and limitations of the alternative instructional strategies designed for students with ED.
- Use student-initiated learning experiences and integrate them into ongoing instruction for students with ED.

19040.5. The program requires the study of planning and managing the teaching and learning environment for students with emotional disturbance, including:

- 1) Model programs, including career/vocational and transition, that have been effective for students with ED.
- 2) Issues, resources, and techniques used to integrate students with ED into and out of alternative environments, including special centers, psychiatric hospitals, and residential treatment centers.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Monitor intragroup behavior changes from subject to subject and activity to activity applicable to students with ED.
- Select a functional classroom design (e.g., functional seating, work area, storage) that is effective for students with ED.

19040.6. The program requires the study of managing student behavior and social interaction skills for students with emotional disturbance, including:

- 1) Rationale for selecting specific management techniques for individuals with ED.
- 2) Continuum of alternative placements and programs available to students with ED; state, provincial, and local services available; and the advantages and disadvantages of placement options and programs within the continuum of services.
- 3) The theory behind reinforcement techniques and its application to teaching students with ED.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Use a variety of nonaversive techniques (including voice modulation, facial expressions, planned ignoring, proximity control, and tension release) for the purpose of controlling targeted behavior and maintaining attention of students with ED.
- Develop and implement a systematic behavior management plan for students with ED using a variety of behavioral principles (including observation, recording, charting establishment of timelines, intervention technique hierarchies, and schedules of reinforcement).
- Select target behaviors to be changed and identify the critical variables affecting the target behavior (such as subsequent events and antecedent events).
- Designate certain pupil behaviors as either appropriate or inappropriate for a specific age group based on observation and social validation.
- Define and use skills in problem solving and conflict resolution.

19040.7. The program requires the study of communication and collaborative partnerships related to the needs of students with emotional disturbance, including:

- 1) Sources of unique services, networks, and organizations for students with ED.
- 2) Parent education programs and behavior management guides, including those commercially available, that address the management of severe behavioral problems and facilitate communication links applicable to students with ED.
- 3) Collaborative and/or consultative role of the special education teacher in the reintegration of students with ED (e.g., classroom/instructional modifications).

- 4) Types and importance of information generally available from family, school officials, legal system, departments of social and health services, and mental health agencies.
- 5) Role of professional groups and referral agencies in identifying, assessing, and providing services to children and youth with ED (e.g., mental health, corrections).

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Use specific behavioral management and counseling techniques in managing students with ED and in providing training for their parents.

19040.8. The program requires the study of professionalism and ethical practices related to the teaching of students with emotional disturbance, including:

- 1) Consumer and professional organizations, publications, and journals relevant to the field of ED.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Participate in the activities of professional organizations relevant to the field of ED.

19060 GIFTED EDUCATION

19060.1. The program requires the study of philosophical, historical, and legal foundations of special education related to the education of students with gifts or talents, including:

- 1) The historical foundations and classic studies, including the major contributors, that undergird the growth of knowledge and practices in the field of gifted education.
- 2) Current educational definitions of students with gifts and talents, including identification criteria, labeling issues, and current incidence and prevalence figures.
- 3) Policies and issues at the national, state, and local levels that affect the education of students with gifts or talents.
- 4) The impact of various educational placement options on individual students with gifts and talents with regard to cultural identity or economic class and physical, linguistic, academic and social-emotional development.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Articulate the pros and cons of current issues and trends in special education and the field of gifted education.

19060.2. The program requires the study of characteristics of learners with gifts or talents, including:

- 1) Cognitive processing and affective characteristics of learners gifted in intellectual, creative, leadership, specific academic, visual/performing arts, and psychomotor domains.
- 2) Enrichment and acceleration needs of gifted learners in required subject areas as compared with the needs of the general population of learners.
- 3) Cognitive and affective characteristics of "twice exceptional" special populations of gifted learners, such as culturally diverse, economically disadvantaged learners with learning, physical, or behavioral disabilities.
- 4) The impact of multiple exceptionalities that result in additional sensory, motor, and/or learning needs.
- 5) Effects of families and/or primary caregivers on the overall development of the child.

Performance assessments: None in addition to Common Core.

19060.3. The program requires the study of assessment, diagnosis, and evaluation of students with gifts or talents, including:

- 1) Specialized terminology used in the assessment of students with gifts and talents.
- 2) Legal provisions, regulations, and program standards regarding unbiased assessment and the use of instructional assessment measures with students with gifts and talents.
- 3) Specialized policies regarding referral and placement procedures for students with gifts and talents.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Identify defensible (comprehensive, systematic, objective) and equitable procedures for identifying and placing learners with gifts and talents in appropriate programs and services.
- Use exceptionality-specific assessment instruments, both formal and informal, including learner interviews, for assessing students with gifts and talents.
- Evaluate learner products and portfolios appropriately.

19060.4. The program requires the study of instructional content and practice related to the teaching of students with gifts or talents, including:

- 1) Research-supported instructional strategies and practices (e.g., conceptual development, accelerated presentation pace, minimal drill and practice) for students with gifts or talents.
- 2) Sources of specialized materials for students with gifts or talents.
- 3) Processes for designing opportunities for learners with gifts and talents to participate in community-based service learning for the development of ethics and social responsibility.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Design cognitively complex discussion questions, projects, and assignments that promote reflective, evaluative, nonentrenched thinking in students with intellectual or academic gifts or talents.
- Select instructional model(s) appropriate to teaching topics, content area, or subject domain.
- Use instructional models; topic/domain instructional model matches commonly implemented in teaching gifted learners; and cognitive, creative, affective, and ethical taxonomies in order for higher levels to be addressed through instructional strategies.

19060.5. The program requires the study of planning and managing the teaching and learning environment for students with gifts and talents, including:

- 1) Research-supported ability and achievement grouping practices and model programs, including career/vocational and transition (e.g. mentorships), that have been effective for students with gifts and talents.
- 2) Curriculum and program planning models and research-supported accelerated practices that have been effective for students with gifts or talents.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Monitor and evaluate program activities for the purpose of continued program development or refinement.

19060.6. The program requires the study of managing student behavior and social interaction skills as noted in Common Core standard 8.11.CC.6.

Performance assessments: None in addition to Common Core.

19060.7. The program requires the study of communication and collaborative partnerships related to the education of students with gifts and talents, including:

- 1) Sources of unique services, networks, and organizations for students with gifts or talents.
- 2) Principles of communication and collaboration and the role of the teacher within the various team models (e.g., multidisciplinary, interdisciplinary, transdisciplinary).

Performance assessments: None in addition to Common Core.

19060.8. The program requires the study of professionalism and ethical practices related to the education of students with gifts and talents, including:

- 1) Consumer and professional organizations, publications, and journals relevant to the field of gifted education.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Maintain knowledge of current research and literature in the field of special education and gifted education.

19025 SPECIFIC LEARNING DISABILITIES

19025.1. The program requires the study of philosophical, historical, and legal foundations of special education related to the education of students with specific learning disabilities, including:

- 1) The historical foundations and classic studies, including the major contributors and advocacy organizations, that undergird the growth and improvement of knowledge and practices in the field of education of individuals who have specific learning disabilities.
- 2) The evolution of the term specific learning disability as it relates to medicine, psychology, behavior, and education.
- 3) Current and past philosophies and theories guiding the field of education of individuals who have specific learning disabilities.
- 4) Future trends in the field of education of individuals who have specific learning disabilities.
- 5) The influence of major legislation that affects individuals who have specific learning disabilities and the influence on practice.
- 6) Current educational definitions of individuals with specific learning disabilities, including identification criteria, labeling issues, and current incidence and prevalence figures.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Articulate the factors that influence over-representation of culturally and linguistically diverse individuals in programs for individuals with specific learning disabilities.
- Articulate the pros and cons of current issues and trends in special education and the field of learning disability.

19025.2. The program requires the study of characteristics of learners who have specific learning disabilities, including:

- 1) The various etiologies of conditions affecting individuals with specific learning disabilities.
- 2) The medical factors influencing individuals with specific learning disabilities, including medication, nutrition, genetics, and neurology.
- 3) The psychological characteristics of individuals with specific learning disabilities, including intelligence, perception, memory, thinking skills, and language development.
- 4) The relationship between individuals with specific learning disabilities and other associated conditions, including attention deficit disorder, attention deficit with hyperactivity, and dyslexia.
- 5) The social/emotional aspects of individuals with specific learning disabilities, including social imperceptiveness, juvenile delinquency, and learned helplessness.

Performance assessments: None in addition to Common Core.

19025.3. The program requires the study of assessment, diagnosis, and evaluation of students with specific learning disabilities, including:

- 1) Specialized terminology used in the assessment of individuals who have specific learning disabilities.
- 2) Legal provisions, regulations, and program standards regarding unbiased assessment and use of instructional assessment measures with individuals who have specific learning disabilities.
- 3) Specialized policies regarding referral and placement procedures for individuals who have specific learning disabilities.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Choose and administer assessment instruments appropriately for individuals with specific learning disabilities.

19025.4. The program requires the study of instructional content and practice related to the teaching of students with specific learning disabilities, including:

- 1) The impact of listening skills on the development of critical thinking, reading comprehension, and oral and written language.
- 2) The impact of language development on the academic and social skills of individuals with specific learning disabilities.
- 3) The impact of specific learning disabilities on auditory skills, including perception, memory, and comprehension.
- 4) The relationship between specific learning disabilities and reading instruction, including reading purpose, rate, accuracy, fluency, and comprehension.
- 5) The impact of social skills on the lives of individuals who have specific learning disabilities.
- 6) Sources of specialized materials for individuals with specific learning disabilities.
- 7) Various test-taking strategies used by individuals with specific learning disabilities.
- 8) Alternatives for teaching skills and strategies to individuals with specific learning disabilities who differ in degree and kind of disability.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Use effective instructional strategies for basic skills, including listening, reading, writing, reporting, and computing.
- Use effective instructional strategies for applying various study skills to academic areas.
- Use skills to enhance thinking processes.
- Use skills to enhance vocabulary development.
- Use appropriate reading methods for individuals who have specific learning disabilities.
- Use appropriate spelling methods and instructional strategies for individuals who have specific learning disabilities.
- Assist individuals who have specific learning disabilities in the prediction and detection of errors in oral and written language.

- Use appropriate handwriting methods and instructional strategies for individuals with specific learning disabilities.
- Use decision criteria for when to teach manuscript versus cursive writing for individuals with specific learning disabilities.
- Use appropriate math methods and instructional strategies including articulation, practice, immediate feedback, and review, for individuals who have specific learning disabilities and who show patterns of error.
- Use research-supported instructional strategies and practice for teaching individuals with specific learning disabilities.
- Modify speed of presentation and use organization cues.
- Integrate appropriate teaching strategies and instructional approaches to provide effective instruction in academic and nonacademic areas for individuals with specific learning disabilities.

19025.5. The program requires the study of planning and managing the teaching and learning environment as noted in Common Core standard 8.11.CC.5.

Performance assessments: None in addition to Common Core.

19025.6. The program requires the study of managing student behavior and social interaction skills as noted in Common Core standard 8.11.CC.6. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Design a learning environment for individuals with specific learning disabilities that provides feedback from peers and adults.

19025.7 The program requires the study of managing student behavior and social interaction skills for students with specific learning disabilities, including:

- 1) Sources of unique services, networks, and organizations of individuals with specific learning disabilities, including career/vocational support.

Performance assessments: None in addition to Common Core.

19025.8 The program requires the study of professionalism and ethical practices related to the teaching of students with specific learning disabilities, including:

- 1) Consumer and professional organizations, publications, and journals relevant to the field of specific learning disabilities.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Articulate the learning disability teacher's ethical responsibility to non-identified individuals who function similarly to individuals who have specific learning disabilities (e.g., at-risk individuals).
- Participate in the activities of professional organizations relevant to the field of specific learning disabilities.

19005 MENTAL RETARDATION

19005.1. The program requires the study of philosophical, historical, and legal foundations of special education related to the education of students mental retardation, including:

- 1) Current educational definitions of students/individuals mental retardation, including identification criteria, labeling issues, and current incidence and prevalence figures.
- 2) Major perspectives on the definition/etiology of mental retardation.
- 3) Continuum of placement and services available for students with mental retardation.
- 4) The historical foundations and classic studies, including the major contributors, that undergird the growth and improvement of knowledge and practices in the field of mental retardation.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Articulate the pros and cons of current issues and trends in special education and the field of mental retardation.
- Articulate the factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with mental retardation.
- Teach students with extensive disabilities, focusing on ability and similarities to children without disabilities.

19005.2. The program requires the study of characteristics of learners mental retardation, including:

- 1) Causes and theories of intellectual disabilities and implications for prevention.
- 2) Medical aspects of intellectual disabilities and their implications for learning.
- 3) Medical complications and implications for student support needs, including seizure management, tube feeding, catheterization, and CPR.
- 4) Psychological characteristics of students with mental retardation, including cognition, perception, memory, and language development.
- 5) The social-emotional aspects of mental retardation, including adaptive behavior, social competence, social isolation, and learned helplessness.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Describe and define general developmental, academic, social, career, and functional characteristics of individuals with mental retardation as they relate to levels of support needed.

19005.3. The program requires the study of assessment, diagnosis, and evaluation of students mental retardation, including:

- 1) Legal provisions, regulations, and program standards regarding unbiased assessment and use of instructional assessment measures with students mental retardation.
- 2) Specialized terminology used in the assessment of students with mental retardation.
- 3) Conditions and assessment instruments that ensure maximum performance for students with mental retardation.

- 4) Adaptive behavior assessment.
- 5) Specialized policies regarding referral and placement procedures for students with mental retardation.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Use exceptionality-specific assessment instruments such as adaptive skills assessments and developmental screening assessments.
- Adapt and modify existing assessment tools and methods to accommodate the unique abilities and needs of students with mental retardation, including ecological inventories, portfolio assessments, functional assessments, and future-based assessments.

19005.4. The program requires the study of instructional content and practice related to the teaching of students mental retardation, including:

- 1) Sources of specialized materials for students mental retardation.
- 2) Assistive devices for individuals with special needs.
- 3) Approaches to create positive learning environments for individuals with special needs.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Utilize research-supported instructional strategies and practices, including the functional embedded skills approach, community-based instruction, task analysis, multisensory, and concrete/manipulative techniques.
- Design and implement sensory stimulation programs for individuals with extensive needs.
- Teach culturally responsive functional life skills relevant to independence in the community, personal living, and employment, including accessing public transportation, cooking, shopping, laundry, functional reading, and sexuality.
- Design age appropriate instruction based on the adaptive skills of students with mental retardation.
- Integrate selected related services into the instructional day of students with mental retardation.
- Provide instruction in community-based settings.
- Assist students in the use of alternative and augmentative communication systems.
- Use appropriate physical management techniques, including positioning, handling, lifting, relaxation, and range of motion.
- Use and maintain orthotic, prosthetic, and adaptive equipment effectively.

19005.5. The program requires the study of planning and managing the teaching and learning environment for students mental retardation, including:

- 1) Model programs, including career/vocational and transition, that have been effective for individuals with mental retardation.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Structure the physical environment to provide optimal learning for students with mental retardation.
- Demonstrate the ability to teach students with mental retardation in a variety of placement settings.

19005.6. The program requires the study of managing student behavior and social interaction skills for students mental retardation, including:

- 1) Theories of behavior problems in individuals with mental retardation, including self-stimulation and self-abuse.
- 2) Impact of multiple disabilities on behavior.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Design, implement, and evaluate instructional programs that enhance the student's social participation in family, school, and community activities.

19005.7. The program requires the study of communication and collaborative partnerships related to the needs of students with mental retardation / developmental disorders, including:

- 1) Sources of unique services, networks, and organizations for students/individuals with mental retardation.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Assist students, with the support of parents and other professionals, in planning for transition to adulthood including employment and community and daily life, with maximum opportunities for full participation in community and decision making.

19005.8. The program requires the study of professionalism and ethical practices related to the education of students mental retardation, including:

- 1) Consumer and professional organizations, publications, and journals relevant to the field of mental retardation.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Participate in the activities of professional organizations relevant to the field of mental retardation.

19065 PHYSICAL AND HEALTH DISABILITIES

19065.1. The program requires the study of philosophical, historical, and legal foundations of special education related to the education of students with physical and health disabilities, including:

- 1) Current educational definitions of individuals with physical and health disabilities including identification criteria, labeling issues, and current incidence and prevalence figures.
- 2) Historical foundations and classic studies, including the major contributors, that undergird the growth and improvement of knowledge and practices in the field of special education and related services for individuals with physical and health disabilities and their families.
- 3) Contemporary issues in special education and related services for individuals with physical and health disabilities and their families.
- 4) Laws, regulations, and policies related to the provision of specialized health care in the educational setting.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Articulate the service delivery for individuals with physical and health disabilities and its relation to contemporary educational placement and instructional content.

19065.2. The program requires the study of characteristics of learners with physical and health disabilities, including:

- 1) Implications of physical and health disabilities on psychosocial, educational, vocational, and leisure outcomes for individuals, families, and society.
- 2) Generic medical terminology used to describe the impact of physical and health disabilities.
- 3) Etiology and characteristics of physical and health disabilities across the life span.
- 4) Secondary health care issues that accompany specific physical and health disabilities.

Performance assessments: None in addition to Common Core.

19065.3. The program requires the study of assessment, diagnosis, and evaluation of students with physical and health disabilities, including:

- 1) Specialized terminology used in the assessment of individuals with physical and health disabilities.
- 2) Legal provisions, regulations, and program standards regarding unbiased assessment and use of instructional assessment measures of individuals with physical and health disabilities.
- 3) Specialized policies regarding referral and placement procedures for students with physical and health disabilities.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Modify and adapt assessment procedures for use with individuals with physical and health disabilities.
- Develop and use a technology plan based on adaptive technology assessment.
- Assess reliable method(s) of response of individuals who lack typical communications and performance abilities.
- Use results of specialized evaluations, such as oral motor, reflex, and movement, to make instructional decisions for individuals with physical and health disabilities.

19065.4. The program requires the study of instructional content and practice related to the teaching of students with physical and health disabilities, including:

- 1) Research-supported instructional practices, strategies, and adaptations necessary to accommodate the physical and communication characteristics of students with physical and health disabilities.
- 2) Sources of specialized materials, equipment, and assistive technology for students with physical and health disabilities.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Interpret sensory, mobility, reflex, and perceptual information to create appropriate learning plans for individuals with physical and health disabilities.
- Use appropriate adaptations and assistive technology such as switches, adapted keyboards, and alternative positioning to allow students with physical and health disabilities full participation and access to the core curriculum.
- Adapt lessons that minimize the physical exertion of individuals with specialized health care needs.
- Design and implement an instructional program that addresses instruction in independent living skills, vocational skills, and career education for students with physical and health disabilities, emphasizing positive self-concepts and realistic goals.
- Design and implement curriculum and instructional strategies for medical self-management procedures by students with specialized health care needs.
- Participate in the selection and implementation of augmentative or alternative communication devices and systems, including sign language, electronic devices, picture and symbol systems, and language boards, for use with students with physical and health disabilities.

19065.5. The program requires the study of planning and managing the teaching and learning environment for students with physical and health disabilities, including:

- 1) School setting adaptations necessary to accommodate the needs and abilities of individuals with physical and health disabilities.
- 2) Appropriate use of assistive devices to meet the needs of individuals with physical and health disabilities.
- 3) Specialized health care practices, first aid techniques, and other medically relevant interventions necessary to maintain the health and safety of students in a variety of educational settings.
- 4) Common environmental and personal barriers that hinder accessibility and acceptance of individuals with physical and health disabilities.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Use local, community, and state resources available to assist in programming for individuals with physical and health disabilities.
- Coordinate activities of related services personnel to maximize direct instruction time for individuals with physical and health disabilities.
- Use techniques of physical positioning and management of individuals with physical and health disabilities to ensure participation in academic and social environments.
- Demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating.
- Use appropriate adaptive equipment such as wedges, seat inserts, and standers to facilitate positioning, mobility, communication, and learning for individuals with physical and health disabilities.
- Use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation.
- Practice recommended universal precautions to maintain healthy environments.
- Assist individuals to develop a sensitivity toward those who have communicable diseases.
- Monitor the effects of medication on individual performance.
- Integrate an individual's health care plan into daily programming.

19065 .6. The program requires the study of managing student behavior and social interaction skills for students with physical and health disabilities, including:

- 1) Communication and social interaction alternatives for individuals who are non-speaking.

Performance assessments: None in addition to Common Core.

19065 .7. The program requires the study of communication and collaborative partnerships related to meeting the needs of students with physical and health disabilities, including:

- 1) Sources of unique services, networks, and organizations for individuals with physical and health disabilities.
- 2) Roles and responsibilities of school-based medical and related services personnel (physical and occupational therapists, adapted physical education specialists, etc.)
- 3) Roles and responsibilities of community-based medical and related services personnel (physicians, prosthetics, rehabilitation engineers, etc.).

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Collaborate with service providers regarding acquisition, development, modification, and evaluation of assistive technology, procedures, and curricula to assist in meeting functional, social, educational, and technological needs of students with physical and health disabilities.
- Use strategies to work with chronically ill and terminally ill individuals and their families.

19065.8. The program requires the study of professionalism and ethical practices related to the needs of students with physical and health disabilities, including:

- 1) Rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with physical and health disabilities.
- 2) Consumer and professional organizations, agencies, publications, and journals relevant to the field of physical and health disabilities.
- 3) Types and transmission routes of infectious disease.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Participate in transdisciplinary team activities in providing integrated care for individuals with physical and health disabilities, particularly when students are transitioning from home, hospital, or rehabilitation facility to school.
- Maintain confidentiality of medical records and respect for privacy of individuals with physical and health disabilities.
- Practice appropriate universal precautions when interacting with individuals with physical and health disabilities.
- Seek information regarding protocols, procedural program standards, and policies designed to assist individuals with physical and health disabilities as they participate in school and community-based activities.
- Participate in the activities of professional organizations relevant to the field of physical and health disabilities.

19045 VISUAL IMPAIRMENT

19045.1. The program requires the study of philosophical, historical, and legal foundations of special education related to students with visual impairment, including:

- 1) Federal entitlements (e.g., American Printing House for the Blind Quote Funds) that relate to the provision of specialized equipment and materials for learners with visual impairments.
- 2) Historical foundations for education of children with visual impairments, including the array of service options.
- 3) Current educational definitions of students with visual disabilities, including identification criteria, labeling issues, and current incidence and prevalence figures.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Articulate the pros and cons of current issues and trends in special education visual impairment.

19045.2. The program requires the study of characteristics of learners with visual impairment, including:

- 1) Normal development of the human visual system.
- 2) Basic terminology related to the structure and function of the human visual system.
- 3) Basic terminology related to diseases and disorders of the human visual system.
- 4) Development of secondary senses (hearing, touch, taste, smell) when the primary sense is impaired.
- 5) The effects of a visual impairment on early development (motor system, cognition, social/emotional interactions, self-help, language).
- 6) The effects of a visual impairment on social behaviors and independence.
- 7) The effects of a visual impairment on language and communication.
- 8) The effects of a visual impairment on the individual's family and the reciprocal impact on the individual's self-esteem.
- 9) Psychosocial aspects of a visual impairment.
- 10) Effects of medications on the visual system.
- 11) The impact of additional exceptionalities on students with visual impairments.

Performance assessments: None in addition to Common Core.

19045.3. The program requires the study of assessment, diagnosis, and evaluation of students with visual impairment, including:

- 1) The impact of visual disorders on learning and experience.
- 2) Specialized terminology used in assessing individuals with visual impairments, both as it relates to the visual system and in areas of importance.
- 3) Ethical considerations and legal provisions, regulations, and guidelines (federal, state/provincial, and local) related to assessment of students with visual impairments (including the legal versus functional definitions of blindness and low vision).
- 4) Specialized policies regarding referral and placement procedures for students with visual impairments.

- 5) Procedures used for screening, prereferral, referral, and classifications of students with visual impairments, including vision screening methods, functional vision evaluation, and learning media assessment.
- 6) Alternative assessment techniques for students who are blind or who have low vision.
- 7) Appropriate interpretation and application of scores obtained as a result of assessing individuals with visual impairments.
- 8) Relationships among assessment, IEP development, and placement as they affect vision-related services.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Interpret eye reports and other vision-related diagnostic information.
- Use disability-specific assessment instruments appropriately (e.g., Blind Learning Aptitude Test, Tactile Test of Basic Concepts, Diagnostic Assessment Procedure).
- Adapt and use a variety of assessment procedures appropriately when evaluating individuals with visual impairments.
- Create and maintain disability-related records for students with visual impairments.
- Gather background information about academic, medical, and family history as it relates to the student's visual status for students with visual impairments.
- Develop individualized instructional strategies to enhance instruction for learners with visual impairments, including modifications of the environment, adaptations of materials, and disability-specific methodologies.

19045.4. The program requires the study of instructional content and practice related to the teaching of students with visual impairment, including:

- 1) Methods for the development of special auditory, tactual, and modified visual communication skills for students with visual impairments, including:
 - Braille reading and writing.
 - Handwriting for students with low vision and signature writing for students who are blind.
 - Listening skills and compensatory auditory skills.
 - Typing and keyboarding skills.
 - The use of unique technology for individuals with visual impairments.
 - The use of alternatives to nonverbal communication.
- 2) Methods to acquire disability-unique academic skills, including:
 - The use of an abacus.
 - The use of a talking calculator.
 - Tactile graphics (including maps, charts, tables, etc.)
 - Adapted science equipment.
- 3) Methods for the development of basic concepts needed by young students who do not learn visually.
- 4) Methods for the development of visual efficiency, including instruction in the use of print adaptations, optical devices, and non-optical devices.
- 5) Methods to develop alternative reasoning and decision-making skills in students with visual impairments.
- 6) Methods to develop alternative organization and study skills for students with visual impairments.

- 7) Methods to prepare students with visual impairments for structured precane orientation and mobility assessment and instruction.
 - 8) Methods to develop tactual perceptual skills for students who are or will be primarily tactual learners.
 - 9) Methods to teach human sexuality to students with visual impairments, using tactual models that are anatomically accurate.
 - 10) Methods to develop adapted physical and recreation skills for individuals with visual impairments.
 - 11) Methods to develop social and daily living skills that are normally learned or reinforced by visual means.
 - 12) Strategies for developing career awareness in and providing vocational counseling for students with visual impairments.
 - 13) Strategies for promoting self-advocacy in individuals with visual impairments.
 - 14) Functional life skills instruction relevant to independent, community, and personal living and employment for individuals with visual impairments including:
 - Methods for accessing printed public information.
 - Methods for accessing public transportation.
 - Methods for accessing community resources.
 - Methods for acquiring practical skills (e.g., keeping personal records, time management, personal banking, emergency procedures).
 - 15) Sources of specialized materials for students with visual impairments.
 - 16) Techniques for modifying instructional methods and materials for students with visual impairments, and assisting classroom teachers in implementing these modifications.
- The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Interpret and use unique assessment data for instructional planning with students with visual impairments.
- Choose and use appropriate technologies to accomplish instructional objectives for students with visual impairments, and integrate the technologies appropriately into the instructional process.
- Sequence, implement, and evaluate individual disability-related learning objectives for students with visual impairments.
- Use strategies for facilitating the maintenance and generalization of disability-related skills across learning environments for students with visual impairments.
- Teach students who have visual impairments to use thinking, problem-solving, and other cognitive strategies to meet their individual learning needs.

19045.5. The program requires the study of planning and managing the teaching and learning environment for students with visual impairment, including:

- 1) A variety of input and output enhancements to computer technology that address the specific access needs of students with visual impairments in a variety of environments.
- 2) Model programs, including career-vocational and transition, that have been effective for students with visual impairments.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Prepare modified special materials (e.g., in Braille, enlarged, outlined, highlighted) for students who have visual impairments.
- Obtain and organize special materials to implement instructional goals for learners with visual impairments.
- Design learning environments that are multisensory and that encourage active participation by learners with visual impairments in a variety of group and individual learning activities.
- Create a learning environment that encourages self-advocacy and independence for students with visual impairments.
- Transcribe, proofread, and interline Grade II Braille and Nemth code Braille materials.
- Use Braillewriter, slate and stylus, and computer technology to produce Braille materials.

19045.6. The program requires the study of managing student behavior and social interaction skills for students with visual impairment, including:

- 1) Teacher attitudes and behaviors that affect the behaviors of students with visual impairments.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Prepare students with progressive eye conditions to achieve a positive transition to alternative skills.
- Prepare students who have visual impairments to access information and services from the community at large.
- Prepare students who have visual impairments to respond to societal attitudes and actions with positive behavior, self-advocacy, and a sense of humor.

19045.7. The program requires the study of communication and collaborative partnerships related to the education of students with visual impairments, including:

- 1) Strategies for assisting parents and other professionals in planning appropriate transitions for students who have visual impairments.
- 2) Sources of unique services, networks, and organizations for students with visual impairments.
- 3) Roles of paraprofessionals who work directly with students who have visual impairments (e.g., sighted readers, transcribers, aides) or who provide special materials to them.
- 4) Need for role models who have visual impairments, and who are successful.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Help parents and other professionals to understand the impact of a visual impairment on learning and experience.
- Report disability-related results of evaluations to students who have visual impairments, their parents and administrators and other professionals in clear, concise, "laymen's" terms.

- Manage and direct the activities of para-professionals or peer tutors who work with students who have visual impairments.

19045.8.

The program requires the study of professionalism and ethical practices related to the teaching of students with visual impairment, including:

- 1) Consumer and professional organizations, publications, and journals relevant to the field of visual impairment.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Belong to and participate in the activities of professional organizations in the field of visual impairment.

19055 SPECIAL EDUCATION STRATEGIST

19055.1. The program requires the study of philosophical, historical, and legal foundations of special education related to teaching students with disabilities in individualized general curriculums, including:

- 1) Current educational terminology and definitions of individuals with disabilities* including the identification criteria and labeling controversies, using professionally accepted classification systems, and current incidence and prevalence figures.
- 2) Evolution and major perspectives from medicine, psychology, behavior, and education on the definitions and etiologies of individuals with disabilities*
- 3) Differing perceptions of deviance, including those from mental health, religion, legal-corrections, education, and social welfare.
- 4) The historical foundations, philosophies, theories and classic studies including the major contributors, and major legislation that undergird the growth and improvement of knowledge and practice in the field of special education.
- 5) The legal system to assist individuals with disabilities*.
- 6) Continuum of placement and services, including alternative programs available for individuals with disabilities*.
- 7) Laws, regulations, and policies related to the provision of specialized health care in the educational setting.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Articulate the pros and cons of current issues and trends in the education of individuals with disabilities*.
- Articulate the factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with disabilities*.
- Delineate the principles of normalization versus the educational concept of "least restrictive environment" in designing educational programs for individuals with disabilities*.

19055.2. The program requires the study of characteristics of learners with disabilities (including MR, ED, and SLD) in individualized general curriculums, including:

- 1) Physical development, physical disabilities, and health impairments as they relate to the development and behavior of individuals with disabilities*.
- 2) Effects of dysfunctional behavior on learning, and the differences between emotional disturbance and other disabling conditions.
- 3) Various etiologies and medical aspects of conditions affecting individuals with disabilities*.
- 4) Psychological and social-emotional characteristics of individuals with disabilities*.
- 5) Common etiologies and the impact of sensory disabilities on learning and experience.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Describe and define general developmental, academic, social, career, and functional characteristics of individuals with disabilities* as they relate to levels of support needed.

19055.3. The program requires the study of assessment, diagnosis, & evaluation of students with disabilities in individualized general curriculums, including:

- 1) Specialized terminology used in the assessment of individuals with disabilities*.
- 2) Legal provisions, regulations, and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities*.
- 3) Specialized policies regarding screening, referral, and placement procedures for individuals with disabilities*.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities*.
- Use exceptionality-specific assessment instruments with individuals with disabilities*.
- Adapt and modify ecological inventories, portfolio assessments, functional assessments, and future-based assessments to accommodate the unique abilities and needs of individuals with disabilities*.
- Develop and use a technology plan based on assistive technology assessment.
- Assess reliable method(s) of response of individuals who lack typical communication and performance abilities.

19055.4. The program requires the study of instructional content & practice related to teaching students with disabilities (including MR, ED, and SLD) in individualized general curriculums, including:

- 1) Sources of specialized materials for individuals with disabilities*.
- 2) Impact of listening skills on the development of critical thinking, reading comprehension, and oral and written language.
- 3) Impact of language development on the academic and social skills of individuals with disabilities*.
- 4) Impact of disabilities on auditory skills.
- 5) Relationship between disabilities and reading instruction.
- 6) Impact of social skills on the lives of individuals with disabilities*.
- 7) Varied test-taking strategies.
- 8) Alternatives for teaching skills and strategies to individuals with specific learning disabilities who differ in degree and kind of disability.
- 9) Approaches to create positive learning environments for individuals with disabilities*.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Use effective, research-based instructional strategies and practices to meet the needs of individuals with disabilities*.
- Facilitate use of prevention and intervention strategies in educational settings.

- Delineate and apply the goals, intervention strategies, and procedures related to psychodynamic, behavioral, biophysical, and ecological approaches to individuals with disabilities*.
- Plan, organize, and implement educational programs appropriate to the cognitive and affective needs of individuals with disabilities*.
- Evaluate, select, develop, and adopt curriculum materials and technology appropriate for individuals with disabilities*.
- Integrate academic instruction, affective education, and behavior management for individual learners and groups of learners.
- Evaluate strengths and limitations of alternative instructional strategies for individuals with disabilities*.
- Integrate student-initiated learning experiences into ongoing instruction.
- Use skills to enhance thinking processes.
- Use effective instructional strategies to assist individuals with disabilities* to detect and correct errors in oral and written language.
- Use appropriate instructional strategies to teach math skills and concepts according to the characteristics of the learner and patterns of error.
- Modify pace of instruction and use organization cues.
- Integrate appropriate teaching strategies and instructional approaches to provide effective instruction in academic and nonacademic areas for individuals with disabilities*.
- Utilize research-supported instructional strategies and practices, including the functional embedded skills approach, community-based instruction, task analysis, multisensory, and concrete/manipulative techniques.
- Design age-appropriate instruction based on the adaptive skills of learners.
- Integrate related services into the instructional settings of learners.
- Provide community referenced instruction.
- Assist students in the use of alternative and augmentative communication systems.
- Support the use of media, materials, alternative communication styles and resources required for learners whose disabilities interfere with communications.
- Interpret sensory, mobility, reflex, and perceptual information to create appropriate learning plans.
- Use appropriate adaptations and technology for all individuals with disabilities*.
- Adapt lessons that minimize the physical exertion of individuals with specialized health care needs.
- Design and implement an instructional program that addresses instruction in independent living skills, vocational skills, and career education for students with physical and health disabilities emphasizing positive self-concepts and realistic goals.
- Design and implement curriculum and instructional strategies for medical self-management procedures for students with specialized health care needs.
- Participate in the selection and implementation of augmentative or alternative communication devices and systems for use with students with physical and health disabilities.
- Use strategies for facilitating the maintenance and generalization of skills across learning environments.

19055.5. The program requires the study of planning and managing the teaching and learning environment for students with disabilities (including MR, ED, and SLD) in individualized general curriculums, including:

- 1) Model career, vocational, and transition programs for individuals with disabilities*.
- 2) Issues, resources, and techniques used to integrate students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers.
- 3) Appropriate use of assistive devices to meet the needs of individuals with disabilities*.
- 4) Common environmental and personal barriers that hinder accessibility and acceptance of individuals with disabilities*.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Monitor intragroup behavior changes across subjects and activities.
- Structure the educational environment to provide optimal learning opportunities for individuals with disabilities*.
- Teach individuals with disabilities* in a variety of educational settings.
- Design learning environments for individuals with disabilities* that provide feedback from peers and adults.
- Design learning environments that are multisensory and that facilitate active participation, self-advocacy, and independence of individuals with disabilities* in a variety of group and individual learning activities.
- Use local, community, state, and provincial resources to assist in programming with individuals who are likely to make progress in the general curriculum.
- Coordinate activities of related services personnel to maximize direct instruction time for individuals with disabilities*.

19055.6. The program requires the study of managing student behavior and social interaction skills for students with disabilities in individualized general curriculums, including:

- 1) Rationale for selecting specific management techniques for individuals with disabilities*.
- 2) Theories behind reinforcement techniques and their application to teaching individuals with disabilities*.
- 3) Theories of behavior problems in individuals with disabilities*, including self-stimulation and self-abuse.
- 4) Communication and social interaction alternatives for individuals who are nonspeaking.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Use a variety of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities*.
- Develop and implement a systematic behavior management plan using observation, recording, charting, establishment of timelines, hierarchies of interventions, and schedules of reinforcement.
- Select target behaviors to be changed and identify the critical variables affecting the target behavior.
- Define and use skills in problem-solving and conflict resolution.
- Design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities.
- Establish a consistent classroom routine for individuals with disabilities*.

- Delineate and apply appropriate management procedures when presented with spontaneous management problems.
- Facilitate development and implementation of rules and appropriate consequences in the educational environment.

19055.7. The program requires the study of communication and collaborative partnerships related to the teaching of students with disabilities in individualized general curriculums, including:

- 1) Sources of unique services, networks, and organizations for individuals with disabilities*, including career, vocational, and transition support.
- 2) Parent education programs and behavior management guides, including those commercially available, that address the management of severe behavioral problems and facilitate communication links applicable to individuals with disabilities*.
- 3) Collaborative and consultative roles of special education teachers in the integration of individuals with disabilities* into the general curriculum and classroom.
- 4) Types and importance of information generally available from family, school officials, legal system, community service agencies.
- 5) Roles and responsibilities of school-based medical and related services personnel, professional groups, and community organizations in identifying, assessing, and providing services to individuals with disabilities*.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Use specific behavioral management and counseling techniques in managing students and providing training for their parents.
- Assist students, in collaboration with parents and other professionals, in planning for transition to post-school settings with maximum opportunities for decision making and full participation in the community.

19055.8. The program requires the study of professionalism and ethical practices related to the teaching of students with disabilities in individualized general curriculums, including:

- 1) Consumer and professional organizations, publications, and journals relevant to individuals with disabilities*.
- 2) Rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities*.
- 3) Types and transmission routes of infectious disease.
- 4) Maintain confidentiality of medical and academic records and respect for privacy of individuals with disabilities*.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Participate in the activities of professional organizations relevant to individuals with disabilities*.
- Articulate the teacher's ethical responsibility to nonidentified individuals who function similarly to individuals with disabilities*.

*Implicit to all of the knowledge and skills standards in this section is the focus on individuals with disabilities whose education focuses on an individualized general curriculum.

19070 INDIVIDUALIZED INDEPENDENCE CURRICULUM

19070.1. The program requires the study of philosophical, historical, and legal foundations related to teaching students in individualized independence curriculums, including:

- 1) Current educational terminology and definitions of individuals who would benefit most from an independence curriculum, including the identification criteria and labeling controversies, utilizing professional accepted classification systems and current incidence and prevalence figures.
- 2) Evolution and major perspectives from medicine, psychology, behavior, and education on the definitions and etiologies of individuals with disabilities*.
- 3) The historic foundations, classic studies including the major contributors, and major legislation that grounds the growth and improvement of knowledge and practice in the field of education of individuals with disabilities*.
- 4) Continuum of placement and services available for individuals with disabilities*.
- 5) Laws, regulations, and policies related to the provision of specialized health care in the educational setting.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Articulate the pros and cons of current issues and trends in the education of individuals with disabilities*.
- Delineate the principles of normalization versus the educational concept of "least restrictive environment" in designing educational programs for individuals with disabilities*.

19070.2. The program requires the study of characteristics of learners with disabilities that would benefit most from an individualized independence curriculum, including:

- 1) Physical development, physical disabilities, sensory disabilities, and health impairments as they relate to the development and behavior of individuals who would benefit most from a functional independence curriculum.
- 2) The various etiologies and medical aspects of conditions affecting individuals with disabilities*.
- 3) Psychological and social-emotional characteristics of individuals with disabilities*.
- 4) Medical complications and implications for student support needs, including seizure management, tube feeding, catheterization, and cardiopulmonary resuscitation (CPR).

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Describe and define general developmental, academic, social, career, and functional characteristics of individuals who would benefit most from an independent curriculum as they relate to levels of support needed.

19070.3. The program requires the study of assessment, diagnosis, and evaluation of students in individualized independence curriculums, including:

- 1) Specialized terminology used in the assessment of individuals who would benefit most from a functional independence curriculum as they relate to levels of support needed.
- 2) Legal provisions, regulations, and guidelines regarding unbiased assessment and use of psychometric instruments and instructional assessment measures with individuals with disabilities* as they relate to levels of support needed.
- 3) Specialized policies regarding screening, referral, and placement procedures for individuals who would benefit most from a functional independence curriculum as they relate to levels of support needed.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities*.
- Use exceptionality-specific assessment instruments with individuals with disabilities*.
- Adapt and modify existing assessment tools and methods to accommodate the unique abilities and needs of individuals who would benefit most from a functional independence curriculum.
- Develop and use a technology plan based on adaptive technology assessment.
- Assess reliable method(s) of response of individuals who lack typical communication and performance abilities.

19070.4. The program requires the study of instructional content and practice related to teaching students with disabilities in individualized independence curriculums, including:

- 1) The sources of specialized materials, equipment, and assistive technology for individuals with disabilities*.
- 2) The impact of language development on the academic and social skills of individuals with disabilities*.
- 3) The impact of disabilities on auditory skills of individuals with disabilities*.
- 4) The impact of social skills on the lives of individuals with disabilities*.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Facilitate use of prevention and intervention strategies in educational settings.
- Use technology including assistive devices.
- Use reinforcement systems to create effective learning environments.
- Use student-initiated learning experiences and integrate them into ongoing instruction.
- Use effective instructional strategies to assist individuals with disabilities* to detect and correct errors in oral and written language.
- Choose appropriate methods and instructional strategies according to the characteristics of the learner.
- Design and implement sensory stimulation programs.
- Teach culturally responsive functional life skills.
- Use research-supported instructional strategies and practices.
- Design age-appropriate instruction based on the adaptive skills of learners.
- Integrate related services into the instructional settings of learners.
- Provide community referenced and community based instruction.

- Assist students in the use of alternative and augmentative communication systems.
- Use appropriate physical management techniques, including positioning, handling, lifting, relaxation, and range of motion.
- Facilitate learner's use of orthotic, prosthetic, and adaptive equipment.
- Select and use media, materials, and resources required with learners whose disabilities interfere with communications.
- Interpret sensory, mobility, reflex, and perceptual information to create appropriate learning plans.
- Use appropriate adaptations and assistive technology.
- Adapt lessons that minimize the physical exertion of individuals with specialized health care.
- Design and implement instructional programs that address functional independence skills emphasizing positive self-concepts and realistic goals.
- Design and implement strategies for medical self-management procedures.
- Participate in the selection and implementation of augmentative or alternative communication devices and systems.

19070.5. The program requires the study of planning and managing the teaching and learning environment for students with disabilities in individualized independence curriculums, including:

- 1) Model career, vocational, and transition programs for individuals with disabilities* who are most likely to make progress in a functional independence curriculum.
- 2) Issues, resources, and techniques used to integrate students in a functional independence curriculum into and out of alternative environments, including special centers, psychiatric hospitals, and residential treatment centers.
- 3) Appropriate use of assistive devices to meet the needs of individuals with disabilities*.
- 4) Specialized health care practices, first-aid techniques, and other medically relevant
- 5) interventions necessary to maintain the health and safety of individuals with disabilities in a variety of educational settings.
- 6) Common environmental and personal barriers that hinder accessibility and acceptance of individuals with disabilities*.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Monitor intragroup behavior changes across subjects and activities.
- Structure the educational environment for optimal learning opportunities.
- Teach individuals with disabilities who are in a functional independence curriculum in a variety of settings.
- Design learning environments that provide feedback from peers and adults.
- Design learning environments that are multisensory and that facilitate active participation, self-advocacy, and independence of individuals with disabilities* in a variety of group and individual learning activities.
- Use local, community, state, and provincial resources to assist in programming.
- Coordinate activities of related services personnel to maximize direct instruction time for individuals with disabilities* who are studying an individualized independence curriculum.

- Use techniques of physical positioning and management of individuals with physical and health disabilities to ensure participation in academic and social environments.
- Demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating.
- Use appropriate adaptive equipment such as wedges, seat inserts, and standers to facilitate positioning, mobility, communication, and learning for individuals with physical and health disabilities.
- Use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation.

19070.6. The program requires the study of managing student behavior and social interaction skills for students in individualized independence curriculums, including:

- 1) Rationale for selecting specific management techniques for individuals with disabilities*.
- 2) Continuum of alternative placements and programs available to individuals with disabilities*; state, provincial, and local services available; and the advantages and disadvantages of placement options and programs within the continuum of services.
- 3) Theories behind reinforcement techniques and their applications for teaching individuals with disabilities*.
- 4) Theories of behavior problems in individuals with disabilities*, including self-stimulation and self-abuse.
- 5) Impact of multiple disabilities on behavior and learning.
- 6) Communication and social interaction alternatives for individuals who are nonspeaking.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Use a variety of nonaversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities*.
- Develop and implement systematic behavior management plans for individuals with disabilities* using observation, recording, charting, timelines, intervention hierarchies, and schedules of reinforcement.
- Select target behaviors to be changed and identify the critical variables affecting the target behavior.
- Define and use skills in problem-solving and conflict resolution.
- Design, implement, and evaluate instructional programs that enhance the individual's social participation in family, school, and community activities.
- Develop and facilitate use of behavior crisis management plans.
- Facilitate development and implementation of rules and appropriate consequences.

19070.7. The program requires the study of communication and collaborative partnerships related to teaching students in individualized independence curriculums, including:

- 1) Sources of unique services, networks, and organizations for individuals with disabilities*, including career, vocational, and transition support.
- 2) Parent education programs and behavior management guides, including those commercially available, that address the management of severe behavioral problems and facilitate communication links applicable to individuals with disabilities*.
- 3) Collaborative and/or consultative roles of the special education teachers and paraeducators in the integration of individuals with disabilities* into general classrooms.

- 4) Types and importance of information generally available from family, school officials, legal system, community service agencies.
- 5) Roles and responsibilities of school-based medical and related services personnel, professional groups, and community organizations in identifying, assessing, and providing services to individuals with disabilities*.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Assist students, in collaboration with parents and other professionals, in planning for transition to adulthood including employment, community, and daily life, with maximum opportunities for decision making and full participation in the community.
- Use strategies to work with chronically ill and terminally ill individuals and their families.

19070.8. The program requires the study of professionalism and ethical practices related to teaching students in individualized independence curriculums, including:

- 1) Consumer and professional organizations, publications, and journals relevant to individuals with disabilities*.
- 2) Rights to privacy, confidentiality, and respect for differences among all persons interacting with individuals with disabilities*.
- 3) Types and transmission routes of infectious disease.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Participate in the activities of professional organizations relevant to individuals with disabilities*.
- Articulate the teacher's ethical responsibility to individuals who function similarly to individuals with disabilities* (e.g., individuals at risk).
- Seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with disabilities* as they participate in school and community-based activities.
- Maintain confidentiality of medical and academic records and respect for privacy of individuals with disabilities*.

*Implicit to all of the knowledge and skills standards in this section is the focus on individuals with disabilities whose education is in an individualized independence curriculum.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

(Effective date August 1, 2002, mandatory for visits August 1, 2004)

FOREIGN LANGUAGES

06010 French, 06015 German, 06020 Greek, 06025 Latin, 06035 Spanish.

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments will be provided by the Education Standards and Practices Board as guidelines. Institutions are not restricted to using the given examples, but may develop others that demonstrate candidates' ability to apply what they have learned in the K-12 school setting.

06010.1, 06015.1, 06020.1, 06025.1, 06035.1

The program requires study designed to develop 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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Handle a variety of tasks and social situations related to work, school, recreation, and individual interests within all skill areas.

06010.2, 06015.2, 06020.2, 06025.2, 06035.2

The program requires study designed to develop 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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Demonstrate familiarity and understanding of language as a linguistic system
- Demonstrate the understanding of and ability to explain fundamentals of syntax

06010.3, 06015.3, 06020.3, 06025.3, 06035.3

The program requires study designed to provide 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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Compare and contrast similarities and differences among cultures,
- Demonstrate the understanding of the complexity of the interaction between aspects of language and culture,

- Select, present, and integrate authentic materials as referred to in (b),
- Show responsibility for expanding one's own awareness of target culture, e.g. foreign travel, exchange programs, workshops, guest speakers, etc.

06010.4, 06015.4, 06020.4, 06025.4, 06035.4

The program requires studying methods of teaching foreign language including current trends in foreign language with an examination of a variety of teaching methods, techniques and theory. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Use current trends in methodologies for effective instruction, e.g. total physical response (TPR), direct instruction, cooperative activities, etc.,
- Use assessment results to monitor student learning to insure the effectiveness of teacher's instruction,
- Incorporate assessment tools to modify instruction to meet the needs of the students,
- Demonstrate understanding of second language acquisition theories and their historical context.

06010.5, 06015.5, 06020.5, 06025.5, 06035.5

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.

Examples of performance assessments may include how to:

- demonstrate appropriate use of various technologies within their instructional practices.
- select and use appropriate technology tools specific to their content area(s).
- use technology to effectively manage communications, instructional planning, and record keeping.

History:

Revised August 12, 2005, mandatory for visits July 1, 2006.

Revised January 30, 2004, mandatory for visits July 1, 2006.

Effective date March 2000, mandatory for visits March 2002.

18015 HEALTH EDUCATION

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments are provided as a guideline with each standard. 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 K-12 school setting.

18015.1 The program requires study of personal health over the life span. The program includes the dimensions of health (social, physical, intellectual, emotional, spiritual) including the changes that occur throughout life and how these changes differ among individuals. It includes (a) emotional and mental health; (b) physical fitness; (c) nutrition; and (d) the effects of substance abuse on emotional, physical, and social health. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- analyze the dimensions of health (social, physical, intellectual, emotional, spiritual) relative to a health topic, note the changes that occur throughout life, and how these changes could differ among individuals;
- evaluate current practices in our society and culture as they relate to fitness and nutrition;
- evaluate the effectiveness of a specific fitness and/or nutrition program;
- develop problem solving skills regarding the use, misuse and abuse of drugs;
- use data to identify the relationships between the use of substances and domestic violence, motor vehicle crashes/deaths, date rape, etc.;
- foster the development of conflict resolution skills.

18015.2 The program requires study of health promotion and disease prevention including: communicable diseases (including HIV/AIDS, Sexually Transmitted Infections) and noncommunicable diseases (including chronic and degenerative). Use a variety of performance assessments to evaluate candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- analyze the impact of personal health behaviors on preventable diseases;
- research the relationship between stress and disease;
- evaluate the effects of emotional health and productivity in relation to personal wellness.

18015.3 The program requires study of decision-making skills related to the ability to access and evaluate health related information, including consumer selection of health products and professional services. Use a variety of performance assessments to evaluate candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- evaluate resources from home, school, and the community that present health information, products and services;

- compare and contrast factors that influence personal selection of health care resources, products, and services;
- identify situations that require professional health services in the areas of prevention, treatment, and rehabilitation;
- research data on the effectiveness of alternative treatments, i.e., herbal, acupuncture, on chronic and degenerative diseases.

18015.4 The program requires study of the physical, social and emotional aspects of human sexuality and parenting. Use a variety of performance assessments to evaluate candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- compare and contrast physical, intellectual, social, and cultural factors that influence attitudes and behaviors regarding sexuality, relationships, and families;
- understand the importance of prenatal and perinatal care to both mother and child;
- compare and contrast abstinence-based and abstinence-only curriculum in the prevention of STIs and teen pregnancies;
- role-play or present (via guest speakers, videos ect.) teen parenting situations.

18015.5 The program requires study of human growth and development, including: structure and function of the human body: the principles of human physiology and anatomy, body chemistry, and genetics. Use a variety of performance assessments to evaluate candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- analyze the impact of personal health behaviors on the functioning of body systems;
- compare and contrast how the health of an individual changes through various life stages;
- relate current scientific information to an individual's longevity and the quality of life;
- research a rare or common disease, i.e., progeria, common cold, and analyze why treatments or cures have been ineffective.

18015.6 The program requires study of safety issues, first aid/CPR, and emergency care. Use a variety of performance assessments to evaluate candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- recognize hazardous conditions on the playground, in the classroom, and elsewhere in the school and take appropriate action to eliminate or correct such conditions;
- apply standards for safety, hygiene, and sanitation needed in schools to provide a safe and healthful environment;

- evaluate school safety/violence prevention programs, policies and the physical security measures to ensure a safe healthy climate;
- develop and produce a commercial or public service announcement related to safety issues.

18015.7 The program requires study of personal, family, community and environmental health. Use a variety of performance assessments to evaluate candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- examine a public health policy or government regulation, i.e. nuclear waste, and articulate the supporting research and its impact on health related issues;
- identify the components of a healthy environment;
- analyze how the environment or culture influences the health of the community;
- identify school and community health councils and services provided;
- integrate healthful environmental aspects into the health instruction program;
- engage in positive advocacy relative to health topics.

18015.8 The program requires study of common physical and mental adaptations necessary to accommodate special needs students. Use a variety of performance assessments to evaluate candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- define the common terminology, acronyms or abbreviations related to special needs, i.e., diabetes, asthma, LD, ADHD, and be able to design needed modifications;
- recognize the significance of students' health problems and potential effects on learning;
- identify and use a variety of techniques and procedures to determine the health needs and interests of all students.

18015.9 The program requires the study of development, implementation, administration, and evaluation of health education programs in conjunction with voluntary, community, and other health agencies. Use a variety of performance assessments to evaluate candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- write a defense for inclusion of comprehensive health education in the school curriculum;
- formulate a plan to implement a total school health program;
- identify the role of the teacher in each of the school health program components: services, environment and instruction.

18015.10 The program requires the study of teaching health and current trends in health education including skills involved in problem-solving, decision-making, communication, and goal setting; with an examination of a variety of teaching

methods and techniques. The program uses a variety of performance assessments to evaluate candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- develop effective, age appropriate health units based on the needs and interests of students;
- purposefully link active learning strategies to course objectives and assessments;
- apply a variety of stimulating and motivating teaching techniques derived from fundamental principles of learning;
- use “teachable moments” or incidents that occur in the classrooms, in the school or in the community;
- demonstrate humane and respectful treatment of all students;
- motivate students' cooperative learning for various purposes: decision making, problem solving, conflict resolution, and stress management;

18015.11 The program requires the study of current, appropriate instructional technologies. Use a variety of performance assessments to evaluate candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- demonstrate appropriate use of various instructional technologies;
- select and use appropriate technology tools specific to health education;
- use technology to effectively manage communications, instructional planning, and record keeping.

History:

Revised August 12, 2005, mandatory for visits July 1, 2006.

Revised January 27, 2004, mandatory for visits July 1, 2006.

Effective date March 2000, mandatory for visits March 2002.

09040 FAMILY AND CONSUMER SCIENCES (FACS)

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

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; and
- (h) career preparation and career opportunities.

The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- relate instructional content to current, real-life issues.
- develop a rationale for instruction in Family and Consumer Sciences content for today's students.
- compare and contrast how families and work have changed over time. Relate these changes to the instructional priorities for today's Family and Consumer Sciences (FACS) programs.
- analyze the importance of family and consumer life skills across each of the life span areas.
- analyze different curricula for strengths, weaknesses, and appropriateness to support the instructional plan.
- design an instructional plan and several specific lessons for a semester course that reflects state and national content standards and competencies in Family and Consumer Sciences.
- incorporate use of basic academic skills (communication, mathematics, and science) in FACS instruction.
- identify and explore careers that utilize family and consumer sciences knowledge and skills.
- assess cultural, ethnic, generational, environmental and ethical impacts on planning and instruction in a given Family and Consumer Sciences content area.

09040.2 The program requires 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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- develop a management plan for conducting a laboratory activity.
- develop safety/sanitation guidelines for conducting a laboratory activity.
- select and use appropriate active learning strategies, such as service learning, job shadowing, work experience in the community, laboratory and classroom simulations, to reinforce and extend instruction.
- develop rubrics to assess student learning in a laboratory or community learning situation.
- develop and conduct activities for child(ren) of a given age, that are appropriate to the developmental stage and that reflect emotional, social, and physical aspects of child development.
- demonstrate ability to plan for nutritional needs of individuals and families across the life span and to acquire and prepare foods appropriately to meet these needs.
- identify hazards or other conditions that may restrict student learning in the classroom, laboratory, or work site, and take appropriate action to correct such conditions.

09040.3 The program requires experience designed to develop knowledge, involvement, and leadership in Family and Consumer Sciences student organizations. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to...

- demonstrate how to incorporate a Family, Career, Community Leaders of America (FCCLA) resource or program into the family and consumer sciences curriculum.
- develop strategies to promote student management of FCCLA activities.
- survey the needs and current concerns of a family & consumer sciences student organization (FCCLA).
- demonstrate skills used to incorporate FCCLA chapters within the classroom.
- utilize national programs of FCCLA such as STAR events in the chapter setting.
- assist a local chapter, district advisor, or the state FCCLA advisor with STAR events competition.
- create a plan and supporting materials to promote student membership in a family and consumer sciences student organization (FCCLA).

09040.4 The program requires studying methods of teaching Family and Consumer Sciences, 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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to...

- design learning situations that require higher-order thinking skills and enable students to assess their own learning.
- design a real-life problem-solving scenario that can be used as an assessment for specific unit of study.
- motivate cooperative student groups for various purposes such as problem solving, inquiry, gaming or discovery.
- evaluate instructional technology and other resources used in various concept areas for appropriateness to a specific grade or maturity level.
- design learning strategies, assessments and accommodations that support course objectives and address differences in learning styles, learner interests, and abilities.
- identify current issues and trends impacting individuals and families and design instruction that addresses those issues and trends from the perspective of the student.
- maintain a positive and supportive environment conducive to learning about self and addressing issues of a personal nature.
- establish procedures for safe and appropriate use of family and consumer sciences equipment and materials.
- develop opportunities for students to learn from peers, family, and community members.

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.

Examples of performance assessments may include how to...

- develop a plan for establishing an advisory committee.
- develop a lesson plan that incorporates interdisciplinary instruction.
- identify potential opportunities for student involvement in addressing community issues and concerns, either through class activities or through the family and consumer sciences student organization (FCCLA).
- incorporate a program-marketing component into plans for a family and consumer sciences class or FCCLA activity.
- survey a community for resources to be used in the classroom.
- assess the possible impact on families of a given public policy or piece of legislation.
- identify sources of support and assistance for individuals and families.

- determine whether family and consumer sciences program plans comply with federal vocational-technical legislation and state policies.

09040.6 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.

Examples of performance assessments may include how to:

- demonstrate appropriate use of various technologies within their instructional practices.
- select and use appropriate technologies to support instruction in Family and Consumer Sciences.
- use technology to effectively manage communications, instructional planning, and record keeping.

History:

Revised August 12, 2005, mandatory for visits July 1, 2006.

Revised January 26, 2004, mandatory for visits July 1, 2006.

Effective date August 1, 2002, mandatory for visits August 1, 2004.

50065 LIBRARY SCIENCE (minor)

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments will be provided by the Education Standards and Practices Board as guidelines. Institutions are not restricted to using the given examples, but may develop others that demonstrate candidates' ability to apply what they have learned in the K-12 school setting.

50065.1 The program requires study and experiences in information literacy and library media skills. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

50065.2 The program requires study and experiences in the library media professional's role to integrate media, materials, and technology into the curriculum. In addition, the program requires study with other types of library and information services to promote intellectual freedom in a democratic society. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

50065.3 The program requires study and experiences in assessing needs in the use of media, materials, and technology to support effective instruction. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

50065.4 The program requires study and experiences in using both print and electronic information systems to meet instruction and information needs of students and faculty. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

50065.5 The program requires study and experiences in production of media materials. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

50065.6 The program requires study and experiences in establishing an acquisition process that assures resources are available when needed and in organizing, classifying, and cataloging media materials. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

50065.7 The program requires study and experiences in choosing children's and young adult literature, media, and informational resources in relationship to learner's interests, reading ability, and cultural background. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

50065.8 The program requires study and experiences in the library media professional's role in promoting awareness of the relationship between home and school by developing lifelong reading habits in children and young adults. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

50065.9 The program requires study and experiences in the administration of a school library media center. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-

50065.10 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.

Examples of performance assessments may include how to:

- demonstrate appropriate use of various technologies within their instructional practices.
- select and use appropriate technology tools specific to their content area(s).
- use technology to effectively manage communications, instructional planning, and record keeping.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

Effective date March 2000, mandatory for visits March 2002.

04006 MARKETING EDUCATION

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments will be provided by the Education Standards and Practices Board as guidelines. Institutions are not restricted to using the given examples, but may develop others that demonstrate candidates' ability to apply what they have learned in the K-12 school setting.

The following standards pertain to programs preparing teachers of marketing education for secondary schools. Programs preparing marketing education teachers must, in addition, meet the standards set out in the *North Dakota State Plan for Career and Technical Education*.

04006.1 The program requires the application and integration of core academics. The program uses a variety of integration techniques to understand the importance of academics in the field of marketing.

Examples of performance assessments may include how to:

- Demonstrates competencies in academics including mathematics, reading, writing, speaking, and geography as they relate to developing and implementing a marketing education curriculum.

04006.2 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.

Examples of performance assessments may include how to:

- Demonstrate appropriate use of various technologies within their instructional practices.
- Select and use appropriate technology tools specific to their content area(s).
- Use technology to effectively manage communications, instructional planning, and record keeping.

04006.3 The program requires study and experiences in distribution, financing, marketing information management, pricing, product/service management, promotion, and selling. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Understands the concepts and processes to move, store, locate, and/or transfer ownership of goods and services.
- Understands the financial concepts used in making business decisions.
- Understands the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.
- Understands concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers perceptions of value.
- Understands the concepts and processes needed to obtain develop, maintain, and improve a product or service mix in response to marketing opportunities.

- Understands the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
- Understands the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.

04006.4 The program requires experiences that develop the ability to plan, develop, and administer a comprehensive marketing education program. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Review marketing curriculum to evaluate for appropriateness, and recommend enhancements based on evolving trends in marketing education.
- Develop and implement standards-driven curriculum based on identified needs within a marketing education program.
- Develop an understanding of effective teaching progression within a marketing education program.

04006.5 The program requires experiences designed to develop knowledge and involvement in marketing education student organizations. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Develop a comprehensive program of work for a marketing education student organization which is grounded on fundamentals in alignment with state and national objectives.
- Demonstrate ability to motivate, prepare and advise students to successfully participate in a student organization.

04006.6 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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Utilize various teaching resources and methods to develop and update and deliver lesson plans.
- Identify and incorporate school based enterprises or workplace learning opportunities.
- Use effective demonstration techniques in multiple settings (classroom, school based enterprise, computer lab).
- Adapt and modify curriculum for special needs populations.

History:

Revised August 12, 2005, mandatory for visits July 1, 2006.

Revised January 27, 2004, mandatory for visits July 1, 2006.

Effective date March 2000, mandatory for visits March 2002.

11010 MATHEMATICS EDUCATION

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments are provided as a guideline with each standard. 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 K-12 school setting.

Teachers must have studied the mathematics they could be expected to teach. A high school background of four years of mathematics including the equivalent of pre-calculus is assumed. They also must study mathematics from the next level to help them understand the significance of what they teach for later courses. Teachers should experience mathematics instruction that models the methods they will be expected to be able to use in their own classes. This instruction, designed to actively engage students in higher-level mathematical activities, will include attention to mathematical communication, reasoning, problem solving, connections, and representation.

11010.1 The program requires problem solving and mathematical reasoning. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- design an inquiry based activity to engage students in a constructivist approach to solve a problem.
- identify, teach, and model problem solving in grades 7-12.
- use mathematical representations to solve problems from fields such as natural sciences, social sciences, business, and engineering.
- apply a wide variety of strategies to solve problems and adapt the strategies to new situations.
- organize mathematical thinking to demonstrate understanding of mathematical concepts and processes.

11010.2 The program includes the study of mathematical connections, communication and representation. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- connect mathematics to other disciplines and real-world situations
- use oral and written discourse between teacher and students and among students to develop and extend students' mathematical understanding.
- create and use representations to organize, record, and communicate mathematical ideas.

11010.3 The program requires candidates to demonstrate an understanding of the concepts of school mathematics including algebra and function, number and operation, geometry, statistics, probability, and measurement. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- collect, display, analyze, and interpret data.
- apply numerical computation and estimation techniques and extend them to algebraic expressions.
- model a wide range of phenomena with a variety of functions.
- use geometric concepts and relationships to describe and model mathematical ideas and real-world constructs.

11010.4 The program requires the study of the core mathematics content including calculus, axiomatic geometry, linear and abstract algebra, analysis, statistics, probability and computer programming. The program uses varied performance assessments of students' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- demonstrate understanding of the nature of axiomatic systems by giving proofs in different branches of mathematics.
- use both descriptive and inferential statistics to analyze data, make predictions, and make decisions.
- use algebra to describe patterns, relations, and functions, and to model and solve problems.
- apply the concepts of linear algebra such as matrices and linear programming.
- apply the concepts of limit, continuity, differentiation and integration.

11010.5 The program requires the study of the history and philosophy of mathematics. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- provide a historical context for mathematical ideas.
- provide examples of mathematical contributions by underrepresented groups and diverse cultures.

11010.6 The program requires the appropriate use of technology. It requires the study, selection, and use of concrete materials to help students build understanding of mathematical concepts. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- use computers, calculators, and other instructional technology as tools to solve mathematical problems.

- use a variety of physical and visual materials for exploration and development of mathematical concepts.

11010.7 The program requires the study of a variety of teaching methods and strategies. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- organize and facilitate a variety of instructional modes such as collaborative groups, cooperative learning, and peer teaching that are most appropriate for the mathematics content and learners.
- use instructional strategies based on current research as well as national, state, and local standards relating to mathematics instruction.
- deliver or receive electronic instruction such as web-based instruction, electronic textbooks, and interactive video classes.

11010.8 The program requires the study of formative and summative assessment strategies to determine students' understanding of mathematics and to help candidates monitor their own teaching effectiveness. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- identify and use appropriate methods for gathering information about student learning
- align assessment with instructional objectives.
- engage in reflective self-assessment and develop a system for self-assessment as a practicing teacher.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

Revised November 17, 2003, mandatory for visits July 1, 2006.

Effective date March 2000, mandatory for visits March 2002.

50017 MIDDLE EDUCATION

Highly qualified teachers at the middle level: Individuals teaching in a middle school must meet the Education Standards And Practices Board (ESPB) grade level requirements in ESPB administrative rule 67.1-02-03-04 for middle level, and hold a minimum equivalent of 16 SH 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 24 SH 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 Young Adolescent Development

The program requires study of the major concepts, principles, theories, and research related to young adolescent development (including intellectual , physical, psychological, and social characteristics), and provides opportunities that support student development and learning. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessment may include:

Knowledge

Middle level teacher candidates:

1. Understand the major concepts, principles, and theories of young adolescent development – intellectual, physical, social, emotional, and moral.
2. Understand the range of individual differences of all young adolescents and the implications of these differences for teaching and learning.
3. Know a variety of teaching/learning strategies that take into consideration and capitalize upon the developmental characteristics of all young adolescents.
4. Understand the implications of young adolescent development for school organization and components of successful middle level programs and schools.
5. Understand issues of young adolescent health and sexuality.
6. Understand the interrelationships among the characteristics and needs of all young adolescents.
7. Understand that the development of all young adolescents occurs in the context of classrooms, families, peer groups, communities and society.

Dispositions

Middle level teacher candidates:

1. Are positive and enthusiastic about all young adolescents.
2. Respect and appreciate the range of individual developmental differences of all young adolescents.
3. Hold high, realistic expectations for the learning and behavior of all young adolescents.
4. Believe that all young adolescents can learn and accept responsibility to help them do so.
5. Are enthusiastic about being positive role models, coaches, and mentors for all young adolescents.
6. Believe that diversity among all young adolescents is an asset.
7. Believe that their role includes helping all young adolescents develop to their full potential.

Performances

Middle level teacher candidates:

1. Establish close, mutually respectful relationships with all young adolescents that support their intellectual, ethical, and social growth.
2. Create learning opportunities that reflect an understanding of the development of all young adolescent learners.
3. Create positive, productive learning environments where developmental differences are respected and supported, and individual potential is encouraged.
4. Make decisions about curriculum and resources that reflect an understanding of young adolescent development.
5. Use developmentally responsive instructional strategies.
6. Use multiple assessments that are developmentally appropriate for young adolescent learners.
7. Engage young adolescents in activities related to their interpersonal, community, and societal responsibilities.
8. Create and maintain supportive learning environments that promote the healthy development of all young adolescents.
9. Deal effectively with societal changes that impact the healthy development of young adolescents.
10. Respond positively to the diversity found in young adolescents and use that diversity in planning and implementing curriculum and instruction.

50017. 2 Middle Level Philosophy and School Organization

The program requires study of the philosophical foundations, curriculum, and organizational structures characteristic of developmentally responsive middle level programs and schools. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessment may include:

Knowledge

Middle level teacher candidates:

1. Understand the philosophical foundations of developmentally responsive middle level programs and schools.
2. Are knowledgeable about historical and contemporary models of schooling for young adolescents and the advantages and disadvantages of these models.
3. Understand the rationale and characteristic components of developmentally responsive middle level schools.
4. Know best practices for the education of young adolescents in a variety of school organizational settings (e.g., K-8, 5-8, 7-12 organizational plans).
5. Understand the team process as a structure for school improvement and student learning.
6. Understand that flexible scheduling provides the context for teachers to meet the needs of all young adolescents.

Dispositions

Middle level teacher candidates:

1. Believe in the philosophical foundations that support developmentally responsive and socially equitable programs for all young adolescents.
2. Are committed to the application of middle level philosophical foundations in their practice.
3. Are supportive of organizational components that maximize student learning.
4. Are committed to developmentally responsive and socially equitable teaching, learning, and schooling in a variety of organizational settings.

Performances

Middle level teacher candidates:

1. Apply their knowledge of the philosophical foundations of middle level education when making decisions about curriculum and instruction.
2. Work successfully within developmentally responsive structures to maximize student learning.
3. Articulate and apply their knowledge of the philosophical foundations of middle level education in their classrooms, schools, and communities.
4. Implement developmentally responsive practices and components that reflect the philosophical foundations of middle level education.

50017. 3 Middle Level Curriculum

The program requires study of the major concepts, principles, theories, standards, and research related to the design and execution of middle level curriculum, and they use this knowledge in their practice. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include:

Knowledge

Middle level teacher candidates:

1. Understand that middle level curriculum should be relevant, challenging, integrative, and exploratory.
2. Understand the interdisciplinary nature of knowledge and how to make connections among subject areas when planning curriculum.
3. Possess a depth and breadth of content knowledge.
4. Are knowledgeable about middle level curriculum standards and models.
5. Know how to incorporate all young adolescents' ideas, interests, and experiences into curriculum.
6. Understand effective curriculum assessment strategies.
7. Understand their roles in the total school curriculum (e.g., advisory program, co-curricular activities and other programs).

Dispositions

Middle level teacher candidates:

1. Value the need for being knowledgeable and current in curriculum areas taught.
2. View all areas of knowledge and skills as important.
3. Value the importance of ongoing curriculum revision.

4. Realize the importance of connecting curriculum to the needs, interests, and experiences of all young adolescents.
5. Are committed to implementing an interdisciplinary curriculum that is challenging, integrative, exploratory, and accommodates and supports the learning of all young adolescents.

Performances

Middle level teacher candidates

1. Successfully implement the curriculum for which they are responsible in ways that help all young adolescents learn.
2. Use current knowledge and standards from multiple subject areas in planning, integrating, and implementing curriculum.
3. Incorporate the ideas, interests, and experiences of all young adolescents in curriculum.
4. Develop and teach an integrated curriculum.
5. Teach curriculum in ways that encourage all young adolescents to observe, question, and interpret knowledge and ideas from diverse perspectives.
6. Provide all young adolescents with multiple opportunities to learn in integrated ways.
7. Participate in varied professional roles within the total school curriculum (e.g., advisory program, co-curricular activities).
8. Utilize effective curriculum assessment strategies.
9. Articulate curriculum to various stakeholder groups.

50017. 4 Middle Level Teaching Fields

The program requires study of the central concepts, tools of inquiry, standards, and structures of content in chosen teaching field(s), and how to use them to create meaningful learning experiences that develop all young adolescents' competence in subject matter and skills. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

- A. English: refer to English for additional information.
 - A1. Content knowledge to include grammar, developmental reading, speech, writing, literature, and methods.
- B. Math: refer to Mathematics Education for additional information.
 - B1. Content knowledge to include college algebra, geometry, statistics, computer/educational technology, and methods.
- C. Science: refer to Science for additional information.
 - C1. Content knowledge to include earth, life, chemistry, and physics, required labs, and methods.
- D. Social Studies: refer to Social Studies for additional information.
 - D1. Content knowledge to include history (ND history, world history, US history to 1877); geography (ND/North American geography, world/regional geography); and methods.

Examples of performance assessment may include:

Knowledge

Middle level teacher candidates:

1. Possess a depth and breadth of knowledge of content area(s) which are broad, multidisciplinary, and encompass the major areas within those fields (e.g., science, not just biology; social science, not just history).
2. Know how to use content knowledge to make interdisciplinary connections.
3. Are knowledgeable about instructional strategies that are especially effective in their teaching fields.
4. Understand how to integrate literacy into their teaching fields.

Dispositions

Middle level teacher candidates:

1. Value the importance of staying current in their teaching fields.
2. Are committed to the importance of integrating content.
3. Are committed to using content specific teaching strategies.
4. Value the integration of literacy in all teaching fields.

Performances

Middle level teacher candidates:

1. Use their depth and breadth of content knowledge in ways that maximize student learning.
2. Use effective content specific teaching strategies.
3. Engage all young adolescents in content that incorporates their ideas, interests, and experiences.
4. Teach in ways that help all young adolescents understand the integrated nature of knowledge.
5. Integrate literacy skills into teaching content to all young adolescents.
6. Engage in activities designed to extend knowledge in their teaching fields.

50017. 5 Middle Level Instruction

The program requires study of the major concepts, principles, theories, and research related to effective instruction, positive learning environment, and how to employ a variety of strategies (including integrating the curricular offerings at the middle level, adapting curriculum and instruction to individual learning needs, fostering active learning, teaching problem solving, reading and communication skills) for a developmentally appropriate climate to meet the varying abilities and learning styles of all young adolescents. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessment may include:

Knowledge

Middle level teacher candidates:

1. Understand the principles of instruction and the research base that supports them.
2. Know a wide variety of teaching/learning strategies, and when to implement them.
3. Know that teaching higher order thinking skills is an integral part of instruction and assessment.
4. Understand ways to teach the basic concepts and skills of inquiry and communication.
5. Know how to evaluate the effectiveness of teaching strategies.

6. Understand how to motivate all young adolescents and facilitate their learning through the use of a wide variety of developmentally responsive materials and resources (e.g., technological resources, manipulative materials).
7. Know effective, developmentally responsive classroom management techniques.
8. Understand the relationship of assessment results in improving instruction.

Dispositions

Middle level teacher candidates:

1. Value the need for a repertoire of teaching/learning strategies that are appropriate for teaching all young adolescents.
2. Value the need for providing and maintaining environments that maximize student learning.
3. Believe that instructional planning is important and must be developmentally responsive.
4. Value opportunities to plan instruction collaboratively with teammates and other colleagues.
5. Value the importance of on-going and varied assessment strategies.
6. Realize the importance of basing instruction on assessment results.
7. Appreciate the importance of teaching strategies that are current and supported by research and successful practice.

Performances

Middle level teacher candidates:

1. Use a variety of teaching/learning strategies and resources that motivate young adolescents to learn.
2. Create learning experiences that encourage exploration and problem solving so all young adolescents can be actively engaged in learning.
3. Plan effective instruction individually and with colleagues.
4. Utilize a variety of formal and informal assessment techniques to improve teaching/learning strategies (e.g., evaluation of student learning).
5. Provide all young adolescents with opportunities to engage in independent and collaborative inquiry.
6. Participate in professional development activities that increase their knowledge of effective teaching/learning strategies.
7. Establish positive learning climates for all young adolescents.
8. Employ effective, developmentally responsive classroom management techniques.

50017. 6 Middle Level Assessment

The program requires study of formal and informal assessment strategies to evaluate learning and teaching to ensure the continuous intellectual, psychological, social, and physical development of all young adolescents, and how use that knowledge in middle level practice. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessment may include:

Knowledge

Middle level teacher candidates:

1. Understand theories of assessment.

2. Understand the multiple roles of assessment in the instructional process (e.g., monitoring learning, evaluating student progress and modifying teaching strategies).
3. Know how to select and develop formal, informal, and performance assessment techniques based on their relative advantages and limitations.
4. Understand how assessment strategies should be used in various learning environments and for specific achievement goals.
5. Understand local, state, and national assessment systems.

Dispositions

Middle level teacher candidates:

1. Believe that assessment is a necessary component of effective instructional practices.
2. Value the importance of using a variety of assessment strategies that support student learning.
3. Are committed to using assessment to identify student strengths and enhance student growth rather than deny student access to learning.

Performances

Middle level teacher candidates:

1. Use a wide variety of formal and informal assessments that are developmentally responsive.
2. Demonstrate strategies to involve all young adolescents in self assessment.
3. Use student assessment results to monitor and improve their teaching.
4. Adapt instructional practices based on student assessment data.
5. Implement a variety of developmentally responsive assessment measures (e.g., portfolios, authentic assessments, student self-evaluation).
6. Demonstrate the ability to maintain useful records and create an effective plan for evaluation of student work and achievement.
7. Communicate assessment information knowledgeably and responsibly.

50017. 7 Family and Community Involvement

The program requires study of major concepts, principles, theories, and research related to working collaboratively with other teachers, staff members, resource persons, family and community members, and how to use that knowledge to maximize the learning of all young adolescents. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessment may include:

Knowledge

Middle level teacher candidates:

1. Understand the variety of family structures.
2. Understand how prior learning, differing experiences, and family and cultural backgrounds influence young adolescent learning.
3. Understand the challenges that families may encounter in contemporary society and are knowledgeable about support services and other resources that are available to assist them.
4. Know how to communicate effectively with family and community members.

5. Understand that middle level schools are organizations within a larger community context.
6. Understand the relationships between schools and community organizations.
7. Know about the resources available within communities that can support students, teachers, and schools.
8. Know what kinds of information can and should be shared with family and community members and what should remain private and confidential.
9. Understand the importance of following school district policies and protocol regarding interagency partnerships and collaboratives.
10. Understand the roles of parents and community members in improving the education of all young adolescents.

Dispositions

Middle level teacher candidates:

1. Respect all young adolescents and their families.
2. Realize the importance of privacy and confidentiality of information when working with family members.
3. Value the variety of resources available in communities.
4. Are committed to helping family members become aware of how and where to receive assistance when needed.
5. Value and appreciate all young adolescents regardless of family circumstances, community environment, health, and/or economic conditions.
6. Value the enrichment of learning that comes from the diverse backgrounds, values, skills, talents and interests of all young adolescents and their families.
7. Realize and value the importance of communicating effectively with family and community members.
8. Accept the responsibility of working with family and community members to increase student welfare and learning.

Performances

Middle level teacher candidates:

1. Identify strategies for establishing respectful and productive relationships with family and community members that maximize student learning and well-being.
2. Act as advocates for all young adolescents in the school and in the larger community.
3. Connect instruction to the diverse community experiences of all young adolescents.
4. Identify and use community resources to foster student learning.
5. Participate in activities designed to enhance educational experiences that transcend the school campus.
6. Encourage all young adolescents to participate in extra-curricular and community activities and services that contribute to their welfare and learning.
7. Demonstrate the ability to participate in parent conferences.

50017. 8 Middle Level Professional Roles

The program requires examination of the complexity of teaching young adolescents, and engagement in practices and behaviors that develop candidates' professional competence. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessment may include:

Knowledge

Middle level teacher candidates:

1. Understand their evolving role as middle level education professionals.
2. Understand the importance of their influence on all young adolescents.
3. Are knowledgeable about their responsibility for upholding high professional standards.
4. Understand the interrelationships and interdependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators).
5. Know advisory/advocate theories, skills, and curriculum.
6. Understand teaming/collaborative theories and processes.
7. Understand their service responsibilities to school reform and the greater community.
8. Understand the need for continual reflection on young adolescent development, the instructional process, and professional relationships.
9. Know the skills of research/data based decision making.

Dispositions

Middle level teacher candidates:

1. Value learning as a life-long process.
2. Perceive themselves as members of the larger learning community.
3. Believe that their professional responsibilities extend beyond the classroom and school (e.g., advisory committees, parent-teacher organizations).
4. Believe in maintaining high standards of ethical behavior and professional competence.
5. Are committed to helping all young adolescents become thoughtful, ethical, democratic citizens.
6. Are committed to refining classroom and school practices that address the needs of all young adolescents based on research, successful practice, and experience.
7. Value collegiality as an integral part of their professional practice.

Performances

Middle level teacher candidates:

1. Model positive attitudes and appropriate behaviors for all young adolescents.
2. Model appropriate strategies for serving as advisors, advocates, and mentors for all young adolescents.
3. Work successfully as members of interdisciplinary teams and as part of the total school environment.
4. Engage in and support ongoing professional practices for self and colleagues (e.g., attend professional development activities and conferences, participate in professional organizations).
5. Research the professional literature, consult with colleagues, and seek resources to enhance their professional competence.

50017. 9 Incorporation of Technology

The program requires the study of current, appropriate instructional technologies. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessment may include:

- Demonstrate appropriate use of various technologies within their instructional practices.
- Select and integrate developmentally appropriate technologies in middle level content area(s).
- Use technology to effectively manage communications, instructional planning, and record keeping.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

Revised November 19, 2003, mandatory for visits July 1, 2006.

Effective date August 1, 2002, mandatory for visits August 1, 2004.

MUSIC EDUCATION
12005 Instrumental, 12010 Composite Music, 12015 Vocal/Choral

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments will be provided by the Education Standards and Practices Board as guidelines. Institutions are not restricted to using the given examples, but may develop others that demonstrate candidates' ability to apply what they have learned in the K-12 school setting.

Standards 1 through 8 pertain to programs for preparing teachers of both vocal/choral and instrumental music. Programs directed toward either vocal/choral or instrumental specialization (but not both) must meet Standards 1 through 6 and either Standards 7 and 8 or Standards 9 and 10, as appropriate.

12005.1, 12010.1, 12015.1

The program requires study of language/grammar of music. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-

12005.2, 12010.2, 12015.2

The program requires study of common elements of music--rhythm, melody, harmony, timbre, texture, dynamics, form--and their interaction; and experiences in applying these elements in both aural and visual analysis. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-

12005.3, 12010.3, 12015.3

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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

12005.4, 12010.4, 12015.4

Emphasizing the relationship of music to other arts and humanities in a variety of contemporary and past cultures, the program requires study of music history and literature. In addition, the placing of the compositions in historical and stylistic perspectives is studied. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

•

12005.5, 12010.5, 12015.5

The program requires study designed to develop knowledge of a comprehensive music curriculum based upon sound philosophy and an understanding of what music to teach and how to teach it at any every level. (K-12) The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

•

12005.6, 12010.6, 12015.6

The program requires studying methods of teaching music including current trends in music with an examination of a variety of teaching methods and techniques. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

•

12010.7, 12015.7

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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

•

12010.8, 12015.8

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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-

12005.9, 12010.9.

The instrumental music program requires study and experiences designed to develop knowledge of and performance ability on wind and percussion instruments. This knowledge and performance needs to be sufficient to teach students in heterogeneous and homogeneous groups. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-

12005.10, 12010.10,

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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-

12005.11, 12010.11, 12015.11

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.

Examples of performance assessments may include how to:

12005.12, 12010.12, 12015.12

The elementary music program requires study and experiences designed to develop knowledge of appropriate instructional methodologies. This knowledge and performance needs to be sufficient to teach diverse students. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-

12005.1, 12010.1, 12015.1

The program requires music student teaching at both the elementary and secondary levels, supervised by music education faculty. Elementary student teaching must be in general music and should include a broad range of elementary grades.

Examples of performance assessments may include how to:

-
-

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

Revised November 20, 2003, mandatory for visits July 1, 2006.

Effective date 2002, mandatory for visits 2004.

08025 PHYSICAL 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 school setting.

Standard 08025.1 Content Knowledge

The program requires the study of physical education content and disciplinary concepts related to the development of a physically educated person. To meet this standard, institutions will require a study of the biological sciences pertaining to the structure and function of the human body including the principles of human movement, exercise physiology, and bio-mechanical analysis. This standard also requires the study of first aid, nutrition, and injury prevention. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include:

KNOWLEDGE

1. Describing and applying **bioscience** (anatomical, physiological, **nutritional**, and biomechanical) **to skillful movement**, physical activity, and fitness.
2. Understanding and debating current physical education/activity issues and laws based on historical, philosophical, and sociological perspectives.
3. Demonstrating knowledge of approved state and national content standards.

PERFORMANCES

1. Incorporating interdisciplinary learning experiences that allow learners to integrate knowledge, skills, and methods of inquiry from multiple subject areas.

DISPOSITIONS

1. Belief that physical activity and fitness are important to the health and well being of individuals.
2. Enthusiasm for the importance of physical education as a means of developing a physically educated person.
3. Seeking to keep abreast of new ideas and understandings in disciplines related to physical education and education.
4. Belief that physical activity can foster self expression, development, and learning.

Standards 08025.2 Growth and Development

The program requires the study of how individuals learn, develop and provide opportunities that support their physical, cognitive, social, and emotional development. **This standard addresses human growth and sexual development. It also focuses on 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. Teacher candidates will demonstrate the ability to plan and implement developmentally appropriate learning experiences based on expected developmental levels. The program uses a variety of performance assessments of candidates'

understanding and ability to apply that knowledge.

Examples of performance assessments may include:

KNOWLEDGE

1. Identifying critical elements and sequencing of basic motor skills.
2. Describing performance concepts and strategies related to skillful movement and physical activity (e.g., fitness principles, games, tactics, skill improvement principles), and how to incorporate physical activity and fitness into other subject areas.
3. Demonstrating understanding of the biological, psychological, sociological, experiential, and environmental factors (e.g., neurological development, physique, gender, socio-economic status) that impact developmental readiness to learn and refine movement skills.
4. Demonstrating understanding of the effects of drugs and alcohol on emotional, intellectual, social, and physical development.
5. Demonstrating understanding of the effects of human growth and sexual development on emotional, intellectual, social, and physical health.

PERFORMANCES

1. Demonstrating competent motor skill performance in a variety of physical activities.
2. Monitoring individual and group performance in order to design safe instruction that meets learner developmental needs in the physical, cognitive, social and emotional domains.
3. Identifying, selecting, and implementing appropriate learning/practice opportunities based on understanding the learner, the learning environment, and the task.

DISPOSITIONS

1. Showing appreciation for individual variations in growth and development and commitment to helping learners become competent and self-confident.
2. Appreciating and promoting physical activity in the overall growth and development of learners.

Standard 08025.3 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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include:

KNOWLEDGE

1. Identifying differences in approaches to learning and physical performance (e.g. different

- learning styles, multiple intelligences, and performance modes).
2. Identifying areas of special need including physical and emotional challenges, learning disabilities, sensory difficulties, and language barriers (e.g. English language learners).
 3. Describing how individual experiences, talents, prior learning, as well as culture, family, and community values influence learning.

PERFORMANCES

1. Selecting, and implementing appropriate instruction that is sensitive to learners' strengths and weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community).
2. Identifying and using appropriate services and resources to meet diverse learning needs.

DISPOSITIONS

1. Belief that all learners can develop motor skills, feel successful, and enjoy physical activity.
2. Appreciating and valuing human diversity and shows respect for varied talents and perspectives.
3. Demonstrating commitment to helping learners become physically educated in personally meaningful ways.
4. Seeking to understand and be sensitive to learners' families, communities, cultural values, and experiences as they relate to physical activity.

Standard 08025.4 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, (to include selection, purchase, care and maintenance of facilities, equipment and supplies) 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 physical activity. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include:

KNOWLEDGE

1. Describing principles of effective management and a variety of strategies to promote equitable and meaningful learning in physical activity settings.
2. Using developmentally appropriate practices to motivate learners to participate in physical activity.
3. Understanding factors related to intrinsic motivation and strategies to help learners become self motivated.

PERFORMANCES

1. Using managerial routines that create smoothly functioning learning experiences and

- environments.
2. Organizing, allocating, and managing resources (e.g., learners, time, space, equipment, activities, teacher attention) to provide active and equitable learning experiences.
 3. Using a variety of developmentally appropriate practices to motivate learners to participate in physical activity inside and outside of the school.
 4. Using strategies to help learners demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others safety, cooperation) that promote positive relationships and a productive learning environment.

DISPOSITIONS

1. Accepting responsibility for establishing a positive climate in the physical education setting and school environment.
2. Believing that providing opportunities for learners' input into instructional decisions increases their commitment to learning.
3. Recognizing the importance of positive peer relationships in establishing a climate for learning.
4. Recognizing the value of intrinsic motivation to life-long participation in physical activity.

Standard 08025.5. Communication

The program requires the study of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings. Teacher candidates demonstrate sensitivity to all learners, and model appropriate behavior. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include:

KNOWLEDGE

1. Demonstrating a variety of effective communication techniques including appropriate verbal and nonverbal instructional cues and prompts.
2. Describing and implementing strategies to enhance communication among learners in physical activity settings.
3. Demonstrating strategies for developing teamwork and cooperation among learners in physical activity settings.

PERFORMANCES

1. Describing and demonstrating effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age appropriate language, non-verbal communication).
2. Communicating managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, posters, internet, video, power point presentations and web development).

DISPOSITIONS

1. Communicating in ways that demonstrate sensitivity to all learners (e.g., considerate of ethnic, cultural, socio-economic, ability, gender differences).

2. Commitment to communicating with school colleagues, parents/guardians, and the community.
3. Demonstrating commitment to serve as a positive role model.

Standard 08025.6 Planning and Instruction

The program requires the study of how to plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national standards. This standard deals specifically with pedagogical knowledge and application. The core of this standard will be a series of sequential and progressive field experiences that allow teacher candidates to refine, extend, and apply their teaching skills. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include:

KNOWLEDGE

1. Identifying, developing, and implementing appropriate program and instructional goals.
2. Designing and implementing learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.
3. Selecting and implementing appropriate (i.e., comprehensive, accurate, useful, safe) teaching resources and curriculum materials.
4. Articulate principles, techniques, advantages, and limitations of various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, independent study, and interdisciplinary instruction).

PERFORMANCE

1. Selecting and implementing instructional strategies, based on selected content, learner needs, and safety issues, to facilitate learning in the physical activity setting.
2. Applying disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.
3. Providing learning experiences that allow learners to integrate knowledge and skills from multiple subject areas.
4. Using effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.
5. Developing a repertoire of direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, promote problem solving and critical thinking, facilitate factual recall).

DISPOSITIONS

1. Valuing long and short-term plans that are linked to both program and instructional goals and learner strengths and needs.
2. Committing to continuous learning about pedagogical content knowledge and its impact on learning.
3. Belief that the safety of students is the first priority in any movement setting.
4. Modeling instructional strategies that facilitate learning in physical activity settings (e.g., manages, informs, checks for learner understanding, draws connections, uses visual, aural, and kinesthetic cues, and is sensitive to learner responses).

5. Understanding the importance of asking questions and posing scenarios to stimulate interactive learning opportunities (e.g., helps students articulate ideas/thinking, promotes risk taking/problem solving, facilitates factual recall, encourages convergent/divergent thinking, stimulates curiosity).

Standard 08025.7. Learner Assessment

The program requires the study of assessment to foster physical, cognitive, social, and emotional development of learners in physical activity. Teacher candidates will use various forms of authentic and traditional assessment to determine achievement, provide feedback to students, and guide instruction. Critical to this process will be an analysis of the appropriateness of various assessments. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include:

KNOWLEDGE

1. Identifying key components of various types of assessment, describing their appropriate and inappropriate use, and addressing issues of validity, reliability, and bias.
2. Demonstrating knowledge of characteristics, uses, advantages, and limitations of different types of assessment (e.g., criterion and norm-referenced, formative and summative, motor performance and physical fitness, portfolio and authentic assessments).
3. Selecting and using developmentally appropriate assessment strategies and instruments congruent with physical activity learning goals.
4. Demonstrating the use of assessment as an integral part of instruction to provide feedback to learners.
5. Describing how to use and interpret learner performance data to inform instruction decisions and report progress.

PERFORMANCE

1. Using a variety of appropriate authentic and traditional assessment techniques (including both self and peer assessments) to assess learner understanding and performance, provide feedback, and communicate learner progress (i.e., for both formative and summative purposes).
2. Interpreting and using learning and performance data to make informed curricular and/or instructional decisions.
3. Maintaining records of learner performance and communicating learner progress based on appropriate indicators.

DISPOSITIONS

1. Valuing ongoing assessment to identify learner needs and abilities.
2. Understanding the critical importance of using assessment strategies that are appropriate to learning goals.
3. Recognizing that a variety of assessment strategies are necessary.

Standard 08025.8. 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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include:

KNOWLEDGE

1. Investigating a variety of self-assessment and problem solving strategies for reflecting on practice and its influences on learning.
2. Ongoing review of literature on teaching physical education and a variety of resources available for professional development (e.g., journals, associations, and development activities).

PERFORMANCE

1. Using a cycle in which the candidate reflects upon teaching goals and performance, and implements changes based on observation of learners.
2. Using available resources (e.g., colleagues, literature, professional associations) to develop as a reflective professional.
3. Constructing a plan for continued professional growth based on the assessment of personal teaching performance.
4. Reflecting on the appropriateness of program design on the development of physically educated individuals.

DISPOSITIONS

1. Engaging in on-going self-reflection, assessment, and learning.
2. Valuing critical thinking and self-directed learning.
3. Seeking, developing, and refining practices to address individual needs of learners.
4. Recognizing responsibility for engaging in and supporting appropriate professional practices.

Standard 08025.9. Technology

The program requires the study of current, appropriate instructional technologies to enhance learning and to enhance personal and professional productivity. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include:

KNOWLEDGE

1. Demonstrating knowledge of current technologies and their application in teaching physical education.
2. Designing, developing, and implementing student-learning activities that integrate information technology.

PERFORMANCE

1. Using technologies for record keeping, instructional resources and to communicate, network, locate resources, and enhance continuing professional development.
2. Selecting and using appropriate technological tools specific to the development of a physically educated person.

DISPOSITIONS

1. Seeking to keep abreast of new technology resources to enhance the physical education learning environment.

Standard 08025.10. 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 physical activity both in school and the larger community. Inclusion of learning experiences that involve teacher candidates with community agencies would be appropriate. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include:

KNOWLEDGE

1. Identifying strategies to become an advocate in the school and community to promote a variety of physical activity opportunities.
2. Identifying and actively seeking community resources to enhance physical activity opportunities.
3. Understanding laws related to learner rights and teacher responsibilities (e.g., equity, inclusion, confidentiality, privacy, and child abuse).

PERFORMANCE

1. Actively participating in the professional physical education community (e.g., local, state, district, national) and within the broader education field.
2. Understanding how to work with counselors, other professionals and community agencies.
3. Being sensitive and responsive to signs of distress and seeking help as needed and appropriate.

DISPOSITIONS

1. Pursuing productive relationships with parents/guardians and school colleagues, to support learner growth and well-being.
2. Valuing collaboration with teachers of other subject matter areas.
3. Respecting learners' privacy and the confidentiality of information.
4. Willingness to work with others to improve the overall working environment.

History:

Revised August 12, 2005, mandatory for visits July 1, 2006.

Revised: January 26, 2004, mandatory for visits July 1, 2006.

Revised and approved ESPB 12 13 02

SCIENCE EDUCATION

Table of Contents

Standard 1:	Content
Standard 2:	Nature of Science
Standard 3:	Inquiry
Standard 4:	Context of Science
Standard 5:	Skills of Teaching
Standard 6:	Curriculum
Standard 7:	Assessment
Standard 8:	Environment for Learning
Standard 9:	Professional Practice
Standard 10:	Technology

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments are provided by the Education Standards and Practices Board with the standards as guidelines. Institutions are not restricted to using the examples listed, but may develop others that assess candidates knowledge and skills base and demonstrate candidates' ability to apply what they have learned in the P-12 school setting.

It is expected that institutions will be looking at candidates' knowledge and abilities from a variety of perspectives. The types of assessment used could include knowledge-base tests, demonstrations of teaching skill, observations by faculty and cooperating school personnel, portfolios, group projects, problem-solving activities, laboratory demonstrations, exhibits or performances, candidate writings or journals, or candidate self-assessment reflections, and evaluations of practicum and field based experiences.

A portion of the assessments must be conducted in authentic settings and consider the candidate's potential to positively impact student learning. Course syllabi should clearly identify the types of performance assessments expected.

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

Highly qualified teachers in science: Secondary teachers with majors in biology, chemistry, earth science or physics (minimum of 32 SH) or physical science and other composite science degrees (minimum of 42 SH) 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 ND standards for the areas (12 SH).

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 & II with labs (8 semester hours minimum);
6. physics and earth science (4 semester hours each);
7. study of mathematics through the pre-calculus level (college algebra and above) and statistics.

The program uses varied and authentic assessments of candidate's understanding and ability to apply that knowledge. Examples of performance assessments in which this content knowledge could be demonstrated appear in standards 8.21.2 through 8.21.10 which apply to all science education programs.

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 16 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.

The program uses varied and authentic assessments of candidate's understanding and ability to apply that knowledge. Examples of performance assessments in which this content knowledge could be demonstrated appear in standards 8.21.2 through 8.21.10 which apply to all science education programs.

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 & II with labs (8 semester hours minimum);
 7. physics and biology with labs (4 semester hours each);
 8. study of mathematics through pre-calculus (college algebra and above) and statistics.

The program uses varied and authentic assessments of candidate's understanding and ability to apply that knowledge. Examples of performance assessments in which this content knowledge could be demonstrated appear in standards 8.21.2 through 8.21.10 which apply to all science education programs.

13047.1 COMPOSITE SCIENCE MAJOR/GENERAL SCIENCE

The composite/general science program must include environmental science incorporated within other courses or as a separate course. The composite/general science program requires:

1. coursework in biology, chemistry, physics, and earth science, including:
 - a. minimum of 24 semester hours in one area,
 - b. minimum of 12 semester hours in two other areas,
 - c. minimum of 4 semester hours in the fourth area,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.

The program uses varied and authentic assessments of candidate's understanding and ability to apply that knowledge. Examples of performance assessments in which this content knowledge could be demonstrated appear in standards 8.21.2 through 8.21.10 which apply to all science education programs.

13045.1 PHYSICAL SCIENCE

The physical science program requires:

1. coursework in chemistry and physics, with labs (minimum 15 semester hours in each discipline);
2. coursework in earth science (minimum 12 semester hours);
3. introductory biology (4 semester hours);
4. laboratory and field experiences in the sciences;
5. study of mathematics through calculus (minimum of one semester of calculus) and statistics.

The program uses varied and authentic assessments of candidate's understanding and ability to apply that knowledge. Examples of performance assessments in which this content knowledge could be demonstrated appear in standards 8.21.2 through 8.21.10 which apply to all science education programs.

13050.1 PHYSICS

The physics program requires:

1. systematic and quantitative study of physics including modern physics, mechanics, electricity & magnetism, thermodynamics, optics, and electronics (minimum 32 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 16 semester hours; at least 4 semester hours in each area);
5. study of mathematics through calculus (minimum 2 semesters) including an introduction to differential equations.

The program uses varied and authentic assessments of candidate's understanding and ability to apply that knowledge. Examples of performance assessments in which this content knowledge could be demonstrated appear in standards 8.21.2 through 8.21.10 which apply to all science education programs.

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. The program uses varied performance assessments of candidate's understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- assist students in understanding that the study of science is a continuous and integrated process of observing, questioning, investigating, and reflecting;
- construct age-appropriate learning activities that assist students' understanding of common scientific concepts such as systems, evidence, models, constancy and change, or form and function;
- engage students in comparing and contrasting scientific and nonscientific ways of knowing; integrating criteria of science in investigations and case studies;
- develop learning experiences for students which demonstrate an interdisciplinary understanding of science;
- develop student understanding of the relationships which exist among science, technology, societal needs, and community issues.

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. The program uses varied performance assessments of candidate's understanding and ability to apply that knowledge. These may include how to:

- locate resources, design and conduct inquiry-based, open-ended investigations, interpret findings, communicate results, and make judgments based on evidence;
- use listening and questioning strategies that encourage inquiry and probe for divergent student responses;
- plan and implement data-based activities requiring students to reflect upon their findings, make inferences, and link new ideas to preexisting knowledge;
- encourage productive peer interactions and plan both individual and small group activities to facilitate inquiry;

- promote student use of scientific process, decision-making, and analysis skills for investigating science-related real-life problems.

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. The program uses varied performance assessments of candidate's understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- engage students in activities and projects in which they examine important social or technological issues and implications related their discipline(s);
- analyze how ethics and values affect scientific knowledge and its applications in technology and society;
- relate science to the personal lives and interests of students, to potential careers, and to knowledge in other domains;
- use data relevant a variety of communities, their culture, and their resources to relate science lessons that are appropriate for those 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. The program uses varied performance assessments of the candidate's understanding and ability to apply that knowledge.

Examples of performance assessments may include the candidates being able to:

- foster competency in the use of scientific processes to investigate phenomena, interpret findings, and communicate results;
- engage all students in the study of science, providing for differences in gender, socioeconomic background, culture, ethnicity, academic ability and disabilities;
- select and use a variety of age-appropriate instructional strategies, materials, and assessment methods for teaching and evaluating student success in science;
- identify goals, objectives and related assessment in science instruction;
- be able to state a philosophy and provide a rationale for choosing particular science teaching strategies.
- identify common student misconceptions or naïve conceptions in the content field, their source, and appropriate teaching responses;
- reinforce the learning and understanding of key concepts from several perspectives;
- apply grade-level appropriate mathematical and computer skills to the scientific investigation of phenomena and the analysis of data.

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.

The program uses varied performance assessments of candidate's understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- relate instructional goals, materials, and actions to state and national science education standards, analyzing strengths and weaknesses in a particular classroom context;
- identify, evaluate and assemble science curriculum and instructional materials from a variety of sources, including the Internet;
- develop and implement long-range and unit plans, with clear rationales, goals, methods, materials and assessments;
- understand the role of technology in education and define a rationale and long-range strategy for including technology in science education;
- design and implement learning activities that thematically relate science with other school subjects and community resources.

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.

Examples of performance assessments may include experience with and knowledge of how to:

- identify and use the most appropriate methods for gathering information about student learning;
- align assessment with instructional objectives;
- demonstrate the ability to use multiple strategies to assess teaching and learning authentically, consistent with national standards and goals for science education;
- engage in reflective self-assessment and develop a system for self-assessment as a practicing teacher.

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. The program uses varied performance assessments of candidate's understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- maintain a positive classroom environment conducive to the learning of science;
- identify and promote the elements of an engaging and stimulating science learning environment;
- plan and develop opportunities for students to investigate and learn from resources, artifacts, exhibits, events, displays and the environment;
- structure age-appropriate laboratory and field experiences for students;
- help students understand the appropriate use of scientific equipment and materials;
- set up procedures for safe handling, labeling and storage of chemicals, electrical equipment, and other materials and know actions to take to prevent or report an emergency;

- demonstrate knowledge of legal responsibilities and know how to act to prevent potential problems with liability and negligence, especially as applied to science teaching;
- practice the safe and ethical use and care of animals for science instruction within the standards and recommendations of the science community and applicable regulations.

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.

Examples of performance assessments may include:

- developing and stating personal goals and a philosophy of teaching based on research and contemporary values of the science education community;
- demonstrating understanding of the concept of a community of learners and interacting with instructors and peers as a member of such a community;
- documenting and reflecting upon personal strengths and weaknesses in an effort to improve their preparation to teach science;
- taking personal responsibility for growth and assisting others who are preparing to teach science;
- demonstrating the ability to handle problems and tension calmly and effectively, and relating to students, peers, instructors, and supervisors with integrity;
- participating in professional associations and activities and reading professional journals in an effort to improve teaching and stay abreast of current events and needs in the field.

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.

Examples of performance assessments may include how to:

- demonstrate appropriate use of various technologies within their teaching;
- select and use appropriate technology tools specific to their content area(s);
- use technology to effectively manage communications, instructional planning, record keeping and data management;
- use instructional technologies, including computers, interactive video, telecommunications, and other new technologies to promote use of scientific processes and problem-solving skills.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

Revised November 17, 2003, mandatory July 1, 2006.

Effective date March 2000, mandatory for visits March 2002.

8.22 SOCIAL STUDIES

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments will be provided by the Education Standards and Practices Board as guidelines. Institutions are not restricted to using the given examples, but may develop others that demonstrate candidates' ability to apply what they have learned in the K-12 school setting.

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 Standard 1 and also Standards 2 through 6

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 ND standards for the area: history 18 SH (a minimum of 6 SH of U.S. and 6 SH of non-U.S. history), geography 12 SH, civics and government 12 SH, and economics 12 SH, or a minimum of 6 SH aligned with the ND 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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- identify and describe historical periods and patterns of change within and across civilizations such as the rise of nation-states, social, economic, and political revolutions;
- reconstruct and reinterpret the past using primary and secondary sources, checking their credibility, validating and weighing evidence for claims, and searching for causality;
- investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemma, and persistent issues, while employing skepticism, critical thinking, and critical judgment;
- examine the social, political, and economic interactions between peoples of different cultures and perspectives on gender relations and men's and women's

contributions to historical change; and compare and contrast these differing historic and contemporary experiences.

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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- explain the rights and responsibilities of the individual in relation to family, social groups, community, and nations;
- describe ways nations and organizations respond to forces of unity and diversity affecting order and security;
- identify basic features of political systems and identify representative leaders from various levels and branches of governing bodies;
- evaluate the congruence between stated government policy and actual government performance;
- analyze how various forms of government acquire and use power.

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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- analyze the role that supply and demand, wants and needs, incentives, and profits play in determining what is produced and distributed in a competitive market;
- compare costs and benefits to society of allocating goods and services through private and public sectors;
- distinguish between domestic and global economic systems, labor and labor unions, savings and investments, banks, and government agencies;
- conduct simulations which focus upon appropriate economic practices, e.g., management of credit cards, personal finances, stock market activities, and World Bank loans to LDCs (less developed countries);
- conduct research on global economies using print and electronic sources to become aware and more understanding about national and international economic activity.

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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- construct, use, and refine mental maps of locales, regions, and the world that demonstrate understanding of relative locations, directions, size, and shape;
- create, interpret, use, and distinguish appropriate geographic tools such as atlases, maps, globes, photographs, geographic information systems (GIS), global positioning systems (GPS), charts, and graphs to generate, manipulate, and interpret information;
- distinguish and describe relationships among varying regional and global patterns of geographic phenomena such as landforms, climate, and natural resources;
- distinguish and describe relationships among varying regional and global patterns of human interaction with the physical environment such as population, migration, settlement, economic systems, and political systems.

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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- explain how language, art, music, values, attitudes, and belief systems can facilitate global understanding and misunderstanding;
- predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of references;
- compare societal patterns for preserving and transmitting culture while adapting to environmental and social change;
- analyze the roles of perception, attitudes, values, and beliefs in the development of personal identity and the implications for individual, group, and institutional connections and interactions;
- work independently and cooperatively within groups to accomplish goals.

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 (18SH) and at least two of the following three core areas: political science and civics (12SH), economics (12SH), and geography (12SH). Additional electives to the social studies composite may include: sociology (6SH) or psychology (6SH) or anthropology (6SH) or global studies (6SH). The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- utilize chronological thinking to distinguish past, present, and future time and place historical narratives in the proper framework so to interpret data presented in timelines;
- compare and contrast the values and principles of our American political culture and other global political cultures;

- organize an economic system defining goods, services, needs, wants, positive and negative incentives, exchange, production, consumption, buying, selling, supply and demand, trade, borrow, save, invest, and profit/loss;
- manage data in maps, charts, and other graphic organizers to reconstruct literal meaning of spatial information, physical and human characteristics of places, concept of regions, movement, and relationships of humans with the environment;
- engage in dialogue within varied social/cultural environments to discover how the positive and negative circumstances in those environments influence individuals and groups.

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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- develop a web of key concepts connecting the various social studies disciplines;
- explore alternative decisions about social issues and predict the consequences of their implementation;
- create an interdisciplinary thematic unit integrating the various social studies disciplines.

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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- recognize customs, traditions, and mores distinctive to global cultures;
- explain how language, art, music, belief systems, and non-verbal communication affect cross-cultural understanding and communication;
- demonstrate how the processes of acculturation and assimilation produce an ever-changing complex mosaic of cultural diversity;
- construct and formulate policy statements that demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights;
- discuss the relationship of cultural context to gender roles within various social and political structures.

15020.4, 15007.4, 15010.4, 15015.4, 15040.4, 15030.4, 15035.4

The program requires study of current events including controversial issues. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- locate, assess, analyze, organize, synthesize, evaluate, and apply information about selected public issues--local, state, national, and international;
- identify, describe, and evaluate multiple points of view on selected public issues;
- analyze a variety of public policies from multiple perspectives;
- use multimedia resources to locate, record, and evaluate oral, written, or illustrated details pertaining to current events;
- analyze and assess how the gatekeeper model of communication controls the flow of information on current events and affects the validity of news sources and stories;
- summarize the logical justifications underlying various positions on 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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- structure and successfully facilitate cooperative student groups for various purposes such as problem-solving, inquiry, simulation, or discovery;
- use active learning strategies such as dramatic impersonation of historic events or personages, recording news events for imaging simulated newscasts or creating personal internet homepages;
- purposefully link active learning strategies, a broad spectrum of resources, and multiple assessments to the social studies course criteria;
- develop rubrics for multiple assessments to evaluate (a) improvement of understanding of related social studies content over time, (b) a variety of classroom activities; or (c) selected writing.

15020.6, 15007.6, 15010.6, 15015.6, 15040.6, 15030.6, 15035.6

The program requires the study of current, appropriate instructional technologies. The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- demonstrate appropriate use of various technologies within their instructional practices;
- select and use appropriate technology tools specific to their content area(s), e.g., Geographic Information Systems (GIS), computer-generated polling, Internet-based databases;
- use technology effectively to manage communications, instructional planning, and record keeping.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

Revised November 18, 2003, mandatory _____, 2006.

Effective date March 2000, mandatory for visits March 2002.

05045 SPEECH

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments will be provided by the Education Standards and Practices Board as guidelines. Institutions are not restricted to using the given examples, but may develop others that demonstrate candidates' ability to apply what they have learned in the K-12 school setting.

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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

805045.4 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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

05045.5 The program offers 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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

05045.6 The program requires studying methods of teaching speech including current trends in speech with an examination of various teaching methods and techniques. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

05045.7 The program requires the study of current, appropriate instructional technologies.
The program uses varied assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- demonstrate appropriate use of various technologies within their instructional practices.
- select and use appropriate technology tools specific to their content area(s).
- use technology to effectively manage communications, instructional planning, and record keeping.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

Effective date March 2000, mandatory for visits March 2002.

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 an state - approved teacher education program accredited by the council on academic accreditation of the American Speech and Hearing Association.

10007 TECHNOLOGY EDUCATION

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments will be provided by the Education Standards and Practices Board as guidelines. Institutions are not restricted to using the given examples, but may develop others that demonstrate candidates' ability to apply what they have learned in the K-12 school setting.

The goal of Technology Education is to develop a technologically literate society. Technology Education is an integrated, experience-based instructional program designed to prepare a population that is knowledgeable about technology-its evolution, systems, techniques, utilization, ethical considerations, and social and cultural significance. Technology Education results in the application of mathematics and science concepts in technology systems. Students discover, create, solve problems, and construct by using a variety of tools, machines, materials, processes, and computer systems.

10007.1. The program requires the study of the history, philosophy, and evolution of the field of technology education. The program uses varied performance assessments of the candidate's understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- describe, compare and contrast the concepts and context behind manual arts, industrial arts and technology education;
- describe, compare and contrast technology education with instructional or educational technology;
- evaluate how society was/is being reshaped by a particular invention or innovation;
- explore the contributions of diverse cultures to the current state of technology;
- assess the impact and consequences of a technological system.(Technological systems can be categorized as information systems, physical systems, and biological systems.)

10007.2 The program requires the study of the nature of technology including the scope of technology, core principles of technology, and technological relationships. The program uses varied performance assessments of the candidate's understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- analyze and discuss or write about the place of technology in contemporary society;
- outline the core principles of technology in the designed world and their connections with other disciplines;
- use concepts from science, math, social studies, and the humanities as tools for managing technological systems;

- incorporate characteristics of engineers, artists, designers, crafts-persons, technicians, mechanics, and sociologists in developing a solution to a problem.

10007.3 The program requires the study of technology and society including technological effects on society, technological effects on environment, how people shape technological development, and the evolution and history of technology's effects on society. The program uses varied performance assessments of the candidate's understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- identify the adverse effects of a technology on the environment and prepare a management strategy that could lessen adverse effects;
- consider a variety of points of view and contexts relative to solving a technological problem, identify possible solutions, and forecast results of implementing solutions
- research the development of a technology and how inventors, developers, or engineers influenced the development and implementation.

10007.4 The program requires study of design including attributes of design, engineering design, and methods to solve design problems. The program uses varied performance assessments of the candidate's understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- effectively communicate technical information and accurately analyze properties of materials;
- apply science and mathematics principles and skills to modeling, systems, and organization;
- describe engineering achievements and their impact on society;
- facilitate a team as they develop concepts for solving a design problem;

10007.5 The program requires the study of abilities for a technological world, including application of design process, use and maintenance of products and systems, and assessment of the impact of products and systems. The program uses varied performance assessments of the candidate's understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- apply design concepts to solve problems and extend human capability;
- select appropriate technologies for given situations, or describe why not to employ a technology in a given situation;
- employ the resources of technology to analyze the behavior of technological systems;
- apply scientific principles, engineering concepts, and technological systems in the solution of everyday problems.

10007.6 The program requires the study of the designed world. Areas will include medical technology, agriculture and related bio-technologies, energy and power technologies, information and communication technologies, transportation technology, manufacturing technology, and construction technology. The program uses varied performance assessments of the candidate's understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- express an understanding of communication systems and their complex interrelations;
- identify and apply multiple methods of technological information acquisition and utilization including use of internet resources;
- demonstrate in an experiential setting the safe, effective, and creative use of technological resources including tools, machines and materials in performing technological processes;
- evaluate energy and transportation systems and their impact on people, the environment, culture, and the economy;
- use living organisms (or parts of organisms) in an ethical manner to make or modify products, to improve humans, plants, or animals or develop micro-organisms for specific use;

10007.7 The program requires study and experiences based on the following content organizers: resources for technology, design/engineering, inventions and innovations, technology systems, intelligent machines, and technology and entrepreneurship. The program uses varied performance assessments of the candidate's understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- examine how resources, criteria, constraints and processes affect the design of a particular product;
- use brainstorming, visualization, modeling, constructing, testing and refining in a development process;
- appropriately use a variety of peripheral computer devices such as digital devices, scanners, printers, storage devices, robots, data capture probes, etc.;
- apply knowledge/research to areas of mass production, manufacturing, resources, management, and marketing
- develop a plan for an invention or innovation which combines technology, ingenuity and resources to meet future human needs and wants.

10007.8 The program requires the study of methods of teaching technology education including current trends, activity-oriented laboratory instruction, and authentic application of knowledge and skills. The program uses varied performance assessments of the candidate's abilities to apply their knowledge and skills in teaching situations.

Examples of performance assessments may include how to:

- select and demonstrate methods and strategies for teaching concepts and skills related to student use of computers, productivity tools, and information access and delivery in a classroom or lab setting;

- incorporate a rich variety of methodologies throughout the program;
- use tools, materials, devices, and processes in a correct and safe manner.

10007.9 The program requires the study and experiences in developing, managing and evaluating technology education programs in schools. The program uses varied performance assessments of the candidate's understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- create a comprehensive technology education curriculum strategy;
- identify sources of continuing professional growth related to technology and information on technological careers, state and national technology education standards, and professional technology education organizations;
- describe, understand and foster the fundamental concepts that allow individuals to continually learn as conditions change;
- organize and manage student organizations in technology education;
- articulate issues surrounding technology assessment including the need for assessment, the role of the citizen, the role of the expert, the role of the government, the strengths and limitations of assessment.

10007.10 The program requires the study of the application of technology in instruction, specialty content preparation in educational computing and technology literacy, and the uses of technology-based productivity tools to support instruction and student learning. The program uses varied performance assessments of the candidate's understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- demonstrate appropriate use of various technologies within their instructional practices;
- develop and evaluate electronically based portfolios;
- use technology to effectively manage communications, instructional planning, and record-keeping.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

Revised January 30, 2004, mandatory for visits July 1, 2006.

Effective date March 2000, mandatory for visits March 2002.

**CAREER AND TECHNICAL EDUCATION
TRADE, INDUSTRY, TECHNICAL, AND HEALTH OCCUPATIONS,
INFORMATION TECHNOLOGY, AND CAREER CLUSTERS**

Institutions will be expected to demonstrate the use of performance assessments within their programs. The assessments must be designed to demonstrate candidates' ability to apply what they have learned in the P-12 school setting.

17000.1 This is a category for preparing Trade, Industry, Technical and Health and Information Technology teachers. These 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.

17000.2 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.

Examples of performance assessments may include how to:

- demonstrate appropriate use of various technologies within their instructional practices.
- select and use appropriate technology tools specific to their content area(s).
- use technology to effectively manage communications, instructional planning, and record keeping.

07000 HEALTH OCCUPATIONS

17000 Trade, Industrial, Technical,

27000 Information Technology

37000 Career Clusters

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

Revised January 30, 2004, mandatory for visits July 1, 2006.

Effective date August 1, 2002, mandatory for visits August 1, 2004.

03083 INSTRUCTIONAL TECHNOLOGY

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments will be provided by the Education Standards and Practices Board as guidelines. Institutions are not restricted to using the given examples, but may develop others that demonstrate candidates' ability to apply what they have learned in the K-12 school setting.

03083.1. The program requires the study of basic computer/technology operations and concepts and the personal and professional uses of technology. The program uses varied performance assessments of the candidate's understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- use computer systems run software; to access, generate, and manipulate data; and to publish results using multiple media;
- evaluate performance of hardware and software components of computer systems and apply basic troubleshooting strategies as needed;
- apply technological tools for enhancing their own professional growth and productivity;
- use technology in communicating, collaborating, conducting research, and solving problems;
- plan and participate in activities that encourage lifelong technology literacy;
- promote equitable, ethical, and legal use of computer/technology resources.

03083.2. The program requires the study of the application of technology in instruction, specialty content preparation in educational computing and technology literacy, and the uses of technology-based productivity tools to support instruction and student learning. The program uses varied performance assessments of the candidate's understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- describe current instructional principles, research, and appropriate assessment practices related to the use of computers and technology resources in the curriculum;
- integrate advanced features of various technology-based productivity tools to support instruction and classroom management;
- demonstrate techniques for teaching age-appropriate and content area-appropriate computer and specific-purpose technologies to diverse students for the enhancement of learning in other content areas;
- assess historical and current trends to develop rationales for decisions concerning the social, ethical, and human issues related to computing and technology.

03083.3. The program requires the study of telecommunications and information access and the use of various technological tools in research, problem solving, and product development. The program uses varied performance assessments of the candidate's understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- use a variety of telecommunications tools and information access resources to support instruction;
- use computers and other technologies in research, problem solving, and product development;
- demonstrate the use of a variety of media, presentation, and authoring packages;
- plan and participate in team and collaborative projects that require critical analysis and evaluation and present the products developed.

03083.4 The program requires study and practice of professional applications that prepare candidates to integrate teaching methodologies with knowledge about the use of technology to support teaching and learning. The program uses varied performance assessments of the candidate's understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- select and demonstrate methods and strategies for teaching concepts and skills related to student use of computers, productivity tools, and information access and delivery in a classroom or lab setting;
- effectively plan and deliver a variety of student learning activities which appropriately incorporate technological tools in problem solving or the development and presentation of learning products;
- assess concepts and skills relevant to educational computing and technology literacy across the curriculum;
- identify sources of continuing professional growth related to technology and information on technological careers, state and national computer/technology standards, and professional educational technology organizations.

03083.5 The program requires the study of hardware and software selection, basic installation, management, and maintenance of the infrastructure in classroom and school settings. The program uses varied performance assessments of the candidate's understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- research, evaluate, and develop recommendations for purchasing instructional software to support and enhance specific areas of the school curriculum;
- design and recommend procedures/policies for the organization, management, use and security of hardware and software in the school or classroom setting;
- configure a computer system and one or more software packages;
- identify strategies for troubleshooting and maintaining various hardware/software configurations including local area networks.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

EFFECTIVE DATE MARCH 2000, MANDATORY FOR VISITS MARCH 2002.

50081 ADVANCED PROGRAMS FOR TEACHERS

NOTE: Previous standards sections 9.5 Advanced Programs for Teachers and 9.10 Supervisors were combined into one set of standards as follows in the 2002 revision.

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

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

- A) ADVANCED STUDY IN SPECIALTY AREA EDUCATION, i.e. advanced programs in science education, elementary education, history education, middle level education
- B) ADVANCED STUDY IN PROFESSIONAL EDUCATION, i.e. advanced programs in curriculum and instruction, teaching and learning, or general pedagogy

All advanced programs for teachers must meet standards 1 through 6 plus the standard 7 specific to option A or B.

STANDARDS FOR ALL ADVANCED PROGRAMS FOR TEACHERS

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

50081.2 The program requires candidates develop the ability to apply research and research methods relevant to the advanced field of study. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- identify valid research methodologies and critique findings.
- collect and analyze data related to their work.
- use research to reflect on their practice and design research-based strategies to improve student learning.

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

program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- use school, family, and community contexts in connecting concepts they teach to student's prior experience.
- devise scenarios that demonstrate dispositions expected of professional educators in their interactions with parents and the larger community.
- articulate an understanding of how factors in society and families can effect students' opportunity to succeed in this particular field of study.

50081.4 The program requires study of advanced teaching strategies and models of teaching relevant to the advanced field of study. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- identify challenges or misconceptions related to learning / using the knowledge and skills base and demonstrate multiple strategies to help varied students succeed.
- research and demonstrate use of advanced teaching strategies recommended by the professional specialty organization associated with their field of study.

50081.5 The program requires the use of current, appropriate instructional technologies. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- demonstrate appropriate use of various technologies within their instructional practices.
- select and use appropriate technology tools specific to their area of advanced study.
- use technology to effectively manage communications, planning, research, and record keeping.

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

50081.7 A. ADVANCED STUDY IN SPECIALTY AREA EDUCATION

- (1) The program's advanced content area specialization study is designed to reflect the standards of the National Board for Professional Teaching Standards and professional specialty association recommendations for advanced study.

- (2) The program's advanced content area specialization study provides for breadth in the field or for detailed study of one or more specialized aspect of the field, and for access to new research and developments. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- demonstrate specialized disciplinary knowledge through performance assessments aligned with the professional specialty organization or NBPTS standards.
- explore specialized aspects of their field through examination of current professional research, and identify areas of study with potential to develop the critical, analytical, and performance capacities of their students.

50081 B. ADVANCED STUDY IN PROFESSIONAL EDUCATION

- (1) The program requires advanced study of students as learners and of the learning environment. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- examine new theories of cognition and intelligence and how they may be applied by teachers to help students learn.
- identify challenges related to designing learning environments for diverse groups of students and demonstrate multiple strategies to help varied students succeed.
- demonstrate multiple strategies for setting norms of social interaction and developing a disciplined and engaging learning environment.

- (2) The program requires advanced study of curriculum theory, design, and delivery. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- explain how knowledge in their field of study is created, organized, linked to other disciplines and applied to real-world settings.
- create multiple paths to the content they teach and encourage students to pose and solve problems to explore the curriculum.

- (3) The program requires advanced study of multiple means of assessing and evaluating diverse students' learning. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- critique, select and employ multiple appropriate methods to measure student growth and understanding in particular learning activities.
- develop formative assessments that motivate students to learn and maintain interest in the face of temporary failures.
- design and defend a plan for multiple assessment of a curricular goal, including how to clearly explain student performance to parents.

- (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.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

Effective date August 1, 2002, mandatory for visits August 1, 2004.

50020 COUNSELORS FOR SCHOOLS (ADVANCED)

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments will be provided by the Education Standards and Practices Board as guidelines. Institutions are not restricted to using the given examples, but may develop others that demonstrate candidates' ability to apply what they have learned in the K-12 school setting.

50020.1 The program requires study of the philosophy, professional activities, organization, and implementation of K-12 school guidance services including preventative and remedial programs. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

50020.2 The program requires study of counseling programs for schools including the theory of group and individual counseling and the development of competencies in these activities. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

50020.3 The program requires study of professional, legal, and ethical issues in school counseling programs. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

50020.4 The program requires study of the counselor as a consultant to parents, students, and professional personnel, as well as a referral source regarding students' special needs and progress. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

50020.5 The program requires study designed to develop a knowledge of referral agencies and other services outside the school. The program uses a variety of

performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

50020.6 The program requires study of human development, theory, and research. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

50020.7 The program requires study of social and cultural issues in school counseling. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

50020.8 The program requires study of family dynamics, drop-out prevention, child abuse, substance abuse, sexual abuse, human sexuality, and sex equity. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

50020.9 The program requires study designed to develop competency in assessment and appraisal techniques including test selection and interpretation in the testing areas of achievement, ability, aptitude, personality, and interest. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

50020.10 The program requires study designed to develop competency in career counseling including career development theory, assessment, decision-making techniques, and computer-assisted guidance programs. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

50020.11 The program requires a supervised practicum in a school setting. Within this school setting, guidance and counseling methods and techniques should be practiced, and the discharged duties of a school counselor should be observed as well as performed. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

50020.12 The program requires study of and practicum in school counseling at both the elementary and secondary school levels. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

-
-

50020.13 The program satisfies all existing North Dakota licensure requirements. The program makes current information on North Dakota licensure requirements available to candidates seeking to be employed as school counselors in North Dakota K-12 schools.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

Effective date March 2000, mandatory for visits March 2002.

50045 EDUCATIONAL LEADERSHIP

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

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. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- develop an educational vision, mission, and goals.
- create a positive school-community culture.
- manage the change process within educational improvement.
- use reasoned understanding to manage internal and external influences affecting education in a democratic society.

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. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- collect, organize, and manage data for decision making.
- conduct needs assessments.
- use data to inform planning and assessment.
- engage staff in consideration and application of best practices for educational improvement.
- analyze data, trends, and current issues to inform future planning.

50045.3 Curriculum, Instruction, Supervision, and the Learning Environment

The program requires the study of curriculum, instruction, supervision, evaluation, psychology of learning, school cultures, and multiple assessment. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- assure alignment of curriculum, instruction, and assessment.
- apply models of curriculum design.
- provide leadership for decision making relative to curriculum.
- develop a positive school culture.
- effectively consider community values and the larger needs of society into the curriculum development process.

- incorporate the diverse needs of student in design of curriculum and instruction.
- use multiple assessment techniques.
- administer, supervise, and evaluate the delivery of instructional programs.

Students seeking licensure for employment as principals in K-12 schools hold undergraduate education degrees with curriculum and instruction preparation aligned with the grade level (elementary, middle level, or secondary) of principalship licensure they are seeking, or are advised upon entrance into the program of the necessity to obtain that preparation as a requirement for state licensure.

50045.4 Professional Development and Human Resources

The program requires the study of personnel policies, adult learning, and procedures related to recruitment, development, evaluation, and separation from employment of school personnel. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- participate effectively in the collective bargaining process.
- facilitate team-building, collaboration, and coaching/mentoring relationships.
- apply an understanding of group processes to administrative responsibilities.
- develop and administer policies related to personnel.
- use an understanding of adult learning and career stages to promote the professional growth of school personnel.

50045.5 Student Personnel Services

The program requires the study of the administration of student programs, services, and activities. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- provide and administer appropriate educational programs outside of the regular classroom, including special education, title programs, alternative high schools, and other placements.
- supervise extracurricular and co-curricular programs for students.
- ensure adequate student support services, including counseling and advisement.
- facilitate coordination and/or integration of family, community, and educational services.

50045.6 Organizational Management

The program requires the study of organizational theory, operational processes, management techniques, school operations, and school board relationships. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- effectively delegate and divide responsibilities for tasks.
- monitor, assess, and make adjustments in management functions.
- maintain a safe, efficient, and effective learning environment.
- ensure that decisions are made in a timely, effective, and logical manner.

- analyze data, trends, and issues for decision making and strategic planning.

50045.7 Interpersonal Relationships

The program requires the study of interpersonal relationships, communications, and issues related to diversity in a multicultural society. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- use appropriate and effective skills in written, verbal, and nonverbal communications.
- apply an understanding of stress management, conflict resolution, and/or other strategies related to interpersonal relationships.
- provide awareness and appreciation among students, personnel, and community for the diversity of persons according to gender, race, or other cultural differences.
- communicate with sensitivity to diverse populations.

50045.8 Financial Management and Resource Allocation

The program requires the study of the organization and management of fiscal, plant, and other resources. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- identify, acquire, and manage fiscal and non-fiscal resources.
- administer efficient budget processes that incorporate planning, participatory involvement, and reporting systems.
- supervise support services, including pupil transportation and food services.
- provide for the implementation and use of appropriate technology infrastructure.
- ensure accountability for school district assets.
- engage in planning for and supervise the operation and maintenance of school facilities.

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.

Examples of performance assessments may include how to:

- apply technology to school management and business practices.
- use technology to support long-range planning.
- ensure appropriate application of technology for enrichment of curriculum and instruction.

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. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- analyze and understand community power structures and their effect on schools.
- articulate and build support for school vision, mission, and priorities.
- communicate effectively with diverse constituents.
- utilize and respond effectively to various electronic and print media.
- understand socio-political influences on schools.
- participate effectively in the political process on behalf of students.
- administer effective communications and public relations program both internal to the school and/or district and external to the community.

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. The program uses a variety of performance assessments of students' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- apply knowledge of school law to educational decisions.
- understand the need to maintain current knowledge of statutes, regulations, and policies promulgated by federal and state agencies.
- recognize standards of care involving students, school personnel, and other parties.
- understand the effects of contemporary philosophies and political movements on education.
- ensure appropriate procedures and relationships with the local governing board.
- managing the school reputation.

The program makes current information on North Dakota licensure requirements available to students seeking to be employed as principals or superintendents in K-12 schools and offers the required graduate level coursework for those licensures within its program.

50045.12 Field Experience

The program requires students to engage in field experiences which enable the application of learning in a workplace environment, enhance understanding of practices of educational administration, and provide opportunities to meet and interact with practicing administrators.

Students seeking North Dakota licensure as principals or superintendents in K-12 schools are provided with information on the undergraduate degree requirements and the employment experience requirements for those licensures upon entrance into the program.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

EFFECTIVE DATE JUNE 1999, MANDATORY FOR VISITS JUNE 2001.

05007 READING SPECIALISTS (ADVANCED)

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments will be provided by the Education Standards and Practices Board as guidelines. 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 K-12 school setting.

05007.1 The program requires study of language as a symbolic system, of the linguistic and cognitive bases of literacy, and of major theories of language and cognitive development. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to

-
-

05007.2 The program requires study of and experiences with teaching literal and interpretive comprehension, critical comprehension, and reference and study skills. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to

-
-

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. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to

-
-

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. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to

-
-

05007.5 The program requires study and use of various assessment techniques and instruments in collaboration with other professionals in assessing students with severe reading needs. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to

-
-

05007.6 The program requires understanding the self-contained classroom and resource room for flexible grouping, differentiated instruction, and patterns of student language development. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to

-
-

05007.7 The program requires knowledge and use of curriculum development to integrate reading, writing, speaking, and listening. In addition, knowledge and use of effective teaching strategies must include direct instruction and self-monitoring techniques. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to

-
-

05007.8 The program requires studying the means of teaching students with special reading needs. Attention must be 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. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to

-
-

05007.9 The program requires study of and experiences in interacting with other professionals, parents, and the community about student literacy and its promotion. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to

-
-

05007.10 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. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to

-
-

05007.11 The program requires the study of current, appropriate instructional technologies; and uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- demonstrate appropriate use of various instructional technologies;
- select and use appropriate technology tools specific to reading education;
- use technology to effectively manage communications, instructional planning, and record keeping.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

Effective date March 2000, mandatory for visits March 2002.

19015 SPECIAL EDUCATORS (ADVANCED)

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.

The following standards apply to advanced programs preparing special educators for elementary and secondary schools. Programs delivered at the graduate level must address the Common Core and the applicable specialization area standards in Chapter 8.11, and must meet the following requirements for Advanced Programs in Special Education.

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 National Board for Professional Teaching Standards (NBPTS), the Council for Exceptional Children (CEC), and the National Council for the Accreditation of Teacher Education (NCATE) standards for advanced study.

Evidence that the course work is advanced in nature may include:

- Evidence that the program meets the institution's criteria for advanced studies.
- Information explaining the degree to which the advanced courses are open to undergraduates.

19015.2 The program provides candidates with advanced knowledge and skill that parallels all requirement areas in the North Dakota Standards for Program Approval 8.11.CC: Common Core standards for all special education teachers.

Performance assessments: See 8.11 CC: Common Core examples.

19015.3 The program provides candidates with advanced knowledge and skill 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. 8.11.DH Deaf and Hard of Hearing, 8.11.VI: Visual Impairment, 8.11.MR: Mental Retardation, or 8.11.ECSE: Early Childhood Special Education, etc.).

Performance assessments: See 8.11 specialty area examples.

19015.4 The program requires candidates 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. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- Evaluate research methods and findings.
- Locate and use research data as knowledgeable consumers.

- Engage in research activities appropriate to the area of study and candidate's professional role.

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, including student teaching in the specific area and grade level of licensure. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Performance assessments: None in addition to Common Core and specialty area requirements.

19015.6 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.

Examples of performance assessments may include how to:

- demonstrate appropriate use of various technologies within their instructional practices.
- select and use appropriate technology tools specific to the area(s) of specialization in special education.
- use technology to effectively manage communications, planning, and record keeping.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

Effective date August 1, 2002, mandatory for visits August 1, 2004.

50080 SCHOOL PSYCHOLOGY

North Dakota first adopted the National Association of School Psychologists standards for the review of its programs in school psychology in 1996. The ND Education Standards and Practices Board reconfirmed this decision to use the NASP standards by adopting the latest NASP standards revisions at their December 1999 meeting. 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.

50080.1. VALUES AS A PROGRAM FOUNDATION

As a specialty within the profession of psychology, school psychology is founded in respect for the dignity and worth of each individual and in a commitment to furthered understanding of human behavior for the purpose of promoting human welfare. The values that serve as a foundation for this field should also provide a foundation for graduate education and professional practice in school psychology.

50080.1-1 A commitment to understanding and responsiveness to human diversity is articulated and practiced throughout all aspects of the program, including admissions, faculty, coursework, practica, and internship experiences. Human diversity is recognized as a strength which is valued and respected. The program promotes recognition and valuing of the uniqueness of each individual, an affirmation of the inherent worth of all human beings, and a commitment to the enhancement of human development and capability through the application of school psychological services.

50080.1-2 The program fosters a commitment to enhancing the strengths of critical socialization institutions such as families and schools through the delivery of school psychological services that are sensitive to the unique needs of systems and organizations, as well as effective in promoting mental health and the acquisition of competencies.

50080.2 KNOWLEDGE BASE, TRAINING PHILOSOPHY, GOALS & OBJECTIVES

The essential knowledge base for the professional practice of school psychology encompasses psychological foundations, educational foundations, interventions and problem solving, statistics and research methodologies, and professional school psychology. That knowledge base should be delivered within a context of commonly held and publicly known values, and clearly articulated training philosophy, goals, and objectives for the preparation of future school psychologists. The same knowledge base standards apply to both specialist-level and doctoral programs. However, there shall be a clear distinction between the two levels and doctoral programs shall ensure greater breadth or depth in each of the areas.

- 2-1 An integrated and sequential program of study and supervised practice shall be provided to all trainees that reflects the values and training philosophy of the program and that ensures the preparation of all trainees in accordance with clearly articulated goals and objectives. There shall be a direct and obvious relationship between the components of the curriculum and the goals and objectives of the program.

NOTE: The specification of content areas in program standards 9.10.2-2 through 9.10.2-8 does not necessarily require that an entire graduate-level course be devoted to each of the areas. The criterion for program approval purposes will be "substantive" preparation in each of the areas. Substantive preparation, depending on the area and the organization of the program, may mean an entire course, portions of one or more courses, didactic components of practica or internship, or practica or internship experiences.

2-2 Psychological Foundations

The program employs a systematic process that ensures that all candidates have a foundation in the knowledge base for the discipline of psychology. That knowledge base shall include:

- a. Biological Bases of Behavior (e.g., biological bases of development, neuropsychology, physiological psychology, psychopharmacology)
- b. Human Learning
- c. Social and Cultural Bases of Behavior (e.g., cross-cultural studies, social development, social and cultural diversity, social psychology)
- d. Child and Adolescent Development
- e. Individual Differences (e.g., Human Exceptionalities, Developmental Psychopathology)

2-3 Educational Foundations

The program employs a systematic process that ensures that all candidates have a foundation in the knowledge base for education. That knowledge base shall include:

- a. Instructional Design
- b. Organization and Operation of Schools (including, but not limited to, education of exceptional learners, school and community-based resources, alternative service delivery systems)

2-4 Interventions/Problem-Solving

The program employs a systematic process that ensures that all candidates possess the knowledge and professional expertise to collaborate with families and school- and community-based professionals in designing, implementing, and evaluating interventions that effectively respond to the educational and mental health needs of children and youth.

Areas of knowledge and practice shall include:

- a. Assessment (diverse models and methods linked to direct and indirect interventions)
- b. Direct Interventions, both Individual and Group (including counseling and behavior management)
- c. Indirect Interventions (including consultation, systems and organizational change)

2-5 Statistics and Research Methodologies

The program employs a systematic process that ensures that all candidates are competent consumers of research and new knowledge, and are able to use diverse methodologies (e.g., ethnographic, single subject designs, quantitative methods) to evaluate professional practices (e.g., interventions) and/or programs.

That knowledge base shall include:

- a. Research and Evaluation Methods
- b. Statistics
- c. Measurement

2-6 Professional School Psychology

The program employs a systematic process that ensures that all candidates have a knowledge base specific to the professional specialty of school psychology.

That knowledge base shall include:

- a. History and Foundations of School Psychology
- b. Legal and Ethical Issues
- c. Professional Issues and Standards
- d. Alternative Models for the Delivery of School Psychological Services
- e. Emergent Technologies
- f. Roles and Functions of the School Psychologist

Practica are an essential component in the professional preparation of school psychologists. They provide opportunities for candidates to practice, under supervision, the application of knowledge and specific skills in the resolution of individual, group, and system-level problems.

Practica are consistent with the values and training model of the program. Laboratory or field-based practica are used to evaluate a trainee's mastery of distinct skills as one measure of preparedness to enter the internship.

3-1 The program provides a sequence of closely supervised practica experiences through which candidates practice and are evaluated regarding their mastery of distinct skills consistent with the goals and objectives of the program. Practica include, but are not necessarily limited to, orientation to the educational process, assessment for intervention, direct intervention methods, including counseling and behavior management, and indirect intervention methods including consultation.

Practica reflect the following characteristics:

- a. Practica experiences shall include: 1) orientation to the educational process; 2) assessment for intervention; 3) direct intervention (including counseling and behavior management); and 4) indirect intervention (including consultation). Candidate performance shall be systematically evaluated in each area.
- b. Practica experiences shall be distinct from and occur prior to the internship.
- c. Practica occur at time(s), are in settings, and are of sufficient length to be appropriate to the specific training objectives of the program.
- d. There is a direct and obvious relationship between practica experiences and the objectives for which the practica are intended.
- e. Practica experiences occur under conditions of supervision appropriate to the specific training objectives of the program.
- f. Practica experiences are provided appropriate recognition through the awarding of academic credit.
- g. Practica experiences occur with university involvement appropriate to the specific training objectives of the program.
- h. The quality of practica experiences is systematically evaluated in a manner consistent with the specific training objectives of the program.
- i. Practica experiences are conducted in accordance with current legal-ethical standards for profession.

The internship is the culminating experience in school psychology graduate preparation. It is a comprehensive experience through which the candidate is required to integrate the knowledge base and applied skills of school psychology in promoting positive educational and mental health practices and in resolving individual, group, and system-level problems. The internship affords the candidate the opportunity to demonstrate knowledge and skills acquired through coursework and practica, as well as to acquire new knowledge and skills. Internship settings shall be appropriate for the goals and objectives of the training program; all candidates shall complete at least one-half of their internship in a school setting. (See Standard 6.10)

4-1 A comprehensive internship experience is provided through which all candidates are required to demonstrate, under supervision, their ability to integrate knowledge and skills in providing a broad range of school psychological services. The internship is conceptualized as the culminating component in school psychology graduate education. It affords the candidate the opportunity to work with diverse client populations, a range of problems, and different types of human service programs, using varied intervention methodologies.

The internship experience reflects the following characteristics:

- a. The internship experience is provided at or near the end of the formal training period.
- b. The internship experience occurs on a full-time basis over a period of one academic year, or on a half-time basis over a period of two consecutive academic years.
- c. The internship experience is designed according to a written plan that provides the candidate opportunities to gain experience in a delivery of a broad range of school psychological services. Services include, but are not limited to, assessment for intervention, counseling, behavior management, and consultation.
- d. The internship experience occurs in a setting appropriate to the specific training objectives of the program.
- e. The internship experience is provided appropriate recognition through the awarding of academic credit.
- f. The internship experience occurs under conditions of appropriate supervision. Field-based internship supervisors hold a valid credential as a school psychologist for that portion of the internship that is in a school setting. That portion of the internship which appropriately may be in a non-school setting requires supervision by an appropriately credentialed psychologist.

- g. Field-based internship supervisors are responsible for no more than two interns at any given time. University internship supervisors are responsible for no more than twelve interns at any given time.
- h. Field-based internship supervisors provide, on average, at least two hours per week of direct supervision for each intern.
- i. The internship is based on a positive working relationship and represents a collaborative effort between the university program and field-based supervisors to provide an effective learning experience for the candidate. University internship supervisors provide at least one on-site contact per semester with each intern and supervisor.
- j. The internship placement agency provides appropriate support for the internship experience including: a) a written contractual agreement specifying the period of appointment and the terms of compensation, b) a schedule of appointment consistent with that of agency school psychologists (e.g., calendar, participation in in-service meetings, etc.), c) provision for participation in continuing professional development activities, d) expense reimbursement consistent with policies pertaining to agency school psychologists, e) an appropriate work environment including adequate supplies, materials, secretarial services, and office space, f) release time for internship supervisors, and g) a commitment to the internship as a training experience.
- k. The quality of the internship experience is systematically evaluated in a manner consistent with the specific training objectives of the program.
- l. The internship experience is conducted in a manner consistent with the current legal-ethical standards of the profession.

50080.5

PERFORMANCE-BASED PROGRAM ACCOUNTABILITY

Systematically evaluation of coursework, practica, internship experiences, faculty, supervisors, and institutional resources is essential to monitoring and improving program quality. It is essential that programs also demonstrate accountability with regard to the overall effectiveness of the total curriculum. That accountability is demonstrated through the ability of the program's graduates to provide school psychological services that effectively respond to the educational and mental health needs of children and youth, their families, and the educational and mental health agencies that serve them.

- 5-1 Systematic evaluation procedures are used to ensure the integrity and quality of the program. Different sources of information (e.g., tests of knowledge, observations of skills, instructional evaluation, performance portfolio, perceptions of students or supervisors) are used, as appropriate, to evaluate components of the program.

- 5-2 The program employs a systematic process to ensure that all candidates, prior to the conclusion of the internship experience, are able to integrate domains of knowledge and applied professional skills in delivering a comprehensive range of services that result in measurable positive changes regarding the educational and mental health needs of children and youth.
- 5-3 The program systematically collects, analyzes, and interprets process and performance evaluation data; results are used to improve the program.

50080.6 PROGRAM LEVEL AND STRUCTURAL REQUIREMENTS

Program Standards 9.10.6-1 through 9.10.6-5 apply to both doctoral and specialist level programs.

- 6-1 The program shall limit the number of credit hours acquired through courses, seminars, and other learning experiences not open exclusively to graduate students to no more than one-third of the candidate's program.
- 6-2 Program requirements exclude credit for undergraduate study, study which is remedial, or study which is designed to remove deficiencies in meeting requirements for program admission.
- 6-3 A full-time continuous residency or an alternate planned experience is required for all candidates. Programs allowing alternate planned experiences as a substitute for full-time residency must demonstrate how those experiences are equivalent to experiences commonly associated with residency requirements.
- 6-4 The program shall provide an active continuing professional development program for practicing school psychologists.
- 6-5 The program shall meet established approval standards for the appropriate state credentialing body(ies).

REQUIREMENTS FOR SPECIALIST LEVEL PROGRAMS

50080.6-6 Specialist level programs shall consist of a minimum of three years of full-time study or the equivalent at the graduate level. The program shall include at least 60 graduate semester hours or the equivalent, at least 54 hours of which are exclusive of credit for the supervised internship experience. Institutional documentation of program completion shall be provided.

50080.6-7 Specialist level programs shall include at least one academic year of supervised internship experience, consisting of a minimum of 1200 clock hours, at least one-half of which must be in a school setting.

REQUIREMENTS FOR DOCTORAL PROGRAMS

50080.6-8 Doctoral programs shall provide greater breadth and depth in knowledge domains and applied competencies. NOTE: Doctoral programs are encouraged to provide opportunities for doctoral study for practicing school psychologists and to allow credit for prior training to the greatest extent possible.

50080.6-9 Doctoral programs shall consist of a minimum of four years of full-time study or the equivalent at the graduate level. The program shall include a minimum of 90 graduate semester hours or the equivalent, at least 78 of which are exclusive of credit for the pre-doctoral supervised internship experience and any terminal doctoral project (e.g., dissertation) and shall culminate in institutional documentation.

50080.6-10 Doctoral programs shall include at least one academic year of pre-doctoral supervised internship experience, consisting of a minimum of 1500 clock hours, at least one-half of which must be in a school setting.

Note: Doctoral candidates who have met the school-based internship requirement through a specialist level internship or equivalent experience may complete the pre-doctoral internship in a non-school setting. Program policy shall specifically define equivalent experiences and explain their acceptance with regard to doctoral internship requirements. Demonstration of policy implementation in practice also shall be provided.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

Effective date March 2000, mandatory for visits March 2002.

SUPERVISORS

Section 9.11 Supervisors was combined with section 9.5 Advanced Programs for Teachers during the 2002 revision.

03084 ADVANCED PROGRAMS IN EDUCATIONAL COMPUTING AND TECHNOLOGY LEADERSHIP

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments will be provided by the Education Standards and Practices Board as guidelines. Institutions are not restricted to using the given examples, but may develop others that demonstrate candidates' ability to apply what they have learned in the K-12 school setting.

03084.1 The advanced program requires as a prerequisite that candidates document knowledge and competencies contained in the standards for basic programs Instructional Technology including foundations in instructional technology, specialty area applications, integration of technology with teaching and learning, and appropriate selection and management of technological resources.

03084.2 The advanced program requires the study of research and theory in educational computing and technology. The program uses varied performance assessments of the candidate's understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- identify significant educational and technology-related research and describe the implications of that research for K-12 classrooms;
- apply the psychology of learning and instructional design principles in guiding the use of computers and technology in education;
- identify research related to human and equity issues concerning the use of computers and related technologies in education;
- design a research project that includes evaluating the use of a specific technology in a K-12 environment.

03084.3 The advanced program requires the study of instructional design and product development. The program uses varied performance assessments of the candidate's understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- evaluate authoring and programming environments for use in the classroom;
- describe the characteristics and uses of current programming and scripting environments and evaluate their appropriateness for classroom use;
- apply instructional design principles to the design of screens, text, graphics, audio, and video in instructional products under development;
- apply instructional design principles to develop, implement, and test interactive multimedia instructional products using authoring environments.

03084.4 The advanced program requires advanced study of information access and delivery. The program uses varied performance assessments of the candidate's understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- design a plan to implement information access and delivery resources in K-12 schools to support the curriculum;

- use and implement distance learning delivery systems including computer, audio, and video conferencing;
- install, configure, and use local mass storage devices and media to store and retrieve information and resources;
- describe issues related to selecting, installing, and maintaining WANs for school districts.

03084.5 The advanced program requires advanced study of operating systems and the selection of software and hardware and its installation and maintenance. The program uses varied performance assessments of the candidate's understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- demonstrate installation, customization, and configuration of operating systems of computers and computer networks in school settings;
- identify and implement software in classroom and administrative environments;
- identify and classify adaptive and assistive hardware and software for students and teachers with special needs and locate sources to assist in procurement and implementation;
- design an investigation of issues related to school/site planning, purchasing, and technology integration.

03084.6 The advanced program requires professional preparation in educational computing and technology leadership. Programs require studies of and experiences with leadership, staff development, and supervisory concepts and skills as they relate to the use of technology-based systems in K-12 education. The program uses varied performance assessments of the candidate's understanding and ability to apply that knowledge.

Examples of performance assessments may include how to:

- combine leadership skills and concepts with knowledge about the use of computers and related technologies in schools;
- develop curricular plans based on local, state, and national standards, for the use of computers and other associated technologies;
- apply effective methods and strategies for teaching the use of technology tools;
- demonstrate knowledge of issues and models related to leadership in staff development;
- plan and design technology-related staff development activities for educational settings;
- demonstrate knowledge of issues related to facilities and resource management;
- demonstrate knowledge of strategies for and issues related to managing the change process in schools.

3084.7 The advanced program requires field experiences in the use and application of educational technologies for teaching and administration in K-12 school settings. Candidates participate in field experiences that allow them to observe the use of technology to support instruction, the management of technology resources in educational settings, and the evaluation of effectiveness of technology resources for teaching and learning; and apply technology resources to support instruction in classroom settings.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

Effective date March 2000, mandatory for visits March 2002.

ADVANCED STUDY IN PROFESSIONAL EDUCATION LEADING TO INITIAL LICENSURE

The standards in this section apply to programs such as fifth-year or other reeducation programs for individuals completing initial licensure requirements within an advanced degree. These candidates will already possess a non-teaching degree in a specialty area taught in P-12 schools and now seek to become professional educators. The education unit may recommend candidates who successfully complete such approved advanced programs to be licensed by the Education Standards and Practices Board in the same manner as those completing approved programs at the baccalaureate level.

- 1 The program requires that candidates possess a minimum of a baccalaureate degree in a specialty area taught in P-12 schools, that degree having been granted by a state-approved program. The North Dakota institution offering the advanced program in professional education will determine and document that the candidates' existing degree meets all of the same specialty area requirements as its own state-approved program in that area.
- 2 The program requires a minimum of twenty-two semester hours (22 SH) of professional education study, including sequenced field experiences. The professional education sequence shows evidence of advanced level rigor and meets or exceeds the minimum North Dakota licensure requirements for professional education detailed in the Education Standards and Practices Board Administrative Rules, Section 67.1-02-02-02 subparagraph 1.c.
- 3 The program requires methods and strategies of teaching appropriate to the specialty area and grade level of students served in that specialty area and meets or exceeds the minimum North Dakota licensure requirements for teaching methods in the Education Standards and Practices Board Administrative Rules Section 67.1-02-02-02 subparagraph 1.b.
- 4 The program reflects the National Council for the Accreditation for Teacher Education (NCATE) standards for the preparation of professional educators and the education unit's plan for performance assessment of candidates.
- 5 The program meets requirements for rigor, scholarship and research equivalent to those in the institution's other advanced programs for educators.

History

Revised August 12, 2005, mandatory for visits July 1, 2006.

Effective date August 1, 2002, mandatory for visits August 1, 2004.