

<p>InTASC/ESPB Standards</p>	<p>Related courses: For each standard, list the related course prefix and title and provide an electronic link to each syllabus. After the title, indicate (in parentheses) whether the course is required across programs or is specific to a particular program area (Early Childhood Education, Elementary Education, Middle Level Education, Secondary Education and Special Education at the Initial Level only).</p>		<p>Assessments: Choose from among those listed in III.b below. Remember, it is not expected that every assessment address every standard. It may also be that some assessments will need to be further disaggregated to pinpoint which part of the assessment measure addresses a specific standard.</p>
<p>Standard #1: Learner Development The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>Primary Course:</p> <p>EDUC 310 Intro to Exceptional Children</p> <p>PSYC 353 Child & Adolescent Psychology</p>	<p>Activity/Lesson designed to meet this standard:</p> <p>Exceptional Child Portfolio (Collection of Evidence)</p> <p>Discussion forums</p>	<p>Critical Assessment:</p> <p>Portfolio Rubric</p> <p>Quizzes</p>
<p>Standard #2: Learning Differences The teacher candidate uses understanding of individual differences</p>	<p>Primary Course:</p> <p>EDUC 320 Multicultural</p>	<p>Activity/Lesson designed to meet this standard:</p> <p>Poster boards</p>	<p>Critical Assessment:</p> <p>Rubric</p>

<p>and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards.</p>	<p>EDUC 350 Practicum I</p> <p>EDUC 360 Practicum II</p>	<p>Reflection/Journals</p> <p>Reflection/Journals</p>	<p>Disposition rubric</p> <p>Disposition rubric</p>
<p>Standard #3: Learning Environments The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self</p>	<p>Primary Course:</p> <p>EDUC 300 Educational Technology</p> <p>EDUC 331 Learning Environments</p>	<p>Activity/Lesson designed to meet this standard:</p> <p>Electronic Portfolio</p> <p>Final Classroom Management Plan</p>	<p>Critical Assessment:</p> <p>Rubric</p> <p>Rubric</p>
<p>Standard #4: Content Knowledge The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>THIS STANDARD IS ADDRESSED IN SEPARATE CONTENT AREA PROGRAM REPORTS AND IS REVIEWED BY CONTENT EXPERTS. NO FURTHER INFORMATION IS NEEDED HERE.</p>		
<p>Standard #5: Applications of Content The teacher candidate understands how to connect concepts and</p>	<p>Primary Course:</p> <p>EDUC 403 Social Studies Methods</p>	<p>Activity/Lesson designed to meet this standard:</p> <p>Interdisciplinary Unit</p>	<p>Critical Assessment:</p> <p>Unit Content Rubric</p> <p>Presentation Rubric</p>

<p>use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>EDUC 405 Math Methods</p> <p>EDUC 406 Science Methods</p>	<p>Lesson Plan</p> <p>Science Fair Project</p>	<p>Rubric</p> <p>Rubric</p>
<p>Standard #6: Assessment The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p>	<p>Primary Course:</p> <p>EDUC 403 Ed Assessment</p>	<p>Activity/Lesson designed to meet this standard:</p> <p>Project Board</p>	<p>Critical Assessment:</p> <p>Rubric</p>
<p>Standard #7: Planning for Instruction The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Primary Course:</p> <p>EDUC 329 Curriculum Planning</p> <p>EDUC 407 Creative Arts</p> <p>EDUC 409 Language Arts Methods</p>	<p>Activity/Lesson designed to meet this standard:</p> <p>Curriculum Map; Unit Plan; Lesson Plan</p> <p>Electronic Art Portfolio</p> <p>Writing Process Unit (This was in the GDocs page but not here. Do we want it here></p>	<p>Critical Assessment:</p> <p>Content Rubric</p> <p>Presentation Rubric</p> <p>Rubric</p> <p>Rubric</p>
<p>Standard #8:</p>	<p>Primary Course:</p>	<p>Activity/Lesson</p>	<p>Critical Assessment:</p>

<p>Instructional Strategies The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to</p>	<p>EDUC 402 Foundations of Reading</p> <p>EDUC 404 Music Methods</p> <p>EDUC 408 Health & PE Methods</p>	<p>designed to meet this standard:</p> <p>Small Group Reading Instruction Lessons</p> <p>Lesson Plan</p> <p>Lesson Plan</p>	<p>Content Rubric for Lesson Plan Presentation Rubric</p> <p>Rubric</p> <p>Rubric</p>
<p>Standard #9: Profession Learning and Ethical Practice The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Primary Course:</p> <p>EDUC 414/415: Student Teaching and Seminar</p> <p>EDUC 330 Foundations of Education</p> <p>EDUC 320 Native Issues</p>	<p>Activity/Lesson designed to meet this standard:</p> <p>E- Portfolio</p> <p>Content Research paper</p> <p>Research paper</p>	<p>Critical Assessment:</p> <p>E-Portfolio Assessment Rubric</p> <p>Writing Rubric</p> <p>Debate/rubric</p>
<p>Standard #10: Leadership and Collaboration The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals,</p>	<p>Primary Course:</p> <p>EDUC 414/415: Student Teaching and Seminar</p>	<p>Activity/Lesson designed to meet this standard:</p> <p>E-Portfolio</p>	<p>Critical Assessment:</p> <p>E-Portfolio Assessment Rubric</p>

<p>and community members to ensure learner growth, and to advance the profession.</p>			
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	All Initial Programs		
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<p>Human relations and cultural diversity. North Dakota education standards and practices board licensure requires coursework a minimum of two semester hours in multicultural education, including in Native American studies, cultural diversity, strategies for creating learning environments that contribute to positive human relationships, and strategies for teaching and assessing diverse learners including universal design for learning, response to intervention, early intervention, positive behavior interventions and supports. North Dakota graduates applying for licensure meet these requirements through completion of Education Standards and Practices Board-approved programs that include</p>			
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<p>coursework addressing the multicultural education and Native American studies standard. Teacher preparation programs may meet these requirements through general education, specific content major, professional education</p>			
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	<p>All Advanced Programs: List Advanced Programs included here:</p>
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<p>Human relations and cultural diversity. North Dakota education standards and practices board licensure requires coursework a minimum of two semester hours in multicultural education, including in Native American studies, cultural diversity, strategies for creating learning environments that contribute to positive human relationships, and strategies for teaching and assessing diverse learners including universal design for learning, response to intervention, early intervention, positive behavior interventions and supports. North Dakota graduates</p>			
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