

## 4.5 Candidate proficiencies aligned with standards

### PRECONDITION 4.4 ALIGNMENT WITH STANDARDS

The Professional Teacher Education unit developed candidate proficiencies derived from the mission of UTTC; the mission and vision of the unit; the conceptual framework theme; the philosophy, and core beliefs. The program outcomes and candidate proficiencies are aligned with the unit goals; NCATE standards; ND ESPB State Standards, national standards (revised InTASC) and the Elementary Education coursework.

NCATE Standards	Unit Goals	Program Outcomes/InTASC	ND State Standards	Courses
<p><b>NCATE Standard 1; Candidate Knowledge, Skills, and Dispositions</b> Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.</p>	<p><b>Unit Goal 1:</b> Recruit, retain and graduate teacher candidates eligible for licensure in Elementary Education.</p> <p><b>Unit Goal 2:</b> Demonstrate excellence in learner-centered instruction and advisement.</p> <p><b>Unit Goal 3:</b> Demonstrate effective systems of candidate assessment and unit assessment.</p> <p><b>Unit Goal 5:</b> Demonstrate excellence in scholarship and professional activities.</p>	<p>1. <b>Content Knowledge and Skills:</b> To provide the content knowledge necessary for effective teaching and learning (Core Beliefs 3 and 5; Relevance, Responsibility; <b>INTASC Standards 4 and 7)</b></p> <p>2. <b>Applications of Pedagogy within Learning Environments:</b> To develop the skills in teaching methodology that allow for the establishment and maintenance of an environment conducive to the learning of all students (Core Beliefs 2 and 3; Relatedness,</p>	<p><b>50015.1</b> - Development, Learning, and Motivation</p> <p><b>50015.2a</b> – Central Concepts, Tools of Inquiry, and Structures of Content</p> <p><b>50015.2b</b> English Language Arts</p> <p><b>50015.2c</b> – Science</p>	<p>EDU 232 EDU 335 EDU 345 EDU 352 PSY 230 PSY 252 EDU 499</p> <p>EDU 310, EDU 325, EDU 355, EDU 360, PSY 230, EDU 499</p> <p>EDU 232, EDU 325, EDU 330, EDU 370, ENG 238, EDU 499</p> <p>BIO 150, SCI 103, SCI 201, EDU 360, EDU 499</p>

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	<p><b>Unit Goal 6:</b> Demonstrate commitment to the unit’s conceptual framework in programs, projects, and activities.</p>	<p>Respect; <b>INTASC Standards 1, 3, 4, 5, 6 and 8)</b></p> <p><b>3. Technology for Teaching and Learning:</b> To use technology as a means of transforming teaching and learning, infusing it across the curricula (Core Belief 5; Relevance, Responsibility; <b>INTASC Standards 1, 2 and 8)</b></p>	<p><b>50015.2d</b> – Mathematics</p> <p><b>50015.2e</b> – Social Studies</p> <p><b>50015.2f</b> – The Arts</p> <p><b>50015.2g</b> – Health Education</p> <p><b>50015.2h</b> – Physical Education</p> <p><b>50015.2i</b> - Connections Across the Curriculum</p>	<p>MTH 103, MTH 277, MTH 377, EDU 355, EDU 499</p> <p>HIS 104, EDU 220, EDU 350, EDU 499</p> <p>HUM 101, NAS 112, ENG 238, EDU 315, EDU 499</p> <p>GCA 103, EDU 340, EDU 499</p> <p>GPE 102, GCA 103, EDU 340, EDU 499</p> <p>ENG 238, EDU 288, EDU 315, EDU 345, EDU 350, EDU 499</p>
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NCATE Standards	Unit Goals	Program Outcomes/InTASC	ND State Standards	Course
<p><b>NCATE Standard 2; Assessment System and Unit Evaluation</b> The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.</p>	<p><b>Unit Goal 1:</b> Recruit, retain and graduate teacher candidates eligible for licensure in Elementary Education.</p> <p><b>Unit Goal 3:</b> Demonstrate effective systems of candidate assessment and unit assessment.</p>	<p>Teacher Education admission requirements</p> <p>ND ESPB required scores for Praxis I: PPST &amp; Praxis II</p> <p>Electronic portfolios with course embedded assessments included as artifacts</p> <p>Touchstone benchmarks</p> <p>Employer, graduate &amp; cooperating teacher surveys</p>		
NCATE Standards	Unit Goals	Program Outcomes/InTASC	ND State Standards	Course
<p><b>NCATE Standard 3; Field Experiences and Clinical Practice</b> The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel</p>	<p><b>Unit Goal 2:</b> Demonstrate excellence in learner-centered instruction and advisement.</p> <p><b>Unit Goal 4:</b> Demonstrate strong partnerships with tribal and public schools and the community.</p>	<p><b>6. Professional Partnerships:</b> To develop effective communication and collaboration skills so that viable partnerships between colleagues, students, and families can be nurtured (Core Beliefs 1 and 4; Relatedness, Respect, Responsibility; <b>INTASC Standards 7, 9 and 10)</b></p>	<p><b>50015.3c</b> – Development of Critical Thinking, Problem Solving and Performance Skills</p> <p><b>50015.3e</b> - Communication to Foster Learning</p>	<p>PSY 252, EDU 220, EDU 325, EDU 330, EDU 345, EDU 355, EDU 360, EDU 499</p> <p>EDU 325, EDU 330, EDU 499</p>

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<p>develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.</p>	<p><b>Unit Goal 6:</b> Demonstrate commitment to the unit's conceptual framework in programs, projects, and activities.</p>		<p><b>50015.5c</b> - Collaboration with Families</p> <p><b>50015.5d</b> – Collaboration with Colleagues and the Community</p>	<p>EDU 200, EDU 205, EDU 338, EDU 499</p> <p>EDU 205, EDU 290, EDU 338, EDU 352, EDU 499</p> <p>EDU 298 Field Experience I, EDU 348 Field Experience II, and EDU 398 Field Experience II are field placements for credit that occur during years 2 and 3.</p>
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NCATE Standards	Unit Goals	Program Outcomes/InTASC	ND State Standards	Course
<p><b>NCATE Standard 4: Diversity</b> The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.</p>	<p><b>Unit Goal 2:</b> Demonstrate excellence in learner-centered instruction and advisement.</p> <p><b>Unit Goal 4:</b> Demonstrate strong partnerships with tribal and public schools and the community.</p> <p><b>Unit Goal 6:</b> Demonstrate commitment to the unit’s conceptual framework in programs, projects, and activities.</p>	<p><b>4. Empowerment, Equity, &amp; Inclusion:</b> To promote a deep respect for diversity demonstrated in candidates’ belief that all students can learn (Core Belief 4; Relatedness, Respect; <b>INTASC Standards 2, 5 and 7)</b></p>	<p><b>50015.3b</b> - Adaptation to Diverse Students</p>	<p>EDU 200, EDU 205, EDU 310, EDU 312, EDU 290, EDU 300, EDU 305, EDU 335, EDU 340, EDU 370, EDU 499</p>
NCATE Standards	Unit Goals	Program Outcomes/InTASC	ND State Standards	Course
<p><b>Standard 5: Faculty Qualifications, Performance, and Development</b> Faculty are qualified and model best professional practices in scholarship, service, and teaching,</p>	<p><b>Unit Goal 2:</b> Demonstrate excellence in learner-centered instruction and advisement.</p> <p><b>Unit Goal 5:</b> Demonstrate excellence in scholarship and</p>	<p><b>5. Reflective Practice:</b> To encourage reflective practice as a means by which professional educators continually improve the teaching and learning process (Core Beliefs 1 and 2; Relevance, Responsibility; <b>INTASC</b></p>	<p><b>50015.4</b> – Assessment</p>	<p>EDU 310, 335, EDU 345, EDU 370, EDU 499</p>

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<p>including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.</p>	<p>professional activities.</p> <p><b>Unit Goal 6:</b> Demonstrate commitment to the unit’s conceptual framework in programs, projects, and activities.</p> <p><b>Unit Goal 7:</b> Recruit and retain highly competent faculty who model the ethic of caring.</p> <ul style="list-style-type: none"> <li>• Faculty Vitae included in appendix.</li> </ul>	<p><b>Standards 6 and 9)</b></p>	<p><b>50015.5a</b> – Practices and Behaviors of Developing Career Teachers</p> <p><b>50015.5b</b> – Reflection and Evaluation</p> <p><b>50015.5d</b> – Collaboration with Colleagues and the Community</p>	<p>EDU 200, EDU 250, EDU 290, EDU 312, EDU 370, PSY 230, EDU 499</p> <p>EDU 250, EDU 312, EDU 338, EDU 353, PSY 230, EDU 499</p> <p>EDU 205, EDU 290, EDU 338, EDU 352, EDU 499</p>
NCATE Standards	Unit Goals	Program Outcomes/InTASC	ND State Standards	Course
<p><b>Standard 6: <i>Unit Governance and Resources</i></b> The unit has the leadership, authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state,</p>	<p><b>Unit Goal 1:</b> Recruit, retain and graduate teacher candidates eligible for licensure in Elementary Education.</p> <p><b>Unit Goal 2:</b> Demonstrate excellence in learner-centered instruction and advisement.</p> <p><b>Unit Goal 5:</b></p>			

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and institutional standards.	Demonstrate excellence in scholarship and professional activities.  <b>Unit Goal 6:</b> Demonstrate commitment to the unit's conceptual framework in programs, projects, and activities. <ul style="list-style-type: none"><li>• Budget included in appendix</li><li>• Letter designating unit head in Precondition 1</li></ul>			
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