

**Program Report for the
Preparation of Elementary Teachers**

Education Standards and Practices Board

C O V E R S H E E T

Institution: University of North Dakota **State:** ND

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Program documented in this report:

Name of Institution's program Elementary

Grade levels for which candidates are being prepared 1-6

Degree or award level: B.S. Ed with major in Elementary

Is this program offered at more than one site? ☐ **Yes** ☒ **No**

If yes, list sites at which the program is offered: _____

Title of the state license for which candidates are prepared
Elementary

Program report status:

☒ **Initial review**

☐ **Rejoinder**

☐ **Response to national recognition with conditions**

State licensure requirement for national recognition:

ESPB requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Does your institution require such a test? Test information and data must be reported in Section II

☒ **Yes** ☐ **No**

REPORT

I. Contextual Information – Provides the opportunity for institutions to present general information to help reviewers understand the program.

Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report.

Program: Elementary		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
7/1/04 - 6/30/05	184	98
7/1/05 - 6/30/06	265	83
7/1/06 - 6/30/07	336	97

Response to Standards (Please Click on Standard)

50015.1 DEVELOPMENT, LEARNING, AND MOTIVATION

50015.2 Curriculum

50015.2a. 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.

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.

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.

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.

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.

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.

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.

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.

50015.3 INSTRUCTION

50015.3a. 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

50015.7 ASSESSMENT SYSTEM

Candidate assessment data are regularly and systematically collected, compiled, aggregated, summarized, and analyzed to improve candidate performance, program quality, and program operations. The program disaggregates candidate assessment data when candidates are in alternate route, off-campus, and distance learning programs.

II. Multicultural/Native American /Diversity Standard

III. CURRICULUM EXHIBIT