



COLLEGE OF EDUCATION

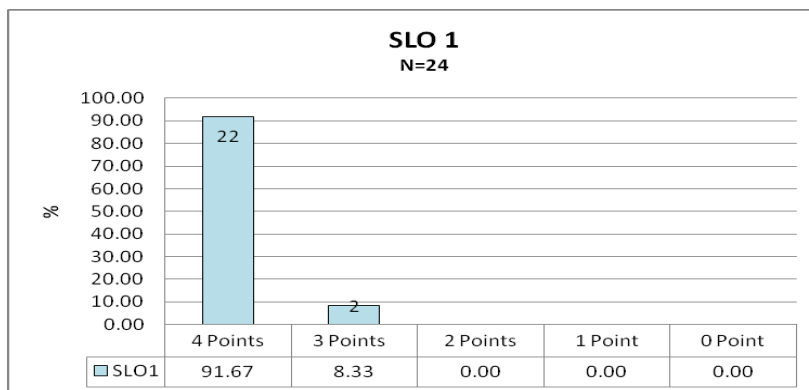
## NCATE Standard 1 Program Level Data 2008-09

### *Professional Knowledge and Skills – Teacher Candidates*

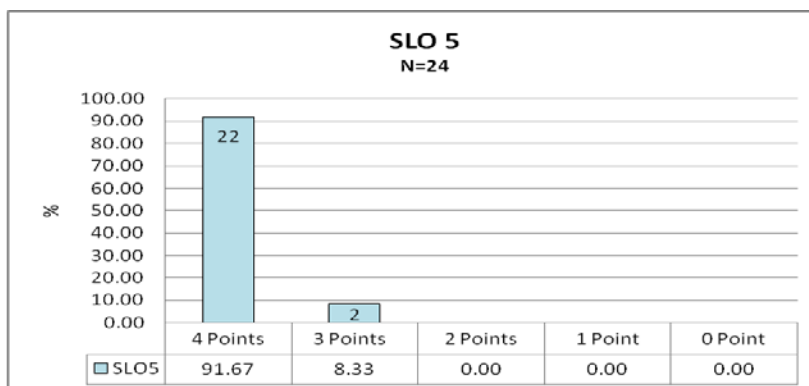
#### Initial Teacher Preparation

##### Designated Subjects

- SLO 1: Apply principles and practices appropriate to adolescent and adult learners.

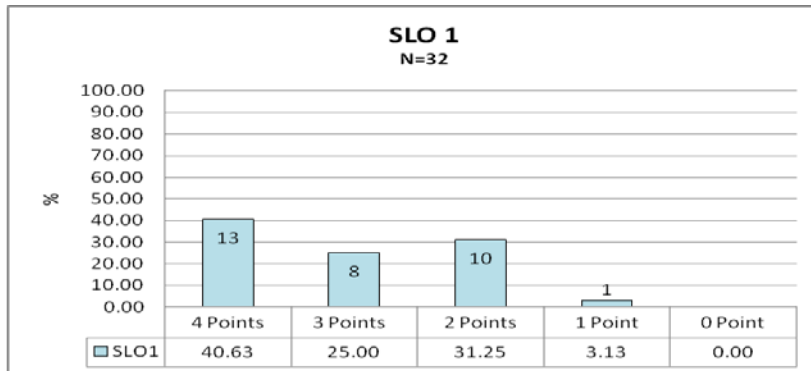


- SLO 5: Plan and implement a complete course of instruction and include a discussion of ethical and cultural issues in curriculum development.

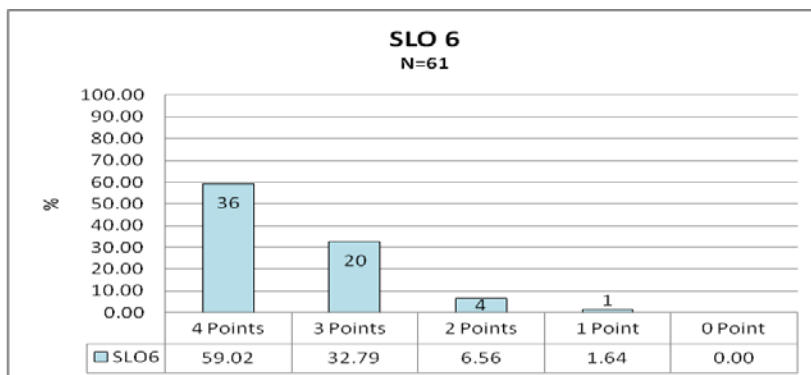


### Ed Specialist I

- SLO 1: Describes the legal, ethical, and historical foundations of special education in a multicultural society.

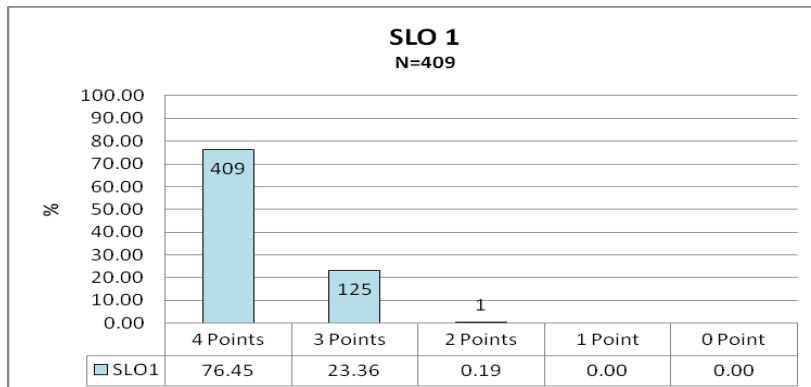


- SLO 6: Discusses characteristics of effective communication and collaboration with families and other professionals.

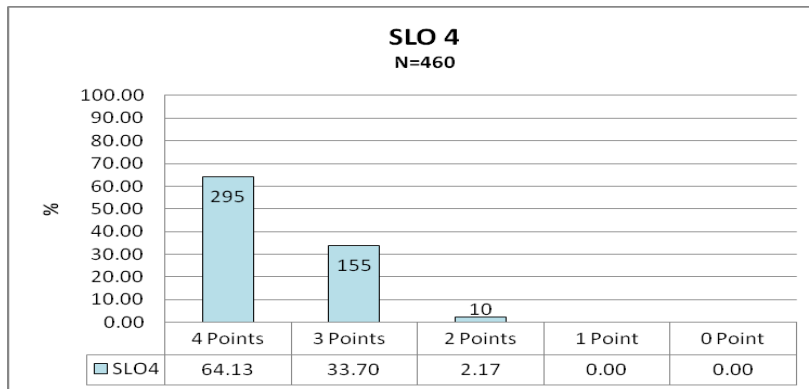


### Multiple Subject

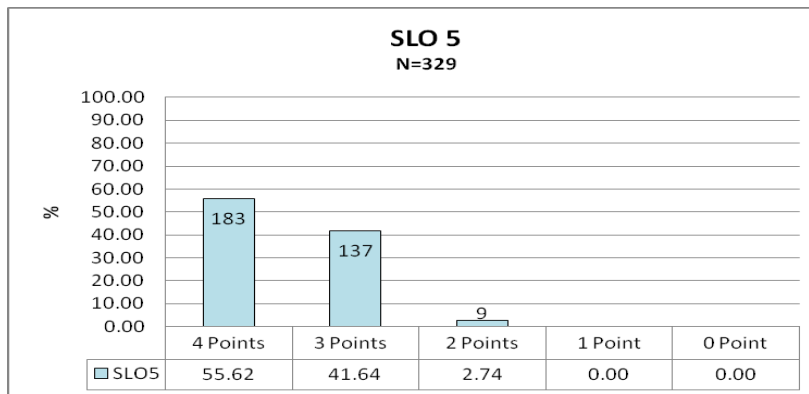
- SLO 1: (TPE 1) Specific Pedagogical Skills for Subject Matter Instruction



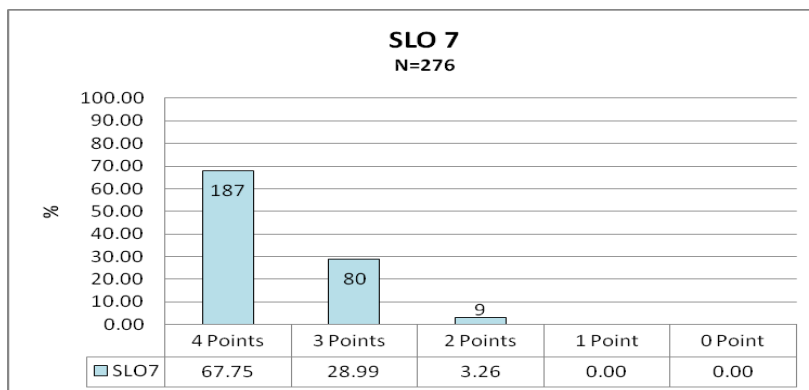
- SLO 4: (TPE 4) Making Content Accessible



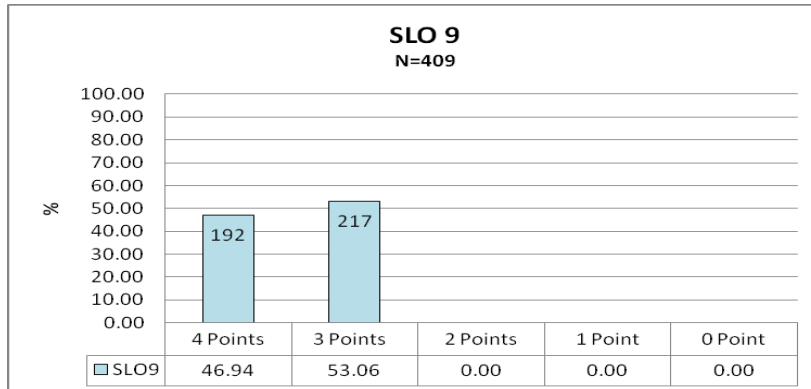
- SLO 5: (TPE 5) Student Engagement



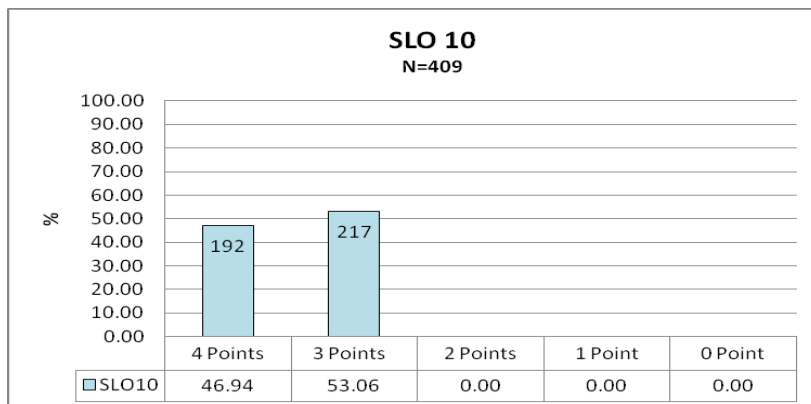
- SLO 6: (TPE 6) Developmentally Appropriate Teaching Practices
- SLO 7: (TPE 7) Teaching English Learners



- SLO 8: (TPE 8) Learning about Students
- SLO 9: (TPE 9) Instructional Planning



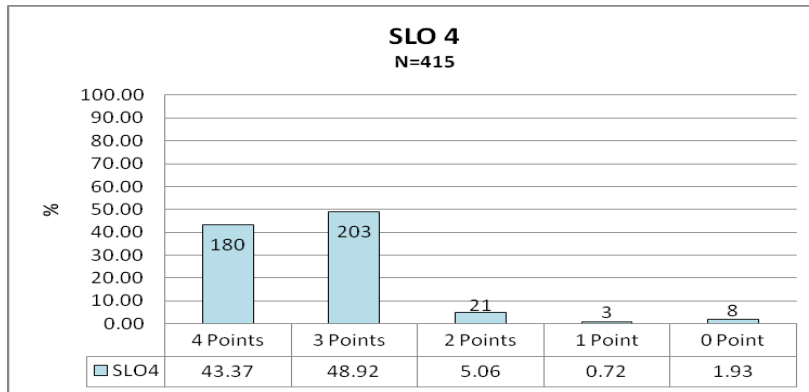
- SLO 10: (TPE 10) Instructional Time



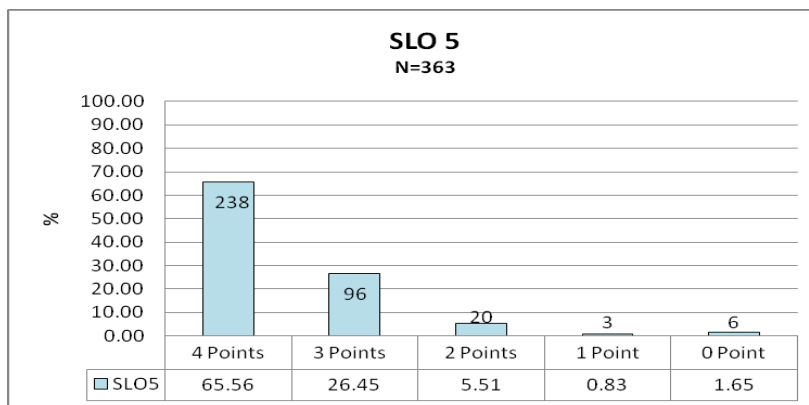
- SLO 11: (TPE 11) Social Environment

### Single Subject

- SLO 4: Plans instruction and designs learning experiences for all students



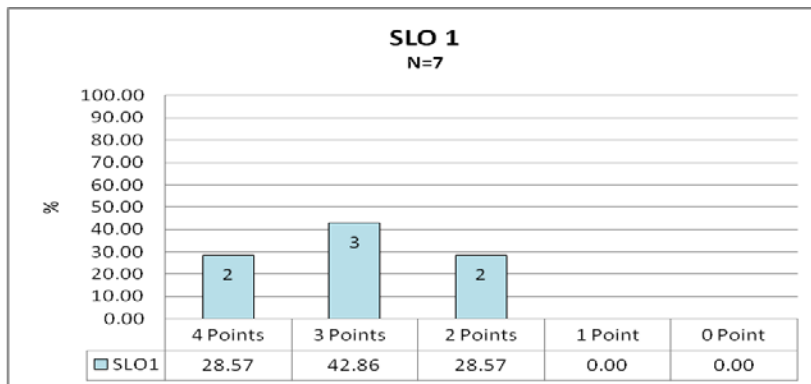
- SLO 5: Creates and maintains an effective environment for student learning



## Advanced Teacher Preparation

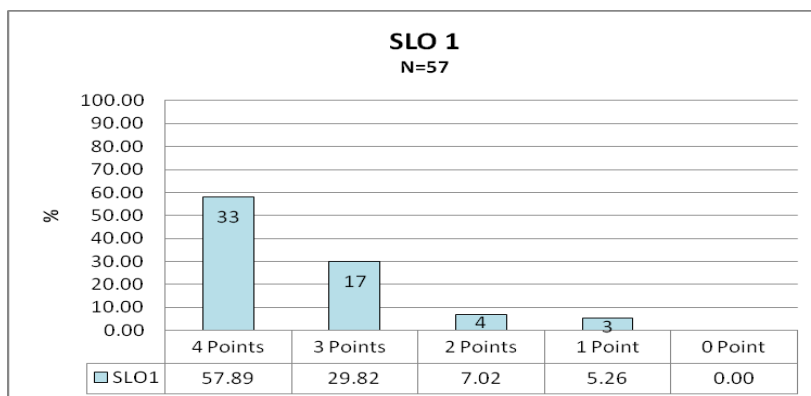
### Adapted PE

- SLO 1: Identify and cite current legal mandates including federal and state legislation pertaining to the physical education for individuals with disabilities including the design of an individualized educational program (IEP) for individuals with disabilities.

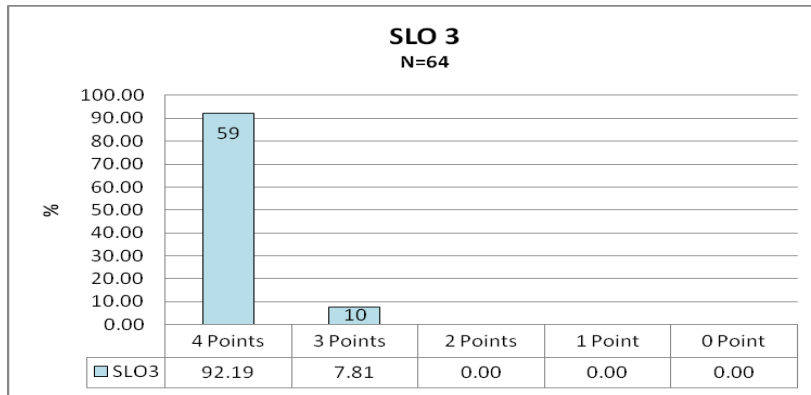


### Curriculum and Instruction

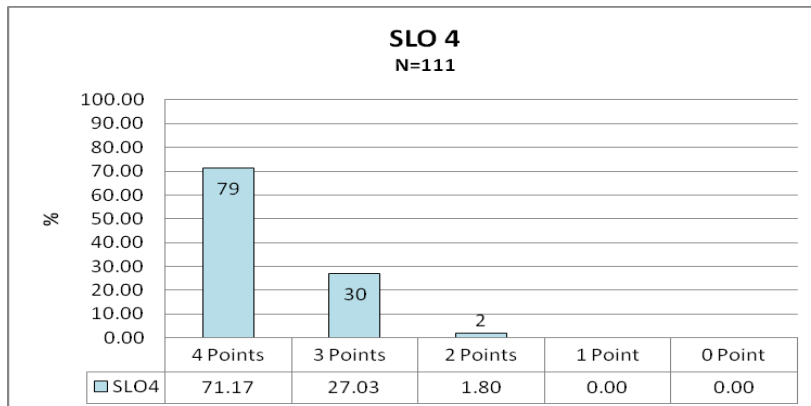
- SLO 1: Develop and apply theoretical insights and research findings to curriculum, instruction, and assessment in K-12 schools.



- SLO 3: Identify and analyze current multicultural issues and policies in education in the U.S. and globally from a critical perspective.



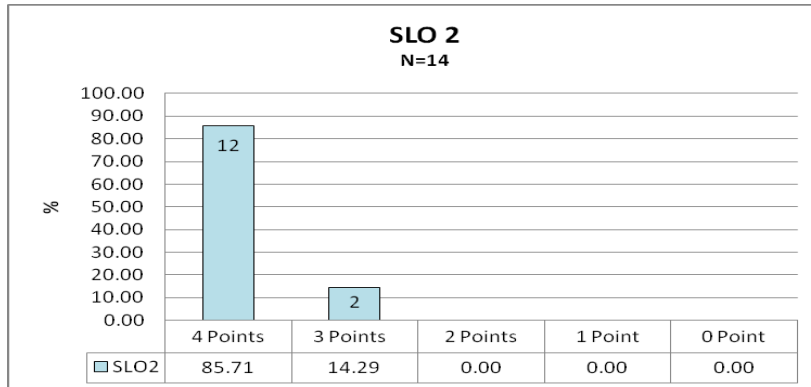
- SLO 4: Analyze how knowledge in their subject area is conceptualized, created, organized, and assessed by analyzing a curriculum and assessment system.



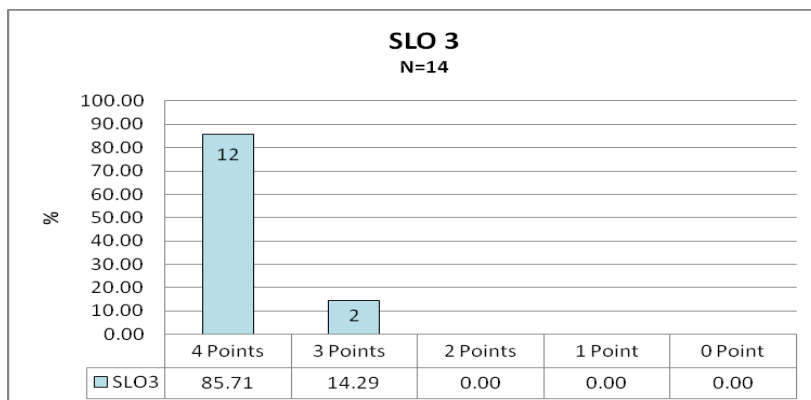
- SLO 5: Design and conduct an action research study, using appropriate data gathering and analysis techniques.

### Dual Language Development

- SLO 2: Evaluate the applicability of informal and formal assessment measures to determine their validity for language minority students.



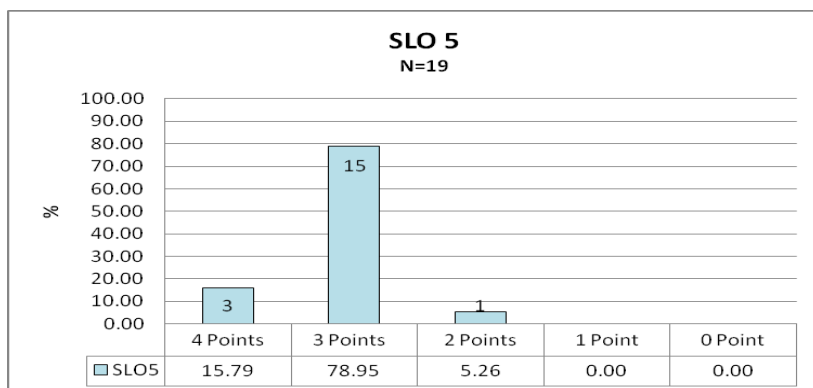
- SLO 3: Demonstrate knowledge of major theoretical bases for language minority students in a curriculum module (related to the teaching of reading/language arts and/or critical literacy).



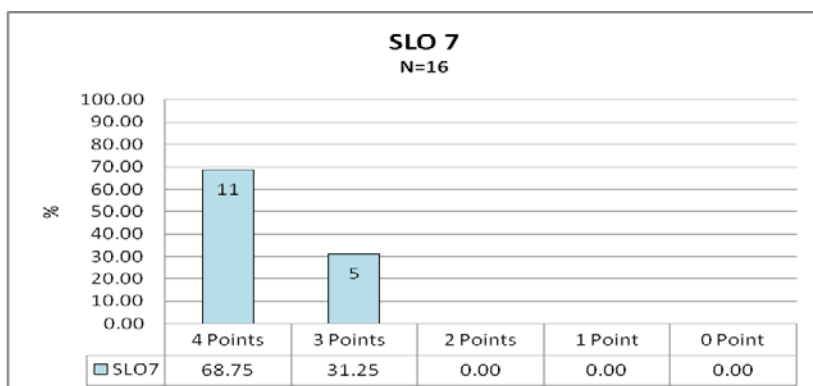
- SLO 4: Analyze and apply fieldwork data of students' home language & literacy practices in a classroom literacy plan to inform instruction.



- SLO 5: Synthesize published literature for informing an action research question related to the education of language minority students.

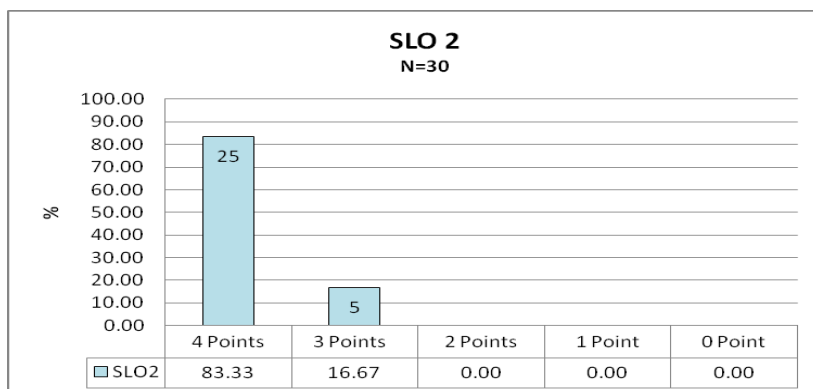


- SLO 7: Analyze and interpret data to address an action research question.

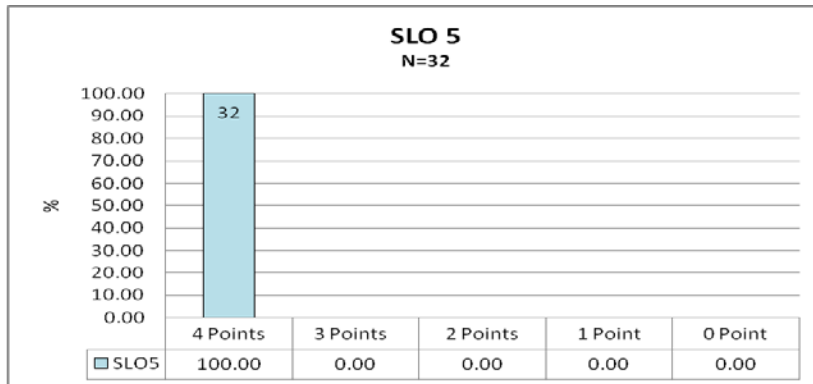


### Early Childhood Education

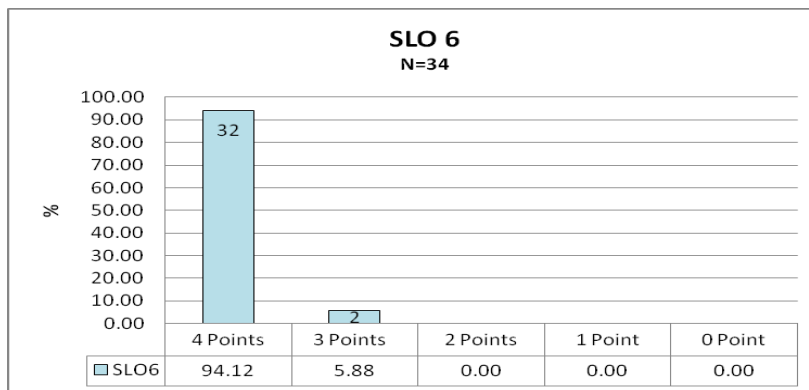
- SLO 2: Demonstrate competency in building family and community relationships.



- SLO 5: Apply understanding of leadership roles that benefit children and families.



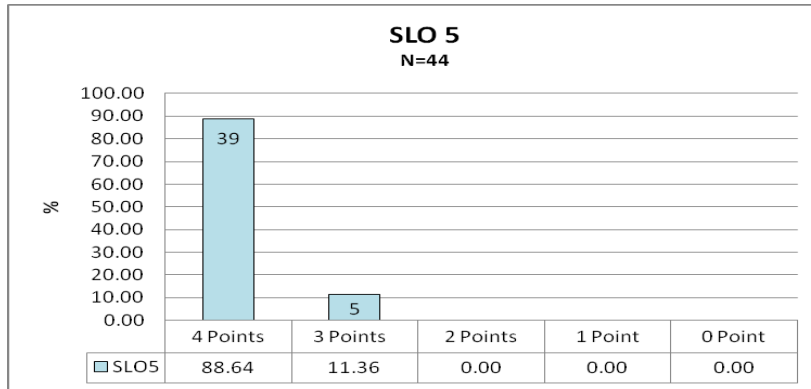
- SLO 6: Analyze children's issues and early childhood education around the world.



- SLO 7: Apply understanding of cultural diversity to personal philosophy and practices.

**Ed Specialist II (includes MS)**

- SLO 5: Candidate will effectively collaborate and consult with teachers, parents, and other school professionals



- SLO 6: Candidate will demonstrate leadership skills in systems change efforts (Level 2 M/S ONLY).