



**North Dakota Education Standards and Practices Board/CAEP
Initial Program Report
Preparation of Elementary Education Teachers
(09-19) (1-25)**

COVER SHEET

1. **Institution's Name:** [Mayville State University](#)
2. **Date Submitted:** [December 31, 2025](#)
3. **Preparer of this Report:** Jeni Peterson
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5. **Name of Institution's program:** [Elementary Education B.S.Ed.](#)
6. **Grade levels for which candidates are being prepared:** [1st – 8th grade](#)
7. **Degree or award level:**
 - a. **Initial**
 - i. [Baccalaureate](#)
 - ii. [Post Baccalaureate](#)
8. **Is this program offered at more than one site?**
 - a. [Yes](#)
 - b. [No](#)
9. **If answer is yes to the above question, list the sites at which the program is offered:** [N/A](#)
10. **Program report status (check one):**
 - a. [Initial Review](#)
 - b. [Continuing Review](#)
 - c. [Focused Visit](#)

All course syllabi and aligned assessments can be found here: [Elementary Education BSEd](#)



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SECTION I: CONTEXTUAL INFORMATION

1. Candidate Information

Program: Elementary Education BSEd		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
2022-2023	104	47
2023-2024	85	31
2024-2025	54	28

* Enrolled candidates are those formally admitted to the program as of the institution's official fall reporting date or as of October 15 of each academic year.

** Program completers are those candidates for whom a degree is conferred within the selected academic year. The academic year begins in the fall and concludes in the spring or summer of the following year depending upon whether candidates are granted degrees in the summer.

2. Curriculum Exhibit (Select 1)

a. X Option 1: Complete the Curriculum Exhibit Form below. Include an electronic link to each syllabus for courses listed under the Teaching Specialty and the Professional Education columns.

Curriculum Exhibit Form SFN 14381. Provides the opportunity for institutions to document the entire program including general studies, teaching specialty, and professional education.

- Curriculum exhibit forms are to be prepared for every basic and advanced program being brought forward for either initial or continuing approval by the Education Standards and Practices Board (ESPB).
- A separate sheet is to be completed for **each** program for which approval is requested. If more than one program is offered within an approval category, a separate sheet must be completed for each of those programs. For example, if both instrumental and vocal/choral music major are offered, complete a separate sheet for each. Also, for example, a separate sheet must be completed for each of the science and social science majors.



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**CURRICULUM EXHIBIT FORM BASIC PROGRAM
EDUCATION STANDARDS AND PRACTICES BOARD
SFN 14381 (05-17)**



Institution: Mayville State University	Major: <u>Elementary Education B.S.Ed.</u>	
Total credits required for degree: 110 credits (for the major – a specialization or minor is required to reach the 120-credit minimum). The options for specialization can be found in the most recent academic catalog .		
General Studies	Teaching Specialty	Professional Education
Credits Required: 36 credits	Credits Required: 42 credits	Credits Required: 32 credits
Communication: 9 credits <ul style="list-style-type: none">• ENGL 110 College Composition I (3)• COMM 110 Fund of Public Speaking (3)• ENGL 120 College Composition II (3) OR• ENGL 125 Business & Tech Writing (3) Computer Information System: 1 credit <ul style="list-style-type: none">• CIS 175 Information Literacy (1) Humanities: 6 credits <ul style="list-style-type: none">• Selected by teacher candidates (6) Social Science: 9 credits <ul style="list-style-type: none">• GEOG 103 Multictrl Wrld, Glbl Issues (3)• PSYC 111 Intro to Psychology (3)• HIST Course: preferably HIST 103 or 104 (3) Mathematics: 3 credits <ul style="list-style-type: none">• MATH 104 Finite Math (3) Science: 8 credits <ul style="list-style-type: none">• Two content courses (6)• Two lab courses (2)	EDUC 350 Reading Assessment & Intervention (3) MATH 277 Math for Elementary Teachers (3) SPED 289 Foundations of Special Educ (3) SPED 336 Soc & Emotion Dvlp Guid in ECE (3) SPED 338 Home School Community Rel (3) SPED 343 Classroom Accomm & Mod. (3) EDUC 301 Strategies in Elementary Schl (2) EDUC 307 Math Strategies Elem/Mid Schl (3) EDUC 318 Reading in the Elementary Schl (3) EDUC 324 North Dakota Studies (1) EDUC 326 Science Strategies in Elem School (3) EDUC 352 Elementary Practicum 1 (1) EDUC 302 Soc Studies Strat in Elem Schl (2) EDUC 319 Language Arts in the Elem Schl (3) EDUC 325 Creative Arts in the Elem Classroom (3) EDUC 355 Elementary Practicum 2 (1) HPER 319 Health & Phy Ed In Elem Schl (2)	EDUC 250 Introduction to Education (3) EDUC 272 Educational Technology (2) EDUC 290 Theories of Learning & Mgmt (2) EDUC 380 Teaching English Lang Learners (2) EDUC 381 Human Relations/Cult Diversity (2) EDUC 390 Special Needs in Inclusive Env (3) EDUC 400 Student Teaching (10) EDUC 401 Elctrnc Portfolio/Assess/Semin (2) EDUC 401S Pre-Student Teaching Semin (1) EDUC 422 Educational Assessment (2) PSYC 255 Child & Adolescent Psychology (3)
Total: 36 credits	Total: 42 credits	Total: 32 credits

ESPB does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age or disability as required by various state and federal laws.



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3. **Descriptive Information about the Program:** Provide a one to two paragraph description to help reviewers understand your program (include information that describes how a student typically moves through the program from entry to exit).

Mayville State University's Teacher Education Program is built on the Reflective Experiential Teacher Model, which emphasizes the integration of theory and practice through critical reflection and experiential learning. Accredited by the Council for the Accreditation of Educator Preparation (CAEP) and aligned with InTASC standards, the Elementary Education BSEd program prepares candidates to demonstrate professional knowledge, skills, and dispositions necessary to positively impact 1–8th grade learners. Elementary Education BSEd candidates typically begin the admission process during EDUC 250: Introduction to Education or upon transfer to Mayville State University. Admission requirements include successful completion of foundational coursework (as outlined in the [Teacher Education handbook](#), with minimum grades of "C" or higher), a minimum cumulative GPA of 2.75, competency in basic skills through the Praxis Core Exam, ACT scores, course grades as outlined on the competency menu (currently in pilot phase) or a combination of all three. A course grade of "B" or higher in EDUC 250 is required to be admitted into the Teacher Education program. Elementary Education BSEd candidates also complete an admission interview, disposition evaluations, submit student liability insurance, and a cleared background check to ensure readiness for clinical experiences that occur through the remainder of the program. Once admitted, Elementary Education BSEd candidates progress through a sequence of professional education and methods courses that embed clinical field experiences in diverse settings. These experiences are designed to help candidates apply research-based instructional strategies, develop cultural competence, and integrate technology into teaching. Throughout the program, candidates develop an electronic capstone portfolio aligned to Student Learning Outcomes (SLOs) and InTASC standards to demonstrate their growth in areas such as SLO 1) Learner and Learning, SLO 2) Content, SLO 3) Instructional Practice, and SLO 4) Professional Responsibility. Professional development seminars and reflective exercises are embedded across coursework and clinical experiences to support continuous improvement and adaptability in evolving classroom settings.

Admission to the Mayville State Teacher Education Program does not guarantee continuance. Elementary Education BSEd candidates must maintain a 2.75 GPA, uphold professional dispositions, and receive satisfactory evaluations from faculty and field supervisors throughout their time in the program. If concerns arise, the Teacher Education Committee may implement a Student Success Plan, probation, or other interventions to support and guide candidates. These measures ensure accountability while supporting candidates' growth within the framework of the Reflective Experiential Teacher Model.

The Elementary Education BSEd program culminates with the completion of EDUC 400: Student Teaching, a 15-week full-time clinical experience (in grade 1-8) in an accredited school, paired with



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EDUC 401: Electronic Portfolio and Seminar. In these courses, candidates demonstrate mastery of program outcomes through lesson planning, classroom management, and reflective practice under the guidance of cooperating teachers and university supervisors. Successful completion of student teaching, portfolio presentation, and required Praxis Subject Area and Principles of Learning and Teaching exams ensure Elementary Education BSEd candidates are prepared for licensure and entry into the teaching profession. This progression from foundational coursework to integrated clinical practice reflects Mayville State's mission to prepare educators who are reflective, competent, and committed to lifelong learning.

4. Changes in the Program since the Last Review: Please describe any changes since the last review and include rationale for those changes.

The following changes have occurred in the Elementary Education BSEd program since the last comprehensive review in 2018. A rationale for each decision is provided as well as alignment to CAEP Initial Standards.

#	Change	Rationale	CAEP Alignment
1	GEOG 300 changed course numbers and was removed from the Elementary Education teaching specialty core courses.	The course GEOG 300 World Regional Geography was renumbered to GEOG 161 to align with the North Dakota University System's common course numbering, making transferability easier for students. GEOG 161 was then removed from the Elementary Education program to comply with ND Century Code Chapter 67.1-02-02 requirements for educator licensure. Its content was integrated into EDUC 302 Social Studies Strategies, ensuring coverage within professional coursework and practicum experiences. This change also supports the directive to keep programs near 120 credits for efficiency and timely degree completion.	R1.2
2	The SPED 389 Foundations of Special Education course number was changed to SPED 289.	The course SPED 389 Foundations of Special Education was renumbered to SPED 289 to align with the North Dakota University System's common course numbering and improve transferability for students. Additionally, the course content and learning outcomes were reviewed and determined to be more appropriate for a 200-level designation, reflecting its introductory nature within the program sequence.	R1.2
3	The course prefix and number for SCNC 321 Science Strategies for Elementary Teachers was changed to EDUC 326.	To ensure consistency across all elementary methods courses, SCNC 321 Science Strategies for Elementary Teachers was given a new prefix and number, EDUC 326 Science Strategies for Elementary Teachers. This change aligns course prefixes within the education program and reflects that the course is now taught by Education faculty rather than Science faculty, emphasizing its focus on instructional strategies rather than science content only.	R1.2



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4	MATH 103 College Algebra was removed as required and now MATH 104 Finite Math is required.	MATH 103 College Algebra was removed as a requirement for Elementary Education majors, and the program now requires MATH 104 Finite Math as the designated mathematics course. Faculty determined that MATH 104 Finite Math is more applicable to Elementary Education majors. While Math 103 or higher can still be accepted to demonstrate math competency for Elementary Education majors, NCTQ guidelines require that at least one specific math course be mandated for all candidates. This change ensures compliance with national standards and provides a consistent foundation for elementary math instruction.	R1.2
5	EDUC 381 Human Relations and Cultural Diversity course was reduced from 3 credits to 2 credits	The EDUC 381 Human Relations and Cultural Diversity course was reduced from 3 credits to 2 credits to align with North Dakota Century Code and teacher licensure requirements (CHAPTER 15.1-13 Teacher Licensing). Additionally, culturally responsive practices have been intentionally embedded throughout other courses in the program, and this change supports the administration's directive to keep programs as close as possible to the 120-credit minimum for graduation. R1.2	R1.2
6	Removal of extra science content course.	The removed the additional science course requirement to align with North Dakota licensure standards outlined in CHAPTER 67.1-02-02 of the Administrative Code. Current regulations require teacher candidates to complete two science courses with accompanying labs, along with a science methods course, rather than three or more science courses. Adjusting our program ensures compliance with state licensure requirements while maintaining rigorous preparation for future educators.	R1.2
7	EDUC 401S Pre-Student Teaching Seminar changed from 0 credits to 1 credit.	EDUC 401S Pre-Student Teaching Seminar was changed from 0 credits to 1 credit to accurately reflect the significant workload and assignments required of students. This seminar is essential for preparing teacher candidates for successful student teaching experience, including completing mandatory forms, understanding MSU requirements, reviewing the Model Code of Ethics for Educators, and learning school policies. Assigning 1 credit ensures the course aligns with academic standards and appropriately recognizes the time and effort students invest in the course assignments.	R1.4



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8	The practicum experience was removed for EDUC 301 Strategies in the Elementary School and a separate 1 credit practicum course, EDUC 352 Elementary Practicum 1, was created. EDUC 301 Strategies in the Elementary School dropped to 2 credits, so the overall credits were not impacted by this change.	The practicum requirement from EDUC 301 Strategies in the Elementary School (dropped from 3 to 2 credits) was removed and placed into a separate course, EDUC 352 Elementary Practicum 1 (1 credit). The purpose of this change was to streamline program structure and improve consistency across methods courses. This change enhanced transferability for students, ensured accurate faculty workload compensation for practicum supervision, and aligned with best practices already in place for other concurrent methods and practicum experiences. EDUC 352 Elementary Practicum 1 provides focused, hands-on classroom engagement where candidates apply instructional strategies learned in their coursework, maintaining the rigor and quality of field experiences.	R2.3
9	The practicum experience was removed for EDUC 302 Social Studies Strategies and a separate 1 credit practicum course, EDUC 355 Elementary Practicum 2, was created. EDUC 302 Social Studies Strategies dropped to 2 credits, so the overall credits were not impacted by this change.	The EPP removed the practicum requirements from EDUC 302 Social Studies Strategies (dropped from 3 credits to 2 credits) and placed those requirements in a new, 1 credit course called EDUC 355 Elementary Practicum 2. This was done to ensure the program had dedicated practicum courses to provide early childhood candidates with structured, supervised field experiences aligned with their methods coursework. The practicum course allows candidates to work closely with clinical educators, observe professional practice, lead lessons, and demonstrate ethical dispositions while being formally observed by university faculty. Separating these experiences into distinct courses ensures clarity in program requirements, accurate faculty workload allocation, and consistency across practicum expectations.	R2.3
10	The SPED 343 course title changed from Classroom Modifications to Classroom Accommodations and Modifications.	The course name for SPED 343 was updated from Classroom Modification to Classroom Accommodations and Modifications to more accurately reflect the scope and content of the course. The previous title emphasized modifications alone, which suggested a narrower focus. The revised name aligns with current best practices in special education by acknowledging both accommodations and modifications as essential strategies for supporting diverse learners. This change also corresponds with the updated course description, which emphasizes differentiating instruction, planning for neurodiversity, and implementing specific accommodations alongside modifications to meet the needs of all students.	R1.2



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11	The EDUC 350 course title changed from Remedial Reading to Reading Assessment and Intervention.	The course name for EDUC 350 was changed from Remedial Reading to Reading Assessment and Intervention to better reflect the current focus and terminology in literacy education. The previous title suggested a narrow emphasis on remediation, whereas the updated name aligns with evidence-based practices that prioritize assessment-driven instruction and tiered interventions within a Multi-Tiered System of Support (MTSS). The revised description emphasizes scientifically based strategies, progress monitoring, and differentiation for diverse learners, including those with dyslexia and other exceptionalities. This change ensures the course title accurately communicates its comprehensive approach to reading assessment and intervention and its alignment with the North Dakota reading credential requirements.	R1.2
12	The EDUC 318 Reading Strategies, EDUC 319 Language Arts Strategies, and EDUC 350 Reading Assessment and Intervention course instructors have updated course descriptions, course readings, materials, and assignments to support the research-based Science of Reading practices.	To support North Dakota HB 1388, the EPP updated course descriptions in ELA courses to support the Science of Reading components. Also, the North Dakota Century Code (NDCC 15.1-21-12.1) requires K-3 reading instruction to be based on the "Science of Reading," focusing on phonemic awareness, phonics, fluency, vocabulary, and comprehension, with systematic teacher training and evidence-based materials for improved literacy outcome. Again, course descriptions, course readings, materials, and assignments have been updated in literacy courses in the Elementary Education program to support the research-based Science of Reading practices.	R1.2



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5. Field & Clinical Experiences: Briefly describe the required field & clinical experiences that are specific to your program including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

Several professional courses, outlined below, provide field experiences where teacher candidates are supervised by University Mentors and qualified P-12 Field Mentors. Clinical Experiences and Student Teaching Experiences are an integral part of the professional education program that are designed to help the candidates understand the relationship between classroom theory and application to practice. The Director of Student Placement monitors experiences, making sure candidates are assigned to multiple settings, which increases the amount and types of diverse P-12 students with which candidates interact. Information on experiences is managed through the Field Placement database to assist in making informed decisions about where to place teacher candidates. Selection for experiences are made balancing factors such as employment in a district, diversity of P-12 learners, recommendations from district administrators, travel time and distance, school schedule, course schedule, and personal considerations (e.g., disability, socioeconomic status, transportation, family, etc.). The table below indicates the early and final clinical experiences our candidates participate in and the total number of hours.

Program On campus = (OC) Online = (OL)	Early Field Experiences Observation = (O) Practicum = (P)	Final Clinical Experience (Student Teaching)	Total Hours
Elementary Education (OC)	EDUC 250 – 25 virtual hours (O) EDUC 352 – 30 hours (P) EDUC 355 – 30 hours (P)	EDUC 400 – 15 weeks full time student teaching in grades 1-8; 600 hours	685
Elementary Education (OL)	EDUC 250 – 25 virtual hours (O) EDUC 352 – 30 hours (P) EDUC 355 – 30 hours (P)	EDUC 400 – 15 weeks full time student teaching in grades 1-8; 600 hours	685

SECTION II: RESPONSE TO STANDARDS

- Areas of Weakness from Prior Review:** The prior review identified no areas of weakness. According to the Report to State Team (March 2019), the ESPB Content Expert Recommendation rated all standard components for Elementary Education (50015.1) as "Met" and did not provide any recommendations.
- Course/Assessment Matrix:**
 - Complete the matrix below.
 - List courses that address each of the ESPB standards for your program.
 - List the assessments that most clearly align with each standard.
 - Provide a short narrative describing how the program addresses the standard.

All course syllabi and aligned assessments can be found here: [Elementary Education BSEd](#)



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SECTION III: ADDRESSING THE STANDARDS

State Standard	Course Prefix and Title	Assessment
50015.1 Understanding and Addressing Each Child's Developmental and Learning Needs	Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning.	
50015.1a —Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that consider the individual strengths and needs of children.	SPED 336 Soc & Emotion Dvlp Guid in ECE SPED 338 Home School Community Rel SPED 343 Classroom Accomm & Mod. SPED 289 Foundations of Special Education EDUC 301 Strategies in Elementary School EDUC 307 Math Strategies Elem/Mid School EDUC 318 Reading in the Elementary School EDUC 324 North Dakota Studies EDUC 326 Science Strategies in Elem School EDUC 352 Elementary Practicum 1 EDUC 302 Soc Studies Strat in Elem School EDUC 319 Language Arts in the Elem School EDUC 325 Creative Arts in the El Classroom EDUC 355 Elementary Practicum 2 HPER 319 Health & Phy Ed In Elem School EDUC 250 Introduction to Education EDUC 290 Theories of Learning & Mgmt EDUC 380 Teaching English Lang Learners EDUC 381 Human Relations/Cult Diversity EDUC 390 Special Needs in Inclusive Env EDUC 400 Student Teaching PSYC 255 Child & Adolescent Psychology	<ul style="list-style-type: none">• Praxis II: PLT Exam• Middle of Program: InTASC/STOT Evaluation• End of Program: InTASC/STOT Evaluation• EDUC 390 Inclusion Key Assessment• Capstone Portfolio• EDUC 381 Key Assessment
50015.1b —Candidates use their understanding of individual differences and diverse families, cultures, and	SPED 336 Soc & Emotion Dvlp Guid in ECE SPED 338 Home School Community Rel SPED 343 Classroom Accomm & Mod. SPED 289 Foundations of Special Educ	<ul style="list-style-type: none">• Praxis II: PLT Exam• Middle of Program: InTASC/STOT Evaluation• End of Program: InTASC/STOT Evaluation



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communities to plan and implement inclusive learning experiences and environments that build on children's strengths and address their individual needs.	EDUC 301 Strategies in Elementary Schl EDUC 307 Math Strategies Elem/Mid Schl EDUC 318 Reading in the Elementary Schl EDUC 324 North Dakota Studies EDUC 326 Science Strategies in Elem School EDUC 352 Elementary Practicum 1 EDUC 302 Soc Studies Strat in Elem Schl EDUC 319 Language Arts in the Elem Schl EDUC 325 Creative Arts in Elem Classroom EDUC 355 Elementary Practicum 2 HPER 319 Health & Phy Ed In Elem Schl EDUC 250 Introduction to Education EDUC 380 Teaching English Lang Learners EDUC 381 Human Relations/Cult Diversit EDUC 390 Special Needs in Inclusive Env EDUC 422 Educational Assessment EDUC 400 Student Teaching	<ul style="list-style-type: none">• EDUC 390 Inclusion Key Assessment• Capstone Portfolio• EDUC 381 Key Assessment
50015.1c-Candidates work respectfully and reciprocally with families to gain insight into each child in order to maximize his/her development, earning and motivation.	SPED 336 Soc & Emotion Dvlp Guid in ECE SPED 338 Home School Community Rel EDUC 301 Strategies in Elementary Schl EDUC 307 Math Strategies Elem/Mid Schl EDUC 352 Elementary Practicum 1 EDUC 355 Elementary Practicum 2 EDUC 381 Human Relations/Cult Diversity EDUC 390 Special Needs in Inclusive Env EDUC 400 Student Teaching	<ul style="list-style-type: none">• Praxis II: PLT Exam• Middle of Program: InTASC/STOT Evaluation• End of Program: InTASC/STOT Evaluation• Capstone Portfolio• Supervisor Survey• EDUC 381 Key Assessment

Narrative: The Elementary Education program comprehensively addresses Standard 50015.1 and its sub-standards through a carefully scaffolded sequence of courses that build candidates' understanding of child development, learning theories, individual differences, and collaboration with family while preparing them to create inclusive learning environments for all students. Addressing sub-standard 50015.1a regarding candidates' use of understanding how children grow, develop and learn, the foundation begins with PSYC 255 (Child & Adolescent Psychology), which covers the cognitive, physiological, social, and emotional aspects of human development from conception to early adulthood with special emphasis on students of diversity. This foundational knowledge is expanded through EDUC 290 (Theories of Learning & Management), by introducing candidates to major theories of learning, cognitive, and behavior management. Emphasis is placed on understanding how individuals construct knowledge and develop skills, with attention to the roles of motivation and engagement in the learning process. Candidates then take EDUC 250 (Introduction to Education) which provides historical, philosophical, social, and psychological foundations of education with focus on diversity and multiculturalism, while SPED



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289 (Foundations of Special Education) offers historical and foundational knowledge of disability characteristics, appropriate decision-making, and the impact of disability on physical, cognitive, and psychosocial development.

Sub-standard 50015.1b, focusing on candidates' understanding of individual differences and diverse families, cultures, and communities, is developed through specialized courses that prepare candidates to work with all learners and implement inclusive learning experiences. SPED 336 (Social & Emotional Development Guidance) focuses on understanding typical and atypical social-emotional development while teaching positive guidance strategies, classroom management, motivation, and building self-esteem with attention to cultural influences and various approaches to building supportive guidance systems for all learners. EDUC 381 (Human Relations/Cultural Diversity) engages candidates in analyzing socio-cultural dimensions including ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area, with particular attention to Native American tribes of North Dakota, while EDUC 380 (Teaching English Language Learners) prepares candidates to work with English language learners using appropriate proficiency levels and strategies. SPED 343 (Classroom Accommodations & Modifications) provides hands-on experience in differentiating instruction and modifying environments to meet diverse student needs, and EDUC 390 (Special Needs in Inclusive Environment) teaches candidates to identify and support students with various disabilities and exceptionalities using inclusion concepts, collaborative approaches, and universal design techniques that build on children's strengths.

Sub-standard 50015.1c, emphasizing respectful and reciprocal work with families, is addressed through SPED 338 (Home School Community Relations), which teaches candidates to establish and maintain positive relationships with families, apply family system theories, respect family diversity, and communicate effectively with parents and community agencies through role plays and case studies designed to help families feel welcome and part of the child's learning experience. This family collaboration component is reinforced throughout all methods courses including EDUC 301 (Strategies in Elementary School), EDUC 307 (Math Strategies), EDUC 318 (Reading), EDUC 324 (North Dakota Studies), EDUC 326 (Science Strategies), EDUC 302 (Social Studies), EDUC 319 (Language Arts), EDUC 325 (Creative Arts), and HPER 319 (Health & Physical Education), which require candidates to create developmentally appropriate lesson plans that consider individual student strengths and needs while implementing inclusive practices that engage families. EDUC 422 (Educational Assessment) teaches candidates to identify diverse student needs and use multiple evaluation tools to support all learners. Field experiences in EDUC 352 (Elementary Practicum 1) and EDUC 355 (Elementary Practicum 2) provide structured opportunities for candidates to apply their understanding of child development and family collaboration in authentic classroom settings, culminating in EDUC 400 (Student Teaching) where candidates demonstrate sustained ability to work with diverse students and families over 15 weeks.



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Assessment of knowledge and skills related to child developmental and learning needs occurs throughout the Elementary Education BSEd program. This occurs through the Praxis II PLT Exam, InTASC/STOT Evaluations at the beginning, middle, and end of the program measuring growth across all sub-standards, lesson plan evaluations assessing developmental appropriateness and inclusivity, the EDUC 390 Inclusion Key Assessment requiring comprehensive understanding of diverse learners, the Capstone Portfolio documenting growth in understanding and addressing each child's needs while working with families, and the Supervisor Survey evaluating family collaboration skills and respectful partnership practices.



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50015.2a English Language Arts. <i>Elements of Literacy</i> — Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.	SPED 338 Home School Community Rel EDUC 318 Reading in the Elementary Schl EDUC 352 Elementary Practicum 1 EDUC 319 Language Arts in the Elem Schl EDUC 355 Elementary Practicum 2 EDUC 350 Reading Assessment & Intervention EDUC 400 Student Teaching EDUC 401 Elctrnc Portfolio/Assess/Semin EDUC 401S Pre-Student Teaching Semin	<ul style="list-style-type: none">• <u>Praxis Subject: Elementary Education Content Exam</u>• <u>Middle of Program: InTASC/STOT Evaluation</u>• <u>End of Program: InTASC/STOT Evaluation</u>• <u>Capstone Portfolio</u>
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Narrative: The Elementary Education program provides comprehensive preparation in English Language Arts through a carefully sequenced set of courses that build from foundational literacy knowledge to advanced application. The program begins with SPED 338 (Language Development: Acquisition & Disorders), which provides essential foundations in understanding how children acquire language and literacy skills, including identification and support of students with language disorders that may impact reading development. This foundation is extended through EDUC 318 (Reading in the Elementary School), a foundational course grounded in scientifically based literacy and language development practices that explores the five pillars of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Candidates learn about cognitive processes in reading, effective instructional methods, developmental reading stages, and the reciprocal relationship between reading and writing, with emphasis on direct, systematic, and explicit instruction based on Science of Reading research.

Building on this foundation, candidates enroll in EDUC 319 (Language Arts in the Elementary School), which continues the work from EDUC 318 and supports candidates in gaining competence in implementing English Language Arts strategies. This course covers scientifically based applications of reading, writing, listening, speaking, viewing, and visual representations from primary through intermediate grades. The content includes elements of language arts such as oral communication, writing conventions, written expression, handwriting, spelling, literature, and various approaches to reading instruction including reading programs/curriculum, phonics and phonemic awareness instruction, and reading/writing workshops. The sequence culminates with EDUC 350 (Reading Assessment & Intervention), which provides advanced training in assessment, diagnostic practices, and corrective reading methods using Multi-Tiered Systems of Support (MTSS) to support struggling readers, English Language Learners, students with dyslexia and students with other brain-based disorders.

Candidates in the Elementary Education program apply their understanding of the elements of literacy through two practicums and a formal student teaching experience. In EDUC 352 (Elementary Practicum 1), candidates implement a shared reading lesson that focuses on the Science of Reading component of comprehension. In EDUC 355 (Elementary Practicum 2), candidates write a summary that connects the Science of Reading initiative to its implementation in the field experience indicating which Big 5 +2 areas were addressed, complete a small group ELA observation to



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identify the Science of Reading skills, specific word work, shared reading, or leveled reading opportunities. Candidates in EDUC 355 plan, implement and reflect on a lesson in the area of ELA which can include reading, writing, or phonics instruction in small groups. The culminating clinical experience for Elementary Education majors is EDUC 400 (Student Teaching) where candidates are expected to implement research-based ELA strategies to support learners with diverse needs. Demonstration of knowledge and skills related to English Language Arts can also be evidenced in candidates' Capstone Portfolio (EDUC 401 Electronic Portfolio, Assessment, and Seminar) and through their professional teaching seminar experiences in EDUC 401S (Student Teaching Seminar).

The standard for English Language Arts elements of literacy is evaluated through a comprehensive assessment system that measures candidate knowledge and application at multiple points throughout the program. The Praxis Subject Elementary Education Content Exam, designed for prospective elementary teachers, assesses candidates' content knowledge across curriculum areas including foundational literacy concepts. At the beginning of the program, the InTASC/STOT (Skills of Teaching Observation Tool) evaluation establishes a baseline measurement of teaching skills, completed collaboratively by the candidate, mentor teacher, and course instructor. At the program's conclusion, the End of Program InTASC/STOT Evaluation, completed during student teaching by the candidate, university supervisor, and cooperating teacher, measures the full development of teaching competencies including literacy instruction. The Capstone Portfolio serves as a culminating assessment where candidates demonstrate their ability to meet program standards through artifact selection, written rationale, and professional presentation, specifically showcasing their mastery of English Language Arts instructional practices. Together, these assessments provide multiple data points that verify candidates have developed both the theoretical knowledge and practical skills necessary to effectively teach the elements of literacy critical for purposeful oral, print, and digital communication.



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<p>50015.2b Science and Engineering Practices, Cross-Cutting Themes— Candidates demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.</p>	<p>EDUC 307 Math Strategies Elem/Mid Schl EDUC 326 Science Strategies in Elem School EDUC 352 Elementary Practicum 1 EDUC 355 Elementary Practicum 2 EDUC 400 Student Teaching EDUC 401 Elctrnc Portfolio/Assess/Semin</p>	<ul style="list-style-type: none">• <u>Praxis Subject: Elementary Education Content Exam</u>• <u>Middle of Program: InTASC/STOT Evaluation</u>• <u>End of Program: InTASC/STOT Evaluation</u>• <u>Capstone Portfolio</u>
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Narrative: The Elementary Education program provides comprehensive preparation in science education through a carefully sequenced progression of courses that build scientific content knowledge and pedagogical skills. The sequence begins when candidates complete four three-credit science courses, including two courses with laboratory components, ensuring they have solid content knowledge in physical, life, and earth and space sciences as required for licensure. Teach candidates are introduced to the methods courses in EDUC 301, which introduces candidates to curriculum design and instructional planning across content areas, including the integration of science standards and inquiry-based learning approaches.

The program's core science preparation occurs through EDUC 326 (Science Strategies in Elementary School), which is specifically designed to prepare candidates to work with the seven crosscutting concepts essential to science and engineering. This methods course uses the inquiry process to study physical, life, earth and space sciences, building competencies in science and technological literacies while exploring personal and social perspectives that unify global connections in science and STEM careers. The course emphasizes hands-on, activity-based learning that incorporates strategies for teaching science content to elementary students, with candidates learning to address physical, earth, space, and life sciences as interconnected content areas. Candidates prepare lesson plans using North Dakota Science Content Standards, apply content through peer teaching demonstrations, and develop professional vocabulary aligned with the Praxis requirements.

Candidates apply their science teaching skills through sequential field experiences that provide increasing responsibility and autonomy. In EDUC 352 (Elementary Practicum 1), candidates observe and implement inquiry-based science lessons, focusing on engaging students in scientific practices such as asking questions, developing models, and analyzing data. During EDUC 355 (Elementary Practicum 2), candidates design and teach science lessons that explicitly integrate engineering practices and crosscutting concepts, demonstrating their ability to facilitate three-dimensional science learning aligned with current science education standards. These practicum experiences culminate in EDUC 400 (Student



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Teaching), where candidates assume full responsibility for planning and implementing comprehensive science units that incorporate hands-on investigations, engineering design challenges, and connections to real-world phenomena. Throughout these clinical experiences, candidates demonstrate their ability to create inclusive science learning environments that engage all students in authentic scientific inquiry. The program concludes with EDUC 401 (Electronic Portfolio, Assessment, and Seminar), where candidates compile and reflect on artifacts that demonstrate their growth in science teaching, including lesson plans, student work samples, and video recordings of their science instruction.

The evaluation of candidates' mastery of science and engineering practices, cross-cutting themes, and disciplinary core ideas occurs through multiple assessment checkpoints strategically placed throughout the program. The assessment process begins with the InTASC/STOT Evaluation administered early in the program, providing initial documentation of candidates' developing pedagogical skills as evaluated collaboratively by candidates, mentor teachers, and course instructors. The Praxis Subject Elementary Education Content Exam provides an external validation of candidates' science content knowledge and their understanding of effective science pedagogy. During the final semester, the End of Program InTASC/STOT Evaluation, conducted by university supervisors, cooperating teachers, and candidates themselves during student teaching, documents the full development of science teaching competencies in authentic classroom settings. The Capstone Portfolio represents the synthesis of candidates' learning journey, requiring them to select artifacts, provide reflective rationales, and professionally present evidence of their ability to implement inquiry-based science instruction that incorporates engineering practices and cross-cutting themes. This multi-faceted assessment approach ensures candidates not only possess strong science content knowledge but can also effectively translate that knowledge into engaging, standards-aligned instruction that promotes scientific literacy in elementary learners.



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50015.2c Major Math Concepts- Candidates demonstrate and apply understanding of major mathematics concepts, algorithms, procedures, application and mathematical practices in varied contexts, and connections within and among mathematical domains.	MATH 277 Math for Elementary Teachers EDUC 307 Math Strategies Elem/Mid Schl EDUC 352 Elementary Practicum 1 EDUC 355 Elementary Practicum 2 EDUC 400 Student Teaching EDUC 401 Elctrnc Portfolio/Assess/Semin	<ul style="list-style-type: none">Praxis Subject: Elementary Education Content ExamMiddle of Program: InTASC/STOT EvaluationEnd of Program: InTASC/STOT EvaluationCapstone Portfolio
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Narrative: Mathematics content preparation for Elementary Education BSEd candidates begins with MATH 277 (Mathematics for Elementary Teachers), a comprehensive content course that covers problem solving, numeration systems, number theory, geometry, probability, statistics, measurement & data, and algebra. This course uses math manipulatives and technology to provide hands-on learning experiences that mirror effective elementary mathematics instruction, with candidates assessed on mathematical content through quizzes and examinations to ensure solid understanding of the mathematical concepts they will teach.

The pedagogical preparation for Elementary Education BSEd candidates occurs through EDUC 307 (Math Strategies in the Elementary and Middle School Classroom), which builds on the content knowledge from MATH 277 to teach candidates how to implement research-based teaching strategies in elementary mathematics. Candidates learn to develop engaging, hands-on lessons that promote conceptual understanding of mathematics while examining current research and its implications for classroom practice. The course covers professional teaching standards from the National Council of Teachers of Mathematics (NCTM) and aligns with North Dakota State Standards for Mathematics, including the Standards for Mathematical Practice. Candidates write lesson plans that incorporate North Dakota Math Content Standards and integrate mathematics with other content areas, emphasizing instructional strategies that build conceptual understanding balanced with procedural efficiency.

The Elementary Education BSEd program provides several opportunities for candidates to apply their mathematical knowledge and pedagogical skills through carefully structured field experiences. During EDUC 352 (Elementary Practicum 1), candidates observe and implement mathematics lessons that emphasize mathematical discourse, problem-solving strategies, and the use of manipulatives to build conceptual understanding. In EDUC 355 (Elementary Practicum 2), candidates advance to designing and teaching mathematics lessons that address diverse learning needs, incorporate formative assessment strategies, and integrate the Standards for Mathematical Practice including perseverance in problem-solving, constructing viable arguments, and modeling with mathematics. These experiences prepare candidates for EDUC 400 (Student Teaching), where they assume full responsibility for mathematics instruction, implementing comprehensive units that balance conceptual understanding with



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procedural fluency, utilize varied instructional approaches including small group differentiation, and incorporate authentic assessment practices. The program culminates with EDUC 401 (Electronic Portfolio, Assessment, and Seminar), where candidates compile evidence of their mathematical teaching competencies, including lesson plans demonstrating mathematical connections across domains, video recordings showing effective facilitation of mathematical discourse, and student work samples reflecting growth in mathematical understanding.

A robust collection of assessments ensures candidates develop both deep mathematical content knowledge and effective pedagogical skills for teaching mathematics in varied contexts. The InTASC/STOT Evaluation, first administered in Elementary Education BSEd candidates' first methods class establishes baseline pedagogical competencies through collaborative assessment by candidates, mentor teachers, and instructors, with particular attention to mathematical reasoning and communication skills. External validation comes through the Praxis Subject Elementary Education Content Exam, which comprehensively measures mathematical content knowledge spanning number operations, algebraic thinking, geometry, data analysis, and problem-solving strategies. The End of Program InTASC/STOT Evaluation captures the culmination of candidate development, documenting their abilities to facilitate meaningful mathematical learning experiences during student teaching through observations by university supervisors and cooperating teachers. Finally, the Capstone Portfolio serves as a reflective synthesis where Elementary Education BSEd candidates demonstrate their journey toward mathematical teaching expertise, presenting carefully selected artifacts with analytical rationales that showcase their ability to implement research-based mathematics instruction that develops students' conceptual understanding, procedural fluency, and mathematical practices. This comprehensive assessment framework ensures graduates possess both the mathematical knowledge and instructional expertise necessary to foster mathematical proficiency in all elementary learners.

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<p>50015.2d Civics, Economics, Geography, History Candidates demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History (“Social Science” on previous ESPB standards), within a framework of informed inquiry.</p>	<p>EDUC 324 North Dakota Studies EDUC 352 Elementary Practicum 1 EDUC 302 Soc Studies Strat in Elem Schl EDUC 355 Elementary Practicum 2 EDUC 400 Student Teaching EDUC 401 Elctrnc Portfolio/Assess/Semin</p>	<ul style="list-style-type: none"> • Praxis Subject: Elementary Education Content Exam • Middle of Program: InTASC/STOT Evaluation • End of Program: InTASC/STOT Evaluation • Capstone Portfolio
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Narrative: Social Studies preparation for Elementary Education BSEd candidates is provided through two complementary courses that build content knowledge and pedagogical skills. EDUC 324 (North Dakota Studies) provides a project-based study of North Dakota history and geography, ensuring candidates demonstrate familiarity with state standards and benchmarks. The course covers social, economic, cultural, and political history, geographical elements, climate, and state facts and symbols. Candidates identify key events, people, and ideas that contributed to North Dakota history, learn about tribal nations and their sovereignty, and understand the relationship between tribal governments and state/federal governments, along with analysis of current demographic data and its implications for classroom instruction.

EDUC 302 (Social Studies Strategies in the Elementary School) builds on this content foundation to teach Elementary Education BSEd candidates research-based instructional strategies for elementary social studies. The course emphasizes inquiry lessons, simulations, and multimodal lesson development, with attention to different learning styles and multiple intelligences. Candidates learn critical thinking skills and effective teaching practices to meet diverse learner needs, working collaboratively to understand teaching social studies strands through multiple methods. The course integrates formative assessment of content knowledge through projects covering History, American Indians, Agriculture, Government, Geography, and Climate of North Dakota, followed by written reflections evaluated through rubrics.

Candidates progressively develop their social studies teaching capabilities through structured field experiences that emphasize inquiry-based learning and civic engagement. In EDUC 352 (Elementary Practicum 1), candidates observe and implement social studies lessons that integrate primary sources, map skills, and community connections while fostering students' understanding of diverse perspectives and cultural contributions. EDUC 355 (Elementary Practicum 2) advances their practice as candidates design and facilitate inquiry-driven social studies investigations that engage students in examining historical events, geographical patterns, economic concepts, and civic responsibilities through developmentally appropriate activities. These field experiences culminate in EDUC 400 (Student Teaching), where candidates demonstrate comprehensive social studies instruction by planning and implementing thematic units that weave together the four core disciplines—civics, economics, geography, and



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history—while incorporating current events, local history, and culturally responsive teaching practices. The program concludes with EDUC 401 (Electronic Portfolio, Assessment, and Seminar), in which candidates curate and reflect upon artifacts demonstrating their ability to facilitate meaningful social studies learning experiences that develop students' capacities for informed citizenship and critical analysis of social issues.

The Elementary Education BSEd program employs a comprehensive assessment framework to verify candidates' readiness to teach social studies through informed inquiry across the four disciplinary domains. Competencies are measured through the Middle of Program InTASC/STOT Evaluation, which documents foundational teaching skills and dispositions essential for facilitating social studies learning, with input from candidates, mentor teachers, and instructors. The Praxis Subject Elementary Education Content Exam serves as an objective measure of candidates' command of social studies content knowledge, including their understanding of historical events, geographical concepts, economic principles, and civic structures. Near program completion, the End of Program InTASC/STOT Evaluation provides comprehensive documentation of candidates' social studies teaching effectiveness during student teaching, capturing their abilities to engage diverse learners in meaningful exploration of social studies concepts through observations by university supervisors and cooperating teachers. The assessment sequence concludes with the Capstone Portfolio, wherein candidates present a curated collection of artifacts accompanied by reflective analysis demonstrating their evolution as social studies educators capable of fostering students' development as informed, engaged citizens who can analyze complex social issues through multiple disciplinary lenses. This layered assessment approach confirms that program completers possess both the content expertise and pedagogical skills necessary to implement inquiry-driven social studies instruction that prepares elementary students for active civic participation.



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50015.2e Arts The program requires the study of 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.	EDUC 319 Language Arts in the Elem Schl EDUC 325 Creative Arts in Elem Classroom EDUC 400 Elecrtnc Portfolio/Assess/Semin EDUC 401 Pre-Student Teaching Semin	<ul style="list-style-type: none">• <u>Praxis Subject: Elementary Education Content Exam</u>• <u>End of Program: InTASC/STOT Evaluation</u>• <u>Capstone Portfolio</u>
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Narrative: Arts education preparation begins with integrated coursework that recognizes the arts as essential forms of communication and expression. In EDUC 319 (Language Arts in the Elementary School), candidates explore the intersections between the arts and literacy, learning to incorporate visual arts, drama, rhyme, and music to enhance reading comprehension, vocabulary development, and creative expression. Course activities such as readers' theater, illustrated storytelling, and song-based phonemic awareness exercises model how the arts can support language learning. Candidates also develop an electronic portfolio of creative strategies that foster speaking and listening skills through collaborative activities and culminate in a cross-cutting ELA learning center. Together, these experiences establish a strong foundation for using the arts as powerful tools for cross-curricular learning and multimodal communication.

Comprehensive arts preparation continues through EDUC 325 (Creative Arts in the Elementary Classroom), which prepares candidates to implement research-based instructional strategies that cluster around creating, performing, presenting, responding, and connecting in the creative arts. The course provides hands-on exploration of various art materials and content methods including painting, printmaking, drawing, sculpture, art appreciation, and understanding of art elements and principles. Candidates also engage with different forms of theatre/drama through mirror activities, pantomime, ensemble work, tableau, and reader's theatre, along with music components covering elements of music, song creation, instrument playing, and creative movement appropriate for elementary classrooms. Candidates create a culminating Wax Museum Final Project that incorporates drama, music, and art in an integrated presentation, demonstrating their ability to connect multiple arts disciplines, while also developing creative arts lesson plans and demonstrating theatre/drama and music activities suitable for elementary implementation.

The application of cross-curricular knowledge, including the integration of the creative arts, occurs throughout clinical experiences, particularly in EDUC 400 (Student Teaching). During this phase, candidates have the opportunity to create and implement lessons that connect multiple content areas, using the creative arts to support learning and actively engage learners. Through these experiences, candidates learn to incorporate visual,



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musical, kinesthetic, and dramatic elements to enhance conceptual understanding, promote creativity, and foster inclusive learning environments that support student strengths and learning styles through varied instructional approaches.

The Praxis Subject Elementary Education Content Exam objectively measures candidates' knowledge of the arts, including understanding artistic elements, developmental appropriateness, and the role of the arts in child development. During the culminating semester, the End of Program InTASC/STOT Evaluation captures candidates' effectiveness in implementing cross-curricular instruction, including creative arts, assessing how they create inclusive classroom environments where all students can express themselves through a variety of artistic media. The Capstone Portfolio provides candidates with the opportunity to reflect deeply on their practice as they select and analyze artifacts that illustrate their integration of cross-curricular approaches, including creative arts, as tools for communication, inquiry, and insight. Through this multi-dimensional assessment approach, candidates further develop an appreciation for creative and interdisciplinary learning and strengthen their ability to weave creative expression throughout the elementary curriculum, supporting the development of the whole child.



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50015.2f Physical Education 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.	HPER 319 Health & Phy Ed In Elem Schl EDUC 400 Student Teaching	<ul style="list-style-type: none">• Praxis Subject: Elementary Education Content Exam• Capstone Portfolio
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Narrative: Physical education preparation for Elementary Education BSEd candidates is provided through HPER 319 (Health & Physical Education in Elementary School), a course designed specifically for Elementary Education majors that covers understanding the need for physical education, the instructional process, program implementation, and teaching the objectives of physical education including personal health skills, motor skills, lifetime activities, and sport skills. Candidates study the 10 content areas of health and engage in peer teaching of elementary physical education lesson plans. The course emphasizes practical applications of methods in elementary school settings where candidates learn to use knowledge of human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life.

In addition, in HPER 319, Elementary Education BSEd candidates complete assignments that help them understand and apply central concepts of physical education and health, including the "What to Teach Our Youth" assignment where they research and present on past and present applications of physical education in elementary schools, and the "Teaching to the Curriculum" assignment where candidates apply North Dakota State Content Standards in Physical Education and demonstrate understanding of curriculum implementation for elementary students. The course utilizes point-based rubrics for presentations and demonstration-based assignments where candidates show their knowledge of motor learning principles and mechanical principles involved in skill performance. The application of physical education knowledge and skills is further developed during EDUC 400 (Student Teaching), where candidates implement movement and healthy lifestyle choices throughout the Elementary curriculum.

Candidates' proficiency in fostering active, healthy lifestyles through physical education is measured through a strategic sequence of assessments that evaluate both theoretical understanding and practical application. The Praxis Subject Elementary Education Content Exam assesses candidates' content knowledge in physical education, health concepts, and understanding of how physical activity impacts child development and learning. The Capstone Portfolio serves as a culminating reflection where candidates present selected artifacts demonstrating their competence in all areas of instruction, including lesson plans, documentation of inclusive practices, evidence of cross-curricular integration, and reflective analyses of how their instruction promotes student learning. This comprehensive assessment framework ensures that Elementary Education program graduates are equipped to address the physical development needs of elementary students, understanding that movement and physical activity are not just a small part of the school day but essential components of educating the whole child for healthy, active living.



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State Standard	Course Prefix and Title	Assessment
STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners' diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation and promote students social and emotional development.		
50015.3a- Candidates administer formative and summative assessments regularly to determine students' competencies and learning needs.	EDUC 350 Reading Assessment & Intervention EDUC 301 Strategies in Elementary Schl EDUC 307 Math Strategies Elem/Mid Schl EDUC 318 Reading in the Elementary Schl EDUC 302 Soc Studies Strat in Elem Schl EDUC 319 Language Arts in the Elem Schl EDUC 325 Creative Arts in Elem Classroom HPER 319 Health & Phy Ed In Elem Schl EDUC 272 Educational Technology EDUC 422 Educational Assessment EDUC 400 Student Teaching	<ul style="list-style-type: none">• Praxis II: PLT Exam• Middle of Program: InTASC/STOT Evaluation• End of Program: InTASC/STOT Evaluation• Capstone Portfolio

Narrative: The Elementary Education program develops candidates' competencies in administering formative and summative assessments, as aligned to sub-standard 50015.3a, through a comprehensive sequence of courses. The foundation is established through the EDUC 272 (Educational Technology) course by developing candidates' proficiencies in using digital assessment tools, creating online formative assessments, and utilizing data management systems to track student progress over time. EDUC 422 (Educational Assessment) extends these skills by focusing on understanding and implementing a range of assessment tools for desired learning results. This course teaches candidates to identify learning goals, use formative and summative assessment with effective feedback, critique existing assessment tools, and design multiple evaluation methods that measure student proficiencies in state content standards and identify learning needs.

Assessment practices are embedded throughout all content method courses, each contributing different perspectives on discipline-specific assessment strategies. EDUC 301 (Strategies in Elementary School) provides the foundational framework for assessment within instructional planning, teaching candidates to align assessments with learning objectives and use assessment data to inform instruction across all content areas. EDUC 350 (Reading Assessment & Intervention) provides specialized training in scientifically based assessment and diagnostic practices for reading instruction, teaching Elementary Education BSEd candidates to use various progress monitoring techniques and analyze assessment data within Multi-Tiered Systems of Support (MTSS) framework. EDUC 318 (Reading in the Elementary School) introduces running records, miscue analysis, and comprehension



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assessments that inform instructional decisions. EDUC 319 (Language Arts in the Elementary School) addresses writing assessments including rubrics, portfolios, and conferencing techniques. EDUC 307 (Math Strategies in the Elementary School) emphasizes diagnostic assessments, error analysis, and performance-based mathematics assessments that reveal student thinking processes. Content-area assessment strategies continue through EDUC 302 (Social Studies Strategies), which incorporates authentic assessments such as document-based questions and project evaluations, EDUC 325 (Creative Arts), which explores portfolio assessment and performance-based evaluation in art and music, and HPER 319 (Health & Physical Education), which addresses fitness assessments, skill progression evaluations, and health knowledge assessments. The Elementary Education program ensures candidates can apply assessment practices in authentic settings through EDUC 400 (Student Teaching), where candidates demonstrate their ability to implement both formative and summative assessments throughout their 15-week placement. During student teaching, candidates collect and analyze assessment data, adjust instruction based on formative assessment results, design and administer summative assessments aligned with standards, and use assessment information to communicate student progress to families and support teams.

The program's assessment system provides multiple data points to verify candidates' readiness to implement effective assessment practices in elementary classrooms. The Praxis II PLT Exam establishes candidates' theoretical understanding of assessment principles, including formative and summative assessment strategies, interpretation of assessment data, and appropriate uses of different assessment types. The Middle of Program InTASC/STOT Evaluation administered in the second round of methods courses creates a measurement of assessment competencies in gathering and interpreting evidence of student learning through evaluation by candidates, mentor teachers, and instructors. During student teaching, the End of Program InTASC/STOT Evaluation captures candidates' full development of assessment expertise, documenting their implementation of varied assessment strategies, use of assessment data to guide instruction, and communication of assessment results to colleagues and parents, as observed by university supervisors and cooperating teachers. The Capstone Portfolio represents the culmination of assessment learning, requiring candidates to present artifacts demonstrating their assessment philosophy and practice, including examples of formative and summative assessments they've designed, documentation of how assessment data informed instructional decisions, evidence of providing meaningful feedback to students, and reflection of candidates' growth in using assessment to support student learning. Through this comprehensive assessment framework, the program ensures that Elementary Education graduates are prepared to regularly administer both formative and summative assessments that accurately measure student competencies, identify learning needs, and guide instructional decisions to support all learners' academic growth.

50015.3b- Candidates use assessment results to improve instruction and monitor learning.	EDUC 350 Reading Assessment & Intervention EDUC 307 Math Strategies Elem/Mid Schl EDUC 318 Reading in the Elementary Schl EDUC 352 Elementary Practicum 1 EDUC 302 Soc Studies Strat in Elem Schl EDUC 319 Language Arts in the Elem Schl	<ul style="list-style-type: none">• Praxis II: PLT Exam• Middle of Program: InTASC/STOT Evaluation• End of Program: InTASC/STOT Evaluation• Capstone Portfolio
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	EDUC 325 Creative Arts in Elem Classroom EDUC 355 Elementary Practicum 2 HPER 319 Health & Phy Ed In Elem Schl EDUC 380 Teaching English Lang Learners EDUC 422 Educational Assessment EDUC 400 Student Teaching	
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Narrative: The skills included in sub-standard 50015.3b are addressed through courses that emphasize data-driven instruction and the use of assessment to inform and adjust teaching practices. EDUC 422 (Educational Assessment) serves as the cornerstone for this competency, specifically focusing on using assessment results to improve the teaching and learning process through data-based decision-making while teaching Elementary Education BSEd candidates to communicate standards-based results and use assessment data to modify instruction for improved student outcomes. The course includes practical application of analyzing assessment data and making instructional decisions based on findings, ensuring candidates understand how to create a continuous feedback loop between assessment and instruction. EDUC 350 (Reading Assessment & Intervention) provides extensive practice in using assessment results to plan and implement differentiated reading instruction, teaching candidates to analyze assessment data within Multi-Tiered Systems of Support (MTSS) framework and use progress monitoring data to provide flexible grouping and targeted interventions through systematic and explicit instructional strategies for whole group, small group, and individual learners in both regular classroom and intensive intervention settings.

Methods courses throughout the program require candidates to demonstrate the ability to use assessment results for instructional planning and adjustment within their content areas. EDUC 307 (Math Strategies) teaches candidates to use assessment data to inform mathematics instruction and adjust teaching strategies based on student understanding, while EDUC 318 (Reading in the Elementary School) and EDUC 319 (Language Arts in the Elementary School) emphasize using reading assessment data to guide literacy instruction and differentiate support for diverse learners. EDUC 302 (Social Studies Strategies), EDUC 325 (Creative Arts), and HPER 319 (Health & Physical Education) each require candidates to incorporate assessment data into their lesson planning and instructional decision-making processes. EDUC 380 (Teaching English Language Learners) specifically teaches candidates to use language proficiency assessment data to adjust instruction and provide appropriate scaffolding for English Language Learners, demonstrating how assessment results directly inform instructional modifications.

Field experiences provide authentic opportunities for candidates to practice using assessment results to improve instruction and monitor learning under the supervision of master teachers. EDUC 352 (Elementary Practicum 1) and EDUC 355 (Elementary Practicum 2) allow candidates to collect and analyze student assessment data in real classroom settings while working with clinical educators to adjust instruction based on assessment



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evidence. The culminating experience in EDUC 400 (Student Teaching) requires candidates to collect and analyze data on student learning and engagement over 15 weeks, demonstrating their ability to use assessment results to improve instruction and monitor learning progress.

Elementary Education BSEd candidates' ability to use assessment results for monitoring progress and supporting learners is evaluated through several measures. Mid-program competencies are documented through the Middle of Program InTASC/STOT Evaluation, which captures initial capabilities in connecting assessment outcomes to instructional planning, as assessed through triangulated perspectives from candidates, field mentors, and university faculty. The End of Program InTASC/STOT Evaluation, administered during the student teaching semester, provides authentic evidence of candidates' proficiency in real-time instructional adaptation based on assessment data, documenting their abilities to analyze student performance patterns, identify learning gaps, and implement responsive teaching strategies as observed in actual classroom practice. The Capstone Portfolio is the culminating measure that requires candidates to showcase concrete examples of their data-driven instructional decision-making, including evidence aligned to InTASC Standard 4: Content and 5: Application of Content. The Praxis II PLT Exam is administered at the end of the program and provides evidence of candidates' theoretical knowledge regarding assessment interpretation, data analysis techniques, and the principles of using assessment feedback to guide instructional decisions. This comprehensive assessment sequence ensures that program graduates emerge as reflective practitioners capable of using assessment data to make actionable instructional decisions that enhance learning for all students.



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50015.3c Candidates plan instruction including goals, materials, learning activities and assessments.	EDUC 350 Reading Assessment & Intervention EDUC 301 Strategies in Elementary School EDUC 307 Math Strategies Elem/Mid School EDUC 318 Reading in the Elementary School EDUC 324 North Dakota Studies EDUC 326 Science Strategies in Elem School EDUC 352 Elementary Practicum 1 EDUC 302 Soc Studies Strat in Elem School EDUC 319 Language Arts in the Elem School EDUC 325 Creative Arts in the El Classroom EDUC 355 Elementary Practicum 2 HPER 319 Health & Phy Ed In Elem School EDUC 272 Educational Technology EDUC 380 Teaching English Lang Learners EDUC 422 Educational Assessment EDUC 400 Student Teaching	<ul style="list-style-type: none">• <u>Praxis II: PLT Exam</u>• <u>Middle of Program: InTASC/STOT Evaluation</u>• <u>End of Program: InTASC/STOT Evaluation</u>• <u>Capstone Portfolio</u>
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Narrative: Sub-standard 50015.3c is woven into the Elementary Education BSEd program through all methods courses, each requiring candidates to create comprehensive lesson plans that include goals, materials, learning activities, and assessments aligned to state standards and student needs. EDUC 301 (Strategies in Elementary School) serves as the foundational course focusing specifically on lesson planning, teaching candidates to develop engaging lesson plans and create inclusive learning environments. EDUC 422 (Educational Assessment) provides the theoretical and practical foundation for incorporating assessments into lesson planning, teaching candidates to identify learning goals and purposes for assessment while designing multiple assessment tools that align with instructional objectives. EDUC 272 (Educational Technology) teaches Elementary Education BSEd candidates to integrate technology tools and digital resources into their planning process, ensuring they can select appropriate materials and learning activities that incorporate educational technologies following ISTE standards and InTASC principles.

Content-specific method courses build specialized planning skills within each discipline while requiring comprehensive lesson plans that demonstrate alignment of goals, materials, activities, and assessments. EDUC 307 (Math Strategies) teaches candidates to write lesson plans incorporating North Dakota Math Content Standards with cross-curricular connections across content areas, emphasizing instructional strategies and materials that build conceptual understanding. EDUC 318 (Reading in the Elementary School) and EDUC 319 (Language Arts in the Elementary School) focus on planning literacy instruction based on Science of Reading research, requiring candidates to select appropriate materials and design learning activities that address the five pillars of reading instruction with aligned assessments. EDUC 302 (Social Studies Strategies) emphasizes inquiry lesson planning and multimodal lesson development with attention to different learning styles and modalities, while EDUC 324 (North Dakota Studies), EDUC 326 (Science Strategies), EDUC 325 (Creative Arts), and HPER 319 (Health & Physical Education) each teach discipline-specific



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planning that requires candidates to align state content standards with appropriate materials, engaging learning activities, and meaningful assessments. EDUC 350 (Reading Assessment & Intervention) teaches advanced planning for differentiated reading instruction using explicit strategies, while EDUC 380 (Teaching English Language Learners) ensures candidates can plan instruction that includes appropriate accommodations and materials for English Language Learners.

Three specific field experiences provide authentic opportunities for candidates to implement and refine their planning skills in real classroom settings. EDUC 352 (Elementary Practicum 1) and EDUC 355 (Elementary Practicum 2) allow candidates to practice comprehensive lesson planning under the supervision of experienced clinical educators, implementing their lesson plans with elementary students and receiving feedback on the alignment and effectiveness of their goals, materials, activities, and assessments. The culminating experience for Elementary Education BSEd candidates in planning instruction occurs in EDUC 400 (Student Teaching) which requires candidates to demonstrate their ability to plan effective instruction across multiple content areas over 15 weeks. During this time, candidates work with cooperating teachers to understand curriculum scope and sequence while independently planning lessons that include clear goals, appropriate materials, engaging learning activities, and aligned assessments.

The Elementary Education BSEd program utilizes a strong assessment structure to verify candidates' proficiency in comprehensive instructional planning as outlined in sub-standard 50015.3c. Initial planning competencies are assessed through the Middle of Program InTASC/STOT Evaluation, which establishes candidates' baseline abilities in lesson design and instructional organization as well as candidates' self-reflection, feedback from mentor teachers, and guidance from course instructors. At the midpoint of the Elementary Education BSEd program, candidates are assessed using detailed rubrics to evaluate the coherence and quality of their lesson designs across multiple content areas, with particular emphasis on the integration of learning objectives, instructional materials, student activities, and assessment strategies. The End of Program InTASC/STOT Evaluation during student teaching captures the Elementary Education BSEd candidates' lesson planning skills, where candidates, university supervisors, and cooperating teachers document candidates' abilities. The Praxis II PLT Exam, also taken during student teaching, contributes a standardized measure of candidates' understanding of instructional planning principles, including backward design, scaffolding strategies, and the alignment of objectives with assessment methods. The culminating assessment for candidates is the Capstone Portfolio, where candidates demonstrate their growth in instructional planning by presenting artifacts and rationale that showcase their ability to align all instructional components, and provide evidence of how their planning has resulted in meaningful student learning experiences. This comprehensive collection of assessments ensures that Elementary Education BSEd graduates possess not only the technical skills to create well-structured lesson plans but also the ability to adapt their planning for diverse learning contexts and students' needs.



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<p>50015.3d- Candidates differentiate instructional plans to meet the needs of diverse students in the classroom.</p>	<p>EDUC 350 Reading Assessment & Intervention SPED 343 Classroom Accomm & Mod. SPED 289 Foundations of Special Educ EDUC 301 Strategies in Elementary Schl EDUC 307 Math Strategies Elem/Mid Schl EDUC 318 Reading in the Elementary Schl EDUC 324 North Dakota Studies EDUC 352 Elementary Practicum 1 EDUC 302 Soc Studies Strat in Elem Schl EDUC 319 Language Arts in the Elem Schl EDUC 325 Creative Arts in Elem Classroom EDUC 355 Elementary Practicum 2 HPER 319 Health & Phy Ed In Elem EDUC 380 Teaching English Lang Learners EDUC 381 Human Relations/Cult Diversity EDUC 390 Special Needs in Inclusive Env EDUC 422 Educational Assessment EDUC 400 Student Teaching</p>	<ul style="list-style-type: none">• Praxis II: PLT Exam• Middle of Program: InTASC/STOT Evaluation• End of Program: InTASC/STOT Evaluation• Supervisor Survey• Transition to Teaching Survey• EDUC 381 Key Assessment
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Narrative: The Elementary Education program develops candidates' differentiation skills, as outlined in sub-standard 50015.3d, through specialized coursework and field experiences. Foundational courses establish theoretical understanding: SPED 289 (Foundations of Special Education) introduces disability types under IDEA law, while SPED 343 (Accommodations and Modifications) provides hands-on experience with classroom accommodations and modifications, including a key assessment on applying these strategies. EDUC 390 (Special Needs in an Inclusive Environment) extends this knowledge to inclusive practices across multiple disability categories using universal design principles. Cultural and linguistic differentiation receives focused attention through EDUC 380 (Teaching English Language Learners), which uses language proficiency levels and Can Do descriptors to guide instructional decisions, and EDUC 381 (Human Relations/Cultural Diversity), which addresses differentiation for students from diverse ethnic, racial, socioeconomic, and cultural backgrounds, particularly Native American students in North Dakota. EDUC 422 (Educational Assessment) teaches candidates to use assessment data to identify diverse needs and design modified evaluation tools.

All methods courses embed differentiation requirements. EDUC 301 (Elementary Strategies) emphasizes flexible teaching approaches while EDUC 350 (Reading Assessment & Intervention) addresses Multi-Tiered Systems of Support for struggling readers, ELLs, and students with dyslexia. Content-specific courses (EDUC 307 Math Strategies, EDUC 318 Reading Strategies, EDUC 319 Language Arts Strategies, EDUC 302 Social Studies Strategies, EDUC 324 North Dakota Studies, EDUC 325 Creative Arts, and HPER 319-Health/PE) require differentiated lesson planning for various learning styles and abilities in content-specific situations. Field experiences in EDUC 352 (Elementary Practicum 1) and EDUC 355



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(Elementary Practicum 2) provide supervised practice, culminating in EDUC 400 (Student Teaching) where candidates demonstrate sustained differentiation to meet students' needs over a 15-week period.

Assessment checkpoints throughout the Elementary Education program confirm candidates' differentiation competencies. First, the Middle of Program InTASC/STOT Evaluation assesses candidates' ability to recognize and respond to student diversity through feedback from candidates, mentors, and instructors. In the middle of the program, the STOT evaluation also examines how Elementary Education BSEd candidates embed differentiation strategies within their instructional and assessment practices, reviewing modifications for content, process, product, and learning environment. The EDUC 381 Key Assessment, typically taken at the midpoint of the program, requires deep reflection on cultural diversity and its implications for differentiated instruction. The End of Program InTASC/STOT Evaluation, during student teaching, documents Elementary Education BSEd candidates' real-world implementation of differentiated strategies across diverse student populations. The Praxis II PLT Exam assesses theoretical understanding of differentiation principles, learning differences, and instructional adaptations. The Capstone Portfolio concludes the program assessment sequence when candidates select artifacts to demonstrate their growth in creating inclusive, differentiated learning experiences that honor the unique strengths and needs of every student. Post-graduation data from the Transition to Teaching Survey and Supervisor Survey provides feedback on graduates' effectiveness in differentiating instruction during their first year of teaching through perspectives from the graduate and their supervisor. This comprehensive assessment sequence confirms candidates' competencies in using differentiation to meet the needs of diverse students in their classrooms.



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<p>50015.3e -Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.</p>	<p>EDUC 301 Strategies in Elementary Schl EDUC 307 Math Strategies Elem/Mid Schl EDUC 318 Reading in the Elementary Schl EDUC 324 North Dakota Studies EDUC 326 Science Strategies in Elem School EDUC 352 Elementary Practicum 1 EDUC 302 Soc Studies Strat in Elem Schl EDUC 319 Language Arts in the Elem Schl EDUC 325 Creative Arts in Elem Classroom EDUC 355 Elementary Practicum 2 HPER 319 Health & Phy Ed In Elem Schl EDUC 290 Theories of Learning & Mgmt EDUC 422 Educational Assessment EDUC 400 Student Teaching</p>	<ul style="list-style-type: none">• Praxis II: PLT Exam• Middle of Program: InTASC/STOT Evaluation• End of Program: InTASC/STOT Evaluation• Capstone Portfolio• Supervisor Survey• Transition to Teaching Survey
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Narrative: Candidates develop classroom management competencies, as outlined in sub-standard 50015.3e, throughout the Elementary Education BSEd program. EDUC 290 (Theories of Learning & Management) serves as the theoretical keystone that provides foundations in behavior management while focusing on collaboration with learners to create optimal learning environments. Within this course, candidates examine motivation and engagement as they relate to building self-direction and learn to make instructional decisions that respect individual strengths and needs of 21st-century learners. These theoretical understandings translate into practical applications as candidates explore various approaches to establishing social norms that support positive learning environments for all students.

Method courses across the curriculum integrate classroom management practice with subject-specific teaching skills. For example, EDUC 301 (Strategies in Elementary School) places classroom management at the center, where Elementary Education BSEd candidates learn to establish and maintain social norms while creating inclusive learning environments that support diverse learners. Every content methods course builds on this foundation including: EDUC 307 (Math Strategies), EDUC 318 (Reading in the Elementary School), EDUC 319 (Language Arts), EDUC 302 (Social Studies), EDUC 324 (North Dakota Studies), EDUC 326 (Science Strategies), EDUC 325 (Creative Arts), and HPER 319 (Health & Physical Education), each requiring candidates to demonstrate effective management during lesson implementations. This ensures candidates can maintain appropriate behavioral expectations while teaching engaging content across all subject areas. Assessment practices support positive classroom environments through EDUC 422 (Educational Assessment), where Elementary Education BSEd candidates learn how assessment strategies can reinforce clear behavioral expectations and classroom structures.



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Authentic classroom settings in EDUC 352 (Elementary Practicum 1) and EDUC 355 (Elementary Practicum 2) allow candidates to observe experienced teachers' management techniques while taking on increased responsibility for establishing and maintaining classroom expectations under the guidance of expert clinical educators. Student teaching in EDUC 400 becomes the more prominent place where candidates demonstrate application of their classroom management abilities over 15 weeks, working to establish behavioral expectations, maintain classroom procedures, and create positive learning environments that support all students' academic and social-emotional development.

A comprehensive assessment framework tracks candidates' classroom management competencies from program entry through their first year of teaching. Starting with the Middle of Program InTASC/STOT Evaluation that assesses management competencies through observation and feedback from multiple perspectives (candidate, field mentor, and course instructor). During student teaching, the End of Program InTASC/STOT Evaluation captures authentic evidence of management skills in action, documenting candidates' abilities to create structured yet flexible learning environments. The Capstone Portfolio, also completed in student teaching, allows candidates to reflect on their management philosophy, presenting artifacts that demonstrate growth in creating positive, productive learning environments. Elementary Education BSEd candidates also finish their program by taking the Praxis II PLT Exam. This exam measures candidates' theoretical knowledge of classroom management principles, behavior theories, and developmental considerations. Post-graduation insights come through the Transition to Teaching Survey and Supervisor Survey, which measure how well new teachers establish and maintain classroom communities and implement classroom management strategies during their first year of teaching from the perspective of graduates and their supervisors.

50015.3f- Candidates explicitly support motivation and engagement in learning through diverse evidence- based practices.	EDUC 350 Reading Assessment & Intervention SPED 343 Classroom Accomm & Mod. SPED 289 Foundations of Special Educ EDUC 301 Strategies in Elementary Schl EDUC 307 Math Strategies Elem/Mid Schl EDUC 318 Reading in the Elementary Schl EDUC 324 North Dakota Studies EDUC 326 Science Strategies in Elem School EDUC 352 Elementary Practicum 1 EDUC 302 Soc Studies Strat in Elem Schl EDUC 319 Language Arts in the Elem Schl EDUC 325 Creative Arts in Elem Classroom EDUC 355 Elementary Practicum 2 HPER 319 Health & Phy Ed In Elem Schl EDUC 290 Theories of Learning & Mgmt	<ul style="list-style-type: none">• Praxis II: PLT Exam• Middle of Program: InTASC/STOT Evaluation• End of Program: InTASC/STOT Evaluation• Capstone Portfolio• EDUC 381 Key Assessment
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	EDUC 380 Teaching English Lang Learners EDUC 381 Human Relations/Cult Diversity EDUC 422 Educational Assessment EDUC 400 Student Teaching	
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Narrative: The skills included in sub-standard 50015.3f are threaded throughout both theoretical foundations and practical applications across the Elementary Education BSEd program. First, EDUC 290 (Theories of Learning & Management) anchors this preparation with specific focus on motivation and engagement as they relate to building self-direction, teaching Elementary Education BSEd candidates how to collaborate with learners. Concepts such as examining various theoretical perspectives on motivation and providing practical strategies for supporting student engagement are also studied. Cultural factors influencing motivation receive attention through EDUC 381 (Human Relations/Cultural Diversity), where candidates explore how different ethnic, racial, socioeconomic, and cultural backgrounds shape student engagement. English Language learners' unique motivational needs are addressed in EDUC 380 (Teaching English Language Learners), where candidates master evidence-based strategies for engaging students through appropriate scaffolding and responsive practices.

Students with diverse learning needs require targeted approaches to motivation. Elementary Education BSEd candidates explore this idea through specialized coursework. SPED 289 (Foundations of Special Education) examines how various disabilities impact motivation and engagement, developing understanding of evidence-based practices that address individual characteristics and needs. Building on this foundation, SPED 343 (Classroom Accommodations & Modifications) teaches practical strategies for modifying environments and instruction to increase engagement for students with diverse abilities, ensuring all learners can access learning experiences that are motivating to them. Reading engagement for struggling students becomes a focus in EDUC 350 (Reading Assessment & Intervention), where candidates learn systematic approaches to rebuild confidence and motivation in literacy learning for students with reading difficulties, English Language Learners, and those with dyslexia.

Content method courses transform engagement theory into practice, teaching content-specific strategies for motivating students. EDUC 301 (Strategies in Elementary School) emphasizes creating engaging lesson plans that meet diverse student needs through flexible and inclusive approaches. Mathematics comes alive through hands-on, conceptual lessons in EDUC 307 (Math Strategies), while EDUC 318 (Reading) and EDUC 319 (Language Arts) apply Science of Reading research to create motivating literacy instruction. Inquiry-based learning drives engagement in EDUC 302 (Social Studies), EDUC 324 (North Dakota Studies), and EDUC 326 (Science Strategies). Natural engagement flows through EDUC 325 (Creative Arts) with its focus on creative expression, and HPER 319 (Health & Physical Education) promotes active learning approaches. Supporting this work, EDUC 422 (Educational Assessment) demonstrates how appropriate assessment practices can motivate students and support their learning progress. Practice implementing these strategies occurs during field experiences in EDUC 352 (Elementary Practicum 1) and EDUC 355



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(Elementary Practicum 2) under clinical educator supervision and guidance. The ultimate test comes during EDUC 400 (Student Teaching), where candidates must sustain student motivation and engagement through diverse, evidence-based practices across 15 weeks teaching experience.

Assessment of candidates' abilities to foster motivation and engagement uses multiple measures to capture both theoretical understanding and practical application. Competencies are examined through the Middle of Program InTASC/STOT Evaluation, documenting abilities to create engaging learning experiences as observed by candidates, mentors, and instructors. Mid-program progress appears in evaluations that examine how candidates embed engagement strategies and motivational techniques within their instructional planning. The EDUC 381 Key Assessment requires reflection on cultural influences on motivation and engagement, pushing candidates to consider diverse perspectives. Real-world application gets documented through the End of Program InTASC/STOT Evaluation during student teaching, capturing candidates' success in maintaining student engagement across varied contexts and content areas. The Praxis II PLT Exam, taken during student teaching, validates candidates' knowledge of motivation theories, engagement principles, and evidence-based practices for diverse learners. Finally, the Capstone Portfolio provides a place for Elementary Education BSEd candidates to showcase their growth, presenting artifacts that demonstrate their progress in creating motivating, engaging learning environments. Elementary Education BSEd candidates prove they are ready for their teaching careers by collecting evidence like lesson plans, videos of their teaching, student samples, and reflective thoughts. This collection of artifacts demonstrates that candidates can motivate and engage learners in a variety of ways.



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State Standard	Course Prefix and Title	Assessment
Standard 4 – Effective Instruction. Candidates make informed decisions about instruction guided by knowledge of children and assessment of children's learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate and use whole class discussions to support and enhance children's learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.	50015.4a – Candidates use a variety of instructional practices that support the learning of every child.	<ul style="list-style-type: none">• Praxis II: PLT Exam• Middle of Program: InTASC/STOT Evaluation• End of Program: InTASC/STOT Evaluation• Capstone Portfolio
	EDUC 350 Reading Assessment & Intervention SPED 343 Classroom Accomm & Mod SPED 289 Foundations of Special Educ EDUC 301 Strategies in Elementary Schl EDUC 307 Math Strategies Elem/Mid Schl EDUC 318 Reading in the Elementary Schl EDUC 324 North Dakota Studies EDUC 326 Science Strategies in Elem EDUC 352 Elementary Practicum 1 EDUC 302 Soc Studies Strat in Elem Schl EDUC 319 Language Arts in the Elem Schl EDUC 325 Creative Arts in Elem Classroom EDUC 355 Elementary Practicum 2 HPER 319 Health & Phy Ed In Elem Schl EDUC 250 Introduction to Education EDUC 272 Educational Technology EDUC 290 Theories of Learning & Mgmt EDUC 380 Teaching English Lang Learners EDUC 390 Special Needs in Inclusive Env EDUC 422 Educational Assessment EDUC 400 Student Teaching EDUC 352 Elementary Practicum 1 EDUC 355 Elementary Practicum 2	

Narrative: Research-based instructional strategies from Standard 50015.4a form the foundation of the Elementary Education program, with EDUC 301 (Strategies in Elementary School) introducing candidates to diverse instructional and assessment approaches while focusing on flexibility and meeting diverse student needs. This prepares candidates to implement multiple approaches based on student needs and learning objectives. EDUC 290 (Theories of Learning & Management) builds theoretical foundations by exploring different learning theories that inform instructional variety,



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while EDUC 250 (Introduction to Education) provides foundational understanding of diverse educational philosophies and approaches that support different types of learners.

Each content methods course builds specialized instructional strategies within specific disciplines for Elementary Education BSEd candidates. Mathematics instruction is the main focus of EDUC 307 (Math Strategies), which teaches candidates to apply research-based teaching strategies that promote conceptual understanding while examining current research implications and using manipulatives and technology. Elementary Education BSEd candidates are taught reading instructional strategies through EDUC 318 (Reading in the Elementary School), providing systematic instruction in the five pillars using direct, explicit, systematic approaches, while EDUC 319 (Language Arts) builds comprehensive strategies across listening, speaking, reading, writing, viewing, and visual representation. EDUC 319 also targets instructional practices that implement how to cross-cut ELA into other content areas. Social studies variety develops through EDUC 302 (Social Studies Strategies), emphasizing inquiry lessons, simulations, and multimodal development for different learning styles. Project-based approaches guide EDUC 324 (North Dakota Studies) for teaching state history and geography. Science instruction occurs through EDUC 326 (Science Strategies) using inquiry-based processes, the Scientific Method, the 5 E Model, the Engineering Design Process, STEM instruction, and hands-on activities. Creative approaches emerge through EDUC 325 (Creative Arts), implementing strategies around creating, performing, presenting, responding, and connecting. Physical education variety develops through HPER 319 (Health & Physical Education), teaching varied approaches including personal health skills, motor skills, lifetime activities, and sport skills.

Elementary Education BSEd candidates gain specialized preparation for diverse learners in SPED 289 (Foundations of Special Education), providing knowledge of disability types and their implications for instructional approaches. SPED 343 (Accommodations and Modifications) extends this foundation with additional specialized strategies for supporting students with diverse learning needs through varied instructional methods. Advanced intervention strategies develop through EDUC 350 (Reading Assessment & Intervention), providing direct, explicit, and systematic instructional reading strategies aimed at Tiered Instruction (MTSS) for whole group, small group, and individual learners. Practical differentiation emerges through EDUC 390 (Special Needs in Inclusive Environment), teaching candidates to identify and support students with various disabilities using universal design techniques. Language learner instruction develops through EDUC 380 (Teaching English Language Learners), providing specific strategies using proficiency levels and scaffolding techniques. Technology adds another dimension through EDUC 272 (Educational Technology), teaching various digital tools to support different learning preferences. Assessment variety supports instructional decision-making through EDUC 422 (Educational Assessment), teaching multiple evaluation tools that inform varied instructional approaches.



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Field experiences in EDUC 352 (Elementary Practicum 1) and EDUC 355 (Elementary Practicum 2) allow Elementary Education BSEd candidates to implement different instructional strategies while observing how experienced teachers vary their approaches. Student teaching in EDUC 400 requires sustained use of varied instructional practices over 15 weeks while working with diverse populations and adapting approaches based on ongoing assessment.

Assessment of instructional variety occurs through integrated measures that evaluate both theoretical knowledge and practical application. The Praxis II PLT Exam establishes candidates' understanding of diverse instructional approaches and their appropriate application across different learning contexts. Competencies emerge through the Middle of Program InTASC/STOT Evaluation, documenting baseline abilities to implement varied teaching strategies as observed by candidates, mentors, and instructors. Mid-program progress appears in rubrics that examine the variety and appropriateness of instructional strategies for diverse learners, assessing how candidates select and sequence different approaches to meet learning objectives. Field experience observations provide authentic evidence of candidates' abilities to implement different approaches in real classroom settings. The End of Program InTASC/STOT Evaluation captures mature practice during student teaching, documenting how candidates adapt their instructional repertoire to respond to student needs and content demands. Through the Capstone Portfolio, candidates demonstrate their evolution in using diverse instructional practices, presenting artifacts that showcase varied approaches across content areas, reflective analyses of instructional decisions, and evidence of how different strategies support every child's learning.



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50015.4b - Candidates teach a cohesive sequence of lessons to ensure sequential and appropriate learning opportunities for each child.	EDUC 350 Reading Assessment & Intervention SPED 343 Classroom Accomm & Mod. EDUC 307 Math Strategies Elem/Mid Schl EDUC 302 Soc Studies Strat in Elem Schl EDUC 319 Language Arts in the Elem Schl EDUC 325 Creative Arts in Elem Classroom HPER 319 Health & Phy Ed In Elem Schl EDUC 400 Student Teaching EDUC 352 Elementary Practicum 1 EDUC 355 Elementary Practicum 2 EDUC 400 Student Teaching	<ul style="list-style-type: none">• Praxis II: PLT Exam• Middle of Program: InTASC/STOT Evaluation• End of Program: InTASC/STOT Evaluation• Capstone Portfolio
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Narrative: The standard 50015.4b skill of sequential lesson planning skills develop through methods courses that emphasize curriculum coherence and appropriate learning progressions. Reading instruction sequences emerge through EDUC 350 (Reading Assessment & Intervention), which teaches cohesive, direct, explicit, and systematic instruction using Multi-Tiered Systems of Support frameworks. This ensures appropriate learning opportunities through careful sequencing of reading components with emphasis on systematic instruction that builds skills for whole group, small group, and individual learners. Mathematics sequencing develops through EDUC 307 (Math Strategies), teaching candidates to sequence instruction that builds conceptual understanding while incorporating North Dakota Math Content Standards. Language arts progression takes shape in EDUC 319 (Language Arts), emphasizing developmental appropriateness and logical skill progression across primary and intermediate grades with an emphasis on cross-cutting strategies to supporting reading across all content areas.

Social studies sequencing occurs through EDUC 302 (Social Studies Strategies), creating thematic units and lesson sequences that build understanding through inquiry-based learning. Arts instruction in EDUC 325 (Creative Arts) teaches candidates to sequence learning that builds skills across visual arts, music, movement, and theatre. Physical education sequencing emerges through HPER 319 (Health & Physical Education), teaching progression of motor skills, health knowledge, and lifetime activities appropriate for elementary learners.

Addressing diverse learner needs while maintaining appropriate sequences becomes a focus in SPED 343 (Classroom Accommodations & Modifications). Here, candidates learn to sequence instruction for students with diverse learning needs, ensuring modifications maintain appropriate progressions while meeting individual requirements through differentiated approaches.

Student teaching in EDUC 400 becomes the proving ground for sequential instruction over 15 weeks. Working with cooperating teachers, candidates understand curriculum scope and sequence while creating lesson sequences that build understanding across multiple content areas. Their ability to create cohesive units that connect lessons while adapting sequences based on assessment data demonstrates readiness for professional practice.



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Field experiences in EDUC 352 (Elementary Practicum 1) and EDUC 355 (Elementary Practicum 2) allow candidates to implement differentiated sequential lessons while observing how experienced teachers use planning to meet required standards. Student teaching in EDUC 400 requires sustained use of the implementation of sequential lesson planning over 15 weeks while working with diverse populations and adapting approaches based on ongoing assessment.

Program assessments verify candidates' abilities to design and implement coherent instructional sequences that support progressive learning. The Praxis II PLT Exam measures theoretical understanding of instructional sequencing, curriculum development, and learning progressions. Beginning program competencies surface through the InTASC/STOT Evaluation, establishing baseline abilities in sequential planning through collaborative assessment. Other evaluations, at mid-program, examine lesson coherence and sequencing across all methods courses, scrutinizing how candidates build concepts over time and connect learning experiences. During student teaching, the End of Program InTASC/STOT Evaluation documents authentic implementation of sequential instruction, capturing candidates' abilities to maintain instructional continuity while responding to student needs. The Capstone Portfolio showcases candidates' growth in designing cohesive lesson sequences, presenting unit plans that demonstrate logical progression, artifacts showing student learning over time, and reflective analyses of how sequential instruction ensures appropriate learning opportunities for all children across diverse content areas and populations.



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50015.4c -Candidates explicitly teach concepts, strategies, and skills, as appropriate, to guide learners as think about and learn academic content.	EDUC 350 Reading Assessment & Intervention SPED 343 Classroom Accomm & Mod. EDUC 307 Math Strategies Elem/Mid Schl EDUC 318 Reading in the Elementary Schl EDUC 324 North Dakota Studies EDUC 326 Science Strategies in Elem School EDUC 352 Elementary Practicum 1 EDUC 302 Soc Studies Strat in Elem Schl EDUC 319 Language Arts in the Elem Schl EDUC 325 Creative Arts in Elem Classroom EDUC 355 Elementary Practicum 2 HPER 319 Health & Phy Ed In Elem Schl EDUC 250 Introduction to Education EDUC 400 Student Teaching	<ul style="list-style-type: none">• Praxis II: PLT Exam• Middle of Program: InTASC/STOT Evaluation• End of Program: InTASC/STOT Evaluation• Capstone Portfolio
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Narrative: Explicit instruction forms a central emphasis throughout the program, with sub-standard 50015.4c being particularly strengthened through literacy instruction where candidates learn direct, systematic and explicit teaching based on Science of Reading research. Within foundational reading instruction, EDUC 318 (Reading in the Elementary School) teaches candidates the importance of direct, systematic, and explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension, emphasizing clear modeling and guided practice that helps students understand how to approach learning tasks. Advanced explicit instruction develops through EDUC 350 (Reading Assessment & Intervention), which provides specialized training in direct, systematic, and explicit instructional strategies for both regular classroom and intensive intervention settings, teaching candidates to provide clear, step-by-step instruction for struggling readers, English Language Learners, and students with dyslexia using evidence-based practices. Language arts extension occurs through EDUC 319 (Language Arts in the Elementary School), where candidates learn explicit instruction principles related to fluent reading, vocabulary acquisition, comprehension, and writing skillsets while modeling thinking processes and reading strategies for students to use across multiple content areas. Mathematics explicit instruction emerges through EDUC 307 (Math Strategies), which teaches candidates to provide clear, systematic mathematics instruction that makes thinking visible and guides students through problem-solving processes while building conceptual understanding. Content-specific explicit instruction continues through EDUC 302 (Social Studies Strategies), which teaches candidates to explicitly model inquiry processes and critical thinking skills, EDUC 324 (North Dakota Studies), which requires explicit teaching of historical thinking and geographic analysis skills, EDUC 326 (Science Strategies), which emphasizes explicit instruction in scientific thinking, methods, and engineering practices, EDUC 325 (Creative Arts), which teaches candidates to explicitly model creative processes and artistic techniques, and HPER 319 (Health & Physical Education), which requires explicit instruction in motor skills and health concepts while demonstrating proper techniques and decision-making processes.



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Practical application of explicit instruction occurs through field experiences and specialized courses that address diverse learner needs requiring clear, systematic teaching approaches. During EDUC 352 (Elementary Practicum 1) and EDUC 355 (Elementary Practicum 2), candidates practice explicit instruction under supervision while learning to observe and implement the clear modeling and guided practice techniques demonstrated by experienced teachers in authentic classroom settings. Foundational understanding of explicit instruction emerges through EDUC 250 (Introduction to Education), which includes structured field experiences where candidates observe and practice explicit teaching strategies while learning about the teaching-learning process and effective instructional practices. Supporting diverse learners through explicit instruction develops through SPED 343 (Classroom Accommodations & Modifications), which teaches candidates how to modify explicit instruction techniques to meet individual student needs while maintaining clarity and systematic approaches that support learning for students with diverse abilities. Comprehensive demonstration occurs during EDUC 400 (Student Teaching), where candidates must demonstrate sustained ability to explicitly teach concepts, strategies, and skills across academic content areas over 15 weeks, showing their competency in making thinking visible, providing clear models, and guiding students through learning processes while adapting explicit instruction based on student needs and content requirements.

Multiple data points confirm candidates' mastery of explicit instruction techniques across content areas and diverse populations. The Praxis II PLT Exam validates knowledge of explicit instruction principles, including modeling, guided practice, and scaffolding strategies. Teaching skills appear through the Middle of Program InTASC/STOT Evaluation, documenting candidates' abilities in clear instruction delivery through triangulated feedback. Mid-program detailed rubrics evaluate the clarity and explicitness of planned instruction across all methods courses, assessing how candidates structure lessons to make learning transparent and accessible. Field experience observations capture real-time implementation of explicit teaching strategies, documenting candidates' abilities to break down complex concepts, provide clear demonstrations, and guide student practice. The End of Program InTASC/STOT Evaluation during student teaching provides comprehensive evidence of explicit instruction mastery, showing how candidates adapt their teaching clarity based on student understanding and content complexity. Through the Capstone Portfolio, candidates present their growth in explicit teaching, including lesson plans showing clear instructional sequences, video evidence of modeling and guided practice, student work demonstrating learning progression, and reflective analysis of how explicit instruction supports learning across diverse academic content areas.



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50015.4d - Candidates provide constructive feedback to guide children's learning, increase motivation, and improve student engagement.	EDUC 350 Reading Assessment & Intervention EDUC 307 Math Strategies Elem/Mid Schl EDUC 318 Reading in the Elementary Schl EDUC 324 North Dakota Studies EDUC 326 Science Strategies in Elem School EDUC 302 Soc Studies Strat in Elem Schl EDUC 319 Language Arts in the Elem Schl EDUC 325 Creative Arts in Elem Classroom HPER 319 Health & Phy Ed In Elem Schl EDUC 250 Introduction to Education EDUC 400 Student Teaching	<ul style="list-style-type: none">• Praxis II: PLT Exam• Middle of Program: InTASC/STOT Evaluation• End of Program: InTASC/STOT Evaluation
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Narrative: The standard 50015.4d skill of providing constructive feedback to P-12 learners is developed through multiple courses that teach candidates to use feedback strategically to guide student learning and enhance motivation. It begins with EDUC 250 (Introduction to Education). This foundational understanding sets the stage for advanced feedback strategies developed through methods courses that provide discipline-specific approaches to meaningful feedback. Mathematics feedback takes shape in EDUC 307 (Math Strategies), where candidates learn to provide specific feedback on mathematical reasoning and problem-solving processes while encouraging student thinking and building confidence. Reading development receives targeted feedback approaches through EDUC 318 (Reading in the Elementary School), teaching candidates to address the five pillars of instruction. EDUC 319 (Language Arts) expands feedback skills to encompass writing, speaking, listening, and language development while building student confidence in communication. Feedback strategies for EDUC 318 and EDUC 319 include sharing benchmark and progress-monitoring data for students to have an active role in the gains they make.

Different content areas require unique feedback approaches. Social studies instruction in EDUC 302 emphasizes constructive feedback on critical thinking and inquiry skills. Historical thinking and geographic analysis receive focused feedback attention in EDUC 324 (North Dakota Studies). Scientific reasoning and engineering practices guide feedback in EDUC 326 (Science Strategies). Candidates learn how to guide students with feedback through the steps of the scientific method, the engineering process, and the implementation of the 5E Model. Creative expression and artistic development benefit from informal feedback experiences in EDUC 325 (Creative Arts). Peer teaching opportunities in HPER 319 (Health & Physical Education) allow candidates to practice giving and receiving constructive feedback on physical skills and health knowledge while learning to motivate students in physical activities.

Specialized feedback for diverse learners develops through EDUC 350 (Reading Assessment & Intervention). Here, candidates learn to provide systematic feedback within Multi-Tiered Systems of Support frameworks, using assessment data to give specific, actionable feedback that guides



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struggling readers, English Language Learners, and students with dyslexia toward reading success. This approach maintains motivation and engagement in literacy learning through a careful feedback delivery system where students play an active role in their progress.

Student teaching in EDUC 400 requires sustained demonstration of feedback skills across all content areas over 15 weeks. Working with cooperating teachers and university supervisors, candidates refine their feedback techniques while adapting approaches based on individual student needs. Both immediate corrective feedback and longer-term developmental feedback become part of their practice, supporting student growth while building confidence and engagement.

Verification of feedback competencies employs a comprehensive assessment approach that captures both understanding and implementation. The Praxis II PLT Exam establishes theoretical knowledge of effective feedback principles and their impact on student motivation and learning. Initial skills surface through the Middle of Program InTASC/STOT Evaluation, documenting baseline abilities to provide constructive feedback as observed through multiple perspectives. Assessment instruments at mid-program examine how candidates plan to incorporate feedback within their instruction, assessing the timing, specificity, and appropriateness of planned feedback strategies. Field experience observations provide real-world evidence of candidates' abilities to give meaningful feedback that guides learning and maintains engagement. The End of Program InTASC/STOT Evaluation during student teaching captures mature feedback practices, documenting how candidates use both verbal and written feedback to enhance student learning, increase motivation, and improve engagement across diverse academic content. Through sustained observation, evaluators document candidates' growth in using feedback as a powerful tool for supporting learners' academic and personal development.



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<p>50015.4e -Candidates lead whole class discussions to investigate specific content, strategies, or skills, and ensure the equitable participation of every child in the classroom.</p>	<p>EDUC 350 Reading Assessment & Intervention EDUC 307 Math Strategies Elem/Mid Schl EDUC 318 Reading in the Elementary Schl EDUC 324 North Dakota Studies EDUC 326 Science Strategies in Elem School EDUC 352 Elementary Practicum 1 EDUC 302 Soc Studies Strat in Elem Schl EDUC 319 Language Arts in the Elem Schl EDUC 325 Creative Arts in Elem Classroom EDUC 355 Elementary Practicum 2 HPER 319 Health & Phy Ed In Elem Schl EDUC 250 Introduction to Education EDUC 400 Student Teaching</p>	<ul style="list-style-type: none">• Praxis Subject: Elementary Education Content Exam• Praxis II: PLT Exam• Middle of Program: InTASC/STOT Evaluation• End of Program: InTASC/STOT Evaluation
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Narrative: Leading effective whole class discussions addressing sub-standard 50015.4e is developed through methods courses that emphasize interactive teaching strategies and equitable participation across all content areas. Discussion-based instruction receives particular emphasis in EDUC 302 (Social Studies Strategies), which focuses on inquiry lessons and simulations requiring candidates to facilitate whole class investigations. Critical thinking skills and effective teaching practices ensure all students can participate in meaningful discussions. Mathematics discussions develop through EDUC 307 (Math Strategies), teaching facilitation that promotes conceptual understanding and problem-solving while encouraging student participation in mathematical reasoning. Whole class discussions around literacy concepts, literature, and language development emerge through EDUC 318 (Reading) and EDUC 319 (Language Arts), building students' communication skills through structured dialogue. Advanced facilitation develops through EDUC 350 (Reading Assessment & Intervention), supporting diverse learners' participation in both small and whole group reading discussions.

Historical events and geographic concepts become discussion topics in EDUC 324 (North Dakota Studies) while scientific discussions and inquiry-based investigations are the focus in EDUC 326 (Science Strategies). Group discussions and sharing around creative work define EDUC 325 (Creative Arts), and HPER 319 (Health & Physical Education) teaches candidates to lead discussions about health concepts and physical education principles. Diversity in education and equitable teaching practices that support meaningful participation begin with EDUC 250 (Introduction to Education). This foundation prepares candidates to ensure every voice is heard in classroom discussions. Field experiences in EDUC 352 (Elementary Practicum 1) and EDUC 355 (Elementary Practicum 2) provide authentic practice leading discussions. Candidates observe experienced teachers' facilitation techniques before taking increased responsibility under clinical educator guidance. Finally, fifteen weeks of student teaching in EDUC 400 allows Elementary Education BSEd candidates to demonstrate sustained ability to lead whole class discussions that investigate content



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while ensuring equitable participation. Facilitation techniques adapt based on student needs and content requirements, creating inclusive environments where every child contributes to classroom dialogue.

Multiple assessment measures evaluate discussion leadership capabilities from theoretical understanding through practical application. Content knowledge supporting effective discussions gets validated through the Praxis Subject Elementary Education Content Exam, ensuring candidates possess sufficient expertise to guide substantive conversations. The Praxis II PLT Exam evaluates knowledge of discussion facilitation and equitable participation principles. Beginning program competencies emerge through the InTASC/STOT Evaluation, establishing baseline discussion leadership abilities through collaborative observation. Mid-program detailed rubrics assess planning for equitable participation and meaningful content investigation, examining how candidates structure discussions to include all learners. Field experience observations document real classroom facilitation, capturing candidates' abilities to manage whole class discussions, encourage reluctant participants, redirect dominant voices, and maintain focus on learning objectives. The End of Program INTASC/STOT Evaluation provides comprehensive evidence of discussion leadership during student teaching, showing how candidates create inclusive dialogue spaces where every child's voice contributes to collective understanding of content, strategies, and skills.

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<p>50015.4f -Candidates effectively organize and manage small group instruction to provide more focused, intensive instruction and differentiate teaching to meet the learning needs of each child.</p>	<p>EDUC 307 Math Strategies Elem/Mid Schl EDUC 318 Reading in the Elementary Schl EDUC 324 North Dakota Studies EDUC 326 Science Strategies in Elem School EDUC 352 Elementary Practicum 1 EDUC 302 Soc Studies Strat in Elem Schl EDUC 319 Language Arts in the Elem Schl EDUC 355 Elementary Practicum 2 EDUC 400 Student Teaching</p>	<ul style="list-style-type: none"> • Praxis II: PLT Exam • Middle of Program: InTASC/STOT Evaluation • End of Program: InTASC/STOT Evaluation • Capstone Portfolio • Supervisor Survey • Transition to Teaching Survey
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Narrative: Small group instruction skills, as outlined in standard 50015.4f, develop through methods courses emphasizing differentiated instruction and targeted teaching approaches. Mathematics instruction in EDUC 307 (Math Strategies) teaches organization of small groups that address individual learning needs while promoting conceptual understanding through focused teaching. Foundational skills for organizing reading groups based on student needs and developmental levels emerge through EDUC 318 (Reading in the Elementary School). Building on these foundations, EDUC 319 (Language Arts) implements small group instruction across primary and intermediate grades while differentiating for diverse learners. This is further explored in EDUC 350 where candidates implement small group and one-on-one intensive instruction to meet needs of struggling readers and writers.

Collaborative small group work and differentiated approaches meet diverse learning needs through EDUC 302 (Social Studies Strategies). Project-based activities that can be done in small groups is the foundation of all assignments in EDUC 324 (North Dakota Studies), while EDUC 326 (Science Strategies) teaches organization of small group scientific investigations and inquiry-based learning experiences that provide focused instruction. Authentic classroom settings in EDUC 352 (Elementary Practicum 1) and EDUC 355 (Elementary Practicum 2) allow practice organizing and managing small group instruction. Clinical educators guide candidates through effective grouping strategies and differentiation techniques learned from experienced teachers. Student teaching in EDUC 400 demonstrates sustained ability to organize and manage small groups over 15 weeks. Managing multiple groups while providing focused, intensive, differentiated teaching shows competency in meeting each child's learning needs through ongoing assessment.



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Assessment of small group instruction capabilities spans multiple evaluative measures that track growth from program entry through professional practice. The Praxis II PLT Exam validates knowledge of small group instruction and differentiation principles, including flexible grouping strategies and management techniques. Competencies appear through the Middle of Program InTASC/STOT Evaluation, documenting baseline abilities to organize and facilitate small group learning. Other rubrics examine appropriate small group planning and differentiation strategies, assessing how candidates design activities that maximize focused instruction time. The Capstone Portfolio documents development in small group instruction techniques through curated artifacts showing grouping decisions, differentiated materials, and student progress data. Real-world effectiveness emerges through the End of Program InTASC/STOT Evaluation during student teaching, capturing candidates' abilities to manage multiple groups, maintain engagement, and provide targeted instruction. Post-graduation data from the Supervisor Survey and Transition to Teaching Survey provides feedback on small group management effectiveness during the first year of teaching. Together, these assessments ensure candidates can organize and manage small group instruction that delivers focused, intensive, differentiated teaching to meet every child's learning needs.



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50015.4g -Candidate effectively organize and manage individual instruction to provide targeted, focused, intensive instruction that improves or enhances each child's learning.	EDUC 350 Reading Assessment & Intervention EDUC 307 Math Strategies Elem/Mid Schl EDUC 318 Reading in the Elementary Schl EDUC 324 North Dakota Studies EDUC 302 Soc Studies Strat in Elem Schl EDUC 319 Language Arts in the Elem Schl EDUC 325 Creative Arts in Elem Classroom HPER 319 Health & Phy Ed In Elem Schl EDUC 250 Introduction to Education EDUC 380 Teaching English Lang Learners EDUC 400 Student Teaching	<ul style="list-style-type: none">• Praxis II: PLT Exam• Middle of Program: InTASC/STOT Evaluation• End of Program: InTASC/STOT Evaluation
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Narrative: One-on-one teaching strategies and intensive interventions for diverse learners, as emphasized in standard 50015.4g, anchor the program's approach to individual instruction. EDUC 350 (Reading Assessment & Intervention) provides extensive training in individual reading instruction, teaching targeted interventions for struggling readers, English Language Learners, and students with dyslexia. Direct, systematic, and explicit instructional strategies designed for individual learners include progress monitoring and data-driven instruction adjustments to tiered instruction. Targeted support based on individual language proficiency levels develops through EDUC 380 (Teaching English Language Learners), adapting instruction to meet diverse cultural and linguistic backgrounds. Field experiences in EDUC 250 (Introduction to Education) focus on working with individual students across elementary settings while learning about diverse student needs and effective one-on-one teaching strategies.

Content areas provide varied opportunities for individual instruction practice. Mathematics support for individual learners occurs in EDUC 307 (Math Strategies). Reading and language development opportunities emerge through EDUC 318 (Reading) and EDUC 319 (Language Arts), allowing candidates to gain knowledge and plan lessons for small-group tiered instruction or with individual students. Learning to provide individual support for diverse learners also happens EDUC 302 (Social Studies Strategies), while EDUC 324 (North Dakota Studies) provides individualized project guidance. Artistic development support flows through EDUC 325 (Creative Arts), and HPER 319 (Health & Physical Education) teaches individual support for physical skill development and health understanding. Fifteen weeks of student teaching in EDUC 400 require sustained demonstration of individual instruction abilities. Targeted, focused, intensive instruction that improves each child's learning must adapt based on individual student needs and ongoing assessment data. This experience proves candidates can balance individual instruction with whole class and small group teaching responsibilities.

Individual instruction competencies are measured through assessments that evaluate both theoretical understanding and practical application. The Praxis II PLT Exam establishes knowledge of individualized instruction principles, including diagnostic assessment, targeted intervention strategies,



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and progress monitoring. Beginning program skills surface through the InTASC/STOT Evaluation, documenting initial abilities to work with individual students through observations by candidates, mentors, and instructors. Rubrics not explained in this review are used at mid-program to examine planning for individual student needs, assessing how candidates design one-on-one instruction that addresses specific learning goals. Field experience observations capture implementation of individual instruction, documenting candidates' abilities to diagnose learning needs, provide targeted support, and adjust strategies based on student response. The End of Program InTASC/STOT Evaluation during student teaching provides comprehensive evidence of individual instruction mastery, showing sustained competency in organizing and managing one-on-one teaching that provides targeted, focused, intensive instruction. Through these varied assessments, the program ensures candidates can deliver individual instruction that improves or enhances each child's learning across diverse content areas and student populations.



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State Standard	Course Prefix and Title	Assessment
50015.5a -Candidates work collaboratively with colleagues, mentors, and other school personnel to work toward common goals that directly influence every learner's development and growth	EDUC 350 Reading Assessment & Intervention EDUC 301 Strategies in Elementary Schl EDUC 307 Math Strategies Elem/Mid Schl EDUC 318 Reading in the Elementary Schl EDUC 324 North Dakota Studies EDUC 352 Elementary Practicum 1 EDUC 302 Soc Studies Strat in Elem EDUC 319 Language Arts in the Elem Schl EDUC 355 Elementary Practicum 2 EDUC 290 Theories of Learning & Mgmt EDUC 400 Student Teaching	<ul style="list-style-type: none">Middle of Program: InTASC/STOT EvaluationEnd of Program: InTASC/STOT EvaluationCapstone PortfolioSupervisor SurveyTransition to Teaching Survey

Narrative: Elementary Education BSEd completers develop collaborative skills throughout the program, beginning with EDUC 290 (Theories of Learning & Management), which teaches candidates how to collaborate with learners and colleagues to create optimal learning environments while emphasizing understanding how to work with others toward common goals that support student learning and development. Collaborative planning and instruction develop through EDUC 301 (Strategies in Elementary School), which includes collaborative approaches to meeting diverse student needs while working with other school personnel to create inclusive learning environments. Methods courses provide extensive opportunities for collaboration through shared field experiences and team-based projects, with EDUC 307 (Math Strategies), EDUC 318 (Reading in the Elementary School), EDUC 319 (Language Arts in the Elementary School), EDUC 302 (Social Studies Strategies), and EDUC 324 (North Dakota Studies) all requiring candidates to work collaboratively with cooperating teachers, university faculty, and school personnel while developing lessons and implementing content-specific instruction that supports student development and growth. Advanced reading collaboration emerges through EDUC 350 (Reading Assessment & Intervention), which teaches candidates to work with literacy specialists, classroom teachers, and support personnel within Multi-Tiered Systems of Support frameworks to provide comprehensive reading support for struggling learners.

Practicum experiences in elementary classrooms provide structured opportunities for Elementary Education BSEd candidates to develop collaborative relationships with school professionals while working toward common goals that influence student learning. During EDUC 352 (Elementary Practicum 1) and EDUC 355 (Elementary Practicum 2), candidates work with clinical educators and school personnel toward common goals that support student development, observing and collaborating with cooperating teachers while examining professional teaching practices and working as part of educational teams. Comprehensive collaboration occurs during EDUC 400 (Student Teaching), where candidates work collaboratively with qualified cooperating teachers and university supervisors for 15 weeks, demonstrating sustained collaboration that directly



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impacts student learning while participating on teaching teams, collaborating with families, and working with support personnel to meet diverse student needs.

Assessment of this knowledge and skills occurs through InTASC/STOT Evaluations at the beginning and end of the program measuring growth in collaborative skills, the Capstone Portfolio documenting growth in professional collaboration and teamwork, the Supervisor Survey specifically evaluating candidates' collaborative skills and ability to work with school personnel, the Transition to Teaching Survey measuring readiness to work collaboratively in professional settings, and field experience evaluations that assess candidates' effectiveness as collaborative team members while working toward goals that influence every learner's development and growth in authentic school environments.



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<p>50015.5b -Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices; and standards of ethical professional practice.</p>	<p>EDUC 307 Math Strategies Elem/Mid Schl EDUC 318 Reading in the Elementary Schl EDUC 352 Elementary Practicum 1 EDUC 302 Soc Studies Strat in Elem Schl EDUC 319 Language Arts in the Elem Schl EDUC 325 Creative Arts in Elem Classroom EDUC 355 Elementary Practicum 2 EDUC 290 Theories of Learning & Mgmt EDUC 400 Student Teaching EDUC 401 Elctrnc Portfolio/Assess/Semin</p>	<ul style="list-style-type: none">• Middle of Program: InTASC/STOT Evaluation• End of Program: InTASC/STOT Evaluation• Capstone Portfolio• Supervisor Survey• Transition to Teaching Survey
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Narrative: Elementary Education BSEd candidates develop their professional learning and reflective practice, addressing 50015.5b, through courses that emphasize ongoing analysis and growth while connecting theory to practice. Reflective practice begins with EDUC 290 (Theories of Learning & Management), which teaches Elementary candidates to analyze learning theories and connect them to practical classroom applications. Candidates also engage in self-reflection about their developing teaching philosophy and instructional approaches. Methods courses include reflective components that require candidates to analyze their teaching and student learning outcomes while connecting their practice to professional standards and research. EDUC 307 (Math Strategies), EDUC 318 (Reading in the Elementary School), EDUC 319 (Language Arts in the Elementary School), EDUC 302 (Social Studies Strategies), and EDUC 325 (Creative Arts) all require Elementary Education candidates to reflect on their instruction and its impact on student learning as well as analyzing their practice against professional standards and research-based best practices. Advanced professional learning develops through EDUC 401 (Electronic Portfolio/Assessment/Seminar) serving as the capstone experience where candidates document their growth as reflective practitioners through comprehensive portfolio development. Candidates also participate in professional development seminars in EDUC 401 (Electronic Portfolio/Assessment/Seminar) to provide opportunities for sharing and reflection their ability to meet the needs of students.

Practicum experiences provide authentic opportunities for candidates to implement professional learning activities while engaging in self-reflection and analysis of student learning outcomes. During EDUC 352 (Elementary Practicum 1) and EDUC 355 (Elementary Practicum 2), candidates reflect on their experiences and demonstrate professional dispositions based on ongoing analysis of their practice. Through these classroom experiences, Elementary Education candidates work with clinical educators to examine the relationship between their instruction and student learning outcomes.



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Extensive teaching across content areas occurs during EDUC 400 (Student Teaching), where candidates must demonstrate sustained ability to analyze their practice, engage in self-reflection, apply professional standards, and maintain ethical professional practices in their ongoing learning and development over 15 weeks.

Assessment of Elementary Education BSEd candidates' knowledge and skills in professional learning and reflective practice occurs through InTASC/STOT Evaluations at the beginning and end of the program documenting reflective growth and professional development. The Capstone Portfolio provides comprehensive evidence of professional learning activities and reflective practice, too. The Supervisor Survey evaluates employers' perspectives of candidates' professional growth and reflective practice their first year of teaching, while the Transition to Teaching Survey measures readiness for graduates to engage in ongoing professional learning. Portfolio checkpoints throughout the program document candidates' development in designing and implementing professional learning activities based on ongoing analysis of student learning, self-reflection, professional standards, research and contemporary practices, and ethical professional practice standards.

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<p>50015.5c -Candidates participate in peer and professional learning communities to enhance student learning.</p>	<p>EDUC 350 Reading Assessment & Intervention EDUC 301 Strategies in Elementary Schl EDUC 307 Math Strategies Elem/Mid Schl EDUC 318 Reading in the Elementary Schl EDUC 324 North Dakota Studies EDUC 326 Science Strategies in Elem School EDUC 352 Elementary Practicum 1 EDUC 302 Soc Studies Strat in Elem Schl EDUC 319 Language Arts in the Elem Schl EDUC 355 Elementary Practicum 2 EDUC 290 Theories of Learning & Mgmt EDUC 400 Student Teaching EDUC 401 Elctrnc Portfolio/Assess/Semin</p>	<ul style="list-style-type: none"> • Middle of Program: InTASC/STOT Evaluation • End of Program: InTASC/STOT Evaluation • Capstone Portfolio • Supervisor Survey • Transition to Teaching Survey
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Narrative: Participation in learning communities, as outlined in standard 50015.5c, is developed for Elementary Education BSEd candidates through collaborative course structures and practicum experiences that emphasize peer learning and professional community engagement. Theoretical foundations for learning community participation emerge through EDUC 290 (Theories of Learning & Management), where candidates learn how to collaborate with others to create optimal learning environments and participate in professional learning communities. The course also emphasizes building relationships and working toward common goals that enhance student learning. Methods courses are structured to promote peer learning communities through collaborative projects and practicum experiences, with EDUC 301 (Strategies in Elementary School), EDUC 307 (Math Strategies), EDUC 318 (Reading in the Elementary School), EDUC 319 (Language Arts in the Elementary School), EDUC 302 (Social Studies Strategies), EDUC 324 (North Dakota Studies), and EDUC 326 (Science Strategies) all including collaborative components that build peer learning relationships and connecting candidates to school-based professional communities. Community engagement develops through EDUC 350 (Reading Assessment & Intervention), which connects candidates to literacy professional communities and specialized reading intervention teams, and EDUC 401 (Electronic Portfolio/Assessment/Seminar), which provides structured opportunities for sharing and discussion through professional development seminars while creating learning communities among candidate cohorts.

Practicum experiences and student teaching placements connect Elementary Education BSEd candidates to school-based learning communities where they participate alongside experienced educators. In these experiences, candidates contribute to professional dialogue and student learning outcomes. During EDUC 352 (Elementary Practicum 1) and EDUC 355 (Elementary Practicum 2), candidates engage with school-based clinical educators and participate in professional development activities and team meetings that enhance student learning. Comprehensive participation occurs during EDUC 400 (Student Teaching), as candidates are placed in schools to provide new and diverse teaching experiences that allow for



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greater professional growth. These experiences also expose Elementary Education candidates to various professional learning community structures, professional development activities, and collaborative efforts to enhance student learning.

Assessment occurs through InTASC/STOT Evaluations at the beginning and end of the program measuring growth in professional collaboration and community participation. The Capstone Portfolio documents Elementary Education candidates' growth in building professional relationships and participating in learning communities. To obtain employer feedback, the Supervisor Survey evaluates graduates' professional engagement and community participation during their first year of teaching. The Transition to Teaching Survey assesses whether graduates felt ready to participate in professional learning communities independently.



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SECTION IV: EVIDENCE OF MEETING THE STANDARDS

It is expected that your program makes use of multiple assessments to ensure that all standards are met. Complete tables **1.A-1.D** described below and provide information requested related to the two-four additional assessments you selected in **2**.

1. Required Assessments:

1. A Praxis II: Content Test: Complete Table 1.A

Praxis Subject Assessment: Elementary Education Content Exam					
Year	Content Area Test Name and Number	ND Passing Score	Total # of Test Takers	Average Score	Percent Passing
2022 – 2023	5017	153	47	169	92%
2023 – 2024	5017	153	30	162	87%
2024 – 2025	5017	153	28	165	89%

1. B Praxis II: PLT (Principles of Learning and Teaching): Complete Table 1.B

Praxis II: Principles of Learning & Teaching: Elementary (K-6)					
Year	Content Area Test Name and Number	ND Passing Score	Total # of Test Takers	Average Score	Percent Passing
2022 – 2023	Elementary PLT (5622)	160	47	176	96%
2023 – 2024	Elementary PLT (5622)	160	29	171	93%
	K12 PLT (5625)	157	2	153	50%
2024 – 2025	Elementary PLT (5622)	160	17	170	82%
	K-12 PLT (5625)	157	11	163	82%



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1. C Cumulative GPA at the point of completion: Complete Table 1.C

Cumulative GPA at Completion			
Year	N (number of candidates)	Overall Average GPA	Range of GPA
2022 – 2023	47	3.59	2.96 - 4.0
2023 – 2024	31	3.58	2.87 - 3.98
2024 – 2025	28	3.50	2.88 - 4.0

1. D Student Teaching Performance (Clinical Experience) Evaluation

EDUC 400 – InTASC/STOT Evaluation (SLO 2)

Description: The purpose of the Skills of Teaching Observation Tool (STOT)/InTASC evaluation is to measure the core skills teachers should be able to do in today's learning context to ensure students reach their learning goals. The evaluation is used to monitor skill development and growth from the time of admission through completion. This particular iteration was administered during the final semester of the teacher candidates' program, student teaching. The STOT evaluation is completed by the candidate, their student teaching university supervisor, and their cooperating teacher.

Proficiency Scale: Distinguished (4), Proficient (3), Basic (2), Unsatisfactory (1)

Target Score: 3.0

Year	N = # of candidates	Evaluator	Average Score	Target Score
2022-2023	47	Cooperating Teacher	3.16	3.00
		University Supervisor	3.36	3.00
		Self	3.25	3.00
2023-2024	31	Cooperating Teacher	3.29	3.00
		University Supervisor	3.34	3.00
		Self	3.20	3.00
2024-2025	28	Cooperating Teacher	3.16	3.00
		University Supervisor	3.22	3.00
		Self	3.19	3.00



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2. Additional Assessments

2a – Pre-student Teaching Practicum Evaluations

Middle of Program (EDUC 302/319) STOT/InTASC Evaluation

Description: The purpose of the Skills of Teaching Observation Tool (STOT)/InTASC evaluation is to measure the core skills teachers should be able to do in today's learning context to ensure students reach their learning goals. The evaluation is used to monitor skill development and growth from the time of admission through completion. This particular iteration was administered at the beginning of the teacher candidates' program. The STOT evaluation is completed by the candidate, their mentor teacher, and their course instructor.

Proficiency Scale: Distinguished (4), Proficient (3), Basic (2), Unsatisfactory (1)

Target: 2.5 or higher

Year	N = # of candidates	Evaluator	Average Score	Target Score
2022-2023	29	Field Mentor	3.01	2.5
	29	Instructor	2.94	2.5
	29	Self	2.63	2.5
2023-2024	30	Field Mentor	3.01	2.5
	30	Instructor	3.02	2.5
	30	Self	2.87	2.5
2024-2025	44	Field Mentor	3.21	2.5
	45	Instructor	2.98	2.5
	45	Self	3.20	2.5

2b – Key Performance Task:

EDUC 390 Key Assessment – Five Step Problem Solving Process

Description: The purpose of this assessment is to scaffold the thinking, skills, and attitudes of teacher candidates with the goal to recognize the assets and needs of learners. The five-step problem-solving process is developed to support the learner's inability to use the following skills: plan and problem solve, use short and long-term memory skills, organization, focusing attention, or impulse control and self-monitoring. The teacher candidate will choose strategies that will be implemented to support and develop the lacking skills of the learner to ensure academic success in the classroom. The repetition of this assignment, completed six times throughout the semester, allows for a teacher candidate to refine and master the five-step problem-solving process.

Proficiency Scale: Distinguished (4), Proficient (3), Basic (2), Unsatisfactory (1)

Target Score: 25 points or higher out of 30 points based on rubric scores using proficiency scale

Year	N = # number of candidates	Average Score	Target Score
2022 – 2023	8	27.5	25
2023 – 2024	25	26.56	25
2024 - 2025	34	27.53	25



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2c - Capstone Project

EDUC 401 – Capstone Portfolio: Checkpoint 3 (SLO 2)

Description: The purpose of the Capstone Portfolio is for teacher candidates to demonstrate their ability to meet the knowledge, skills, and dispositions identified in the four program SLOs, as aligned to InTASC Standards. Teacher candidates integrate technology and experiences with diversity through artifact selection, written rationale, and professional presentation. The portfolio development and presentation support teacher candidates' understanding and application of the Educator Preparation Program's (EPP) conceptual framework, the Reflective Experiential Model. As a requirement for graduation, teacher candidates create this professional portfolio throughout their teacher education program within their TaskStream account. The final Capstone Portfolio presentation occurs during the semester teacher candidates are enrolled in EDUC 401-Electronic Portfolio Assessment and Seminar.

Proficiency Scale: Distinguished (4), Proficient (3), Basic (2), Unsatisfactory (1)

Target Score: 3.0

Year	N = # number of candidates		Overall Average	Target Score
2022 – 2023	47	Reconciled	3.40	3.00
2023 – 2024	31	Reconciled	3.37	3.00
		Self	3.24	
2024 - 2025	28	Reconciled	3.32	3.00
		Self	3.03	



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2d - Employer survey results related to content knowledge

Supervisor Survey

Description: The Supervisor Survey asks those who supervise first-year teachers, their employers, to assess the novices' readiness for the teaching profession. The survey asks supervisors to assess the quality of completers' instructional practices, abilities to work with diverse learners, abilities to establish positive classroom environments, and levels of professionalism. The survey is administered to direct supervisors of teacher education graduates employed in schools as teachers approximately one year after the completers completed their preparation programs.

Proficiency Scale: Strongly Agree (4), Agree (3), Tend to Disagree (2), Disagree (1)

Target: 3.0 or higher

Year	Supervisor Survey Item (Content)	N = # number of candidates	Average Max= 4 points
2022 – 2023	Effectively teach the subject matter in my licensure area.	11	3.60
2023 – 2024		12	3.67
2024 – 2025		13	3.70
2022 – 2023	Design activities where students engage with subject matter from a variety of perspectives.	11	3.60
2023 – 2024		12	3.58
2024 – 2025		13	3.62
2022 – 2023	Help students develop critical thinking processes.	11	3.30
2023 – 2024		12	3.45
2024 – 2025		Item removed	
2022 – 2023	Help students develop skills to solve complex problems.	11	3.30
2023 – 2024		12	3.36
2024 – 2025		13	3.75
2022 – 2023	Make interdisciplinary connections among core subjects.	11	3.20
2023 – 2024		12	3.55
2024 – 2025		Item removed	
2022 – 2023	Know where and how to access resources to build global awareness and understanding.	11	3.30
2023 – 2024		12	3.42
2024 – 2025		13	3.67
2022 – 2023	Effectively teach students from culturally and ethnically diverse backgrounds and communities.	11	3.56
2023 – 2024		12	3.67
2024 – 2025		13	3.80
2022 – 2023	Connect core content to students' real-life experiences.	11	3.50
2023 – 2024		12	3.42
2024 – 2025		13	3.75
Overall Item Average			3.54



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2e - Graduate survey results related to content knowledge

Transition to Teaching Survey

Description: The Transition to Teaching Survey captures the experiences and perspectives of early-career educators as they navigate their initial years in the profession, providing valuable data on the effectiveness of their preparation programs. This instrument measures new teachers' self-assessment of their preparedness across various teaching competencies, identifying both strengths and gaps in their preparation related to instructional practices, ability to work with diverse learners, ability to establish positive classroom environments, and levels of professionalism.

Proficiency Scale: Strongly Agree (4), Agree (3), Tend to Disagree (2), Disagree (1)

Target: 3.0 or higher

Year	Transition to Teaching Survey Item (Content)	N = # number of candidates	Average Max= 4 points
2022 – 2023	Effectively teach the subject matter in my licensure area.	20	3.53
2023 – 2024		26	3.62
2024 – 2025		16	3.67
2022 – 2023	Design activities where students engage with subject matter from a variety of perspectives.	20	3.65
2023 – 2024		26	3.76
2024 – 2025		16	3.67
2022 – 2023	Help students develop critical thinking processes.	20	3.47
2023 – 2024		26	3.52
2024 – 2025		Item removed	
2022 – 2023	Help students develop skills to solve complex problems.	20	3.59
2023 – 2024		26	3.24
2024 – 2025		16	3.67
2022 – 2023	Make interdisciplinary connections among core subjects.	20	3.53
2023 – 2024		26	3.48
2024 – 2025		Item removed	
2022 – 2023	Know where and how to access resources to build global awareness and understanding.	20	3.41
2023 – 2024		26	3.33
2024 – 2025		16	3.33
2022 – 2023	Effectively teach students from culturally and ethnically diverse backgrounds and communities.	20	3.53
2023 – 2024		26	3.43
2024 – 2025		16	3.00
2022 – 2023	Connect core content to students' real-life experiences.	20	3.56
2023 – 2024		26	3.62
2024 – 2025		16	3.67
Overall Item Average			3.51



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2.F - Additional assessment of choice

EDUC 381 Key Assessment – Philosophy of Diversity Paper

Description: The Philosophy of Diversity in Education key assessment is administered within the Division of Education's Elementary, Secondary, and Early Childhood programs during EDUC 381 Human Relations and Cultural Diversity. This course can be taken anytime throughout a teacher candidate's plan of study. This assessment aims to answer the question, what does diversity in education mean to you? Reflecting on this question and organizing the teacher candidate's beliefs is a significant step towards developing a philosophy of diversity that will guide their teaching career. The philosophy of diversity paper allows the teacher candidate to reflect on their personal and unique beliefs about diversity within an educational setting.

Proficiency Scale: Distinguished (4), Proficient (3), Basic (2), Unsatisfactory (1)

Target: 51 points or higher out of 64 points using rubric scores of proficiency scale

Year	N = # number of candidates	Results	Target Score
2022 – 2023	28	61.75	51 points or higher
2023 – 2024	25	61.32	51 points or higher
2024 - 2025	32	62.00	51 points or higher
Overall Average		61.69	

3. Respond to the following questions:

a. Analysis of findings: Describe how the data provided above demonstrate that candidates in the program meet the standards.

The data analyzed from all 10 data sources over the three-year cycle (22-23, 23-24, 24-25) clearly indicates that candidates in the Elementary Education program meet the required standards through multiple, rigorous assessments. Praxis II Content and PLT pass rates remain consistently high, with averages above 85% across three years, confirming strong content knowledge and pedagogical understanding. Cumulative GPA at completion averages above 3.5, indicating sustained academic achievement throughout the program. Clinical evaluations using the STOT/InTASC tool show candidates consistently scoring above the target of 3.0, with cooperating teachers and university supervisors rating candidates as proficient or higher in essential teaching skills. Mid-program practicum evaluations also exceed benchmarks, demonstrating growth and readiness for advanced coursework. Performance on key assessments, such as the EDUC 390 problem-solving task and the EDUC 381 diversity paper, consistently surpasses targets, reflecting candidates' ability to apply theory to practice and



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engage with diversity. Capstone portfolio scores remain above 3.0, confirming candidates' ability to integrate technology, instructional strategies, and reflective practice. Employer and graduate surveys reinforce these findings, with ratings averaging above 3.5 on a 4-point scale, indicating that completers are well-prepared for classroom teaching and professional responsibilities. Collectively, these results provide strong evidence that candidates meet or exceed program standards and are ready for licensure and effective practice across all ESPB Elementary Education Program Approval Standards.

b. Response to findings: What changes have you made in your program as a result of data analysis? Provide a rationale for your decision.

Based on the data analysis, several program changes have been implemented in the Elementary Education BSEd program to address areas of concern and strengthen candidate preparation. First, because lesson planning and portfolio assessments were identified as areas where some ratings fell below targets, the program is developing clearer rubrics and providing additional guidance to ensure candidates understand expectations. To address the gap in cultural exposure, the program has increased opportunities for diverse field experiences and integrated more culturally responsive practices into coursework. Mentor training is being strengthened to ensure field supervisors understand how to use evaluation instruments accurately, improving reliability and fairness in assessments. Finally, the End Disposition benchmark, currently set above "meets expectations," is under review to determine whether it should be adjusted to better reflect realistic performance standards while maintaining rigor. These changes are designed to improve candidate readiness for diverse classrooms, enhance consistency in evaluation, and ensure program expectations align with both state and national Elementary Education and accreditation standards.

Additionally, the program has clarified Praxis PLT reporting. In 2023–2024 and 2024–2025, candidates completed either the Praxis PLT: Elementary (5622) or Praxis PLT: Grades K–12 (5625) due to recent ESPB licensure policy changes allowing both exams for Elementary licensure. Candidates were advised based on scheduling availability and district-specific guidance to ensure timely completion of testing requirements. While the program's preferred PLT is 5625 (K-12), completers who pass 5622 (Elementary) also meet state licensure criteria under current ESPB rules. Future cohorts will be directed to take 5625 whenever possible to maintain consistency in reporting.



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Beginning January 1, 2024, the EPP should upload a spreadsheet indicating how they have met the International Dyslexia Standards (IDA).

Please see the following pages for a spreadsheet indicating how Mayville State University has met the International Dyslexia Standards (IDA) through alignment with the three core ELA courses taken by Elementary Education BSEd candidates (EDUC 318 Reading in the Elementary School, EDUC 319 Language Arts in the Elementary School, and EDUC 350 Reading Assessment and Intervention).



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The spreadsheet below indicates how Mayville State University has met the International Dyslexia Standards (IDA) and North Dakota Education Standards and Practices Reading Standards through alignment with the three core ELA courses taken by Elementary Education BSEd candidates (EDUC 318 Reading in the Elementary School, EDUC 319 Language Arts in the Elementary School, and EDUC 350 Reading Assessment and Intervention).

International Dyslexia Standards

Standard I: Foundations of Literacy Acquisition	1.1	Understand the (5) language processing requirements of proficient reading and writing: phonological, orthographic, semantic, syntactic, discourse.	x	x	x
	1.2	Understand that learning to read, for most people, requires explicit instruction.	x	x	x
	1.3	Understand the reciprocal relationships among phonemic awareness, decoding, word recognition, spelling, and vocabulary knowledge.	x	x	
	1.4	Identify and explain aspects of cognition and behavior that affect reading and writing development.	x		x
	1.5	Identify (and explain how) environmental, cultural, and social factors contribute to literacy development.	x	x	x
	1.6	Explain major research findings regarding the contribution of linguistic and cognitive factors to the prediction of literacy outcomes.	x	x	



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	1.7	Understand the most common intrinsic differences between good and poor readers (i.e., linguistic, cognitive, and neurobiological).	x	x	x
	1.8	Know phases in the typical developmental progression of oral language, phoneme awareness, decoding skills, printed word recognition, spelling, reading fluency, reading comprehension, and written expression.	x	x	x
	1.9	Understand the changing relationships among the major components of literacy development in accounting for reading achievement.	x		x
Standard 2: Knowledge of Diverse Reading Profiles, Including Dyslexia	2.1	Recognize the tenets of the (2003) IDA definition of dyslexia, or any accepted revisions thereof.	x	x	x
	2.2	Know fundamental provisions of federal and state laws that pertain to learning disabilities, including dyslexia and other reading and language disability subtypes.	x		x
	2.3	Identify the distinguishing characteristics of dyslexia.	x	x	x
	2.4	Understand how reading disabilities vary in presentation and degree.	x	x	x
	2.5	Understand how and why symptoms of reading difficulty are likely to change over time in response to development and instruction.	x	x	x
Standard 3: Assessment	3.1	Understand the differences among and purposes for screening, progress-monitoring, diagnostic, and outcome assessments.	x	x	x
	3.2	Understand basic principles of test construction and formats (e.g., reliability, validity, criterion, normed).	x	x	x
	3.3	Interpret basic statistics commonly utilized in formal and informal assessment.	x	x	x
	3.4	Know and utilize in practice well-validated screening tests designed to identify students at risk for reading difficulties.	x		x
	3.5	Understand/apply the principles of progress-monitoring and reporting with Curriculum-Based Measures (CBMs), including graphing techniques.	x		x
	3.6	Know and utilize in practice informal diagnostic surveys of phonological and phoneme awareness, decoding skills, oral reading fluency, comprehension, spelling, and writing.			x
	3.7	Know how to read and interpret the most common diagnostic tests used by psychologists, speech-language professionals, and educational evaluators.			x
	3.8	Integrate, summarize, and communicate (orally and in writing) the meaning of educational assessment data for sharing with students, parents, and other teachers.	x	x	x



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Standard 4A: Essential Principles and Practices of Structured Literacy Instruction	4A.1	Understand/apply in practice the general principles and practices of structured language and literacy teaching, including explicit, systematic, cumulative, teacher-directed instruction.	x	x	x
	4A.2	Understand/apply in practice the rationale for multisensory and multimodal language-learning techniques.	x	x	x
	4A.3	Understand rationale for/Adapt instruction to accommodate individual differences in cognitive, linguistic, sociocultural, and behavioral aspects of learning	x	x	x
Standard 4B: Phonological and Phonemic Awareness	4B.1	Understand rationale for/identify, pronounce, classify, and compare all the consonant phonemes and all the vowel phonemes of English.	x		
	4B.2	Understand/apply in practice considerations for levels of phonological sensitivity.	x		x
	4B.3	Understand/apply in practice considerations for phonemic-awareness difficulties.	x		x
	4B.4	Know/apply in practice consideration for the progression of phonemic-awareness skill development, across age and grade	x	x	x
	4B.5	Know/apply in practice considerations for the general and specific goals of phonemic-awareness instruction.	x		x
	4B.6	Know/apply in practice considerations for the principles of phonemic-awareness instruction: brief, multisensory, conceptual, articulatory, auditory-verbal.	x		x
	4B.7	Know/apply in practice considerations for the utility of print and online resources for obtaining information about languages other than English.	x	x	x
Standard 4C: Phonics and Word Recognition	4C.1	Know/apply in practice considerations for the structure of English orthography and the patterns and rules that inform the teaching of single- and multisyllabic regular word reading.	x	x	x
	4C.2	Know/apply in practice considerations for systematically, cumulatively, and explicitly teaching basic decoding and spelling skills.	x	x	x
	4C.3	Know/apply in practice considerations for organizing word recognition and spelling lessons by following a structured phonics lesson plan.	x	x	x
	4C.4	Know/apply in practice considerations for using multisensory routines to enhance student engagement and memory.			x
	4C.5	Know/apply in practice considerations for adapting instruction for students with weaknesses in working memory, attention, executive function, or processing speed.	x	x	x
	4C.6	Know/apply in practice considerations for teaching irregular words in small increments using special techniques.	x		x
	4C.7	Know/apply in practice considerations for systematically teaching the decoding of multisyllabic words.	x		x
	4C.8	Know/apply in practice considerations for the different types and purposes of texts, with emphasis on the role of decodable texts in teaching beginning readers	x	x	x



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Standard 4D: Automatic, Fluent Reading of Text	4D.1	Know/apply in practice considerations for the role of fluent word-level skills in automatic word reading, oral reading fluency, reading comprehension, and motivation to read.	x	x	x
	4D.2	Know/apply in practice considerations for varied techniques and methods for building reading fluency.	x		x
	4D.3	Know/apply in practice considerations for text reading fluency as an achievement of normal reading development that can be advanced through informed instruction and progress-monitoring practices.	x		x
	4D.4	Know/apply in practice considerations for appropriate uses of assistive technology for students with serious limitations in reading fluency.	x	x	x
Standard 4E: Vocabulary	4E.1	Know/apply in practice considerations for the role of vocabulary development and vocabulary knowledge in oral and written language comprehension.	x	x	x
	4E.2	Know/apply in practice considerations for the sources of wide differences in students' vocabularies.	x	x	x
	4E.3	Know/apply in practice considerations for the role and characteristics of indirect (contextual) methods of vocabulary instruction.	x	x	x
	4E.4	Know/apply in practice considerations for the role and characteristics of direct, explicit methods of vocabulary instruction	x	x	x
Standard 4F: Listening and Reading Comprehension	4F.1	Know/apply in practice considerations for factors that contribute to deep comprehension.	x	x	x
	4F.2	Know/apply in practice considerations for instructional routines appropriate for each major genre: informational text, narrative text, and argumentation.	x	x	x
	4F.3	Know/apply in practice considerations for the role of sentence comprehension in listening and reading comprehension.	x	x	x
	4F.4	Know/apply in practice considerations for the use of explicit comprehension strategy instruction, as supported by research.	x	x	x
	4F.5	Know/apply in practice considerations for the teacher's role as an active mediator of text-comprehension processes.	x	x	x



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Standard 4G: Written Expression	4G.1	Understand the major skill domains that contribute to written expression.	x	x	x
	4G.2	Know/apply in practice considerations for research-based principles for teaching letter formation, both manuscript and cursive.	x	x	x
	4G.3	Know/apply in practice considerations for research-based principles for teaching written spelling and punctuation.	x	x	x
	4G.4	Know/apply in practice considerations for the developmental phases of the writing process.	x	x	x
	4G.5	Know/apply in practice considerations for the appropriate uses of assistive technology in written expression.	x	x	

Standard 5 is part of the International Dyslexia Standards. Alignment to Mayville State courses is shown below

Standard 5: Professional Dispositions and Practices	5.1	Strive to do no harm and to act in the best interests of struggling readers and readers with dyslexia and other reading disorders.	x		x
	5.2	Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.	x	x	x
	5.3	Avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments.	x		x
	5.4	Respect objectivity by reporting assessment and treatment results accurately, and truthfully.	x		x
	5.5	Avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services.	x		x
	5.6	Respect the training requirements of established credentialing and accreditation organizations supported by CERI and IDA.	x		x
	5.7	Avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur.	x		x
	5.8	Support just treatment of individuals with dyslexia and related learning difficulties.	x	x	x
	5.9	Respect confidentiality of students or clients.	x		x
	5.10	Respect the intellectual property of others.	x		x