Great Basin College
Teacher Education Program Handbook

1500 College Parkway

Elko, Nevada 89801

GREAT BASIN COLLEGE

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Cover Photo: Clock Tower at Great Basin College Campus, Elko NV. Credit: B. Zeiszler

Acknowledgement of Handbook

I, _____, acknowledge receipt of the Teacher Education Handbook, and I understand that I am responsible for reading the Teacher Education Program Handbook and familiarizing myself with its contents.

      I understand and acknowledge that the Teacher Education Faculty may deny admission to the Teacher Education Program to any candidate who, in the judgment of the committee, does not meet the professional and/or ethical standards of the Teacher Education Program. I understand and acknowledge that once admitted to the Teacher Education Program, the failure to maintain the professional and/or ethical standards of the program may result in dismissal from the program. See the section on Maintaining Good Standing in this handbook. I also understand that the Teacher Education Faculty may at any time request information from the Administrative Officer of Great Basin College to determine whether I have ever violated NSHE (Nevada System of Higher Education) Code.

Student's Signature	Date

Conceptual Framework

The conceptual framework of the Teacher Education Program (TEP) at Great Basin College (GBC) is based on the model developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) Task Force. This group of representatives of the teaching profession and personnel from 17 state education agencies developed standards compatible with the advanced certification standards of the new National Board for Professional Teaching Standards. The standards include knowledge, disposition, and performance statements representing a deep level of understanding and performance.

The INTASC Task Force wrote in their Preamble to the core standards (p. 13):

> "We hold these truths to be self-evident: that all children have the potential to learn rigorous content and achieve high standards and that a well-educated citizenry is essential for maintaining our democracy and ensuring a competitive position in a global economy.

> We believe that our educational system must guarantee a learning environment in which all children can learn and achieve their own kind of individually configured excellence –an environment that nurtures their unique talents and creativity; understands, respects, and incorporates the diversity of their experiences into the learning process; and cultivates their personal commitment to enduring habits of life-long learning.

> We believe that states must strive to ensure excellence in teaching for all children by establishing professional licensing standards and learning opportunities which enable all teachers to develop and use professional knowledge, skills, and dispositions on behalf of students.

> We believe that these standards and opportunities should enable teachers to support the intellectual, social, emotional, moral, and physical development of students, respond with flexibility and professional judgment to their different needs; and actively engage them in their own learning so that they can use and generate knowledge in effective and powerful ways.

> We believe that teaching and learning comprise a holistic process that connects ideas and disciplines to each other and to personal experiences, environments, and communities of students. Consequently, the process of teaching must be dynamic and reciprocal, responding to the many contexts within which students learn. Such teaching demands that teachers integrate their knowledge of subjects, students, the community, and curriculum to create a bridge between learning goals and learners' lives.

We believe that professional teachers assume roles that extend beyond the classroom and include responsibilities for connecting to parents and other professionals, developing the school as a learning organization, and using community resources to foster the education and welfare of students.

We believe that teachers' professional development is a dynamic process extending from initial preparation over the course of an entire career. Professional teachers are responsible for planning and pursuing their ongoing learning, for reflecting with colleagues on their practice, and for contributing to the profession's knowledge base. States and local education agencies must be responsible for investing in the growth of knowledge for individual teachers and the profession as a whole, and for establishing policies, resources, and organizational structures that guarantee continuous opportunity for teacher learning."

The Teacher Education Program at Great Basin College was created in 1999 by taking the original core INTASC standards embedded in the above framework of beliefs to conform its matrix of learning outcomes. In other words, the collection of the majority of the INTASC disposition, knowledge, and performance standards grouped under ten principles constitutes the core of its conceptual framework (See the following pages for GBC's version of the INTASC Principles and Standards). The aforementioned learning outcomes matrix made up of the majority of the INTASC knowledge, disposition, and performance standards is comprised of three large interacting domains: Understanding, Performing, and Reflection. Understanding and Performing are conceptualized in a lower plane of consciousness or awareness; Reflecting is conceptualized at a higher level of consciousness that allows the analysis of the latter domains. That is, it involves being able to transcend the latter domains, act on them and create new sets of understandings and behaviors, that can be subject to reflection, thus keeping the cycle of improvement alive.

The above three domain scheme is very similar to the Believing, Behaving, and Becoming model advocated by the Ball State University group (Evaluation of Student Teachers Guidebook, 2000). It is believed that the latter model does not sufficiently emphasize that becoming a teacher is a never-ending task that continually requires the action of reflection on current implicit and explicit beliefs so as to modify one's conscious and unconscious behaviors. It is assumed that most human knowledge and behaviors are unconscious. For example, normal walking for most humans is an action that does not require conscious awareness of every single step to be performed. The continuous use of verbal expressions during conversations or presentations such as, "You know!" are also examples of behavior that sometimes we are not aware we engage in. Discriminatory behavior of females or members of certain social groups is another example of unconscious behavior. These unconscious behaviors, as well as conscious behaviors, need to be addressed and refined while developing the knowledge, disposition, and performance of becoming a teacher. Because of the importance of being aware of implicit and explicit performance, videotaping, observation and self-reflection is vital to this development.
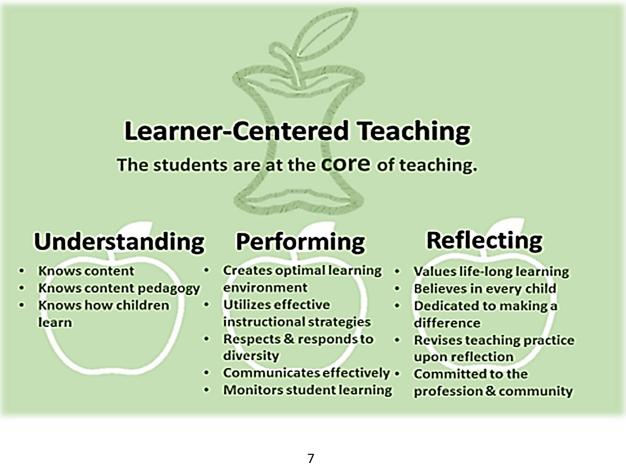
In addition, in the above scheme, understanding is conceptualized as being both a process and a product. As Piaget (1979, p. 17) succinctly put it, "To know is to transform objects, or rather it is to transform groups of objects." For example, the very young learner (kindergartener and first- grader) that needs to learn that all her known words (the group of words that make up her vocabulary) have a different function, that is, that all her known words can be subdivided into different subgroups, has to transform internally (in her mind) all the uncategorized known words she uses into adjectives, adverbs, nouns, etc. In other words, the learner has to create in her mind these new subgroups out of a single group, by endowing all her known words with some attributes or characteristics that will make them members of the aforementioned classes of words. It is in this sense that it is said that the learner transforms a group of objects (all her known words) when she slowly begins to create in her mind the abstract notions of adjective, adverb, noun, that allow her to categorize previously uncategorized words as adjectives, adverbs, nouns, etc. It is in this sense that Piaget claims that all knowledge is both a process (which he called a scheme) and a product (which he called a schema), and even though for purposes of analysis they can be discussed separately they are born together, none before the other. The understanding of adjective, adverb, noun, etc., is the process by the learner of endowing words with certain attributes that allow the creation with-in (note how this word already embodies the notion of process-product) the mind of the learner of the categories (product) adjectives, adverbs, nouns, etc., thus transforming the group of previously uncategorized words. Process has been emphasized to convey the learning-view that knowledge cannot be given to the learner, it must be created or constructed by her, although external processes (teacher instruction) can trigger and modulate this internal process.

With this understanding, the GBC's Teacher Education Program is based upon the teacher candidate constructing his/her own understandings which then affects his/her performance. It is our goal to allow for experiences and opportunities for understandings to be created. Then through examining the teacher candidate's performance through reflection, both guided through mentoring and self- reflection, the teacher candidate will be able to refine their performance to closer match the desired outcomes. With this process ongoing, it is believed that the teacher candidates' performance will continually develop into deeper levels of understanding about students, the profession, the content they teach, and how their performance affects all of the above.

This view of learning is consistent with the notion that education students should be placed in the school environment as soon and as much as possible to engage in the process of creating pedagogical knowledge. In other words, the Field Experience is a key component of the Great Basin College Teacher Education Program. The Field Experience consists of four unique levels to allow for maximum opportunity of individual growth in the development of becoming a teacher; thus, creating a scaffold instruction. The practicing teacher and education faculty encourages the teacher candidates by providing temporary and adjustable support as they develop new skills, strategies, and knowledge. At each level, different experiences and amounts of support are provided for each student. Vygotsky (1978) describes learning as occurring in the

zone of proximal development or "the distance between the actual developmental level as described by independent problem solving and the level of potential development as determined through problem solving under guidance or in collaboration with more capable peers" (p. 86). Important to promoting development within the teacher candidates' zone of proximal development is the program's ability to relinquish the control of teaching to the teacher candidates. Providing four levels allows for the varying levels of guidance, feedback, and support for the student to gradually work towards independent teaching. It will also allow for the cycle of reflection for continuous growth as a teacher after graduation.

Field experience placements are made to optimize a variety of grades, diversity among students, and prior experiences. Each teacher candidate will be placed in different schools at different grade levels. This will allow for the teacher candidate to become familiar with different cultures of schools and be exposed to diversity among students and teachers. Throughout the four levels of field experience, teacher candidates create goals based upon the INTASC standards and a plan of how they will achieve the goals. They relate what they see in the classroom to what the INTASC standards imply.

Given the above four different levels of field experience we use an evaluation model that allows us and our teacher candidates to measure their progress along a continuum of INTASC knowledge, disposition, and performance standards.

Learner-Centered Teaching
The students are at the core of teaching.

Understanding
- Knows content
- Knows content pedagogy
- Knows how children learn

Performing
- Creates optimal learning environment
- Utilizes effective instructional strategies
- Respects & responds to diversity
- Communicates effectively
- Monitors student learning

Reflecting
- Values life-long learning
- Believes in every child
- Dedicated to making a difference
- Revises teaching practice upon reflection
- Committed to the profession & community

GBC Teacher Education Program

Mission Statement

The mission of the Teacher Education Program of Great Basin College is to provide distinctive early childhood, elementary, secondary, and special education programs for Nevada students.

The Teacher Education Program is designed to develop competence, values, skills, and knowledge to promote lifelong learning and is distinctive in the following ways:

- **We recognize and value diversity in the heritage and traditions of Nevada;**
- **We collaborate with school districts across Nevada to offer early and extensive clinical and field experiences throughout the programs;**
- **We utilize the professional expertise and contributions of faculty and staff in all academic disciplines; and**
- **We utilize technology for distance education and delivering education courses across Nevada.**

The graduates of the program will consistently display effective skills in accordance with the INTASC Principles. These include interpersonal communication, critical thinking, teaching content knowledge in many disciplines, promoting professionalism within the community, and utilizing reflective thinking and a learning-centered approach in diverse classrooms. These skills will be measured through assignments, observation rubrics, and teacher inquiry projects. The graduates of the early childhood program will consistently display effective skills in accordance with the Nevada Core Knowledge Areas and Core Competencies for Early Care and Education Professionals.

Advising

It is highly recommended that students interested in pursuing a degree in education seek advisement early in their academic program to ensure efficient advancement through their program. The courses of studies in the Teacher Education Program involve the proper sequencing of methods courses with field experiences. All students are encouraged to schedule appointments with advisers on a regular basis. It is the student's responsibility to adhere to degree requirements, timelines, and Great Basin College policies and procedures.

Degrees Offered

Bachelor of Arts in Elementary Education

Endorsements in Elementary Education

- Special Education (K-12 Generalist)
- ELAD (English Language Acquisition and Development)
- Early Childhood

- SEAD (Social Emotional Academic Development)

Bachelor of Arts in Secondary Education

Endorsements in Secondary Education

- Biological Sciences
- Business
- English
- Mathematics
- Social Studies
- Special Education (K-12 Generalist)
- ELAD (English Language Acquisition and Development)

Post-Baccalaureate Certificate (Alternative Route to Licensure)

Program Accreditation

The Teacher Education Program of Great Basin College is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The program and courses have also been approved by the Nevada State Board of Education.

Teacher Education Advisory Board (TEAB)

The Teacher Education Advisory Board governs the Teacher Education Programs at Great Basin College. The board includes GBC administrators, GBC faculty from different disciplines, educators and administration from Nevada school districts, education faculty and community members. The board meets annually to hear about and offer guidance on program changes and initiatives.

Ely Campus, Ely Nevada

Teacher Education Program Description

The Great Basin College Teacher Education Program (TEP) is a distinctive program designed to serve the unique needs of rural and urban Nevada, recognizing that what teachers believe, know, and do is the most important influence on what students learn. The TEP will focus on developing competent and caring teachers.

The TEP was originally designed through a collaborative effort among all academic disciplines at Great Basin College, prospective pre-service teachers, and representatives from the county school districts across Nevada. The emphasis of the program is on identifying the knowledge, attitudes, and skills necessary for elementary and secondary teachers to recognize and develop the potential of all children to be competent, contributing citizens.

The baccalaureate degree programs and the post-baccalaureate or Alternative Route to Licensure (ARL) programs at Great Basin College provide a value-added education for our students. We value student-centered learning, diversity in our schools and community, and the contributions of individuals. The TEP reflects these values. The core curriculum, the admissions criteria, and the curriculum are based on these values as well:

- The GBC core curriculum consists of a variety of courses that provide the content foundation for upper division course work.
- Students enroll in 3 to 6 credits (see program requirements) of Field Experience throughout the program. Students are guided through the admissions process into the Teacher Education Program, introduced to diversity/multi-cultural topics, and provided field experiences to help them understand children and their cognitive development.
- Students have the opportunity to begin taking classes valid for the Teacher Education Program at any point in their education. The TEP is designed to value associate degrees earned at Nevada institutions and allow these graduates to enter the Teacher Education Program as juniors. Students are required to pass the Praxis Core before admission to the Teacher Education Program.
- All Elementary Education Program students admitted to the Teacher Education Program are required to complete an endorsement. The following are currently available endorsements: early childhood, ELAD, SEAD or special education (K-12 Generalist).
- All Secondary Education Program students admitted to the Teacher Education Program are required to choose one of the following content areas: biological science, business education, English, math, or social sciences. They are also required to complete an ELAD endorsement.
- Methods courses are content specific. During semesters when students are enrolled in methods courses, a separate co-requisite course is taken for field experiences.
- The Teacher Education Program is integrated with the school districts and charter schools in Nevada to provide site-based educational experiences. Public school teachers are central to the program. These teachers serve on advisory committees, supervise students

in field experiences and student internships, and teach those courses for which they hold qualifications.

- The Teacher Education Program is designed to combine theory with practice and application with the goal of creating reflective practitioners. Through their capstone project, students establish documentation of their professional development. Students understand and use formal and informal assessment strategies to evaluate learning and modify plans and instructional approaches accordingly.

To meet the challenge of preparing teachers for the schools of our state in the 21st century, the Teacher Education Program at Great Basin College is designed to prepare graduates who are effective and reflective teachers. A thorough understanding of content coupled with developmentally appropriate methodologies, educational applications of technology, and assessment are essential ingredients of the pre-service program. It is equally essential that prospective teachers develop the ability to reflect on their learning and teaching.

GBC Elko Campus, Elko Nevada

Teacher Education Program Student Learning Outcomes

INTASC Principles

Principle 1: Content and Content Pedagogy

The teacher understands the central concepts, tools of inquiry, and structures of the subject(s) s/he teaches and creates learning experiences that make these aspects of subject matter meaningful for learners.

Principle 2: Human Development and Learning

The teacher understands how children learn and develop, and can provide learning opportunities that support their cognitive, social, emotional, moral, and physical development.

Principle 3: Diverse Learning

The teacher understands how learners differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle 4: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners' development of critical thinking, problem solving, and performance skills.

Principle 5: Learning Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self- motivation.

Principle 6: Effective Communication

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle 7: Instructional Planning

The teacher plans instruction based upon knowledge of subject matter, learners, the community, and the curriculum goals.

Principle 8: Assessing Learning-Teaching

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Principle 9: Reflective Practice

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (learners, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle 10: Partnerships

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support children's learning and well-being.

Teacher Education Program Assessment of Outcomes

The INTASC performance standards will be assessed through field experience evaluations, reflections, video, observations, and a final capstone project. Refer to the Field Experience courses for the field experience evaluation rubric and handbook, and to the Student Teaching Internship Handbook for the student teaching evaluation rubric. The capstone project assessment is located in the Student Teaching Internship Handbook.

Clock Tower, GBC Elko Campus
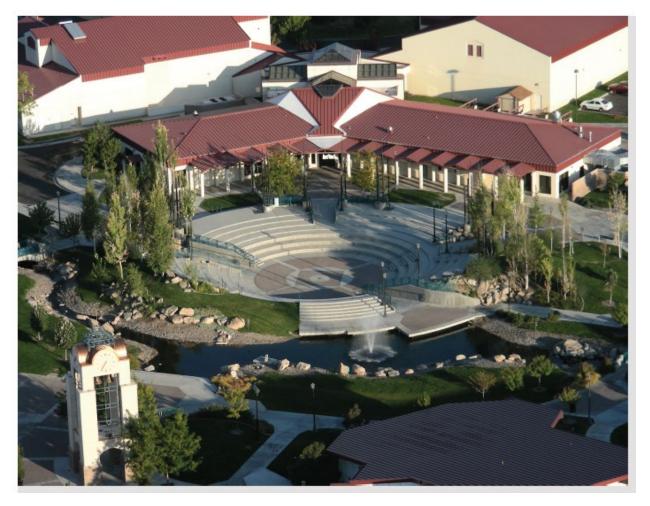
Admission Process

Students are required to formally apply for admission to the Teacher Education Program. Applications are accepted each semester for the following semester. The deadlines for submitting applications are **March 1** and **October 1**. First year students may enroll in methods courses after the specified prerequisites have been met. As a second semester sophomore, a student will typically apply for admission into the Teacher Education Program.

The following are the minimum requirements for admission to the Teacher Education Program:

1. A completed application form and supporting documents submitted before the application deadline.
2. Acknowledgement of this handbook form must be signed and remitted with the application.
3. Background/Legal and Ethical Standards Acknowledgement form must be signed and remitted with the application form.
4. Official transcript(s) of all college or university course work demonstrating completion of at least 40 hours of university parallel transfer courses or an associate or baccalaureate degree from an accredited college or university with a grade point average of 3.00 or better (based on the most recent 40 credits completed), and a grade of B- or better in any education program requirement courses. Technology and Education courses must have been completed within the last eight (8) years.
5. The following courses must be completed with a grade of C- or better prior to admission: ENG 100 or 101, ENG 102, and EDU 250. The following must be completed with a grade of C or better prior to admission: MATH 120 or MATH 120E. Consult your advisor for any changes or substitutions to these courses.
6. Passing scores on all sections of the Praxis Core. GBC must receive official documentation from Education Testing Services (ETS) of the passing scores on all three sections of the Praxis Core prior to the application due date. Consult ets.org for updates, test schedules, and study materials.
7. No evidence of unethical or unprofessional behavior including academic dishonesty. Policy of Academic Integrity: GBC subscribes to the traditional policy of academic integrity. Students are expected to be honest and to do their own work. Students who plagiarize or commit academic dishonesty are violating the standards of academic integrity and are subject to consequences ranging from failing the assignment or course to dismissal from the institution.
8. A review of conduct will be completed with the administrative officer.

Praxis Exam Requirements

Passing the Praxis Core Exams in reading, writing and math is a requirement for admission into the program (see number 6 above). It is also required that all students have taken or are registered to take the Praxis exams before the end of his/her student teaching semester. Refer to ets.org to register for exams that are required for completion of the program and subsequent Nevada state licensure.

GBC Elko Campus, Elko Nevada

Policy of Academic Integrity

Approved by Teacher Education Department, August 2022

All incidents of unintentional plagiarism or academic dishonesty identified in any education course require reporting to the Vice President for Student Services (VPSS) and disciplinary action. This policy is in accordance with Nevada System of Higher Education (NSHE) Code Title 2, Chapter 6 and Great Basin College (GBC) policy on Student Conduct and Academic Honesty as detailed in the GBC Catalog.

Definitions

Unintentional Plagiarism: (100-200 level courses only) has occurred when a student's work seems to reflect a poor understanding of using and citing sources; that is, the student seems to be ignorant of why, when, and how to paraphrase or quote in accordance with scholarly expectations. This type of plagiarism can include such practices as inconsistent paraphrasing (using sentence fragments or specific words from the original source or citing quotes but not paraphrased material, for example). We consider this type of incident to be a learning opportunity for the student and a lesser incident than deliberate plagiarism, a form of academic dishonesty.

Academic Dishonesty (all courses) includes deliberate plagiarism and other forms of cheating. Unlike unintentional plagiarism, this is considered to be cheating and the consequences for the behavior are immediately more severe.

Deliberate plagiarism has occurred when a student's "work" shows a pattern of subterfuge including, but not limited to, intentionally copying another person's work (i.e., downloading passages from the internet, copying substantial passages from a book, abstracts, articles, or other sources), faking sources, using artificial intelligence, reusing papers from other classes without express permission from both instructors, use of another student's paper, and/or purchasing a paper. Other examples may apply as well.

Please note that students who have taken lower division courses have been exposed to academic citation and plagiarism in at least their English courses and many other courses at GBC – we presume students at the 300-400 level have been informed about plagiarism.

Other forms of cheating include such practices as the use of or attempt to use unauthorized materials (i.e., textbooks, notes, electronic devices) during any academic exercise including, for example, exams, in-class exercises, quizzes, etc., talking during exam situations, copying from another student during an exam situation, submitting work that has been done by others, having another person represent the student in class (on-line, IAV or live). Other examples may apply as well.

Action Plans

Both unintentional plagiarism and academic dishonesty require some form of disciplinary action. The following levels of increasing, progressive disciplinary measures, based upon the number of incidents, is only a guideline. If the incident is sufficiently severe, the maximum penalties authorized under the NSHE Code may be imposed.

Unintentional Plagiarism – poor understanding of academic standards for citation.

This category only applies to 100-200 level courses.

1st incident

1. Report incident and disciplinary action taken to Dean;
2. Meet with student to discuss issue;
3. Possible disciplinary action(s): rewrite assignment, point deduction, zero for assignment, overall grade reduction, and/or failure of course;
4. Signed statement acknowledging an understanding of plagiarism and academic citation by reading a "what is plagiarism" document, viewing a video on plagiarism, or being assigned additional work in the Academic Success Center relating to accurate documentation and citation of sources; and
5. Signed statement is then sent to the Dean.

2nd incident

1. Report incident to Dean;
2. Meet with student and Dean to discuss issue;
3. Determine disciplinary action in consultation with Dean; and
4. Possible disciplinary action(s): zero for assignment, point deduction, assign additional work, overall grade reduction, and/or failure of course;
5. Student must write a 3–5-page paper on plagiarism using academic sources and proper citation; and
6. Student receives a written warning/reprimand placed in their education file and sent to Dean.

3rd incident

1. Report incident to Dean and VPSS;
2. Meet with student, Dean, and VPSS to discuss issue;
3. Determine disciplinary action in consultation with Dean and VPSS; and
4. Disciplinary action(s): failure of course AND academic probation.

Academic Dishonesty – deliberate plagiarism and other forms of cheating.

This category applies to 100-400 level courses.

1. Report incident to Dean and VPSS (this is required);
2. Meet with student, Dean, and VPSS to discuss issue;
3. Determine disciplinary action in consultation with Dean and VPSS:
4. Recommended disciplinary action; zero for assignment, overall grade reduction, and/or failure of course;
5. Formal censure in the form of a written warning is required regardless of other actions. For repeated or more egregious incidents, academic probation or expulsion from GBC may occur; and
6. For 300-400 level courses, incidents of academic dishonesty will be reported to Bachelor program supervisors and committees. In this case the VPSS will inform program supervisors in writing. Program supervisor/committees may have specific protocols to deal with such issues.

Pahrump Campus, Pahrump Nevada

Admission Status

After the application deadline, the Program Supervisors will review all applications. The Program Supervisors may in their discretion reserve the right not to consider incomplete applications. The Program Supervisors have the right to deny entrance to any candidate who, in their judgment, does not meet the professional and/or ethical standards of the program. The admission and retention of students in the Teacher Education Program are subject to the professional judgment of the Program Supervisors. After selections have been made, all applicants will be notified in writing of their admission status. The Program Supervisors may grant full admission, grant provisional admission, place an application on hold, or deny admission.

Full Admission: Students who have met all requirements prior to the application deadline.

Provisional Admission: This occurs when an aspect is missing from the student's application. For example, test scores may have been delayed. Applications to the Teacher Education Program will not be accepted until a student has passed all three sections of the Praxis Core.

Hold: If all portions of the application are complete except for one aspect, a student's application may be processed. The application will then be placed on "hold" until the final component is completed. This might happen, for example, if a student is currently enrolled in EDU 250 and the final grade is yet to be determined. Placing a student's application on hold, rather than requesting that the student re-apply the next semester, is only done in special circumstances. Typically, students are expected to wait to apply until they have all components of the application process completed.

Admission Denial: Students not admitted to the Teacher Education Program may reapply in a future semester.

The student should also be aware that almost all of the course work in the Teacher Education Program may be taken prior to admission. The only courses that require admission to the Program are the methods courses and the Student Teaching Internship. Whether admitted to the Program or not, students should continue to meet regularly with an advisor so they can continue to make progress in their course work.

After admission to the Teacher Education Program, the student continues to receive guidance and support. In upper division courses and field experiences, students will have the opportunity to enhance his/her professional skills and receive ongoing evaluations of their progress.

Maintaining Ethical and Professional Standards of Behavior

Students who have been admitted to the Teacher Education Program will maintain their status as students in good standing if they achieve the following:

1. Maintain a 3.0 cumulative minimum GPA at Great Basin College.
2. The student must have a 2.5 GPA to graduate from GBC.
3. Receive no lower than a B- in all upper-division education and endorsement requirements, and no lower than C- in all additional baccalaureate, program, and emphasis/endorsement requirements.
4. Maintain requirements for being a student in good standing at Great Basin College. This is outlined in the NSHE Board of Regents Code Title 2, Chapter 6. A student in the Teacher Education Program will be dismissed from the Program if his or her conduct creates the following sanctions: probation, suspension, or expulsion. A student in the Teacher Education Program may be dismissed if his or her conduct creates a reprimand.
5. Maintain a substitute license during the student teaching internship.
6. Maintain an ethical and professional standard of behavior. Students may be placed on probation or removed from the Teacher Education Program if they fail to maintain good standing. A student on probation will not be approved for a student teaching internship, nor will the student be able to graduate until all grades are to the required level.

If the Teacher Education Department Faculty determines a student's performance in scholarship, communication, or disposition is lacking, the Faculty will arrange a meeting with the student. At this time, the concerns will be addressed and criteria for improvement will be outlined. The student will receive a copy of the written performance concern. The original will be placed in the student's file. If the student does not meet the criteria for improvement, the student may be removed from the program. The Teacher Education Department Faculty will make that determination. See Student Notification of Performance Concerns.

In the case of a lapse of professional or ethical behavior, or if a student has engaged in prohibited activities as outlined in Chapter 11 of the NSHE Code (see GBC Catalog for details), his/her situation will be reviewed by the Teacher Education Department Faculty and the student may be either placed on probation or dismissed from the program. Only students in good standing may apply for student teaching.

Dismissal Procedures

Notice of the Dismissal. The student must be provided with a written statement of reasons for the program dismissal action before the student is dismissed from the program. However, student behavior or actions that threaten professional and/or ethical standards or norms may result in a modification of this procedure. Student actions related to the program,

which cause life, health and safety risks, or program disruption, may be a basis for immediate removal from program activities (including but not limited to academic classes) pending the outcome of a review conference. Approval by the institution's president or designee is required in cases of immediate removal from a program where a notice of dismissal and review conference occur subsequently. Rev. 301 (09/22) Title 2, Chapter 11, Page 3 The notice of dismissal must include information about the review conference procedure (set forth in Subsection b. below) and the date for the review conference. A student may but is not required to be given a warning and the opportunity to correct any violations of program requirements before the issuance of a notice of dismissal.

Review Conference. The student must be afforded the opportunity for a review conference. A review officer will administer and carry out the review conference. The review conference is an informal meeting that is not intended to be adversarial in nature. The student may be accompanied by an advisor during the conference. The advisor serves in a support role to the student during the review conference. In this process the advisor has no right to speak during the review conference except to the student. If a student, who has been given notice, does not appear for the review conference, the review conference will still proceed. The review conference is the time for presentation of the information, documents or witnesses in support of the dismissal. The review conference is the time at which the student is afforded the opportunity to present information, documents or witnesses on his or her behalf. Witnesses may present a statement to the review officer. However, only the review officer may ask questions of any witnesses. Further, the individual who made the recommendation for program dismissal has the opportunity to participate in the review conference and may present information, documents or witnesses in support of the program dismissal recommendation. The review officer may also include a representative from the applicable discipline or program in the review conference. A review conference must occur no earlier than three (3) college working days after the date on which written notification of the recommendation for dismissal was sent to the student by e-mail or by personal delivery. If the notice was sent by US Mail, the review conference must occur no earlier than five (5) college working days after the date of mailing. However, upon request by the student, the review officer, in his or her sole discretion, may grant an extension of time with regard to the review conference. Unless an extension of the time for the review conference has been granted by the review officer, the review conference must take place no later than 10 college working days after the date the written notice of dismissal was sent or delivered to the student.

Review Officer. The review officer must be an individual at the level of academic vice president or designee. The review officer must not have been involved in the program dismissal recommendation.

Written Decision. After careful review of all the materials, statements and relevant circumstances, the review officer must issue a written decision setting forth the reasons upon which the final decision is based. If the review officer does not uphold the recommendation for

dismissal, the student must be reinstated in the program. The review officer will render a decision to the student and the program within five (5) college working days after the review conference.

Standard of Review. The review officer's determination shall be made on the basis of whether it is more likely than not that the student engaged in behavior or actions related to the program that warrant program dismissal. Step 6. The Teacher Education Department Faculty members will vote in a closed session after the student and others not in the Teacher Education Department leave the meeting. A simple majority is sufficient for a decision.

Decision Final. The decision of the review officer is final and is not subject to appeal.

Re-Entry or Re-Admission. Each institution shall determine the conditions, if any, for re-entry or re-admission to the program.

Winnemucca Campus, Winnemucca Nevada

Field Experiences: Level I, II, III, and IV

Field experiences are at the center of the teacher education program. After the candidates understand the InTASC standards, they need to engage in observing and practicing the standards that comprise each standard. During field experiences, teacher candidates will be observed and receive feedback as to their performance. Assessment of the field experiences includes reflection in WebCampus postings, an evaluation from the classroom teacher, and a final reflection upon the student's success in meeting his/her pre-determined goals.

Coursework

The courses at Great Basin College are grounded in the InTASC standards. These courses provide the understanding of content, content pedagogy, and the diversity among children. The three levels of field experience are required co- requisites to most education courses. This allows students to connect and implement in the field what they are learning in the classroom. Courses provide the basis for many of the portfolio artifacts produced.

Field Experience levels I, II, and III include the following components:

The Four Levels of Field Experience

Level I (L1): At the first level, the teacher candidate becomes exposed to the general school environment. It includes the following experiences:

- Exposure to schools via group and individual visits.
- Information gathering via school visits and local school board meetings.
- Shadowing a teacher and/or a group for two days.
- Reflection on own motives for becoming a teacher.
- Possible application to the teacher education program.

Assessment consists of:

- Field Experience Observation Evaluation
- Introduction to Capstone Project

Pre-Service Teacher's Name: _____ Date: _____

Lead Teacher's Name: _____ School: _____ Grade: _____

Lead Teacher's Signature: _____ Student's signature: _____

Please put an "X" in the box that most closely describes the GBC student observing in your classroom.

	Exceptional	Proficient	Emerging	Unsatisfactory
Professional Attributes		The GBC student ☐ dressed appropriately. ☐ attended as scheduled and was punctual. ☐ contacted you in a timely manner to arrange a schedule. ☐ respected the privacy of learners and confidentiality of information. ☐ grammar was correct.	The GBC student: ☐ dressed appropriately after guidance. ☐ attended, but not as scheduled or on time. ☐ required a reminder of privacy of learners and the confidentiality of information. ☐ grammar was generally correct.	The GBC student ☐ dressed inappropriately ☐ did not attend as scheduled, called to cancel frequently, or was not on time. ☐ violated the privacy of learners and confidentiality of information. ☐ grammar had limited mistakes. (Please be specific in the comments section.)
Learning Environments [Standard 3]	The GBC student's ☐ verbal and nonverbal communication indicated enthusiasm.	The GBC student's ☐ verbal and nonverbal communication indicated enthusiasm more often than not.	The GBC student's ☐ verbal and nonverbal communication indicated indifference.	The GBC student's ☐ verbal and nonverbal communication indicated apathy. ☐ grammar needed improvement.

Level II (L2): At the second level, general classroom involvement begins. It includes the following experiences:

- Five or more visits to an individual classroom for a total of at least 25 hours in the classroom.
- Working with a learner or a small group of learners under the teacher's supervision.
- Teaching one or more lessons provided by or approved by the teacher.
- Class meetings to supplement school field experiences.
- Reflecting on areas of improvement for capstone project

Assessment consists of:

- Field Experience Observation Evaluation
- Reflective responses, presentations, and discussions.

Pre-Service Teacher's Name: _____ Date: _____

Lead Teacher's Name: _____ School: _____ Grade: _____

Lead Teacher's Signature: _____ Student's Signature: _____
Student may attach a response.

Please put an "X" in each box that most closely describes the GBC student observing in your classroom.

	Exceptional	Proficient	Emerging	Unsatisfactory
Professional Attributes		The GBC student ☐ dressed appropriately. ☐ attended as scheduled and on time. ☐ contacted you in a timely manner to arrange a schedule. ☐ Respected the privacy of learners and confidentiality of information. ☐ grammar was correct.	The GBC student ☐ dressed appropriately after guidance. ☐ attended, but not as scheduled or on time. ☐ Required a reminder of privacy of learners and the confidentiality of information.	The GBC student ☐ dressed inappropriately. ☐ did not attend as scheduled, called to cancel frequently, or was not on time. ☐ Violated the privacy of learners and confidentiality of information.
Learning Environments [Standard 3]	The GBC student's ☐ verbal and nonverbal communication indicated enthusiasm. ☐ language (word choice and tone) reflected recognition of its power for fostering self-expression, identity development, and learning.	The GBC student's ☐ verbal and nonverbal communication indicated enthusiasm more often than not. ☐ language (word choice and tone) reflected recognition of its impact on children.	The GBC student's ☐ verbal and nonverbal communication indicated indifference. ☐ language (word choice and tone) was improved after guidance or self-reflection.	The GBC student's ☐ verbal and nonverbal communication indicated apathy. ☐ language (word choice and tone) reflected no recognition of its impact on children.

	Exceptional	Proficient	Emerging	Unsatisfactory
Learning Differences [Standard 2]	The GBC student ☐ respected learners' varied talents, interests, and social backgrounds.	The GBC student ☐ recognized learners' varied talents, interests, and social backgrounds.	The GBC student ☐ was inquisitive and interested in learning about students' varying talents, interests, and social backgrounds.	The GBC student ☐ disrespected learners' varied talents, interests, and social backgrounds.
Professional Learning and Ethical Practice [Standard 9]	The GBC student ☐ was willing to receive suggestions for improvement and made appropriate changes.	The GBC student ☐ willingly received suggestions for improvement and attempted to make the necessary changes.	The GBC student ☐ listened to suggestions for change with little or no return communication.	The GBC student ☐ was defensive and/or argumentative regarding suggestions for change or improvement.

Level III (L3): At the third level specific subject classroom involvement starts and involves teaching specific subject lessons designed by teacher candidates in their methods classes. Students may have the opportunity to be involved in a year-long residency placement. It includes the following experiences:

- Scheduled visits to an individual classroom for a total of at least 30 hours in the classroom.
- Class meetings to supplement the school field experiences.
- Completion of specific assignments in which they gather information or teach lesson plans/activities they have designed.
- Specific feedback for lessons taught.
- Reflect on Capstone Project ideas.

Assessment consists of:

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- Field Experience Observation Evaluation
- Reflective responses and discussions
- Capstone project research questions

The elementary teacher candidate completes three to four placements at level three. This provides experiences teaching the full range of the elementary certification, K-8 subject areas (reading, language arts, social studies, science, and math). The secondary teacher candidate completes one placement at level three within his/her subject major.

EVALUATION OF FIELD EXPERINCE
LEVEL III – EDEL 315: ELEMENTARY
EDSC 315: SECONDARY

Pre-Service Teacher's Name: _____ Date: _____

Lead Teacher's Name: _____ School: _____ Grade: _____

Lead Teacher's Signature: _____ Student Signature: _____
Student may attach a response

Please put an "X" in each box that most closely describes the GBC student observing in your classroom.

	Exceptional	Proficient	Emerging	Unsatisfactory
Professional Attributes		The GBC student ☐ dressed appropriately. ☐ attended as scheduled and on time. ☐ contacted you in a timely manner to arrange a schedule. ☐ respected the privacy of learners and confidentiality of information. ☐ used grammar correctly orally and in writing.	The GBC student ☐ dressed appropriately after guidance. ☐ attended, but not as scheduled or on time. ☐ required a reminder of privacy of learners and the confidentiality of information. ☐ made minor errors in grammar either orally or in writing.	The GBC student ☐ dressed inappropriately. ☐ did not attend as scheduled, called to cancel frequently, or was not on time. ☐ violated the privacy of learners and confidentiality of information. ☐ spoke or wrote grammar incorrectly after feedback to correct it.
Learning Environments [Standard 3]	The GBC student ☐ used verbal and nonverbal communication that indicated enthusiasm. ☐ managed the learning environment to actively and equitably engage students to maximize pacing and learners' attention.	The GBC student ☐ used verbal and nonverbal communication that indicated enthusiasm more often than not. ☐ managed the learning environment to actively engage students.	The GBC student ☐ used verbal and nonverbal communication that indicated indifference. ☐ managed the learning environment to engage students most of the time, but the pacing was not sufficient for the instructional setting.	The GBC student ☐ used verbal and nonverbal communication that indicated apathy. ☐ did not engage the students the majority of the time.
Content Knowledge [Standard 4]	The GBC student ☐ engaged students in learning experiences to understand, question, and analyze ideas from diverse perspectives in order to master the content. ☐ engaged students in applying methods of inquiry used in the discipline. ☐ used supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.	The GBC student ☐ displayed knowledge of content and encouraged students to question and analyze ideas. ☐ made supplementary resources available to students.	The GBC student ☐ displayed knowledge of basic content but was unable to make the students question and analyze the ideas from different perspectives. ☐ did not make supplementary resources or technology available to the students.	The GBC student ☐ made content errors. ☐ lacked initiative in researching content. ☐ did not correct students or self. ☐ chose inappropriate materials.

	Exceptional	Proficient	Emerging	Unsatisfactory
Application of Content [Standard 5]	The GBC student ☐ engaged students in applying content knowledge to real world problems through interdisciplinary themes. ☐ engaged students in questioning and challenging assumptions in order to foster innovation and problem solving in local and global contexts. ☐ developed and implemented supports for learner literacy development.	The GBC student ☐ engaged students in applying content knowledge to real world problems in the specific content area. ☐ asked students to question and challenge assumptions of the content. ☐ implemented supports for learner literacy development.	The GBC student ☐ talked about the application to real world problems. ☐ did not provide supports for learner literacy development.	The GBC student ☐ did not address the application of content to real world applications. ☐ did not allow students to question or challenge the assumptions of the content. ☐ did not ask the students to develop literacy in the content where appropriate.
Assessment [Standard 6]	The GBC student ☐ used formative assessment to engage learners in understanding and identifying quality work and provided them with effective descriptive feedback to guide their progress toward that work.	The GBC student ☐ designed and used formative assessments that match learning objectives and can be used to guide planning.	The GBC student ☐ used formative assessments that did not match or adequately measure the learning objectives.	The GBC student ☐ did not provide a formative assessment.
Planning for Instruction [Standard 7]	The GBC student ☐ actively sought assistance while planning individually and collaboratively. ☐ planned according to the lead teacher's expectations *and* clearly understood how those lessons were aligned with curriculum goals and content standards.. ☐ deliberately planned for relevance in the lesson.	The GBC student ☐ planned collaboratively with much guidance and direction from the lead teacher. ☐ planned according to the lead teacher's expectations. ☐ objective of lesson was met but without a strong connection to relevance to the learner.	The GBC student ☐ planned collaboratively with the lead teacher but did a prepare a written plan for execution (lesson was spur-of-the-moment). ☐ executed the lesson but had difficulty focusing the lesson on the intended outcome.	The GBC student ☐ planned individually without seeking guidance and/or approval of the lesson by the lead teacher. ☐ did not strive to plan within the teacher's expected scope or sequence. ☐ Was not successful in teaching the objective and students were not successful in learning the intended objective.

	Exceptional	Proficient	Emerging	Unsatisfactory
Instructional Strategies [Standard 8]	The GBC student ☐ enhanced lessons with a variety of teaching strategies ☐ provided multiple models and representations of concepts and skills within the lessons. ☐ provided multiple opportunities for learners to demonstrate their knowledge. ☐ challenged the learners' critical thinking, independent problem solving, and performance capabilities while teaching/planning lessons.	The GBC student ☐ used a variety of teaching strategies ☐ demonstrated knowledge of the concepts and skills within the lesson. ☐ primarily used one source from students to determine their learning. ☐ considered the learners' critical thinking, independent problem solving, and performance capabilities while teaching/planning lessons.	The GBC student ☐ attempted teaching strategies that did not always suit the lesson's objective. ☐ Had limited knowledge of the concepts and skills and remained glued to the text. ☐ had difficulty eliciting from students what they learned. ☐ planned for learners' critical thinking, independent problem solving, and performance capabilities, but struggled to implement that in the lesson execution.	The GBC student ☐ had no knowledge of different teaching strategies and/or when each might best be used. ☐ frequently looked to the lead teacher for assistance in responding to content-related questions ☐ did not ask students to demonstrate their learning of the concepts and skills. ☐ did not consider the learners' critical thinking, independent problem solving, and performance capabilities.
Professional Learning and Ethical Practice [Standard 9]	The GBC student ☐ used a variety of data (evidence of learning, research, information about students) to reflect upon his/her teaching and student learning *and* adapted practice based upon that reflection. ☐ actively sought resources for analyzing, reflecting, and problem-solving his/her own teaching and student learning. ☐ sought to deepen his/her own understanding of the students' cultural, ethnic, gender, and/or learning differences in order to create more relevant learning experiences and/or build stronger relationships.	The GBC student ☐ used a variety of data (evidence of learning, research, information about students) to reflect upon his/her teaching and student learning ☐ willingly received suggestions for improvement ☐ created positive relationships with students.	The GBC student ☐ relied on evidence of learning to evaluate outcomes and adapt practice ☐ was reluctant to ask questions about his/her own teaching and student learning. ☐ was hesitant or uncomfortable (but attempted) to create relationships or get to know students well.	The GBC student ☐ neglected to reflect on his/her teaching or student learning (only put in time). ☐ was defensive and/or argumentative regarding suggestions for change or improvement. ☐ did not attempt to build a bond with students or was built a negative relationship with students.

Level IV (L4): The teaching internship consists of a full-semester (16 weeks) placement in one of the local schools with an experienced lead teacher.

- A specific schedule is designed so that the student intern first observes the lead teacher, engages in team teaching with the lead teacher, provides all instruction in the classroom for at least seven weeks, engages in team teaching once again, then is transitioned out of responsibility in the classroom.
- Guidance, observation, and support are provided from the college supervisor.
- Student interns are also enrolled in a capstone class which provides support and facilitation of connection of knowledge, performance, and disposition in the later stages of pre-service teacher development.

- Interns complete a capstone project presentation.

Assessment consists of:

- Field Experience Observation Evaluation – Student Intern Developmental Evaluation
- Summative Evaluation of Performance
- Journaling during Field Experience
- Capstone Project

Please see the Student Teaching Internship handbook for specific information regarding Level IV Field Experience.

Field Experience Assessment Process

The Great Basin College Teacher Education Program believes that teaching is a continual process of development that lasts a lifetime. Through learning, experiences, reflection, and guidance, pre-service teachers will develop into effective professional educators. With this reflective process encouraged at the onset of an educational career, educators will pursue life-long learning and continually strive for excellence.

The Great Basin College Teacher Education Program also believes in the idea that pedagogical knowledge— and for that matter all knowledge—is both a process and a product, thus our commitment to continuous immersion of our students in real-school environments via the four levels of field experience. Each level of field experience requires the students to pay particular attention to the Reflecting domain of Great Basin College's conceptual framework by requiring students to focus on specific standards of the InTASC principles, setting personal goals based on their chosen principles, and finally reflecting on their attainment of those goals. To do this, the students must be led to engage in the process of observing themselves as teachers according to their chosen goals based upon the InTASC principles that embody good teaching. The GBC education program believes this model represents a true constructivist framework.

The assessment process begins from the time the candidate enters the teacher education program and continues throughout his/her formal education. The teacher education program consists of four levels, each building on the other, and each including a field experience. The students are evaluated at each level of field experience, reflect on these given evaluations and their performance in the classroom, and then formulate new objectives and goals for the following level.

Levels of Performance

Exceptional: The teacher candidate exemplifies a superior ability within a standard. This level is reserved for those few who show a command of the standard that goes beyond what is expected.

Proficient: The teacher candidate clearly demonstrates an understanding of the standard. S/he is consistent and effective at implementing the standard well.

Emerging: The teacher candidate shows a basic understanding of the standard but is not consistent or effective.

Unsatisfactory: The teacher candidate does not appear to understand the concepts of a given standard. This student will receive a "W" in the field experience class, complete the Performance Concern Notification process, and repeat the field experience.

Field Experience Placements

All students must complete field experiences in conjunction with education courses. The following guidelines are followed when placements are assigned:

1. Placements will be made to optimize a variety of grades, diversity among students, and prior experiences of Great Basin College student education candidates.
2. Placements will be decided by Great Basin College Teacher Education Department Faculty.
3. Great Basin College students will not be placed where their children go to school or where a relative is employed.
4. Distance of commute to field experience school will play a role in the decision.
5. Students in long-term subbing positions or working as paraprofessionals may complete their field experience at their school of employment.

Reflections

The key to the evaluation of the practicum experience is reflection. The candidates must reflect on their progress and proceed by gaining new knowledge and revising and/or refining their practice. Because each candidate is unique and enters the program at differing levels of development within the InTASC standards, each candidate progresses through the program working on different standards at various times. Through ongoing assessment, the candidates have the experience of reflecting on their performance at each practicum level and then formulating new objectives for the following semester.

Through specific assignments in the field experience class and coursework in education classes, the candidates have ample opportunity to reflect upon the teaching practice and how they can exemplify the InTASC standards.

Performance Concerns

It is expected that all students admitted to the teacher education program will demonstrate professional behavior and a strong disposition towards the teaching profession. If at any time the teacher candidate does not demonstrate professional, ethical behavior, a Performance Concern will be scheduled with the teacher candidate. During a Performance Concern Notification, at least two education department faculty members will be present as well

as the teacher candidate. The area of concern will be noted as well as recommendations from the faculty members. Criteria for improvement will be addressed. See the following document, *Student Notification of Performance Concerns*:

Great Basin College Education Department

Student Notification of Performance Concerns

Student's Name: _____Date:_____

A copy must be placed in the student's file in the education department.

Areas of Concern   Comments

Scholarship

_____knowledge of subject matter

_____pedagogical knowledge

_____preparation for class/field work/student teaching

_____effort and/or interest

Communication

_____written expression

_____spoken expression

_____speech patterns

_____grammar

Dispositions

_____ demeanor/attitude/enthusiasm

_____dress/appearance

_____responsibility

_____attendance/punctuality

_____social interaction

_____ethical behavior

_____reflective practitioner/self-evaluation

Our recommendation:

_____This student has the potential to continue successfully within the Teacher Education Program at Great Basin College. However, we do have some reservations at this

time which need to be addressed by the student. See Criteria for Improvement on the next page, attachment.

_____At this time, we do not support the continuation of this student within the Teacher Education Program at Great Basin College

I have reviewed this form with my instructors:

Student's signature:_____Date:_____

Criteria for Improvement (Attachment):

Student signature:_____Date:_____

Instructor signature:_____Date:_____

Instructor signature:_____Date:_____

Instructor signature:_____Date:_____

The Student Teaching Internship (Level IV Practicum)

Students admitted to the Teacher Education Program (TEP) must also apply for the Student Teaching Internship the semester before they plan to student teach. The Student Teaching application deadlines are September 15 for spring semester student teaching and February 15 for fall semester student teaching. The TEP reserves the right to decline applications received after these deadlines. A substitute license is required to student teach*. The student must be registered for the appropriate Praxis licensing exams before the student teaching experience begins. Refer to the Student Teaching Internship Handbook for requirements and application process. The student teaching dates follow the school districts' calendars. The students are required to take the capstone seminar (EDEL/EDSC 491) for 3 credits while student teaching.

*The student will submit a copy of his or her substitute license when applying to student teach.

Students must complete at least 15 education credits, to include at least two (2) credits in field experience classes, at Great Basin College in order to student teach.

Teacher Licensure Requirements

All Teacher Education Program students must meet the Nevada Department of Education requirements in order to be licensed. The student must successfully complete the following, either by taking the indicated course or the appropriate state exams:

- **All Programs***: Praxis* Core Academic Skills for Educator Exams in Reading, Writing, and Mathematics.
- **Elementary only:** *Praxis* Subject Assessments in Social Studies, Mathematics, Science and ELA.
- **Secondary only:** Principles of Learning and Teaching (PLT) Exam, grades 7-12 and the *Praxis* Content Exam for content area endorsement in Social Studies, ELA, Mathematics, Biology, etc.

InTASC Core Teaching Standards

The InTASC Standards were created by the Interstate New Teacher Assessment and Support Consortium (InTASC) Task Force. Great Basin College adapted the InTASC Standards to provide the framework for which the program is founded.

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher understands how children learn and develop, and can provide learning opportunities that support their cognitive, social, personal, and physical development.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The InTASC Standards Expanded

Standard 1: LEARNER DEVELOPMENT

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performances: The teacher

1(a) regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.

1(c) collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Essential Knowledge: The teacher

1(d) understands how learning occurs-- how learners construct knowledge, acquire skills,

and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

1(e) understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

1(f) identifies readiness for learning and understands how development in any one area may affect performance in others.

1(g) understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Critical Dispositions: The teacher

1(h) respects learners' differing strengths and needs and is committed to using this information to further each learner's development.

1(i) is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning. 1(j) takes responsibility for promoting learners' growth and development. 1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard 2: LEARNING DIFFERENCES

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performances: The teacher

2a) designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2(b) makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2(c) designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2(d) brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

2(e) incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2(f) accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Essential Knowledge: The teacher

2(g) understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

2(h) understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.

2(i) knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

2(j) understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2(k) knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Critical Dispositions: The teacher

2(l) believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2(n) makes learners feel valued and helps them learn to value each other.

2(o) values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard 3: LEARNING ENVIRONMENTS

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Performances: The teacher

3(a) collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3(b) develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3(c) collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3(d) manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

3(e) uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

3(f) communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

3(g) promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3(h) intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Essential Knowledge: The teacher

3(i) understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

3(j) knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3(k) knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

3(l) understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3(m) knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Critical Dispositions: The teacher

3(n) is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3(o) values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3(p) is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3(q) seeks to foster respectful communication among all members of the learning community. 3(r) The teacher is a thoughtful and responsive listener and observer.

Standard 4: CONTENT KNOWLEDGE

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Performances: The teacher

4(a) effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

4(b) engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4(c) engages learners in applying methods of inquiry and standards of evidence used in the discipline.

4(d) stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

4(e) recognizes learner misconceptions in a discipline that interfere with learning and creates experiences to build accurate conceptual understanding.

4(f) evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.

4(g) uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

4(h) creates opportunities for students to learn, practice, and master academic language in their content.

4(i) accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Essential Knowledge: The teacher

4(j) understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

4(k) understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

4(l) teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4(m) knows how to integrate culturally relevant content to build on learners' background knowledge.

4(n) has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

Critical Dispositions: The teacher

4(o) realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

4(p) appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

4(q) recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

4(r) is committed to work toward each learner's mastery of disciplinary content and skills.

Standard 5: APPLICATION OF CONTENT

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performances: The teacher

5(a) develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5(b) engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5(c) facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

5(d) engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5(e) develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

5(f) engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5(g) facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5(h) develops and implements supports for learner literacy development across content areas.

Essential Knowledge: The teacher

5(j) understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5(k) understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

5(l) understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5(m) understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning. 5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

5(o) understands creative thinking processes and how to engage learners in producing original work.

5(p) knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Critical Dispositions: The teacher

5(q) is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(r) values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(s) values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard 6: ASSESSMENT

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performances: The teacher

6(a) balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(b) designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(c) works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6(d) engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6(e) engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6(f) models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6(g) effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6(h) prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

6(i) continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Essential Knowledge: The teacher

6(j) understands the differences between formative and summative applications of assessment and knows how and when to use each.

6(k) understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6(l) knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6(m) knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

6(n) understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6(o) knows when and how to evaluate and report learner progress against standards.

6(p) understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Critical Dispositions: The teacher

6(q) is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

6(r) takes responsibility for aligning instruction and assessment with learning goals.

6(s) is committed to providing timely and effective descriptive feedback to learners on their progress.

6(t) is committed to using multiple types of assessment processes to support, verify, and document learning.

6(u) is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

6(v) is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard 7: PLANNING FOR INSTRUCTION

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performances: The teacher

7(a) individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards and are relevant to learners.

7(b) plans how to achieve each student's learning goals, choosing appropriate strategies

and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

7(c) develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7(d) plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

7(e) plans collaboratively with professionals who have specialized expertise (e.g., special

educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

7(f) evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Essential Knowledge: The teacher

7(g) understands content and content standards and how these are organized in the curriculum.

7(h) understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

7(i) understands learning theory, human development, cultural diversity, and individual differences and how these impacts ongoing planning.

7(j) understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

7(k) knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7(l) knows when and how to adjust plans based on assessment information and learner responses.

7(m) knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations

Critical Dispositions: The teacher

7(n) respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

7(o) values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7(p) takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

7(q) believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard 8: INSTRUCTIONAL STRATEGIES

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performances: The teacher

8(a) uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8(b) continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8(c) collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8(d) varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8(e) provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances. 8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

8(g) engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8(h) uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8(i) asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Essential Knowledge: The teacher

8(j) understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8(k) knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

8(l) knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8(m) understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

8(n) knows how to use a wide variety of resources, including human and technological, engage students in learning.

8(o) teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Critical Dispositions: The teacher

8(p) is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

8(r) is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8(s) values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performances: The teacher

9(a) engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9(b) engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9(c) independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9(d) actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(e) reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9(f) advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Essential Knowledge: The teacher

9(g) understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9(h) knows how to use learner data to analyze practice and differentiate instruction accordingly.

9(i) understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

9(j) understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9(k) knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Critical Dispositions: The teacher

9(l) takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(m) is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(n) sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o) understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard 10: LEADERSHIP AND COLLABORATION

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performances: The teacher

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.

10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities and engage learners, families, and colleagues.

10(h) The teacher uses and generates meaningful research on education issues and policies.

10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

10(k)The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Essential Knowledge: The teacher

10(l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10(o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Critical Dispositions: The teacher

10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10(s) The teacher takes responsibility for contributing to and advancing the profession.

10(t) The teacher embraces the challenge of continuous improvement and change.

Education

Bachelor of Arts — Elementary Education

Student Learning Outcomes
The graduates of this program will consistently display the following skills in accordance with the InTASC Core Teaching Standards:

Standard #1: Learner Development—The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences—The teacher understands how children learn and develop and can provide learning opportunities that support their cognitive, social, personal, and physical development.

Standard #3: Learning Environments—The teacher works with others to create environments that support individual and collaborative learning, and encourage positive social interaction, active engagement in learning and self motivation.

Standard #4: Content Knowledge—The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content—The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment—The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies—The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

These performance standards are assessed through coursework, portfolios, reflections, observations, and performance-based rubrics.

Accreditation
The Northwest Commission on Colleges and Universities accredits this baccalaureate program.

Teacher Education Program Mission Statement
The mission of the teacher education program of Great Basin College is to provide a distinctive early childhood, elementary, secondary, and special education program for rural Nevada.

The teacher education program is designed to develop competence, values, skills, and knowledge to promote lifelong learning and is distinctive in the following ways:
- We recognize and value diversity in the heritage and traditions of the region;
- We collaborate with school districts across Nevada to offer early and extensive clinical and field experiences throughout the programs;
- We utilize the professional expertise and contributions of faculty and staff in all academic disciplines; and,
- We utilize technology for distance education and delivering education courses throughout Nevada.

Academic Advising
It is highly recommended that students interested in pursuing a degree in elementary education seek advisement early in their academic program to ensure efficient advancement through the program. The course of study in elementary education involves the proper sequencing of methods courses with field experiences. All students are encouraged to schedule appointments with their advisors on a regular basis. Program degree requirements and licensure requirements may change.

Contact the education department, 775.327.2132, to schedule an appointment with your advisor.

Prior to being accepted into the teacher education program, students must successfully complete the following:

- Teacher education program application form for admission.
- Praxis Core for Educators or CBEST (documentation of passing scores on all three tests, reading, writing, and math, must be received by application deadline.
- 40 college credits.
- Completion of ENG 102 and EDU 250 with a grade of C- or higher and completion of Math 120/120E or higher with a C before acceptance.
- A GPA of 3.0 or higher, based on the student's most recent 40 credits.
- Official transcripts from all other colleges sent to GBC's admissions and records office.
- Technology and education courses completed within the last eight years.
- A review of conduct with the student conduct officer.

After students have met all of the program requirements, they will be accepted into the Teacher Education Program. Contact the education department to receive a copy of the most current GBC teacher education program admission handbook.

Emphasis and Endorsement Areas

Students majoring in elementary education will select a subject area emphasis or endorsement, which will strengthen them as teachers and may improve their employability. The following subject emphasis and endorsement areas are offered at Great Basin College:

- Early Childhood Education Endorsement
- ELAD — (English Language Acquisition and Development) Endorsement
- English Emphasis
- Mathematics Emphasis
- Science Emphasis
- Social Studies Emphasis
- Special Education (Generalist K-12) Endorsement

Maintaining Good Standing

Once in the program, students will adhere to the rules of the current teacher education program handbook. Students who have been admitted to the teacher education program must maintain their status as students in good standing to be allowed to student teach and graduate. The requirements are as follows:

- Maintain a cumulative 2.5 GPA at GBC.
- Receive no lower than a B- in all upper-division education and endorsement requirements, and

no lower than a C- in all additional baccalaureate programs and emphasis courses.
- Maintain an ethical and professional standard of behavior.
- Receive satisfactory evaluations in field work.

Student Teaching Internship

Applications for the student teaching internships must be completed during the last semester of coursework. Students who plan to student teach in the fall semester must submit an application by February 15. Students who plan to student teach in the spring semester must submit an application by September 15.

Students must hold a current substitute license, have maintained a 2.5 cumulative GPA at GBC, receive satisfactory evaluation in field work, and have taken or be registered for the Praxis II.

During the student teaching internship semester, students are required to take the capstone seminar (EDEL 491).

Students must complete at least 15 education credits, including at least two credits in field experience classes at GBC in order to student teach.

Capstone Project

Students will be required to complete a capstone project. An introduction to the process will take place in EDEL/ EDSC 311 and development will continue throughout the program with workshops during each field experience class. Students will complete the capstone project during the student teaching internship. Presentations of the capstone projects take place immediately following the internship.

Nevada Department of Education Licensure Requirements

According to Nevada Revised Statutes, all teaching licenses in Nevada are granted by the Nevada State Board of Education.

General Education Requirements	Credits

Lower-Division Courses (Note: your general education electives may be influenced by your emphasis area.)

Communications:
ENG 102 Composition II 3

Mathematics:
MATH 120, 120E or higher 3

Science (Minimum two areas*) 7
Earth Science: ENV 100, GEOG 103, GEOL 101
Life Science: ANTH 102, BIOL 100, BIOL 190, NUTR 121
Physical Science: AST 101, CHEM 100, CHEM 121, PHYS 100, PHYS 151
*Must include one 4-credit lab course: BIOL 190, CHEM 121, GEOL 101, PHYS 151

Social Science:

HIST	101* U.S. History to 1877	3
HIST	102* U.S. History Since 1877	3
PSY	101 General Psychology (Recommended)	3

(Or choose from ANTH 101, CRJ 104, CRJ 270, ECON 102, ECON 103, GEOG 106, HMS 200, PSC 101*, PSC 210, PSY 208, SOC 101)

*U.S. and Nevada Constitutions requirement must be fulfilled.

Humanities and Fine Arts

Humanities: ENG 250	3
Fine Arts	3

ART 100, ART 101, ART 107, MUS 101, ENG 205, THTR 100, THTR 105, THTR 204

Total 28

Baccalaureate Requirements (in addition to those listed in Section A).

Capstone

EDEL 491 Elementary Education Capstone Seminar	3

Total 3

Mastery Course Requirement 3

Math   MATH 389, INT 359, or
Science GEOL 335 or INT 369

Total 3

Program Requirements			Credits

(See an advisor regarding these courses)

THTR	221	Oral Interpretation, or	
COM	113	Fundamentals of Speech Communication	3
MATH	122	Number Concepts for Elementary School Teachers	3
MATH	123	Statistical and Geometrical Concepts for Elementary School Teachers	3
HIST	101	U.S. History to 1877 and	
HIST	102	U.S. History Since 1877**	6
EDRL	471	Theory and Practice for Academic English Language Development	3
EDRL	475	Assessment and Evaluation of English Language Learners	3
EDRL	477	Policies, Critical Issues, and Best Practices for ELLs - Practicum	3
EDRL	474	Methods and Curriculum for Teaching English Language Learners	3

Total 27

**Choose with advisor, other options may be available.

Elementary Education Curriculum			Credits

Education Courses

EDEL	311	Elementary Methods Practicum I,	
EDEL	313	Elementary Methods Practicum II,	
EDEL	315	Elementary Methods Practicum III	5-6
EDSP	301	Education of the Exceptional Child	3
EDU	250	Foundations of Education	3
EDUC	323	Curriculum Design for Family Engagement	3
EDUC	406	Curriculum and Assessment Education	3
EDSP	453	Behavior Mgmt & Social Emotional Learning in the Classroom	3
EDSP	485	Special Education Practicum: Secondary Level	1
EDUC	470	Multicultural Education for a Diverse Society	3
HDFS	201	Lifespan Human Development	3
EDSP	464	Intensification of Instruction through Multi-Tiered Systems of Support	3

Total 30-31

Methods Courses (must be accepted into the teacher education program to register for classes)			Credits
EDEL	433	Methods for Teaching PK-8 Mathematics	3
EDEL	443	Methods for Teaching PK-8 Science	3
EDEL	453	Methods Teaching PK-8 Social Studies	3
EDRL	437	Teaching Reading	3
EDRL	442	Literacy Instruction I	3
EDRL	443	Literacy Instruction II	3

Total 18

Teaching Internship			Credits

(must be accepted into student teaching to register for class)

EDEL	483	Elementary Supervised Teaching Internship	14

Total 14

Emphasis and Endorsement Areas

Required

ELAD (English Language Acquisition and Development) Endorsement

This endorsement is attached to the initial license, either elementary or secondary. It is not a K-12 endorsement. The ELAD endorsement adheres to the standards of Teachers of English to Speakers of Other Languages (TESOL).

EDRL 471, 474, 475, 477
May choose additional:

English Emphasis

ENG 102, ENG 203 or ENG 223, ENG 327, and ENG 411B
THTR 221 or COM 113
INT 339, HUM 301 or Upper-division English

Mathematics Emphasis

MATH 122, MATH 123
MATH 126, 126E and MATH 127, or MATH 128, or higher
INT 359, MATH 389 or Upper-Division Mathematics Course
STAT 152

Science Emphasis

Choose an option in the columns below

Science Emphasis Options

Option A*	Option B	Option C	Option D
BIOL 190	BIOL 190	BIOL 190	BIOL 190
BIOL 191	CHEM 121	ENV 100	GEOL 101
GEOL 101	CHEM 122	GEOL 101	PHYS 100
PHYS 100	GEOL 101	GEOL 102	PHYS 151
INT 369	PHYS 100	PHYS 100	PHYS 152
GEOL 335	INT 369	INT 369	INT 369
	GEOL 335	GEOL 335	GEOL 335

*Select at least one 3-credit upper-division science from
BIOL 305, 320, 331, 341, 400, 434

Social Science Emphasis
Lower Division
HIST 101, 102, and select any two of the following:
ANTH 101, 201, 202; CRJ 104, 270; ECON 102, 103;
GEOG 106; HDFS 201; HMS 200; PSC 101, 210;
PSY 101; SOC 101

Upper Division
Three upper-division social studies electives (may not
include EPY 330). At least one of the three upper-division
social science electives should be taken at GBC.

Students must take at least one class in each of three
different social science disciplines.

Early Childhood Endorsement
This endorsement is attached to an initial elementary
license. This endorsement will provide the coursework
needed to be endorsed/certified in the State of Nevada
early childhood birth through second grade. (NAC
391.089).

ECE 127, 200, 204, 250, 251, 262, 493; and
HDFS 202 and 232

Special Education (Generalist K-12) Endorsement

This endorsement will provide the coursework needed
to be certified in the State of Nevada as a generalist
special education teacher for students with mild and
moderate disabilities. The student teaching internship for
special education can be combined with the elementary
internship or the secondary internship and can be
completed in one semester.

HDFS 201, EPY 330; and
EDRL 437 or EDEL 433, and EDSC 433 or 453; and
EDSP 301, 441, 434, 443, 453, 452, and
EDSP 484 Special Education Practicum: Elementary Level
EDSP 485 Special Education Practicum: Secondary Level
EDSP 495 Student Teaching Internship in
      Special Education
Minimum total credits for BA is 120.

42 credits must be upper-division.

Education

Bachelor of Arts—Secondary Education

Student Learning Outcomes
The graduates of this program will consistently display the following skills in accordance with the InTASC Core Teaching Standards:

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Standard #2: Learning Differences—The teacher understands how children learn and develop and can provide learning opportunities that support their cognitive, social, personal, and physical development.

Standard #3: Learning Environments—The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge—The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content—The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment—The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction—The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies—The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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- We collaborate with Nevada school districts to offer early and extensive clinical and field experiences throughout the programs;
- We use the professional expertise and contributions of faculty and staff in all academic disciplines; and,
- We use technology for distance education and delivering education courses throughout Nevada.

Academic Advising
It is highly recommended that students interested in pursuing a degree in secondary education seek advisement early in their academic program to ensure efficient advancement through the program. The course of study in secondary education involves the proper sequencing of methods courses with field experiences. All students are encouraged to schedule appointments with their advisors on a regular basis. Program degree requirements and licensure requirements may change. Contact the education department at 775.327.2132 to schedule an appointment with your advisor.

Admission to the Teacher Education Program

Prior to being accepted into the teacher education program, students must successfully complete the following:

- Praxis Core exam (documentation of passing scores on all three exams must be received by application deadline).
- 40 college credits.
- Prior to acceptance, completion of
  - ENG 102,
  - MATH 120, 120E, 126, 126E or higher, and
  - EDU 250 (requires grade of C- or higher).
- A GPA of 3.0 or higher, based on the student's most recent 40 credits.
- Official transcripts from all other colleges sent to GBC's Admissions and Records office.
- Technology and education courses completed within the last eight years.
- A review of conduct with the student conduct officer.

After the specified prerequisites have been met, students must formally apply for admission into the teacher education program. Contact the education department to receive a copy of the most current GBC teacher education program admission handbook.

Endorsement Areas

Students majoring in secondary education must select a subject area endorsement. The following subject emphasis areas are offered at Great Basin College:

- Biological Science
- Business Education
- English
- Mathematics
- Social Sciences
- Additional endorsements include:
  - ELAD—English Language Acquisition and Development
  - Special Education (Generalist K-12)

Maintaining Good Standing

Once in the program, students will adhere to the rules of the current teacher education program handbook. Students who have been admitted to the teacher education program will maintain their status as students in good standing and be allowed to graduate, if they meet the following requirements:

- Maintain a cumulative 2.5 GPA at GBC.
- Receive no lower than a B- in all upper-division education courses, and no lower than a C- in all additional baccalaureate program and emphasis requirements.
- Maintain an ethical/professional standard of behavior.
- Receive satisfactory evaluations in field work.

Student Teaching Internship

Applications for the student teaching internships must be completed during the last semester of coursework.

Students who plan to student teach in the fall semester must submit an application by February 15. Students who plan to student teach in the spring semester must submit an application by September 15. Students must hold a current substitute license, have maintained a 2.5 cumulative GPA at GBC, receive a satisfactory field work evaluation, and have taken or be registered for the Praxis II.

During the student teaching internship semester, students are required to take the capstone seminar (EDSC 491). Students must complete at least 15 education credits, to include at least two credits in field experience classes at GBC in order to student teach.

Capstone Project

Students will be required to complete a capstone project. An introduction to the process will take place in EDEL/EDSC 311 and development will continue throughout the program with workshops during each field experience class. Students will complete the capstone project during the student teaching internship. Presentations of the capstone projects take place immediately following the internship.

Nevada Department of Education Licensure Requirements

According to Nevada Revised Statutes, all teaching licenses in Nevada are granted by the Nevada State Board of Education.

All Teacher Education Program students must meet the Nevada Department of Education requirements in order to be licensed.

Biological Science and ELAD Endorsement

General Education and Program

Core Requirements			Credits

Lower-Division General Education Requirements

BIOL	190	Introduction to Cell and Molecular Biology	4
CHEM	121	General Chemistry I	4
Written Communications			3-5
	ENG 100 or 101		
Evidence-Based Communications			3
	ENG 102		
MATH	127	Precalculus II or higher	3
STAT	152	Introduction to Statistics, or	
MATH	182	Calculus II	3
Fine Arts			3
Humanities			3
Social Science			6

Constitution requirement of: HIST 101 and HIST 102, or PSC 101 included in the six credits

Total 32-34

Lower-Division Secondary Education

Core Requirements			Credits
COM	113	Fundamentals of Speech Communication, or	
THTR	102	Introduction to Stage Voice, or	
THTR	221	Oral Interpretation	3
EDU	214	Preparing Teachers to Use Technology	3
EDU	250	Foundations of Education	3
Total			9

Upper-Division Secondary Education

Core Requirements			Credits
EDSC	311	Secondary Methods Practicum I	1
EDSC	313	Secondary Methods Practicum II	1
EDSC	315	Secondary Methods Practicum III	1
EDRL	471	Theory and Practice for Academic English Language Development	3
EDRL	474	Methods and Curriculum for Teaching English Language Learners	3
EDRL	475	Assessment and Evaluation of English Language Learners	3
EDRL	477	Policies, Critical Issues, and Best Practices for ELLs – Practicum	3
EDSC	463	Teaching Secondary Science	3
EDSC	483	Secondary Supervised Teaching Internship	14
EDSC	491	Secondary Education Capstone Seminar	3
EDSP	301	Education of the Exceptional Child	3
EDUC	323	Curriculum Design for Family Engagement	3
EDUC	406	Curriculum and Assessment Education	3
EPY	330	Principles of Educational Psychology	3
Total			47

Mastery Course Requirement			3
Math	MATH 389, INT 359, or		
Science	GEOL 335 or INT 369		
Total			3

Content-Area Requirements
Biological Science Program

Lower-Division Requirements			Credits
BIOL	191	Introduction to Organismal Biology	4
CHEM	122	General Chemistry II	4
PHYS	151	General Physics I	4
Total			12

Upper-Division Requirements			Credits
BIOL	300	Principles of Genetics	4
BIOL	331	Plant Taxonomy, or	
BIOL	410	Plant Physiology	3
BIOL	341	Principles of Ecology	3
BIOL	415	Evolution	4
BIOL	447	Advanced Comparative Animal Physiology	3
Total			17

Total for All Sections 120

Business Endorsement and ELAD Endorsement
Complete one year of verifiable paid or unpaid work experience in a business, industry, or agency outside of K-12 education in area of endorsement.

General Education and Program

Core Requirements	Credits
Lower-Division General Education Requirements	
Written Communications	3-5
ENG 100 or 101	
Evidence-Based Communications	3
ENG 102	
Fine Arts	3
Humanities	3
Mathematics	3
MATH 120, 120E, 126, 126E, 127, 128, or STAT 152	
Science	7
Social Science**	6

**The six social science credits include the constitution requirement (PSC 101 or HIST 101 and 102, and ECON 102 or 103)

	Total
Total	28

Lower-Division Secondary Education

Core Requirements			Credits
COM	113	Fundamentals of Speech Communication, or	
THTR	102	Introduction to Stage Voice, or	
THTR	221	Oral Interpretation	3
EDU	250	Foundations of Education	3
		Total	6

Upper-Division Secondary Education

Core Requirements			Credits
EDCT	439	Methods of Teaching Career and Technical Education	3
EDRL	471	Theory and Practice for Academic English Language Development	3
EDRL	474	Methods and Curriculum for Teaching English Language Learners	3
EDRL	475	Assessment and Evaluation of English Language Learners	3
EDRL	477	Policies, Critical Issues, and Best Practices for ELLs - Practicum	3
EDSC	311	Secondary Methods Practicum I	1
EDSC	313	Secondary Methods Practicum II	1
EDSC	315	Secondary Methods Practicum III	1
EDSC	483	Secondary Supervised Teaching Internship	14
EDSC	491	Secondary Education Capstone Seminar	3
EDSP	301	Education of the Exceptional Child	3
EDUC	323	Curriculum Design for Family Engagement	3
EDUC	406	Curriculum and Assessment Education	3
EPY	330	Principles of Educational Psychology	3
		Total	47

Mastery Course Requirement		3
Math	MATH 389, INT 359, or	
Science	GEOL 335 or INT 369	
Total		3

Content-Area Requirements
Business Education Endorsement

Content Area Requirements			Credits
ACC	201	Financial Accounting	3
BUS	273	Business Law I	3
FIN	310	Applied Accounting and Finance	3
IS	201	Computer Applications	3
IS	301	Management Information Systems	3
MKT	210	Marketing Principles	3
MGT	310	Foundations of Management Theory and Practice	3
MGT	367	Human Resource Management	3
MGT	480	International Management	3
		Total	27

Career and Technical Education Requirements			Credits
EDCT	471	Career and Technical Student Organizations	3
EDCT	490	Cooperative Career and Technical Programs	3
EDCT	447	Curriculum Development in Career and Technical Education	3
		Total	36

Total for All Sections	120

English and ELAD Endorsement

General Education and Program Core Requirements

Lower-Division General Education Requirements	Credits
Written Communications	3-5
ENG 100 or 101	
Evidence-Based Communications	3
ENG 102	
Fine Arts	3
Humanities ENG 203 or 223	3
Mathematics	3
MATH 120, 120E, 126, 126E or higher	
Science	7
Social Science	6
(Constitution requirement of PSC 101 or HIST 101 and HIST 102 included in the six credits)	
Total	28

Lower-Division Secondary Education

Core Requirements			Credits
COM	113	Fundamentals of Speech Communication, or	
THTR	102	Introduction to Stage Voice, or	
THTR	221	Oral Interpretation	3
EDU	214	Preparing Teachers to Use Technology	3
EDU	250	Foundations of Education	3
Total			9

Upper-Division Secondary Education

Core Requirements			Credits
EDRL	471	Theory and Practice for Academic English Language Development	3
EDRL	474	Methods and Curriculum for Teaching English Language Learners	3
EDRL	475	Assessment and Evaluation of English Language Learners	3
EDRL	477	Policies, Critical Issues, and Best Practices for ELLs - Practicum	3
EDSC	311	Secondary Methods Practicum I	1
EDSC	313	Secondary Methods Practicum II	1
EDSC	315	Secondary Methods Practicum III	1
EDSC	433	Teaching Secondary English	3
EDSC	483	Secondary Supervised Teaching Internship	14
EDSC	491	Secondary Education Capstone Seminar	3
EDSP	301	Education of the Exceptional Child	3
EDUC	323	Curriculum Design for Family Engagement	3
EDUC	406	Curriculum and Assessment Education	3
EPY	330	Principles of Educational Psychology	3
Total			47

Mastery Course Requirement	3
Humanities	HUM 101, INT 339, or
Social Science	ANTH 307, 332, HIST 303, 312, 341, INT 349, PSY 313
Total	3

Content-Area Requirements
English Education Endorsement

Lower-Division Requirements			Credits
JOUR	102	News Reporting and Writing	3
Total			3

Upper-Division Requirements			Credits
ENG	310	The Rhetoric of Everyday Texts	3
ENG	325	Advanced Literary Study	3
ENG	327	Composition III	3
ENG	329	Language Study	3
ENG	411B	Principles of Modern Grammar	3
ENG	433A	Shakespeare: Tragedies and Histories	3
ENG	449A	British Literature I, or	
ENG	449B	British Literature II	3
ENG	451A	American Literature I, or	
ENG	451B	American Literature II	3
ENG		Upper Division Elective	3
ENG	497A	Topics in Multicultural Literature	3
Total			30

Total for All Sections	120

120 credits required for BA.

Mathematics and ELAD Endorsement

General Education and Program Core Requirements

Lower-Division General Education Requirements Credits

Written Communications 3-5
      ENG 100 or 101
Evidence-Based Communications 3
      ENG 102
Fine Arts 3
Humanities 3
Mathematics*
Science 7
Social Science 6
(Included in the six credits is the constitution requirement of PSC 101 or HIST 101 and HIST 102)
*Met by mathematics endorsement courses.
Total 25

Lower-Division Secondary Education

Core Requirements   Credits

COM	113	Fundamentals of Speech Communication, or	
THTR	102	Introduction to Stage Voice, or	
THTR	221	Oral Interpretation	3
EDU	250	Foundations of Education	3

Total 6

Upper-Division Secondary Education Core

Requirements   Credits

EDRL	471	Theory and Practice for Academic English Language Development	3
EDRL	474	Methods and Curriculum for Teaching English Language Learners	3
EDRL	475	Assessment and Evaluation of English Language Learners	3
EDRL	477	Policies, Critical Issues, and Best Practices for ELLs - Practicum	3
EDSC	311	Secondary Methods Practicum I	1
EDSC	313	Secondary Methods Practicum II	1
EDSC	315	Secondary Methods Practicum III	1
EDSC	453	Teaching Secondary Mathematics	3
EDSC	483	Secondary Supervised Teaching Internship	14
EDSC	491	Secondary Education Capstone Seminar	3
EDSP	301	Education of the Exceptional Child	3
EDUC	323	Curriculum Design for Family Engagement	3
EDUC	406	Curriculum and Assessment Education	3
EPY	330	Principles of Educational Psychology	3

Total 47

Mastery Course Requirement 3
Science INT 369 or GEOL 335
Total 3

Content-Area Requirements
Secondary Mathematics Program

Lower-Division Requirements*   Credits

CS	135	Computer Science I	3
MATH	181	Calculus I	4
MATH	182	Calculus II	4
MATH	251	Discrete Mathematics I	3
MATH	283	Calculus III	4
STAT	152	Introduction to Statistics	3

Mathematics Elective 3
   Choose from MATH 126, 126E, 127, or 128 with
   advisement.
Total 24
*Three credits of these satisfy the mathematics general education requirement.

Upper-Division Requirements   Credits

MATH	330	Linear Algebra	3
MATH	331	Groups, Rings, and Fields	3
MATH	333	Number Theory for Secondary School Teachers	3
MATH	475	Euclidean and Non-Euclidean Geometry	3

Mathematics Elective 3
   Choose from MATH 285, 310, 314
Total 15

Total for All Sections 120

Social Sciences and ELAD Endorsement

General Education and Program Core Requirements

Lower-Division General Education Requirements

			Credits
Written Communications			3-5
	ENG 100 or 101		
Evidence-Based Communications			3
	ENG 102		
HIST	101	U.S. History to 1877	3
HIST	102	U.S. History Since 1877	3
Fine Arts			3
Humanities	HIST 208 or 209 required		3
Mathematics			3
	MATH 120, 120E, 126, 126E or higher		
Science			7
Total			**28**

Lower-Division Secondary Education Core Requirements

			Credits
COM	113	Fundamentals of Speech Communication, or	
THTR	102	Introduction to Stage Voice, or	
THTR	221	Oral Interpretation	3
EDU	214	Preparing Teachers to Use Technology	3
EDU	250	Foundations of Education	3
GEOG	103	Physical Geography	3
Total			**12**

Upper-Division Secondary Education Core Requirements

			Credits
EDRL	471	Theory and Practice for Academic English Language Development	3
EDRL	474	Methods and Curriculum for Teaching English Language Learners	3
EDRL	475	Assessment and Evaluation of English Language Learners	3
EDRL	477	Policies, Critical Issues, and Best Practices for ELLs - Practicum	3
EDSC	311	Secondary Methods Practicum I	1
EDSC	313	Secondary Methods Practicum II	1
EDSC	315	Secondary Methods Practicum III	1
EDSC	473	Teaching Secondary Social Sciences	3
EDSC	483	Secondary Supervised Teaching Internship	14
EDSC	491	Secondary Education Capstone Seminar	3
EDSP	301	Education of the Exceptional Child	3
EDUC	323	Curriculum Design for Family Engagement	3
EDUC	406	Curriculum and Assessment Education	3
EPY	330	Principles of Educational Psychology	3
INT	301	Integrative Research Methodology	3
Total			**50**

Mastery Course Requirement 3

Humanities	HUM 101, INT 339. or
Social Science	ANTH 307, 332, HIST 303, 312, 341, INT 349, PSY 313

Total **3**

Content-Area Requirements

Lower-Division Requirements*

- Students must have 36 semester hours of credit in the social sciences, which must include at least 3 semester hours in each of the areas listed below, 24 of which must be in subject areas 5, 6, and 7.
- Within these 36 credits, at least 9 credits must be upper division; 6 of these 9 credits must be in History.
- Principles of Educational Psychology (EDU 330) may not be used toward this total; HIST 101 and 102 may be used.

1. **Economics**—Recommended: ECON 102 or 103. other acceptable Courses: ECON 104.

2. **Geography**—Required: GEOG 103.

3. **Psychology or Sociology**—Recommended: PSY 101 or SOC 101. Other acceptable courses: PSY 102, 130, 208, 234, 435, 460.

4. **Ethnic Studies**—Recommended: ANTH 400A or 400B.

5. **Political Science**—Recommended PSC 403K. Other acceptable courses: PSC 101, 210, 403C.

6. **U.S. History**—Required HIST 101 and 102. Other acceptable courses: HIST 217, 417C, 441, 498.

7. **History of the World**—Recommended: HIST 105, 106, 247.

*Nine credits of these satisfy the social science and humanities general education requirement.

Total **18**

Upper-Division Requirements

	Credits
History Elective: Upper-division U.S. or world history	6
Additional upper-division social science or history	3
Total	**9**

Total for All Sections **120**

120 credits required for BA

ELAD—English Language Acquisition and Development

This endorsement is attached to the initial license, either elementary or secondary. It is not a K-12 endorsement. The ELAD endorsement adheres to the standards of Teachers of English to Speakers of Other Languages (TESOL).

EDRL 471, 474, 475, 477

Special Education (Generalist, K-12)

This endorsement will provide the coursework needed to be certified in the State of Nevada as a generalist special education teacher for students with mild and moderate disabilities. The student teaching internship for special education can be combined with the elementary internship or the secondary internship and can be completed in one semester.

HDFS 201, EPY 330; and
EDEL 433 or EDRL 437 and EDSC 433 or 453; and
EDSP 301, 441, 434, 443, 453, 452; and
EDSP 484 Special Education Practicum: Elementary Level
EDSP 485 Special Education Practicum: Secondary Level
EDSP 495 Student Teaching Internship in Special Education

Alternative Route to Licensure Program (ARL) Post-Baccalaureate Certificate

The ARL/post-baccalaureate certification program at GBC enables students who have completed an undergraduate degree to become eligible for licensure to teach in Nevada in the areas of early childhood, elementary, secondary, and special education.

In order to apply to the program, a student must have already completed a baccalaureate degree from a regionally accredited institution. It is imperative that students seek advising from the teacher education department faculty.

Once in the program, students will adhere to the rules of the current teacher education program handbook. Students must remain continuously enrolled and complete the program requirements within three years.

Application
To be eligible for the ARL/post-baccalaureate program at GBC, students must:
- Hold a bachelor's degree with a minimum GPA of 3.0, cumulative or over the last 40 credits.
- Apply to Great Basin College.
- Complete an ARL/post-baccalaureate program application.
- Successfully pass the admissions interview (assesses dispositions, basic communication skills, and background knowledge) with program faculty and staff.
- Pass the Praxis Core Academic Skills for Educators exam, or equivalent, as prescribed by the Nevada Department of Education for initial licenses. Master's degree holders are exempt.
- Pass a fingerprint background check, or hold a valid substitute license issued by the Nevada Department of Education.
- Secondary only: Pass the Praxis Content Area exam for the desired subject endorsement area, as prescribed by the Nevada Department of Education for initial licenses.

To be eligible to apply for a conditional license, and be able to teach full time in a Nevada school district or charter school, ARL students must:
- Be accepted into the GBC ARL program.
- Accept and remit to the Nevada Department of Education (NDE) an offer of employment from a Nevada school district in GBC's service area.
- Maintain continuous enrollment in your ARL program of study.
- Be evaluated each year as effective or highly effective by your school-site administrator for a minimum of two years and a maximum of three years.

How participants will be mentored and evaluated during their school-based experience.

For program participants employed by a Nevada school district or charter school, the employer will agree to pair the participant with a mentor. The mentor will conduct classroom observations and meet with the participant on a regular basis to discuss issues as related to his/her teaching assignment and to support his/her success as a new teacher.

For program participants not employed as a full time teacher under the conditional license, a minimum of 110 hours of field experience will be conducted and supervised by a lead teacher and program faculty, in addition to student teaching. A portfolio, aligned with the INTASC Standards, will be completed and evaluated during the student teaching and capstone semester.

Note: Students who are offered employment and receive the conditional license from NDE will be classified under the appropriate ARL degree code. Those who are not hired full-time, but complete the traditional pathway including student teaching, will be classified under the Post-baccalaureate (PB) degree code.

Alternative Route to Licensure

Early Childhood Education (birth to 2nd grade)

List of courses offered by GBC used to satisfy the pedagogy requirement in early childhood education. Program participants will be required to pass each course with a grade of B- or better. Courses are aligned with the pedagogy requirements of NAC 391.089.

			Credits
ECE	127	Role of Play Infant/Toddler	3
ECE	200	The Exceptional Child	3
ECE	204	Principles of Child Guidance	3
ECE	210	Observation, Documentation, & Assessment of Young Children	3
ECE	250	Introduction to Early Childhood Education	3
ECE	251	Curriculum in Early Childhood Education	3
ECE	262	Early Language and Literacy Development	3
HDFS	201	Life Span Development	3
HDFS	202	Introduction to Families	3
HDFS	232	Diversity in Children	3
EDEL	433	Methods for Teaching PK-8 Mathematics	3
EDEL	443	Methods for Teaching PK-8 Science	3
EDEL	453	Methods for Teaching PK-8 Social Studies	3
EDRL	471	Theory and Practice for Academic English Language Development	3
EDRL	474	Methods and Curriculum for Teaching English Language Learners	3
EDRL	475	Assessment and Evaluation of English Language Learners	3
EDRL	477	Policies, Critical Issues and Best Practices for ELLs-Practicum	3
Total			**51**

Once a student is admitted into the ARL program and has an offer of full-time teaching employment, a certificate will be awarded and can be sent to the Nevada Department of Education with an application for a conditional license.

Post-Baccalaureate Certificate

In addition to the ARL courses listed above, a post-baccalaureate candidate will complete the following:

			Credits
EDEL	315	Elementary Methods Practicum III	2-3
ECE	493	Supervised Internship in ECE	12
Total			**65-66**

Alternative Route to Licensure

Elementary Education

List of courses offered by GBC used to satisfy the pedagogy requirement in elementary education. Program participants will be required to pass each course with a grade of B- or better. Courses are aligned with the pedagogy requirements of NAC 391.095.

			Credits
HDFS	201	Life Span Development	3
EDUC	323	Curriculum Design for Family Engagement	3
EDUC	470	Multicultural Education for a Diverse Society	3
EDSP	301	Education of the Exceptional Child	3
EDSP	453	Behavior Management and Social-Emotional Learning in the Classroom	3
EDSP	464	Intensification of Instruction through Multi-tiered Systems of Support	3
EDRL	442	Literacy Instruction I	3
EDRL	443	Literacy Instruction II	3
EDRL	437	Teaching Reading	3
EDEL	433	Methods for Teaching PK-8 Mathematics	3
EDEL	443	Methods for Teaching PK-8 Science	3
EDEL	453	Methods for Teaching PK-8 Social Studies	3
EDRL	471	Theory and Practice for Academic English Language Development	3
EDRL	474	Methods and Curriculum for Teaching English Language Learners	3
EDRL	475	Assessment and Evaluation of English Language Learners	3
EDRL	477	Policies, Critical Issues and Best Practices for ELLs, Practicum	3
Total			**48**

Once a student is admitted into the ARL program and has an offer of full-time teaching employment, a certificate will be awarded and can be sent to the Nevada Department of Education with an application for a conditional license.

Post-Baccalaureate Certificate

In addition to the ARL courses listed above, a post-baccalaureate candidate will complete the following:

			Credits
EDEL	313	Elementary Methods Practicum II	1
EDEL	315	Elementary Methods Practicum III	3
EDSP	485	Special Education Practicum	1
EDEL	483	Elementary Supervised Teaching Internship	12
Total			**65**

Alternative Route to Licensure

Secondary Education

List of courses offered by GBC used to satisfy the pedagogy requirement in secondary education. Program participants will be required to pass each course with a grade of B- or better. Courses are aligned with the pedagogy requirements of NAC 391.0575, (a) – (f).

			Credits
EDUC	406	Curriculum and Assessment Education. .	3
EDUC	323	Curriculum Design for Family Engagement	3
EDSP	301	Education of the Exceptional Child	3
EPY	330	Principles of Educational Psychology	3
EDRL	474	Methods and Curriculum for Teaching English Language Learners	3
EDRL	471	Theory and Practice for Academic English Language Development	3
EDRL	475	Assessment and Evaluation of English Language Learners	3
EDRL	477	Policies, Critical Issues and Best Practices for ELLs-Practicum	3
EDUC	470	Multicultural Education	3

Methods Course Requirement (one required) 3

EDSC	433	Teaching Secondary English
EDSC	453	Teaching Secondary Mathematics
EDSC	463	Teaching Secondary Science
EDSC	473	Teaching Secondary Social Studies

Methods for teaching art, music, or physical education will be developed as needed or taken from a partnering regionally accredited institution

Total 30

Once a student is admitted into the ARL program and has an offer of full-time teaching employment, a certificate will be awarded and can be sent to the Nevada Department of Education with an application for a conditional license.

Post-Baccalaureate Certificate

In addition to the ARL courses listed above, a post-baccalaureate candidate will complete the following:

EDSC	313	Secondary Methods Practicum II	1
EDSC	315	Secondary Methods Practicum III	2-3
EDSC	483	Secondary Supervised Teaching Internship	14
EDSC	491	Secondary Education Capstone Seminar	3

Total 50-51

Alternative Route to Licensure

Special Education

List of courses offered by GBC used to satisfy the pedagogy requirement in special education. Program participants will be required to pass each course with a grade of B- or better. Courses are aligned with the pedagogy requirements of NAC 391.343.

			Credits
HDFS	201	Lifespan Human Development	3
EDSP	301	Education of the Exceptional Child	3
EPY	330	Principles of Educational Psychology	3
EDRL	437	Teaching Reading	3
EDEL	433	Methods for Teaching PK-8 Mathematics	3
EDSP	441	Characteristics and Inclusive Strategies for Students with Mild and Moderate Disabilities	3
EDSP	452	Assessment for Special Education Teachers	3
EDSP	453	Behavior Management and Social-Emotional Learning in the Classroom	3
EDSP	434	Community and Family Integration for the Transition of Individuals with Special Needs	3
EDSP	443	Special Education Curriculum: General Methods	3
EDSP	464	Intensification of Instruction through Multi-tiered Systems of Support	3

Total 33

Once a student is admitted into the ARL program and has an offer of full-time teaching employment, a certificate will be awarded and can be sent to the Nevada Department of Education with an application for a conditional license.

Post-Baccalaureate Certificate

In addition to the ARL courses listed above, a Post-Baccalaureate candidate will complete the following:

EDEL	315	Elementary Methods Practicum III	1
EDSP	484	Special Education Practicum: Elementary Level	1
EDSP	485	Special Education Practicum: Secondary Level	1
EDSP	495	Student Teaching Internship in Special Education	12

Total 48

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GREAT BASIN COLLEGE