### NCTQ Standard | How UNLV Meets the Standards
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**Standard 1: Selection Criteria.**  
The program screens for academic caliber in selecting teacher candidates. | All students applying for admission into the program must:  
✓ Have a cumulative GPA of 2.75 or higher; and  
✓ Pass the Praxis™ Core Academics Skills for Educators.

### Content Preparation

**Standard 2: Early Reading.**  
The program trains teacher candidates to teach reading as prescribed by the Common Core State Standards. | All students in the program must:  
✓ Successfully complete a minimum of three literacy courses which directly address the big five ideas of reading:  
• Phonemic awareness,  
• Phonics,  
• Fluency,  
• Vocabulary, and  
• Comprehension strategies.

**Standard 3: English Language Learners.**  
The program prepares elementary teacher candidates to teach reading to English language learners. | ✓ All student are required to demonstrate ability to adapt lessons and instruction to the needs of English language learners by successfully:  
✓ Completing TESL 471, Language Acquisition, Development and Learning prior to field experiences.  
✓ Completing TESL 474, Second Language Pedagogy during Practicum I.

**Standard 4: Struggling Readers**  
The program prepares elementary teacher candidates to teach reading skills to students at risk of reading failure. | All students must successfully complete:  
✓ EDRL 442, Literacy Instruction I during Practicum I; and  
✓ EDRL 443, Literacy Instruction II during Practicum II  
✓ EDRL 443 allows students to work directly with struggling readers in a clinical setting.

**Standard 5: Common Core Elementary Mathematics.**  
The program prepares teacher candidates to successfully teach to the Common Core State Standards for elementary math. | Students are required to successfully complete:  
✓ Two prerequisite courses in mathematics:  
• MATH 122, Number Concepts for Elementary School Teaching; and  
• MATH 123, Statistical and Geometrical Concepts for Elementary School Teachers.  
✓ EDEL 433, Teaching Elementary School Math.

**Standard 6: Common Core Elementary Content.**  
The program ensures that teacher candidates have the broad content preparation necessary to successfully teach to the Common Core State Standards. | Admission into the program requires that students have successfully completed:  
✓ 6 credits in English, Composition, & Literature.  
✓ 9 credits in Humanities/History.  
After admission into the program, students must successfully complete:  
✓ 9 credits in Literacy including a course in children’s literature.  
Note: Science and History are currently not included in the Common Core State Standards.

**Standard 7: Common Core Middle School Content.**  
The program ensures that teacher candidates have the content preparation necessary to successfully teach to the Common Core State Standards. | Admission into the program requires that students have successfully completed:  
✓ 6 credits in English, Composition, & Literature.  
✓ 9 credits in Humanities/History.
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<tr>
<th>Standard 8: High School Content.</th>
<th>The program ensures that teacher candidates have the content preparation necessary to successfully teach to the Common Core State Standards.</th>
<th>Not Applicable: Standard applies to secondary programs.</th>
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<td>Note: Science and History are currently not included in the Common Core State Standards.</td>
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<tr>
<th>Standard 9: Common Core Content for Special Education.</th>
<th>The program ensures that teacher candidates’ content preparation aligns with the Common Core State Standards in the grades they are certificated to teach.</th>
<th>Not Applicable: Standard applies to Special Education programs.</th>
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**Professional Skills**

| Standard 10: Classroom Management. | The program trains teacher candidates to successfully manage classrooms. | Students must successfully:  
✓ Complete EDEL 408, Classroom Management in the Elementary School; and  
✓ Demonstrate ability to effectively manage a classroom during their practicum and student teaching experiences. |
|-----------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|

| Standard 11: Lesson Planning. | The program trains teacher candidates how to plan lessons. | Students must successfully:  
✓ Complete EDEL 323, Teaching and Learning Elementary Education.  
✓ Lesson planning plays a central role in all methods courses including those in mathematics, science, social studies, and language arts. In addition, lesson planning is utilized and assessed throughout field experiences including practicum and student teaching. |
|--------------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|

| Standard 12: Assessment and Data. | The program trains teacher candidates how to assess learning and use student performance data to inform instruction. | Students must successfully:  
✓ Complete EDEL 405, Curriculum & Assessment in Elem. Ed.  
Or EPY 451, Foundations of Educational Assessment.  
✓ Demonstrate the ability to effectively use assessment strategies throughout practicum and student teaching experiences. |
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<th>Standard 13: Equity.</th>
<th>The program ensures that teacher candidates experience schools that are successful serving students who have been traditionally underserved.</th>
<th>Not rated by NCTQ.</th>
</tr>
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| Standard 14: Student Teaching. | The program ensures that teacher candidates have a strong student teaching experience. | Across all field-based experiences in the program students are provided systematic feedback through:  
✓ A Collaborative Assessment Log (CAL) which is maintained on and for each student throughout their field-based experiences. The CAL is updated by the mentor teacher at least:  
• Biweekly in early field experiences, and  
• Weekly throughout student teaching;  
✓ One-on-one meetings with the UNLV Site Facilitator bi-weekly or more frequently if necessary;  
✓ An extensive midterm evaluation completed by the mentor teacher; and  
✓ An extensive summative evaluation completed by the mentor teacher at the conclusion of student teaching. |
|--------------------------|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|

Cooperating or mentor teachers are selected based on recommendations by the school principal. These teachers:
- Participate in a focused sequence of training provided by COE faculty; and
- Work directly with COE supervisors to tailor their mentoring to the specific needs of each intern.

**Standard 15: Secondary Methods.**
The program requires teacher candidates to practice instructional techniques specific to their content area.

**Not applicable: Standard applies to Secondary programs.**

**Standard 16: Instructional Design for Special Education.**
The program trains candidates to design instruction for teaching students with special needs.

Although not applicable as indicated by NCTQ, all students must successfully complete:
- EDSP 411, Students with Disabilities in General Education Settings.

**Outcomes**

**Standard 17: Outcomes.**
The program and institution collect and monitor data on their graduates.

- As by NCTQ, the COE regularly collects data on the quality of programs and graduates from a range of sources.
- The most recent survey of graduates in their first year of teaching indicated that 91% believed the program “significantly contributed” to their professional success.
- The professional performance of all graduates of the program is evaluated by school and university representatives at the conclusion of their culminating student teaching experience.

**Standard 18: Evidence of Effectiveness.**
The program’s graduates have a positive impact on student learning.

The state does not provide a report as indicated in the comments by NCTQ.

**Standard 19: Rigor.**
The program holds teacher candidates to the same or higher level of expectations regarding coursework and grading standards as that to which students in the rest of the institution are held.

All students in the program must maintain:
- At least a 2.75 GPA.