University of Nevada, Las Vegas  
College of Education  
Secondary Graduate Teacher Prep Program

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<th>NCTQ Standard</th>
<th>How UNLV Meets the Standards</th>
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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 at the graduate level must:  
✓ Have a GPA of 3.00 or higher; and  
✓ Pass the Praxis™ Core Academics Skills for Educators.  
✓ Have completed 36 credit hours for a comprehensive major or 30 credit hours in a single subject major. |

**Content Preparation**

| Standard 2: Early Reading.  
The program trains teacher candidates to teach reading as prescribed by the Common Core State Standards. | Not Applicable: This standard applies to Elementary programs. |
| Standard 3: English Language Learners.  
The program prepares elementary teacher candidates to teach reading to English language learners. | Not Applicable: This standard applies to Elementary programs. |
| Standard 4: Struggling Readers.  
The program prepares elementary teacher candidates to teach reading skills to students at risk of reading failure. | Not Applicable: This standard applies to Elementary programs. |
| Standard 5: Common Core Elementary Mathematics.  
The program prepares teacher candidates to successfully teach to the Common Core State Standards for elementary math. | Not Applicable: This standard applies to Elementary programs. |
| 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. | Not Applicable: This standard applies to Elementary programs. |
| 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. | Not Applicable: Standard applies to Secondary programs. No scoring comment included. |
| Standard 8: Common Core High School Content.  
The program ensures that teacher candidates have the content preparation necessary to successfully teach to the Common Core State Standards. | Upon completion of the program and to be eligible to be licensed to teach in the State of Nevada, students must have successfully completed the following in their subject area:  
✓ Mathematics - 39 credit hours in calculus, discrete math, linear algebra, abstract algebra, elementary theory of numbers, college geometry and 6 additional hours in courses such as statistical methods, computer science or analysis.  
✓ English - 42 credits in journalism, content area literacy, literary study, grammar, American literature, Shakespeare, and multicultural literature courses. |
Physical Science, General Science, Biological Science, and Earth Science - 45 credits in their respective teaching field.

In addition, student must successfully complete:

- Six hours of courses in teaching methods
- Practicum I and II
- Student teaching
- Passing scores on the PRAXIS II exam

Note: Science and Social Studies are currently not part of the Common Core State Standards.

### Standard 9: Common Core Content for Special Education.
The program ensures that teacher candidates’ content preparation aligns with the Common Core State Standards in the grades they are certificated to teach.

Not Applicable: Standard applies to Special Education programs.

### Professional Skills

#### Standard 10: Classroom Management.
The program trains teacher candidates to successfully manage classrooms.

Students must successfully:

- Complete CIS 604, Classroom Management in the Secondary School.
- 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.

During the program of study:

- Lesson planning is addressed in methods courses for each content area.
- Lesson planning is utilized and assessed throughout field-based 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 EPY 709, Classroom Assessment
- Demonstrate ability to effectively use assessment strategies throughout practicum and student teaching experiences.

#### Standard 13: Equity.
The program ensures that teacher candidates experience schools that are successful serving students who have been traditionally underserved.

Not rated by NCTQ.

#### Standard 14: Student Teaching.
The program ensures that teacher candidates have a strong student teaching experience.

Across all field-based experience in the program, students are provided systematic feedback through:

- A Collaborative Assessment Log (CAL) which is maintained on and for each student through their field-based experiences. The CAL is updated by the mentor teacher at least:
  - Biweekly during Practicum II
  - 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 series of trainings, provided by the COE faculty; and
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<th>Standard 15: Secondary Methods.</th>
<th>✓ Working directly with COE supervisors to tailor their mentoring to the specific needs of each intern.</th>
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<td>The program requires teacher candidates to practice instructional techniques specific to their content area.</td>
<td>Students must successfully:  ✓ Complete CIS 5XX (content area specific course number), Secondary Subject Methods School;  ✓ CIS 603, Secondary process and Instruction; and  ✓ Two practicum experiences and student teaching.</td>
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<td>Standard 16: Instructional Design for Special Education.</td>
<td>Although not applicable as indicated by NCTQ, all students must successfully complete:  ✓ ESP 701, Introduction to Special Education and Legal Issues.</td>
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<td>The program trains candidates to design instruction for teaching students with special needs.</td>
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**Outcomes**

| Standard 17: Outcomes. | ✓ 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. |
| The program and institution collect and monitor data on their graduates. | The state does not provide a report. |

**Standard 18: Evidence of Effectiveness.**

The program’s graduates have a positive impact on student learning.

**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 must maintain: | ✓ At least a 2.75 GPA. |