

Program Objectives: *Organized by Area*

The process for living life according to Sa'1h Naagh17 Bik'eh H0zh00n is always present for an individual. Nitsáhákees, Nahat'á , Íiná , Siihasin serve as guides for achieving success. This is a recursive and ongoing process of living through understanding one's place, oneself, and our relationships to others and our environment.

Academic Content

- **Nitsáhákees:** Pre-service teachers are developing knowledge in the **academic content** necessary to teach and assess learning of the subject matter
- **Nahat'á:** Pre-service teachers are organizing and planning their time and materials to ensure they are gaining **academic content**.
- **Íiná:**Pre-service teachers are applying knowledge in the **academic content** so they can be confident in teaching and assessing the subject matter.
- **Siihasin:**Pre-service teachers are engaging, assessing, and reflecting upon their knowledge in the **academic content** appropriate for teaching and assessing in K-8 settings.

Resources

- **Nitsáhákees:** Pre-service teachers are developing ways to access resources (people and materials) to continually supplement and update information related to the content for the students they teach.
- **Nahat'á:** Pre-service teachers are organizing and planning how to **access resources** (people and materials) to continually supplement and update information related to the content for the students they teach.
- **Íiná:**Pre-service teachers are **accessing resources** (people and materials) to continually supplement and update information related to the content for the students they teach.
- **Siihasin:**Pre-service teachers engaging, assessing, and reflecting upon how they are **accessing resources** (people and materials) and have supplemental and up-to-date information related to the content for the students they teach.

Instructional Strategies

- **Nitsáhákees:** Pre-service teachers are gaining understanding of a **variety of instructional strategies** sensitive to different learning styles and assessing their usefulness.
- **Nahat'á:** Pre-service teachers are organizing and planning how to acquire a **variety of instructional strategies** sensitive to different learning styles and assessing their usefulness.
- **Íiná:**Pre-service teachers practicing a **variety of instructional strategies** sensitive to different learning styles.
- **Siihasin:**Pre-service teachers are engaging in, assessing, and modifying a **variety of instructional strategies** sensitive to different learning styles.

Navajo Language and Culture

- **Nitsáhákees:** Pre-service teachers are developing ways to include Navajo language and culture in academic content and instruction.
- **Nahat'á:** Pre-service teachers are organizing and planning how to **include Navajo language and culture** in academic content and instruction.
- **Íiná:** Pre-service teachers are **including Navajo language and culture** in academic content and instruction.
- **Siihasin:** Pre-service teachers are engaging in, assessing, and reflecting upon Navajo language and culture in academic content and instruction and continually building about cultural knowledge students bring with them from home and community.