

**A Turtle Mountain Community College**  
 Teacher Education Program  
 Culture/Diversity

The Turtle Mountain Community College’s Teacher Education Department is designed to fulfill the following ideals:

- To prepare teachers who are culturally responsive to students, colleagues, and paraprofessionals within the community we serve.
- To serve as an educational change center committed to teachers in the field.
- To provide an array of educational resources for the schools within our cultural and geographical region.

To fulfill these ideals, the Teacher Education Department has adopted the following goals:

1. The teacher education curriculum will address the histories and contributions of various ethnic/cultural groups.
2. Candidates will be guided in the development of a sense of their own ethnic and cultural identities.
3. Candidates will examine their attitudes toward others on the basis of race, culture, religion, gender, SES, sexual orientation, abilities, etc.
4. Candidates will learn about high engagement practices and strategies that ensure quality learning experiences for all students.

**Note:** *We will need to work collaboratively with in-house (TMCC) and local administrators to determine how we can best fulfill their needs in response to the last bulleted item above.*

In an effort to position itself to better incorporate these ideals into the exiting TED curriculum/coursework, and to better respond to the requirements embedded in NDCATE Professional Standard 4: Diversity, the department has outlined current practice that supports achievement of the diversity standard and has structured a plan designed to offer a broad range of cultural awareness/diversity experiences to candidates throughout the course of their TMCC education program.

The design of **every course** offered to students in the TMCC teacher education department responds, to some degree, to the first ideal, “to prepare teachers who are culturally responsive to students, colleagues, and paraprofessionals within the community we serve.” Included below is a sampling of the cultural and diversity perspective. As stated in our Teacher Education Department Mission Statement, “(TED) aspires to transform this industrial model into a culturally responsive teaching model that is learner-centered, content rich, and instructionally adaptive to all learning styles and multiple intelligences.” Below is a sampling of how TED coursework currently addresses Standard 4 through existing course content.

Course	Cultural/Diverse Knowledge Objectives	Assessment Types
EDUC 320: Native Issues in Education	<ol style="list-style-type: none"> <li>1. To learn about the unique political status and historical relationships of American Indians as they pertain to Indian Education.</li> <li>2. To provide students with prospects of learning contemporary issues in Indian Education at tribal, state, and national levels of government.</li> </ol>	Pre/Post Native Issues Topic Research (Rubric) Essay Exams

<p>EDUC 321 A: Multicultural Education and Human Diversity</p>	<ol style="list-style-type: none"> <li>1. To create dialogue concerning the issues of cultural diversity in schools, its impact on the learning process and the construction of human relations.</li> <li>2. Explore educational practices that lead to awareness re: multicultural, gender equity, and disability.</li> <li>3. To explore other cultures by increasing awareness of own culture. <ol style="list-style-type: none"> <li>a. Compare cultural similarities and differences (i.e. creation stories, religion, etc.)</li> <li>b. To create dialogue concerning the issues of cultural diversity in schools, its impact on the learning process and the construction of human relations.</li> </ol> </li> <li>4. To engage in learning about diverse ethnic groups, individual learning styles, multiple intelligences, and best teaching practices to advance the ideals of freedom, justice, equality, equity, and human dignity.</li> </ol>	<p>Pre/Post Research Paper (Rubric) Project Based (Rubric Format) Journals PP Presentations (Rubric Format) Essay Exams</p>
<p>EDUC 402A: Foundations of Reading and Reading Diagnosis</p>	<ol style="list-style-type: none"> <li>1. Participants and instructor will explore the ways in which culture can become integral to the design of instruction focused on literacy. The cultural focus is on Seven Teachings.</li> <li>2. Students will engage in a service learning project with local Native American students.</li> </ol>	<p>Chapter Quizzes Practicum - Reflections (Journals) Shared Mini Lessons Vocabulary Midterm Research Paper (Rubric) Final Exam - Project</p>
<p>EDUC 407: Creative Art Methods</p>	<ol style="list-style-type: none"> <li>1. To develop a basic understanding of the Fine Arts, varied approaches in teaching art techniques.</li> <li>2. To acquire skills needed to translate this information to elementary students; and to apply it to the Early Learning Guidelines of North Dakota.</li> <li>3. To gain new insights into the usage of the arts within the classroom, integration into the curriculum, and multi-cultural activities.</li> </ol>	<p>Pre/Post Project Based Assessment Written Exams</p>
<p>EDUC 330: Foundations of Education</p>	<ol style="list-style-type: none"> <li>1. To explore the many aspects of Turtle Mountain Chippewa Culture through focus on the Seven Teachings of the Anishinabe.</li> <li>2. To work collaboratively to share information and engage in activities that demonstrate respect for language, culture, and values of the Turtle Mountain Chippewa/Anishinabe.</li> <li>3. To explore the impact of current education strategies and methods employed by schools serving predominantly Indian children.</li> </ol>	<p>Quizzes Short Papers Reflection papers Individual Presentations Group presentations Project Based (Rubric)</p>

Understanding that the intent of Standard 4 is to go beyond culture and delve into all aspects of diversity, the TED incorporated a much broader perspective and focus in an effort to go beyond the ideal, “to prepare teachers who are culturally responsive to students, colleagues, and paraprofessionals within the community we serve.” To that end, the following global diversity plan was created. Understanding the importance of addressing components 4a through 4d of the diversity standard, TMCC TED is collaborating with Mayville State University to engage students from both programs in collaborative work through campus visits and distance learning activities. The action plan below was devised to transform vision into action.

Event	Focus	Objective	Assessment
Guest Speaker	Hispanic Perspective	Students will incorporate the Hispanic perspective into their understanding of diverse cultures/perspectives.	Comparison Survey Discussion
Guest Speaker	Lakota Perspective	Students will compare Lakota/Anishinabe/Metis cultures – similarities and differences. They will incorporate the unique native perspective or the Lakota into their own schema of cultural understanding.	Discussion Reflection Paper Student Surveys
Cultural Music Presentation	Local music teacher will bring instruments from a variety of cultures and share the history and evolution of instruments and music, along with how they can be used in classrooms to create a diverse classroom experience.	Compare similarities/differences of music and purpose served from around the globe. Identify at least 3 things all music has in common (melody, rhythm, harmony). Observe commonalities in instrument families – brass, woodwind, string, percussion – and identify instruments unique to local culture.	Discussion Reflection Paper Student Surveys
Mayville State/TMCC Exchange Day	The teacher education cohort will visit Mayville State University one time per year, as part of the collaboration agreement our two teacher education departments have developed in response to the need to meet the NCATE Diversity Standard.	4c. Students will participate in a professional development event hosted by sister institute through a paired learning experience and share perspectives.	Participation Observations Journal Reflections Survey feedback
Mayville State /TMCC Exchange Day	TMCC will host Mayville State U teacher education students and provide a local culture experience to be shared with them. This, too, is a part of the two institutes' efforts to meet NCATE Standard 4.	4b. Students will have the opportunity to interact with a diverse group of faculty and peers. 4c. Students will participate in a professional development event hosted by sister institute through a paired learning experience and share perspectives.	Participation Observations Journal Reflections Survey feedback
School District Visit (Minot Air Force Base) and/or area schools outside of Rolette County	Site visit to schools hosting diverse student populations.	TED students will observe strategies and programming employed to serve diverse populations.	Students will compare notes and write reflections regarding observations during school visits
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Hutterite-Mennonite Perspective			
TMCC Annual Culture Fest (Spring)	TMCC TED will collaborate with the Cultural Events Planner to include cultural elements that support the culture/diversity plans of our TED and Mayville State University goals and objectives. Teacher Education students will attend portions of the annual TMCC Culture Fest.	Students will share cultural creative arts and music projects and activities with Mayville peers and describe a process for infusing culture into the existing curriculum through lesson design.	Participation Observation Survey feedback
Disabilities Perspective	a. Local guest speaker b. Course experience	a. Students view life through the experiences shared by speaker regarding limitations and advantages of challenges unique to the “disability.” b. Students will experience life from the perspective of one confined to a wheel chair by navigating a predetermined campus route unaided.	Observation Discussion Journal Reflections
GLBT Presentation	Local Presenter and/or Presenter from Larger District		
Field Experience – Area Schools	TED students will be assigned practicums in area schools off reservations to the largest extent possible. Possible sites include Bottineau, Rolette, and Wolford.	4b&d. Students will observe instructional practice and engage in dialogue with school personnel to determine how diversity is addressed on the basis of SES, ethnicity/race, ability, gender, etc. Effort will be made to pair candidates with teachers from diverse backgrounds.	Observation Discussion Journal Reflections

The Teacher Education Department submitted a budget designed to provide this broad range of experiences, and we are awaiting approval. In addition, the department has engaged in activities designed to establish a long range relationship with Mayville. Some of our TED students have visited Mayville to hear speaker Kenneth Williams and to engage in dialogue with Mayville teacher education students. Members of the department have also met with Mayville’s Teacher Education Department Chair, Andi Duski-Bucholz, to initiate what is hoped to be a long-standing collaborative effort designed to deepen the diversity experience for students on both campuses.