

**North Dakota Education Standards and Practices Board
Initial Program Report
for the Preparation of Early Childhood Teachers**

COVER SHEET

1. Institution's Name: Turtle Mountain Community College
2. Date Submitted:
3. Preparer of this Report: Dr. Teresa Delorme
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4. CAEP/State Coordinator: Dr. Janet Welk
 - a. Phone: 328-9646
 - b. E-mail: jwelk@nd.gov
5. Name of Institution's program: Early Childhood
6. Grade levels for which candidates are being prepared: PreK-3
7. Degree or award level (select one)
 - a. Initial
 - i. Baccalaureate
 - ii. Post Baccalaureate
8. Is this program offered at more than one site?
 - a. Yes
 - b. No
9. If your answer is yes to the above question, list the sites at which the program is offered:
10. Program report status (check one):
 - a. Initial Review
 - b. Continuing Review
 - c. Focused Visit

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SECTION I-CONTEXTUAL INFORMATION

1. Candidate Information

Directions: Provide three years of data on candidates enrolled* in the program and completing** the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master’s, doctorate) being addressed in this report.

Program:

Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
2014-2015	8	6
2013-2014	7	0
2012-2013	7	0

* Enrolled candidates are those formally admitted to the program as of the institution's official fall reporting date or as of October 15 of each academic year.

** Program completers are those candidates for whom a degree is conferred within the selected academic year. The academic year begins in the fall and concludes in the spring or summer of the following year depending upon whether candidates are granted degrees in the summer.

2. Curriculum Exhibit (Select 1)

- a. ___ **Option 1:** Complete the Curriculum Exhibit Form below. **Include an electronic link to each syllabus for courses listed under the Teaching Specialty and the Professional Education columns.**
- b. ___ **Option 2:** Upload the Program Status Sheet (must include general studies, specialty area, and professional education courses). **Include an electronic link to each syllabus for courses listed under the Teaching Specialty and the Professional Education columns.**

III. Curriculum Exhibit Form SFN 14381. Provides the opportunity for institutions to document the entire program including general studies, teaching specialty, and professional education.

- 1. Curriculum exhibit forms are to be prepared for every basic and advanced program being brought forward for either initial or continuing approval by the Education Standards and Practices Board (ESPB).
- 2. A separate sheet is to be completed for **each** program for which approval is requested. If more than one program is offered within an approval category, a separate sheet must be completed for each of those programs. For example, if both instrumental and vocal/choral music majors are offered, complete a separate sheet for each. Also, for example, a separate sheet must be completed for each of the science and social science majors.

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**CURRICULUM EXHIBIT FORM BASIC PROGRAM
EDUCATION STANDARDS AND PRACTICES BOARD
SFN 14381 (05-06)**

Institution: Turtle Mountain Community College		Major: Early Childhood
Credits are: Semester		
Credits required for degree: 132		
General Studies	Teaching Specialty	Professional Education
Credits Required:	Credits required:	Credits Required:
COMM 110 Fund Pub Spkg (3 cr.) ENGL 110 College Comp I (3 cr.) ENGL 120 College Comp II (3 cr.) ENGL 238 Children's Literature (3 cr.) HIST 251 Chippewa History (3 cr.) HIST 103 US Hist to 1877 (3 cr.) or HIST 104 US Hist since 1877 (3 cr.) or HIST 220 North Dakota History (3 cr.) or HIST 101 Western Civilization (3 cr.) HIST 252 Chippewa History II (3cr) HUMM 202 Fine Arts & Aesthetics (3 cr.) LANG 121 Chippewa/Cree Lang I (3 cr.) or HPER 210 First Aid/CPR (2 cr.) PSYC 111 Intro to Psys (3 cr.) GEOG 121 Physical Geography (3 cr.) ASTR 110 Prin of Astron w/Lab (4 cr.) BIOL 150 R Gen Biol/Lab (4 cr.) GEOL 105 Physical Geology/Lab (4 cr.) or GEOL 106 Earth thru Time/Lab (4 cr.) CHEM 121 Gen Chem/Lab (4 cr.) MATH 111 College Alg I (3 cr.) MATH 112 College Alg II (3 cr.) or MATH 103 College Alg (4 cr.) MATH 277 Math for Elem. Teachers (3 cr.)	ECE310 Intro to Early Childhood (3cr) ECE 311 Obs, Doc, Assess (3 cr.) ECE 313 Language Dev. & Emerging Lit.(3 cr.) ECE 320 Infant & Toddler Dev & Lrning(3 cr) ECE 329 EC Curr Plan, Dev Play & Ev (4 cr) ECE 336 Soc/Emot. Dev. & Guid of YC (3 cr.) ECE 337 Pre-School Children w/Sp. Needs (3cr.) ECE 338 Fam. & Com. Relations (3 cr.) ECE 350 Early Child Practicum 1 (1 cr.) ECE 360 Early Child Practicum 2 (1 cr.) ECE 411 Pre-K Meth & Materials (2 cr.) ECE 412 Kinder Meth & Materials (2 cr.) ECE 413 Admin Leadership in EC (3cr.) ECE 414 Pre-Kind Student Tchng (6 cr.) ECE 415 Stdnt Tchng K-3 (6 cr) ECE 416 Stud. Teachng Seminar (1 cr.)	EDUC 235 Prep. For Praxis 1 (1 cr.) EDUC 236 Praxis II (1 cr.) EDUC 300 Ed.Technology (2 cr.) EDUC 310 Intro. To Except. Child. (3 cr.) EDUC 320 Native Issues in Education (3 cr) EDUC 321 Multicultural Ed. & Human Diversity (3 cr) EDUC 330 Foundations of Ed. (3 cr.) EDUC 353 Child/Adolescent Psch. (3 cr.) EDUC 402 Foundations of Rdg.& Diag.(3 cr.) EDUC 403 Social Studies Meth & Materials (3 cr) EDUC 405 Math Meth & Materials (2 cr) EDUC 406 Sci Meth & Materials (2 cr.) EDUC 409 Lang Arts Meth & Materials (3 cr.)
Total: 57	Total: 43	Total: 32

ESPB does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age or disability as required by various state and federal laws.

3. Descriptive Information about the Program: Provide a one to two paragraph description to help reviewers understand your program (include information the describes how a student typically moves through the program from entry to exit):

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4. **Changes in the Program Since the Last Review:** Please describe any changes since the last review and include rationale for those changes:
5. **Field & Clinical Experiences:** In narrative format, briefly describe the required field & clinical experiences that are specific to your program including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships:

SECTION II: RESPONSE TO STANDARDS

1. Areas of Weakness from Prior Review:

Guidance: If you received an area(s) of weakness(es) in the last program approval report that has/have not yet been removed restate the weakness(es) here, describe the actions you have taken to address the weakness(es) and provide evidence that the weakness(es) has/have been resolved.

50037.4 The program requires 16 semester hours of study in developmentally appropriate practices, and the development and implementation of curriculum instruction based on knowledge of individual children and the community. The program uses varied performance assessments of candidates' understanding and abilities to apply knowledge.

Response to the Area of Weakness:

[ECE 329 Early Childhood Curriculum and Planning, Developmental Play and Evaluation:](#) Credit load was increased from 3 to 4 with another credit to meet the art, music, and movement for birth to grade 3.

[PSYC 353 Child and Adolescent Psychology:](#) Three credits is a requirement of Early Childhood candidates.

50037.7 The program requires the study of current, appropriate instructional and augmentative technologies for professions, children, and families. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Response to the Area of Weakness:

[EDUC 310 Introduction to Exceptional Learner:](#) This course speaks to candidates concerning appropriate instructional and augmentative technologies. Fall 2015 syllabi require candidates to meet with a Speech/Language pathologist and a Special Education teacher to have augmentative technologies demonstrated, with explanations of how these technologies are accommodations for appropriate instruction. This will be assessed by the candidate's reflections and discussion during class meetings. A scheduled guest speaker, Bureau of Indian Affairs, Director of Special Education will present to the students on how hearing and visual impaired learners receive accommodations in the local school system.

For field experience, the candidates will visit Devils Lake School of the Deaf and Grand Forks Blind School. These activities will be incorporated into the EDUC 310 Exceptional

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Learner syllabus. The candidate will be required to demonstrate thorough and insightful understanding of the topic and be able to communicate with a strong sense of purpose the support of the technology in their classroom.

Teacher Education Department purchased an “audio assistive” technology system for the classroom. Candidates become familiar with its presence and use it for voice enhancement or to assist candidates with low impaired hearing. Department teachers and candidates have continual access to this technology.

50037.9 The program requires three supervised field experiences and two student teaching experiences. One student teaching experience must be in an accredited pre-kindergarten or kindergarten setting and the others in grades 1, 2, or 3, and include the opportunity to work with children with special needs. The program uses varied performance assessments of candidates’ understanding and abilities to apply that knowledge.

Response to the Area of Weakness:

ECE candidates complete two student teaching assignments, the first in an accredited Pre-K or K classroom and the second in either grades 1, 2, or 3. The diverse age groups requirement is not only met in their student teaching assignments, but in Practicum I and II (40 hours) and ECE course field experience (approximately 73.5 hours), as well.

COURSE NUMBER	COURSE TITLE	Observation Requirement
ECE 414	Student Teaching Pre-K	6 credits (240 clock hours)
ECE 415	Student Teaching K,1,2,3	6-10 credits (240-400 clock hours)
ECE 350	Practicum I	40 hours
ECE 360	Practicum II	40 hours
ECE 411	Pre-Kindergarten Methods & Materials	2.5 hours
ECE 412	Kindergarten Methods and Materials	10 hours
ECE 310	Introduction to Early Childhood	15 clock hours
ECE 311	Observation, Documentation, & Assessment	15 clock hours
ECE 320	Infant and Toddler Development	16 clock hours
ECE 329	ECE Curriculum Planning, Dev. Play, and Evaluation	10 clock hours
ECE 336	Social Emotional Development & Guidance of Young Children	5 clock hours
		TOTAL 685.5 to 846.5

The student teaching syllabus clarifies a Pre-K or K and another placement in grades 1, 2, or 3. EDUC Methods and Materials courses require clock hours that early childhood candidates must complete.

ECE 310, 311, 320, & 329 courses include placement of the candidates in institutions with infants to four year olds.

50037.11 Candidate assessment data are regularly and systematically collected, compiled, aggregated, summarized and analyzed to improve candidate performance, program quality, and

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program operations. The program disaggregates candidate assessment data when candidate are in alternate route, off campus, and distant learning programs.

Response to the Area of Weakness:

ECE data is collected and reviewed for program improvement within the data base. Since the actual inception of the program, the only years for which the teacher education department has data are year 2012 through 2015. Our first group ECE candidates graduated Spring 2015. The department is in the process of collecting and reviewing assessment data for these graduates

NCATE Standards

Standard 1. Candidate Knowledge skills and Dispositions

Early Childhood Standards have been added to ECE syllabi. Courses numbers and names have been checked and aligned with Common Course numbering. Initial elementary education method courses being offered to ECE candidates have accommodated early childhood content.

ECE candidate dispositions are evaluated during fall semesters and student teaching by the candidate and the advisor.

ECE candidates are required to complete EDUC 300 Educational Technology.

Standard 2. Assessment System and Unit Evaluations

ECE candidates complete EDUC Praxis I with elementary and secondary candidates unless they have passed the test prior to acceptance into the program. The system for assessing student skills and giving student/teacher feedback is a system called North Star.

ECE candidates complete EDUC 236 C Praxis II. The program utilizes ETS software for the 5621 Principles of Learn Teach: Early Child and 5022 Early Childhood Content Knowledge.

To evaluate Praxis I and II scores, the advisor looks at strengths and weakness revealed in practice tests and classroom quizzes.

All (7) early childhood candidates passed Praxis I, and 6 candidates successfully completed Praxis II. Two of the 6 ECE candidates completed the 5622 Principles of Learn Teach: Grades K-6.

ECE syllabi include ND Early Childhood standards, NAEYC standards and INTASC standards.

Standard 3. Field Experiences

Candidates complete two student teaching assignments, the first in an accredited Pre-K or K classroom and the second in either grades 1, 2, or 3. The diverse age groups were not only met

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in their student teaching assignment, Practicum I and II (40 hours), and ECE course field experience requirements (approximately 73.5 hours).

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COURSE NUMBER	COURSE TITLE	Observation Requirement
ECE 414	Student Teaching Pre-K	6 credits (240 clock hours)
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ECE 310	Introduction to Early Childhood	15 clock hours
ECE 311	Observation, Documentation, & Assessment	15 clock hours
ECE 320	Infant and Toddler Development	16 clock hours
ECE 329	ECE Curriculum Planning, Dev. Play, and Evaluation	10 clock hours
ECE 336	Social Emotional Development & Guidance of Young Children	5 clock hours
		TOTAL 685.5 to 846.5

The student teaching syllabus clarifies a Pre-K or K and another placement in grades 1, 2, or 3. ECE 310, 311, 320, & 329 places the candidates in institutions with infants to four year olds.

Standard 6. Governance.

The ECE was originally sustained by a Title III grant, which ended several years ago. Since then, the ECE program and faculty positions have been funded by the institution.

The ECE External Advisory Committee is currently in place with principals and teachers from the county school systems, however efforts to meet the two meetings a year goal have not been successful. The Teacher Education Department is discussing ways to secure attendance such as using Survey Monkey. The first meeting of 2015 is currently scheduled for September 11.

Current ECE External Advisory Committee Membership includes: Rebecca Ward, Principal Dunseith Public Elementary, Theresa St. Pierre, First Grade Teacher, Dunseith Public School, Michelle Thomas, Principal Dunseith Day School, Mike Blue, Principal Ojibwa Indian School, David Gourneau, Bureau of Indian Affairs Line Officer, Patty Gourneau, Pre-K teacher Turtle Mountain Elementary, Lucas Wuori, Third Grade Teacher, Rolette Public School, and Wannetta Bennett, Tribal Head Start Liaison.

Overall program- Early Childhood

The team decision's rationale for deciding that the Early Childhood overall program was met with weakness was because the program was still in the planning stages. The first co-hort began fall semester 2012 and finished spring semester 2015. The teacher education program is continually assessing curriculum, field experience, individual performance disposition and portfolio assessment needs of the individual candidates as well as the early childhood programming.

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2. Course/Assessment Matrix:

Guidance: Complete the matrix below. List the particular courses that address each of the ESPB standards for your program. All courses listed should include a link to an electronic syllabus. Courses should be required of all candidates. Next, list the assessments that most clearly align with each standard. Choose from among those-described in Section II.3.f. For each standard in the matrix list **ONLY** those courses and assessments that specifically address that standard. Simply repeating all courses or all assessments in each row of the matrix will only confuse the reviewer. It is not expected that every course and every assessment address every standard. It may also be that some assessments will need to be further disaggregated to pinpoint that part of the assessment measure that directly addresses a specific standard. Please be specific! For those programs that are accredited or recognized by other bodies, you need only provide a link to the letter of reaccreditation (NASAD, NASM, AHSA, etc.) or a link to the latest SPA report.

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State Standard	Course Prefix and Title (with electronic links to syllabi)	Assessment (from among those listed under Section II.3.c and d)
<p>50037 Early Childhood 50037.1 The program requires the study of typical and atypical child development to include the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight including characteristics of children as learners and as individuals.</p>	<p>Optional --this is addressed by the Unit (EPP) in ESPB/InTASC Standard 1 : Learner Development*</p> <p>ECE 320 Infant & Toddler ECE 336 Social Emotional ECE 311 Observation, Doc., Assessment ECE 313 Language Development</p>	<p>ECE 320-Research Paper brain growth and development ECE 336- Scenario Presentations (5 ea.) ECE 311- Observational Tasks (14 areas) ECE 313 –Research Based Instructional Strategies (Paper)</p>
<p>50037.2 The program requires the study of historical, philosophical, and social foundations and how these foundations influence current thought and practice in early childhood education.</p>	<p>ECE 310 Introduction to Early Childhood EDUC 330 Foundations of Education</p>	<p>ECE 310- Readings/Reflective Paper (6 topics addressed) EDUC 330- Philosophy &Philosopher presentation & written report</p>
<p>50037.3 The program requires the study of how to establish and maintain collaborative partnerships with families, communities, and other professionals.</p>	<p>Optional --this is addressed by the Unit (EPP) in ESPB/InTASC Standard 10 : Leadership and Collaboration*</p> <p>ECE 338 Family, School, & Community ECE 413 Administrative Leadership</p>	<p>ECE 338-Home-School-Community Collaboration Research Project Paper. ECE 413 – Day in the Life of a Center Director (Paper)</p>
<p>50037.4 The program requires sixteen semester hours of study in developmentally appropriate practices, and the development and implementation of curriculum instruction based on knowledge of individual children and the community.</p>	<p>ECE 311 Observation, Documentation, and Assessment ECE 350 C Practicum I ECE 360 C Practicum II ECE 414 Pre-K –K Student Teaching ECE 415 K-3 Student Teaching</p>	<p>ECE 311-Case Study (Minimum 15 clock hours) ECE 350 C Observation/Reflection Notes (40 clock hours) ECE 360 C Disposition Rubric (40 clock hours) ECE 414-Pre K- K Student Teaching (6 weeks minimum) ECE 415-Kindergarten/Grades 1,2,3 (6 weeks minimum)</p>
<p>50037.5 The program requires the study of strategies to encourage positive social interaction among children, to promote positive conflict</p>	<p>EDUC 310 Introduction to Exceptional Child</p>	<p>EDUC 310- Quiz;Topic Papers ECE 336- Behavior observations and presentations ECE 360- IEP’s. 504, Classroom behavior plans</p>

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<p>resolution, and to develop personal self-control, self-motivation, and self-esteem.</p>	<p>ECE 336 Social/Emotional Development ECE 360 Practicum II ECE 416 Student Teaching Seminar</p>	<p>ECE 416- Discussion/analysis</p>
<p>50037.6 The program requires the study of formal and informal assessment, the use of assessment information on planning and individualizing curriculum and teaching practices, and on providing feedback to families of all young children.</p>	<p>Optional --this is addressed by the Unit (EPP) in ESPB/InTASC Standard 6: Assessment* ECE 311 Observation, Doc., Assessment ECE 313 Language Development and Emerging Literacy ECE 320 Infant & Toddler</p>	<p>ECE 311 Research Paper ECE 313 Language Literacy Activity Book for Families of Preschool Children ECE 320 Child Assessment Report</p>

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<p>50037.7 The program requires the study of current, appropriate instructional and augmentative technologies for professions, children, and families.</p>	<p>EDUC 300 Educational Technology EDUC 310 Introduction to Exceptional Child</p>	<p>Special Education Observation Quiz</p>
<p>50037.8 The program requires the study of actively modeling professionalism, advocacy, ethical behavior, and commitment to lifelong learning.</p>	<p>Optional --this is addressed by the Unit (EPP) in ESPB/InTASC Standard 9:Professional Learning and Ethical Practice*</p>	
<p>50037.9 The program requires three supervised field experiences (one at a pre-kindergarten level) and two student teaching experiences for a minimum of ten weeks. One student teaching experience must be in an approved pre-kindergarten or kindergarten setting and the other in grades 1, 2, or 3, and include the opportunity to work with children with special needs.</p>	<p>ECE 360 Practicum II ECE414 Pre-K –K Student Teaching ECE 415 Student Teaching Kindergarten and Primary Grades (1,2,or 3)</p>	<p>ECE 360 Requires 40 clock hours ECE 414 Requires minimum of 6 weeks ECE 415 Requires minimum of 6 weeks</p>
<p>50037.10 The program requires the study of basic principles of administration, organization, leadership and operation of early childhood programs, including supervision of staff, volunteers, and program evaluation</p>	<p>ECE 413 Administration & Leadership</p>	<p>ECE 413 Proposal written for Childcare Center; Playground Analysis; Leadership Assessment</p>

*You may elect to include program specific information related to these standards if you believe that such information aid the Content Expert’s review process.

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3. Detailed Response to the Standards:

Under each ESPB program standard listed below, respond to questions **a** and **b**. Guidance to help you in the development of your response is provided.

a. Where in your program do candidates have the opportunity to address this standard?

Guidance: In narrative format, describe the courses and activities that you listed in the matrix which provide candidates with an opportunity to address the standard. Also, provide a link to the relevant syllabi so reviewers can access them without having to scroll back to the matrix. Your narrative should include information that, in general, includes language to show that the InTASC sub-elements of performances, essential knowledge and dispositions have been considered; however, not every item within each sub-element needs to be addressed on an individual basis (see *North Dakota ESPB Program Approval Standards* document for details

<http://www.nd.gov/espb/progapproval/docs/ProgramApprovalStandards.pdf>)

b. What assessment evidence do you have that demonstrates that candidates have met this standard?

Guidance: A total of 6-8 assessments must be included in this report. Three assessments are required: **Praxis II Content Test, Praxis II PLT Test and the Student Teaching Performance Evaluation**. Results from each are to be reported in Tables 4.1, 4.2 and 4.3. In addition, when addressing each standard below, evidence may be further disaggregated to show results from sections of the Praxis tests and particular items from the student teaching evaluation rubric related to a particular standard (see further guidance about this below). . For the remaining 3-5 assessments, select from those described under the heading **f: Additional Assessments**. While the same assessments may apply to multiple standards you must indicate in your presentation how the data relate to the specific standard at hand (see further guidance about this can be found in **f.**). **(Present 3 years of disaggregated data unless the number of candidates is fewer than 10 in any given year; in this case, present aggregated data for all three years.)**

c. Required Assessments

Guidance: For each standard, it may help to provide additional data from annual Praxis reports that address the particular elements in a given standard. In this case, the annual Praxis reports provide a breakdown of the categories within the Content Test and PLT on pages titled “Detailed Score Information” and “Number (Percent) of Your Institution’s Examinees Scoring in Each Quartile in Each Category”. Also, when addressing

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individual standards, it helps to highlight or isolate specific categories within the Student Teaching Evaluation data that relate to the standard at hand.

Praxis II: Content Test: Complete Table 4.1 reporting at least 3 years of data. Disaggregate by year where the number of students in the program is greater than 10 in any given year; otherwise combine results.

[2012-2015]				
Content Area Test Name and Number	ND Passing Score	Total # of Test Takers	Average Score	Percent Passing
5022-ECE Curriculum, Instruction, Assesment	158	6	No data	No data

Praxis II: PLT (Principles of Learning and Teaching): Complete Table 4.2 reporting 3 years of data. Disaggregate by year where the number of students in the program is greater than 10 in any given year; otherwise combine results.

[2012-2015]				
Content Area Test Name and Number	ND Passing Score	Total # of Test Takers	Average Score	Percent Passing
5621-ECE-PLT	157	6	No data	No data

Student Teaching Performance (Clinical Experience) Evaluation:

1. Build Table 4.3 that provides aggregated data for your program and includes the following:
 - a. The N (number of candidates)
 - b. Proficiency scale (e.g. Beginning, progressing, proficient, exceeds proficient)
 - c. Performance results at each proficiency level (at least 3 years of data)
 - d. For each proficiency level include the number of candidates (n=?) and percent scoring within that level. A sample table is provided below.

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2. Attach an electronic copy of the performance instrument ([EDUC 414-415](#))

Fall 2012-Spring 2015)				
Program Area	Beginning	Progressing	Proficient	Exceeds
Early Childhood Education (total N-6) 1 st Cohort	N=0/0%	N=0/0%	N=6/100%	N=0/0%

d. Additional Assessments (select 3-5 from among the assessments below, so that there are no more than 8 total assessments)

Continued Guidance: With the exception of **Course Grades**, which have their own requirements, for each of the selected assessments, provide a description of the assessment and attach an electronic copy of the assessment instrument (sample test, project, paper, etc.), and where appropriate attach the rubric or scoring guide. Also, present data tables showing three years of results. Within each standard addressed below, you may want to highlight data from sub-elements of a given assessment since not all of the elements assessed may relate to a particular standard. For example, if a given rubric is designed to assess multiple standards, you will want to highlight only those results in the data table that relate to the particular standard to which you are responding. This will draw the reviewers' attention to specific evidence, and they will not need to guess which of the findings are relevant.

- i. Capstone Project** (portfolio, teacher work sample, etc.)
- ii. Employer Survey** (results displayed should relate directly to standard(s))
- iii. Graduate Survey** (results displayed should related to directly to standard(s))
- iv. Pre-student Teaching Practicum Evaluations**
- v. Key Performance Tasks** (often classroom based assignments, projects, etc.)
- vi. Additional Assessment of Choice**
- vii. Course Grades:**
 - 1. Courses selected must clearly relate to the standard being addressed
 - 2. You must provide a rationale that demonstrates how the use of the course grade(s) relates to and provides evidence of meeting a particular standard
 - 3. The data table must include at least 3 years of data

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A sample table is provided below:

Year	N (number of candidates)	Course Titles (with electronic link to syllabi)	Overall Average Grade	Range of Grades	Rationale for Using Grades

viii. GPA in the specialty major at the point of completion:

Guidance: Complete the table below reporting 3 years of data (Courses included in the calculation must be **required for all** candidates.). Be sure that this GPA is directly related to the particular standard being addressed.

Year	N (number of candidates)	Overall Average GPA	Range of GPA

ix. GPA in core education coursework at the point of completion: Guidance:

Complete the table below reporting at least 3 years of data (Courses included in the calculation must be **required for all** candidates.). Be sure that this GPA is directly related to the particular standard being addressed.

Year	N (number of candidates)	Overall Average GPA	Range of GPA

4. Program Standards:

50037.1 The program requires the study of typical and atypical child development to include the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight including characteristics of children as learners and as individuals (*Optional* --this is addressed by the Unit (EPP) in ESPB/InTASC Standard 1: Learner Development).

a. Where in your program do candidates have the opportunity to address this standard?

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- b. What assessment evidence do you have that demonstrates that candidates have met this standard?**

50037.2 The program requires the study of historical, philosophical, and social foundations and how these foundations influence current thought and practice in early childhood education.

- a. Where in your program do candidates have the opportunity to address this standard?**

[ECE 310 Introduction to Early Childhood:](#) This course explores the historical and philosophical foundations of early childhood education.

- b. What assessment evidence do you have that demonstrates that candidates have met this standard?**

[ECE 310 Introduction to Early Childhood:](#) Pre-teacher candidates assessed from research placed into a Power Point and their presentation

50037.3 The program requires the study of how to establish and maintain collaborative partnerships with families, communities, and other professionals (*Optional* --this is addressed by the Unit (EPP) in ESPB/InTASC Standard 10: Leadership and Collaboration).

- a. Where in your program do candidates have the opportunity to address this standard?**

- b. What assessment evidence do you have that demonstrates that candidates have met this standard?**

50037.4 The program requires sixteen semester hours of study in developmentally appropriate practices, and the development and implementation of curriculum instruction based on knowledge of individual children and the community.

- a. Where in your program do candidates have the opportunity to address this standard?**

[ECE 350 Practicum I:](#) This course requires a minimum of 40 clock hours.

[ECE 360 Practicum II:](#) This course requires a minimum of 40 clock hours

ECE Pre-Kindergarten Student Teaching

- b. What assessment evidence do you have that demonstrates that candidates have met this standard?**

[ECE 350 Practicum I:](#) Documentation from Mentor Teacher /Student reflections

[ECE 360 Practicum II:](#) Documentation from Mentor Teacher/Student reflections

ECE Pre-Kindergarten Student Teaching: Candidates complete two student teaching assignments, the first in an accredited Pre-K or K classroom and the second in either grade 1, 2, or 3.

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50037.5 The program requires the study of strategies to encourage positive social interaction among children, to promote positive conflict resolution, and to develop personal self-control, self-motivation, and self-esteem.

- a. Where in your program do candidates have the opportunity to address this standard?**

ECE 336 Social/Emotional Development: Pre-teacher candidates self-examine their own dispositions.

- b. What assessment evidence do you have that demonstrates that candidates have met this standard?**

ECE 336 Social/Emotional Development: Candidates earn points for class participation and online work. They also complete 2 quizzes (20 points each) based on assigned readings and lecture/notes.

50037.6 The program requires the study of formal and informal assessment, the use of assessment information on planning and individualizing curriculum and teaching practices, and on providing feedback to families of all young children (*Optional* --this is addressed by the Unit (EPP) in ESPB/InTASC Standard 6: Assessment).

- a. Where in your program do candidates have the opportunity to address this standard?**

- b. What assessment evidence do you have that demonstrates that candidates have met this standard?**

50037.7 The program requires the study of current, appropriate instructional and augmentative technologies for professions, children, and families.

- a. Where in your program do candidates have the opportunity to address this standard?**

[EDUC 310 Introduction to Exceptional Child](#): This course introduces the pre-teacher candidates to educational adaptations and methods that are addressed within the context of an inclusive classroom. The pre-teacher candidate will be able to identify environment barriers that could stifle a student's academic success as well as identify instructional adjustments to the student's learning.

- b. What assessment evidence do you have that demonstrates that candidates have met this standard?**

[EDUC 310 Introduction to Exceptional Child](#): This is assessed from a report that the Pre-teacher candidate writes from field experience visits. These reports are placed in their final course paper portfolio.

50037.8 The program requires the study of actively modeling professionalism, advocacy, ethical behavior, and commitment to lifelong learning (*Optional* --this is addressed by the Unit (EPP) in ESPB/InTasc Standard 9:Professional Learning and Ethical Practice).

- a. Where in your program do candidates have the opportunity to address this standard?**

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- b. What assessment evidence do you have that demonstrates that candidates have met this standard?**

50037.9 The program requires three supervised field experiences (one at a pre-kindergarten level) and two student teaching experiences for a minimum of ten weeks. One student teaching experience must be in an approved pre-kindergarten or kindergarten setting and the other in grades 1, 2, or 3, and include the opportunity to work with children with special needs.

- a. Where in your program do candidates have the opportunity to address this standard?**

[ECE 350 Practicum I](#)-----minimum 40 hours
[ECE 360 Practicum II](#)-----minimum 40 hours
[ECE 414 Student Teaching Primary Grades](#)-----minimum 6 weeks
[ECE 415 Student Teaching Seminar](#)-----minimum 6 weeks

The candidates complete two student teaching assignments, the first in an accredited Pre-K or K classroom and the second in either grades 1, 2, or 3. The diverse age groups requirement is not only met in their student teaching assignments, but in Practicums I and II (40 hours) and ECE course field experience (approximately a minimum 73.5 hours).

- b. What assessment evidence do you have that demonstrates that candidates have met this standard?**

[ECE 350 Practicum I/ECE 360 Practicum II](#): Documentation from Mentor Teacher /Student reflections.

[EDUC 414 Student Teaching](#): The college advisor and mentor teacher, in a spirit of collaboration, assess the candidate twice (MID-TERM ASSESSMENT OF STUDENT TEACHER and FINAL ASSESSMENT OF STUDENT TEACHER) during the course of the student teaching experience. The candidate is assessed on the basis of the degree to which the candidate is meeting the InTASC standards using a 5-point rubric. The mentor teacher also evaluates the candidates on the basis of the degree to which the candidate displays requisite dispositions using TMCC TEACHER EDUCATION PROGRAM DISPOSITIONAL PROFESSIONAL QUALITIES using a 4-point rubric ranging from 0-4 with an N/A option.

50037.10 The program requires the study of basic principles of administration, organization, leadership and operation of early childhood programs, including supervision of staff, volunteers, and program evaluation.

- a. Where in your program do candidates have the opportunity to address this standard?**

[ECE 413 Administration & Leadership](#): In the course, candidates acquire a general understanding on how programs for young children should be administered. The course includes goal setting, curriculum design, facilities, budget/finance, record keeping, staff

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relations/training, parent/community involvement, relevant national trends and their effects on early childhood programs. Candidates also explore how federal, state, and local agencies impact administering of early childhood programs.

[ECE 338 Family & Community Relationships](#): In this course, candidates explore home/school/community connections and learn how to foster positive relationships with parents and stakeholders in the community.

- b. What assessment evidence do you have that demonstrates that candidates have met this standard?**

5. Program Changes

Guidance: Provide a list of the major changes that have been made in the program since the last report as a result of your analysis of assessment data. You do not need to list changes that are not related to data results.

In the BOE 2010 Report, the team’s rationale for deciding that the Early Childhood overall program was met with weakness was because the program was still in the initial planning stage. ***The first cohort actually started Fall Semester 2012. Two candidates graduated end of Fall Semester 2014, and four candidates graduated Spring Semester 2015.*** One student is still working toward completion of her program. Consequently, other than the fact that all of the candidates, except the student still working toward completion, have successfully completed the Praxis II requirement, we have limited data and none longitudinal.

The teacher education program is continually assessing curriculum, field experiences, individual performance dispositions and portfolio assessment needs of the individual candidates, as well as the early childhood programming.