

**North Dakota Education Standards and Practices Board
Initial Program Report
for the Preparation of Composite Science Major/General Science Teachers**

COVER SHEET

- 1. Institution's Name: Turtle Mountain Community College**
- 2. Date Submitted:**
- 3. Preparer of this Report: Dr. Teresa Delorme**
 - a. Phone: 701-477-7826**
 - b. E-mail tdelorme@tm.edu**
- 4. CAEP/State Coordinator: Dr. Janet Welk**
 - a. Phone: 328-9646**
 - b. E-mail: jwelk@nd.gov**
- 5. Name of Institution's program: Composite Science Major/General Science**
- 6. Grade levels for which candidates are being prepared: 7-12**
- 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	1	0
2013-2014	4	3
2012-2013	4	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: Secondary Science
Credits are: Semester	Credits required: 134	Credits are: Semester
General Studies	Teaching Specialty	Professional Education
Credits Required: 35	Credits required: 52	Credits Required: 35
COMM 110 Fund Pub Spkg (3 cr.) ENGL 110 College Comp I (3 cr.) ENGL 120 College Comp II (3 cr.) HIST 102 US Hist to 1877 (3 cr.) or HIST 103 US Hist since 1877 (3 cr.) or HIST 220 ND Hist (3 cr.) HIST 251 Chippewa Hist I (3 cr.) or HIST 252 Chippewa Hist II (3 cr.) LANG 121 Chipp/Cree Lang I (3 cr.) or LANG 122 Chipp/Cree Lang II (3 cr.) or LANG 125 Ojibwa Lang. I (3 cr.) or LANG 126 Ojibwa Lang. II (3 cr.) PSYC 110 Intro to Psyc (3 cr.) ASTR 110 Principles of Astronomy (3cr) MATH 111 College Alg I (3 cr.) MATH 112 College Alg II (3 cr.) or MATH 103 College Alg (4 cr.) MATH 240 Applied Stats (2 cr) or MATH 212 Statistics (3 cr) MATH 107 R Pre-Calc (3 cr.) or MATH 105 Trigonometry (4 cr) MATH 165 Calculus (4 cr) GEOL 106 Earth Through Time (4cr)	BIOL 150 Gen Biol I/Lab (4 cr.) BIOL 151 Gen Biol II/Lab (4 cr.) BIOL 220 Anat & Phys I/L (4 cr.) BIOL 363 Entomology/Lab (4cr.) BIOL 332 Ecology/L (4 cr.) BIOL 401 Biodiversity/L (4 cr.) BIOL 470 Research (4 cr.) CHEM 121 Chem I/Lab (4 cr.) CHEM 122 Chem II/Lab (4 cr.) CHEM 380 Environ. Chem (4cr.) GEOL 101 Environ Geol/Lab (4 cr.) PHYS 211 College Phys I/Lab (4 cr.) PHYS 212 College Phys II/Lab (4cr.) PHYS 320 Phys Sci. for Teachers (4 cr.)	EDUC 235 Praxis I Review (1 cr.) EDUC 236 Praxis II Review (1 cr.) EDUC 300 Ed Tchnlgy (3 cr.) EDUC 310 Intro. To Excep. Child (3 cr.) EDUC 320 Issues in Native Education (3 cr.) EDUC 321 Hum Rel & Mltict Ed (3 cr.) EDUC 329 Curr Planning & Eval (3 cr.) EDUC 330 Found of Ed (3 cr.) EDUC 350 Practicum 1 (1 cr.) EDUC 353 Chld & Adol Psych (3 cr.) EDUC 360 Practicum 2 (1 cr.) EDUC 375 Tchg Rdg/Cont Area (2 cr.) EDUC 414 Stud Teaching (12 cr.) EDUC 415 Teaching Seminar (1cr.) EDUC 470 Meth Secondary Sci (2 cr.)
Total: 47	Total: 56	Total: 42

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.

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Institution: Turtle Mountain Community College		Major: Secondary Science
Credits are: Semester	Credits required: 134	Chemistry
General Studies	Teaching Specialty	Professional Education
Credits Required: 35	Credits required: 53	Credits Required: 42
COMM 110 Fund Pub Spkg (3 cr.) ENGL 110 College Comp I (3 cr.) ENGL 120 College Comp II (3 cr.) HIST 102 US Hist to 1877 (3 cr.) or HIST103 US Hist since 1877 (3 cr.) or HIST 220 ND Hist (3 cr.) HIST 251 Chippewa Hist I (3 cr.) or HIST 252 Chippewa Hist II (3 cr.) LANG 121Chipp/Cree Lang I (3 cr.) or LANG122 Chipp/Cree Lang II (3 cr.) or LANG 125 Ojibwa Lang.I (3 cr.) or LANG 126 Ojibwa Lang. II (3 cr.) PSYC 110 Intr to Psyc (3 cr.) ASTR 110 Principles of Astron (3cr0 MATH 111 College Alg I (3 cr.) MATH 112 College Alg II (3 cr.) or MATH 103 College Alg (4 cr.) MATH 240 Applied Stats (2 cr) or MATH 212 Statistics (3 cr) MATH 107 R Pre-Calc (3 cr.) OR MATH 105 Trigonometry (4 cr) MATH 165 Calculus (4 cr) GEOL 106 Earth Through Time (4cr)	BIOL 150 Gen Biol I/Lab (4 cr.) BIOL 151 Gen Biol II/Lab (4 cr.) BIOL 363 Entomology/Lab (4 cr.) CHEM 121 Chem I/Lab (4 cr.) CHEM 122 Chem II/Lab (4 cr.) CHEM 240 Organic (3 cr.) CHEM 301 Biochemistry (4 cr.) CHEM 333 Clinical Forensic Chem./L (4 cr.) CHEM 380 Envir. Chemistry (4 cr.) CHEM 431 Analytical Chemistry (2 cr.) GEOL 101 Environ Geol/Lab (4 cr.) PHYS 211 College Phys I/Lab (4 cr.) PHYS 212 College Phys II/Lab (4cr.) PHYS 320 Phys Sci. for Teachers (4 cr.)	EDUC 235 Praxis I Review (1 cr.) EDUC 236 Praxis II Review (1 cr.) EDUC 300 Ed Tchnlgy (3 cr.) EDUC 310 Intro. To Excep. Child (3 cr.) EDUC 320 Issues in Native Education (3 cr.) EDUC 321 Hum Rel & Mlticlt Ed (3 cr.) EDUC 329 Curr Planning & Eval (3 cr.) EDUC 330 Found of Ed (3 cr.) EDUC 350 Practicum 1 (1 cr.) EDUC 353 Chld & Adol Psych (3 cr.) EDUC 360 Practicum 2 (1 cr.) EDUC 375 Tchg Rdg/Cont Area (2 cr.) EDUC 414 Stud Teaching (12 cr.) EDUC 415 Teaching Seminar (1cr.) EDUC 470 Meth Secondary Sci (2 cr.)
Total: 47	Total: 53	Total: 42

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Total: 47	Total: 52	Total: 42

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Total: 47	Total: 57	Total: 42

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- 3. Descriptive Information about the Program:** Provide a one to two paragraph description to help reviewers understand your program (include information that describes how a student typically moves through the program from entry to exit):
Secondary Science students typically begin their program of study by enrolling in basic education coursework with all education majors during their first semester in the program. They begin by taking Education Technology during the first summer of their program. Then, they attend Introduction to the Exceptional Learner, Multicultural Education, Curriculum Planning, Child and Adolescent Psychology, and Foundations of Education courses along with all other first year students. Beginning second semester of their first year, they branch out into their specialty area by taking CHEM 380 and 13 credits in their content area. Fall of their second year, they continue to select courses from those listed in the teacher education manual in Chemistry, Geology, Biology, and Physics in order to meet the 28 credit requirement beyond the general education science coursework requirement. If they are on schedule with their program of study, they will complete their student teaching and attend Student Teaching Seminar spring semester of their senior year.
- 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:

Practicum I: During the first semester of their junior year, candidates are required to complete 40 hours in surrounding school districts in order to observe an experienced teacher and to teach small student groups in order to get a “feel” for what it is like to be a teacher. This is intended as one component of classroom experience necessary to prepare for teaching and allows candidates to connect theory to the real world of teaching. The mentor teacher and college advisor work collaboratively to evaluate the practicum experience.

Practicum II: Candidates are required to complete a 40-hour second practicum during the fall of their senior year. Requirements are similar to those of the first practicum, but with the addition of teaching one or more subjects to the whole class and utilizing an original lesson plan designed by the candidate with the oversight and permission of the mentor teacher.

Student Teaching: Candidates must complete a minimum of 12 weeks (60 contact days) of student teaching during their final semester. Both the mentor teacher and the college supervisor work closely with the candidate to ensure the candidate receives every opportunity possible to develop skills that will lead to a successful career in education. During this semester, candidates will also apply for licensure through the North Dakota Education Standards and Practices Board (ESPB). Candidates will be assigned a grade level or grade levels, depending upon mentor teacher availability. During student teaching, all aspects of best teaching practice and culturally responsive teaching are made more relevant as the candidate interacts with students on a daily basis.

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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.

No areas of weakness were identified in either the March 2010 or the April 2012 BOE Reports.

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>13047.1 Composite Science Major/General Science The composite/general science program must include environmental science incorporated within other courses or as a separate course. The composite/general science program requires: 1. Coursework in biology, chemistry, physics, and earth science, including: a. Minimum of twenty four semester hours in one area. b. Minimum of twelve semester hours in two other areas. c. Minimum of four semester hours in the fourth area. d. Courses must be from those that the institution allows toward graduation in the science major. 2. Study of mathematics through the pre-calculus level (college algebra and above) and statistics</p>	<p>EDUC 470 Methods of Secondary Science Chemistry: (8 Credits) CHEM 240 Fundamentals of Organic Chemistry CHEM 333 Environment/Clinic/Forensic CHEM 380 Environmental CHEM 431 Analytical CHEM 301 Biochemistry MATH 165 Calculus MATH 240 Applied Statistics Geology (4 Credits) GEOL105 Physical Geology GEOL 200 Meteorology GEOL 320 Oceanography GEOL 450 Sedimentology & Stratigraphy GEOL 101 Environmental Geology Biology: (8 Credits) BIOL 363 Entomology BIOL 220 Anatomy/Physiology I BIOL Electives Physics: (4 Credits) PHYS 212 College Physics II PHYS 275 Planetary Science PHYS 310 Philosophy Issues PHYS 320 Physical Science for Teachers PHYS 321 Optics PHYS 405 Advanced Physical Science PHYS 412 Astronomy Instruments MATH 165 Calculus EDUC 350 Practicum I EDUC 360 Practicum II</p>	<p>EDUC 470: Mid-term; Final; Lesson Plans; Field Lessons Praxis reports - Content Test and PLT (Detailed Score Information and Number (Percent) TMCC's Examinees Scoring in Each Quartile in Each Category.</p> <p>highlight or isolate specific categories within the Student Teaching Evaluation data</p> <p>PHYS 320: Lab Notebook; Daily work; Mid Term; Final Exam</p> <p>MATH 165: Homework participation, quizzes, chapter exams, final exam</p> <p>MATH 240 Applied Statistics: 50% of grade is based on completion of problem sets. The remaining 50% is based on 6 exams, each covering 2 chapters of text.</p>

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<p>13047.2 Nature of Science The program requires study of the history and philosophy of science as well as the interrelationships among the sciences.</p>		<p>PHYS 320: Lab Notebook; Daily work; Lesson Design; Student created Instructional Activities; Mid Term; Final Exam</p>
<p>13047.3 Inquiry The program requires study of the processes of science common to all scientific fields.</p>	<p>PHYS 320 Physical Science for Teachers EDUC 470: Methods of Secondary Science</p>	<p>EDUC 470; EDUC 470: Mid-term; Final; Lesson Plans; Field Lessons</p> <p>PHYS 320: Lab Notebook; Daily work; Lesson Design; Student created Instructional Activities; Mid Term; Final Exam</p>
<p>13047.4 Context of Science The program requires the study of the effect of social and technological context on the study of science and on the application and valuing of scientific knowledge. The program prepares candidates to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding. The program provides the candidate with an understanding of the relationship of science to industry, business, government, and multicultural aspects of a variety of communities.</p>	<p>PHYS 320 Physical Science for Teachers EDUC 470: Methods of Secondary Science</p>	<p>EDUC 470: Mid-term; Final; Lesson Plans; Field Lessons PHYS 320: Lab Notebook; Daily work; Lesson Design; Student created Instructional Activities; Mid Term; Final Exam</p>

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<p>13047.5 Skills of Teaching The program requires the candidate to demonstrate proficiency in methods of teaching science.</p>	<p>EDUC 470: Methods of Secondary Science EDUC 360 Practicum II</p>	<p>EDUC 360: Field journals, structured observations, Practicum Advisor Evaluation, Self-evaluation, Mentor teacher evaluation, Lessons Plans EDUC 470: Mid-term; Final; Lesson Plans; Field Lessons</p>
<p>13047.6 Curriculum The program provides candidates with information necessary to identify, evaluate, and apply a coherent, focused science curriculum that is consistent with state and national standards for science education and appropriate for addressing the needs, abilities and interests of students.</p>	<p>EDUC 310 Introduction to Exceptional Children EDUC 329 Curriculum Planning and Evaluation</p>	
<p>13047.7 Assessment The program prepares candidates to use a variety of performance assessment strategies to evaluate the intellectual, social, and personal development of the learner in all aspects of science.</p>	<p>EDUC 329 Curriculum Planning and Evaluation EDUC 414 Student Teaching Elementary and Secondary</p>	<p>EDUC 329: Lesson Plans; Unit plans, Curr, Plan, Eval Resource Portfolio; Final Project EDUC 414: assessment design embedded in lesson design</p>
<p>13047.8 Environment for Learning The program prepares candidates to design and manage safe and supportive learning environments in the classroom, laboratory, and field. The program reflects high expectations for the success of all students.</p>	<p>EDUC 375 Reading in the Content Area EDUC 329 Curriculum Planning and Evaluation EDUC 415 Student Teaching Seminar Elementary and Secondary</p>	<p>Assessment Artifacts: Lesson Plans Written Reflections Strategy Collection Annotated Readings Video Commentaries Triple Venn Diagram (Strategies) Observation</p>

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<p>13047.9 Professional Practice The program prepares candidates to participate in the professional community, improving practice through their personal actions, education, and development. The program uses varied performance assessments of candidate's understanding and ability to apply that knowledge.</p>	<p>EDUC 350 Practicum I EDUC 360 Practicum II EDUC 414 Student Teaching EDUC 415 Student Teaching Seminar Elementary and Secondary</p>	<p>Lesson Plans Written Reflections Strategy Collection Annotated Readings</p>
<p>13047.10 Technology The program requires the study of current, appropriate instructional technologies. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.</p>	<p>EDUC 300 Education Technology</p>	<p>Portfolio</p>

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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
5435/0435-General Science Content Knowledge	150	9	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
5624/0624-Principles of Teaching and Learning	157	8	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
Secondary Science Graduates

Fall 2011-Spring 2015				
Program Area	Beginning	Progressing	Proficient	Exceeds
Secondary Science Education Graduates (N-10)	N/A – This rubric format not used. See EDUC Student Teaching Rubric.			

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

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4. Program Standards

13047.1 Composite Science Major/General Science The composite/general science program must include environmental science incorporated within other courses or as a separate course. The composite/general science program requires:

- i. Coursework in biology, chemistry, physics, and earth science, including:
 1. Minimum of twenty four semester hours in one area.

These are required general education science courses for candidates for secondary science:

GEOL 106 Earth Through Time (4)
BIOL 150 General Biology I/Lab (4)
BIOL 151 General Biology II/Lab (4)
CHEM 121 Chemistry I/Lab (4)
[CHEM 122 Chemistry II/Lab \(4\)](#)
[PHYS 211 Physics/Lab \(4\)](#)

In addition to the above general education science courses listed above, candidates must meet additional science requirements as listed below (items 2-4):

2. Minimum of twelve semester hours in two other areas.

CHEM 240 Fundamentals of Organic Chemistry (3)
CHEM 333 Environment/Clinic/Forensic Chemistry (4)
[CHEM 380 Environmental Chemistry \(4\)](#)
CHEM 431 Analytical Chemistry (2)
CHEM 301 Biochemistry (4)
[GEOL105 Physical Geology \(4\)](#)
GEOL 200 Meteorology
[GEOL 320 Oceanography \(3\)](#)
GEOL 450 Sedimentology & Stratigraphy (4)
[GEOL 101 Environmental Geology](#)
[PHYS 212 College Physics II \(4\)](#)
[PHYS 275 Planetary Science \(3\)](#)
[PHYS 320 Physical Science for Teachers \(4\)](#)

3. Minimum of four semester hours in the fourth area.

[BIOL 363 Entomology \(4\)](#)
[BIOL 220 Anatomy/Physiology I \(4\)](#)
BIOL Electives

4. Courses must be from those that the institution allows toward graduation in the science major.

[EDUC 470 Science Methods and Materials for Secondary Education](#) offers the study of processes common to all sciences utilizing data-based activities, open-ended investigation, and student generated decision making and problem solving. Candidates are expected to recognize the central content areas of science and the direct application to everyday life. Further, they are expected to apply their knowledge to develop active, engaging, age-specific learning experiences. They must analyze current research findings regarding

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student learning and science, and they are expected to develop skills in evaluating student engagement and application of scientific concepts in the classroom.

- ii. Study of mathematics through the pre-calculus level (college algebra and above) and statistics.
 - a. **Where in your program do candidates have the opportunity to address this standard?**

MATH 111 Algebra I – Content covered in this class include graphing, technology, equations, inequalities, functions and their graphs, polynomials, and rational functions.

MATH 112 Algebra II – Exponential and logarithmic functions, systems of equations and equalities, and discrete algebra and analytic geometry are covered in this course.

[MATH 165 Calculus I:](#) Candidates engage in learning such concepts as limits, continuity, differentiation, Mean Value, Theorem, integration, Fundamental Theorem of Calculus, and applications.

[MATH 240 Applied Statistics](#) enables students to analyze and interpret graphical and numerical descriptions of data, discuss and calculate probability/probability distributions, calculate and interpret confidence intervals for 1-2 samples, use statistics to test hypotheses, and perform linear regressions, etc.

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

MATH 111 Algebra I – Course Assessments are conducted through regular grading of daily assignments and Chapter Tests. The entire course is also evaluated through a comprehensive Final Exam.

MATH 112 Algebra II – Course Assessments are conducted through regular grading of daily assignments and Chapter Tests. The entire course is also evaluated through a comprehensive Final Exam.

[MATH 165 Calculus I:](#) Assessment evidence includes pre-test, participation (35%), quiz performance (35%), and examination performance (30%). Examination performance includes four chapter exams, and a final exam.

[MATH 240 Applied Statistics:](#) Candidates demonstrate proficiency with this standard through successful complete of 45 problem sets and performance on chapter exams.

13047.2 Nature of Science The program requires study of the history and philosophy of science as well as the interrelationships among the sciences.

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

[EDUC 470 Science Methods and Materials –Secondary:](#) This course is designed to explore various pedagogical methods of science instruction using inquiry into the nature of science, and philosophy of Native Ways of Knowing. Students have several opportunities to integrate real-world experiences into these models.

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

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EDUC 470 Science Methods and Materials –Secondary: Candidates must create lesson and unit plans that demonstrate understanding of the process inherent in various methods of science instruction. Class projects that incorporate inquiry through real world experiences offer further evidence of meeting this standard. Candidates must teach two lessons in the science classroom as further evidence of meeting this standard.

13047.3 Inquiry The program requires study of the processes of science common to all scientific fields.

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

PHYS 211 College Physics I/Lab – Candidates develop subjective knowledge and/or skill in calculating in areas - measurement and problem solving, vectors/trig/graphing, velocity/acceleration, concurrent/parallel forces, two-dimensional/periodic motion, conservation of energy/momentum, phases of matter, and heat measurement.

PHYS 212 College Physics II/Lab – Candidates study laws of electricity and magnetism, optics, and selected topics from modern physics (heat engines, waves – sound & light, reflection, refraction, diffraction and polarization, electrostatics, DC circuits, heating/chemical effects, magnetic effects, and AC circuits.

EDUC 470 Science Methods and Materials –Secondary: Candidates recognize the central content areas of science and are able to apply their knowledge of science to develop active, engaging, age-specific learning experiences. Candidates also become skilled in evaluating student engagement and application of scientific concepts in the classroom.

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

PHYS 211 College Physics I/Lab - Candidates complete four exams worth 100 points each, ten laboratory exercises worth 10 points each, and quiz and homework activities that equal 100 points. Thus, candidates have the opportunity to earn a total of 600 points in the form of exams/quizzes and lab exercises.

PHYS 212 College Physics II/Lab – Candidates complete four exams worth 100 points each, ten laboratory exercises worth 10 points each, and quiz and homework activities that equal 100 points. Thus, candidates have the opportunity to earn a total of 600 points in the form of exams/quizzes and lab exercises.

EDUC 470 Science Methods and Materials –Secondary: Evidence that candidates have met the standard come in the form of lessons designed for classroom application, observations during field experiences inherent in the course, and mid-term and final exam.

13047.4 Context of Science The program requires the study of the effect of social and technological context on the study of science and on the application and valuing of scientific knowledge. The program prepares candidates to relate science to the daily lives and interests of students and to a larger framework of human endeavor and understanding. The program provides the candidate with an understanding of the relationship of science to industry, business, government, and multicultural aspects of a variety of communities.

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

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[EDUC 414 Student Teaching](#): Students incorporate best teaching practice in a culturally competent perspective throughout their lessons. Secondary students are expected to engage in all science discipline areas, as part of their experience, when possible, as they design lesson plans and take full responsibility for instruction in the classroom.

[EDUC 470 Science Methods and Materials – Secondary](#): Candidates explore various pedagogical methods of science instruction using inquiry into the nature of science and the philosophy of Native Ways of Knowing. Candidates are provided several opportunities to integrate real-world experiences into these models.

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

[EDUC 414 Student Teaching](#): Candidates are evaluated by mentor teachers and the college supervisor using the 4-point disposition rubric and the InTASC Standards 4-point rubric. InTASC Standard 8 calls for candidates to “use a variety of instructional strategies that encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.” In the process of creating learning experiences that speak to this expectation for learners, candidates develop a deeper understanding of the connection of science to daily lives and the local and global communities.

[EDUC 470 Science Methods and Materials – Secondary](#): Candidates explore various pedagogical methods of science instruction using inquiry into the nature of science and the philosophy of Native Ways of Knowing. Candidates are provided several opportunities to integrate real-world experiences into these models.

13047.5 Skills of Teaching The program requires the candidate to demonstrate proficiency in methods of teaching science.

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

[EDUC 360 Practicum II](#): Practicum II is a field-based experience that offers the opportunity for the candidate to apply theoretical knowledge in a real world setting. During Practicum II, candidates develop the ability to recognize best teaching practice and describe (in detail) learner-teacher interactions in the classroom. Candidates then synthesize the practicum experience in a reflective paper utilizing field notes.

[EDUC 414 Student Teaching](#): Students incorporate best teaching practice in a culturally competent perspective throughout their lessons. Secondary students are expected to engage in all science discipline areas, as part of their experience, when possible, as they design lesson plans and take full responsibility for instruction in the classroom.

[EDUC 415 Student Teaching Seminar](#): This seminar covers Science as Inquiry—an awareness that observation and understandings of nature and ecological relationships traditionally formed an essential base of knowledge for the American Indians in the development and improvement of tools and technologies. Exploration of science from an American Indian perspective includes Science Technology, science in personal and social perspectives, and the history of science i.e. contributions of American Indians to medicine, botany, and psychology.

[EDUC 470 Science Methods and Materials – Secondary](#): Candidates explore various pedagogical methods of science instruction using inquiry into the nature of science and

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the philosophy of Native Ways of Knowing. Candidates are provided several opportunities to integrate real-world experiences into these models.

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

[EDUC 360 Practicum II](#): Candidates are assessed by mentor teachers, and supervisor instructors, as well as Practicum student self-evaluation. The supervising instructor reviews artifacts (lesson plans and subsequent reflection) as further evidence that this standard has been met. Assessments are based upon the National Board for Professional Teaching Standards.

[EDUC 470 Science Methods and Materials – Secondary](#): Evidence that candidates have met the standard is collected in the form of midterm, final, weekly work, and lab projects.

13047.6 Curriculum The program provides candidates with information necessary to identify, evaluate, and apply a coherent, focused science curriculum that is consistent with state and national standards for science education and appropriate for addressing the needs, abilities and interests of students.

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

[EDUC 470 Science Methods and Materials](#) – Secondary Candidates recognize the central content areas of science and are able to apply their knowledge of science to develop active, engaging, age-specific learning experiences. Candidates also become skilled in evaluating student engagement and application of scientific concepts in the classroom.

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

[EDUC 470 Science Methods and Materials](#) – Secondary Evidence that candidates have met the standard come in the form of lessons designed for classroom application, observations during field experiences inherent in the course, and mid-term and final exam.

13047.7 Assessment The program prepares candidates to use a variety of performance assessment strategies to evaluate the intellectual, social, and personal development of the learner in all aspects of science.

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

[EDUC 470 Science Methods and Materials](#) – Secondary: In the process of exploring various pedagogical methods of science instruction using inquiry into the nature of science and the philosophy of Native Ways of Knowing, candidates also explore the connectedness of inquiry, assessment, technology in the classroom, content standards, common core, instructional planning, and testing. Thus, candidates develop a deeper understanding of the need to design assessment tools that best assess expected outcomes.

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

[EDUC 470 Science Methods and Materials](#) – Secondary: Candidates demonstrate skill in the area through lesson design and accompanying assessment tools/processes. In the process of developing skill in selecting age-appropriate instructional resources, candidates must consider assessments for reading difficulties. The evidence comes in the form of a collection of assessment resources, assessment strategies embedded in lesson plans, written reflections, and annotated readings.

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13047.8 Environment for Learning The program prepares candidates to design and manage safe and supportive learning environments in the classroom, laboratory, and field. The program reflects high expectations for the success of all students.

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

EDUC 375 Reading in the Content Area: The candidate learns how to use a variety of reading and writing strategies to encourage learners to develop deep understanding of science content presented. In addition, candidate learns to identify and apply assessment strategies appropriate to literacy needs of their students in order to address learning goals. Candidates must also plan instruction that meets rigorous learning goals while supporting the learning needs of every learner in the classroom.

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

EDUC 375 Reading in the Content Area: Evidence that candidates have met this standard include application of key course concepts in the development of lesson plans that integrate literacy skills into the instruction of science content. Candidates experience, reflect upon and demonstrate a variety of literacy strategies using science content and relevant professional literature. Assessment is rubric based for demonstrations, written reflections and lesson plan development.

13047.9 Professional Practice The program prepares candidates to participate in the professional community, improving practice through their personal actions, education, and development. The program uses varied performance assessments of candidate's understanding and ability to apply that knowledge.

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

EDUC 360 Practicum II: Practicum II is a field-based experience that offers the opportunity for the candidate to apply theoretical knowledge in a real world setting. During Practicum II, candidates develop the ability to recognize best teaching practice and describe (in detail) learner-teacher interactions in the classroom. Candidates then synthesize the practicum experience in a reflective paper utilizing field notes.

EDUC 414 Student Teaching: Students incorporate best teaching practice in a culturally competent perspective throughout their lessons. Secondary students are expected to engage in all science discipline areas, as part of their experience, when possible, as they design lesson plans and take full responsibility for instruction in the classroom.

EDUC 415 Student Teaching Seminar: This seminar covers Science as Inquiry-an awareness that observation and understandings of nature and ecological relationships traditionally formed an essential base of knowledge for the American Indians in the development and improvement of tools and technologies. Exploration of science form an American Indian perspective includes Science Technology, science in personal and social perspectives, and the history of science i.e. contributions of American Indians to medicine, botany, and psychology.

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

EDUC 360 Practicum II: Students are assessed by mentor teachers, and supervisor instructors, as well as Practicum student self-evaluation. The supervising instructor reviews artifacts

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(lesson plans and subsequent reflection) as further evidence that this standard has been met. Assessments are based upon the National Board for Professional Teaching Standards.

13047.10 Technology The program requires the study of current, appropriate instructional technologies. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

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

EDUC 300 Education Technology: Candidates explore teaching and learning through technology. Embedded in the process are methods of instruction that include on-line and direct instruction, discussion, collaborative group work, peer teaching, and hands-on demonstrations. Within the framework of studying methods, candidates demonstrate selection of technology tools and application of technology using interactive boards, Flip Charts, Webquests, Virtual Field experiences and other technology instruments to enhance lesson planning. Candidates are expected to apply knowledge acquired in EDUC 300 during EDUC 414/415 – Student Teaching and Student Teaching Seminar as they continue work building their e-portfolios with lessons and units created during the course of student teaching. Further, candidates are expected to apply technology skills in the design and delivery of instruction.

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

EDUC 300 Education Technology: The primary assessment evidence is the portfolio. During this course, candidates engage in the design of the electronic portfolio, which will be updated throughout the course of their program of study, culminating in the presentation of the portfolio to the education department instructors. Candidates are required to share the portfolio at the end of this course, at the end of the first semester of their senior year, and as part of the program exit process. At each point, the team identifies strengths in design and content feedback, as well as recommendations for growth/improvement. Evidence of acquisition of knowledge and skill also takes the form of candidates' ability to navigate technology in assignment submission. In the course, candidates are required to demonstrate how interactive boards, Flip Charts, Webquests, Virtual Field experiences and other technology assignments enhance lesson planning; and student identify artifacts for the e-portfolio along with writing reflections to articulate their proficiency with the InTASC standards. Candidates demonstrate understanding of instructional technology acquired in EDUC 300 during EDUC 414/415 – Student Teaching and Student Teaching Seminar. At the end of their student teaching/seminar, they must present their e-portfolios to a team of TED instructors. The e-portfolio must include lessons and units created during the course of student teaching.

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.