



**North Dakota Education Standards and Practices
Board/
InTASC Unit Report for Initial Teacher Preparation
Programs**

COVER SHEET

- 1. Institution's Name: Turtle Mountain Community College**

- 2. Date Submitted: April 28, 2017**

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 - b. E-mail:**

- 5. Program report status (check one):**
 - a. Initial Review**
 - b. Continuing Review**
 - c. Focused Visit**



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Elementary Education	EDUC 329:Curriculum Planning and Evaluation(3) EDUC 331:Learning Environments(3) EDUC 402:Foundations of Reading and Diagnosis(4) EDUC 403:Social Studies Methods(3) EDUC 404:Music Methods(2) EDUC 405:Math Methods(3) EDUC 406:Science Methods(2) EDUC 407:Creative Arts(3) EDUC408:Health and PE(2) EDUC 409:Language Arts Methods and Materials(3) EDUC 410:Educational Assessment(3)
Middle Level Education	
Secondary Education	EDUC 329:Curriculum Planning and Evaluation(3) EDUC 375:Reading in the Content Area(2) EDUC 470:Methods of Science Instruction(3)
Special Education	
K-12 Programs: Art, Music, Physical Education	

3. Descriptive Information about the Unit:

- a. Name of Institution’s programs at the initial level (complete chart below adding rows as needed):

Program Name	Grade levels for which candidates are being prepared	Degree or award level (Baccalaureate, Post Baccalaureate, Masters, Minor, Endorsement)	Delivery Site (On-Campus, Off-Campus (list site), On-line (50% or more))
Elementary Education	K-6	Baccalaureate Degree	On-Site
Secondary Education	7-12	Baccalaureate Degree	On-Site

- b. Required Field & Clinical Experiences: 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



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SECTION II: RESPONSE TO STANDARDS

- 1. Areas of Weakness from Prior Review:** How has the program addressed and resolved the weaknesses targeted in the previous program review and not previously resolved? Describe actions taken to address the weakness and provide evidence that the weakness has been resolved. **(If this is the first time you are completing the unit report template, you do not need to respond to this item)**

The InTASC Review submitted by the Board of Examiners in Fall 2015 identified the following areas as “met with weakness.”

Standard 1 Learner Development: “Assessment results are not compiled and analyzed.”

Standard 2: Learning Differences: “Data compilation is not evident in the unit as a whole.

Standard 3: Learning Environments: “Data has not been analyzed. This standard for the whole unit is “met with weakness.”

Weaknesses for Standards 1, 2, and 3 are being/have been addressed multiple ways:

1. LiveText has been purchased by the institution as the primary data management system for the department, as well as across the institution eventually. Unit faculty are currently being trained to upload final assessments that assess each of the standards.
2. During Spring 2016, unit faculty engaged in realigning the curriculum, a process which included identifying one or two courses where each particular standard is addressed most deeply. Then, they reassessed syllabi to determine how each could be revised to address the selected standard better and created or modified midterm and final assessments, as needed, to better assess how well candidates understood and were able to design and deliver instruction that is standards-based. Further, the STOT (Student Teaching Observation Tool) is being used by cooperating teachers, candidates, and the college student teaching supervisor to perform the final assessment for proficiency in addressing every standard in the classroom/school setting. Average scores for each standard is collected, by year, in order to better identify trends and/or concerns.

Standard 6: Assessment: “While there are assessment methods included in coursework, evidence is missing about how candidates engage P-12 learners in their own growth and how candidates assist P-12 learners in decision-making.”



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Standard 7: Planning for Instruction: Secondary Education: Science - A description of the course is included but there is no evidence attached/hyperlinked (i.e. syllabus, assignment rubric).

Response: The [EDUC 329 Curriculum Planning and Evaluation](#), as well as all other secondary science program courses, have been linked to the **Course/Assessment Matrix** table in the ESPB Initial Program Report for the Preparation of Composite Science Teachers.

Standard 8: Instructional Strategies: Secondary Education: Science - A description of the course is included but there is no evidence attached/hyperlinked (i.e. syllabus, assignment rubric)

Response: The [EDUC 329 Curriculum Planning and Evaluation](#), as well as all other secondary science program courses, have been linked to the **Course/Assessment Matrix** table in the ESPB Initial Program Report for the Preparation of Composite Science Teachers.

Standard 10 was not met.

Response: In [EDUC 320 Native Issues](#), candidates are required to attend at least one public meeting, take notes, write a report, and do a presentation for the class. [EDUC 414/414 Student Teaching/Student Teaching Seminar](#) has been modified to require attendance at one school board meeting, one tribal council meeting, and all faculty meetings held in their school during their student teaching experience. Candidates must take notes, write reflections, and share experiences during seminar.

2. **Course/Assessment Matrix:** Complete the matrix below. List courses that address each of the ESPB/InTASC standards for the unit. All courses listed should be linked to an electronic syllabus. Next list the assessments that most clearly align with each standard. Choose from among those listed in Section 4: Evidence of Meeting the Standard



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InTASC/ESPB Standards	Program area (ECE, Elem. Ed, ML, Sec., SPED), Course Prefix and Title (with electronic links to syllabi)	Assessment (from among those listed under item 4: Evidence of Meeting the Standard)
<p>Standard #1: Learner Development The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>EDUC310-Intro to Exceptional Children PSYC353-Child & Adolescent Psychology</p>	<p>Exceptional Child Portfolio (collection of evidence), Portfolio Rubric Discussion Forums, Quizzes</p>
<p>Standard #2: Learning Differences The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards.</p>	<p>EDUC321 Multicultural EDUC350 Practicum I EDUC360 Practicum II</p>	<p>Poster Demonstrations, quizzes Reflections/Journals Disposition Rubric Reflections/Journals, Disposition Rubric</p>
<p>Standard #3: Learning Environments The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p>	<p>EDUC331 Learning Environments</p>	<p>Final Classroom Management Plan, Rubric</p>
<p>Standard #4: Content Knowledge The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>THIS STANDARD IS ADDRESSED IN SEPARATE CONTENT AREA PROGRAM REPORTS AND IS REVIEWED BY CONTENT EXPERTS. NO FURTHER INFORMATION IS NEEDED HERE.</p>	



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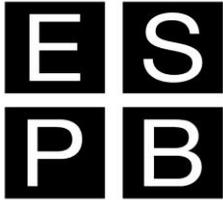
<p>Standard #5: Applications of Content The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>EDUC403 Social Studies Methods</p> <p>EDUC405 Math Methods</p> <p>EDUC406 Science Methods</p>	<p>Interdisciplinary unit, Unit Content Rubric, Presentation Rubric Lesson Plan, Rubric</p> <p>Science Fair Project/ Planning/ Judging, Rubric, Quizzes</p>
<p>Standard #6: Assessment The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.</p>	<p>EDUC410 Educational Assessment</p>	<p>Midterm/Final</p>
<p>Standard #7: Planning for Instruction The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>EDUC329- Curriculum Planning</p> <p>EDUC407 Creative Arts</p> <p>EDUC409 Language Arts Methods</p>	<p>Curriculum Map, Unit Plan, Lesson Plan, Content Rubric Presentation Rubric</p> <p>Art Portfolio, Checklist</p> <p>Writing Process Unit, Rubric</p>
<p>Standard #8: Instructional Strategies The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>EDUC402 Foundations of Reading/Diagnostics</p> <p>EDUC404 Music Methods</p> <p>EDUC408 Health & PE Methods</p>	<p>Small group, Reading Instruction lessons, Content Rubric for Lesson Plan, Presentation Rubric</p> <p>Lesson Plan, Rubric</p> <p>Lesson Plan, Rubric</p>
<p>Standard #9: Profession Learning and Ethical Practice The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals,</p>	<p>EDUC414/415 Student Teaching and Seminar</p> <p>EDUC330 Foundations of Education</p> <p>EDUC320 Native Issues</p>	<p>E-Portfolio, E-Portfolio Assessment Rubric Rubric</p> <p>Reports and Research papers, Writing Rubric</p> <p>Research Paper, Debate/ Rubric</p>



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<p>and the community), and adapts practice to meet the needs of each learner.</p>		
<p>Standard #10: Leadership and Collaboration The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>EDUC 414/415: Student Teaching and Seminar</p> <p>EDUC320 Native Issues</p> <p>EDUC350 Practicum I</p> <p>EDUC360 Practicum II</p>	<p>E-Portfolio, E-Portfolio Assessment Rubric</p> <p>Reflections – Board Meeting Attendance</p> <p>Reflections – Board Meeting Attendance, Staff Meeting (local schools)</p> <p>Reflections – Board Meeting//Tribal Council Attendance</p>
<p>All Initial Programs</p>		
<p>Human relations and cultural diversity. North Dakota education standards and practices board licensure requires coursework a minimum of two semester hours in multicultural education, including in Native American studies, cultural diversity, strategies for creating learning environments that contribute to positive human relationships, and strategies for teaching and assessing diverse learners including universal design for learning, response to intervention, early intervention, positive behavior interventions and supports. North Dakota graduates applying for licensure meet these requirements through completion of Education Standards and Practices Board-approved programs that include coursework addressing the multicultural education and Native American studies standard. Teacher preparation programs may meet these requirements through general education, specific content major, professional</p>		



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education requirements, or a combination thereof.		
All Advanced Programs: List Advanced Programs included here:		
<p>Human relations and cultural diversity. North Dakota education standards and practices board licensure requires coursework a minimum of two semester hours in multicultural education, including in Native American studies, cultural diversity, strategies for creating learning environments that contribute to positive human relationships, and strategies for teaching and assessing diverse learners including universal design for learning, response to intervention, early intervention, positive behavior interventions and supports. North Dakota graduates applying for licensure meet these requirements through completion of Education Standards and Practices Board-approved programs that include coursework addressing the multicultural education and Native American studies standard. Teacher preparation programs may meet these requirements through general education, specific content major, professional education requirements, or a combination thereof.</p>		



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3. Evidence of Addressing the Standards: For each INTASC/ESPB program standard listed below, provide a narrative describing how the program addresses the standard. Your narrative should include information that, in general, addresses the sub-elements of performance, essential knowledge and dispositions (see *North Dakota Education Standards and Practices Board Program Approval Standards* document for details <http://www.nd.gov/espb/progapproval/docs/ProgramApprovalStandards.pdf>). Not every item within each sub-element needs to be addressed on an individual basis.

a. Standard #1: Learner Development: The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

[PSYC 353 Child and Adolescent Psychology](#): Candidates will explore the growth and developmental differences and will promote knowledge of these dynamic and complex stages of life. They will examine the cognitive, social-emotional and physical aspects of children and adolescents as they progress through their educational years.

[EDUC 310 Introduction to the 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. Standard #2: Learning Differences: The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards.

[EDUC 321 Multicultural Education](#): In this course, candidates are given opportunities to explore other cultures by increasing awareness of their own culture. In addition, the course provides opportunities 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. Candidates apply their teaching and learning to group activities, simulations, peer reviews, journaling, pre and post assessments, research, and debates related to diverse cultures and communities.

[EDUC 350 Practicum I](#): Practicum I requires the student to spend a minimum of 40 clock hours in an accredited/licensed setting under the supervision of a qualified professional. Pre-teacher candidates are involved in observing and recording the individual children's growth and learning, as well as journaling their experiences.

[EDUC 360 Practicum II](#): Practicum II requires candidates to spend 40 hours in one of the surrounding school districts in order to observe an experienced teacher and to teach small student groups so that they get the "feel" of what it's like to be a



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teacher. Candidates are required to do lessons in small group settings of two or more students, as well as one large group lesson, if possible. A lesson or lessons from any of the curriculum areas- math, science, reading, health or PE and social studies is required to be planned and taught in an elementary classroom.

- c. **Standard #3: Learning Environments:** The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

[EDUC 331 Learning Environments:](#) Classroom management and learning environments are the main emphasis of this course. The teacher candidate will learn the different theories of classroom management, using classroom arrangements and the critical role of a safe and healthy affective environment. The candidate will have the opportunity to observe classroom management styles in local elementary schools. Learning environments examines various theories of classroom management, various learning environments, and the creation of safe learning environments. The course analyzes how policy, theory, and diagnostics play out in a real-world setting and elaborates on trends to redesign school systems to prepare students for the information age by establishing rigor, relevance, and continuity in education from kindergarten to postsecondary education. Candidates design and develop their personal classroom management plan demonstrating best practices in education.

- d. **Standard #4: Content Knowledge:** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. THIS STANDARD IS ADDRESSED IN SEPARATE CONTENT AREA PROGRAM REPORTS AND IS REVIEWED BY CONTENT EXPERTS. NO FURTHER INFORMATION IS NEEDED HERE.
- e. **Standard #5: Applications of Content:** The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

[EDUC 403 Social Studies Methods and Materials:](#) This course studies the content, methods, and materials for teaching social studies. The students will be expected to produce an interdisciplinary thematic unit as a performance assessment artifact. Candidates engage in the creation of a thematic interdisciplinary *unit plan* that focuses on the core disciplines of social studies. In the process, candidates apply multiple learning and teaching styles and are required to incorporate different perspectives to engage learners in critical thinking, creativity, and collaborative



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problem solving issues. Candidates demonstrate culturally relevant teaching by applying local culture to global cultures.

[EDUC 405 Math Methods](#): This course addresses the application of innovative teaching methods and materials for teaching elementary school mathematics. It stresses developmentally appropriate instructional strategies that emphasize problem solving approaches to math instruction.

[EDUC 406 Science Methods and Materials](#): The pre-teacher candidate is responsible for lesson plans, reflections, the writing of a case scenario/Deconstructed, and reviewing the Smarter Balanced state-required testing. Candidates demonstrate culturally relevant teaching by applying local culture to global cultures.

[EDUC/ECE 414/415 Student Teaching/Seminar](#): Student candidate values flexible learning environments that encourage learner exploration, discovery, and expression across the content areas. The Pre-K teacher candidate is immersed in the daily schedules of their student teaching career. The mid-term and final disposition rubric, completed by the mentor teacher, shares a picture of the commitment the pre-teacher candidate has dedicated to their career choice. The pre-teacher candidate and the college supervisor also complete mid-term and final rubric scores that are taken into consideration of the students understanding of teaching and learning.

- f. **Standard #6: Assessment**: The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

[EDUC 410 Educational Assessment](#): The candidate learns to decipher all aspects of standardized, criterion-referenced, and teacher constructed tests and learn the basics of good test design within the framework of authentic assessment and how to use testing information to effectively plan instruction.

- g. **Standard #7: Planning for Instruction**: The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

[EDUC329 Curriculum Planning and Evaluation](#): This course prepares teacher candidates to use curriculum mapping and assessment to design curriculum to meet state standards for learning in grades 1-12.

[EDUC407 Creative Arts](#): This course explores resources, theories and trends of art education. It includes an interdisciplinary integrating dance, literature, drama, and art and provides a historical perspective on the arts.

[EDUC409 Language Arts Methods](#): This course emphasizes planning, implementing, and evaluating language arts lessons; language acquisition; teaching grammar usage;



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oral language; writing, handwriting, and spelling. Practical applications include the development of learning centers and meeting the diverse needs of students.

Standard #8: Instructional Strategies: The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

[EDUC402 Foundations of Reading/Diagnostics](#): This course provides the theoretical and practical framework for literacy instruction viewed from an historical perspective along with a critical review of existing programs. It includes an analysis of reading theories, promotion of reading as a lifelong activity, organization and management of reading programs and the diagnosis of reading skills.

[EDUC404 Music Methods](#): This course familiarizes candidates with methods and materials used to teach music appreciation and to demonstrate how music is of critical importance for learning, particularly as it pertains to best practice based on brain-based learning theories. Candidates are required to create musical instruments from ordinary materials found in the environment and design lesson plans for creating instruments and using them to make music.

[EDUC408 Health & PE Methods](#): This course is designed to teach methods, techniques, 127 learning styles, and skills necessary to recognize the developmental, physical, mental, emotional, and social growth of the elementary- aged child. Emphasis will be placed on the importance of health and physical education as an integral part of the elementary curriculum and the impact on child development. Students will become familiar with organizing and presenting health and physical education content, materials, curricular, community resources, using technology, and communicating about healthy lifestyles

Standard #9: Professional Learning and Ethical Practice: The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

[EDUC414/415 Student Teaching and Seminar](#): EDUC/ECE 414/415 Student Teaching/Seminar (All Programs): Throughout their student teaching experience, the teacher candidate engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. Candidates attend seminar every other week and discuss best practice, as well as collaboration efforts with building/content area instruction. Further, they are required to attend all building and related meetings with the mentor teacher.

[EDUC330 Foundations of Education](#): Focus papers outlining the impact of mainstream education strategies and methods on Indian education is one form of assessment



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that reveals candidate understanding of the history of Indian education. A final project provided students with the opportunity to demonstrate understanding of the broad concepts explored throughout the course. Observation is a critical form of assessing candidate understanding of the importance of incorporating local culture in to learning design. Through group work and discussions, candidates are expected to reveal/demonstrate competency with this standard.

[EDUC320 Native Issues in Education](#): This course focuses on historical and contemporary struggles that Native People have endured in schooling with an emphasis on the educational implications of this history. Much time is spent on an analysis of short and long-term solutions to address the academic struggles of students in Elementary schools in Reservation settings. In this course, candidates have opportunities to learn about the unique political status and historical relationships of American Indians as it pertains to Indian education. In addition, the course provides insights into contemporary issues in Indian Education at tribal, state, and national levels of government. Candidates engage in research, group activities, field experiences, peer reviews, and listen to guest speakers to better understand diverse cultures and communities to ensure inclusive learning environments.

- h. Standard #10: Leadership and Collaboration:** The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.

[EDUC 414/415: Student Teaching and Seminar](#): EDUC/ECE 414/415 Student Teaching/Seminar (All Programs): Throughout their student teaching experience, the teacher candidate engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards. Candidates attend seminar every other week and discuss best practice, as well as collaboration efforts with building/content area instruction. Further, they are required to attend all building and related meetings with the mentor teacher.

All Initial Programs: Human relations and cultural diversity. North Dakota education standards and practices board licensure requires coursework a minimum of two semester hours in multicultural education, including in Native American studies, cultural diversity, strategies for creating learning environments that contribute to positive human relationships, and strategies for teaching and assessing diverse learners including universal design for learning, response to intervention, early intervention, positive behavior interventions and supports. North Dakota graduates applying for licensure meet these requirements through completion of Education Standards and Practices Board-approved programs that include coursework addressing the



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multicultural education and Native American studies standard. Teacher preparation programs may meet these requirements through general education, specific content major, professional education requirements, or a combination thereof.

All Advanced Programs: Human relations and cultural diversity. North Dakota education standards and practices board licensure requires coursework a minimum of two semester hours in multicultural education, including in Native American studies, cultural diversity, strategies for creating learning environments that contribute to positive human relationships, and strategies for teaching and assessing diverse learners including universal design for learning, response to intervention, early intervention, positive behavior interventions and supports. North Dakota graduates applying for licensure meet these requirements through completion of Education Standards and Practices Board-approved programs that include coursework addressing the multicultural education and Native American studies standard. Teacher preparation programs may meet these requirements through general education, specific content major, professional education requirements, or a combination thereof.

- 4. Evidence of Meeting the Standards:** It is expected that the unit makes use of multiple assessments to ensure that all standards are met. If the unit offers programs at more than one site or in more than one method (e.g. at least 50% of the program coursework is offered online as well as face-to-face) provide additional disaggregated (site or method specific) data. Complete tables 4.1-4.6 described below in 4a and provide information requested related to the two-four additional assessments you selected in 4b.

a. The following assessments are required:

- i. Praxis II: Content Tests:** Complete Table 4.1 reporting at least 3 years of aggregated data for all programs in the unit.

[2013-2016]			
Total # of programs in the Unit where Praxis is required	Total # of Test Takers	Average Score	Percent Passing
Elementary Education Secondary Science	23 4	168 155	2014-83%,2015-90%,2016-100% 2014-No data,2015-No data,2016-No data



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- ii.** Praxis II: Content Tests: Complete Table 4.2 reporting at least 3 years of disaggregated data for program areas as noted in the chart below.

{2013-2016}			
Program Area	Total # of Test Takers	Average Score	Percent Passing
Elementary Education	2013-2014-6 2014-2015-11 2015-2016-6	168.50 164 170	100% 100% 100%
Middle Level Education	N/A	N/A	N/A
Secondary Education	2013-2014-4 2014-2015-0 2015-2016-0	No data No data No data	100% No data No data
Special Education	N/A	N/A	N/A
K-12 Programs: Art, Music, Physical Education	N/A	N/A	N/A

- iii.** Praxis II: PLT (Principles of Learning and Teaching): Complete Table 4.3 reporting at least 3 years of aggregated data for all programs in the unit.

[2013-2014) (2014-2015) (2015--2016]			
Total # of programs in the Unit where Praxis is required	Total # of Test Takers	Average Score	Percent Passing
Elementary Education	22	171	2014-83%, 2015-100%, 2016-100%
Secondary Education	4	166	2014-No data, 2015-No data, 2016-No data

- iv.** Praxis II: PLT (Principles of Learning and Teaching): Complete Table 4.4 reporting at least 3 years of disaggregated data for program areas as noted in the chart below



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[2013-2016]			
Program Area	Total # of Test Takers	Average Score	Percent Passing
Elementary Education	2013-2014-6 2014-2015-10 2015-2016-6	169 167 173.66	83.33% 100% 100%
Middle Level Education	N/A	N/A	N/A
Secondary Education	2013-2014-4 2014-2015-0 2015-2016-0	No data No data No data	No data No data No data
Special Education	N/A	N/A	N/A
K-12 Programs: Art, Music, Physical Education	N/A	N/A	N/A

- v. Cumulative GPA at the point of completion: Complete Table 4.3 reporting at least 3 years of data (Courses included in the calculation must be **required for all** candidates.)

Year	N (number of candidates)	Overall Average GPA	Range of GPA
2015-2016	7	3.48	3.01-3.89
2014-2015	15	3.31	2.80-3.93
2013-2014	9	3.41	2.55-4.0

- vi. Student Teaching Performance (Clinical Experience) Evaluation (please report data only in the area of content knowledge).



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1. Build Table 4.6 that provides aggregated data for all programs in the unit 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)
2. [Attach an electronic copy of the performance instrument](#)

Proficiency Scale –	5 – Excellent	4 –Above Ave	3 – Average	2 –Below Ave	1 –Unsatisfa
Number Candidates per Year			12	12	7
InTASC Standard			2013-14	2014-15	2015-16
Standard 1: Learner Development			4.00	4.25	4.25
Standard 2: Learner Differences			4.24	4.30	4.25
Standard 3: Learning Environments			4.5	4.30	4.37
Standard 4: Content Knowledge			4.37	4.25	4.00
Standard 5: Application of Content			3.87	4.25	4.37
Standard 6: Assessment			4.37	4.35	3.87
Standard 7: Planning for Instruction			4.62	4.20	4.50
Standard 8: Instructional Strategies			4.25	4.25	4.25
Standard 9: Professional Learning and Ethical Practice			4.25	4.30	4.00
Standard 10: Leadership and Collaboration			4.00	4.25	4.12

3. Build Table 4.7 that provides disaggregated data for early childhood education, elementary education, middle level education, secondary education and special education 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)
4. Attach an electronic copy of the performance instrument



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Response: Tables 4.7a and 4.7b reflect performance of elementary and secondary cohorts student teaching averages, by InTASC Standard from Spring 2013 to Spring 2016.

Elementary Cohorts 2013-2016

Table 4.7a

Proficiency Scale –	5 – Excellent	4 –Above Ave	3 – Average	2 –Below Ave	1 –Unsatisfa
Number Candidates per Year			8	12	7
InTASC Standard			2013-14	2014-15	2015-16
Standard 1: Learner Development			4.37	4.25	4.25
Standard 2: Learner Differences			4.50	4.30	4.25
Standard 3: Learning Environments			4.75	4.30	4.37
Standard 4: Content Knowledge			4.50	4.25	4.00
Standard 5: Application of Content			4.37	4.25	4.37
Standard 6: Assessment			3.87	4.35	3.87
Standard 7: Planning for Instruction			4.25	4.20	4.50
Standard 8: Instructional Strategies			4.62	4.25	4.25
Standard 9: Professional Learning and Ethical Practice			4.62	4.30	4.00
Standard 10: Leadership and Collaboration			3.87	4.25	4.12

Secondary Science Cohorts 2013-2016

Table 4.7b

Proficiency Scale –	5 – Excellent	4 –Above Ave	3 – Average	2 –Below Ave	1 –Unsatisfa
Number Candidates per Year			4	0	0
InTASC Standard			2013-14	2014-15	2015-16
Standard 1: Learner Development			3.75	No Data	No Data
Standard 2: Learner Differences			3.75	No Data	No Data
Standard 3: Learning Environments			4.00	No Data	No Data
Standard 4: Content Knowledge			4.00	No Data	No Data
Standard 5: Application of Content			3.25	No Data	No Data
Standard 6: Assessment			4.00	No Data	No Data
Standard 7: Planning for Instruction			3.50	No Data	No Data
Standard 8: Instructional Strategies			3.25	No Data	No Data
Standard 9: Professional Learning and Ethical Practice			3.75	No Data	No Data
Standard 10: Leadership and Collaboration			4.25	No Data	No Data

[Student Teaching Assessment.](#)

There was not Early Childhood Education Cohort during the past three years.



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- b. Additionally, select from among the following assessment for a total of 6-8. For each provide a description of the assessment, a data table showing three years of results, an electronic copy of the assessment instrument (test, project, paper, etc.) and where appropriate the rubric or scoring guide). Your results tables should present aggregated data for all programs in the unit as well as disaggregated data for program areas including early childhood, elementary, middle, secondary and K-12 programs).**
- i. Pre-student Teaching Practicum Evaluations
 - ii. Key Performance Tasks
 - iii. Capstone Project (portfolio, teacher work sample, etc.)
 - iv. Employer survey results related to content knowledge
 - v. Graduate survey results related to content knowledge
 - vi. Additional assessment of choice

Secondary Science Cohort
Limited Data Depicts Inactivity
Table 4.8

Assessment	2013-14	2014-15	2015-16	2016-17
e-Portfolio	No Data	No Data	No Data	Pending
Graduate Surveys	No Data	No Data	No Data	No Data
Employer Surveys	No Data	No Data	No Data	No Data

Note: The 2014-15 score of 3.2 is a non-completer who did not follow through with Praxis II.

The unit selected graduate e-portfolios, graduate surveys, and employer surveys as the additional assessments to meet this requirement. The following tables depict scores for each of the selected assessments – Portfolio Assessments, Transition to Teaching Survey Results, and Employer Survey Results.



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Table 4.9: E-Portfolio Assessment for InTASC Standards

Proficiency Scale		4-Excellent		3-Good		2-Satisfactory		1-Needs Imp		
Year	St 1	St 2	St 3	St 4	St 5	St 6	St 7	St 8	St 9	St 10
2013-14	3.33	3.58	3.50	3.25	3.75	3.41	3.66	3.66	3.75	3.66
2014-15	3.16	2.91	4.08	3.58	3.66	3.08	3.41	3.58	3.25	3.83
2015-16	2.85	2.85	3.42	3.14	3.42	2.85	3.42	3.28	3.00	3.14
2016-17										

[e-Portfolio assessment](#).

Table 4.10: E-Portfolio InTASC Standards Composites by Year

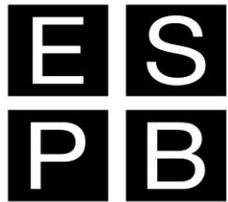
Year	2013-14	2014-15	2015-16	2016-17
Composite	43.41	40.83	37.42	

Transition to Teaching Survey Results
[Transition to Teaching Survey](#).

PART B: TEACHER PREPARATION

Table 4.11: Teacher Preparation- Instructional Practice 2015-16 (one year of data)

Graduate Surveys	#	%Agree	%Tend to Agree
Effectively teaches subject matter	10	80	20
Selects instruction strategies aligned to goals	10	90	10
Accounts for prior knowledge	10	90	10
Designs long-range instr. Plans to meet goals	10	90	10
Adjusts plans to meet learner needs	10	100	0
Plans lessons w clear lrng. objects in mind	10	100	0
Designs/modifies assessments to match objs.	10	100	0
Provides meaningful feedback to guide learning	10	90	10
Engages sts. In self-assessment strategies	10	70	30
Uses formative/summative assessment	9	88.9	11.1
IDs issues of reliability/validity in assessment	10	70	30
Uses mult./approp.types of assessment	10	90	10



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Uses technology to achieve specific learning goals	9	88.9	11.1
Engages learners in use of wide range of tech.	10	90	10
Helps sts. develop critical thinking processes	10	80	20
Helps sts. develop skills to solve complex prob.	10	90	10
Makes interdisciplinary connections among core subj.	10	100	0
Knows where/how to build global awareness/understanding	10	90	10
Helps sts. analyze multiple sources of evidence to draw sound conclusions	10	70	30

Table 4.12 Teacher Preparation – Diverse Learners 2015-16 (one year of data)

Graduate Surveys	#	%Agree	%Tend to Agree
Effect. teach sts. from diverse background and communities	10	60	40
Plans diff. instruction to meet varied learner needs	10	70	30
Uses dev approp practices to support learner needs	10	90	10
Address needs-socioecon backgrounds	10	60	40
Designs instr for sts. w IEPs/504s	10	80	20
Designs instr for sts.w mental health needs	10	50	50
Designs instr for gifted and talented	10	50	50
Designs instr for English-Language Learners	10	40	60
Accesses resources to foster learning	10	90	10
Dev fair/unbiased assessments for all learners	10	80	20

Table 4.13: Teacher Preparation – Learning Environment 2015-16 (one year of data)

Graduate Surveys	#	%Agree	%Tend to Agree
Clearly comm. expect. for approp student beh.	10	90	10
Uses effect comm skill n strat to convey ideas	10	90	10
Design instr and learning tasks that connect core to real-life experiences	10	90	10
Helps sts work coop to achieve learning goals	10	100	0
Develops n maintains classroom environment that promotes student engagement	10	100	0
Responds appropriately to student behavior	10	80	20
Creates learning environ in which diff are respected.	9	88.9	11.9
Classroom management techniques foster self-control	10	90	10



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Table 4:14: Teacher Preparation – Professionalism 2015-16 (one year of data)

Graduate Surveys	#	%Agree	%Tend to Agree
Seeks lrng opps to align w prof dev goals	10	90	10
Access prof literature to expand knowledge	10	90	10
Actively egage w guardian re issues affecting st learning	10	90	10
Collab w colleagues to improve st. performance	10	90	10
Use colleague feedback to support dev as teacher	10	90	10
Upholds legal responsibilities as professional and student advocate	10	100	0

PART C. SCHOOL CONTEXT: (This applied to local school environment.)

PART D. PROGRAM RECOMMENDATION: All responders gave the program the highest rating possible, so unit is not responding to this part.

Employer Survey Results
[Qualtrics Employer Survey.](#)

Table 4.15: Instructional Practice

Employer Survey Results	#	%Agree	%Tend to Agree	
Instruction				
Effectively teaches subject matter	8	6	2	
Instructional strategies aligned w goals	8	8	0	
Activities engage students in subject matter – variety of perspectives	8	7	1	
Accounts for prior knowledge/experiences in planning	8	6	2	
Designs long-range plans to meet curr goals	8	4	2	2 -NR
Reg adjusts instr plans to meet student needs	8	6	2	2 -NR
Plans lessons w clear objectives/goals in mind	8	8	0	
Assessment				
Designs/modifies assessments to meet objectives	8	5	2	1 -NR
Provides students w meaningful feedback	8	6	2	
Engages students in self-assessment strategies	8	4	1	3 -NR
Uses formative/summative assessment	8	3	5	
Identifies issues – reliability /validity-assessment	8	2	2	4 -NR
Uses mult/approp assessments data to ID needs	8	7	1	
Use of Technology				



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Uses digital and interactive tech to meet learning goals	8	8	0	
Engages sts in use of range of tech tools	8	7	1	
Helps students develop crit thinking processes	8	7	1	
Helps sts dev skills to solve complex problems	8	7	1	
Makes interdisc connections among core subjects	8	3	3	2 -NR
Can access resources - global awareness/underst	8	4	3	1 -NR
Helps sts analyze multiple sources of evidence to draw conclusions	8	6	2	
Diverse Learners				
Effect teaches sts from cultural/ethnic diverse backgrounds/communities	8	8	0	
Plans diff instr for variety of learning needs	8	7	1	
Uses developmentally approp practices to support student learning	8	6	2	
Address needs of sts from varied socioecon	8	7	1	
Designs instruction for students w IEPs/504s	8	5	2	
Designs instruction for students-mental health	8	3	1	4 -NR
Designs instruction for G/T students	8	4	3	1 -NR
Designs instruction for English-Lang Learners	8	2	2	4 -NR
Access available resources to foster learning	8	6	0	2 -NR
Dev fair/unbiased assessments for all learners	8	3	2	3 -NR
Learning Environment				
Clearly communicates expect – student behavior	8	8	0	
Uses effect comm skills to convey ideas to sts	8	7	1	
Designs instr that connects core to real-life	8	8	0	
Helps students work coop to achieve lng goals	8	6	2	
Dev/maintains classroom environment that promotes student engagement	8	8	0	
Responds approp to student behavior	8	6	2	
Creates lngg environ respectful of differences	8	7	1	
Uses classrm mngmnt techniques that foster self control/discipline among students	8	6	2	
Effect organizes physical space for instruction	8	6	2	

c. Respond to the following questions:

- i. Analysis of findings: Describe how the data provided above demonstrate that candidates in the program meet the standards?



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1. Portfolio Assessment Review: The unit reviewed three years of assessment data in an effort to identify strengths and opportunities for improvement (See **Table 4.9**).
 - a. A review of the data across cohorts revealed that team ratings of the portfolios shows a decline in group averages each year (Table 4..
 - b. A review of the e-Portfolio scores, by year and by standard, indicates a consistently strong performance by elementary candidates on all InTASC Standards for every year. The one secondary cohort (2013-14), while falling with the average to above average range with a 3.75 average for the group fell well below the 4.37 average of the elementary cohort for that same year.
2. Graduate/Transition to Teaching Surveys: Spring 2016 was the first time program graduates responded to the Qualtrics Survey. The unit will continue to collect data through this mechanism in order to better compare across cohorts as time progresses.⁸

Ten graduates/first-year teachers responded to the Qualtrics survey. Survey results, overall, demonstrate that candidates in the program meet the standards. None of the item responses received a rating lower than “satisfied” rating with the majority of the survey items receiving the highest rating of “agree.” Items receiving more than two “tend to agree” ratings were considered opportunities for improvement, so they rose to the top as areas for review. Thus, the following three items received attention (See **Table 4.11 to 4.14**):

- a. Balance between theory and practice in the teacher preparation courses
 - b. Quality of field experience prior to student teaching
 - c. Design instruction for English-language learners
3. Employer Surveys: Spring 2016 was the first time employers/supervisors responded to the Qualtrics Survey. The unit will continue to collect data through this mechanism in order to better compare across cohorts as time progresses.

Eight supervisors responded to the Qualtrics survey. Survey results, overall, demonstrate that candidates in the program meet the standards. None of the item responses received a rating lower than “tend to agree,” with the majority of the survey items receiving the highest rating of “agree.” Items receiving more than



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two “tend to agree” ratings were considered opportunities for improvement, so they rose to the top as areas for review. Thus, the following three items received attention (**See Table 4.15**):

- a. Uses formative and summative assessments to support student learning
 - b. Makes interdisciplinary connections among core subjects
 - c. Designs instruction for gifted and talented students
 - d. Knows where and how to access resources to build global awareness and understanding
- ii. Response to findings: What changes have you made in your program as a result of data analysis? Provided a rationale for your decision.

Action taken in response to the data review of the portfolio assessments:

It is difficult to pinpoint exactly how several changes within the department have impacted the portfolio assessments. Here are some of the changes that have occurred that may have impacted scoring on individual standards:

- a. Spring 2014-15: Unit faculty attended portfolio presentations and rated them without input/participation from any other source.
- b. Spring 2015-16: Area administrators were invited, as recommended by the visiting team, to participate in portfolio reviews. Every portfolio presentation included at least one area administrator.
- c. Spring 2016-17: No administrators accepted the invitation due to workload. The unit invited TMCC faculty from the content areas (science, English, and social studies departments). One instructor sat in on one presentation.

The reasoning for including TMCC content experts and area administrators was twofold: First, the unit saw it as an opportunity to reach out in an effort to involve other entities, as recommended by the BOE, and offer opportunities for them to get an “inside look” at one of our capstone assessment pieces. Ultimately, the unit had the added benefit of allowing us to take a look at what we do through other lenses.



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Action taken in response to the graduate survey:

1. Teacher Education Program Satisfaction:

- a. **Engages students in self-assessment practices** [EDUC 410 Education Assessment](#) addresses all types of assessment. The unit is in the process of conducting a syllabus review for the identified courses to determine where and how to modify the course to better address diverse learner needs. Inviting specialists who serve specific populations to train candidates in instructional design is one activity currently under consideration. This year, the Education Assessment instructor started the process by inviting a guest who introduced students to a process for reviewing and analyzing data for the purpose of designing instruction specifically for the instruction tailored to specific groups – interventions, enrichment, etc. An recent addition to the course syllabus is the student goal-setting and self-assessment.

2. Preparation for Teaching Diverse Learners:

- a. **Design instruction for diverse backgrounds/communities; diverse socioeconomic; differentiation to meet variations in learner needs; mental health needs; gifted and talented; English-language learners:** Based on survey results, this is an area that must be addressed more broadly across the curriculum. [EDUC 329 Curriculum Planning and Evaluation](#) addresses the planning and design process. [EDUC 310 Intro to the Exceptional Learner](#) addresses limited English proficiency more than it does English language learners primarily because our graduates take positions in community schools that serve that population. We teach them about resources are available to support English-Language Learners, such as testing in their first language, about assistive technology that supports English-Language Learners, and about state-supported resources such as interpreters and translators. The unit is in the process of conducting a syllabus review for Exceptional Learner to determine where and how to modify the course to better address needs of subgroups identified above with greater emphasis on English-Language Learners, understanding that we prepare our candidates to teach beyond the borders of the local community. In addition, a broader focus on diverse learner needs (subgroups) has been infused into all methods courses.



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In addition to reviewing graduate survey results, graduates were asked how the field experience could be made more meaningful. They indicated that they did not feel well prepared in the area of classroom management; more specifically dealing with daily procedures and putting a behavior plan in place. As a result, the unit moved both Practicum I and II to the start of the school year. Now, candidates spend the first week of school in classrooms around the area assisting mentor teachers with establishing classroom procedures and rules and other planning activities. In addition, based on the fact that most institutions in the state require more hours of field experiences, the unit will increase Practicum I and II hours to 80.

Action taken in response to the employer/supervisor survey:

1. Instructional Practice:

- a. **Uses formative and summative assessments to support student learning and engages students in self-assessment practices:** The [EDUC 410 Education Assessment](#) course has been reassigned as the previous instructor moved/took another position. The current instructor has designed a variety of activities to ensure a deeper understanding of formative and summative assessments. Further, there is a deeper exploration of reliability and validity in assessments because that item received four "unable to respond" responses leading us to believe that it may need more work. This year, This year, the Education Assessment instructor invited a guest speaker/trainer who introduced students to a process for reviewing and analyzing data for the purpose of designing instruction specifically for the instruction tailored to specific groups – interventions, enrichment, etc. A recent addition to the course syllabus is the student goal-setting and self-assessment.
- b. **Makes interdisciplinary connections among core subjects:** [EDUC 329 Curriculum Planning and Evaluation](#) prepares teacher candidates to use curriculum mapping and assessment to design curriculum to meet state standards for learning in grades 1-12. Curriculum Planning and Evaluation addresses the systems and collaborative approaches used in developing curricula, thematic units and lesson plans. Through research students will explore how learning theories are implemented in commercial textbooks, curriculum guides and multi-media materials. Students will be required to evaluate existing curricula at various grade levels. The syllabus has been tailored to include a deeper



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review of content areas, and candidates must develop interdisciplinary lesson plans.

- b. **Knows where and how to access resources to build global awareness and understanding:** This particular topic is covered exceptionally well in [EDUC 403 Social Studies Methods and Materials](#) and in [EDUC 329 Curriculum Planning and Evaluation](#) so the unit agrees the topic is covered well.. Candidates are required to engage in the creation of a thematic interdisciplinary unit plan that focuses on the core disciplines of social studies. In the process, candidates apply multiple learning and teaching styles and are required to incorporate different perspectives to engage learners in critical thinking, creativity, and collaborative problem solving issues. Candidates demonstrate culturally relevant teaching by applying local culture to global cultures. The unit has taken a “wait and see” approach until the next set of Qualtrics Survey results are in. We will then compare both sets of responses. If this continues to surface as low agreement item, the team will meet with key members of the school teams to explore this issue more thoroughly.

2. Diverse Learners:

- a. **Design instruction for diverse backgrounds/communities; diverse socioeconomic; differentiation to meet variations in learner needs; mental health needs; gifted and talented; English-language learners:** Based on survey results, this is an area that must be addressed more broadly across the curriculum. [EDUC 329 Curriculum Planning and Evaluation](#) addresses the planning and design process. [EDUC 310 Intro to the Exceptional Learner](#) addresses limited English proficiency more than it does English language learners primarily because our graduates take positions in community schools that serve that population. We teach them about resources are available to support English-Language Learners, such as testing in their first language, about assistive technology that supports English-Language Learners, and about state-supported resources such as interpreters and translators. The unit is in the process of conducting a syllabus review for Exceptional Learner to determine where and how to modify the course to better address needs of subgroups identified above with greater emphasis on English-Language Learners, understanding that we prepare our candidates to teach beyond the borders of the local



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community. In addition, a broader focus on diverse learner needs (subgroups) has been infused into all methods courses.