COVER SHEET

1. **Institution's Name: Turtle Mountain Community College**
2. **Date Submitted:**
3. **Preparer of this Report:**
    a. **Phone: 701-477-7826**
    b. **E-mail tdelorme@tm.edu**
4. **CAEP/State Coordinator:**
    a. **Phone:**
    b. **E-mail:**
5. **Name of Institution's program: Teacher Education**
6. **Grade levels for which candidates are being prepared: 1-**
7. **Degree or award level (select one)**
    a. **Initial**
        i. **_X_ Baccalaureate**
        ii. **___ Post Baccalaureate**
8. **Is this program offered at more than one site?**
    a. **___ Yes**
    b. **_X_ 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**

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
2015-2016	19	7
2014-2015	37	15
2013-2014	32	8

* 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. _X_ **Option 1:** Complete the Curriculum Exhibit Form below.

b. ___ **Option 2:** Upload the Program Status Sheet (must include general studies, specialty area, and professional education courses).

c. ***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.*

CURRICULUM EXHIBIT FORM BASIC PROGRAM

EDUCATION STANDARDS AND PRACTICES BOARD
SFN 14381 (16-17)

Institution: Turtle Mountain Community College		Major: BS Elementary Education
Credits are: Semester		
Credits required for degree:		
General Studies	**Teaching Specialty**	**Professional Education**
Credits Required: 48	Credits required: 39	Credits Required: 42
COMM110 Fund of Pub Speaking (3cr) ENGL110 Collg. Comp I (3cr) ENGL120 Collg. Comp.II (3cr) ENGL238 Children's Lit. (3cr) PSYC111 Intr to Psyc (3cr) HIST251 Native Amer. History(3cr) HIST103 US Hist to 1877(3cr) **OR** HIST104 US History since 1877 (3cr) HIST220 ND History (3cr) **OR** HIST 101 West Civ. (3cr) HUMM202 Fine Arts & Aesth. (3cr) LANG121 Chipp/Cree Lang I (3cr) **OR** LANG122 Chipp/Cree Lang II (3cr) **OR** LANG125 Ojibwa Language (3cr) ASTR110 Principles of Astron (4cr) BIOL150 Gen Biol/Lab(3cr) GEOL105 Phy. Geol./Lab (4cr) **OR** GEOL106 Earth thru Time (4cr) CHEM115 Intro to Chem/Lab (4cr) **OR** CHEM121 Gen Chem I/Lab (4cr) MATH111 Algebra I (3cr) MATH112 Algebra II (3cr) **or** MATH103 College Algebra (4cr) MATH 277 Math for Teachers (3cr)	HPER210 First Aid/CPR (2cr) PSYC353 Child & Adol Psych(3cr) GEOG121 Phys Geog/Lab (4cr) EDUC329 Curr Planning & Eval(3cr) EDUC404 Music Methods/Mat (2cr) EDUC403 Soc Studies Mthds. (3cr) EDUC407 Creative Arts Mtds (3cr) EDUC405 Math Mtds/Mat (3cr) EDUC406 Science Mtds/Mat. (2cr) EDUC408 Health & PE Mtds. (2cr) EDUC409 Mtds & Mat. For Lang. (3cr) EDUC410 Educ. Assessment (3cr) EDUC331 Learning Environments (3cr)	EDUC235 Praxis I Review (1 cr) EDUC236 Praxis II Review (1 cr) EDUC300 Ed Technology (3cr) EDUC310 Intro to Except. Learner (3cr) EDUC320 Issues in Native Education(3cr) EDUC321 Hum. Re. & Multi.Ed.(3cr) EDUC326 Writing for Teachers (3cr) EDUC329 Curr Planning & Eval(3cr) EDUC330 Found. of Ed (3cr) EDUC350 Pract.I (1cr) EDUC360 Prac II (1cr) EDUC402 Found of Rdg & Diag (4cr) EDUC414 Student Tchg.(12cr) EDUC415 Teaching Sem. (1cr)
Total:48	**Total: (Min 32 hours) 39**	**Total: (Min 22 hours Incl Student Teaching) 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.

3. **Descriptive Information about the Program:** Provide a one to two paragraph description to help reviewers understand your program (include information the describes how a student typically moves through the program from entry toexit):
    a. Elementary education majors spend approximately two years completing the general education requirements (60 SH) prior to applying to teacher education. Once students are admitted into the teacher education program, they are in a cohort and follow a specific curriculum for two years. (62 SH) They begin by enrolling in EDUC 300 Educational Technology and PSYC 353 Child and Adolescent Psychology during the summer session. Fall semester (1st year) classes include EDUC 235 Praxis I Review, EDUC 310 Intro to Exceptional Learner, EDUC 321 Multicultural Education, EDUC 329 Curriculum Planning, EDUC 330 Foundations of Education, and EDUC 350 Practicum. Spring semester (1st) classes include EDUC 320 Native Issues, EDUC 331 Learning Environments, EDUC 404 Music Methods, EDUC 405 Math Methods, EDUC 407 Creative Arts, EDUC 408 Health/PE Methods, and EDUC 410 Educational Assessment. Fall semester (2nd year) EDUC 236 Praxis I Review, EDUC 360 Practicum II, EDUC 402 Foundations of Reading/Diagnostics, EDUC 403 Social Studies Methods, EDUC 406 Science Methods and Materials, and EDUC 409 Language Methods and Materials. Spring semester (2nd year) students will enroll in EDUC 414/415 Student Teaching/Student Teaching Seminar. The students will student teach for 12 weeks (60 days), meeting for seminar twice per month.
4. **Changes in the Program Since the Last Review** (please describe any changes since the last review and include rationale for thosechanges):
    a. The Early Childhood Education Program is no longer offered. Area administrators prefer flexibility in ability to place teachers in K-5 classroom, and ECE graduates were not being considered due to the narrow focus of their preparation. Instead of offering the full program, the unit now offers ECE courses in the summer to accommodate area needs.
    b. Based on feedback from candidates, cooperating teachers, and area administrators, both Practicum I and II have been moved to the start of the school year in order to offer candidates experience in setting daily procedures, establishing classroom management practices, and, in general, how to accomplish the overall school startup in a practical, manageable way.
    c. Curriculum Program of Study was reviewed & some courses were changed to better adhere InTASC standards identifies as being a primaryforce.
5. **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:

a. **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 activity now starts on the first day of school in schools where students are placed. This decision was based on feedback from candidates and mentor teachers. Practicum I is considered a necessary classroom experience designed to offer candidates the opportunity to connect theory to the real world of teaching. The mentor teacher and college advisor work collaboratively to evaluate the practicum experience. This experience will be expanded to offer candidates opportunity to knowledge and experience related to community and school leadership roles and responsibilities by requiring attendance and observation in multiple local board meetings, as well as attending faculty meetings.

b. **Practicum II:** Candidates are required to complete a 40-hour second practicum during the fall of their senior year. The second practicum also starts on the first day of school as a result of feedback from candidates and mentor teachers. 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. This experience will be expanded to offer candidates opportunity to knowledge and experience related to community and school leadership roles and responsibilities by requiring attendance and observation in multiple local board meetings, as well as attending faculty meetings.

c. **Student Teaching**: Candidates must complete a minimum of 12 weeks (60 contact days) of student teaching during their final semester. The length is currently under consideration based on suggestions from cooperating teachers and area administrators. A decision will be made regarding lengthening the experience before end of May 2017 during our Program Improvement Seminar. 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 apply for licensure through the North Dakota Education Standards and Practices Board (ESPB). Candidate placement is dependent 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.

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.

   The 2015 BOE Content Expert Report for Elementary Education that addressed the degree to which the unit met state standards indicated that all standards were met.

2. **Course/Assessment Matrix:** Complete the matrix below. List courses that address each of the ESPB standards for your program. 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

North Dakota Education Standards and Practices Board
Initial Program Report
Preparation of Elementary Education Teachers

State Standard	Course Prefix and Title (with electronic links to syllabi)	Assessment (from among those listed under item 4: Evidence of Meeting the Standard)
50015.1 Development, Learning, and Motivation. The program requires the study of development, learning, and motivation. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	EDUC 310 Intro to the Exceptional Child EDUC 330 Foundations of Education EDUC 331 Learning Environments EDUC 410 Educational Assessment PSYC 353 Child and Adolescent Development.	Case Study Analysis, Midterm/Final Midterm Project, Final Project Classroom Management Plan, Power Point Presentation Midterm/Final Discussion Forums, Research Paper, Interview
50015.2 Curriculum **50015.2a The teacher candidate will study English language arts.** Candidates demonstrate a high level of competence in use of the English language arts and they know, understand, and use concepts from reading, language and child development, to explicitly teach and model each of the following: reading, writing, speaking and viewing, listening and language, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.	EDUC 402 Foundations of Reading Diagnosis EDUC 409 Language Arts Methods and Materials	Research Papers, Mini Lesson Plan, Midterm/Final Projects, Lesson Plans, Unit Plan, Midterm/Final
50015.2b The teacher candidate will study science. Candidates know, understand, and use fundamental concepts in the subject	EDUC 406 Science Methods/Materials BIOL150 Biology with Lab	Lesson Plans w/ Final Lesson Plan, Mid-term and Final Exam Final Exam

matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.		
50015.2c The teacher candidate will study mathematics. Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that include number and operations, algebraic thinking, geometry, measurement and data, statistics and probability in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.	EDUC 405 Math Methods/Materials MATH 277 Math for Teachers	Project, Lesson Plan, Midterm, Lesson Plan, Unit Plan, and Final Exam.
50015.2d The teacher candidate will study social studies. Candidates know, understand, and use the major concepts and modes of inquiry from the social studies-the integrated study of history, geography, the social sciences, and other related areas-to promote elementary students' abilities to make informed decisions as citizens of a	EDUC 320 Native Issues in Education EDUC 321 Multicultural Education EDUC 403 Social Studies Methods/Materials	Journals, Research Paper, Midterm/Final Research Paper, Midterm/Final Unit plan, Maps, Midterm/Final

culturally diverse democratic society and interdependent world.		
50015.2e The teacher candidate will study the arts. Candidates know, understand, and use-as appropriate to their own knowledge and skills-the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.	HUMM 202 Fine Arts and Aesthetics EDUC 407 Creative Arts Meth/Mat EDUC 404 Music Methods/Materials	Portfolios, Projects, Quizzes, Lesson Plans
50015.2f The teacher candidate will study health education. Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health.	EDUC 408 Health/PE Methods/Materials	Quizzes Research Papers, Midterm, Posters, Lesson Plans, Unit Plan, Final Exam
50015.2g The program requires the study of physical education. Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students	EDUC 408 Health/PE Methods/Materials	Quizzes Research Papers, Midterm, Posters, Lesson Plans, Unit Plan, Final Exam
50015.2h The program requires the study of connections across the curriculum. Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to	EDUC 329 Curriculum Planning and Evaluation EDUC 403 Social Studies Methods EDUC 404 Music Methods & Materials	Lesson Plans, Unit Plans, Portfolio, Final Project Lesson Plans, Unit Plans Lesson Plans, Unit Plans

motivate elementary students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issues.	EDUC 405 Math Methods and Materials EDUC 406 Science Methods & Materials EDUC 407 Creative Arts Methods EDUC 408 Health and PED Methods EDUC 409 Language Arts Methods and Materials EDUC 403 Social Studies Methods/Materials	Lesson Plans, Unit Plans Lesson Plans, Unit Plans Lesson Plans, Unit Plans Lesson Plans, Unit Plans Lesson Plans, Unit Plans Lesson Plans, Unit Plans
50015.3 Instruction **50015.3a** The program requires the study of adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.	EDUC310 Intro to Exceptional Learner EDUC 320 Native Issues in Education EDUC 321 Human Relations and Multicultural Education	Mid-term, Final Exams Mid-term, Final Exams Mid-term, Final Exams
50015.3b The program requires the study of development of critical thinking, problem solving and performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.	EDUC 329 Curriculum Planning and Evaluation	Final Presentations of Curriculum Maps, Final Essay Exam

50015.3c. The program requires the study of active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the elementary level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments	EDUC 331A Learning Environments	Midterm/Final Assessments Final PowerPoint Presentation
50015.3d. The program requires the study of communication to foster learning—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom	EDUC 326 Writing for Teachers	Writing Rubric, Writing Portfolio, Midterm/Final Assessments
50015.4 Assessment The program requires the study of assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student	EDUC 410 Education Assessment	Midterm/Final

50015.5 Professionalism **50015.5a** The program requires the study of practices and behaviors of developing career teachers—Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.	EDUC 414/415 Student Teaching/Seminar EDUC 350 Practicum I (40 hours) EDUC 360 Practicum II (40 Hours)	Video Reflections, Midterm/Final Assessments, e-Portfolio Assessment Rubric Assessment Rubric
50015.5b. The program requires the study of reflection and evaluation—Candidates are aware of and reflect on their practice in light	EDUC 330 Foundations of Education	Midterm Project, Final Project
of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.		
50015.5c. The program requires the study of collaboration with families—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the intellectual, social, emotional, and physical growth of children.	EDUC 414/415 Student Teaching/Seminar	Video Reflections, Midterm/Final Assessments, e-Portfolio

50015.5d. The program requires the study of collaboration with colleagues and the community—Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being	EDUC 414/415 Student Teaching/Seminar EDUC 350 Practicum I (40 hours) EDUC 360 Practicum II (40 Hours)	Video Reflections, Midterm/Final Assessments, e-Portfolio Rubric Rubric
50015.6 Instructional Technology The program requires the study of current, appropriate instructional technologies.	EDUC 300 Education Technology	e-Portfolio, Midterm/Final Assessments

3. **Evidence of Addressing the Standards:** For each ESPB program standard listed below, provide a short narrative describing how the program addresses the standard (for example, identify course objectives, activities and relatedexperiences).

50015.1 Development, Learning, and Motivation.

The program requires the study of development, learning, and motivation. Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

EDUC 310 Intro to the Exceptional Learner: This course includes an interdisciplinary overview of information related to exceptional abilities and cultural applications for teaching and learning. Analysis and critique of formal and informal assessment strategies and materials are integral to the course content. Educational adaptations and methods are also addressed within the context of an inclusive classroom setting. [Candidates examine the exceptionalities of learning with a focus on understanding current social and education responsibilities. The role of the teacher in supporting academic success of students with a wide variance of abilities as they work toward developing a deep understanding of the law and professional ethics relative to populations they serve is explored.]

EDUC 330 Foundations of Education: This course will provide an opportunity to view the field of education from a broad historical, social, and philosophical perspective. An emphasis on professional dispositions, planning, designing, and implementing effective teaching practices in the K- 12 classroom.

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.

EDUC 410: Educational Assessment: Candidates learn to use assessment data to direct teaching strategies. Education Assessment engages candidates in deciphering all aspects of standardized, criterion-referenced, and teacher constructed tests. Students learn the basics of good test design within the framework of authentic assessment and how to use testing information to effectively plan instruction.

PSYC 353 Child and Adolescent Development: A study of human development during adolescence. Covers physical, social, emotional, intellectual, moral, and spiritual domains within a multicultural context and from a global awareness perspective. Attention given to young adolescent and emerging adult issues with specific implications for teaching and learning at the elementary, middle & secondary levels.

50015.2 Curriculum

50015.2a The teacher candidate will study English language arts. Candidates demonstrate a high level of competence in use of the English language arts and they know, understand, and use concepts from reading, language and child development, to explicitly teach andmodel

each of the following: reading, writing, speaking and viewing, listening and language, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

EDUC 402 Foundations of Reading and Diagnosis: 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.

EDUC 409 Language Arts Methods and Materials: This course emphasizes planning, implementing, and evaluating language arts lessons; language acquisition; teaching grammar usage; oral language; writing, handwriting, and spelling. Practical applications include the development of learning centers and meeting the diverse needs of students.

50015.2b The teacher candidate will study science. Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

EDUC 406 Science Methods and Materials: This course will build upon current research and best practice to prepare teacher candidates to foster science learning in the elementary classroom. Through participation in activities and discussions, the teacher candidate will develop an informed sense of the nature of science and science content in elementary grades. Emphasis is placed upon inquiry and discovery approaches in teaching science.

BIOL150 Biology with Lab: This course is a sequenced study of the fundamental topics of biology with an emphasis on cellular biology – cellular and viral structure and function, fundamental biochemical principles, rudimentary molecular genetics and DNA technologies, and knowledge about mechanisms of cellular and molecular processes.

50015.2c The teacher candidate will study mathematics. Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that include number and operations, algebraic thinking, geometry, measurement and data, statistics and probability in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

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.

MATH 277 Math for Elementary Teachers: This is a course for early childhood and elementary education majors. Topics include problem solving, sets of numbers (natural numbers through the real numbers), number theory, and proportional reasoning. Students will gain knowledge of the mathematics taught at the elementary level and will model how to communicate, explain, and demonstrate mathematics using various physical models, conceptual models, and manipulatives.

50015.2d The teacher candidate will study social studies. Candidates know, understand, and use the major concepts and modes of inquiry from the social studies-the integrated study of history, geography, the social sciences, and other related areas-to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

EDUC 320 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.

EDUC 321 Multicultural Education and Human Diversity: This course is an analysis of factors that influence behavior of ethnic and diverse populations in schools and classrooms. It will include principles and strategies for teaching students from various cultural and ethnic backgrounds, and for relating to students, parents, and others involved in the education of children and youth. [Candidates are given opportunities to dialogue concerning the issues of cultural diversity in schools, its impact on the learning process and the construction of human relations. Emphasis is placed on multiculturalism and its impact on racism, sexism, oppression, prejudice, and discrimination but stresses the importance of inclusive teaching strategies.]

EDUC 403 Social Studies Methods and Materials: 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 problem solving issues. Candidates demonstrate culturally relevant teaching by applying local culture to global cultures.

50015.2e The teacher candidate will study the arts. Candidates know, understand, and use-as appropriate to their own knowledge and skills-the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.

HUMM 202 Fine Arts and Aesthetics: This course is designed to acquaint the student with the development of music and visual arts within the context of world civilization and sees to develop aesthetic responsiveness. The art and music of the Turtle Mountain Band of Chippewa will be an integral part of this course.

EDUC 404 Music Methods and Materials: This course familiarizes students with methods and materials used to teach music appreciation and also demonstrate how music is of critical importance for learning, particularly as it pertains to best teaching practices based on brain-based learning theories.

EDUC 407 Creative Arts Methods and Materials: Candidates explore 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.

50015.2f The teacher candidate will study health education. Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for

student development and practice of skills that contribute to good health.

EDUC 408 Health & PE Methods: This course is designed to teach methods, techniques, 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.

50015.2g The program requires the study of physical education. Candidates know, understand,and use –as appropriate to their own understanding and skills –human movement and physical activity as central elements to foster active, healthy life styles an enhanced quality of life for elementary students.

EDUC 408 Health/PE Methods/Materials: This course is designed to teach methods, techniques, learning styles and skills necessary to recognize the development, 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 abut healthy lifestyles.

50015.2h The program requires the study of connections across the curriculum. Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, tools, and ideas to real world issues.

EDUC 329 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. [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.]

EDUC 403 Social Studies Methods: This course studies the content, methods, and materials for teaching social studies. Candidates must develop 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 problem solving issues. Candidates demonstrate culturally relevant teaching by applying local culture to global cultures.

EDUC 404 Music Methods and Materials: This course familiarizes students with methods and materials used to teach music appreciation and also demonstrate how music is of critical importance for learning, particularly as it pertains to best teaching practices based on brain- based learning theories.

EDUC 405 Math Methods and Materials: 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: This course will build upon current research and best practice to prepare teacher candidates to foster science learning in the elementary classroom. Through participation in activities and discussions, the teacher candidate will develop an informed sense of the nature of science and science content in elementary grades. Emphasis is placed upon inquiry and discovery approaches in teaching science.

EDUC 407 Creative Arts Methods: Candidates explore 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.

EDUC 408 Health and PE Methods: This course is designed to teach methods, techniques, 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.

EDUC 409 Language Arts Methods and Materials: This course emphasizes planning, implementing, and evaluating language arts lessons; language acquisition; teaching grammar usage; oral language; writing, handwriting, and spelling. Practical applications include the development of learning centers and meeting the diverse needs of students.

EDUC 403 Social Studies Methods/Materials: This course studies the content, methods, and materials for teaching social studies. Candidates must develop 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 problem solving issues. Candidates demonstrate culturally relevant teaching by applying local culture to global cultures.

50015.3 Instruction

50015.3a The program requires the study of adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

EDUC 310 Intro to the Exceptional Learner: This course includes an interdisciplinary overview of information related to exceptional abilities and cultural applications for teaching and learning. Analysis and critique of formal and informal assessment strategies and materials are integral to the course content. Educational adaptations and methods are also addressed within the context of an inclusive classroom setting.

EDUC 320 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.

EDUC 321 Multicultural Education and Human Diversity: This course is an analysis of factors that influence behavior of ethnic and diverse populations in schools and classrooms. It will include principles and strategies for teaching students from various cultural and ethnic backgrounds, and for relating to students, parents, and others involved in the education of children and youth construction of human relations

50015.3b The program requires the study of development of critical thinking, problem solving and performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.

EDUC 329 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

50015.3c. The program requires the study of active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the elementary level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

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.

50015.3d The program requires the study of communication to foster learning—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

EDUC 326 Writing for Elementary School Teachers: Writing for teachers focuses on best practices in professional writing and speaking. Grammar and style will be taught through writing. Teacher candidates will be required to use APA focus on writing.

50015.4 Assessment

The program requires the study of assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical

development of each elementary student.

EDUC 410 Education Assessment: Candidates learn to use assessment data to direct teaching strategies. Education Assessment engages candidates in deciphering all aspects of standardized, criterion-referenced, and teacher constructed tests. Students learn the basics of good test design within the framework of authentic assessment and how to use testing information to effectively plan instruction.

50015.5 Professionalism

50015.5a The program requires the study of practices and behaviors of developing career teachers—Candidates understand and apply practices and behaviors that are characteristic of developing career teachers.

EDUC 414/415 Student Teaching/Student Teaching Seminar: The seminar and student teaching address professional obligations, teaching challenges, and preparation for careers in teaching. The courses Ed 414 and Ed 415 are taken concurrently. In addition, throughout the course of the candidate experience, study trips are planned around scheduled classes to guide them in the development of a lifelong learningphilosophy.

EDUC 350 Practicum I: 1 Credit Practicum 1 is designed to give students 40 hours of supervised field experience in regular classroom settings. Students will be required to do lessons in small groups settings of two or more students.

EDUC 360 Practicum II: 1 Credit Practicum II and Fall Field Experience is designed to give students 80 hours of supervised experience in regular classroom settings. This mid-level clinical experience provides teacher candidates with an extended experience in the fall semester observing and assisting with beginning of the year room design, organization, and classroom management policies and procedures.

50015.5b The program requires the study of reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.

EDUC 330 Foundations of Education: This course will provide. An opportunity to view the field of education from a broad historical, social, and philosophical perspective. An emphasis on professional dispositions, planning, designing, and implementing effective teaching practices in the K- 12 classroom.

50015.5c The program requires the study of collaboration with families—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the intellectual, social, emotional, and physicalgrowth of children.

EDUC 414 Student Teaching: This course is designed to provide the teacher candidate an opportunity to apply best practices and dispositions of effective teaching in the elementary setting. It is the culmination of all curriculum content courses which comprise the Turtle Mountain Community College Teacher Education Program. This course will include experiences and practices in grades 1-6.

EDUC 415 Student Teaching Seminar: This course is taken concurrently with student teaching and focuses on the development of the teacher candidate professional dispositions. The seminar meets biweekly with the opportunity for the teacher candidate to reflect upon and share classroom experiences. Course topics include classroom management, teaching strategies, behavior plans, and lesson planning. This course is a Pass/Fail grading.

EDUC 350 Practicum I 1 Credit Practicum 1 is designed to give students 40 hours of supervised field experience in regular classroom settings. Students will be required to do lessons in small groups settings of two or more students.

EDUC 360 Practicum II 1 Credit Practicum II and Fall Field Experience is designed to give students 80 hours of supervised experience in regular classroom settings. This mid-level clinical experience provides teacher candidates with an extended experience in the fall semester observing and assisting with beginning of the year room design, organization, and classroom management policies and procedures.

50015.5d The program requires the study of collaboration with colleagues and the community—Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.

EDUC 414 Student Teaching: This course is designed to provide the teacher candidate an opportunity to apply best practices and dispositions of effective teaching in the elementary setting. It is the culmination of all curriculum content courses which comprise the Turtle Mountain Community College Teacher Education Program. This course will include experiences and practices in grades 1-6.

EDUC 415 Student Teaching Seminar: This course is taken concurrently with student teaching and focuses on the development of the teacher candidate professional dispositions. The seminar meets biweekly with the opportunity for the teacher candidate to reflect upon and share classroom experiences. Course topics include classroom management, teaching strategies, behavior plans, and lesson planning. This course is a Pass/Fail grading.

EDUC 360 Practicum II Practicum II and Fall Field Experience is designed to give students 80 hours of supervised experience in regular classroom settings. This mid-level clinical experience provides teacher candidates with an extended experience in the fall semester observing and assisting with beginning of the year room design, organization, and classroom management policies and procedures

50015.6 Instructional Technology

The program requires the study of current, appropriate instructional technologies.

EDUC 300 Educational Technology: This course introduces teacher candidates to the use of electronic media as it relates to classroom instruction. The course focuses on the development of an electronic portfolio and the strategies of using internet websites, web quests, and other electronic resources to enhance education.

4. **Evidence of Meeting the Standards:** It is expected that your program makes use of multiple assessments to ensure that all standards are met. If the program is offered in more than one site or in more than one method (e.g. online as well as face-to- face) provide aggregated (program level) AND disaggregated (site or method specific) data. Complete tables 4.1-4.4 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 Test: Complete Table 4.1 reporting at least 3 years of data

[2013-2016]				
Content Area Test Name and Number	ND Passing Score	Total # of Test Takers	Average Score	Percent Passing
5011-CIA	153	2015-16-14 2014-15-11 2013-14-6	169 164 168.50	100% 83.33% 60%

ii. Praxis II: PLT (Principles of Learning and Teaching): Complete Table 4.2 reporting at least 3 years

[2013-2016]				
Content Area Test Name and Number	ND Passing Score	Total # of Test Takers	Average Score	Percent Passing
5622-PLT	160	2015-16-14 2014-15-10 2013-14-4	175 167.50 169	100% 90.91% 83.33%

iii. 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
2015-16	7	3.01-3.89	3.01-3.89
2014-15	15	2.80-3.93	2.80-3.93
2013-14	8	2.55-4.0	2.55-4.0

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

1. Build Table 4.4 that 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

Table 4.4: Student Teaching Performance 2013-2016 (Student Teaching Assessment Tool)

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	4.25	4.30	4.00
Standard 10: Leadership and Collaboration	4.00	4.25	4.12

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):

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

The unit selected graduate e-portfolios, graduate surveys, and employer surveys as the additional assessments to meet this requirement. The following tables depict 3 years of scores for each of the selected assessments – Portfolio Assessments, Transition to Teaching Survey Results, and Employer Survey Results.

Table 4.5: E-Portfolio Assessment for InTASC Standards

Proficiency Scale			4-Excellent		3-Good		2-Satisfatory		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										

Student Teaching Assessment Tool

Table 4.6: 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

PART B: TEACHER PREPARATION

Table 4.7: 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
Uses technology to achieve specific lrning. goals	9	88.9	11.1
Engages learners is 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 interdisc.connections among core subj.	10	100	0

Knows where/how to build global awareness/understanding	10	90	10
Helps sts. analyze multiple sources of evid to draw sound conclusions	10	70	30

Table 4.8: 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 lrner needs	10	70	30
Uses dev approp practices to support lrner 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 4.9: 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
Clssrm mngmnt techniques foster self-control	10	90	10

Table 4.10: 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

Employer Survey Results

Table 4.11: 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				
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 lrng goals	8	6	2	
Dev/maintains classroom environment that promotes student engagement	8	8	0	
Responds approp to student behavior	8	6	2	
Creates lrng 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

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.

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?

1. Portfolio Assessment Review: The unit reviewed three years of assessment data in an effort to identify strengths and opportunities for improvement **(See Appendix).**

   a. A review of the data across cohorts revealed that team ratings of the portfolios have slowly dropped over time resulting a lower overall average each 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.

   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 "tend to agree," 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 Tables 4.7 -4.10):

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" 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 11):

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 aresult 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.

Action taken in response to the graduate survey:

1. **Teacher Education Program Satisfaction:**
    a. **Engages students in self-assessment practices** EDUC 410Education 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 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.

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.

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