

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

COVER SHEET

- 1. Institution's Name: Turtle Mountain Community College**
- 2. Date Submitted: August 2015**
- 3. Preparer of this Report: Dr. Teresa Delorme**
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- 4. CAEP/State Coordinator: Dr. Janet Welk**
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- 5. Name of Institution's program: Elementary Education**
- 6. Grade levels for which candidates are being prepared: K-6**
- 7. Degree or award level (select one)**
 - a. Initial**
 - i. Baccalaureate**
 - ii. Post Baccalaureate**
- 8. Is this program offered at more than one site?**
 - a. Yes**
 - b. No**
- 9. If your answer is yes to the above question, list the sites at which the program is offered:**
- 10. Program report status (check one):**
 - a. Initial Review**
 - b. Continuing Review**
 - c. Focused Visit**

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SECTION I-CONTEXTUAL INFORMATION

1. Candidate Information

Directions: Provide three years of data on candidates enrolled* in the program and completing** the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report.		
Program:		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
2014-2015	37	15
2013-2014	32	8
2012-2013	18	6

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

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

2. Curriculum Exhibit (Select 1)

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

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

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

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**CURRICULUM EXHIBIT FORM BASIC PROGRAM
EDUCATION STANDARDS AND PRACTICES BOARD**

SFN 14381 (05-06)

Institution: Turtle Mountain Community College		Major: Elementary Education
Credits are: Semester	Credits required: 121	Credits are: Semester
General Studies	Teaching Specialty	Professional Education
Credits Required:	Credits required:	Credits Required:
COMM 110 Fund Pub Spkg (3 cr.) ENGL 110 College Comp I (3 cr.) ENGL 120 College Comp II (3 cr.) ENGL 238 Children's Literature (3 cr.) PSYC 111 Intr to Psyc (3 cr.) HIST 251 Native American History (3 cr.) HIST 103 US Hist to 1877 (3 cr.) OR HIST 104 US Hist since 1877 (3 cr.) HIST 220 North Dakota History (3 cr.) HIST 101 Western Civ. I (3 cr.) HUMM 202 Fine Arts & Aesthetics (3 cr.) LANG 121 Chippewa/Cree Lang I (3 cr.) or LANG 122 Chippewa/Cree Lang II (3 cr.) or LANG 125 Ojibwa Language (3cr.) ASTR 110 Prin of Astron w/Lab (4 cr.) or BIOL 150 R Gen Biol/Lab (4 cr.) or GEOL 106 Earth thru Time/Lab (4 cr.) or GEOL 105 Phy Geol/Lab (4 cr.) CHEM 115 Intro to Chem/Lab (4 cr.) or CHEM 121 Gen Chem/Lab (4 cr.) or MATH 103 College Alg (4 cr.) MATH 111 College Alg I (3 cr.) MATH 112 College Alg II (3 cr.) or MATH 277 Math for Teachers (3 cr.)	EDUC 407 Creative Arts & Meth (3 cr.) EDUC 404 Music Meth & Materials (2 cr.) EDUC 409 Meth & Materials for Lang (3 cr.) EDUC 329 Curr Plng & Eval (3 cr.) EDUC 331 Learning Envir (3 cr.) EDUC 408 Health & PE Meth (2 cr.) EDUC 353 Child & Adol Psych (3 cr.) EDUC 406 Science Meth & Materials (2 cr.) EDUC 403 Soc Stud Meth (3 cr.) EDUC 410 Educ. Assessment (3 cr.) GEOG 121 Phys Geog/Lab (4 cr.) HPER 210 First Aid/CPR (2 cr.) EDUC 405 Math Meth & Materials (3 cr.)	EDUC 329 Curriculum Planning & Eval (3 cr.) EDUC 235 Prep. For Praxis I (1 cr.) EDUC 236 Prep. For Praxis II (2 cr.) EDUC 310 Intro to Excep Children (3 cr.) EDUC 321 Multicultural Ed. & Div. (3 cr.) EDUC 300 Ed Technol (3 cr.) EDUC 320 Issues in Native Ed. (3 cr.) EDUC 330 Found of Education (3 cr.) EDUC 402 Found of Rdg & Diag (4 cr.) EDUC 350 Pract 1 (1 cr.) EDUC 360 Pract 2 (1 cr.) EDUC 414 Student Tchng (12 cr.) EDUC 415 Semnr. Clssrm Tch (1 cr.)
Total: 48	Total: 39	Total: 48

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

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

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 those changes:

Since the last review, EDUC 200 Intro to Teaching has been dropped and replaced with [EDUC 330 Foundations of Education](#).

- 5. Field & Clinical Experiences:** In narrative format, briefly describe the required field & clinical experiences that are specific to your program including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships:

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

Practicum II: Candidates are required to complete a 40-hour second practicum during the fall of their senior year. Requirements are similar to those of the first practicum, but

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with the addition of teaching one or more subjects to the whole class and utilizing an original lesson plan designed by the candidate with the oversight and permission of the mentor teacher.

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

SECTION II: RESPONSE TO STANDARDS

1. Areas of Weakness from Prior Review:

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

2. Course/Assessment Matrix:

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

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State Standard	Course Prefix and Title (with electronic links to syllabi)	Assessment (from among those listed under Section II.3.c and d)
<p>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.</p>	<p>EDUC 310 Intro to the Exceptional Child EDUC 330 Foundations EDUC 331 Learning Environments EDUC 410 Educational Assessment PSYC 353 Child and Adolescent Dev.</p>	<p>EDUC 331 Learning Environments- Case Study Analysis, Field Experiences, Journaling, Classroom Management Plan, Projects, Quizzes, Power Point Presentation PSYC 353-Exams, Discussion Forums, Research Papers, Interview</p>
<p>50015.2 Curriculum 50015.2a The program requires the study of central concepts, tools of inquiry, and structures of content. Candidates know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the elementary grades and can create meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels.</p>	<p>EDUC 403 Social Studies Methods and Materials EDUC 404 Music Methods and Materials EDUC 405 Math Methods and Materials EDUC 406 Science Methods and Materials EDUC 407 Creative Arts Methods and Materials EDUC 408 Health/PE Methods and Materials EDUC 409 Language Arts Methods and Materials</p>	<p>EDUC 329 Curriculum Planning and Evaluation- Curriculum Map, Unit Plan, Lesson Plan, Research Paper EDUC 403 Social Studies Methods/Materials-Unit Plan, Pre and Post Assessments, Maps, Field Experience Report EDUC 405 Math Methods-Field Experiences, Quizzes, Midterm, Final Exam, Lesson Plans, Unit Plan EDUC 408 Health & PE Methods/Materials-Quizzes, Research Papers, Midterm, Posters, Lesson Plans, Unit Plan, Final Exam EDUC 407 Creative Arts Methods/Materials- Portfolios, Projects, Quizzes, Lesson Plans EDUC 409 Language Arts Methods-Writing Prompts, Reflection Paper, Quizzes, Field Experiences, File Folder Projects, Cultural ABC Book, Flip Chart, Lesson Plan, Unit Plan</p>
<p>50015.2b The program requires the study of 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 teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing</p>	<p>EDUC 402 Foundations of Reading Diagnosis EDUC 406 Science Methods/Materials EDUC 409 Language Arts Methods and Materials</p>	<p>EDUC 402- Foundations of Reading-Quizzes, Log Entries, Research Papers, Journal Article Reflections, Mini Lesson Plan, Field Experiences, Midterm, Readers' Theater, Midterm Exam EDUC 409 Language Arts Methods-Writing Prompts, Reflection Paper, Quizzes, Field Experiences, File Folder Projects, Cultural ABC Book, Flip Chart, Lesson Plan, Unit Plan</p>

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skills to many different situations, materials, and ideas.		
50015.2c The program requires the study of 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/Materials BIOL Biology with Lab	EDUC 405: Lesson Plan, Reflections, Case Scenario
50015.2d The program requires the study of mathematics. Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra 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	Math 277 Math for Teachers-Reflection summaries, Flipchart, Chapter Homework, Quizzes, Project, Lesson Plan, Cooperative Group Work EDUC 405 Math Methods-Field Experiences Quizzes, Midterm, Final Exam, Lesson Plans, Unit Plan
50015.2e The program requires the study of 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 EDUC 321 Multicultural Education EDUC 403 Social Studies Methods/Materials	EDUC 320 Native Issues in Education – Pre/Post Assessments, Journals, Research Paper, Field Experiences EDUC 321 Multicultural Education – Pre/Post Assessments, Field Experiences, Research Paper, Debates EDUC 403 Social Studies Methods/Materials – Unit plan, Pre/Post Assessments, Maps, Filed Experience Reports
50015.2f The program requires the study of the arts. Candidates know, understand, and use-as appropriate to their own knowledge and skills-	HUMM 202 Fine Arts and Aesthetics EDUC 407 Creative Arts Methods/Materials	EDUC 404 Music Methods and Materials EDUC 407 Creative Arts Methods/Materials-Portfolios, Projects, Quizzes, Lesson Plans

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<p>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.</p>		
<p>50015.2g The program requires the study of 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.</p>	<p>EDUC 408 Health/PE Methods/Materials</p>	<p>EDUC 408 Health & PE Methods and Materials – Quizzes Research Papers, Midterm, Posters, Lesson Plans, Unit Plan, Final Exam</p>
<p>50015.2h 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.</p>	<p>EDUC 408 Health/PE Methods/Materials</p>	<p>EDUC 408 Health & PE Methods and Materials – Quizzes Research Papers, Midterm, Posters, Lesson Plans, Unit Plan, Final Exam</p>
<p>50015.2i 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.</p>	<p>EDUC 403 Social Studies Methods and Materials EDUC 404 Music Methods and Materials EDUC 405 Math Methods and Materials EDUC 406 Science Methods and Materials EDUC 407 Creative Arts Methods and Materials EDUC 408 Health/PE Methods and Materials EDUC 409 Language Arts Methods and Materials</p>	<p>EDUC 403 Social Studies Methods and Materials – Unit Plan Pre/Post Assessments, Maps, Field Experiences Reports EDUC 404 Music Methods and Materials EDUC 405 Math Methods and Materials – Field Experiences Quizzes, Midterm, Final Exam, Lesson Plans, Unit Plan EDUC 406 Science Methods and Materials EDUC 407 Creative Arts Methods and Materials – Portfolios, Projects, Quizzes, Lesson Plans EDUC 408 Health/PE Methods and Materials - Quizzes, Research Paper, Midterm, Posters, Lesson Plans, Unit Plan, Final Exam EDUC 409 Language Arts Methods and Materials – Writing Prompts, Reflection Paper, Quizzes, Field Experiences, File Folder Projects, Cultural ABC Book, Flip Chart, Lesson Plan, Unit Plan</p>

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3. Detailed Response to the Standards:

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

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

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

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

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

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

c. Required Assessments

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

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

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

[2012-2015]				
Content Area Test Name and Number	ND Passing Score	Total # of Test Takers	Average Score	Percent Passing
5011-Curriculum, Assessment and Instruction	153	2014-1-2015-11	164	90.91%
		2013-2014-6	168.50	83.33%
		2012-2013-10	160	60%

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

[2012-2015]				
Content Area Test Name and Number	ND Passing Score	Total # of Test Takers	Average Score	Percent Passing
5622-Principles of Teaching and Learning	160	2014-2015-10	167.50	90.91%
		2013-2014-4	169	83.33%
		2012-2013-9	164	77.78%

Student Teaching Performance (Clinical Experience) Evaluation:

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

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2. Attach an electronic copy of the performance instrument
Sample Table

Fall 2010-Spring 2013				
Program Area	Beginning	Progressing	Proficient	Exceeds
Early Childhood Education (total N-15)	N=0/0%	N=1/6%	N=12/80%	N=2/13%

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

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

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

A sample table is provided below:

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

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

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

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

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

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

4. Program Standards:

Standard 50015.2a: The program requires the study of central concepts, tools of inquiry, and structures of content. Candidates know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the elementary grades and can create meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels.

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

EDUC 329 Curriculum Planning and Evaluation: 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: 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

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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](#): Candidates focus on incorporating music into the design of thematic interdisciplinary unit with an emphasis on transition.. 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 develop culturally relevant lesson plans.

[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 calls upon candidates to study central concepts, tools of inquiry, and structures of content for students across the elementary grades and create meaningful learning experiences that guide students in the development of competence in subject matter and skills. Candidates explore the philosophy, content, and pedagogy of science, covering scientific methodologies of the indigenous and western sciences. Much emphasis is placed on implementation of developmentally appropriate methodologies that include applications of national and state science standards.

[EDUC 407 Creative Arts Methods](#): Candidates engage in multiple art projects to demonstrate they understand how to engage students in multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's decision making. Candidates are given opportunities to apply art theory and practice through various projects that emphasize the elements of design and principles of art.

[EDUC 408 Health and PE Methods](#): This course focuses on health and physical education curriculum, materials with an emphasis on innovative methods used to teach health and physical education. Also, included is research on holistic approaches to teaching to the whole person.

[EDUC 409 Language Arts Methods and Materials](#): Methods and Materials for Language Arts focuses on best practices through the writing process, reading and writing connections, assessment, writing genres and writing across the curriculum. Other topics of emphasis will include best practices in teaching grammar, oral language, handwriting, and spelling.

[EDUC 403 Social Studies Methods/Materials](#): Artifacts and observations serve as the primary means of assessing the candidate's abilities to meet the standard. The candidates are required to submit a draft thematic interdisciplinary unit plan and final project that is visually and orally presented to their peers. Through this process candidates are sharing ideas amongst each other and demonstrating their understanding of curriculum development, instruction creativity, and applying various assessments.

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

[EDUC 329 Curriculum Planning and Evaluation](#)- Assessment evidences includes a Curriculum Map, Unit Plan, Lesson Plan, and a Research Paper.

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[EDUC 403 Social Studies Methods](#): Artifacts and observations serve as the primary means of assessing the candidate’s abilities to meet the standard. The candidates are required to submit a draft thematic interdisciplinary unit plan and final project that is visually and orally presented to their peers. Through this process candidates are sharing ideas amongst each other and demonstrating their understanding of curriculum development, instruction creativity, and applying various assessments.

[EDUC 404 Music Methods and Materials](#): Candidates develop a topic paper in which they are expected to address the need to incorporate music into the daily classroom routine and explain why this activity is critical to learning. Evidence of meeting this standard also takes the form of the integration of course readings into written assignments that demonstrate knowledge of content matter. In addition, candidate papers, class assignments, projects, in-class discussions, and group presentations are assessed and graded.

[EDUC 405 Math Methods and Materials](#): Assessment evidence include Field Experiences, Quizzes, Midterm, Lesson Plans, Unit Plan, and Final Exam.

[EDUC 406 Science Methods and Materials](#): Candidates are expected to complete three “interim” lesson plans and a final lesson plan. In addition, a mid-term and a final exam are used to assess the degree to which candidates have met this standard.

[EDUC 407 Creative Arts Methods](#): Artifacts and observations serve as the primary means of assessing the candidate’s abilities to meet the standard. Each candidate write reflections on their art projects and apply a self-assessment tool to their work; and a comprehensive portfolio of their art work is maintained throughout course. At midterm and at the end of the course the portfolio is assessed. In addition, quizzes, checklists, art projects, and observations are used as assessments to determine progress in the course.

[EDUC 408 Health and PE Methods](#): Assessment evidence include Quizzes, Research Papers, Midterm, Posters, Lesson Plans, Unit Plan, and Final Exam.

[EDUC 409 Language Arts Methods and Materials](#): Assessment evidence include Writing Prompts, Reflection Papers, Quizzes, Field Experiences, File Folder Projects, Cultural ABC Book, Flip Chart, Lesson Plan, Unit Plan

Standard 50015.2b: The program requires the study of 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 teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.

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

[EDUC 402 Foundations of Reading and Diagnosis](#): This course provides the foundations of literacy with emphasis given to the following topics: the reading process, historical trends in reading instruction, the theories of reading, promoting reading as a life –long activity, organizing and managing reading programs, and critiquing/selecting appropriate diagnostic measures.

[EDUC 409 Language Arts Methods and Materials](#): Methods and Materials for Language Arts focuses on best practices through the writing process, reading and writing connections,

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assessment, writing genres and writing across the curriculum. Other topics of emphasis will include best practices in teaching grammar, oral language, handwriting, and spelling.

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

[EDUC 402- Foundations of Reading](#) Candidates demonstrate they have met this standard via the following assessment evidence: Quizzes, Log Entries, Research Papers, Journal Article Reflections, Mini Lesson Plan, Field Experiences, Midterm, Readers’ Theater, Midterm Exam

[EDUC 409 Language Arts Methods](#) Candidates demonstrate they have met this standard via the following assessment evidence: Writing Prompts, Reflection Paper, Quizzes, Field Experiences, File Folder Projects, Cultural ABC Book, Flip Chart, Lesson Plan, Unit Plan

Standard 50015.2c: The program requires the study of 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.

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

[EDUC 406 Science Methods and Materials:](#) Candidates explore the philosophy, content, and pedagogy of science, covering scientific methodologies of the indigenous and western sciences. Much emphasis is placed on implementation of developmentally appropriate methodologies that include applications of national and state science standards.

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

[EDUC 406 Science Methods and Materials:](#) Candidates are expected to complete three “interim” lesson plans and a final lesson plan. In addition, a mid-term and a final exam are used to assess the degree to which candidates have met this standard.

Standard 50015.2d: The program requires the study of mathematics. Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.

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

[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

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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.

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

[EDUC 405 Math Methods](#): Candidates demonstrated they have met this standard via the following assessment evidence: Field Experiences, Quizzes, Midterm, Final Exam, Lesson Plans, and a Unit Plan.

MATH 277 Math for Teachers: Candidates demonstrated they have met this standard via the following assessment evidence: Reflection summaries, Flipchart, Chapter Homework, Quizzes, Project, Lesson Plan, Cooperative Group Work

Standard 50015.2e: The program requires the study of 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.

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

[EDUC 320 Native Issues in Education](#): Candidates are expected to critically think about human relationships and migrations. Candidates are expected to compare and contrast multiple perspectives on issues such as: early cultural encounters between the Anishinabe and Europeans; concepts of time, land, and spirituality as understood by American Indians and Euro-Americans, etc.

[EDUC 321 Multicultural Education](#): 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.

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

[EDUC 320 Native Issues in Education/EDUC 321 Multicultural Education](#): Candidates demonstrate knowledge and understanding through the creation of research papers, field experience reports, journaling, debates, unit plans, and pre/post assessments.

[EDUC 321 Multicultural Education](#): Artifacts and observations serve as a major source for assessing the degree to which candidates have met this standard. For examples candidates are required to complete a pre and post assessment. In addition, candidates research controversial topics and debate those issues; rubrics are used

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to assess this project. Candidates are required role-play by simulating what it would be like to be confined to wheel chair and reflect upon this experience via journaling.

[EDUC 403 Social Studies Methods and Materials](#): Artifacts and observations serve as the primary means of assessing the candidate's abilities to meet the standard. The candidates are required to submit a draft thematic interdisciplinary unit plan and final project that is visually and orally presented to their peers. Through this process candidates are sharing ideas amongst each other and demonstrating their understanding of curriculum development, instruction creativity, and applying various assessments.

Standard 50015.2f : The program requires the study of 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.

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

[EDUC 404 Music Methods and Materials](#): Candidates learn to integrate music into the design of thematic interdisciplinary unit with an emphasis on transition. 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.

[EDUC 407 Creative Arts Methods and Materials](#): Candidates have the opportunity to demonstrate knowledge of sequential art curriculum for elementary education and to apply their skills and concept knowledge that is fundamental to an effective art education curriculum.

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

[EDUC 404 Music Methods and Materials](#): Candidates develop a topic paper in which they are expected to address the need to incorporate music into the daily classroom routine and explain why this activity is critical to learning. Evidence of meeting this standard also takes the form of the integration of course readings into written assignments that demonstrate knowledge of content matter. In addition, candidate papers, class assignments, projects, in-class discussions, and group presentations are assessed and graded.

[EDUC 407 Creative Art Methods and Materials](#): Candidates follow a formalistic process of learning and teaching the principles of art and the elements of design by applying these concepts to various programs of art. The evidence is organized by each candidate into two portfolios (3-ring binder and PowerPoint summary). The portfolio includes art projects, reflections, lesson plans, and other resources.

Standard 50015.2g: The program requires the study of 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.

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

[EDUC 408 Health & PE 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.

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

[EDUC 408 Health & PE Methods/Materials:](#) Candidates demonstrate they have met this standard through performance on Quizzes, Research Papers, Midterm, Posters, Lesson Plans, Unit Plan, and Final Exam.

Standard 50015.2h: 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.

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

[EDUC 408 Health & PE Methods-](#) This course focuses on health and physical education curriculum, materials with an emphasis on innovative methods used to teach health and physical education. Also, included is research on holistic approaches to teaching to the whole person.

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

[EDUC 408 Health & PE Methods/Materials:](#) Candidates demonstrate they have met this standard through performance on Quizzes, Research Papers, Midterm, Posters, Lesson Plans, Unit Plan, and Final Exam.

Standard 50015.2i: 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.

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

[EDUC 403 Social Studies Methods/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.

[EDUC 404 Music Methods and Materials:](#) Candidates focus on incorporating music into the design of thematic interdisciplinary unit with an emphasis on transition. 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. Transition activities and lesson design activities embedded in the course assure the integration of content areas.

[EDUC 405 Math Methods/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](#): Candidates explore the philosophy, content, and pedagogy of science, covering scientific methodologies of the indigenous and western sciences. Much emphasis is placed on implementation of developmentally appropriate methodologies that include applications of national and state science standards, and they are required to design active, engaging, age-specific learning experiences that are incorporated into the lesson plans they design. This course also requires candidates to develop skill in evaluating student engagement and application of scientific concepts in the classroom.

[EDUC 407 Creative Arts Methods](#): Candidates engage in multiple art projects to demonstrate they understand how to engage students in multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's decision making. Candidates are given opportunities to apply art theory and practice through various projects that emphasize the elements of design and principles of art.

[EDUC 408 Health & PE Methods/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 409 Language Arts Methods/Materials](#): Methods and Materials for Language Arts focuses on best practices through the writing process, reading and writing connections, assessment, writing genres and writing across the curriculum. Other topics of emphasis will include best practices in teaching grammar, oral language, handwriting, and spelling.

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

[EDUC 403 Social Studies Methods](#): Artifacts and observations serve as the primary means of assessing the candidate's abilities to meet the standard. The candidates are required to submit a draft thematic interdisciplinary unit plan and final project that is visually and orally presented to their peers. Through this process candidates are sharing ideas amongst each other and demonstrating their understanding of curriculum development, instruction creativity, and applying various assessments.

[EDUC 404 Music Methods and Materials](#): Candidates develop a topic paper in which they are expected to address the need to incorporate music into the daily classroom routine and explain why this activity is critical to learning. Evidence of meeting this standard also takes the form of the integration of course readings into written assignments that demonstrate knowledge of content matter. In addition, candidate papers, class assignments, projects, in-class discussions, and group presentations are assessed and graded.

[EDUC 405 Math Methods](#)-Field Experiences, Quizzes, Midterm, Final Exam, Lesson Plans, Unit Plan

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[EDUC 406 Science Methods and Materials](#): Candidates are expected to complete three “interim” lesson plans and a final lesson plan. In addition, a mid-term and a final exam are used to assess the degree to which candidates have met this standard.

[EDUC 407 Creative Arts Methods](#): Artifacts and observations serve as the primary means of assessing the candidate’s abilities to meet the standard. Each candidate write reflections on their art projects and apply a self-assessment tool to their work; and a comprehensive portfolio of their art work is maintained throughout course. At midterm and at the end of the course the portfolio is assessed. In addition, quizzes, checklists, art projects, and observations are used as assessments to determine progress in the course.

[EDUC 408 Health & PE Methods/Materials](#)-Quizzes, Research Papers, Midterm, Posters, Lesson Plans, Unit Plan, Final Exam

[EDUC 409 Language Arts Methods](#)-Writing Prompts, Reflection Paper, Quizzes, Field Experiences, File Folder Projects, Cultural ABC Book, Flip Chart, Lesson Plan, Unit Plan

5. Program Changes

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