Turtle Mountain Community College

Teacher Education Department

September 2015

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TURTLE MOUNTAIN COMMUNITY COLLEGE

This conceptual framework describes the philosophical foundation for the baccalaureate programs in the Teacher Education Department, which offers BS degrees in early childhood education, elementary education, and secondary science-composite degree (physics, chemistry, biology, and earth science).

The teacher education department operates within the larger institution of Turtle Mountain Community College (TMCC) whose mission is to serve the needs of the community by providing professional and personal options for students on the reservation and surrounding community.

The Turtle Mountain Band of Chippewa is spiritually connected to the Seven Teachings of the tribe which stem from the heritage and culture of the Anishinabe people:

1. To cherish knowledge is to know WISDOM.
2. To know LOVE is to know peace.
3. To honor Creation is to have RESPECT.
4. BRAVERY is to face the foe with integrity.
5. HONESTY in facing a situation is to be honorable.
6. HUMILITY is to know yourself as a sacred part of the Creation.
7. TRUTH is to know all of these things.

These teachings are etched in the stone arches of the main entrance to the campus and metaphorically serve as the cornerstone of TMCC's commitment to its students, its tribal heritage, and the community it serves. Wisdom, peace, respect, bravery, honesty, humility, and truth are embedded into daily routines, instructional strategies, and the college's dedication to the broader vision of indigenous self-determination.

In addition to the baccalaureate degrees, TMCC focuses on offering an array of associate degrees in career and technical education, and the arts and sciences. These degree offerings are designed to address the following:

- Career and Technical Education
- Business and Computer Information Systems
- Nursing and Allied Health
- Arts and Sciences
- Cultural Studies

TURTLE MOUNTAIN COMMUNITY COLLEGE
TEACHER EDUCATION DEPARTMENT

Mission Statement

The mission of the teacher education department is to implement curriculum transformation through culturally responsive teaching.

The Teacher education Department (TED) acknowledges and seeks to address the severe loss of tribal knowledge suffered through centuries of colonization, commonly known as generational trauma. Fundamental to this transformative change is the knowledge of the mainstream system, acknowledging its positive and negative features. In many respects, the predominant industrial model of education in the United States has led to an approach of curricular imbalance with its emphasis on categorical thinking, and the least complex levels of cognition. The Teacher Education Department (TED) aspires to transform this industrial model into a culturally responsive teaching model that is learner-centered, content rich, and instructionally adaptive to all learning styles and multiple intelligences

Gaye (2000) has stated that culture is the anchor of all that we do. The tenets of culturally responsive teaching form the fabric and soul of the educational philosophy of the Teacher Education Department. Students learn about the nature of a culturally responsive curriculum that addresses student prior knowledge to invoke meaningful learning. They learn that caring must be embedded into the very core of teaching and learning, that cross-cultural communication is essential for clarity of thought and nuance of expression, that the climates for learning must be welcoming, inviting, and comfortable and that we must build on the culture, experiences, and dreams of the students. Students also learn that assessment must be varied, authentic, negotiated, and reflective in order to address the diversity of student intelligences in the classroom.

Some of the characteristics of Culturally Responsive Teaching include:

- Validates the cultural heritage, values and beliefs of all.
- Builds bridges between home and school experiences that fosters the dreams of students.
- Embeds caring into the very core of teaching, for learning can only take place in a classroom that is welcoming, inviting, and comfortable.
- Uses a wide variety of instructional strategies to accommodate multiple intelligences and learning styles.
- It recognizes ‘book-learning’ must be supplemented with a rich variety of experiences, activities, experiments, and exploration as a matter of routine.
- Utilizes best teaching practices in all facets of teaching and learning.
- Demonstrates commitment to social justice and to transforming the system from within.

Vision Statement

We envision TMCC as an advocate for social change, social justice, and as a model of transformed education in all the disciplinary fields, integral to the living universe.

Program Purposes

Our teacher education department is designed to fulfill the following ideals:

- To prepare teachers who are culturally responsive to students, colleagues, and paraprofessionals within the community we serve.
- To serve as an educational change center committed to teachers in the field.
- To provide an array of educational resources for the schools within our cultural and geographical region.

Central Principles

The rich, holistic perspectives of Native American culture, sociology, philosophy, and spirituality are woven throughout all the courses, promoting culturally grounded principles.

1. Acknowledgement of the unique legacy of the Turtle Mountain Band of Chippewa, including the historical consequences of generational trauma is fundamental to addressing the tribe's societal needs and the college's mission.

2. The unique contributions, learning styles, and abilities of each learner brings into the classroom an opportunity for the community to become enriched.

3. Authentic assessment consists of recognition of the links of real world experiences to classroom instruction.

4. Experiential learning, differentiated instruction, and best teaching practices are essential components of effective teacher education.

5. The cohort model learning community in TMCC teacher education purposefully addresses the research-based criteria of this academic structure: (a) student-student collaboration; (b) student-faculty collaboration; (c) interdisciplinary courses; (d) academic motivation; (e) linking academics to real life experiences; (f) perspectivism; (g) cooperative learning; and (h) knowledge constructivism.

Culturally Responsive Teaching

The Turtle Mountain Band of Chippewa forms the community context for the Turtle Mountain Community College (TMCC). The enrolled citizens number approximately 32,000 with about half that number actually living within the geographical boundaries of the Turtle Mountain Reservation. The most recent data indicate that 29.8% of the population living in Rolette County are below the poverty level (Rolette County, 2010), which challenges community members in

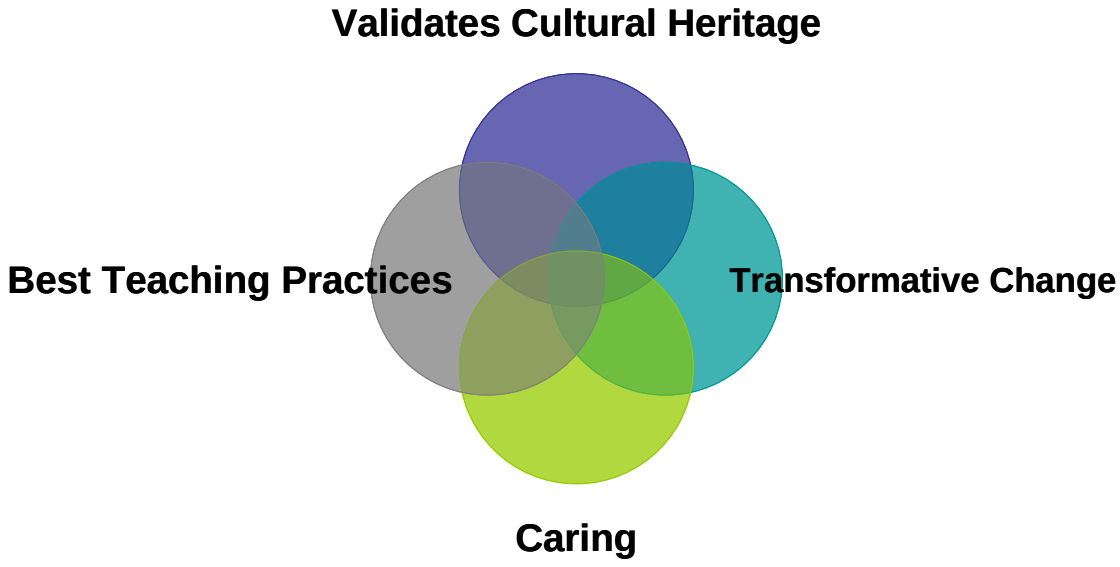
many ways. The struggle for physical survival has a profound impact on the culture, on the psychological dispositions of the students in our schools, the students' academic performance in our K-12 schools, and students' academic performance at the college level. Matters are more complex due to the varied religious beliefs and cultural values.

The role of the Teacher Education Department at TMCC is to spearhead systemic and transformational change through the principles of culturally responsive teaching, to address the cultural ambiguities caused by forced assimilation, and to establish a sense of self by embracing and resolving these cultural ambiguities. Figure 1 synthesizes the tenets of the teacher education culturally responsive curriculum.

Culturally responsive teaching is multidimensional and encompasses the following principles:

- Validates cultural heritage; values the significance of values and beliefs
- Builds bridges of meaningfulness between home and school experiences
- Uses a wide variety of instructional strategies to accommodate multiple intelligences and learning styles
- Incorporates multicultural information, resources, and materials in all subjects and skills routinely taught in schools
- Integrates authentic assessment strategies throughout the curriculum
- Incorporates thematic teaching strategies in order to help students connect ideas in a meaningful way
- Utilizes best teaching practices in all facets of teaching and learning
- Demonstrates commitment to social justice and transformative, systemic change

Figure 1. Transformational change through culturally responsive teaching.



Deep Teaching

The instructional strategies that flow from these culturally responsive principles are best described in the diagram entitled The Deep Teaching Process for Teaching Connections by Dr. Jackie Alan Guiliano (See Figure 2). This graphic symbolizes a flow, continuity, and interdependence of knowing and learning, it is a dynamic process wherein all the participants are harmoniously involved in the process of seeking deeper knowledge. The Deep Teaching theory is based upon three principles that are linked to the cognitive levels described in Bloom's Taxonomy: to expand boundaries, to attend to learning styles and to involve the mind and body.

Expand Boundaries

- Recognize that an issue exists.
- Assume responsibility in finding solutions to issues.
- Learn about the issues, assume a scholarly stance in this research in order to fully grasp the contexts and implications of the issues.
- Exercise scholarly investigation to fully understand the issue.

Attend to Learning Styles

- Embrace critical thinking.
- Examine issues in-depth and from multiple perspectives.
- Recognize that self-identity is intricately tied to a sense of place.
- Create unique representations of researched results.

Involve Mind and Body

- Experience the issue through field work group exercises, cooperative projects and community activism.
- Reflect.
- Reassess and enfold issues from a personal/professional level to a community/global level.
- Recognize that change starts with oneself and expands to encompass a global community.

Figure 2. The Deep Teaching process.

Learner-Centered

An over-emphasis on content and curriculum materials, to the exclusion of the learner, is a common imbalance found in the dominant transmission model, where the student is the recipient of the knowledge transferred by the teacher. This teacher-centered model is being replaced by a learner-centered model where the pace of learning actually quickens once the foundation of knowledge has been established in a meaningful way, and the learner becomes self-motivated and self-paces his/her learning to fit personal levels of comfort and cognitive challenge.

In a learner-centered classroom, learning environments are designed to reflect a comfort zone for the learners so that they can respond constructively and positively to their education. Brain researcher Eric Jensen (1996) explains:

> When a student feels helpless in the face of a learning experiment, or even subtly threatened by an assignment, a defense trigger is pulled in the brain. The learner reacts and goes into a state of stress. In some cases, the threat may be perceived as indirectly aimed at one's self-esteem, confidence, and peer acceptance.

The level of student comfort has a lot to do with styles and intelligences. "Part of effective teaching is matching strategies and assessment activities to students' learning profiles, thereby making students feel more comfortable in the classroom." (Silver, et. al. 2000) In essence, balancing challenge and comfort give students opportunities to grow as learners by reaching beyond their current abilities.

Epistemology

Traditionally, the Native American ways of knowing (or epistemology) is lived knowledge. It is refined to such a level of integration that it permeates all that one encounters without separation and compartmentalization. "Knowledge can never be divorced from human action and experience." (Burkhart, 2006, p. 21) This more integrated and general knowledge is acquired through patient observation and contemplation; not by question formulation and hypothesis-testing. It is kindred to synthesis, incorporation, and a deeper understanding of a concept and/or experience. In other words, the attainment of knowledge is a continual process of new experiences and a new, deepened understanding of traditional practices.

The heart of these traditional practices is reflected in (1) ceremonial practices, (2) kinship practices, (3) sacredness of place, and (4) storytelling. From these traditional practices emerge epistemologies, cultural principles, and instructional practices that provide an indigenous foundation for the Teacher Education Program.

Ceremonial Practice. Integral to Native ceremonies is an understanding that the physical world and the spiritual world intersect, that religion is not separate from, but integral to every thought and action that make up the mundane realities of life.

Cosmic references are powerful ceremonial symbols, all of which are created to reinforce a mind-set of interconnectedness. This intuitive sense of the universe helps one transcend everyday minutia and re-focus on the group destiny of eternal and lasting relationships. Historically, this relational view of the universe determined decision-making having to do with survival, partnerships, planting, harvesting, hunting, personal sacrifices and, ultimately, to take the final journey to a place described as a state of contentment and kinship with ancestors and progeny.

Kinship. Relationships were, and still are, of paramount importance in these high context cultures—cultures where one lived outdoors, perceived oneself as an integral participant in the ecosystem and lived within the rich contexts of nature. Learning and teaching were integral to the daily tasks and, eventually, what developed were communication styles that favored learning through observation and listening.

Still today, relationships are synchronous and protocol requires structured communication when approaching elders, conducting meetings, and teaching. Relationship defines an individual experience and all body gestures and non-verbal language focus on friendliness and openness to others. Courtesy and model-behavior define, to a large extent, one's communal standing.

Elders, who have progressed farther along the cycle of life, are revered as those who have gone before, those who have survived the difficulties of generational poverty, who have survived internalized oppression, who are still smiling and modeling courage in the face of ordinary, everyday obstacles. The elders have something to teach and the younger generations have something to learn. Such is the cycle of life. It moves with a rhythm not always obvious to someone living outside the culture.

Sacredness of Place. Whether or not an enrolled member of the community resides on the Reservation, they still refer to the geographical location of their respective reservations as "home." Home is the place of birth, the incubator of identity, the thread to progeny who are separate but still together.

The sacredness of place dictates communal sharing. Give-a-ways show how rich one is by the amount they give away. Individual identity is established by knowing how to share. Accumulation of material goods is seen as being out of balance—being out of touch with the broader view (the spiritual view) of our human identity. So, to be grounded, or having a sense of place puts one in balance with one's self, with the earth, and with the community.

Storytelling. More than any other language expression, storytelling is a language of metaphor, of symbolic referents. It represents a way of knowing that relates tales of relationships between the human and non-human. Various creation stories tell of origins describing the stages of human evolution and consciousness. They relate the process by which humans and all other mammals born into this world emerge from the darkness of their mothers' wombs into the spaciousness of the open earth.

This storytelling heritage reveals a nature-based cultural worldview. Such a disposition approaches nature as "thou." Nature is alive and humans are integral to this participation in the movements of the natural world. "The Native American paradigm is comprised of and includes

ideas of constant motion and flux, existence consisting of energy waves, interrelationships, all things being animate, space/place, renewal, and all things being imbued with spirit." (Cajete, 2000)

The epistemologies that emerge from these stories are reflective of a nature-based worldview which is ecological, holistic, and egalitarian. Life is viewed as cyclical, relationships are seen as reciprocal, and communication is largely non-verbal. Information is gained primarily through observation and listening. Place and events are structured around cyclical themes: movements of the sun, moon, and planets, the cycles of the seasons, the cycles of life from birth to death, the cycles of planting and harvest, the cycles of hunting, and the cycles of peace and war.

Communication Styles. What follows is a brief discussion of the meaning of cultural contexts to describe a way of learning that is unique to cultures that were nature-based at one time. These cultural contexts are also significant in helping to verbalize the kinds of instructional implications that can come about from different communication styles.

Edward T. Hall, in his book entitled, *Beyond Culture*, (1977) uses the terms high context and low context to describe cultural characteristics. He describes the communication styles of these two cultural categories as either verbal or non-verbal. Communication for low context cultures is verbal and focused on the attainment of information. This information is attained to a large extent by asking questions because of the lack of context and the focus on abstract ideas. High context cultures, on the other hand, communicate non-verbally and learn through observing and listening.

Many institutional settings are low context with classrooms that provide little context for the topics or subjects discussed. Hence, the primary vehicle for communication is verbal communication, wherein, students learn by asking questions to clarify their understanding of the content being presented. Linear structures facilitate the organization of this information so students are expected to extrapolate this information to real-world contexts and to apply them in real-world settings, largely on their own. Quite often, lectures are delivered in these low context settings with the teacher presenting the content and the students passively receiving the information.

Indigenous cultures are high context and generally have a non-verbal communication style that reverts to the traditional communication mode of observing and listening rather than Socratic questioning (asking questions and reflecting on abstract concepts), typical of low context cultural settings. Today, brain-based instructional theory is creating a major paradigm shift in teaching and learning with its extensive research that underscores the need for more context rich learning environments and the need to firmly ground abstract concepts in real-world settings.

Science as Inquiry—Intersecting Views. Even though the low context and high context cultural profiles seem to be at odds, there are similarities that show an intersection of approaches, reflective of the Western (low context) and the indigenous (high context). Science as inquiry can be adapted to coincide more closely with indigenous epistemologies. Scientific inquiry emphasizes engagement, learning as a process, the need to begin with students' own ideas and concrete experiences in creating new and deepened understandings of scientific concepts by

providing them with laboratory and other "hands-on" experiences, more opportunity to pursue their own questions, and more focus on understanding larger scientific concepts rather than disconnected facts.

Inquiry in the classroom can take many forms. Investigations can be highly structured by the teacher so that students proceed toward known outcomes, such as discovering regularities in the movement of pendulums. Or investigations can be exploratory inquiries of unexplained phenomena, with more open-ended conclusions that lead to ongoing research and investigations.

In summary, a paradigm shift has to take place in order for indigenous epistemologies to take root in scientific inquiry. Perhaps, we need to start with a deeper understanding of the principles of deep ecology—which share similar principles of interdependence found in historically nature-based cultures. Below is a comparison of paradigms, illustrating the similarities of deep ecology to Native science.

Comparing Paradigms

Cultural Features	Western Science	Native Science	Deep Ecology
Paradigm is "a constellation of concepts, values, perceptions, and practices shared by a community, which forms a particular vision of reality that is the basis of the way the community organizes itself." (Kuhn, 1962)	Science is largely influenced by DesCartes (analysis); Galileo (measured and quantified); and Newton (governed by exact mathematical laws). The universe is perceived to be a large, albeit complex, machine.	"Native science reflects the unfolding story of a creative universe in which human beings are active and creative participants." (Cajete, 2000, p. 14)	Deep ecological awareness recognizes the fundamental interdependence of all phenomena and sees all things as embedded in (and dependent on) the cyclical processes of nature. (Capra, 1996)
Nature	Nature is to be controlled through manipulation and domination—which ranges from complete disregard to that of stewardship.	Nature is the foundation for both knowledge and action since it serves as essential motivation and context of human interaction with our natural sources of life. There is no distinction between animate and inanimate entities.	"Deep ecology recognizes the intrinsic value of all living beings and views humans as just one particular strand in the web of life." (Capra, 1996)

Epistemology	The way of knowing is to see things as objects, where phenomena are explained through cause and effect, and to view things as parts of a whole in order to get to the basic structural component that "causes" the thing to exist. "I'll believe it when I see it" best describes this way of knowing. Factual and empirical data serve as the benchmark of valid research.	To know is to participate in the cyclical process of first insight, immersion, creation and reflection. Knowledge is gained through participation in this creative process. The reflective process of participant-observer is integral to this way of knowing. "I'll see it when I believe it" best describes this way of knowing or bringing things into being.	Knowledge is to understand the embedded relationships of all things as ecosystems with ecosystems understood non-hierarchically as interdependent systems within systems. Knowledge is largely acquired aesthetically and cognitively. Data is both qualitative and quantitative.
Language	The English language is the primary language. The structure reflects an objectification, where the subject "acts" on the object. Literal interpretations are most often used in science, consistent with "seeing the facts." Symbolic and descriptive representations are abstract concepts.	The world speaks such that one finds oneself in an expressive, gesturing landscape where language is a more than human experience. Because language is expressive of experience and participation, it is largely descriptive and metaphorical—where the symbol is more than a representation. Instead, it has a life of its own. (Abrams, 1999)	Language is tied to a sense of place and the relationships within the place. There is a sense of eco-language where the context is rich and language is very descriptive. However, language is relegated to animate and what is considered "living" things.
Research	Research is most often thought of as a	Historically, a deep sense of place was	Phenomenology is often used as a

	cognitive function. Research is structured within disciplinary fields with an emphasis on micro and macro theory. Evidence is structured around manipulation of variables so that specific outcomes are "controlled" and can be replicated with the full expectation that the results will be the same or the research is flawed.	the context for research. Careful observations were made of plants, animals, weather, celestial events, healing processes, the structures of natural entities, and the ecologies of nature. There was no attempt to manipulate or control. In contrast, meaningful relationships and objectivity were founded on subjectivity.	methodology for research in human communities because it requires the researcher to take into careful consideration cultural contexts- both personal and interpersonal. Interdependence is a main consideration when examining relationships among variables in a research study. Descriptive and qualitative research language is the primary method of communication.
The Self	The boundaries of the self are defined by the "skin." Individualism has arisen from this perspective. Historical, social, and family contexts are limited to contemporary contexts, climbing the social ladder and single family units.	In many respects, the term "leaky margins" have been used to describe the self, which is not bounded by the physical person. Rather, the self is connected to ancestors, progeny, "all my relatives," which include plants, animals, rocks, stars, and so on.	Web-like relation-ships are central to defining one's role within the community of living things. Family units are still defined by the Western culture but relationships with the environment are seen as critical to one's survival, and health and well-being.
Instructional Methodologies	The curriculum is defined in linear terms and based on an industrial model that classifies learners by age and verbal/quantitative abilities. It is	Since observation and listening were the primary non-verbal modes of communication, learning was rich in contexts so that there were things to	Experiential methodologies with a strong knowledge of one's environment along with a sense of connection to nature. Field-based

	teacher-centered with an emphasis on memorization along with an objective analysis of content.	observe and within which one participated in a meaningful and deeply personal way.	learning experiences are highlighted along with a strong sense of responsibility for taking care of the living earth.

Curriculum Transformation

Cultural Standards for Curriculum: Cultural contexts form a foundation for the implementation of a teacher education program that bridges the intersecting elements of the Indigenous and Western cultural paradigms. The following principles outline the cultural implications of previous discussions on ceremonies, kinships, storytelling and sacredness of place. These cultural standards are used to shape the preparation of teacher candidates, who will be expected to "pass on" their learning to their students and transform the curriculum to encompass these cultural principles and best teaching practices as evidenced in brain-based learning and cohort model learning communities.

***Standard One*.** A culturally responsive curriculum reinforces the integrity of the cultural knowledge that students bring with them. (Alaska Native Knowledge Network, 2000)

A curriculum that meets this cultural standard:

- recognizes that all knowledge is embedded in a larger system of cultural beliefs, values and practices, each with its own integrity and interconnectedness;
- insures that students acquire not only the surface knowledge of their culture, but are also well grounded in the deeper aspects of the associated beliefs and practices;
- incorporates contemporary adaptations along with the historical and traditional aspects of the local culture; and
- respects and validates knowledge that has been derived from a variety of cultural traditions.

Standard Two. A culturally-responsive curriculum recognizes cultural knowledge as part of a living and adapting system that is grounded in the past, but continues to grow through the present and into the future.

A curriculum that meets this cultural standard:

- recognizes the contemporary validity of much of the traditional cultural knowledge, values and beliefs, and grounds students' learning in the principles and practices associated with that knowledge;

- provides students with an understanding of the dynamics of cultural systems as they change over time, and as they are impacted by external forces;

Standard Three. A culturally responsive curriculum uses the local language and cultural knowledge as a foundation for the rest of the curriculum.

A curriculum that meets this cultural standard:

- utilizes the local language as a base from which to learn the deeper meanings of the local cultural knowledge, values, beliefs and practices;

- recognizes the depth of knowledge that is associated with the long inhabitation of a particular place and study of "place" as a basis for the comparative analysis of contemporary social, political and economic systems;

- incorporates language and cultural immersion experiences wherever in-depth cultural understanding is necessary;

- views all community members as potential teachers and all events in the community as potential learning opportunities;

- treats local knowledge as a means to acquire the conventional curriculum content as outlined in state standards, as well as an end in itself;

- makes appropriate use of modern tools and technology to help document and transmit traditional cultural knowledge; and

- is sensitive to traditional cultural protocol, including role of spirituality, as it relates to appropriate uses of local knowledge.

Standard Four. A culturally responsive curriculum fosters a complementary relationship across the knowledge derived from diverse knowledge systems.

A curriculum that meets this cultural standard:

- draws parallels between knowledge derived from oral tradition and that derived from books;

- engages students in the construction of knowledge and understandings that contribute to an ever-expanding view of the world.

Standard Five. A culturally responsive curriculum situates local knowledge and actions in a global context.

A curriculum that meets this cultural standard:

- encourages students to consider the inter-relationship between their local circumstances and the global community;

- conveys to students that every culture and community contributes to and receives from the global knowledge base; and

- prepares students to think globally, act locally.

A Brain-Based Approach

Much of the research in brain-based learning (Jensen, 1998) highlights the importance of physical, emotional, and psychological well-being; proper nutrition, exercise, and aesthetic experiences that need to be integral to the learning experience, which engages feelings, attitudes, perspectives and values. It is easily apparent that the holistic nature of the following principles have a close kinship to the epistemologies of the Teacher Education Department and the mission of culturally responsive teaching.

1. Physical and emotional needs are met. Care is taken for proper hydration with water, diet of healthy and natural foods, adequate exercise in order to provide oxygen to the brain and create a safe, non-threatening environment for learning.

2. Learning is challenging and stimulating. Vary instructional strategies so that quiet and active activities are alternated and maximize learner feedback.

3. Problem-solving is integral to learning experiences. Neural pathways are developed, using problem-solving activities such as: solving a problem on paper, making a model, with an analogy, or metaphor, by discussion, with statistics, through artwork, or during a demonstration.

4. The arts are integrated into the teaching of all disciplines. The value of music for stimulating the "neurotransmitters" through arousal, as a carrier of words, and as a primer for the brain. Words are easier to remember when placed within a musical context.

5. Dancing and singing boost creativity, relaxation, listening and abstract thinking. Also helps in the development of verbal thinking.

6. Provide a rich balance of ritual and novelty. Use fun, energizing rituals for class openings, closings, and most of the repetitious classroom procedures and activities.

7. Promote intrinsic motivation. Influence symbolically and concretely students' beliefs about themselves and learning. Include the use of affirmations, acknowledging student successes, positive non-verbal communication, teamwork, or positive posters.

8. Good learning engages feelings. Emotions are a form of learning. Our emotions are the genetically refined result of life-times of wisdom. We have learned what to love, when and how to care, whom to trust, the loss of esteem, the exhilaration of success, the joy of discovery, and the fear of failure.

9. The importance of relevance is critical. Emotions and meaning are linked because emotions engage meaning and predict future learning because they involve future goals, beliefs, biases, and expectancies.

10. The importance of context and patterns as keys to intelligence. Patterning information means really organizing and associating new information with previously developed mental images and concepts.

[1]Cohort Model Learning Communities

As a curricular structure, learning communities can be applied to any content and any group of students (Tinto, 1998). What remains common however is shared knowledge and shared knowing. Courses taken together and organized around a central theme promote mutual coherent educational experiences that lead students to higher levels of cognitive complexity. Enrolling students in the same classes also allows them to get to know each other quickly and fairly intimately, and in a way that is part and parcel of their academic experience (Tinto, 1998). Borden and Rooney's (1998) case study research has shown learning communities to be an effective means of increasing student involvement in learning, resulting in higher levels of student performance and persistence. Desirable student outcomes directly associated with learning communities include: (a) students creating their own supportive peer groups that extend beyond the classroom; (b) students becoming more involved in both in-class and out-of-class activities; (c) students spending more time and effort on academic and other educationally purposeful activities; and (d) students becoming more actively involved and taking more responsibility for their own learning instead of being a passive receiver of information (Tinto & Russo, 1994).

Consistent with the Teacher Education Department's curriculum strategy of embedded cultural contexts, the cohort model learning community helps build community and forge the strong relationships that are essential for the kind of transformative changes to which the Teacher Education Department aspires. Learning communities explicitly use learning as a way of promoting social cohesion, regeneration, and economic development which involves all parts of the community (Yarnit, 2000). Typifying this concept within the college campus setting is that posed by Gabelnick et al. (1990), which describes a learning community as any one of a variety of curricular structures that link together several existing courses, or new curricula, so that students have opportunities for deeper understanding of and integration of the material they are learning, and more interaction with one another and their teachers as fellow participants in the learning enterprise. Many colleges and universities offer this cohort method of class instruction because it has been found to promote student interaction, particularly at commuter colleges and in degree plans that are disseminated via the interactive video network (IVN).

Schools that offer professional degrees under the cohort method of student learning find that these students possess a widely shared sense of purpose and value, and a commitment to and sense of responsibility for the learning of all students within the cohort group (Centre for Research, 2003; Basom & Yerkes, 2001; Tinto & Russo, 1994; Dinsmore & Wenger, 2006). The shared learning experience of learning communities does more than simply foster new friendships, it serves to bridge the academic-social divide that typically plagues student life

[1] This Cohort Model was adopted in 2000 with Elementary Education Cohort 1 and continues to form the foundation for learning communities in existing cohorts.

(Tinto & Russo, 1994). In this same study, students spoke of a learning experience that was different from, and richer than that with which they were typically acquainted; they voiced not only learning more, but also of enjoying learning more (Tinto & Russo, 1994). Central to teacher learning are the aspects of prior knowledge that pre-service students bring to the program, peer interactions while learning, and faculty support (Dinsmore & Wenger, 2001; Koeppen, Huey, & Connor, 2000; Putnam & Borko, 2000).

As facilitators of cohort groups, instructors and advisors guide the students through the process of identifying concerns, gathering and analyzing data related to beliefs and function of the collaboration, promote problem solving and action planning, and foster critical assessment of the overt and covert meaning of the learning community in which they are a member. This cohort culture then develops into a spiritual commitment that is expressed through a shared pedagogical covenant, a conceptual way of knowing.

Within tribal college cohort model learning communities, faculty members have purposefully prepared a teacher education curriculum that incorporates thematic commonalities related to education philosophy and content. The outcome of this curriculum planning is a learning environment where students become deeply entrenched in the subject matter from a variety of perspectives, and recognize the logical connection between courses in their plan of study.

Education cohorts typically range from 10 to 30 students, with most programs preferring to limit the size to 25 participants (Basom & Yerkes, 2001). Students in cohort model learning communities in tribal colleges are generally older than average and have a number of responsibilities and commitments, such as family and work that add to the overall rigor of the academic curriculum. Consequently, selection of cohort participants includes questions related to motives and aspirations for participating in the program. Preliminary ‘task and skills’ of student participants include development of a group mission, norms and behavioral expectations. Attending to these issues at the onset of the program helps to develop a system of support and cohesiveness within the cohort. Recognizing the cohort as an evolving cultural entity leads to three identifying aspects which influence the culture in each particular cohort group: the concept of cohort model; particular context and location; and the beliefs that participants hold about the community or are encouraged to adopt (Dinsmore & Wenger, 2006). Conceptually, the learning community appears to be a potentially powerful educational practice (Zhao & Kuh, 2004).

NCATE STANDARDS FOR TEACHER EDUCATION

CANDIDATE KNOWLEDGE, SKILLS AND DISPOSITIONS

Standard 1

Candidates preparing to work in schools as teachers or other professional personnel know and demonstrate the content, pedagogical and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state and institutional standards.

Element 1a: Content Knowledge for Teacher Candidates

The North Dakota State Standards, Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, and our commitment to Culturally Responsive Teaching serve as the foundation for the instructional outcomes that follow:

A. Candidate Dispositions

1. Candidates view themselves as change-agents for curriculum transformation.
2. Candidates demonstrate a commitment to ecological values.
3. Candidates recognize the need to address internalized oppression.
4. Candidates practice ethical and responsible behavior.

B. Candidate, Skills, Traits, and Habits

1. Candidates are learner-centered practitioners.
2. Candidates build on the conceptual and cultural knowledge of their students.
3. Candidates value the practice of caring as necessary for effective teaching.
4. Candidates are competent in cross-cultural communication.
5. Candidates demonstrate an in-depth knowledge of culturally responsive teaching.
6. Candidates recognize the need to validate the spoken language of the community.
7. Candidates utilize experiential teaching strategies.
8. Candidates help students integrate an understanding of the natural world through the physical and intuitive senses.
9. Candidates utilize lessons that incorporate highly contextualized formats.
10. Candidates organize educational experiences to reflect the principle that all things are inter-related.

C. Candidate Knowledge

1. Candidates demonstrate competence in reading skills and comprehension.
2. Candidates demonstrate competence in writing conventions and grammatical structures
3. Candidates demonstrate competence in basic mathematical concepts.
4. Candidates demonstrate in-depth knowledge of the content areas in their field of study.
5. Candidates utilize the principles of curriculum transformation.

6. Candidates apply instruction to real-world contexts.
7. Candidates recognize that standards are not ends in themselves but tools to organize information.
8. Candidates integrate technology throughout the curriculum.

The Curriculum

The experiential nature of the curriculum, as demonstrated by our Deep Teaching philosophy, helps the candidates develop a broader knowledge base and establish relevancy by continually applying theoretical knowledge to their "real world" domains--personal and professional--always with the view of being change agents for curricular transformation. The curriculum design is aligned with both state and INTASC standards. This seemingly linear model is transformed by the infusion of constructivist principles that are key to helping the teacher candidate shift from being the keeper of the right answers to being the generator of the right questions. This unique approach requires both the teacher and students to reflect on classroom learning and experience.

Overall, theoretical content and praxis are viewed as an emerging process—central to the learner-centered philosophy of the Teacher Education Department. Overarching everything is the belief that the candidates are capable and competent. They are engaged in aspects of the learning process and are expected to make the material and the underlying theoretical frameworks their own so that they may continue to expand their prior knowledge and ground it within their cultural contexts.

The curriculum is designed so that the teacher candidates from the different majors spend significant time in shared course work in order to maximize opportunities for them to see that education is a continuous thread that bridges artificial boundaries such as grade levels and subject disciplines (See Tables 1, Table 2 and Table 3).

Early Childhood

Family life today is a complex ecology of people, relationships, and situations (Winter, 2007). Before the 1960's the primary education of young children was parenting in the home. Since that time a greater number of children are spending more time in childcare and early educational settings. About 60% of children, under the age of 5, in the United States are spending part of their day in care outside the home. (Olson, 2005) In 2007, 76,000 North Dakota children spent at least a portion of each day in the care of someone other than their parents (North Dakota Child Care Resource and Referral, 2007). In Rolette County, 61.6% of children under the age of six had mothers that worked outside of the home. Most states now fund or are creating preschool programs that are developing learning standards for young children (National Governor's Association, 2005). It has become widely accepted that high-quality early childhood education enhances school readiness and reduces racial and ethnic achievement gaps (Olson, 2005).

A number of long-term social and economic trends have contributed to increasing interest in the education of young children over the past several decades. (Barnette & Boocock, 1998) The Perry Preschool Study found that one dollar invested in high-quality early childhood education

programs by policymakers results in a return of seven dollars in preventative costs associated with incarceration, truancy, school dropout, and teen pregnancy (Stegelin, 2004). Studies of birth-to-three interventions demonstrate that both child-centered and family-centered strategies can often make a lasting difference. These prevention strategies place infants and toddlers in stimulating, developmentally appropriate environments for part of each day. Because of such positive results, experts agree that investments in high-quality early childhood education make financial sense.

Best practices in early childhood education are identified as Developmentally Appropriate Practice (DAP). DAP is age, individually, and culturally appropriate (National Association for the Education of the Young Child, 2001). Principles of developmentally appropriate practice are based on several prominent theories that view intellectual development from a constructivist, interactive perspective (National Association for the Education of the Young Child, 2008). DAP serves as a guide for educators in this field when planning and preparing curriculum for early education programs. It is important that early childhood educators advocate for all children in their programs as they prepare them for both their present lives and as they develop into adulthood. The personal characteristics that should be fostered are those that contribute to a peaceful, prosperous, and democratic society.

Early Childhood Educators play a vital role in the development of children. What children learn and experience during their early years can shape their views of themselves and the world and can affect their later success or failure in school, work, and their personal lives. Early Childhood Educators introduce children to mathematics, language, science, and social studies. Preschool children learn mainly through play and interactive activities. Educators capitalize on children's play to further language and vocabulary development (using storytelling, rhyming games, and acting games), improve social skills (having the children work together to build a neighborhood in a sandbox), and introduce scientific and mathematical concepts (showing the children how to balance and count blocks when building a bridge or how to mix colors when painting) (Follari, 2007). Thus, a less structured approach, including small-group lessons, one-on-one instruction, and learning through creative activities such as art, dance, and music, is adopted to teach early childhood education.

One of the strongest predictors of high-quality early learning programs is the preparation and compensation of teachers and their responsiveness and sensitivity to the children in their care (Olson, 2005). Fully preparing children for school involves addressing a broad range of social and emotional needs. Therefore, high-quality programs must attend to both academic and social skills. Good teaching is built on a solid understanding of developmental theories, which include universal expectations and awareness of individual differences (Follari, 2007). Changes abound all around us such as social, political, technological, and demographic changes. Preparing professionals to engage children's minds in real-life, meaningful issues are important aspects of a successful early childhood education program. In today's fast paced educational world one size does not fit all. Educators need to value and celebrate the differences among students in their classrooms. Children need to be active learners and teachers are called upon to acknowledge and validate each individual child's contribution to the class.

People around the country are becoming increasingly aware of the importance of early childhood learning to later educational success. As a result, individuals with the skills and training to

provide high-quality education to young children are in higher demand than ever before. Employment of school teachers is expected to grow by 12 percent between 2006 and 2016, about as fast as the average for all occupations (Bureau of Labor Statistics, 2008-09). Preschool and kindergarten teachers are expected to grow by 23 percent (Bureau of Labor Statistics, 2008-09). By September 30, 2013 at least 50 percent of Head Start teachers nation-wide must have a baccalaureate or advanced degree in Early Childhood Education or a baccalaureate or advanced degree in any subject, and coursework equivalent to a major relating to early childhood education with experience teaching preschool-age children (U.S. Department of Health and Human Services, 2010).

In 2008 the Head Start enrollment for Rolette County was 330 (North Dakota Kids Count, 2010). Most of the students attend Head Start at the Belcourt site. This high number of students equates to a high need for teachers and other professionals who work within the Head Start system. Early Childhood Education is an exciting field of study and offers significant opportunities for professional positions in infant and toddler care and education, pre-school programs, K-3 classrooms, Head Start, and early childhood family education.

TMCC Early Childhood Education Degree

The TMCC baccalaureate degree in early childhood education is a career-oriented program that prepares students to be effective teachers of young children from birth through age eight or third grade. Graduates must be competent to meet the developmental needs of children and families and the programming needs of a high quality early childhood education program.

All majors must be admitted into the teacher education department prior to enrollment in the first education course (EDUC 310) and they must maintain a 2.5 GPA to continue enrollment in ECE and EDUC courses. These courses and their required field experiences will prepare graduates to: (a) design, implement, and evaluate developmentally appropriate learning experiences for young children in early childhood settings; (b) collaborate with families; (c) effectively manage (human, fiscal, physical); and (d) communicate with the community.

Early Childhood Education Outcomes

- Recognize the importance of child development and learning and use this knowledge to provide opportunities that support the development of the whole child;
- Build positive care-giving relationships and use strategies for developing an appropriate learning environment;
- Establish physically and psychologically safe and healthy learning environments and use critical thinking skills as they apply curriculum and instructional practices;
- Use communication skills effectively to establish and maintain positive and collaborative relationships with families;
- Use informal and formal assessment strategies to plan and individualize curriculum and teaching practices;
- Communicate their understanding of the effects of societal conditions, legal issues, and public policies affecting young children, families and programs;

- Apply effective practices for teaching young children and working with others as they participate in a variety of early and on-going clinical experiences with children and classroom teachers;

The curriculum is aligned with the ND state/NCATE standards in order to ensure consistency with the state and national standards. The program is aligned with NAEYC standards for early childhood professional preparation programs. The Early Childhood Education curriculum is built on the solid foundation of the Elementary Education program which has distinguished itself with high ideals and a learner-centered teaching philosophy. This design provides an infrastructure for collaboration and interdisciplinary learning across grade levels.

It should be noted that creative arts and music components were added to the ECE 329: Early Childhood Curriculum, Planning, Development, Play and Evaluation course (Table 1) due to the fact that this course determined to be "met with weakness" during the last review because the committee felt those two components did not receive adequate time in the original course design. Consequently, ECE 329 is now a 4 credit course, allowing time for the inclusion of creative arts, and music. The syllabus has been modified to reflect the inclusion of the components.

Table 1. **Education content courses**

Secondary (23 Cr)	**Elementary (26 Cr)**	**Early Childhood (39 Cr)**
EDUC 300: Educational Technology (2)	EDUC 300: Educational Technology (2)	EDUC 300: Educational Technology (2)
EDUC 310: Introduction to the Exceptional Child (3)	EDUC 310: Introduction to the Exceptional Child (3)	EDUC 310: Introduction to the Exceptional Child (3)
		ECE 337: Pre School Needs
		ECE 311: Observation, Documentation, Assessment.(3)
EDUC 320: Issues in Native Education (3)	EDUC 320: Issues in Native Education (3)	EDUC 320: Issues in Native Education (3)
		ECE 320: Infant and Toddler Development (3)
EDUC 321: Multicultural Education and Human Relations (3)	EDUC 321: Multicultural Education and Human Relations (3)	EDUC 321: Multicultural Education and Human Relations (3)
EDUC 323: Curriculum Planning and Evaluation (3)	EDUC 323: Curriculum Planning and Evaluation (3)	ECE 329: Early Childhood Curriculum, Assessment, Creative Arts, Music, Planning, Development, Play and Evaluation
EDUC 330: Foundations of Education (3)	EDUC 330: Foundations of Education (3)	
		ECE 336: Social/Emotional Development & Guidance of the Young Child (3)
		ECE 338: Home, School and Community (3)
EDUC 353: Child and	EDUC 353: Child and	EDUC 353: Child and

Adolescent Psychology (3)	Adolescent Psychology (3)	Adolescent Psychology (3)
	EDUC 410: Educational Assessment (3)	
		EDUC 413: Administrative Leadership (3)

Table 2. **Education methods courses**

Secondary Science (18 Credits)	**Elementary (40 Credits)**	**Early Childhood (39 Credits)**
		ECE 313: Language Development & Emerging Literacy (3)
	EDUC 331: Learning Environments (3)	
EDUC 350: Practicum I (1)	EDUC 350: Practicum I (1)	EDUC/ECE 350: Practicum I (1)
EDUC 360: Practicum II (1)	EDUC 360: Practicum II (1)	EDUC/ECE 360: Practicum II (1)
	EDUC 402: Foundations of Reading and Diagnosis (4)	EDUC 402: Foundations of Reading and Diagnosis (4)
	EDUC 403: Social Studies Methods (3)	EDUC 403: Social Studies Methods (3)
	EDUC 404: Music Methods (2)	
	EDUC 405: Math Methods (3)	EDUC 405: Math Methods (3)
	EDUC 406: Science Methods (2)	EDUC 406: Science Methods (2)
	EDUC 407: Creative Arts Methods (3)	
	EDUC 408: Health and PE (2)	
	EDUC 409: Language Arts Methods and Materials (3)	EDUC 409: Language Arts Methods and Materials (3)
		ECE 411: Pre-Kindergarten Methods & Materials (3)
		ECE 412: Kindergarten Methods and Materials (3)
EDUC 414: Student Teaching Seminar (1)	EDUC 414: Student Teaching Seminar (1)	EDUC/ECE 414: Student Teaching Seminar (1)
EDUC 415: Student Teaching (12)	EDUC 415: Student Teaching (12)	EDUC/ECE 415: Student Teaching (12)
EDUC 470: Methods of Teaching Secondary Science (3)		

Professional Development Endorsements

The proposed endorsements will provide courses that are needed by the local school communities in order to ensure that standards for being highly qualified are met and give more options to the teacher candidates should they want to extend their qualifications to different middle school content areas.

Table 3: **Middle school endorsements**

STANDARD	**[2]PED**	**[3]MATH**	**ENG**	**SS**	**SCI**
50017.2 Middle Level Philosophy and School Organization **50017.8: Middle Level Professional Roles** **50017.7: Family and Community Involvement**	**EDUC 341**: Foundations of Middle Level Education (3)	**EDUC 341**: Foundations of Middle Level Education (3)	**EDUC 341**: Foundations of Middle Level Education (3)	**EDUC 341**: Foundations of Middle Level Education (3)	**EDUC 341**: Foundations of Middle Level Education (3)
50017.1: Young Adolescent Development	**EDUC 353:** Child and Adolescent Psychology (3)	**EDUC 353:** Child and Adolescent Psychology (3)	**EDUC 353:** Child and Adolescent Psychology (3)	**EDUC 353:** Child and Adolescent Psychology (3)	**EDUC 353:** Child and Adolescent Psychology (3)
50017.3 Middle Level Curriculum	**EDUC 323:** Curriculum Planning and Evaluation	**EDUC 323:** Curriculum Planning and Evaluation (3**)**	**EDUC 323:** Curriculum Planning and Evaluation (3**)**	**EDUC 323:** Curriculum Planning and Evaluation (3**)**	**EDUC 323:** Curriculum Planning and Evaluation (3**)**
50017.4: Middle Level Teaching Fields	**EDUC 375:** Reading in the Content Area (2)	MATH 111: College Algebra (3) MATH 112: College Algebra (3)	**EDUC 375:** Reading in the Content Area (2) EDUC 402:	HIST 101: Western Civilization (3) **or** HIST 102: Western	BIO 150: General Biology/Lab 1 (4) BIO 151:

[2] Pedagogical endorsement for Middle School requires a minimum of **10** semester credits and 20 clock hrs in the field. This track is for an individual who has a degree in a content area and wants to teach at the Middle School Level.

[3] The Math, English, Social Studies and Composite Science endorsements are for those individuals with a baccalaureate degree in education and need content area courses to qualify to teach at the Middle School level. These tracks require **24** semester credits.

		Or MATH 103: College Algebra (3) MATH 165: Calculus (4) MATH 210: Statistics (3) MATH 211: Statistics (3) MATH 278: Geometry (3) MATH 105:Trigonometry (3) MATH 107: Pre-Calculus (3) Some electives may be substituted.	Foundations of Reading and Diagnosis (4) **EDUC 325:** Writing for Teachers (3**)** COMM 110: Fund of Sp (3) ENG 110: College Composition **(3)** ENGL 238: Children's Lit (3) ENGL 239: Native American Children's Literature (3)	Civilization 11 HIST 220: ND History (3) HIST 103: United States History to 1877 (3) HIST 251: Chippewa History (3) GEOG 263:ND Geography (3) GEOG 161:World Geography (3) GEOG 121: Physical Geog/Lab (4)	General Biology/Lab 11 (4) GEOL 105: Physical Geology/Lab (4) GEOL 106: Earth Thru Time/Lab (4) PHYS 211: College Physics 1 (4) CHEM 121: Chem 1/Lab (4)
50017.6: Middle Level Assessment		**EDUC 410:** Educational Assessment (3)	**EDUC 410:** Educational Assessment (3)	**EDUC 410:** Educational Assessment (3)	**EDUC 410:** Educational Assessment (3)
50017.9 Incorporation of Technology		EDUC 300: Educational Technology (2)	EDUC 300: Educational Technology (2)	EDUC 300: Educational Technology (2)	EDUC 300: Educational Technology (2)

Kindergarten Endorsement

This endorsement addresses developmental theoretical foundations and practices of early childhood education. It follows the ESPB course requirements for 12 SH of coursework and five weeks of student-teaching.

- ECE 310 Introduction to Early Childhood (3)
- ECE 311 Observation, Documentation & Assessment (3)
- ECE 313 Language Development & Emerging Literacy in the Young Child (3)
- ECE 412 Kindergarten Methods and Materials (3)
- ECE 414 Kindergarten Student Teaching (5)

Candidates who are admitted into the teacher education program must pass Praxis I: PPST during their junior year. Candidates who do not successfully meet this criterion are exited from the program until this condition is met. Upon successful completion of this requirement, candidates may reenter the program. Table 4 provides information regarding Praxis I and II pass rates for the past two years.

Table 4: **Pass Rates for Past Two Years on Praxis 1 and Praxis II (2012-14)**

Program	Name of Test	# Test Takers	% Passing at State Cut Score
Elementary Education	Praxis I	11	81%
Elementary Education	Praxis II	6	83%

Element 1b: Pedagogical Content Knowledge for Teacher Candidates

TMCC's teacher education program uses multiple assessment practices to determine candidate preparedness and continues to explore new and improved way to assess candidates. Currently, rubrics are used extensively to assess writing, and projects/assignments. Examples of course assignments/projects include research papers, lesson plans, unit plans, oral presentations, technology-based assignments, and performances for area elementary students (i.e. plays and storytelling).

Standards are identified in course syllabi, along with assessment tools/procedures for demonstration of proficiency. The standard institution grading scale is applied to a point system generated by course assignments for each course. Final grades are stored in Jenzabar. The department is currently in the process of determining which data would be included in an assessment link on the Teacher Education page.

The e-portfolio serves as the culminating piece of evidence to demonstrate proficiency with candidate knowledge, skills, and dispositions. Each candidate must present the portfolio twice – prior to the student teaching experience and upon completion of student teaching. Candidates

are evaluated a minimum of three times during student teaching – initial, mid-term, and final – by the supervising teacher and the college supervisor. . The portfolio is a major assessment component for the teacher education program as it synthesizes the philosophy and vision of the department through the minds of its students.

Course EDUC300 Education Technology is designed specifically for the purpose of guiding candidates in the development of the ability to apply technology knowledge and skills in the design and implementation of lesson plans that engage students in the teaching and learning process. Candidates become skilled in designing flip charts, designing graphic organizers, using PowerPoint as an instructional tool, accessing resources online, and any number of technology-based skills. Here is a sample, taken from the middle of the course syllabus, of what one day in the EDUC300 course offers candidates in terms of course objectives designed to meet InTASC standards:

26. To demonstrate the use of virtual field trip.
27. To describe various assistive technology for children with disabilities.
28. To define problem solving and inquiry and to assess student technology-supported problem solving.

InTASC Standards: 3h, 4b, 4e, 4j, 4p, 5e, 5g, 5s, 8o, 8q, 8l, 9d and 10e.

In addition, every course offered to teacher education candidate has embedded in it requirements for candidates to use some form of technology ranging from simple communication and search tools to more the sophisticated functions of resources like Drop Box, Google Docs, etc., and assessments are designed to assess all elements of presentations, including use of technology.

Information collected from graduates, cooperating teachers, school administrators, and the candidates themselves indicate the candidates have an acceptable level of pedagogical content knowledge. Further, the faculty instructing 300 and 400 level courses assess students frequently to ensure pedagogical content knowledge.

Element 1c: Professional and Pedagogical Knowledge and Skills for Teacher Candidates

The North Dakota Education Standards and Practices Board standards, InTASC standards, and serve as a guide to the unit assessment focus. Assessment tools that measure the candidates' ability to meet the standards are embedded in in the course syllabi.

Candidates in the elementary education program complete courses and meet expectations for professional and pedagogical knowledge. Data is collected from EDUC331 Learning Environments, EDUC402 Foundations of Reading/Diagnostics, and MATH277 Math for Teachers. Artifacts collected from work completed by candidates, in this coursework, apply to professional and pedagogical knowledge and skills. To the extent possible, assessment results from the collection of artifacts will be recorded/inserted in the Assessment Matrix, which is currently in design phase. For example, EDU330 Foundations of Education assesses ND Standard 50015.2 (central concepts, tools of inquiry, and structures of content) in multiple ways (survey, short papers, midterm exam, and individual/group presentation; EDUC331 Learning Environments assesses Standard 50015.1 integration of learning styles and multiple intelligences

through individual video critiques, classroom management plans, and the portfolio; EDUC321 Multicultural Education and Human Diversity assessments that respond to ND Standard 50015.3 include projects, PowerPoint presentations, research papers, etc.

In addition to successful completion of required coursework, North Dakota requires candidates to pass the Praxis II exam before being awarded licensure. The Praxis assesses pedagogical knowledge and skills for elementary education. All of this year's elementary education candidates successfully completed this requirement.

Element 1d: Student Learning for Teacher Candidates

Assessment of Candidate Ability to Assess Student Learning:

The assessment process for evaluating pre-teacher candidates is specifically honed to meet students' individual needs by insuring that teaching strategies are delivered to meet their specific learning style strengths but also strengthen their areas of weakness. Candidates have the opportunity to work with specific tutors to help them grasp subject content and skills necessary for them to be effective teachers.

The pre-teacher candidate receives a variety of educational opportunities, through the education preparation courses, practicums and student teaching that are required in their plan of study. These opportunities guide their development as observers and assessors of student learning (See Table 5). The courses that are specific for teaching directly to assessment are EDUC 410 Educational Assessment, EDUC 331 Learning Environments, and ECE 311 Observation, Documentation and Assessment. Faculty has adapted rubrics for candidate lesson plans and research papers to ensure quality work. It is also the role of the instructor to role model all strategies whether they are in a facilitator mode or giving explicit instruction. During practicums and the student teaching experience, the mentor teacher/school system give our students the opportunity to attend specific teacher professional development trainings and school them in the use of tools/programs/models that they use to document individual student's growth and learning, specifically in the areas of Language Arts (reading) and Math.

Successful completion of education coursework, the electronic portfolio, and the Praxis II requirement are clear demonstrations of our pre-teacher candidates' strengths, growth, and competency (rubric to meet qualification of model core teaching standards, InTASC) and the passing of Praxis II. Both assessment pieces require the pre-teacher candidate to show competency in the areas of student learning and assessment of student learning. Praxis II Test Taker Score Report clarifies that are student scores consistently meet the performance range required for passage.

Pre-teacher candidates are schooled within their course work on the importance of pre-testing for prior knowledge, the ability to write and execute differentiated instruction, usage of graphic organizers, strategy or tool selection for purpose of evaluation, and the reflection process regarding quality of individual student learning.

Other Key Elements/Measures Used:

ND ESPB sets the following standards 50015.1, 50015.2a, 50015.3a, 50015.4, and 50015.5b for addressing student learning for pre-teacher candidates. Standard 50015.4 directly relates to assessment. The pre-teacher candidate uses artifacts from course objectives to show they have met the standard(s).

Table 5: **Student Learning for Candidates**

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, The program uses varied assessments of candidates' understand and ability to apply that knowledge.	EDUC 410 Educational Assessment	Pre-teacher candidates: -construct rubrics to score writing samples and an essay -define and describe judgmental and empirical methods of improving -construct a select response and constructed response test -create a project based learning center and present -identify the purpose and function of both traditional and alternative forms of assessments. - demonstrate competency in using various forms of formative and summative assessment.
	EDUC 402 Foundations of Reading and Reading Diagnosis	-differentiate between reading assessment and diagnosis -develop methods for addressing K-8 Language Arts content standards. -relate stages of language and literacy development
	ECE 311 Observation, Documentation, and Assessment	-understand the role of observation, documentation, assessing & planning in birth to grade 3. -demonstrate appropriate written and oral communication -learn to solicit and use information about children's experiences, learning behaviors, strengths, needs, progress from parents, colleagues, and young children. -usage of observational strategies (frequency, interval, & time samples, checklists, anecdotal & running records, narratives). Demonstrate understanding how physical settings, schedules/routines, and transitions influence children's learning and development Describe/define the typical sequence of development in children and atypical markers.

Feedback Regarding Candidates' Abilities in Areas of Assessment and Designing Instruction:

School administrators help in the selection of mentor teachers and meet with the college supervisor to share information regarding needs or changes. It is the responsibility of the mentor teacher to insure that pre-teacher candidates are engaged in classroom instruction and to model teaching techniques, methods, assessment and management. The mentor, pre-teacher candidate, and college supervisor complete midterm and final evaluations based on InTASC standards. The pre-teacher candidate is responsible for videotaping two lessons in which the college supervisor and pre-teacher candidate assess their teaching style, behavior and growth.

Element 1e & 1f: Not Applicable.

Element 1g: Dispositions for All Candidates

Dispositions in the conceptual framework, Culturally Responsive Teaching, are embedded throughout the teacher education curriculum. Candidates must maintain a 2.0 average on the Dispositional Professional Qualities evaluation tool as part of the student teaching experience. They receive a mid-term and final evaluation from the cooperating teacher and the college supervisor. Further, the dispositions are woven into all education coursework, and unit faculty engage in ongoing observations of candidate display of dispositions throughout the program of study. Faculty expects that candidates will demonstrate these dispositions throughout their college career:

- Respect
- Integrity
- Professionalism
- Flexibility
- Reflection
- Collaboration
- Reverence for learning
- Responsibility

- ASSESSMENT SYSTEM AND UNIT EVALUATIONS

Standard 2

The assessment system provides a framework for practical application of the mission, vision statement, candidate expectations, and continual institutional, departmental, and professional/personal self improvement and development.

Element 2a: Assessment System

The unit assessment process begins with the admissions procedure, which has been tailored to ensure that students are ready for the rigors of the TMCC teacher education academic program and continues through several transition points embedded in the program of study. The recent addition of the Academic Readiness Test is a result of the poor performance on the Praxis I and the documented struggles associated with written communication, reading comprehension, and mathematical concepts. Table 5 outlines transition points for candidates:

Table 5: **Transition Point Assessments for Candidates:**

Admission Requirements	Pre-Student Teaching	Student Teaching	Program Completion	Follow-up 1st Year Completion
• 2.5 GPA • 3 Letters of Recommendation • Education Philosophy Statement • Resume' • Official Transcript • Essay • Interview-Score	• Background Check • Praxis I 1st Semester • Praxis II 3rd Semester • 2.50 GPA or > • 95% Attendance • Disposition Score • INTASC Self-Assessment • 80 Hours Field Experience	• Student Teaching Seminar • Student Teacher Evaluations • Dispositions Score 2.0 or > • Praxis II Taken • Portfolio Evaluation	• Portfolio Presentation • Official Transcript • Degree Conferred • Teacher Licensure Application	• Employer Survey • Candidate Survey

The Admissions Process

Candidate assessment begins during the admissions process, which includes the following steps:

1. Transcript analysis to determine if GPA is at least 2.5 and if the course requirements and pre-requisites have been met. Students also write a biographical piece that gives the committee insight on their personal motivations and outlook on life;

2. If they demonstrate proficiency in math, reading and writing, as demonstrated by general education coursework, they proceed to a formal application that includes the following items:

    - Resume
    - Education Philosophy Statement
    - Three Letters of Recommendation
    - Official Transcript
    - Writing Sample Assessment

3. If the first two steps indicate that they are a viable candidate, they are invited to participate in a personal interview before a committee of faculty from across the institution.

4. If the Candidates meet all the requirements and expectations, they are sent a letter of invitation to join the Cohort and, if they accept, they are admitted into the Cohort.

5. Their first experience as a Cohort member takes place during a day-long orientation that gives the candidates an overview of the program, expectations, roles, and responsibilities. A concerted effort is made to establish warm and caring student-faculty relationships with the expectation that candidates will eventually operate from a strong internal motivational core of beliefs and ideals that are consistent with the mission, vision, and goals of the Teacher Education Department.

Pending modification to formal application process: Due to the determination that applicants have not had the opportunity to develop sufficient background knowledge to develop an education philosophy, the unit is currently reworking the admissions process in order to replace that component of the process with "Biographical Narrative," which would also serve as the written sample. The TMCC TED Writing Rubric would serve as the assessment tool for the writing sample. Applicants must receive an overall rating of 2.5 on the first five categories of the rubric to be admitted as a candidate.

Final Admission/Evaluation

The candidates must demonstrate the following:

1. Demonstrate competency in reading, writing, mathematics and science. Proficiency is evaluated in the various courses, particularly the second semester courses and the Praxis. If the students are deemed to be lacking in these skills, they are put on a "hold" status and cannot progress to the third semester of courses (just prior to student-teaching) until they have successfully demonstrated proficiency, as measured by observation, spontaneous writings and in-class measures.

2. Demonstrate responsibility through regular attendance, punctuality, and participation in all courses and professional events. Students are expected to maintain an average

attendance level of 95% unless authenticated emergencies prevent their regular attendance.

3. Demonstrate strong interpersonal skills. These skills are essential as a change agent so that they may negotiate, mediate, and cooperate with their peers and colleagues.

4. Pass the Praxis II exam to indicate competency in subject content and facility in relating theory and practice.

If the candidates have been successful in meeting the previously stated criteria, they proceed to student teaching applications.

The Portfolio

The candidate portfolio forms the backbone and culmination of the assessment process. It reflects individual achievement over an extended period of time and careful, critical self-evaluation (Bossetti, 1996; Kaufman et al., 1996; Klenouski, 1996; Wolf, 1996). As an instrument, the portfolio demonstrates the multifaceted aspects of learning and the integration of theory and practice. It also provides evidence of the candidates' ability to synthesize information across the various disciplines and to apply this information in a unique way to their teaching philosophy. Students thereby demonstrate their personal views of what teaching and learning means in the present and for their future as teachers. Since the portfolio is a developmental process, the candidates begin the construction of this assessment instrument in the first semester and follow through to completion with a Showcase Portfolio that serves as a summative evaluation of the candidates' mastery of key curriculum outcomes (Prince George's County Public Schools, 2010). Artifacts which are detailed for the candidates in each of the course syllabi provide a variety of examples from which to choose in order to demonstrate competency (See Table 6).

Table 6. **Course Objectives and North Dakota Teacher Education Standards**

Course	ND Standards	Objectives	Artifacts	INTASC
EDUC 353: Child and Adolescent Psychology	**50015.1** Development, learning, and motivation. **50015.5e** The program requires the study of communication to foster learning. **67.1-02-02-07** There's an understanding	**Describe** major historical trends in the study of child and adolescent psychology. **Summarize** theory and research specific to the developmental stages of childhood, adolescence, and emerging adulthood. **Solve** interpretive scenarios specific to the topics of this course.	• On-line Exams • Quiz • Reflective Paper • Midterm Exam • Film Critique • Content Literacy Guide • Student Interview • Power point	**#2**: The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development. **#5**: The teacher

	of culture as a collage of factors beyond race or national origin.	**Organize** a persuasive argument, explaining why the application of a given theory is the best fit in a real-world situation. **Produce/create** a final project that shows a scholarly understanding of the major concepts in this course.	Presentation on Research Paper—Final Project	uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active encouragement in learning, and self-motivation.

In their first semester they begin the actual design and development of their portfolio in EDU 300: Educational Technology. Portfolio design helps them in the following ways:

- Develop higher order skills (problem-solving, analysis, synthesis, evaluation, creativity)
- Self-assess and critique their work, teaching, and learning experiences;
- Think about the learning processes they use;
- Become more self-regulated and self-directed in their learning;
- Develop reflective practice by examining and articulating their beliefs and values;
- Demonstrate continuous learning.
- Show creative use of technology.

Portfolio Rubrics are used to evaluate the completed portfolios prior to their interview for Student Teaching and at the end of Student Teaching. The rubrics address content and pedagogical knowledge, reflective practice, technological expertise, culturally responsive teaching, critical thinking and effective communication skills.

Key assessments/measures used to monitor candidate performance are depicted in Table 5.

Element 2b: Data Collection, Analysis, and Evaluation

Praxis Data

Figure 3 shows pass rates for Cohort IX on the Praxis I. While students struggle with basic skills upon entering the teacher education program, basic skills support coursework and tutorials are proving to be effective in improving skills and preparing them for the Praxis I. Pass rate for this exam was 100% (n = 9). Data describing the range of scores in each test area is depicted in the chart as well as date of test.

Figure 3. Pass rates for Cohort IX on Praxis I.

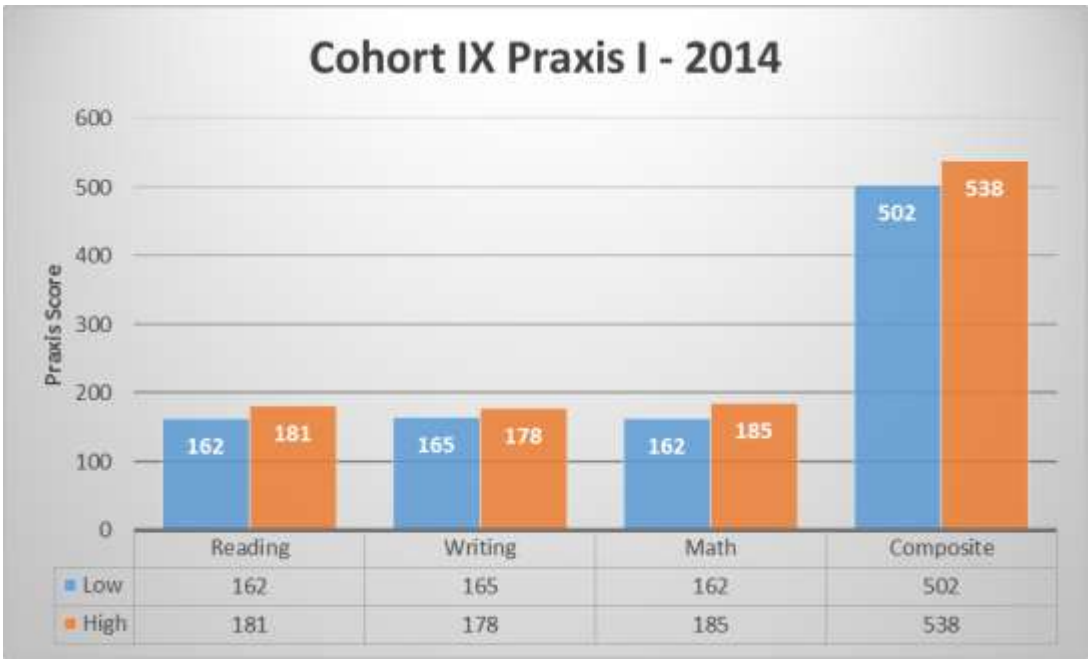
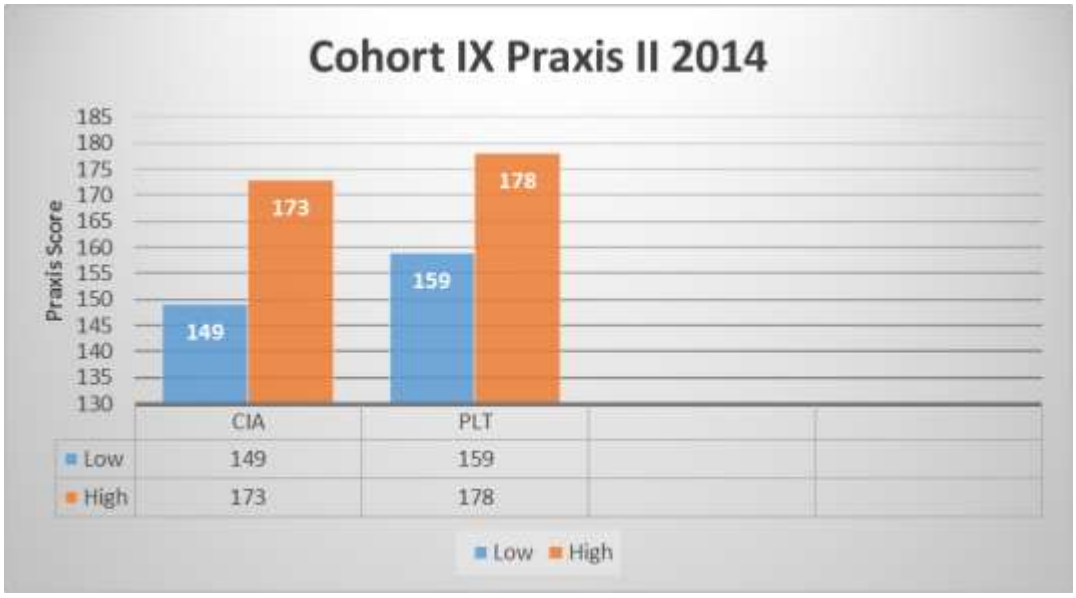


Figure 4. Pass rates for Cohort IX on Praxis II.

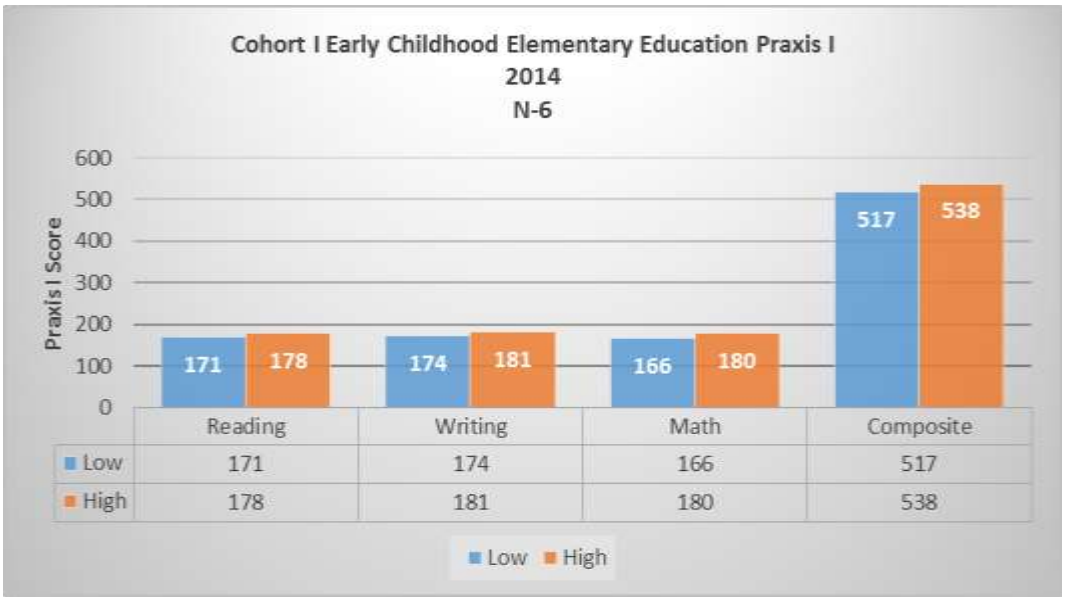


Praxis II results for Cohort IX elementary education students (See Figure 4) proved to be similar to Praxis I results in that all students (n = 8) who took the exam passed. One of the nine who passed Praxis I has not taken Praxis II to date.

The Secondary Science Cohort 2014-15 started out with a group of three. Over the course of the 2014-15 school year, one dropped and one slowed progression due to family responsibilities. Reporting scores of one candidate would fail to protect the student's confidentiality; therefore, there are no scores to be shared for Secondary Science Cohort 2014-15.

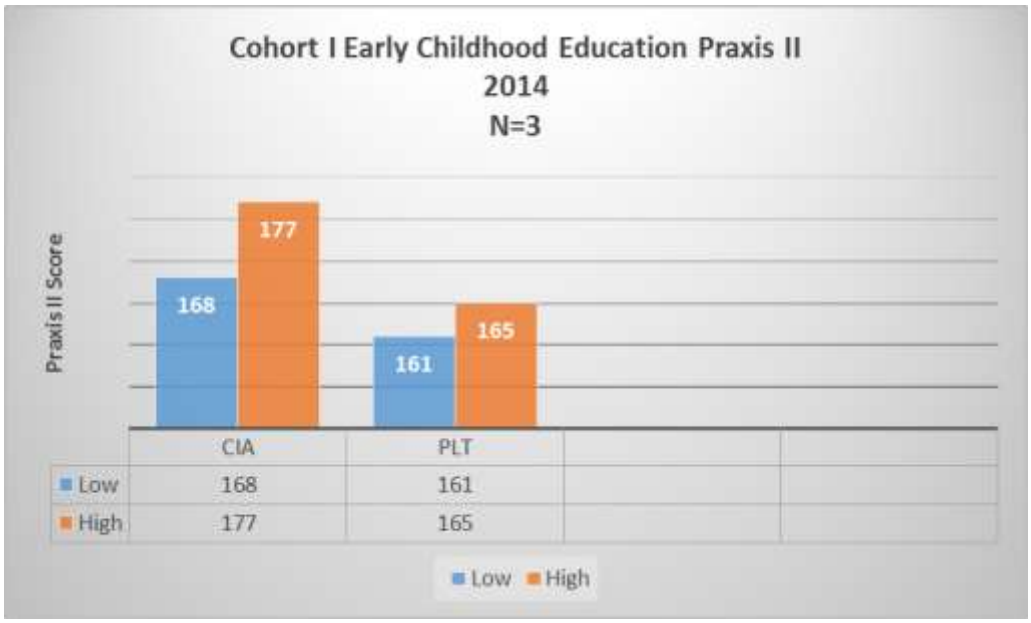
Figure 5 shows pass rates for Cohort I Early Childhood Education on the Praxis I exam. As with the Elementary Education Cohort, ECE students struggle with basic skills upon entering the teacher education program. Basic skills support coursework and tutorials are proving to be effective in improving skills and preparing them for the Praxis I. Pass rate for this exam was 100% (n = 9). Data describing the range of scores in each test area is depicted in the chart as well as date of test.

Figure 5. Pass rates for Cohort I Early Childhood Education Praxis I.



Program Response to Praxis Data

Figure 6. Pass rates for Cohort I Early Childhood Education Praxis II.



Due to continued need demonstrated by students entering the teacher education program, skills oriented courses (EDUC 235 Preparation for Praxis I, EDUC 236 Preparation for Praxis II, EDUC 398 Special Topics in Praxis II) continue to be offered to students as part of the their Program of Study. In addition, other courses are offered to help develop writing, math and reading skills such as EDUC 325: Writing for Teachers and MATH Special Topics. Other Praxis type assessment strategies are also integrated into courses such as Child and Adolescent Psychology, Foundations of Reading, and Reading in the Content Area, where the final exams for the Elementary Education students are designed with questions modeled after Praxis II exam questions. Teacher education courses also facilitate reflective and more complex levels of thinking as detailed in Bloom's Taxonomy. Detailed examination of course syllabi illustrates how Teacher Education Department faculty members strive to integrate all levels of cognitive thought in the design and development of their courses. As a result of the department's intense focus on basic skills, the pass rate for Praxis II by the Early Childhood Education Cohort was also 100% (n = 3). Figure 6 depicts pass rates for Praxis II by the Cohort I Early Childhood Education. Data describing the range of scores in each test area is depicted in the chart as well as date of test.

Early Praxis test data clearly indicate student basic skill deficiencies in math, reading and writing. However, gains have been made by TMCC Teacher Education students in all of these areas over the course of 10 years, and these gains are expected to continue as the department employs purposeful strategies to meet the academic needs of the students in teacher education. Examples of these strategies include: writing across the curriculum using a standardized set of rubrics, the introduction of the Praxis I and II preparation courses, and EDUC 325: Writing for Teachers.

In a broader sense, the screening process for admission into the program has been improved utilizing a standardized set of rubrics and interview questions which provides consistency across all the education programs. In addition, applicants submit hand written writing samples which are assessed using a writing rubric, and applicants must be carrying a GPA of 2.5.

The Teacher Education Department employed the North Dakota Common Metrics Surveys, by permission of the Bush Foundation, to survey stakeholders. The Department used Survey Monkey as the data collection method during the months of May and June 2015. Three online surveys were used: the Exit Survey was used to survey student teachers, the Transition to Teaching was used to survey first-year graduates, and the Supervisor Survey was used to collect data from supervisors of first year teachers.

Exit Survey

Sixteen (16) participants were eligible to take the exit survey. Seven participants completed the survey and one participant opted out. Of the seven that completed, one participant was a partial complete. The response rate for the exit survey was 44%. Of those who responded, 67% were female and 83% were between the ages of 25-29. The majority of participants, 83%, identified as American Indian or Alaskan Native. 100% responded that English was their native language and they did not speak any other language fluently.

Findings

The survey was divided into four main constructs including Program, Preparation for Teaching, Student Teaching and Future Plans. The following are the findings per each construct.

Program- On a scale of 1 to 4, from very satisfied to very dissatisfied, 100% of the participants stated that they were either very satisfied or satisfied with their program, with the majority of students reporting very satisfied on all questions (see Figure 8). This included multiple questions related but not limited to advising, quality of instruction, and student teaching placement site. When asked if they would recommend the teacher education program to other prospective teachers, 86% stated definitely yes and 14% reported probably yes.

Preparation for Teaching- This section of the survey was divided into four blocks with multiple questions per each block. Participants were asked to report on basic skills obtained. On a scale of 1 to 4, from agree to disagree, all participants reported either agree or tend to agree on every question. The majority of the participants agreed to all the questions. When asked about basic skills with diverse learners, all participants agreed to basic skills with diverse learners in 8 out of 10 questions for this block. Of the remaining two questions, "Design instruction for students with mental health needs" and "Access resources, programs.… to foster student learning", one participant per each question tended to agree. Participants overwhelming reported that they agreed to basic skills gained in reference to the learning environment (see Figure 12). Only one participant tended to agree on "Use classroom management techniques… among students". A similar pattern was witnessed with the last block of questions related to basic skills for professionalism (see Figure 13). The majority of students agreed with basic skills related to professionalism. Only one student, or 17%, tended to agree with the question of "Use colleague feedback to support my development as a teacher".

Student Teaching- In this section of the survey, participants were asked questions related to their student teaching experience on a scale of 1 to 4, from agree to disagree. In response to questions

about their college supervisor, all participants stated they either agreed or tended to agree. Questions included availability when needed, acting as a liaison, giving constructive feedback, helping understand roles and responsibilities, and helping to develop a reflexive practitioner. One participant, per all questions within this block, tended to agree. Participants were asked how many times their college supervisor visited their classroom, 50% of the participants reported 1-2 times and 50% reported 3-4 times (see Figure 10). Participants were also asked how many times they discussed student teaching with their college supervisor. The majority of the participants, 34% or two participants, stated 5-6 times. All other times (1-2, 3-4, 7-8, and more than 10) were reported once, or 17%, by all other participants (see Figure 11). All participants responded that no other person from the college visited their student teaching site. Participants were also asked if they received help needed when challenges were experienced. 67% reported that they did receive help and 34% stated that it was not applicable. Lastly, participants were asked about co-teachers (see Figure 9). The responses in this block range from agree to disagree. 100% of participants stated that they agreed when asked about opportunities to observe. However, when asked about "adequate time to plan, made me feel welcome, let me experiment on my own, helped me develop as a reflective practitioner and helped me plan…", one participant per each question responded that they tend to disagree. 34% of the participants reported that they tend to disagree to "helped me use student data to inform instruction". One participant stated disagreement with "gave me constructive feedback on my teaching".

Future Plans- The majority of the participants reported that they plan to teach for 11 years or more, with the majority considering teaching in either a city in ND (83%) or a rural area in ND (67%). Two participants (33%) reported considering an American Indian reservation.

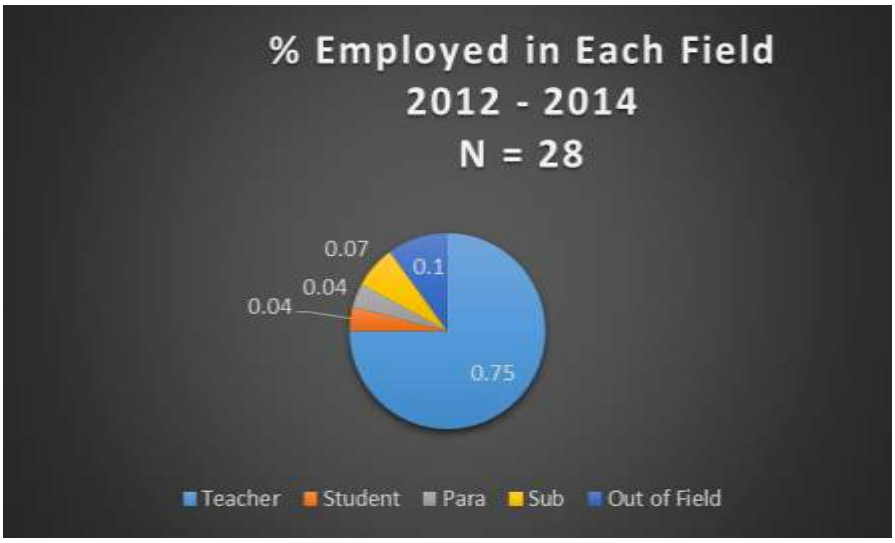
Transition to Teaching Survey (TTS1) Survey

There were a total of 7 possible participants invited to take the Transition to Teaching Survey (TTS1). Of those, two participants responded to the survey, leading to a response rate of 29%. Of the two participants, only one had applied for a teaching license and was actively teaching. While this is an indication of program success, it speaks to the self-reported attitude and belief of only one participant as the other participant did not respond to the majority of questions as the questions were tailored around employment in the education field. Based on this information, an administrative decision was made to invalidate the survey results for a lack of responses.
Interpretation of Findings
The low response rate may be attributed to the following reasons: 1.) a switch in email addresses for a local school and 2.) the demands associated with the end of the school year activities for teachers. Unbeknownst to the TMCC TED, at the time of the survey administration (May and June 2015), there was also a change in email addresses, from sendit.nodak.edu to the k12.edu system, in one of the local schools. This particular school employed four of the seven participants, or 57%. Email notices were not received by invited participants, creating a barrier for survey participation. Once notification of this problem was received by TMCC TED, efforts were made to reconnect participants to the survey. By this time, however, the end of the year school activities were in full swing. None of the possible participants from this local school responded to the survey.
In an effort to remedy the possible low response rate of future participants, the TED plans to employ multiple methods to increase survey participation. This will include survey

administration in mid-April through early May as well as a timely notice to participants through telephone contact and/or letter followed by email contacts. Participants will also have the option of survey administration through either online survey access or paper and pencil.

Employment: As shown in Figure 7, alumni experience a high success rate in gaining employment upon graduating. Seventy-five per cent of our graduates are employed as teachers. 4% are continuing work toward advanced degrees, 4% are serving as paras in local schools, 7% are subbing in the area, and 10% are working out of field.

Figure 7. Distribution of alumni employed in various fields



Teacher Candidate Skills. Alumni report that the skills developed in the program are useful to them as they move into their professional careers (See Table 5). In each of the critical skill areas alumni report that the skills were either important or very important.

Native Perspectives (Alumni commitment to indigenous values)

In the past, alumni were surveyed to determine their views toward these Native Perspectives, as well as their commitment to them and their views regarding the importance of each:

- Being a member of a cohort learning community
- Understanding the interconnectedness of Nature
- Ability to critically observe and act upon the environment in which you live

This year, due to a switch from one survey format to another, this critical piece was eliminated. Due to the fact these Native Perspectives are key to embracing culturally responsive teaching, our Director of Research, Assessment, and Planning is working to include them in future data collection efforts.

Program Responses to Alumni Data

Three program alumni responded to the 2013 graduate survey. Tabulated results indicate a high level of satisfaction with the curricular emphases in the Elementary Education program. Following are generalizations based on an analysis of responses to like items.

- Student survey results reveals that prior to entering the teacher education program, students studied an average of four hours a week as opposed to an average of 10 hours per week after entering the programs. (Items 1 and 2)
- In regard to interacting and learning from peers, teacher education students interacted very little with peers and learned little from them. During participation in the teacher education program, students found that they interacted extensively with peers and learned "a lot" from them. (Items 3-6)
- When questioned about the support and attention received from college instructors, participants tended to agree that they were far more engaged with instructors and received much support from them. Further, the perception that attention received from instructors was far more motivational after they joined the teacher education department. (Items 7-12)
- Students indicated that study time increased after enrolling in the program, but did not indicate they greatly *enjoyed* studying any more than before. They did, however, agree that they learned "a lot" by doing class assignments, which leads one to believe they saw the value in increased time spent on studying and completing assignments. (Items 12-16)
- While survey items focused on cultural issues did not lead to impressions of value of culture, the responses did reveal that the students, in general, enjoy engaging in dialogue with others who hold diverse opinions and are not easily swayed by opinions of others. They also expressed a belief that groups, as opposed to individuals, do better with problem solving. (Items 17-22)
- Students tend to believe that their learning can be applied to real world situations, and they tended to believe schooling prior to entrance in the teacher education program had value, as well. They indicated that real life experiences they brought to the learning environments supported ideas presented in class. (Items 23-25)
- Students responded favorably to questions focused on learning transference (course – course), indicating that learning in one class supports learning in another class, and enjoyed the diverse viewpoints offered by various courses on same topic. (Items 26 and 27)
- Responses to Items 28-31 revealed that students value critical thinking and apply problem solving skills in their work as students. Moreover, they indicate that they are challenged, motivated, and inspired to continue to discover new ways of understanding things.
- Items 32 – 36 speak to the understanding students have regarding level of commitment required to be successful students. Responses indicate an "average" level of commitment.

Overall, students surveyed indicated they believed the choice to pursue an education was the right one for them. They enjoyed the overall experience of college life and were involved in many social activities while attending.

The Teacher Education department will continue to refine the ways in which to develop culturally responsive K-12 teachers who will be change agents that will invoke curriculum transformation in the school systems of Indian Country.

Supervisor Surveys

Administrators, from Rolette County schools, were surveyed in May and June of 2015 to gain insight regarding the program from the perspective of those administrators who directly supervised TMCC education graduates. The survey was designed to query respondent opinion on the following benchmarks: (a) how new teachers are evaluated; (b) new teacher performance; (c) diverse learners; (d) learning environment; and (e) professionalism. Administrators were also offered an opportunity for open written comment.

There were a total of 4 possible participants, or supervisors, located within two local schools, invited to take the Supervisor Survey. Of those, two participants responded to the survey. Of the two participants, one responded to the efforts of a current student teacher candidate and the results were excluded. The result was a response rate of 25%.
The results of the one participant have been noted by the TED administration. However, due to the low response rate of the eligible participants, an administrative decision was made to invalidate the survey results for a lack of responses.
Interpretation of Findings

The low response rate may be attributed to the following reasons: 1.) a switch in email addresses for a local school and 2.) the demands associated with the end of the school year activities for teachers. Unbeknownst to the TMCC TED, at the time of the survey administration (May and June 2015), there was also a change in email addresses, from sendit.nodak.edu to the k12.edu system, in one of the local schools. This particular school employed four of the seven 1st-year graduates, for a total of three out of the four possible supervisors eligible to complete the survey. Email notices were not received by invited participants, creating a barrier for survey participation. Once notification of this problem was received by TMCC TED, efforts were made to reconnect participants to the survey. By this time, however, the end of the year school activities were in full swing. None of the three possible participants from this local school responded to the survey.

In an effort to remedy the possible low response rate of future participants, the TED plans to employ multiple methods to increase survey participation. This will include survey administration in mid-April through early May as well as a timely notice to participants through telephone contact and/or letter followed by email contacts. Participants will also have the option of survey administration through either online survey access or paper and pencil.

Element 2c: Use of Data for Program Improvement

Overall, exiting students appear to be satisfied to very satisfied with the TED program in most areas (See Figure 8). Of particular note was the level of agreement with basic skills with diverse learners, basic skills in reference to the learning environment and basic skills related to professionalism. These seem to be definite program strengths. With that, participants also noted that they did not all experience satisfying student teaching sites, particularly as it related to a co-teacher (See Figure 9). Based on this data, the TED will plan to 1.) Increase number of times college supervisors visit classrooms, 2.) Increase discussions about student teaching student and college supervisor and 3.) Increase in class time to discuss the learning environment and professionalism.

Figure 8

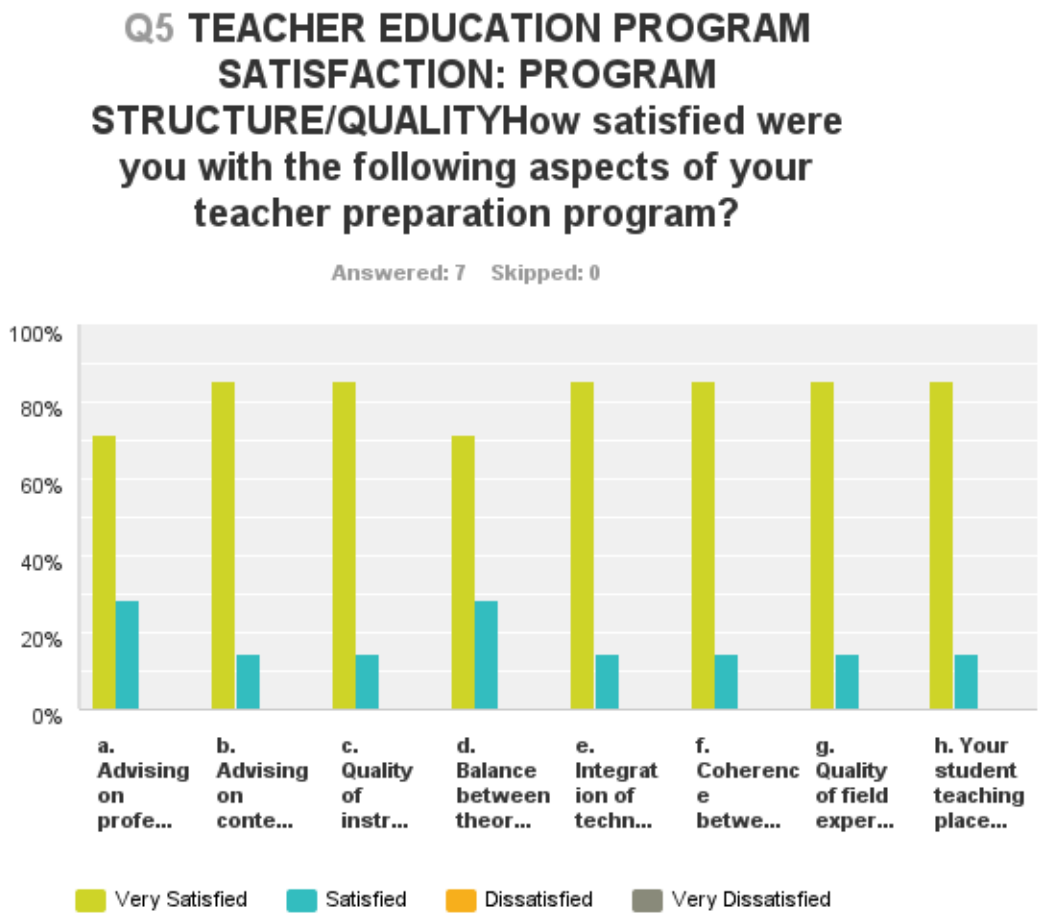
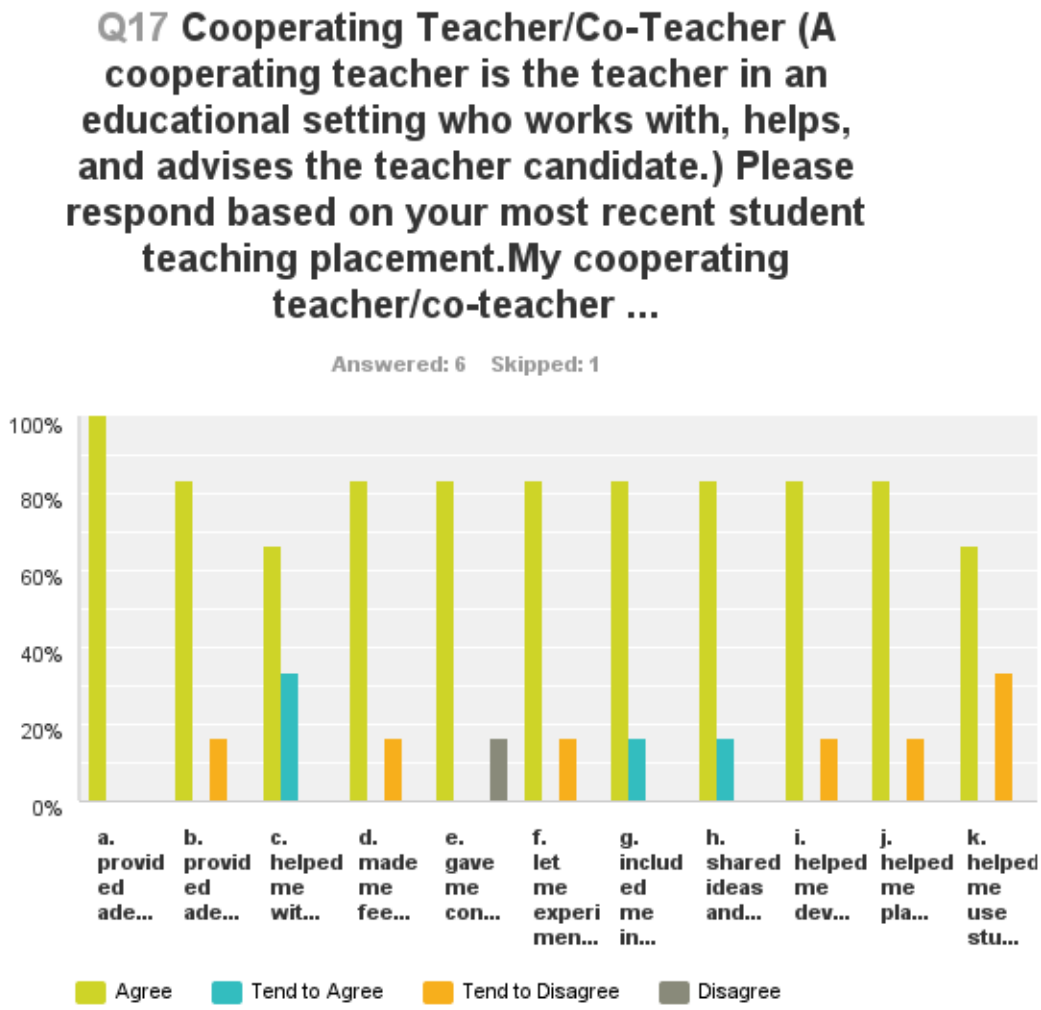

Q5 TEACHER EDUCATION PROGRAM SATISFACTION: PROGRAM STRUCTURE/QUALITYHow satisfied were you with the following aspects of your teacher preparation program?
Answered: 7 Skipped: 0
100%
80%
60%
40%
20%
0%
a. Advising on profe...
b. Advising on conte...
c. Quality of instr...
d. Balance between theor...
e. Integration of techn...
f. Coherence betwe...
g. Quality of field exper...
h. Your student teaching place...
Very Satisfied
Satisfied
Dissatisfied
Very Dissatisfied

Figure 9



Program Changes in Response to Current Exiting Students Survey Results

As a result of the survey data, two strategies are employed at the program level to address the level of dissatisfaction with the student teaching experience. The two strategies include 1.) Increase number of times college supervisors visit classrooms and 2.) Increase discussions between student teacher and college supervisor about the student teaching experience. According to the survey data, some students reported levels of dissatisfaction with the student teaching experience as it related to the co-teacher. It was also noted that the time college supervisors visited the student teacher classroom (Figure 10) and the number of discussions between the college supervisor and student teacher (Figure 11) were most sporadic in the survey data, ranging from a little to a lot of interaction between student and college supervisor. More involvement between the college supervisor and student will help alleviate any potential negative student teaching experience by way of the college supervisor advocating for the student and a positive learning experience.

Figure 10

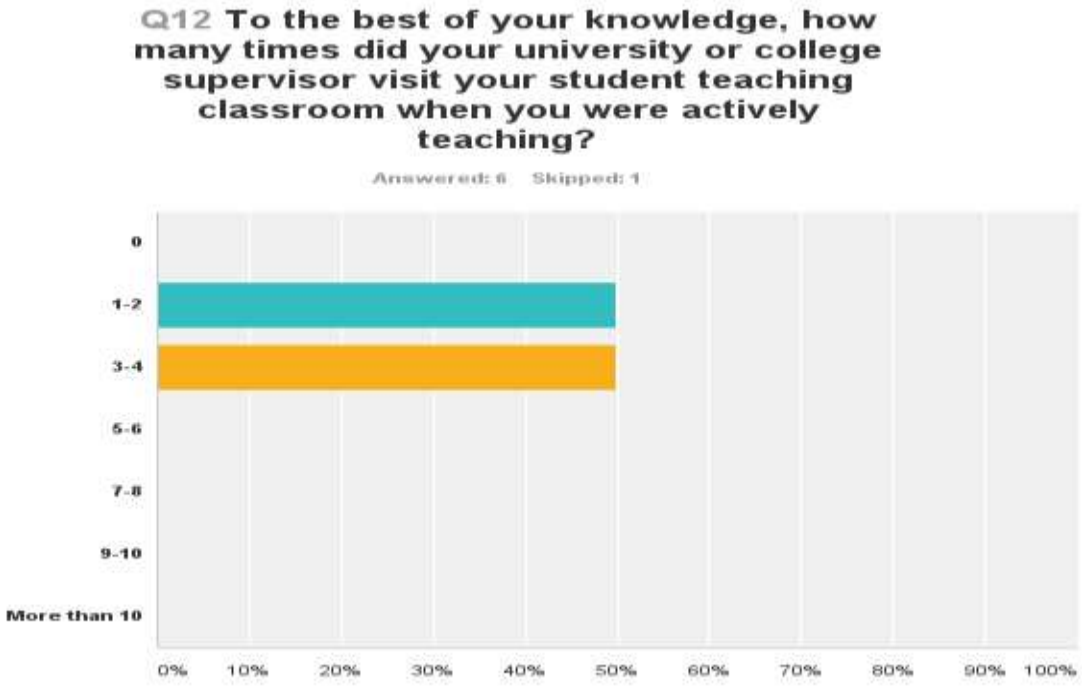
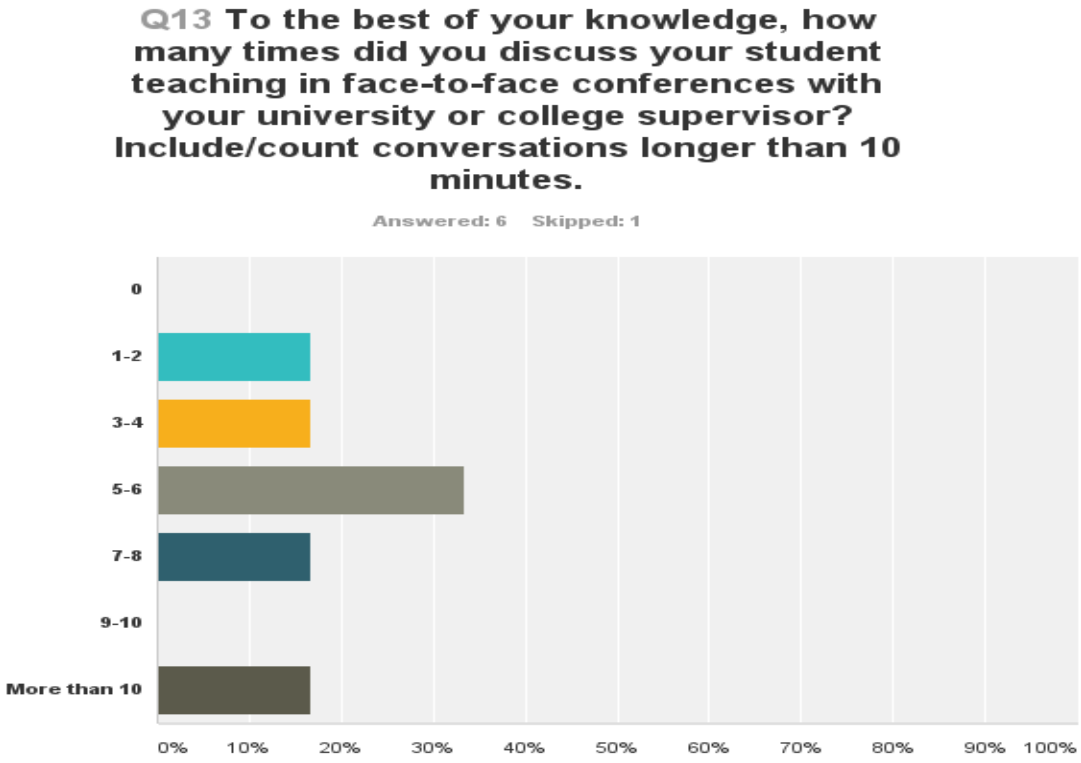

Q12 To the best of your knowledge, how many times did your university or college supervisor visit your student teaching classroom when you were actively teaching?
Answered: 6 Skipped: 1
0
1-2
3-4
5-6
7-8
9-10
More than 10
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%

Figure 11



In prior years, per the recommendations of the surveyed administrators, a greater emphasis has been placed upon classroom management (EDUC 331: Learning Environments; EDUC 329: Curriculum Planning and Evaluation), assessment (EDUC 410: Educational Assessment) and pre-service teaching prior to student teaching with the addition in 2006 of 80 hours of practicum (EDUC 350 and EDUC 360).

Course Level Changes in Response to Current Exiting Students Survey Results

Reciprocal ongoing evaluations are exchanged between the Teacher Education faculty and teacher candidates throughout the education curriculum. Faculty assess candidate skills and dispositions to predict future professionalism, while candidates provide data relating to courses and faculty instruction performance. Results from candidate data are used by faculty to determine whether changes need to be made in their teaching methods or in specific course content.

When considering data driven changes in course content a number of variables are reflected upon by the teacher education faculty. Artifacts such as tests and projects are evaluated for instructional merit and revisions made in accordance to best teaching practices. Most often, knowledge gaps are addressed through interactive kinds of activities and peer teaching exercises.

Process is addressed through discussion, role playing, reciprocal teaching exercises and other application venues.

The last strategy also addresses the level of dissatisfaction that students experienced when working with a co-teacher during student teaching by building on the student reported strengths of the TED program such as satisfaction with basic skills related to the learning environment (Figure 12) and basic skills related to professionalism (Figure 13). This strategy is employed at the course level. By increasing class time discussion surrounding topics related to co-teachers, within the scope of a learning environment and professionalism, more in-depth discussions will result. This in-depth discussion will help students be more prepared when theory meets experience during student teaching.

Figure 12

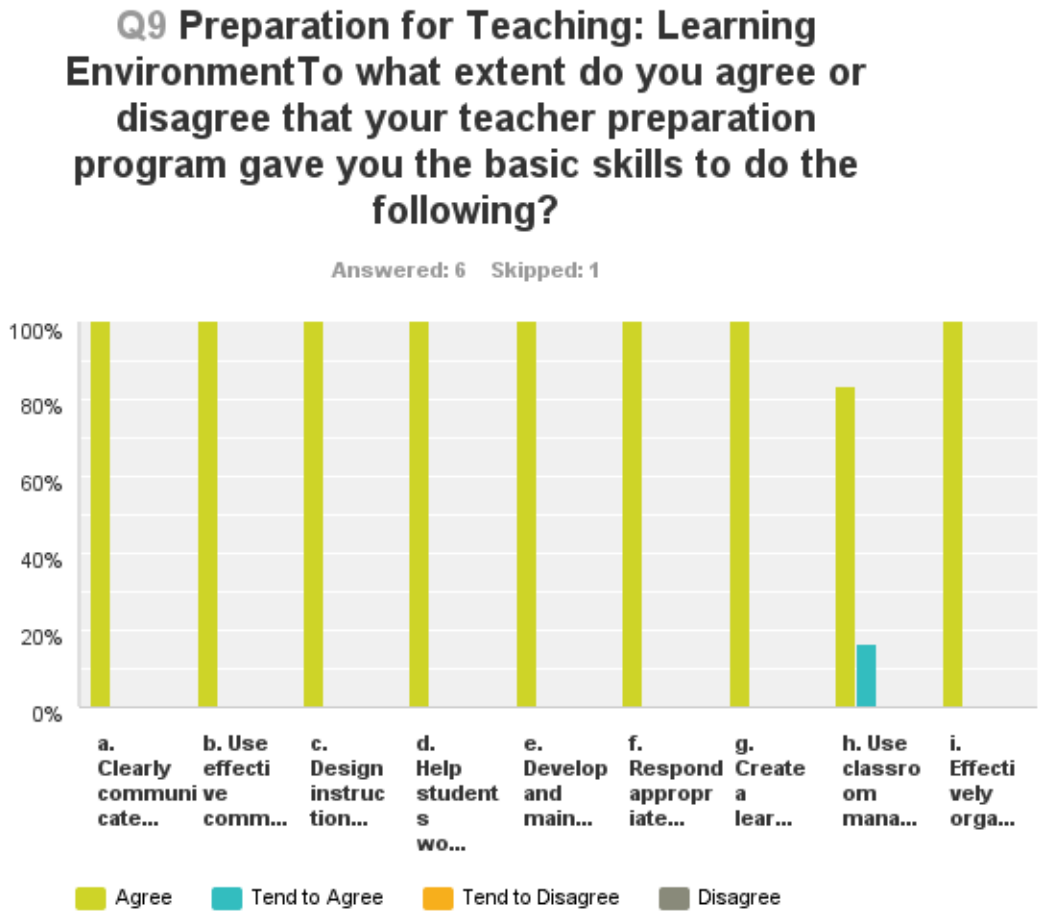
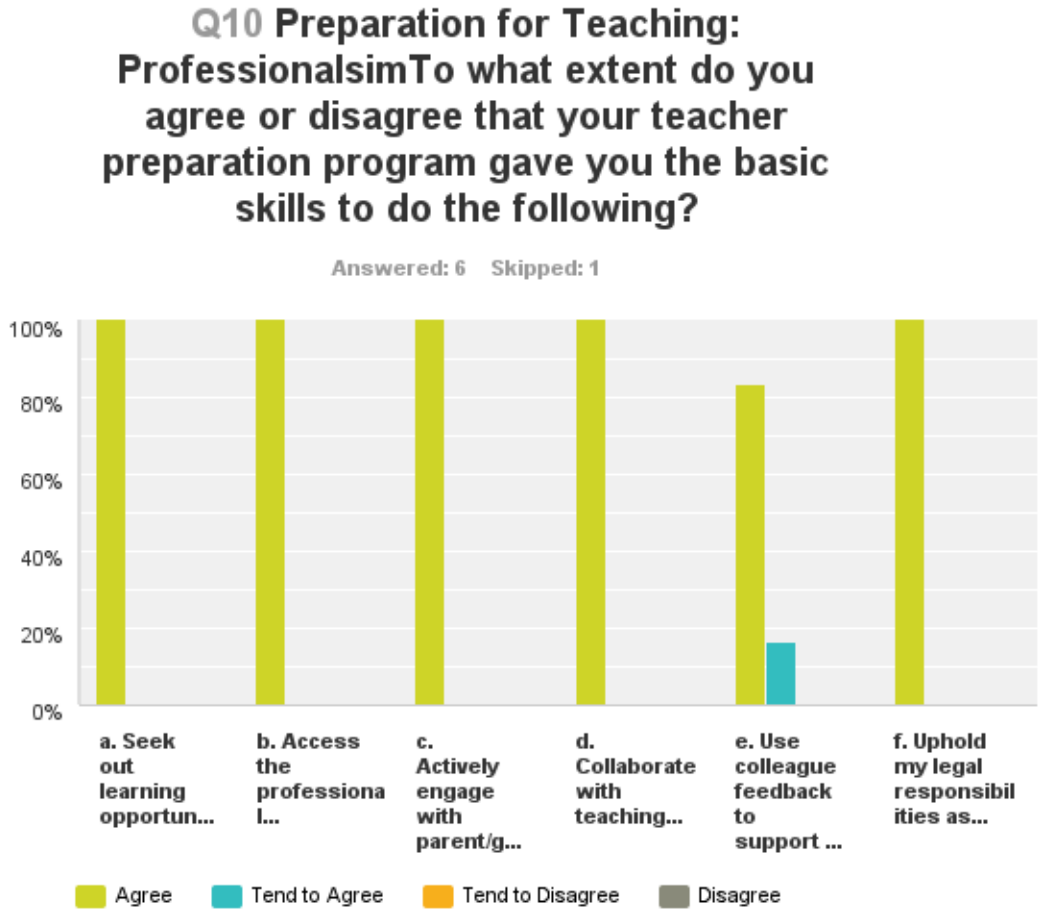


Figure 13



Use of Data for Program Monitoring and Need for Change

The Teacher Education Department meets monthly, face-to-face or via Google Docs, during the academic year to discuss assessment and the various forms of assessment needed at the student, course, and program level. The department is in the process of designing an assessment matrix that would serve to guide us in the management of various levels of assessment. Further, we are working closely with the IT department and the Director of Research, Assessment, and Planning to determine how best to upload assessment data into the Teacher Education Department webpage.

Candidate Assessment and the Student Teaching Experience

In order to gain a greater appreciation for the success of our cohort model learning community in teacher education at TMCC a brief description of the candidate demographics is useful. Many of our students operate from a framework of poverty where they are pre-occupied with overwhelming domestic issues such as having enough gas to get to school, money to buy groceries, or adequate resources to heat their homes. In addition to these basic needs are concerns associated with the care and welfare of their children and extended family members. In

Native communities, the family is the primary focus of daily life. This strong cultural trait is supported through the cohort-model learning community which serves as their 'professional family'. The greatest source of support for our students is their cohort family. This alliance is what oftentimes keeps the students in the program during challenging times academically as well as personally.

The assessment process at TMCC is specifically honed to meet student individual needs by being flexible when needed but mindful not to enable them. Academic issues often arise due to test anxiety, testing bias (as evidenced in the Praxis II), insecurities attributed to a personal history of poor educational experiences, and inadequate basic skills in reading, writing, and reading comprehension.

Teacher education students are required to pass Praxis I in the first year of the program, and Praxis II before receiving a Bachelor's degree. Once students have completed all EDUC and science content courses, they are eligible to apply for student teaching. The application includes a transcript analysis by the student advisor, a request for placement in three schools according to student preference, and verification of passing Praxis I test scores. After review of the application by the Student Teaching Committee, students are notified of their application status. If all requirements are met, the student is scheduled for a student teacher interview. Candidates appear before a committee of faculty and present a portion of their e-portfolio, which contains their teaching philosophy, resume, and a lesson plan that includes relevant artifacts that demonstrate their teaching competency. Their presentations are evaluated via a rubric which measures the following criteria:

- Teaching Philosophy demonstrates culturally responsive teaching and a learner-centered philosophy.
- Resume is informational, succinct, and written according to Standard English conventions.
- Lesson Plans demonstrate deep teaching strategies wherein they integrate instructional outcomes, experiential teaching strategies, reflective practices, authentic assessment and continuity of thought across disciplines and lesson plans.

Professional dispositions such as communication skills and attire are also evaluated. Evaluation instruments used to ensure high quality instruction, student performance, and continual monitoring of quality can be found attached to this document.

The matrix entitled: Candidate Outcomes Assessment and Evaluation, illustrates the outcomes based model that is used by the Teacher Education Department to collect data. Targeted points of assessment and subsequent evaluation within the various courses in the curriculum are aligned with reference to candidate disposition, skills and knowledge.

Candidate Outcomes Assessment and Evaluation

Candidate Dispositions

Competency	Data Sources	Points of Assessment and Evaluation[4]
1. Candidates view themselves as change agents for curriculum transformation. INTASC # 9, 10	• Alumni Survey • Portfolio Mid-Checkpoint • Final Portfolio • Candidate Self-Evaluation in Practicum and Student Teaching	• Alumni Survey • EDUC 300: Ed Tech • Practicum • Completion of Student Teaching
2. Candidates demonstrate a commitment to ecological values**.** INTASC # 1, 4, 7	• Alumni Survey • Practicum I & II • Portfolio Checkpoint • Final Portfolio • Student Teaching Candidate Self-Evaluation	• Alumni Survey • EDUC 300, Educational Technology • Completion of Student Teaching • Course evaluations.
3. Candidates recognize the need to address internalized oppression. INTASC # 4, 5, 6	• Alumni Survey • Portfolio Checkpoint • Final Portfolio • Candidate Self-Evaluation	• EDUC 414: Student Teaching • EDUC 415: Student Teaching Seminar • EDUC 300: Educational Technology
4. Candidates practice ethical and responsible behavior. INTASC # 9, 10	• Practicum I • Practicum II • Student Teaching Evaluation Rubric	• EDUC 350/360 Practicum I&II • EDUC 414 Student Teaching • EDUC 415 Student Teaching Seminar
5. Candidates are learner-centered practitioners. INTASC #4	• Portfolio Checkpoint • Practicum II • Student Teaching Evaluation Rubric	• EDUC 414 :Student Teaching • EDUC 330: Foundations of Education

[4] The points of assessment occur at the midterm of each of the designated courses and with a final exam at the end of the course. Other points of assessment within the program occur at admission (interview), evaluation of competency at the end of their junior year (Praxis I and II; e-portfolio) and the first semester of their senior year prior to student teaching (interview).

	• Final Portfolio	• EDUC 410 :Educational Assessment • EDUC 331: Learning Environments

Candidate Skills, Traits, and Habits

Competency	Data Sources	Points of Assessment and Evaluation
1. Build on the conceptual and cultural knowledge of students. INTASC #2, 3, 4	• Practicum I • Practicum II • Student Teaching Evaluation Rubric • Portfolio Checkpoint	• EDUC 350/360:Practicum I and II • EDUC 414: Student Teaching • EDUC 415: Student Teaching Seminar • EDUC 470: Methods of Secondary Science Instruction • PSY 353: Child and Adolescent Psychology • EDUC 300: Educational Technology
2. Candidates value the practice of caring as necessary for effective teaching. INTASC # 2, 4, 6	• Practicum I & II • Portfolio Checkpoint • Student Teaching Evaluation Rubric • Final Portfolio	• EDUC 350:Practicum II • EDUC 414: Student Teaching • EDUC 415: Student Teaching Seminar • EDUC 402: Foundations of Reading and Diagnosis
3. Candidates are competent in cross-cultural communication. INTASC #3, 8	• Practicum I & II • Portfolio Checkpoint • Final Portfolio • Student Teaching Evaluation Rubric	• EDUC 329 Curriculum Planning and Evaluation • EDUC 331 Learning Environments

		• EDUC 321: Human Relations and Multicultural Ed • EDUC 310: Educating Exceptional Students • EDUC 403: Social Studies Methods and Materials
4. Candidates demonstrate an in-depth knowledge of culturally responsive teaching. INTASC #3, 8	• Practicum II • Portfolio Checkpoint • Final Portfolio • Student Teaching Rubric	• EDUC 360:Practicum II • EDUC 415: Student Teaching Seminar • EDUC 331: Learning Environments • EDUC 310: Intro to the Exceptional Child
5. Candidates recognize the need to validate the spoken language of the community. INTASC # 3, 6	• Practicum II • Student Teaching Rubric	• EDUC 329 Curriculum Planning/Evaluation • EDUC 375 Teaching Reading in the Content Areas • EDUC 402: Foundations of Reading & Diagnosis

Candidate Knowledge

Competency	**Data Sources**	**Points of Assessment and Evaluation**
1. Candidates utilize experiential teaching strategies. INTASC # 4	• Practicum II • Portfolio Checkpoint • Final Portfolio • Student Teaching Rubric	• ECE 412: Methods and Materials in Kindergarten
2. Candidates help students integrate a sense and experience of the natural world through physical and intuitive senses.	• Practicum II • Portfolio Checkpoint • Final Portfolio • Student Teaching Rubric	• EDUC 470 Methods of Secondary Science Instruction • EDUC 329 Curriculum Planning and Evaluation

INTASC # 1, 4, 5		• EDUC 407: Creative Arts Methods and Materials • EDUC 405: Math Methods and Materials • EDUC 403: Social Studies Methods and Materials • EDUC 406: Science Methods and Materials
3. Candidates utilize lessons that incorporate highly contextualized formats. INTASC # 4, 7, 8	• Practicum II • Portfolio Checkpoint • Final Portfolio • Student Teaching Rubric	• EDUC 331: Learning Environments • ECE 320: Infant and Toddler Development and Learning • ECE 411: Methods and Materials for Pre-K • ECE 412: Methods and Materials in Kindergarten
4. Candidates organize educational experiences to reflect the principle that all things are connected. INTASC # 2, 3, 4, 7	• Practicum II • Portfolio Checkpoint • Final Portfolio • Student Teaching Rubric	• EDUC 321: Human Relations and Multicultural Education • EDUC 329: Curriculum Planning and Evaluation • ECE 336: Social/Emotional Development • Student Teaching Interviews
5. Candidates demonstrate competence in reading skills and comprehension. INTASC # 1, 9	• GPA (Overall) • GPA (Education) • GPA (Science) • Praxis I (PPST)	• Academic Readiness Exams in reading, math, and writing • Reading and writing across the curriculum in the

6. Candidates demonstrate competence in writing conventions and grammatical structures. INTASC# 1, 9 7. Candidates demonstrate competence in basic mathematical concepts. INTASC # 1, 9		various courses.
8. Candidates demonstrate an in-depth knowledge of the content areas in Early Childhood, Elementary and Secondary Science. INTASC # 1	• GPA (Education) • GPA (Science) • Praxis I (PPST) • Praxis II	• Science Content courses • Education Content Courses • Praxis I Exam • Praxis II Exams
9. Candidates utilize the principles of curriculum transformation. INTASC # 4, 5, 8	• Alumni Survey • Final Portfolios	• Methods Courses • EDUC 321: Human Relations and Multicultural Education • EDUC 329: Curriculum Planning and Evaluation
10. Candidates apply instruction to real-world contexts. INTASC # 4, 7	• Alumni Survey • Practicum II • Portfolio Checkpoint I • Final Portfolio	• Student presentations • Unit Plans • Book review/Reflection papers • Peer Review • Peer assessment rubrics • Self-reporting
11. Candidates integrate technology throughout the curriculum. INTASC # 4, 5, 7	• Practicum II • Student Teaching • Portfolio Checkpoint	• EDUC 300: Educational Technology • e-portfolio

	• Final Portfolio	• Web-based postings • Technology projects • Technology application plans as part of lesson planning • Critical Analyses of Computer Software

Program Assessment

The Early Childhood, Elementary, and Secondary Science programs of study meet assessment requirements by means of an alignment with North Dakota education standards. An example of this strategy (taken from a course syllabus) is illustrated in the matrix entitled: Early Childhood/Elementary Education Curriculum Standards Alignment. The courses are in accordance to the requirements set forth by the North Dakota Standards and Practices Board, and care was taken to ensure that all the content, assessment and instructional methods standards were met. A complete description of alignment of the curriculum to standards can be found in Appendix A.

FIELD RESOURCES AND CLINICAL PRACTICE

Standard 3

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Element 3a: Collaboration between Unit and School Partners

Within the Rolette County region, there are seven schools from which the candidates from TMCC may select to do their practicums and student-teaching. The schools are primarily public schools with more of a rural subculture even though the students may come either from a Euro-American or Native American background.

There is a consortium of schools (Rolette County Consortium) that work together with TMCC to provide the best in professional speakers, resources, and financial support to acquire needed educational services that may include software programs, data base access, coordination of in-service training and Sunday Academies. This consortium meets monthly in order to coordinate monthly events, new resources, and new acquisitions so that the schools make full utilization of support earmarked for professional development.

The unit works closely with area administrators to select placements for practicum and student teaching placements. On occasion, a candidate submits a request to complete the student teaching requirement in a school some distance from the local area. In these situations, unit faculty begins the dialogue early with the building principal and the cooperating teacher in order to design a high quality learning experience. Examples of this include two placements that were two hundred miles away, in opposite directions, during the 2014-15 school yea

Element 3b: Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Practicum

Field experiences are part of the program and integral to each course. The candidates have two forty hour practicums before they student teach in addition to classroom observation time built into several of the courses in each program of study. Student teaching is twelve weeks. In the event that the field experience is deemed "lacking" or unsuccessful by the cooperating teacher and the college supervisor, the experience will be extended with the length to be determined by all three members – candidate, cooperating teacher, and college supervisor.

At one time in the history of the teacher education unit, three advisory boards were established – Early Childhood Education, Elementary Education, and Secondary Science – in order to develop quality field experiences for candidates. These boards have been inactive for the past few years, and it is the goal of the unit to reactivate these advisory boards for the purpose of reviewing what has become standard practice to determine if there is a need to revise and/or update. They will also advise regarding curriculum content based on current practice in their schools and their needs regarding future teachers. In return, they will gain an understanding of the need for the unit to prepare candidates for responding the educational needs of a diverse student population, and will support the work of the unit to that end.

During the practicum experience the Elementary Education candidates will have taught (in small groups) all of the methods courses in their course of study. The secondary science candidates will have taught four or more lessons in each of the disciplinary fields (biology, physics, earth science and chemistry).

The practicum experiences require reflection, application of instructional strategies, demonstration of content knowledge and critical self analysis. The candidates are evaluated on professional demeanor and personal and professional expertise as reflected in journaling, self-evaluation, and evaluations from their classroom teacher and college supervisor.

Student Teaching

Historically, area administrators and the teacher education department have collaborated quite well in an effort to ensure a quality student teaching experience for candidates. Due to the low number of local educators qualified to serve as cooperating teachers, the unit offers the Supervision of the Student Teacher course on an annual basis. Building administrators recommend instructors for the cooperating teacher course and also approve placement of candidates with cooperating teachers in their buildings.

Once students have completed all EDUC and science content courses, they are eligible to apply for student teaching. The application to student-teach is a two-fold process:

1. The candidate completes an application to student-teach which includes a transcript analysis signed by the student advisor, verification of Praxis I scores and student teaching site preference.

2. A faculty committee evaluates whether a candidate is ready to student teach. The candidate presents a power-point presentation that includes resume, philosophy of education, and two lesson plans that demonstrate proficiency and understanding of the lesson planning process. Candidates deemed ready for student teaching proceed to the student teaching assignment.

Presentations are evaluated via a rubric which measures the following criteria:

- Teaching Philosophy demonstrates culturally responsive teaching and a learner-centered philosophy.

- Resume is informational, succinct, and written according to Standard English conventions.
- Lesson Plans demonstrate deep teaching strategies wherein they integrate instructional outcomes, experiential teaching strategies, reflective practices, authentic assessment and continuity of thought across disciplines and lesson plans.

In order to qualify for student teaching, the candidates must have successfully completed all of the coursework with a GPA of 2.5 or above. Student teaching occurs during the fourth semester of their course of study and extends over a 12 week period. In addition to 12 credits of student teaching, students also take EDUC 415, Student Teaching Seminar. This one credit course is designed to foster support and guidance during the student teaching field experience. Pre-service teachers reflect upon their time in the classroom and discuss among themselves strategies to better meet the rigor of full time teaching with students of diverse cultural background and cognitive abilities.

Student teaching for the Early Childhood Education program is 12 weeks in length, in Pre-K and in the primary grades. Elementary Education students student teach for 12 weeks in the grade level of their choice. Candidates who wish be licensed in both Elementary Education and Early Childhood Education complete 10 weeks of student teaching in grades 1-6 to meet the elementary education requirements and complete 6 weeks of student teaching in a birth to 3rd grade environment to meet early childhood licensure requirements. Secondary Science students will be licensed to teach grades 7-12 in each of the composite science areas (earth science, biology, chemistry and physics), therefore these pre-service secondary students are required to participate in 12 weeks of student teaching that span all four subject areas.

The process used by the unit for placing candidates in area schools is informal at present. Students and advisors consider the pool of qualified teachers in the field and select several that would best need the needs of the candidate. Then, the advisor contacts the administrator to assist with final selection. Upon approval by the building administrator, the teacher is then approached to seek permission for placement. It is the intent of the unit to formalize the student teaching placement process during the fall of 2015, using the advisory boards to guide us in process development.

When candidates are poised to begin their student teaching, they participate in an orientation session designed to familiarize them with school policies, classroom routines, building personnel, classroom objectives, curriculum standards, lesson plan formats, procedures and protocol within the "hidden curriculum." In the past, administrators from two of the area schools provided the orientation. This practice will continue and administrators will again be asked to offer the orientation to candidates once they have been placed and are preparing to begin the experience. This activity will initiate the Student Teaching Seminar course.

The first week of student teaching is focused on observations, and candidates gradually increase their teaching responsibilities until they reach a level of competence to do a full week of independent teaching under the tutelage of their cooperating teacher.

Building administrators provide ongoing support for the clinical experience by offering practicum students and student teachers the opportunity to participate in professional development activities and acquire the same certification for training that regular classroom teachers are awarded through these professional development events. The Belcourt School District offers student teachers the same in-service opportunities for key content areas that regular faculty attend. Candidates are invited to attend all staff meetings, grade level meetings, and parent teacher conferences. They are invited to contribute items to school newsletters.

The role of the college supervisor is to evaluate the candidate's competencies and to coordinate logistics with the cooperating teacher in order to optimize the teaching and learning opportunities and experiences for the candidates. The candidate and the team of supervisors also discuss expectations and responsibilities in great detail, emphasizing the importance of professional dress, demeanor, punctuality, preparedness, initiative, collaboration, and relationships with students, teachers, parents, and administration.

Field experience and student teaching required for the elementary education program are presented in Tables 7 and 8.

TABLE 7: FIELD EXPERIENCE AND STUDENT TEACHING REQUIRED FOR THE ELEMENTARY EDUCATION PROGRAM

Program	Field Experiences		Hours	Clinical Practice
Elementary Education	EDUC 350: Practicum I Completed 2nd Semester of Year 2.		40	
	EDUC 360: Practicum II Completed 1st Semester of Year 3.		40	
	Classroom Observations for these Courses:		15	
	EDUC 405: Math Methods and Materials		15	
	EDUC 406: Science Methods and Materials		15	
	EDUC 409 Methods and Materials for Language		480 **Total: 605**	12 Weeks Full-time Student Teaching

TABLE 8: FIELD EXPERIENCE AND STUDENT TEACHING REQUIRED FOR THE EARLY CHILDHOOD EDUCATION PROGRAM

Program	Field Experiences	Hours	Clinical Practice
Early Childhood Education	EDUC 350: Practicum I – Completed 2nd Semester of Year 2.	40	
	EDUC 360: Practicum II – Completed 1st Semester of Year 3.	40	
	EDUC 310: Intro to Exceptional Children	15	
	EDUC 311: Observation, Documentation, and Assessment	15	
	EDUC 320: Infant and Toddler Dev. and Lrning.	15	
	EDUC 336: Social and Emotional Dev & Guidance of Young Children	15	
	EDUC 337: Pre-School Children w Spec Needs	15	
		480	12 Weeks Full-time Student Teaching
		Total: 635	

The Teacher Education Department has a system in place which requires candidates to demonstrate proficiencies outlined in the conceptual framework and the North Dakota Education Standards and Practices Board. Artifacts which are detailed for the candidates in each of the course syllabi provide a variety of examples from which to choose in order to demonstrate competency (See Table 9).

Table 9: **Course Objectives and North Dakota Teacher Education Standards**

Course	ND Standards	Objectives	Artifacts	INTASC
EDUC 353: Child and Adolescent Psychology	**50015.1** Development, learning, and motivation. **50015.5e** The	**Describe** major historical trends in the study of child and adolescent psychology.	• On-line Exams • Quiz • Reflective Paper	**#2**: The teacher understands how children learn and develop and

	program requires the study of communication to foster learning. **67.1-02-02-07** There's an understanding of culture as a collage of factors beyond race or national origin.	**Summarize** theory and research specific to the developmental stages of childhood, adolescence, and emerging adulthood. **Solve** interpretive scenarios specific to the topics of this course. **Organize** a persuasive argument, explaining why the application of a given theory is the best fit in a real-world situation. **Produce/create** a final project that shows a scholarly understanding of the major concepts in this course.	• Midterm Exam • Film Critique • Content Literacy Guide • Student Interview • Power point Presentation on Research Paper—Final Project	can provide learning opportunities that support their intellectual, social and personal development. **#5**: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active encouragement in learning, and self-motivation.

One of the first courses taken by candidates new to the program is EDUC 300 Education Technology. This is the course that prepares them to design their e-portfolios and to apply technology skills routine to the classroom environment. Further, application of technology skills in the design of lessons and presentations is embedded in every course. Consequently, candidates exit the program well equipped to guide their students in the development of technology skills that will serve them well throughout their schooling.

The North Dakota Education Standards and Practices board has established basic criteria for cooperating teachers. Cooperating teachers must:

- Complete a supervision of student teaching course or workshop;
- Have been a licensed teacher for three years; and
- Have been a teacher at his/her current school or at least one year.

As mentioned earlier, department faculty and area administrators/teachers work collaboratively to assure highest quality placements available for the student teaching experience for each candidate. Upon coming to agreement regarding placement, the candidate, cooperating teaching, and college supervisor meet to review requirements and sign agreements that cover duties and

responsibilities. A minimum of three meetings/observations is required, and ongoing communication is maintained via phone calls and email.

Element 3c: Candidates' Development and Demonstrations of Knowledge, Skills, and Dispositions to Help All Students Learn

Since its inception, the TMCC Teacher Education Program has awarded 63 Bachelor's degree to students in early childhood education, elementary education, and secondary science education, fifteen of whom graduated Spring 2015. All but one of past graduates are employed in K-12 systems throughout the state of North Dakota. One graduate is serving as a principal in Montana. Five of our six May 2015 Early Childhood Education graduates have been offered contracts. One Elementary Education graduate has signed a contract and the remaining eight graduates are engaged in the application and interview process in local school systems. Based on the history of TMCC teacher education graduates, the unit expects the remaining nine graduates to be employed in some capacity in education during the 2015-16 school year.

The TMCC Teacher Education Student Manual provides assessment tools for Practicum I and II and for the Student Teaching experience.

Appendix B, the TMCC Teacher Education Student Manual contains rubrics for:

- Practicums I and II,
- Dispositional Professional Qualities,
- Mid-term Assessment of Practicum,
- Final Assessment of Practicum,
- Mid-term Assessment of Student Teaching,
- Mid-term Self-Assessment of Student Teacher,
- Final Assessment of Student Teaching,
- Final Self-Assessment of Student Teacher,
- Lesson Plan,
- Writing
- The E-portfolio

In addition, the manual provides an assessment tool for the Video Tape Self-Critique and Reflection.

DIVERSITY

Standard 4.

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 Schools.

Element 4a: Design, Implementation, and Evaluation of Curriculum and Experiences

Inclusion is the ultimate realization to which the Teacher Education Department aspires. The tenets of Culturally Responsive Teaching, when applied in a more expansive approach, has the potential to activate "systemic and transformational change through the principles of culturally responsive teaching…by embracing and resolving…cultural ambiguities." Thus, the unit is working collaboratively with a sister institution of higher learning to expand candidate experiences that go beyond cultural into a wide range of diverse experiences.

Because culturally responsive teaching is multidimensional and applies principles, through the "deep teaching" process, that support a deeper understanding of best practice, transformative change, and caring, considerable effort is put forth to nurture the awareness that differences add richness and texture to community and give one an opportunity to expand one's boundaries of acceptance and regard. To that end, a diversity perspective is embedded in each program of study offered by the TMCC Teacher Education Department. To further the effort to infuse diversity into the curriculum, a "diversity plan and budget" has been submitted for approval. The plan offers a host of experiences, ranging from purely cultural perspectives to multi-faceted group perspectives on the basis of gender, SES, culture, religion, LGBT, age, etc. This effort is new to the unit, and we believe that going beyond the 'traditional" cultural/diversity" focus is critical to the development of a deeper acknowledgement of and respect for the great diversity found in any classroom. To that end, we offer:

- Coursework that is designed to address diversity,
- Opportunities for candidates to engage with students from other college campuses,
- Course syllabi that offer a wide range of readings and resources, and
- Study trips/field experiences in diverse education settings.

Coursework that easily lends itself to incorporating a broad expanse of diversity topics include EDUC 310 Introduction to the Exceptional Child, EDUC 320 Native Issues in Education, and EDUC 321 Multicultural Education and Human Relations. However, a review of course syllabi clearly indicates that diversity is infused throughout the TED curriculum. Examples of this infusion are EDUC 402A Foundations of Reading and Reading Diagnosis. The syllabus contains this following language: "Participants and instructor will explore the ways in which culture can become integral to the design of instruction focused on literacy." One of the candidate objectives of EDUC 407 Creative Art Methods is "to gain new insights into the usage of the arts within the classroom, integration into the curriculum, and multi-cultural activities." Finally, the EDUC 330 Foundations of Education syllabus quite specifically addresses exploring the many aspects of the local culture, as well as the impact of current education strategies and methods

employed by schools serving predominantly Indian children. This focus is easily expanded to incorporate a "diverse groups" perspective with just a little effort. These courses offer opportunities for candidates to develop a deeper understanding of the importance of diversity in teaching and learning and to acquire knowledge, skills, and dispositions to adapt instruction and/or services for diverse populations.

Element 4b: Experiences Working with Diverse Faculty

Due to the somewhat remote location and the small size of Turtle Mountain Community College, it is difficult to recruit on the basis of diversity. Simply finding qualified instructors has been quite difficult. Our current department faculty is composed of: American Indian (1) and Caucasian (2). In addition, we have several adjunct instructors who are a combination of Indian and non-Indian. However, all faculty, full-time and adjunct, make the supreme effort to focus not only on the Seven Teachings of the Anishinabe, but also on multiple cultural perspectives. Further, they expand the diversity focus to guiding students in developing awareness, acceptance, and appreciation for the unique challenges faced by various groups on the basis of a multiple identity factors, including gender, SES, culture, religion, LGBT, age, etc. The standard instruction by department faculty, to students, is "leave your biases at the door."

Element 4c: Experiences Working with Diverse Candidates

Turtle Mountain Community College attracts candidates from the local reservation schools, surrounding off-reservation schools, and beyond. In May, we graduated 16 students, two of whom are Caucasian (one from St. John, ND and one from Woodbridge, NJ). The remaining 14 are enrolled tribal members. Cohort X members, current seniors, number 15 and are a combination of tribally enrolled members and non-enrolled descendants of tribal members. Our current seniors (Cohort X) are graduates of our local high school, as well as surrounding off-reservation public schools and bring a wide range of experiences to the table. Our remaining secondary science Cohort VII student is non-Indian and married to a tribal member. So, while the majority of our students have resided in Rolette County most of their lives, they do bring an element of diversity into the mix resulting from unique experiences and programming offered by the local school districts (Dunseith, Rolette, St. John, and Rolla).

Opportunities to interact with adults/students from diverse backgrounds are provided via field trips that allow students to experience a "piece of culture" unique to larger communities. Examples of this effort are two field trips offered to students this year. Seven students traveled to Mayville State University to attend a session titled "The Highly Engaged Classroom," by Mr. Kenneth Williams. Students who attended had the opportunity to learn from a highly regarded professional in the field of education, and it offered students the opportunity to interact with non-Native peers from another institution. Eleven students attended a play (Mama Mia) at the Chester Fritz Auditorium in Grand Forks (UND). Based on past experience regarding student participation in such events, the TED faculty has embedded these events in course syllabi as assignments to ensure 100% participation.

Students who participated in the Kenneth Williams presentation did share with fellow students regarding strategies that the support and enhance learning. Students were also able to engage in dialogue with Mayville students, which offered an opportunity to share and hear multiple perspectives.

Currently, a collaborative effort, focused solely on enhancing the diversity experience is in the making. The TMCC TED is formalizing a collaborative working relationship with Mayville State University in an effort to broaden the expanse of the diversity experience at each institution. Each institute will design cultural events geared specifically toward exposing students from both institutes to diverse learning experiences and diverse student perspectives. These events are included in the Diversity Plan. On our end, we are working with our Native American Cultural Coordinator to plan the Annual Culture Fest held each spring here at Turtle Mountain Community College. This is the first time our teacher education students will be involved in the planning of this event. They will also be instrumental planning the cultural program for Mayville students as they learn responsibilities and duties involved in hosting a professional development event. Table 10 depicts candidate demographics for Fall 2014.

Table 10: **Candidate Demographics for Fall 2014 Semester**

	Candidates in Teachers Preparation Programs	**All Students in the Institution**
American Indian/Alaska Native	35	No data.
Black or African American	0	No data.
Native Hawaiian or Other Pacific Islander	0	No data.
Hispanic or Latino	0	No data.
White	2	No data.
Total	**37**	No data.
Male	8	No data.
Female	29	No data.
Total	**37**	No data.

Element 4d: Experiences Working with Diverse Students in P-12 Schools

Throughout their program of study, candidates are evaluated by college faculty, student teaching supervisors, and cooperating teachers. Evaluation tools that contain all dispositions and INTASC standards are a standard part of the process and include self-assessment, assessment by cooperating teacher, and assessment by college supervisor. All assessments are conducted at the mid-point in the field experiences and at the end (Final Assessment). In addition, candidates submit weekly reflection journals to the college supervisor for discussion and review and are required to submit at least two videos that serve as teaching samples. Finally, candidates present their e-portfolios to the faculty for review and assessment. The portfolio serves as an artifact that

demonstrates their proficiency in designing instruction using INTASC standards as a guide in the development process.

We make every effort to place students in a variety of school settings for their practicum and field experiences. Because we are limited by student resources and the number of local educators qualified to serve as cooperating teachers, most of our students are limited to completing practicums and field experiences in area schools. However, we did have two students who opted to complete the field experience in schools quite distant from the local community. It should be noted that, even though most of placement sites are local, they do offer a degree of diversity. Table 11 provides information regarding diversity in local schools selected for placement during the 2013-2014 and 2014-2015 school years.

Table 11: **Demographics on Sites for Field Experiences**

	Native American	White	African American	Hispanic	Asian	Special Education
Turtle Mountain Community Elementary	394	2	0	1	0	76
St. John Public Schools	253	21	No data.	No data.	No data.	57
Rolla – Mt. Pleasant School District K-6	134	No data.	No data.	No data.	No data.	No data.
Dunseith Public Schools K-6	225	1	No data.	No data.	No data.	44
Dunseith Day School K-8	252	0	0	0	0	58
Ojibwa Indian School K-8	285	0	0	0	0	No data.
Manvel Public Schools K-6	No data.	*114	No data.	No data.	No data.	No data.
Fort Lincoln Elementary – Mandan, ND	No data.	*432	No data.	No data.	No data.	No data.

*No categorical data regarding race and special education.

Because local schools are predominantly populated with Native American students, there is a need to expand candidates' experience prior to the field experience. Therefore, the unit will make a concerted effort to work collaboratively with schools in Willow City, Rugby, and Bottineau to place candidates in these schools for one day to observe and learn about school/community demographics. Every candidate will spend one full school day in the assigned school collecting information. They will work collaboratively to design interview and observation tools to be used to acquire information. Upon completion of this task, students will gather to share information, compare experiences/observations and discuss.

Field/study trips offer candidates opportunities to interact with P-12 students from diverse backgrounds. Each year, the faculty has orchestrated trips to public schools systems and communities that have the potential to engage candidates in a host of cultural experiences via time spent in P-12 school settings and businesses/organizations that provide cultural experiences through music and art media not available in the local areas. In order to ensure these events become "standard practice" of the department, for the first time ever, the TMCC Teacher Education Department has developed multicultural/diversity goals and submitted a budget to the TMCC administration and Board of Directors in the amount of $26,750 (Appendix XX) to meet NCATE Standard 4. Included in the budget is a component that would allow for repeating a very successful event (2008) in which TED students traveled to Minneapolis to visit schools serving high concentrations of students from diverse backgrounds. In the event this particular feature of the budget, which is quite costly, is not approved, an alternate plan is to visit the Minot or Fargo Public School District which also includes schools serving students of diverse backgrounds. In addition, the budget allows for numerous opportunities for students to engage with individuals of diverse backgrounds through classroom presentations. Such events include a wide range of perspectives not limited to race, ethnicity, and culture.

Poverty is evident in the lives of the students, therefore, college faculty and staff work together to accommodate the needs of the students, while being careful not to enable dysfunctional behaviors. The Teacher Education Department addresses all aspects of diversity within real-world contexts in all of the courses in order to ensure that the candidates are exposed to and commit to a kind of teaching that incorporates multiple perspectives on different issues so that ethnocentrism and provincial thinking are addressed in a real and meaningful way.

Finally, elders play a collaborative role within the cohorts. The elders' role is to convey a historical context and interpretation of cultural understandings. Within coursework that lends itself to enhancing the local cultural perspective, elders are invited into the classrooms to share the history of tribal involvement in the delivery of quality learning experiences Pre-K through 16. A most recent example of this is a focus group event, involving elders from the community, in the Native Issues in Education class. Elders with knowledge about the impact of Public Law 93-638 on local schools, and schools serving Indian students, in general, shared the history and background the PL 93-638, as well as its impact on local school schools systems.

FACULTY QUALIFICATIONS, PERFORMANCE, AND DEVELOPMENT

Standard 5.

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Element 5a: Qualified Faculty

Currently, the TMCC Teacher Education Departments is made up of a Teacher Education Programs Director, two full-time instructors, and one instructor who teachers three courses – Issues in Native Education, Multicultural Education, and Creative Arts. The table below presents faculty qualifications:

Table 12: **Faculty Qualifications**

Faculty Member	Academic Qualifications	Relevant Prior Experience	Course Load
Delorme, Teresa Director, Teacher Education Programs	Ed.D. Education Administration M.Ed. Education Administration B.S. Elementary Education K-8	30 years – Elementary Principal 1 year – DPI Race and National Origin Equity Coordinator 3 years – Jr./Sr. High Native Studies Instructor/Tutor 1 year – K-2 Language Teacher/H.S. Radio Broadcasting Instructor	15 Credits - Spring Semester 2015 0 Credits - Fall Semester 2015
Dionne, Kristie	B.S. Elementary Education M.S. Elementary Education	24 years – Elementary Teacher 6 years – TMCC Teacher Education Faculty	17--- Credits – Fall Semester 2014-15 27--- Credits – Spring Semester 2015
Henry, Kathy	B.S. Elementary Education M.A. Educational Leadership	24 years – Elementary Teacher 11 years - TMCC Teacher Education Faculty	30--- Credits – Fall Semester 2014-15 24--- Credits – Spring Semester 2015
LaFountain, Les	B.S. Secondary Education – Social Studies M.A. Educational Leadership	15 years – Elementary/Secondary Teacher in area schools 8 years – TMCC Faculty Has served as PT TED instructor Currently teaches some courses in TED	3--- Credits – Fall Semester 2014-15 3--- Credits – Spring Semester 2015

There are a wide variety of related experiences that faculty members bring with them in terms of professional credentials and personal accomplishments, such as cultural exposure and influences, past classroom and field experiences, civic involvement, research, scholarship, and special interests and hobbies. The director has served in the K-12 setting for 38 years, as a teacher and as an administrator. While serving as an elementary principal, she has managed federal grants and provided extensive diversity training for educators Pre-K – 12. The faculty demonstrate a high degree of expertise in the courses they teach and continually seek opportunities for professional development through training and workshop events offered throughout the state.

Table 12 outlines faculty qualifications. The Teacher Education Department faculty has advanced degrees in their respective fields of early childhood education and elementary education. They are experienced educators with a commitment to culturally responsive teaching and a learner-centered teaching and learning paradigm. The Department lost the instructor who provided the bulk of the secondary science coursework, and we will be seeking a candidate to fill that position. Currently, we have three full-time and four adjunct faculty. In addition, one of TMCC's Social Sciences instructors offers the EDUC 320 Issues in Native Education and the EDUC 321 Multicultural Education and Human Relations courses to education students. All of the Teacher Education faculty are licensed professional educators in the state of North Dakota, ranging from birth to secondary. Both of the full-time instructors have been teaching at TMCC eight years and demonstrate an unusual depth of understanding of the local culture and are adept at navigating the issues inherent in service to a high poverty area such as ours. Both can often be observed offering support and guidance to students who find themselves grappling with high stress situations and helping them through the problem-solving process.

Element 5 b: Modeling Best Professional Practices in Teaching

All TED faculty operationalize the Conceptual Framework (Culturally Responsive Teaching) through courses they teach. Culturally Responsive Teaching encompasses principles that support transformational change through the "deep teaching" process embraced by the unit. Course content, objectives, and assessments are aligned to the conceptual framework as well as to InTASC and North Dakota State Standards.

Element 5c: Modeling Best Professional Practices in Scholarship

Unit faculty participate in a wide range of professional development activities. Table 13 provides a listing of training and other professional development activities, over the course of academic years 2013-2015, that have served to support continued growth in best practice.

Table 13: **Department Professional Growth Activities**

Faculty Member	Event – Activity	Date	Location
Kathy Henry (FT)	ECE* Fall Conference	2014	Fargo, ND
	ECE* Spring Conference	April 2015	Bismarck, ND
	NDACTE Spring Conference		Fargo, ND
	Kenneth Williams	January 2015	MSU-Mayville, ND
Kristie Dionne (FT)	NDACTE Spring Conference	April 2015	Fargo, ND
	ND Reading Assoc. Conf.	April 2015	Minot, ND
Les LaFountain (PT)	HLC Training		Chicago, ILL
	HLC Nat'l Conference	March 2015	Chicago, ILL
Teresa Delorme Director	FERPA Training	September 2014	BSC – Bismarck, ND
	Fatherhood is Sacred Train the Trainer	September 2014	UTTC – Bismarck, ND
	Academy for Assessment of Student Learning (HLC)	October 2014	St. Charles, ILL
	HLC Nat'l Conference	March 2015	Chicago, ILL
	NDACTE Meetings	2014-15	Bismarck, ND/IVN
	CAEP Subcommittee Meetings	2014-15	Bismarck, ND

*Early Childhood Education

Element 5d: Modeling Best Professional Practices in Service

The mission of the tribal college is to serve as the center for higher learning and community service. A number of programs have been development and implemented by the science faculty that target secondary students from the local community in the areas of science, technology, engineering, and math (STEM). These outreach curricula are designed to engage the high school students in higher level academics disseminated by college faculty within these subject areas. In addition, the faculty is recognized for their volunteerism in numerous field activities where they serve as mentors to young aspiring scientists.

Element 5e: Unit Evaluation of Professional Education Faculty Performance

Unit faculty are evaluated in a number of ways. In an effort to maintain a standard of professional excellence within the unit, each faculty member receives a student evaluation at the end of each semester. Instructors use the candidate evaluations as part of the self-evaluation that is part of the annual evaluation process. The director completes formal evaluations of faculty in April of each year. The process is a collaborative between the director and each faculty member and focuses on strengths and opportunities for professional growth. The entire process is focused on professional growth. Final evaluations are forwarded to the Human Resources Director. The Teacher Education Director is evaluated annually by the Academic Dean.

The purpose of the evaluation is to appraise the instructor based on the ten INTASC standards of instructor competency. Resultant data is processed by the department administrative assistant and subsequent findings are reported to the faculty member. Adjustments are made to improve instructional methods and student learning therein. Student evaluation of teacher education faculty indicates that students are satisfied with the level of instruction they have received thus far within the teacher education curriculum. Future professional development opportunities will be tailored to address weaknesses in INTASC standards that target content knowledge, instructional strategies, communication skills, and student assessment in order to fulfill the unit conceptual framework of culturally responsive teaching. Turtle Mountain Community College offers three campus-wide faculty (including adjunct) professional development opportunities which serves as an option for the unit faculty members.

Element 5f: Unit Facilitation of Professional Development

Due to the limited in-state opportunities for professional development, faculty members have been granted permission to register and attend every professional development opportunity requested by them (See Table 12). They have also participated in online coursework and webinars and are able to order a variety of professional development resources (video, literature, etc.) as needed. The unit must work to expand opportunities to engage in formal professional development opportunities with fellow educators in and out of state. The unit currently has high hopes that our collaboration efforts with Mayville State University will serve as a vehicle for professional growth through shared learning.

The research model that retains cultural contexts is phenomenology. It has been used extensively for culturally based assignments with the candidates in their various courses in order to acquaint them with this qualitative research methodology and to help them reflect on the "lens" through which they are observing and participating in their research study. Faculty within the secondary science project are participating in numerous research activities that include the National Science Foundation supported study, peer reviewed journal articles, quantitative/qualitative empirical study in cohort model learning communities, and presentations at professional society meetings and conferences. The faculty, at large, has presented at national and state conferences in the areas of reading, cultural diversity, American Indian topics and best teaching practices.

UNIT GOVERNANCE AND RESOURCES

Standard 6.

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.
Unit Leadership and Authority

Element 6a: Unit Leadership and Authority

TMCC has a hierarchical model for governance that begins with the Board of Directors and President, and continues down to the Department Chairpersons and Directors, and students. The Teacher Education Department functions within this governance while simultaneously incorporating a sense of community that relies upon the valued and unique contributions of all members in the development and execution of a purposeful department that serves the needs of its students and the Turtle Mountain community as a whole.

The small size of the Department requires that we all assume roles with flexible boundaries and challenge ourselves to go beyond our usual comfort zones, but not beyond our areas of expertise. For example, there is free movement of secondary and elementary faculty across grades 1-12. The faculty all have experience and expertise that spans early childhood, elementary, middle, secondary and higher education, thus making it easy to cross traditional boundaries. As was earlier illustrated in this document (See Table 1) many of the curriculum EDUC courses are common to early childhood, elementary and secondary. Therefore, the secondary science faculty may contribute to all three programs in shared courses such as Educational Technology, Child and Adolescent Psychology, and Curriculum Planning and Assessment. Elementary education faculty have taught combined sections of elementary and secondary courses that included Foundations of Education, Exceptional Students, and Multicultural Education.

The TED Director relies upon the skills sets of all members of the department in formulating an environment of shared governance. The collaborative nature of this governance provides everyone many opportunities to be involved in the decision-making process at different entry points, which fosters collective ownership in the future of teacher education at TMCC. Candidates are encouraged to participate in this same decision-making process in the courses taught by the Teacher Education faculty. The goal is to provide an opportunity for nurturing relationships and ownership of the vision and mission of the Teacher Education Department.

The Director reports to the Academic Dean, who assumes a collaborative role with faculty in general. Other duties and responsibilities incurred as director include the following: (a) writing quarterly in-house reports, (b) annual national reports to the funding agencies who support teacher education at TMCC, (c) finding appropriate scholarships and alternative sources of support for cohort members, (d) building partnerships between TMCC teacher education and other institutions of higher education, (e) collaborating with North Dakota four-year institutions in areas of science engineering technology and math (STEM) to foster future research opportunities for secondary science teacher education students, (f) participating in research based

inquiry of best teaching practices in teacher education, first year teacher retention, and K-12 science instruction strategies that develop student interest in learning, (g) acting as liaison between TMCC and other tribal college teacher education departments (Haskell Indian Nations University, Sitting Bull College, Salish Kootenai College, Oglala Lakota College, Sinte Gleska University, Dine' College, and Ft. Berthold Community College) in sharing vital information regarding the retention and persistence of pre-service teachers. (h) supporting program development and faculty professional development, (i) participating in Teacher Education departmental meetings in which the development of mutual professional respect and value lead to equitable outcomes that benefit all parties involved, (j) fiscal management of the budget, and, (k) instruction in select curriculum courses.

The two Elementary Education instructors have the primary responsibilities for teaching the elementary education curriculum and other shared courses. They have extensive experience in elementary, secondary, and higher education with specialties in tribal culture, diversity, language arts and learning environments.

The Early Childhood faculty will teach courses in all aspects of the ECE curriculum. In total, three of the department members have expertise in Early Childhood education. There are two full time instructors for the Early Childhood program.

Fiscal oversight of the Professional Development for Elementary Education program is directed by an administrator who also has responsibility for the design and implementation of induction year programming and support for elementary education graduates who have been funded by this program.

Element 6b: Unit Budget

During the spring of 2013, the Teacher Education Department was awarded 1.25 million for PDEE stipend program. The project was designed to support seventeen elementary education students for three years. Support from program provides operating capital in the following areas: (a) recruitment and subsequent salaries for faculty and support staff; (b) student stipends, tuition, and related fees; (c) operational materials and supplies such as lap top computers for students and desk top computers and associated hardware for faculty and staff; (d) travel support for TMCC faculty to teach at partner sites and professional development conferences; (e) travel support for students to witness unique educational out of the reservation community, and (f) other necessary expenditures that further support the department and teacher education students. The PDEE Director's salary is also funded by this project.

Title III fiscally support two full-time faculty and an administrative assistant. In addition, salaries for four adjunct instructors are covered by the institution's operational budget.

Element 6c: Personnel

The Teacher Education Department operates by the general standards, policies and procedures of TMCC. Thus a standard workload for faculty is twelve credit hours per semester. Faculty may choose to take an overload to help out in emergency situations, and are compensated for the extra

time. The advising loads are shared across the department and students have continual access to all the members of the department during regular office hours.

The faculty participates on various committees: Academic Standards, Professional Development, Service Learning Initiative, Assessment, Cultural Studies, e-Learning, Fine Arts, Research, financial Aid, and Retention.

Scholarship and research form the foundation for the entire curriculum. Research is extensive, particularly for course development. Publication is not required since teaching is the main emphasis. However, the Science Department has been involved in research in genetics, pre-eclampsia, neuro-biology, water quality, biomass quantification at Anishinabe Cultural Wellness Center following a destructive tornado in 2008, and the survivorship of the mosquito on Turtle Mountain. Many of these studies have been cooperative efforts between the secondary science teacher education program's students and the TMCC science department.

Element 6d: Unit Facilities

The unit is located in the northeast corner of the second floor in the main education building of the campus. The faculty is housed in a suite of offices that lends itself well to ongoing communication and collaboration. The department has almost exclusive use of three classrooms which are equipped to offer any imaginable activity or learning exercise. Classrooms are equipped with Promethean Boards for use by both faculty and students. Wireless technology, a document camera, and LCD projectors are available, as well.

In the event that additional facilities for special classes or activities are needed, the faculty and students have access to the auditorium, gymnasium, and the IVN Classroom. Frankly, with a bit of planning and collaborating, the department can gain access to almost any classroom, if needed.

Element 6e: Unit Resources including Technology

The technology department at TMCC has a strong commitment to all students, faculty and staff operating within the institution. It has developed and is implementing a technology plan that will strongly influence superior teaching and learning through effective use of technology. Faculty and staff from the teacher education unit have been leaders in the use of innovative technologies both on campus and in the broader academic community. Courses have been disseminated through a wide spectrum of modalities that include the interactive video network, the internet, and a combination of face-to-face and internet instruction that has been collectively termed as a "hybrid course". In addition, candidate assessment has been directed by the electronic portfolio, and is an integral component of course assessment within the Culturally Responsive teaching curricula.

Students participate in extensive web-based orientation and training that prepares and facilitates the proficient use of computers for the purpose of navigating the server Jenzabar which can be accessed directly from the TMCC home page, www.tm.edu. This server enables students to keep scheduling records, communicate with faculty and staff, access supplementary class materials,

enroll and participate in on-line courses, as well as interact with other classmates in discussion threads related to course content and materials. In addition to Jenzabar, students may utilize the Google platform, (https://mail.google.com/mail/), to access their email from anywhere in the world. In the event of a distance education student within the TMCC teacher education program, on-line tutorials on any of the technological services available through the TMCC is accessible though the TMCC On-Line page. Students are given training in the use and navigation of Jenzabar during registration. All students are required to have a TMCC email address and to use this portal exclusively when communicating with their instructors. Other characteristics of innovative technological uses include the TMCC-American Indian Higher Education Consortium (AIHEC) virtual library which provides students with access to numerous education support materials.

Students within the elementary and secondary science cohort have been provided with laptop computers that are necessary for the design and creation of their e-portfolio. The portfolio is a major assessment component for the teacher education program as it synthesizes the philosophy and vision of the department through the minds of its students. In addition, these computers serve as a vital connection between the student and faculty in matters related to coursework and advisement. This basic piece of equipment is fundamental to the success of the teacher education students in all ways related to education.

The future for technological advancement at TMCC includes: (a) streaming media for video and audio content that can be utilized within the classroom and at remote sites, (b) research and implementation of a technology tutor lab, (c) establish a reward system recognizing exemplary teaching using technology, (d) create a website devoted to communication and demonstration of "best teaching practices", (e) develop procedures and instruments for assessing the impact of technology for teaching and learning, and (f) develop a security strategy for all technology experience and system software to protect college information.

Rapid advances in technology and increasing access to technology rich learning environments present additional challenges to education professionals. The Teacher Education Department is especially committed to meeting these challenges. It prepares candidates who are able to thrive in 21st Century classrooms and use educational technology to help all students learn. Currently, the department director and the director the IT department are discussing the idea of piloting Chromebook with the next cohort.

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APPENDIX A:

Early Childhood Education Curriculum Documents

EARLY CHILDHOOD CURRICULUM FOR BACCALAUREATE

Fall Semester (20 cr)

- EDUC 235 Praxis (1)
- EDUC 310 Intro to Exceptional Children (3)
- ECE 320 Infant & Toddler (3)
- EDUC 321 Multicultural (3)
- EDUC 330 Foundations (3)
- ECE 336 Social Emotional (3)
- ECE 337 Pre-School w/Special Needs (3)
- ECE 350C Practicum I (1)

Spring Semester (18 cr)

- ECE 311 Observation, Documentation/Assessment (3)
- ECE 313 Language Development (3)
- EDUC 320 Native Issues (3)
- ECE 338 Family/Community (3)
- EDUC 405 Math Methods (3)
- ECE 414 Administration Leadership (3)

Fall Semester - 2nd year (18 cr)

- EDUC 236C Praxis II (1)
- ECE 360 Practicum II (1)
- EDUC 402 Foundations of Reading (4)
- EDUC 403 Social Studies Methods (3)
- EDUC 406 Science Methods (2)
- EDUC 409 Methods/Materials Language (3)
- ECE 411 Pre-K Methods (2)
- ECE 412 Kindergarten Methods (2)

Spring Semester - 2nd year (13 cr)

- ECE414 Student Teaching Pre-K (6)
- ECE415 Student Teaching K-3 (6)
- ECE416 Student Teaching Seminar (1)

Summer Semester Coursework

- MATH 277 Math for Teachers
- EDU C300 Educational Technology
- ENGL 325A Writing for Teachers
- ECE 329 Curriculum, Development. Play

APPENDIX B: Curriculum Exhibit Forms

Elementary Ed Curriculum Exhibit Form

Early Childhood Curriculum Exhibit Form

Secondary Science Exhibit Form Biology

Secondary Science Exhibit Form Chemistry

Secondary Science Exhibit Form Earth Science

Secondary Science Exhibit Form Physics

APPENDIX C: Faculty Data Forms

Faculty Data Form Teresa Delorme

Faculty Data Form Les LaFountain

Faculty Data Form Kathy Henry

Faculty Data Form Janelle Wiedrich

Faculty Data Form Kristie Dionne

APPENDIX D: Institutional Demographic Information

Clinical Site Demographics

Candidate Demographics

APPENDIX E: Diversity Plan and Budget

Diversity Plan

Diversity Budget