

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

COVER SHEET

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

- 2. Date Submitted: August 2015**

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

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

SECTION 1: -CONTEXTUAL INFORMATION

I. Candidate Information

Directions: Provide three years of data on <u>all</u> candidates enrolled* in the unit and completing** its programs, beginning with the most recent academic year for which numbers have been tabulated.		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
2014-2015	37	15
2013-2014	32	8
2012-2013	18	6

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

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

II. Professional Education Sequence Curriculum Exhibit: Under the heading **Common Professional Education Coursework**, enter the title and name of required education courses that are common to all of your programs (add rows as needed). Then under the heading **Program Area** enter the title and name of required education courses that are specific to the listed program area. (You do not need to repeat those listed in the common coursework).

Common Professional Education Coursework	
EDUC 300: Educational Technology (2)	
EDUC 310: Introduction to the Exceptional Child (3)	
EDUC 320: Native Issues in Education (3)	
EDUC 321: Multicultural Education and Human Relations (3)	
EDUC 350: Practicum I (1)	
EDUC 360: Practicum II (1)	
EDUC 353: Child and Adolescent Psychology (3)	
EDUC 414: Student Teaching Seminar (1)	
EDUC 415: Student Teaching (12)	
EDUC 330: Foundations of Education (3)	
Program Area	Professional Education Coursework
Early Childhood Education	ECE 311: Observation, Documentation, Assessment.(3) ECE 313: Language Development & Emerging Literacy (3) ECE 320: Infant and Toddler Development (3) ECE 329: Early Childhood Curriculum, Assessment, Creative Arts, Music, Planning, Development, Play and Evaluation (3) ECE 336: Social/Emotional Development & Guidance of the Young Child (3) ECE 337: Pre School Needs

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

	<p>ECE 338: Home, School and Community (3) EDUC 402: Foundations of Reading and Diagnosis (4) EDUC 403: Social Studies Methods (3) EDUC 405: Math Methods (3) EDUC 406: Science Methods (2) EDUC 409: Language Arts Methods and Materials (3) EDUC 410: Educational Assessment (3) ECE 411: Pre-Kindergarten Methods & Materials (3) ECE 412: Kindergarten Methods and Materials (3)</p>
Elementary Education	<p>EDUC 329: Curriculum Planning and Evaluation (3) EDUC 331: Learning Environments (1) EDUC 402: Foundations of Reading and Diagnosis (4) EDUC 403: Social Studies Methods (3) EDUC 404: Music Methods (2) EDUC 405: Math Methods (3) EDUC 406: Science Methods (2) EDUC 407: Creative Arts Methods (3) EDUC 408: Health and PE (2) EDUC 409: Language Arts Methods and Materials (3) EDUC 410: Educational Assessment (3)</p>
Secondary Education - Science	<p>EDUC 329: Curriculum Planning and Evaluation (3) EDUC 375: Reading in the Content Area (2) EDUC 470: Methods of Science Instructions (3)</p>

III. Descriptive Information about the Unit:

A. Name of institution's programs at the initial level (complete chart below adding rows as needed):

Program Name	Grade levels for which candidates are being prepared	Degree or award level (Baccalaureate, Post Baccalaureate, Masters, Minor, Endorsement)	Delivery Site (On-Campus, Off-Campus (list site), On-line (50% or more))
Early Childhood Education	Pre-K - 3	Baccalaureate Degree	On-Site
Elementary Education	K-6	Baccalaureate Degree	On-Site
Secondary Science	7-12	Baccalaureate Degree	On-Site

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

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

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

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

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

SECTION 2: RESPONSE TO STANDARDS

I. Areas of Weakness from Prior Review

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

50037.4 The program requires 16 semester hours of study in developmentally appropriate practices, and the development and implementation of curriculum instruction based on knowledge of individual children and the community. The program uses varied performance assessments of candidates’ understanding and abilities to apply knowledge.

Response to the Area of Weakness:

[ECE 329 Early Childhood Curriculum and Planning, Developmental Play and Evaluation:](#)

Credit load was increased from 3 to 4 with another credit to meet the art, music, and movement for birth to grade 3.

[PSYC 353 Child and Adolescent Psychology:](#) Three credits is a requirement of Early Childhood candidates.

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

50037.7 The program requires the study of current, appropriate instructional and augmentative technologies for professions, children, and families. The program uses varied performance assessments of candidates’ understanding and abilities to apply that knowledge.

Response to the Area of Weakness:

[EDUC 310 Introduction to Exceptional Learner](#): This course speaks to candidates concerning appropriate instructional and augmentative technologies. Fall 2015 syllabi require candidates to meet with a Speech/Language pathologist and a Special Education teacher to have augmentative technologies demonstrated, with explanations of how these technologies are accommodations for appropriate instruction. This will be assessed by the candidate’s reflections and discussion during class meetings. A scheduled guest speaker, Bureau of Indian Affairs, Director of Special Education will present to the students on how hearing and visual impaired learners receive accommodations in the local school system.

For field experience, the candidates will visit Devils Lake School of the Deaf and Grand Forks Blind School. These activities will be incorporated into the EDUC 310 Exceptional Learner syllabus. The candidate will be required to demonstrate thorough and insightful understanding of the topic and be able to communicate with a strong sense of purpose the support of the technology in their classroom.

Teacher Education Department purchased an “audio assistive” technology system for the classroom. Candidates become familiar with its presence and use it for voice enhancement or to assist candidates with low impaired hearing. Department instructors and candidates have continual access to this technology.

50037.9 The program requires three supervised field experiences and two student teaching experiences. One student teaching experience must be in an accredited pre-kindergarten or kindergarten setting and the others in grades 1, 2, and 3, and include the opportunity to work with children with special needs. The program uses varied performance assessments of candidates’ understanding and abilities to apply that knowledge.

Response to the Area of Weakness:

ECE candidates complete two student teaching assignments, the first in an accredited Pre-K or K classroom and the second in either grades 1, 2, or 3. The diverse age groups requirement is not only met in their student teaching assignments, but in Practicums I and II (40 hours) and ECE course field experience (approximately 73.5 hours), as well.

COURSE NUMBER	COURSE TITLE	Observation Requirement
ECE 414	Student Teaching Pre-K	6 credits (240 clock hours)
ECE 415	Student Teaching K,1,2,3	6-10 credits (240-400 clock hours)
ECE 350	Practicum I	40 hours
ECE 360	Practicum II	40 hours
ECE 411	Pre-Kindergarten Methods & Materials	2.5 hours
ECE 412	Kindergarten Methods and Materials	10 hours
ECE 310	Introduction to Early Childhood	15 clock hours
ECE 311	Observation, Documentation, & Assessment	15 clock hours
ECE 320	Infant and Toddler Development	16 clock hours

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

ECE 329	ECE Curriculum Planning, Dev. Play, and Evaluation	10 clock hours
ECE 336	Social Emotional Development & Guidance of Young Children	5 clock hours
		TOTAL 685.5 to 846.5

The student teaching syllabus clarifies a Pre-K or K and another placement in grades 1, 2, or 3. EDUC Methods and Materials courses require clock hours that early childhood candidates must complete.

ECE 310, 311, 320, & 329 courses include placement of the candidates in institutions with infants to four year olds.

50037.11 Candidate assessment data are regularly and systematically collected, compiled, aggregated, summarized and analyzed to improve candidate performance, program quality, and program operations. The program disaggregates candidate assessment data when candidate are in alternate route, off campus, and distant learning programs.

Response to the Area of Weakness:

ECE data is collected and reviewed for program improvement within the data base.

NCATE Standards

Standard 1. Candidate Knowledge skills and Dispositions

Early Childhood Standards have been added to ECE syllabi. Courses numbers and names have been checked and aligned with Common Course numbering. Initial elementary education method courses being offered to ECE candidates have accommodated early childhood content.

ECE candidate dispositions are evaluated during fall semesters and student teaching by the candidate and the advisor.

ECE candidates are required to complete EDUC 300 Educational Technology.

Standard 2. Assessment System and Unit Evaluations

ECE candidates complete EDUC Praxis I with elementary and secondary candidates unless they have passed the test prior to acceptance into the program. The system for assessing student skills and giving student/teacher feedback is a system called North Star.

ECE candidates complete EDUC 236 C Praxis II. The program utilizes ETS software for the 5621 Principles of Learn Teach: Early Child and 5022 Early Childhood Content Knowledge.

To evaluate Praxis I and II scores, the advisor looks at strengths and weakness revealed in practice tests and classroom quizzes.

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

All (7) early childhood candidates passed Praxis I, and 6 candidates successfully completed Praxis II. Two of the 6 ECE candidates completed the 5622 Principles of Learn Teach: Grades K-6.

ECE syllabi include ND Early Childhood standards, NAEYC standards and INTASC standards.

Standard 3. Field Experiences

Candidates complete two student teaching assignments, the first in an accredited Pre-K or K classroom and the second in either grades 1, 2, or 3. The diverse age groups were not only met in their student teaching assignment, Practicum I and II (40 hours), and ECE course field experience requirements (approximately The Teacher Education Department is discussing ways to secure attendance such as using Survey Monkey. The first meeting of 2015 is currently scheduled for September 11.

73.5 hours).

COURSE NUMBER	COURSE TITLE	Observation Requirement
ECE 414	Student Teaching Pre-K	6 credits (240 clock hours)
ECE 415	Student Teaching K,1,2,3	6-10 credits (240-400 clock hours)
ECE 350	Practicum I	40 hours
ECE 360	Practicum II	40 hours
ECE 411	Pre-Kindergarten Methods & Materials	2.5 hours
ECE 412	Kindergarten Methods and Materials	10 hours
ECE 310	Introduction to Early Childhood	15 clock hours
ECE 311	Observation, Documentation, & Assessment	15 clock hours
ECE 320	Infant and Toddler Development	16 clock hours
ECE 329	ECE Curriculum Planning, Dev. Play, and Evaluation	10 clock hours
ECE 336	Social Emotional Development & Guidance of Young Children	5 clock hours
		TOTAL 685.5 to 846.5

The student teaching syllabus clarifies a Pre-K or K and another placement in grades 1, 2, or 3. ECE 310, 311, 320, & 329 places the candidates in institutions with infants to four year olds.

Standard 6. Governance.

The ECE was originally sustained by a Title III grant, which ended several years ago. Since then, the ECE program and faculty positions have been funded by the institution.

The ECE External Advisory Committee is currently in place with principals and teachers from the county school systems, however efforts to meet the two meetings a year goal have not been successful. The Teacher Education Department is discussing ways to secure attendance such as using Survey Monkey. The first meeting of 2015 is currently scheduled for September 11.

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

Current ECE External Advisory Committee Membership includes: Rebecca Ward, Principal Dunseith Public Elementary, Theresa St. Pierre, First Grade Teacher, Dunseith Public School, Michelle Thomas, Principal Dunseith Day School, Mike Blue, Principal Ojibwa Indian School, David Gourneau, Bureau of Indian Affairs Line Officer, Patty Gourneau, Pre-K teacher Turtle Mountain Elementary, Lucas Wuori, Third Grade Teacher, Rolette Public School, and Wannetta Bennett, Tribal Head Start Liaison.

Overall program- Early Childhood

The team decision's rationale for deciding that the Early Childhood overall program was met with weakness was because the program was still in the planning stages. The first co-hort began fall semester 2012 and finished spring semester 2015. The teacher education program is continually assessing curriculum, field experience, individual performance disposition and portfolio assessment needs of the individual candidates as well as the early childhood programming.

II. Course/Assessment Matrix: Complete the matrix below.

Guidance: In column two, list courses that address each of the ESPB/InTASC standards for the unit. All courses listed should be linked to an electronic syllabus. Courses should be required of all candidates although some courses may differ between majors. For example, early childhood education majors may be required to take a course in child development while secondary majors may be required to take a course in adolescent development. In this column, you may also list additional experiences that candidates engage in that address the standard and are assessed but may not occur within specific coursework. Next, list the assessments that most clearly align with each standard. Choose from among those described in **IV Required Assessments** and **V Additional Assessments**. Finally, the last standard in the matrix is an overarching one, the Human Relations and Cultural Diversity Standard. This unit level report must include information at both the initial and advanced levels for this standard.

For each standard in the matrix list ONLY those courses and assessments that specifically address that standard. Simply repeating all courses or all assessments in each row of the matrix will only confuse the reviewer. It is not expected that every course and every assessment address every standard. It may also be that some assessments will need to be further disaggregated to pinpoint that part of the assessment measure that directly addresses a specific standard. Please be specific! For those programs that are accredited or recognized by other bodies, you need only provide a link to the letter of reaccreditation (NASAD, NASM, AHSA, etc.) or a link to the latest SPA report.

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

InTASC/ESPB Standards	Related courses: For each standard, list the related course prefix and title and provide an electronic link to each syllabus. After the title, indicate (in parentheses) whether the course is required across programs or is specific to a particular program area (Early Childhood Education, Elementary Education, Middle Level Education, Secondary Education and Special Education at the Initial Level only).	Assessments: Choose from among those listed in III.b below. Remember, it is not expected that every assessment address every standard. It may also be that some assessments will need to be further disaggregated to pinpoint which part of the assessment measure addresses a specific standard.
<p>Standard #1: Learner Development The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p>	<p>ECE 320 Infant Toddler: PSYC 353 Child and Adolescent Psychology. EDUC 329 Curriculum Planning and Evaluation: ECE 329 Early Childhood Curr. Planning EDUC 330 Foundations: EDUC 331 Learning Environments EDUC 402 Foundations of Reading Diagnosis:</p>	<p>ECE 320: Midterm/Quizzes/Final PSYC 353: Reflections/Exams EDUC 329: Lesson Plan/Unit Development ECE 329: Thematic Unit EDUC 330: Final Project EDUC 331: Design/Teach mini-lessons EDUC 402 Quizzes/Lesson plans/log entries</p>
<p>Standard #2: Learning Differences The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to meet high standards.</p>	<p>EDUC 310 Introduction to the Except. Child: EDUC 320 Native Issues in Education: EDUC 321 Multicultural Education: ECE 329 Early Childhood Curr Development EDUC 329 Curriculum and Planning/Evaluation: EDUC 331 Learning Environments: EDUC 402 Foundations in Reading/Diagnosis:</p>	<p>EDUC 310: Case Study Presentation -Rubric EDUC 320: Pre/Post/Midterm/Final EDUC 321: Pre/Post/Midterm/Final/Rubric ECE 329: Thematic Unit EDUC 331: Personal Clrm Mngmnt Plan EDUC 329: Lesson Plan/Unit Development EDUC 402:</p>
<p>Standard #3: Learning Environments The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p>	<p>ECE 313 Language Development and Literacy ECE 320 Infant Toddler EDUC 329 Curriculum and Evaluation EDUC 331 Learning Environments EDUC 360 Practicum II ECE 414/415 Student Teaching/Seminar</p>	<p>ECE 313: Wk Long Unit/Activity Demo ECE 320: Pre/Post; Quizzes; Mid-term; Final EDUC 329: Lesson Plan/Unit Development EDUC 331: Personal Clrm Mngmnt Plan EDUC 360: Reflections Journal ECE 414/415 InTASC Standards Rubric/ePortfolio</p>
<p>Standard #4: Content Knowledge The teacher candidate understands the central concepts, tools of inquiry, and structures of the</p>	<p>THIS STANDARD IS ADDRESSED IN SEPARATE CONTENT AREA PROGRAM REPORTS AND IS REVIEWED BY CONTENT EXPERTS. NO FURTHER INFORMATION IS NEEDED HERE.</p>	

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

<p>discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>		
<p>Standard #5: Applications of Content The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>ECE 329 Early Childhood Curriculum Development, Play, and Eval. EDUC 329 Curr/Planning/Evaluation EDUC 403 Social Studies Meth/Materials EDUC/ECE 414/415 Student Teaching/Seminar</p>	<p>ECE 329: Thematic Unit EDUC 329: Lesson Plan/Unit Development EDUC 403: Thematic Interdisc Unit EDUC/ECE 414/415: InTASC Standards Rubric/ePortfolio</p>
<p>Standard #6: Assessment The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</p>	<p>ECE 311 Observation, Documentation and Assessment: ECE 313 Language Development and Literacy: ECE 329 Early Childhood Curriculum Development Play and Evaluation: EDUC 329 Curriculum and Planning and Evaluation: EDUC 402 Foundations in Reading and Diagnosis: EDUC 407 Creative Arts Methods and Materials EDUC 410 Educational Assessment</p>	<p>ECE 311: Child Development Checklist ECE 313: Wk Long Unit/Activity Demo ECE 329: Thematic Unit EDUC 329: Lesson Plan/Unit Development EDUC 402: Lesson Plan/Obs and Reflections EDUC 407: EDUC 407: Compreh. Portfolio EDUC 410: Assessment Construction</p>
<p>Standard #7: Planning for Instruction The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>ECE 329 Early Childhood Curriculum Development Play and Evaluation: EDUC 329 Curriculum and Planning/Evaluation: EDUC 402 Foundations in Reading and Diagnosis: EDUC 403 Soc. Studies Methods and Materials: EDUC 404 Music Methods and Materials EDUC 405 Math Methods and Materials: EDUC 406 Science Methods and Materials</p>	<p>ECE 329: Thematic Unit EDUC 329: Lesson Plan/Unit Development EDUC 402: Lesson Plan/Obs and Reflections EDUC 403: Thematic Interdisc Unit EDUC 404: 5-point Rubric for Lesson Plans EDUC 405: Dev Assessment Tool for Unit EDUC 406: : Lesson Plan/Reflections/Written Case Scenario EDUC 407: Comprehensive Portfolio EDUC 408: Lesson/Unit Plan EDUC 409: Cross Discip Unit w Emphasis on Writing</p>

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

	EDUC 407 Creative Arts Methods and Materials EDUC 408 Health and P.E. Methods and Materials EDUC 409 Language Arts Methods and Materials: EDUC/ECE 414/415 Student Teaching/Seminar.	EDUC/ECE 414/415: InTASC Standards Rubric/ePortfolio
<p>Standard #8: Instructional Strategies The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	ECE 313 Lang Dev/Emerging Literacy: ECE 411 Pre-Kindergarten Methods/Material: ECE 412 Kindergarten Methods and Materials EDUC 331 Learning Environments EDUC 402 Found. in Reading and Diagnosis EDUC 403 Soc. Studies Methods/Materials EDUC 404 Music Methods and Materials EDUC 405 Math Methods and Materials EDUC 406 Science Methods and Materials EDUC 407 Creative Arts Methods/Materials EDUC 408 Health and P.E. Methods/Materials EDUC 409 Lang Arts Methods and Materials EDUC/ECE 414/415 Student Teaching/Seminar:	ECE 313: Participation Rubric/Lesson Plans/Midterm/Final Exam ECE 411: Unit/Quizzes/Midterm/Final ECE 412: Maintain Daily Sched./Transitions EDUC 331: Field Exp./PowerPoint artifact EDUC 402: Lesson Plan/Obs and Reflections EDUC 403:Thematic Interdisc Unit EDUC 404: 5-point Rubric for Lesson Plans EDUC 405: Dev Assessment Tool for Unit EDUC 406: : Lesson Plan/Reflections/Written Case Scenario EDUC 407: Comprehensive Portfolio EDUC 408: Lesson/Unit Plan EDUC 409:Cross Discip Unit w Emphasis on Writing EDUC/ECE 414/415: InTASC Standards Rubric/ePortfolio
<p>Standard #9: Profession Learning and Ethical Practice The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	EDUC 300 Education Technology EDUC/ECE 360 Practicum II: ECE 350 Early Childhood Practicum I: Practicum I EDUC/ECE 414/415 Student Teaching/Seminar:	EDUC 300: Artifact - ePortfolio EDUC/ECE 360: Advisor Evaluation ECE 350: Practicum Disposition Rubric EDUC/ECE 414/415: InTASC Standards Rubric/ePortfolio

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

<p>Standard #10: Leadership and Collaboration The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>ECE 338 Family and Community Relations ECE 413 Administrative Leadership EDUC/ECE 414/415 Student Teaching/Seminar (All Programs)</p>	<p>ECE 338 Family and Community Relations ECE 413 Administrative Leadership EDUC/ECE 414/415: InTASC Standards Rubric/ePortfolio</p>
<p>All Initial Programs</p>		
<p>Human relations and cultural diversity. North Dakota education standards and practices board licensure requires coursework a minimum of two semester hours in multicultural education, including in Native American studies, cultural diversity, strategies for creating learning environments that contribute to positive human relationships, and strategies for teaching and assessing diverse learners including universal design for learning, response to intervention, early intervention, positive behavior interventions and supports. North Dakota graduates applying for licensure meet these requirements through completion of Education Standards and Practices Board-approved programs that include coursework addressing the multicultural education and Native American studies standard. Teacher preparation programs may meet these requirements through general education, specific content major, professional education requirements, or a combination thereof.</p>	<p>EDUC 320: Native Issues in Education (3) (Required across all programs.)</p>	<p>Project-Based Assessment PowerPoint Presentation Online Quizzes Research Project Midterm Exam Final Exam</p>
	<p>EDUC 321 Multicultural Education (Required across all programs.)</p>	<p>Research paper PowerPoint Presentation Project-Based Assessment Debates Simulations Quizzes</p>
<p>All Advanced Programs: List Advanced Programs included here:</p>		
<p>Human relations and cultural diversity. North Dakota education standards and practices board</p>	<p style="text-align: center;">N/A</p>	<p style="text-align: center;">N/A</p>

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

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

III. Detailed Response to the Standards:

Under each INTASC/ESPB program standard listed below you must respond the two questions below. Guidance to help you in the development of your response is provided.

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

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

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

Guidance: A total of 6-8 assessments must be included in this report. Three assessments are required (see IV: Required Assessments): Praxis II Content Test, Praxis II PLT Test and the Student Teaching Performance. Results from each are to be reported in aggregate in Tables 4.1, 4.3 and 4.5 and disaggregated by program area in Tables 4.2, 4.4, and 4.6. For the remaining 3-5 assessments, select from those described under the heading V: Additional Assessments. While the same assessments may apply to multiple standards you must indicate in your presentation how the data relate to the specific standard at hand (see further guidance about this can be found in V.). **(Present 3 years of disaggregated data unless the number of candidates is fewer than 10 in any given year; in this case, present aggregated data for all three years)**

IV. Required Assessments

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

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

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

[2012-2015]		
Total # of programs in the Unit where Praxis is required--3	Total # of Test Takers	Percent Passing
Early Childhood Education	6	100%
Elementary Education	27	2013-60%, 2014-83%,2015-90%
Secondary Science Education	6	No data

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

[2012-2015]			
Program Area	Total # of Test Takers	Average Score	Percent Passing
Early Childhood Education	2012-2013-0	N/A	N/A
	2013-2014-3	No data	100%
	2014-2015-3	No data	100%
Elementary Education	2012-2013-10	160	60%
	2013-2014-6	168.50	83.33%
	2014-2015-11	164	90.91%
Middle Level Education	N/A	N/A	N/A
Secondary Education (please disaggregate data for each secondary program)	2012-2013-2	No data	No data
	2013-2014-4	No data	100%
	2014-2015-0	No data	No data
Special Education	N/A	N/A	N/A
K-12 Programs: Art,	N/A	N/A	N/A
K-12 Programs: Music,	N/A	N/A	N/A

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

K-12 Programs: Physical Education	N/A	N/A	N/A
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C. Praxis II: PLT (Principles of Learning and Teaching): Complete Table 4.3 reporting at least 3 years of aggregated data for all programs in the unit.

[2012-2015]		
Total # of programs in the Unit where Praxis is required--3	Total # of Test Takers	Percent Passing
Early Childhood Education	6	100%
Elementary Education	25	2013-77%, 2014-83%, 2015-100%
Secondary Science Education	8	100%

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

[2012-2015]			
Program Area	Total # of Test Takers	Average Score	Percent Passing
Early Childhood Education	2012-2013-0	0	0
	2013-2014-3	No data	100%
	2014-2015-3	No data	100%
Elementary Education	2012-2013-9	164	77.78%
	2013-2014-6	169	83.33%
	2014-2015-10	167	100%
Middle Level Education	N/A	N/A	
Secondary Education (please aggregate information for all secondary programs)	2012-2013-2	No data	No data
	2013-2014-4	No data	No data
	2014-2015-2	No data	No data

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

Special Education (Undergraduate only and please disaggregate data by grade levels covered by the particular PLT)	N/A	N/A	N/A
K-12 Programs: Art, (please disaggregate data for each program by level of test candidates took- Grades K-6 and Grades 7-12)	N/A	N/A	N/A
K-12 Programs: Music, (please disaggregate data for each program by level of test candidates took- Grades K-6 and Grades 7-12)	N/A	N/A	N/A
K-12 Programs: Physical Education (please disaggregate data for each program by level of test candidates took- Grades K-6 and Grades 7-12)	N/A	N/A	N/A

E. Student Teaching Performance (Clinical Experience) Evaluation:

1. Build Table 4.5 that provides aggregated data for all programs in the unit and includes the following:

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

All Programs: Fall 2012-Spring 2015 (total n-100)			
Beginning	Progressing	Proficient	Exceeds
N=5/5%	N=20/20%	N=70/70%	N=5/5%

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

2. Build Table 4.6 that provides disaggregated data for early childhood education, elementary education, middle level education, secondary/K-12 education (aggregate data for all secondary and K-12 programs) and special education (undergraduate only) and includes the following:
 - a) *The N (number of candidates)*
 - b) *Proficiency scale (e.g. Beginning, progressing, proficient, exceeds proficient)*
 - c) *Performance results at each proficiency level (at least 3 years of data).*
 - d) *For each proficiency level include, the number of candidates (n=?) and percent scoring within that level. A **sample table is provided below:***
3. Attach an electronic copy of the performance instrument

All Programs Fall 2012-Spring 2015				
Program Area	Beginning	Progressing	Proficient	Exceeds
Early Childhood Education (total N-15)	N=0/0%	N=1/16%	N=3/50%	N=2/33%
Elementary Education	N=	N=	N=	N=
Middle Level Education	N/A	N/A	N/A	N/A
Secondary Science	N=0/0%	N=1/16%	N=3/50%	N=2/33?

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

Continued Guidance: With the exception of **Course Grades**, which have their own requirements, for each of the selected assessments, provide a description of the assessment and attach an electronic copy of the assessment instrument (sample test, project, paper, etc.), and where appropriate attach the rubric or scoring guide. Also, present data tables showing three years of results. Your data tables should present aggregated data for all programs in the unit as well as disaggregated data for program specific assessments (those that are specific to early childhood, elementary, middle, secondary and K-12 programs).

For each standard, you may want to highlight or isolate data from the elements of a given table since not all of the elements assessed may relate to the particular standard. For example, if a given rubric is designed to assess all nine of the ESPB-InTASC Standards, you may want to highlight only those results in the data table that relate to the particular

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

standard to which you are responding. This will draw the reviewers' attention to specific evidence, and they will not need to guess which of the findings are relevant.

- A. Capstone Project (portfolio, teacher work sample, etc.)
- B. [Employer survey results](#)
- C. [Graduate survey results](#)
- D. [Pre-student Teaching Practicum Evaluations](#)
- E. Key Performance Tasks
- F. Additional assessment of choice
- G. Course Grades:
 1. Courses selected must clearly relate to the standard being addressed
 2. You must provide a rationale that demonstrates how the use of the course grade(s) relates to and provides evidence of meeting a particular standard
 3. The table must include 3 years of data
 4. **A sample table is provided below:**

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

- H. GPA in core education coursework the point of completion: Guidance: Complete the table below reporting at least 3 years of data (Courses included in the calculation must be required for all candidates.. Be sure the GPA is directly related to the particular standard being addresses. A table is provided below.

Program Area	Year	N (number of candidates)	Overall Average GPA	Range of GPA
Aggregated data across all programs				
Early Childhood Education				
Elementary Education				

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

Middle Level Education				
Secondary Education (Please aggregate information for all secondary programs)				
K-12 Programs Art				
K-12 Programs Music				
K-12 Programs: Physical Education				

VI. ESPB-InTASC Program Standards and EPP’s Response

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

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

[ECE 320 Infant Toddler](#): In this course, the pre-teacher candidate researches the idea of what appropriate curriculum is within an infant/toddler setting. Students receive 16 clock hours of supervised field work and gain content knowledge concerning quality routines, appropriate environments, teaching /guidance techniques and development.

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

[EDUC 329 Curriculum Planning and Evaluation](#): Candidates enrolled in Curriculum Planning and Evaluation address the systems and collaborative approaches used in developing

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

curricula, thematic units and lessons appropriate for an individual's learning strengths, interests and needs in order to enhance learning.

[ECE 329 Early Childhood Curriculum Planning, Developmental Play and Evaluation:](#) In this course, the pre-teacher candidate is responsible for understanding the ages and stages of children and how to support their growth and development through curricular activities (curriculum and lesson plans). Emphasis is on curriculum content and sources; instructional based strategies, connections with community resources, national and state standards, and technology integration.

[EDUC 330 Foundations:](#) Candidates explore philosophy and theory (idealism, realism, pragmatism, etc.) and engage in the study of central concepts, tools of inquiry, and structures of content. In the process, they come to a deeper understanding of how learners construct knowledge, acquire skills, and develop disciplined thinking processes. As they progress through the course, candidates develop a deeper understanding of the importance of using learner strengths as a basis for growth.

[EDUC 331 Learning Environments:](#) In this course, candidates explore theories of classroom management, learning environments, and development of safe environments that promote learning. They engage in the analysis of how policy, theory and diagnostics are structured in real word settings and come to a deeper understanding of how establishing rigor, relevance, and continuity in the K-12 education setting. Critical 21st Century Skills of communication and collaboration come into play as candidates focus on engaging learners, colleagues, and family/community in the learning process. They understand that high emotional, physical, and intellectual engagement is a primary motivator for learning. They also come to learn that project-based learning serves as the vehicle for reaching this level of engagement and value the role of the learner input in creating successful and productive learning environments.

[EDUC 402 Foundations of Reading Diagnosis:](#) Candidates explore literacy as taught in the school curriculum, including North Dakota Common Core State Standards and curriculum requirements, special reading and literacy skills needed in various content areas, and diagnosis of reading deficiencies in early childhood, elementary and middle school classrooms.

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

[ECE 320 Infant Toddler:](#) Reflections are written as to what a responsive and respectful curriculum would entail (inside and outside). Pre-teacher candidates observe in local day care centers that have an enrollment of 4 or more infants and complete the ITER-S report. The pre teacher candidate also has a workshop with Infant/Toddler Trackers who walk the students through their job duties and how they use the ages and stages questionnaire with parents. Pre/Post-test, quizzes, reflections, mid-term, and the final exam are used to assess candidates.

[ECE 329 Early Childhood Curriculum Planning, Developmental Play and Evaluation:](#) In this course, the pre-teacher candidate designs a blue print of a developmentally appropriate classroom according to center types and philosophy. The pre-teacher candidate then reflectively describes and justifies placement of supplies, materials, equipment, and learning areas in writing according to safety, developmentally appropriate and skill. A 5 day thematic unit is written that covers all learning environments, transitional times, and appropriate assessment materials. The pre-teacher candidate is responsible for creating a

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

thematic unit that allows for guided and independent practice to promote learning and informal assessments and rubric.

[EDUC 330 Foundations:](#) Focus papers outlining the impact of mainstream education strategies and methods on Indian education is one form of assessment that reveals candidate understanding of the history of Indian education. A final project provided students with the opportunity to demonstrate understanding of the broad concepts explored throughout the course. Observation is a critical form of assessing candidate understanding of the importance of incorporating local culture in to learning design. Through group work and discussions, candidates are expected to reveal/demonstrate competency with this standard.

[EDUC 331 Learning Environments:](#) Artifacts and observation serve as a major source for assessing the degree to which candidates have met this standard. They are required to develop and teach mini-lessons that support multiple intelligences and accommodate learner differences, create plans for safe environments that support learning, and identify strategies that build self-esteem. They must also express understanding of the interconnectedness of curriculum, instruction, and assessment.

[PSYC 353 Child and Adolescent Psychology:](#) Candidates are continually assessed through online exams covering material from their text. An interview reflection paper with a child or adolescent encourages the candidate to assess age appropriate behaviors. The growth and development of the child and adolescent is covered in the Praxis PLT exam.

[EDUC 329 Curriculum Planning and Evaluation:](#) Assessment artifacts include writing a lesson plan, unit plan and a curriculum plan collaboratively with fellow cohort members. Candidates interview a local educator addressing their involvement in curriculum writing in the educational system.

[EDUC 402 Foundations of Reading Diagnosis:](#) Assessment artifacts include quizzes over reading materials, log entries, and reflections on field experiences, and lesson plan development to model knowledge of learner development

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

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

[EDUC 310 Introduction to the Exceptional Child:](#) This course introduces the pre-teacher candidates to educational adaptations and methods that are addressed within the context of an inclusive classroom. The pre-teacher candidate will be able to identify environment barriers that could stifle a student's academic success as well as identify instructional adjustments to the student's learning.

[EDUC 320: Native Issues in Education:](#) In this course, candidates have opportunities to learn about the unique political status and historical relationships of American Indians as it pertains to Indian education. In addition, the course provides insights into contemporary issues in Indian Education at tribal, state, and national levels of government. Candidates engage in research, group activities, field experiences, peer reviews, and listen to guest speakers to better understand diverse cultures and communities to ensure inclusive learning environments.

[EDUC 321: Multicultural Education:](#) In this course, candidates are given opportunities to explore other cultures by increasing awareness of their own culture. In addition, the course provides opportunities to engage in learning about diverse ethnic groups, individual

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

learning styles, multiple intelligences, and best teaching practices to advance the ideals of freedom, justice, equality, equity, and human dignity. Candidates apply their teaching and learning to group activities, simulations, peer reviews, journaling, pre and post assessments, research, and debates related to diverse cultures and communities.

[ECE 329 Early Childhood Curriculum Development Play and Evaluation:](#) In this course pre teacher candidates review curriculum, environments, technology that encourages and supports children's active learning experiences. This course expects the pre-teacher candidate to plan play environments that promote active play and understand the role of the teacher to prepare and engage students in differing learning environments.

[EDUC 329 Curriculum and Planning/Evaluation:](#) Candidates will explore the ways that classroom teaching include diverse cultures. Students will view and implement various methods of classroom instruction.

[EDUC 331 Learning Environments:](#) The Learning Environments class is intended to prepare future educators in the area of classroom management, learning styles, differentiated instruction and safe school environments. The candidate identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.

[EDUC 402 Foundations in Reading and Diagnosis:](#) Foundations in Reading and Diagnosis provides a foundation of literacy with emphasis on individual reading levels and providing differentiated instruction to meet individual needs in the language arts classroom.

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

[EDUC 310 Introduction to the Exceptional Child:](#) In this course, the pre-teacher candidate has to research the thirteen categories accepted under IDEA, this research requires them not only to understand the characteristics of the category, but also to explain instructional strategies and assistive technology that would help students to succeed within their curriculums. Case studies are also presented during class time where pre-teacher candidates discuss and complete writing reflections concerning scenarios where diverse cultures are different from the mainstream population and problems are being experienced within the school setting.

[EDUC 320: Native Issues in Education:](#) Artifacts and observation serve as a major source for assessing the degree to which candidates have met this standard. Such assessments as rubrics, quizzes, journaling, exams, presentations, and observations are implemented to assess the candidates understanding of the unique political status and historical relationships of American Indians.

[EDUC 321: Multicultural Education:](#) Artifacts and observations serve as a major source for assessing the degree to which candidates have met this standard. For examples candidates are required to complete a pre and post assessment. In addition, candidates research controversial topics and debate those issues; rubrics are used to assess this project. Candidates are required role-play by simulating what it would be like to be confined to wheel chair and reflect upon this experience via journaling.

[EDUC 331 Learning Environments:](#) Candidates design and develop their personal classroom management plan demonstrating best practices in education.

[ECE 329 Early Childhood Curriculum Development Play and Evaluation:](#) In this course, pre-teacher candidates demonstrate an understanding (URL design) of modifications and accommodation to lesson plans by incorporating them in to the designs of their lesson

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

plans that are presented to the group as a whole. They are two include low vision, hard of hearing, attention deficit, and autism as students who would need modifications.

[EDUC 329 Curriculum Planning and Evaluation](#): Candidates are assessed through the development of a curriculum map.

[EDUC 402 Foundations in Reading and Diagnosis](#): Candidates are assessed through mini lessons, professional reading reflections, field experience reflections, and developing a reading center for individual student needs.

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

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

[ECE 313 Language Development and Literacy](#) In this course, pre-teacher candidates set up language/vocabulary lessons as individuals and in pairs to role model their teaching strategies to peers. Each lesson must include some form of technology and has a time limit of 4 to 6 minutes. A participation rubric is used for feedback to the presenters. Each pre-teacher candidate is responsible for demonstrating a minimum of 5 mini lessons.

These lessons are gathered and each pre-teacher candidate receives all lessons presented.

[ECE 320 Infant Toddler](#): This course requires the pre-teacher candidate to work in a small groups and prepare brochures, posters, and bulletin boards that give developmentally appropriate information to and audiences concerning developmentally appropriate practices to promote child growth and development.

[EDUC 329 Curriculum and Planning/Evaluation](#): Student candidates are assessed through lesson plan, unit plan and curriculum map writing.

[EDUC 331 Learning Environments](#): Student candidate will be assessed through lesson plans, video critiques, and a classroom management plan.

[EDUC 360 Practicum II](#): The teacher candidate has the opportunity to observe, inquire, describe and interpret the classroom environment and to reflect on the personal professional attributes required for success in teaching.

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

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

[ECE 313 Language Development and Literacy](#): Pre-teacher candidates will create a one-week long thematic unit (learning centered focused) that covers all content areas along with local and state standards. Candidates are assessed on language literacy with home-based activities. Candidates are required to demonstrate three of the ten activities they must design as part of the course requirements.

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

[ECE 320 Infant Toddler:](#) The pre-teacher candidates design and create materials each week for ten weeks and a Thematic Unit project (activities) that will be used in a prek/infant toddler program.

[EDUC 329 Curriculum Planning and Evaluation:](#) Candidates are assessed through the development of a curriculum map.

[EDUC 331 Learning Environments:](#) Candidates design and develop their personal classroom management plan demonstrating best practices in education.

[EDUC 360 Practicum II:](#) Candidates develop a summary/reflection journal of their experiences in the classroom.

[EDUC 414 Student Teaching:](#) Student candidate values flexible learning environments that encourage learner exploration, discovery, and expression across the content areas.

4. **Standard #4: Content Knowledge:** The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. **THIS STANDARD IS ADDRESSED IN SEPARATE CONTENT AREA PROGRAM REPORTS AND IS REVIEWED BY CONTENT EXPERTS. NO FURTHER INFORMATION IS NEEDED HERE.**

5. **Standard #5: Applications of Content:** The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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

[ECE 329 Early Childhood Curriculum Development Play and Evaluation:](#) This course provides the pre-teacher candidate with the opportunity to develop lesson plans that address specific skills in language, literacy, mathematics, science, social studies, health, physical education, music and art. The pre-teacher candidate role models the lessons and the participating group at large discuss how the student is challenged to problem-solve, allow for creativity in the lesson, and insure that it is age/developmentally appropriate. Through this collaboration within the group the pre-teacher candidate is relating to issues that are local and global issues.

[EDUC 329 Curriculum and Planning and Evaluation:](#) Through the development of a curriculum map, unit plan, and lesson plan candidates comprehend how current interdisciplinary themes connect to the core subjects and know how to weave those themes into meaningful learning experiences. Candidate incorporates engaging activities, including technology into their student instruction. This is further explored and incorporated into the required methods classes.

[EDUC 403 Soc. Studies Methods and Materials:](#) Candidates engage in the creation of a thematic interdisciplinary unit plan that focuses on the core disciplines of social studies. In the process, candidates apply multiple learning and teaching styles and are required to incorporate different perspectives to engage learners in critical thinking, creativity, and collaborative problem solving issues. Candidates demonstrate culturally relevant teaching by applying local culture to global cultures.

[EDUC/ECE 414/415 Student Teaching/Seminar:](#) Student candidate values flexible learning environments that encourage learner exploration, discovery, and expression across the content areas. The Pre-K teacher candidate is immersed in the daily schedules of their student teaching career. The mid-term and final disposition rubric that is completed by

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

the mentor teacher shares a picture of the commitment the pre-teacher candidate has dedicated to their career choice. The pre-teacher candidate and the college supervisor also complete mid-term and final rubric scores that are taken into consideration of the students understanding of teaching and learning.

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

[ECE 329 Early Childhood Curriculum Development Play and Evaluation](#): The pre-teacher candidate develops and implement a teaching project where a group of two or three students create a concept-based unit that includes activities for addressing specific skills in language and literacy, mathematics, social studies, health, physical education, music and art. The students secure a school or program site to implement the unit/lessons prepared and implemented, as a collaborative work groups.

[EDUC 329 Curriculum and Planning and Evaluation](#): Candidates are assessed through the sequential development of a curriculum map, unit plan, and lesson plan.

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

[EDUC 414 Student Teaching](#): Student candidate values flexible learning environments that encourage learner exploration, discovery, and expression across the content areas.

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

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

[ECE 311 Observation, Documentation and Assessment](#): This course is a study of assessments that require the pre-teacher candidate to understand formal and informal assessment instruments for birth to age 8. The pre-teacher candidates goes into the field and observes characteristics of 11 areas of children's development.

[ECE 313 Language Development and Literacy](#): This course requires the pre-teacher candidate to understand techniques of language assessment and strategies for interventions for young children. The pre-teacher candidate has opportunities to apply current research on language development in a variety of settings (Infant/Toddler Center, Head Start, Pre-K and Kindergarten).

[ECE 329 Early Childhood Curriculum Development Play and Evaluation](#): The pre-teacher candidate needs to demonstrate knowledge of developmental stages and ages of young children.

[EDUC 329 Curriculum and Planning and Evaluation](#): The candidate explores various types of student assessment, both formal and informal and know when to use each. The teacher candidate effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

[EDUC 402 Foundations in Reading and Diagnosis](#): In this class the student candidates know when and how to evaluate and report learner progress against standards. The teacher understands how to prepare learners for assessments and how to make accommodations in assessment and testing condition, especially for learners with disabilities and language

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

learning needs. Through field experiences in the local school systems, student can experience how assessments take place in the school setting.

[EDUC 407 Creative Arts Methods and Materials](#)

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

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

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

[ECE 311 Observation, Documentation and Assessment](#): Classroom observations require them to use alternative approaches to assessment, to understand tests as tools, and how to collect and record observational data. The students choose a child for a self-study and use, "The Child's Developmental Check list" as the tool for their collected assessment data. The pre-teacher candidate assesses self-esteem, emotional development, social play, pro-social behavior, large and small motor development, cognitive development, spoken language, emergent reading and writing skills, art and music skills, and dramatic play skills.

[ECE 313 Language Development and Literacy](#): The pre-teacher candidate has opportunities to apply current research on language development in a variety of settings (Infant/Toddler center, Head Start, Pre-K and Kindergarten).

[ECE 329 Early Childhood Curriculum Development Play and Evaluation](#): This course also requires the pre-teacher candidate to be able to identify curriculum models and their components with assessment of children being very important in this process.

[EDUC 329 Curriculum and Planning and Evaluation](#): Candidates include both formal and information assessments when writing their curriculum maps, unit plans, and lesson plans.

[EDUC 402 Foundations in Reading and Diagnosis](#): Student candidates are assessed through reflection papers, field experience journal entries, lesson plans, and quizzes.

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

[EDUC 410 Educational Assessment](#): For the mid-term assessment, candidates must construct an assessment that includes select response and construct response, and they must create a guideline that addresses how essay questions will be scored. During the course, candidates must complete five writing tasks that include the construction of tests for use in the class. For their final, they must design an interactive learning center (content of choice) and create a handout that informs about how the center was designed, its purpose, and how to use the center in a classroom.

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

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

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

[ECE 329 Early Childhood Curriculum Development Play and Evaluation:](#) Within this course the pre-teacher candidate applies their knowledge of social, emotional, creative, physical, and cognitive domains into an integrated meaningful unit. An emphasis on the importance of play and providing an active play environment is another course objective to meet this standard. The course requires the pre-teacher candidate to identify factors that influence curriculum development.

[EDUC 329 Curriculum and Planning/Evaluation:](#) The candidate develops curriculum maps, unit plans and lesson plans teaching across the curriculum. Through their planning, the student candidates implement cross disciplinary content standards and demonstrate how these are organized in the curriculum. Throughout the course, students demonstrate through lesson planning how integrating cross disciplinary skills in instruction engages learners purposefully in applying content knowledge. The candidate demonstrates how and when to adjust plans based on assessment information and learner responses.

[EDUC 402 Foundations in Reading and Diagnosis:](#) The teacher candidate plans for instruction based on formative and summative assessment data, prior learning knowledge, and learner interest.

[EDUC 403 Soc. Studies Methods and Materials:](#) Candidates engage in the creation of a thematic interdisciplinary unit plan that focuses on the core disciplines of social studies. In the process, candidates apply multiple learning and teaching styles and are required to incorporate different perspectives to engage learners in critical thinking, creativity, and collaborative problem solving issues. Candidates demonstrate culturally relevant teaching by applying local culture to global cultures.

[EDUC 404 Music Methods and Materials:](#) This course familiarizes candidates with methods and materials used to teach music appreciation and to demonstrate how music is of critical importance for learning, particularly as it pertains to best practice based on brain-based learning theories. Candidates are required to create musical instruments from ordinary materials found in the environment and design lesson plans for creating instruments and using them to make music.

[EDUC 405 Math Methods and Materials:](#) The candidate develops authentic lesson plans that demonstrate cross-disciplinary skills based on the individual student needs.

[EDUC 406 Science Methods and Materials](#) Candidates engage in the creation of a thematic interdisciplinary unit plan that focuses on the core disciplines of social studies. In the process, candidates apply multiple learning and teaching styles and are required to incorporate different perspectives to engage learners in critical thinking, creativity, and collaborative problem solving issues. Candidates demonstrate culturally relevant teaching by applying local culture to global cultures.

[EDUC 407 Creative Arts Methods and Materials:](#) Candidates design multiple art projects to demonstrate understanding of how to engage students in the learning process through project-based learning and to engage learners in their own growth, to monitor learner progress, and to guide the teacher's decision making. Candidates are given opportunities

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

to apply art theory and practice through various projects that emphasize the elements of design and principles of art.

[EDUC 408 Health and P.E. Methods and Materials](#): The teacher candidate individually and collaboratively selects and creates safe learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

[EDUC 409 Language Arts Methods and Materials](#): The candidate demonstrates the appropriate steps of the writing process through lesson plans and a unit plan. The unit plan is taught across the curriculum.

[EDUC/ECE 414/415 Student Teaching/Seminar](#): This course allows for the pre-teacher candidate to voice and chair opinions that are surrounding them in their day to day student-teaching career. Problem-solving of issues that arise in the field academically or behaviorally are discussed with possible solutions being addressed weekly with other candidates and their college supervisor. The issues are continuously addressed from week to week to share the outcome of the groups' problem-solving practices. Best practice is always considered when addressing such issues brought to the table. The pre-teacher candidate is also working closely with their mentor teacher and expecting bi weekly feedback and more if necessary.

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

[ECE 329 Early Childhood Curriculum Development Play and Evaluation](#): The pre-teacher candidate is required to develop an integrated thematic unit and present meaningful, integrated learning experience from each domain that support young children's growth.

[EDUC 329 Curriculum and Planning/Evaluation](#): Assessment evidence for Curriculum and Planning Evaluation include development of a curriculum map, unit plan and lesson plan.

[EDUC 402 Foundations in Reading and Diagnosis](#): Student candidates are assessed through quizzes, mini lessons and reflections on professional reading on the pedagogy of reading instruction in the classroom.

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

[EDUC 404 Music Methods and Materials](#): Candidates created musical instruments from everyday resources and were required to develop a lesson plan for the purpose of teaching to cohort members. A 5-point rubric is used to assess instruments, lesson design, and presentations.

[EDUC 405 Math Methods and Materials](#): Students are assessed through the development of a unit plan including cross disciplinary lessons. Throughout the unit students are required to address the diverse needs of students in the regular education classroom.

[EDUC 406 Science Methods and Materials](#): The pre-teacher candidate is responsible for lesson plans, reflections, the writing of a case scenario/Deconstructed, and reviewing the Smarter Balanced state-required testing.

[EDUC 407 Creative Arts Methods and Materials](#): Artifacts and observations serve as the primary means of assessing the candidate's abilities to meet the standard. Each candidate write reflections on their art projects and apply a self-assessment tool to their work; and a comprehensive portfolio of their art work is maintained throughout course. At midterm

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

and at the end of the course the portfolio is assessed. In addition, quizzes, checklists, art projects, and observations are used as assessments to determine progress in the course.

[EDUC 408 Health and P.E. Methods and Materials](#): Assessment takes place in the form of lesson plan writing and instructing in the areas of health and physical education.

[EDUC 409 Language Arts Methods and Materials](#): Student candidates are assessed through the development of a cross disciplinary unit with the emphasis on writing.

[EDUC/ECE 414/415 Student Teaching/Seminar](#): The assessment evidence for this course is the mid-term and final disposition rubric that is comprised around the InTASC standards. Pre-teacher candidates are also expected to complete to video tapings that require a self-assessment piece. The college supervisor observations of video tapings are discussed with the pre-teacher candidate.

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

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

[ECE 313 Language Development and Emerging Literacy](#): In this course, pre-teacher candidates set up language/vocabulary lessons as individuals and in pairs to role model their teaching strategies to peers. Each lesson must include some form of technology and has a time limit of 4 to 6 minutes. A participation rubric is used for feedback to the presenters. Each pre-teacher candidate is responsible for demonstrating a minimum of 5 mini-lessons. These lessons are gathered and each pre-teacher candidate receives all lessons presented.

[ECE 411 Pre-Kindergarten Methods and Materials](#): This course is designed for the pre-teacher candidate to examine developmentally appropriate curriculum, methods, and materials in an infant/toddler and preschool settings.

[ECE 412 Kindergarten Methods and Materials](#): The pre-teacher candidate examines developmentally appropriate curricula, current issues, and practices. The pre-teacher candidate is to acquaint themselves with principles that underlie curricular activities and management and routines of a kindergarten classroom.

[EDUC 331 Learning Environments](#): Candidates know how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

[EDUC 402 Foundations in Reading and Diagnosis](#): Through lesson plan writing and instructing, teacher candidates use a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

[EDUC 403 Soc. Studies Methods and Materials](#): Candidates develop thematic interdisciplinary unit plan that focuses on the core disciplines of social studies. In the process, candidates apply multiple learning and teaching styles and are required to incorporate different perspectives to engage learners in critical thinking, creativity, and collaborative problem solving issues. Candidates demonstrate culturally relevant teaching by applying local culture to global cultures.

[EDUC 404 Music Methods and Materials](#): As candidates become familiar with music methods and materials, they learn the importance of designing music lessons and units within a thematic or integrated unit with an emphasis on local culture.

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

[EDUC 405 Math Methods and Materials:](#) Candidates demonstrate when and how to use appropriate strategies to differentiate instruction and engage all learner in complex thinking and meaningful tasks.

EDUC 406 Science Methods and Materials: The pre-teacher candidate demonstrates basic content knowledge in the areas of life science, space science, physical science and Earth science. The pre-teacher candidate is responsible for creating a 9 week unit plan in each of the four science areas. Emphasis is also on the implementation of developmentally appropriate methodologies that include application of district curriculum and state standards.

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

[EDUC 408 Health and P.E. Methods and Materials:](#) Teacher candidates focus on health and physical education curriculum emphasizing innovative methods to teach lessons in a safe environment.

[EDUC 409 Language Arts Methods and Materials:](#) Teacher candidate knows how to use a wide variety of resources, including human and technological, to engage students in reading and writing.

[EDUC/ECE 414/415 Student Teaching/Seminar:](#) Teacher candidate uses a variety of instructional methods to promote critical thinking in the classroom.

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

[ECE 313 Language Development and Emerging Literacy:](#) Pre-teacher candidates are assessed from their In Class Writings, Language/Literacy Biography 1 & 2, Language Literacy Event, Critiques of Best Practices, Midterm and Final Exam.

ECE 411 Pre-Kindergarten Methods and Materials: The pre-teacher candidate is assessed by their completion of a Program Observation Assignment, Development of 10 weekly materials used in pre-k classroom, A Thematic Unit, Chapter Quizzes and a Midterm Exam.

ECE 412 Kindergarten Methods and Materials: The pre-teacher candidate is assessed by their completion of a Daily Schedule / Transitions, Website and Software Critiques, Observation Paper, Classroom Design Assignment, and the presentation of a created Thematic Unit.

[EDUC 331 Learning Environments:](#) Students demonstrate assessment evidence through developing their own personal classroom management plan, mini lesson, field experiences, and PowerPoint.

[EDUC 402 Foundations in Reading and Diagnosis:](#) Assessment of this standard includes development of lesson plans, a reading center and field experience observations and reflections.

[EDUC 403 Soc. Studies Methods and Materials:](#) Candidates must present a lesson from the draft thematic interdisciplinary unit plan/final project that is visually and orally presented to their peers. Through this process candidates demonstrate multiple way to engage learners in the learning process.

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

[EDUC 404 Music Methods and Materials](#): The TMCC Writing Rubric is used to assess assignments submitted by candidates. A 5-point rubric is used to assess lessons and musical instruments created and presented by candidates.

[EDUC 405 Math Methods and Materials](#)- Candidates demonstrate assessment through the development of an interdisciplinary unit plans and field experience observations and reflections.

EDUC 406 Science Methods and Materials: The pre-teacher candidate is responsible for lesson plans, reflections, the writing of a case scenario/Deconstructed, and reviewing the Smarter Balanced state-required testing.

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

[EDUC 408 Health and P.E. Methods and Materials](#): Assessment is demonstrated in lesson and unit plan development.

[EDUC 409 Language Arts Methods and Materials](#): Student candidates are assessed through the development of a cross disciplinary unit with the emphasis on writing.

[EDUC/ECE 414/415 Student Teaching/Seminar](#): Teacher candidate uses a variety of instructional methods to promote critical thinking in the classroom.

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

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

[EDUC 300 Education Technology](#): Candidates create an electronic portfolio reflecting on best practices and they evaluate the ethical and legal use of technology in a classroom setting. In addition, candidates learn about appropriate technology tools and web-based resources to enhance student learning and assessment to monitor learner progress and teaching practices.

[EDUC/ECE 360 Practicum II](#): ECE 350 Early Childhood Practicum: Practicum 1 requires the student to spend a minimum of 40 clock hours in an accredited/licensed setting under the supervision of a qualified professional. Pre-teacher candidates are involved in observing and recording the individual children's grown and learning, as well as journaling their experiences.

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

[EDUC/ECE 414/415 Student Teaching/Seminar](#): Throughout their student teaching experience, the teacher candidate engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

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

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

[EDUC 300 Education Technology](#): Artifacts and observations serve as the primary means of assessing the candidate's abilities to meet the standard. Each candidate creates an electronic portfolio and includes artifacts and reflections of their best work to demonstrate they are self-critiquing their tasks. In addition, candidates use peer reviews, lesson plans, quizzes, and rubrics for assessments.

[EDUC/ECE 360 Practicum II](#): The pre-teacher candidate is assessed by completing their Field Journal Reflections, Mentor Teacher Evaluation, Practicum advisor evaluation and Practicum student self-assessment.

ECE 350 Early Childhood Practicum 1: Pre-teacher candidate Journals, Assessment of Small & Whole Group Tutoring and Instruction (InTASC 2) and Mentor Teacher completion of Practicum Disposition Rubric.

[EDUC/ECE 414/415 Student Teaching/Seminar](#): Student teachers are assessed by their mentor teachers and their college advisor using a rubric that assesses the ten InTASC standards. Also the student teacher demonstrates competency in this standard in their final e-portfolio presentation.

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

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

ECE 338 Family and Community Relations: This course explores home/school/community connections and helps the students to understand the necessity of fostering positive relationships with parents and stakeholders

[ECE 413 Administrative Leadership](#): This course is an over view of the components involved in administering a program for young children. The course includes goals setting, curriculum design, facilities, budget and finance, record keeping, staff relations and training, parent and community involvement, federal, state, and local agencies, and relevant national and state trends.

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

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

ECE 338 Family and Community Relations: This course assesses the pre-teacher candidates ability to design and complete a thorough Community Resource List, Parent Education Assignment and Presentation, Home-School-Community Research Project, Midterm and Final Exam.

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

[ECE 413 Administrative Leadership](#): This course is assessed by the pre-teacher candidate completing a report on their shadowing of an administrator, leadership and assessment reflection, compiled information concerning Tribal, State, and Community Agencies, a written proposal for funding, and a health/nutrition activity and playground assessment.

[EDUC/ECE 414/415 Student Teaching/Seminar \(All Programs\)](#): The candidate is rated by the mentor teacher and the college advisor on the basis of requirements outlined in Standard 10 of the student teacher rubric. Their proactive response in accepting leadership roles if the opportunity presents itself, taking responsibility for student learning, collaborating with the mentor teacher, learners, family members, etc, are assessed during the mid-term assessment and in the final assessment. They are required to attend all building and related meetings with the mentor teacher.

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

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

[EDUC 320: Native Issues in Education](#): In this course, candidates have opportunities to learn about the unique political status and historical relationships of American Indians as it pertains to Indian education. In addition, the course provides insights into contemporary issues in Indian Education at tribal, state, and national levels of government. Candidates engage in research, group activities, field experiences, peer reviews, and listen to guest speakers to better understand diverse cultures and communities to ensure inclusive learning environments.

[EDUC 321: Multicultural Education](#): In this course, candidates are given opportunities to explore other cultures by increasing awareness of their own culture. In addition, the course provides opportunities to engage in learning about diverse ethnic groups, individual learning styles, multiple intelligences, and best teaching practices to advance the ideals of freedom, justice, equality, equity, and human dignity. Candidates apply their teaching and learning to group activities, simulations, peer reviews, journaling, pre and post assessments, research, and debates related to diverse cultures and communities.

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

[EDUC 320: Native Issues in Education](#): Artifacts and observation serve as a major source for assessing the degree to which candidates have met this standard. Such assessments as rubrics, quizzes, journaling, exams, presentations, and observations are implemented to

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

assess the candidates understanding of the unique political status and historical relationships of American Indians.

[EDUC 321: Multicultural Education](#): Artifacts and observations serve as a major source for assessing the degree to which candidates have met this standard. For examples candidates are required to complete a pre and post assessment. In addition, candidates research controversial topics and debate those issues; rubrics are used to assess this project. Candidates are required role-play by simulating what it would be like to be confined to wheel chair and reflect upon this experience via journaling.

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

- a. **Where in your program do candidates have the opportunity to address this standard?**
- b. **What assessment evidence do you have that demonstrates that candidates have met this standard?**

VII. Program Changes:

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