



# **Turtle Mountain Community College**

## **Focused Institutional Report**

### **Teacher Education Department**

**September 2018**

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## **TURTLE MOUNTAIN COMMUNITY COLLEGE**

Turtle Mountain Community College is one of the original six tribal colleges that were established by various Indian Tribes in the early 1970's. The Turtle Mountain Chippewa Tribe chartered the college in 1972. TMCC's tribal charter established a two tier governance structure. The Tribal Council appoints six-member Board of Trustees selected to represent specific sectors of the community, including businesses, schools, health, etc. These six members of the Board of Trustees have lifetime appointments. The Board of Trustees has four ad hoc members, two from the Tribal Council and two from the Student Senate. The Trustees select a five-member Board of Directors charged with setting institutional policy. The members of both boards are broadly representative of the community and are enrolled members of the Tribe. The Board establishes board policy and direction.

The Board of Directors, in consultation with the Board of Trustees, appoints the President who is responsible for the day-to-day operation of the college. Following the governance structure, the line of authority as it relates to the teacher education program is as follows:

President > Vice President > Academic Dean > Teacher Education Department

Turtle Mountain Community College is located in north central North Dakota in the historical wooded, hilly, and lake-filled area known as the Turtle Mountains. This area is one of North Dakota's few all-service and all-seasons recreational areas. In addition to being the home of the Turtle Mountain Chippewa, the area is the home of the world-renowned International Peace Garden.

In its brief history, the college has emerged as a leader among this nation's 32 tribal colleges. Its origin was humble. For the first few years, the college operated out of two offices on the third floor of a former Catholic Convent. Later, the college operated out of the basement of an abandoned IHS facility. In 1977, the college moved into an abandoned tribal building and a BIA facility that had been moved to Belcourt's main street by a tribal member who had converted the building to a café and dance hall. It was on Belcourt's main street that the college later purchased and renovated several old buildings and, as funding became available, built a series of primarily metal buildings.

In May 1999, the college moved to a new campus and a new facility. The new facility is located 2 1/2 miles north of Belcourt. Trees and vegetation surround the new site that overlooks Belcourt Lake. Turtle Mountain Community College's new main campus includes a 105,000-sq/ft building located on an approximately 123-acre site. The new facility includes state of the art technology, a fiscal area, general classrooms, science, mathematics and engineering classrooms and labs, library and archives, learning resource centers, a faculty area, student services area, gymnasium, and mechanical systems. A new auditorium with seating capacity for 1000 opened in 2003. The former main campus in Belcourt has twelve buildings that provide 66,000 square feet of space.

At this time, TMCC programs are located on four campuses: TMCC Main Campus, Anishinabe Campus located south of TMCC Main Campus, South Campus located in downtown Belcourt, ND, and the Allied Health Cluster located behind TMCC Main Campus. Both campuses are

being used for college and community use. The Anishinabe Campus/Learning, Cultural, and Wellness Center, located on the shores of Belcourt Lake, serves as a multi-purpose center for the institution and the community, hosting many events focused on wellness, natural resource management, and the TMCC Environmental Science Program, to name a few. These campuses house all college functions with the exception of some off-campus community responsive training programs. Turtle Mountain Community College is a commuter campus and maintains no residence halls.

Since its beginning, the college has grown from a fledgling institution serving less than sixty students per year to its current status of serving over 650 full time equivalents and approximately 250 pre-college adults. Indeed, Turtle Mountain Community College has demonstrated success in enrolling and graduating students. The college serves the tribal community in other ways, as well. Its many programs are helping to build local capacity to effect positive systemic change by improving all levels of educational achievement of tribal members and public and private economic sustainability of the Turtle Mountain Chippewa.

### **Institutional Mission Statement**

*Turtle Mountain Community College is committed to functioning as an autonomous Indian controlled college on the Turtle Mountain Chippewa Reservation focusing on general studies, undergraduate education, Career & Technical Education, scholarly research, and continuous improvement of student learning. By creating an academic environment in which the cultural and social heritage of the Turtle Mountain Band of Chippewa is brought to bear throughout the curriculum, the college establishes an administration, staff, faculty, and student body exerting leadership in the community and providing service to it.*

### **Institutional Goals**

Turtle Mountain Community College hereby establishes the following goals:

1. A learning environment stressing the application of academic concepts to concrete problems;
2. Academic preparation for learning as a lifelong process of discovery of knowledge embedded in the intellectual disciplines and the traditions of the tribe;
3. In and out of class opportunities to discover the nature of Indian society, its history, variation, current and future patterns, needs and to serve as a contributing member toward its maintenance and betterment;
4. A curriculum wherein Indian tribal studies are an integral part of all courses offered as well as history, values, methods, and culture of Western society;
5. Continuous assessment of institutional programs and student academic achievement for the purpose of continuous improvement of student learning;
6. Baccalaureate, Associate of Arts, Associate of Science, Associate of Applied Science degrees and certificate programs of study;
7. Cooperation with locally Indian-owned business and stimulation of economic development for the service area;
8. Continued independent accreditation; and
9. Community service and leadership.

### **Institutional Philosophy**

Turtle Mountain Community College is a tribal community college with obligations of direct community service to the Turtle Mountain Chippewa Tribe. Under this unifying principle, the college seeks to maintain, seek out, and provide comprehensive higher education services in fields needed for true Indian self-determination.

### **The Seven Teachings of the Anishinabe People**

The philosophical foundation of the college is embedded in the system of values that stem from the heritage and culture of the Anishinabe people and expressed in the Seven Teachings of the Tribe.

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

TMCC offers degrees in a wide range of areas to accommodate the diverse needs of our local communities –Belcourt, Dunseith, St. John, Rolla, Rolette, and the rural areas surrounding these communities. While TMCC serves primarily tribal membership, students of all backgrounds, races, ethnicity, etc., register for classes and are welcomed: Bachelor of Science, Associate of Arts, Associate of Science, Associate of Applied Science degrees, and Certificate Programs Bachelor's Degree: Elementary Education and Secondary Science Composite Teacher Education.

As the institution continues to expand, Bachelor's degrees will be offered in Bachelor of Arts in Leadership and Management Ogimaawiwin.

### **TMCC Teacher Education Department Development History**

In 1997-1998, the concept of a four-year baccalaureate degree in elementary education at Turtle Mountain Community College (TMCC) was born as the superintendent and principal of the local school system asked if this could be accomplished at TMCC. The principal stated that there was a need for such a program on the reservation as the school system was having difficulty retaining teachers. The reason cited for this was that the teachers hired were not from the area and did not

adjust well to the culture of their students and the community. During this timeframe, TMCC surveyed other area elementary schools and found that they were experiencing similar problems.

During the years of 1998-2000, TMCC (administration, staff, and faculty), with the monies from two bilingual grants from the federal office of bilingual programs, designed and instituted its first four-year program in elementary education. The program was implemented in the year 2000, reflecting holistic and integrative methodologies, fluid disciplinary boundaries, integrative technology, and culturally adapted courses grounded in the holistic spirit of the Turtle Mountain Band of Chippewa Indians (TMBCI). In the year 2000-2001, accreditation was sought through the state of North Dakota Education Standards and Practices Board and the North Central Association (HLC). Accreditation from both agencies was granted during this timeframe with TMCC graduating its first class in 2002. In 2011, TMCC was approved and offered a four-year baccalaureate degree in secondary science education and a baccalaureate in early childhood education was offered in 2012.

Currently, candidates declare their candidacy for admission into the Teacher Education Program during their freshman or sophomore year. This early declaration offers the unit the opportunity to guide freshmen and sophomores in course selection in preparation for entry into the program.

Applicants must meet established minimum standards before admission. Selection criteria employed for entrance into the teacher education programs are as follows:

- Minimal grade point average: Cumulative GPA (2.50 minimum)
- Background Check
- Three letters of recommendation
- Completed all General Education requirements

To date, 241 students have been allowed entrance into TMCC's Teacher Education Program based on the above referenced criteria. Eleven of the 241 students were non-Indian and three were non-enrolled tribal descendants. Since the inception of the teacher education program, two hundred eighteen students became members of one of the twelve elementary education cohorts, two early childhood cohorts or eight secondary science cohorts. The remaining twenty-three students are current students enrolled in elementary education cohorts twelve and thirteen or enrolled in secondary cohorts nine and ten.

Spring 2018 data indicates that, of the 218 students enrolled from 2000 through 2018, there are 135 (61%) completers. Seven of the completers were non-Indian and are teaching in area schools and in other states. In addition, two non-enrolled tribal descendants have graduated from the programs and also teach in area schools.

Throughout its eighteen years, the number of faculty and staff positions within the teacher education program has slowly increased. Today, the program is staffed with four full-time faculty, one part-time faculty, and two full-time staff members. The faculty includes two elementary education instructors, one part-time social science instructor, one secondary science instructor and one field experience supervisor. Three of the listed faculty are non-Indian and two are enrolled members of the Turtle Mountain Band Chippewa Indians. The staff includes one department chair and one administrative assistant. Both are enrolled members of the TMBCI.

Recruitment for a diverse group of students is ongoing, however while engaging in efforts to recruit we must be ever mindful of TMCC's institutional mission and philosophy. We must be cognizant of the following statements found throughout our guiding documents as they relate to the composition of teacher education cohorts:

- The cohort model learning community, reflecting the importance of collaboration, support, and teamwork as necessary precursors to *becoming effective change agents in the education systems across Indian Country*.
- TMCC has an obligation to offer *direct community service to the Turtle Mountain Chippewa Tribe*.
- The TMCC mission is to create *an academic environment in which the cultural and social heritage of the Turtle Mountain Band of Chippewa is brought to bear throughout the curriculum*, and so we focus on preparing teachers to serve as change agents in education systems across Indian Country. As change agents, their mission is to improve learning opportunities for Indian children and to serve as role models in area schools serving Indian children and in schools throughout Indian country.

Currently, the program has eight elementary education and five secondary science candidates. Recruitment efforts for both cohorts is ongoing. The Early Childhood Education Program is no longer offered. Area administrators prefer flexibility in placement of teachers in K-5 classrooms, and ECE completers were not being considered due to the narrow focus of their preparation. Instead of offering the full program, the unit now offers ECE courses in the summer, as needed, to accommodate area needs.

## **TURTLE MOUNTAIN COMMUNITY COLLEGE TEACHER EDUCATION DEPARTMENT**

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

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

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

1. To cherish knowledge is to know WISDOM.
2. To know LOVE is to know peace.
3. To honor Creation is to have RESPECT.
4. BRAVERY is to face the foe with integrity.



5. HONESTY in facing a situation is to be honorable.
6. HUMILITY is to know yourself as a sacred part of the Creation.
7. TRUTH is to know all of these things.

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

## **Mission Statement**

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

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

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

Some of the characteristics of Culturally Responsive Teaching include:

- Validates the cultural heritage, values and beliefs of all.
- Builds bridges between home and school experiences that foster the dreams of students.
- Embeds caring into the very core of teaching, for learning can only take place in a classroom that is welcoming, inviting, and comfortable.
- Uses a wide variety of instructional strategies to accommodate multiple intelligences and learning styles.

- Recognizes ‘book-learning’ must be supplemented with a rich variety of experiences, activities, experiments, and exploration as a matter of routine.
- Utilizes best teaching practices in all facets of teaching and learning.
- Demonstrates commitment to social justice and to transforming the system from within.

## **Vision Statement**

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

## **Program Purposes**

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

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

## **Central Principles**

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

1. Acknowledgement of the unique legacy of the Turtle Mountain Band of Chippewa, including the historical consequences of generational trauma is fundamental to addressing the tribe’s societal needs and the college’s mission.
2. The unique contributions, learning styles, and abilities of each learner brings into the classroom an opportunity for the community to become enriched.
3. Authentic assessment consists of recognition of the links of real world experiences to classroom instruction.
4. Experiential learning, differentiated instruction, and best teaching practices are essential components of effective teacher education.
5. The cohort model learning community in TMCC teacher education purposefully addresses the research-based criteria of this academic structure: (a) student-student collaboration; (b) student-faculty collaboration; (c) interdisciplinary courses; (d)

academic motivation; (e) linking academics to real life experiences; (f) perspectivism; (g) cooperative learning; and (h) knowledge constructivism.

## **Culturally Responsive Teaching**

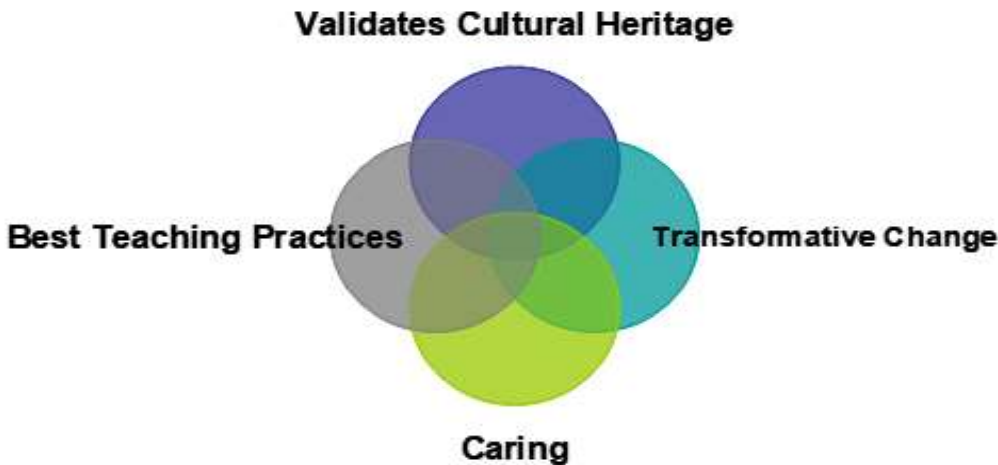
The Turtle Mountain Band of Chippewa forms the community context for the Turtle Mountain Community College (TMCC). The enrolled citizens number approximately 32,000 with about half that number actually living within the geographical boundaries of the Turtle Mountain Reservation. The most recent data indicate that 29.8% of the population living in Rolette County are below the poverty level (Rolette County, 2010), which challenges community members in many ways. The struggle for physical survival has a profound impact on the culture, on the psychological dispositions of the students in our schools, the students' academic performance in our K-12 schools, and students' academic performance at the college level. Matters are more complex due to the varied religious beliefs and cultural values.

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

Culturally responsive teaching is multidimensional and encompasses the following principles:

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

*Figure 1.* Transformational change through culturally responsive teaching.



## Deep Teaching

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

### *Expand Boundaries*

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

### *Attend to Learning Styles*

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

### *Involve Mind and Body*

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

Figure 2. The Deep Teaching process.



## Learner-Centered

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

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

When a student feels helpless in the face of a learning experiment, or even subtly threatened by an assignment, a defense trigger is pulled in the brain. The learner reacts and goes into a state of stress. In some cases, the threat may be perceived as indirectly aimed at one's self-esteem, confidence, and peer acceptance (p. 87).

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

## Epistemology

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

## Comparing Paradigms

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

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

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

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

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

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

*A curriculum that meets this cultural standard:*

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

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

*A curriculum that meets this cultural standard:*

- recognizes the contemporary validity of much of the traditional cultural knowledge, values and beliefs, and grounds students’ learning in the principles and practices associated with that knowledge;
- provides students with an understanding of the dynamics of cultural systems as they change over time, and as they are impacted by external forces;

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

*A curriculum that meets this cultural standard:*

- utilizes the local language as a base from which to learn the deeper meanings of the local cultural knowledge, values, beliefs, and practices;
- recognizes the depth of knowledge that is associated with the long inhabitation of a particular place and study of “place” as a basis for the comparative analysis of contemporary social, political and economic systems;
- incorporates language and cultural immersion experiences wherever in-depth cultural understanding is necessary;
- views all community members as potential teachers and all events in the community as potential learning opportunities;
- treats local knowledge as a means to acquire the conventional curriculum content as outlined in state standards, as well as an end in itself;
- makes appropriate use of modern tools and technology to help document and transmit traditional cultural knowledge; and
- is sensitive to traditional cultural protocol, including role of spirituality, as it relates to appropriate uses of local knowledge.

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

*A curriculum that meets this cultural standard:*

- draws parallels between knowledge derived from oral tradition and that derived from books;
- engages students in the construction of knowledge and understandings that contribute to an ever-expanding view of the world.

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

*A curriculum that meets this cultural standard:*

- encourages students to consider the inter-relationship between their local circumstances and the global community;
- conveys to students that every culture and community contributes to and receives from the global knowledge base; and

- prepares students to think globally, act locally.

### *A Brain-Based Approach*

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

1. Physical and emotional needs are met. Care is taken for proper hydration with water, diet of healthy and natural foods, adequate exercise in order to provide oxygen to the brain and create a safe, non-threatening environment for learning.
2. Learning is challenging and stimulating. Vary instructional strategies so that quiet and active activities are alternated and maximize learner feedback.
3. Problem-solving is integral to learning experiences. Neural pathways are developed, using problem-solving activities such as: solving a problem on paper, making a model, with an analogy, or metaphor, by discussion, with statistics, through artwork, or during a demonstration.
4. The arts are integrated into the teaching of all disciplines. The value of music for stimulating the “neurotransmitters” through arousal, as a carrier of words, and as a primer for the brain. Words are easier to remember when placed within a musical context.
5. Dancing and singing boost creativity, relaxation, listening and abstract thinking. Also helps in the development of verbal thinking.
6. Provide a rich balance of ritual and novelty. Use fun, energizing rituals for class openings, closings, and most of the repetitious classroom procedures and activities.
7. Promote intrinsic motivation. Influence symbolically and concretely students’ beliefs about themselves and learning. Include the use of affirmations, acknowledging student successes, positive non-verbal communication, teamwork, or positive posters.
8. Good learning engages feelings. Emotions are a form of learning. Our emotions are the genetically refined result of a lifetime of wisdom. We have learned what to love, when and how to care, whom to trust, the loss of esteem, the exhilaration of success, the joy of discovery, and the fear of failure.
9. The importance of relevance is critical. Emotions and meaning are linked because emotions engage meaning and predict future learning because they involve future goals, beliefs, biases, and expectancies.

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

## **<sup>1</sup>Cohort Model Learning Communities**

As a curricular structure, learning communities can be applied to any content and any group of students (Tinto, 1998). What remains common however is shared knowledge and shared knowing. Courses taken together and organized around a central theme promote mutual coherent educational experiences that lead students to higher levels of cognitive complexity. Enrolling students in the same classes also allows them to get to know each other quickly and fairly intimately, and in a way that is part and parcel of their academic experience (Tinto, 1998). Borden and Rooney's (1998) case study research has shown learning communities to be an effective means of increasing student involvement in learning, resulting in higher levels of student performance and persistence. Desirable student outcomes directly associated with learning communities include:

- (a) Students creating their own supportive peer groups that extend beyond the classroom;
- (b) Students becoming more involved in both in-class and out-of-class activities;
- (c) Students spending more time and effort on academic and other educationally purposeful activities; and
- (d) Students becoming more actively involved and taking more responsibility for their own learning instead of being a passive receiver of information (Tinto & Russo, 1994).

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

Schools that offer professional degrees under the cohort method of student learning find that these students possess a widely shared sense of purpose and value, and a commitment to and sense of responsibility for the learning of all students within the cohort group (Centre for Research, 2003; Basom & Yerkes, 2001; Tinto & Russo, 1994; Dinsmore & Wenger, 2006). The

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<sup>1</sup> This Cohort Model was adopted in 2000 with Elementary Education Cohort 1 and continues to form the foundation for learning communities in existing cohorts.

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

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

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

Over the past several years, education cohorts typically range from 7 to 10 students. Students in cohort-model learning communities in tribal colleges are generally older than average and have a number of responsibilities and commitments, such as family and work that add to the overall rigor of the academic curriculum. Consequently, selection of cohort participants includes questions related to motives and aspirations for participating in the program. Preliminary ‘task and skills’ of student participants include development of a group mission, norms and behavioral expectations. Attending to these issues at the onset of the program helps to develop a system of support and cohesiveness within the cohort. Recognizing the cohort as an evolving cultural entity leads to three identifying aspects that influence the culture in each particular cohort group: the concept of cohort model; particular context and location; and the beliefs that participants hold about the community or are encouraged to adopt (Dinsmore & Wenger, 2006). Conceptually, the learning community appears to be a potentially powerful educational practice (Zhao & Kuh, 2004).



# CAEP Standards for Educator Preparation

## Content and Pedagogical Knowledge

### Standard 1

*The provider ensures that candidates develop a deep understanding the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college-and career-readiness standards.*

#### Candidate Knowledge, Skills and Professional Dispositions

1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

The North Dakota Education State Standards and InTASC standards serve as a guide to the unit assessment focus. Assessment tools that measure the candidate's ability to meet the standards are embedded in in the course syllabi. The North Dakota Student Teaching Assessment Tool (STOT) ([link](#)) is used as a capstone assessment to assess candidate proficiency in teaching content and engaging in instructional practice that meets the needs of diverse learners. In addition, this tool is used by the mentor teacher, candidate, and college supervisor to assess Standards 9 and 10 which speak to professional responsibility.

The candidate assessment data tells the unit that candidates are meeting professional, state, and institutional standards and they are having a positive impact on P-12 student learning. The TMCC teacher education program strives to prepare initial candidates who are proficient in the state and national teaching and technology standards. In order to collect data that gives the EPP the appropriate evidence that candidates are meeting these standards, the EPP has aligned its programs to these standards at the course level throughout the entire unit. The faculty developed a curriculum map to ensure standards are appropriately covered, and faculty requires candidates to align the evidence placed in their portfolios with these standards, as well. [Curriculum Alignment Chart](#) [2016-2017 Curriculum Matrix](#) [2017-2018 Curriculum Matrix](#). The teacher education programs are also aligned to North Dakota state content area guidelines (ESPB) where appropriate for initial licensure programs (Content Alignment Charts). As learning-centered individuals, candidates are expected to demonstrate the development of professional knowledge, skills, and dispositions under each of these standards. Candidates not only show the evidence but are personally interviewed by teacher education faculty on those standards throughout the program.

As described in Standard 2, the performance of candidates is systematically monitored at three key transition points in their program. This alignment allows us to constantly monitor candidates as they progress through the program and ensure they are meeting the standards. Data collected at these transition points is not only used to assess students but is also used for program review. These requirements vary in different programs with the first transition point being the formal

admission process to the program. The second transition point is the requirement to pass the Core Academic Skills for Educators assessment. If the candidate does not pass the CASE by the end of the second semester, s/he is exited from the teacher education program. The third point is a capstone project. Candidates present their e-Portfolios to a teacher education faculty committee, upon completion of student teaching using a technology-based platform that demonstrates the candidate's understanding of the ten InTASC standards. At each transition, teacher candidates are assessed to show that they know the subject matter that they plan to teach and can explain and demonstrate important principles and concepts delineated in the professional standards. Assessment data are collected through the use of rubrics and compiled in the Livetext database into spreadsheets which currently serve as the EPP's data analysis system. Key assessment data collection will be collected using Excel during the 2018-19 academic year and will continue to be collected through that mechanism to effect easier data representation from a variety of source.

Candidates build their professional portfolios throughout the program. These portfolios contain key assessments, reflections, and student work samples. Faculty work with candidates as they are developing these artifacts while faculty advisors give candidates feedback when the portfolio is submitted for grading. The candidates' assessment data assures faculty that candidates are meeting professional, state, and institutional standards. For candidates who have not reached the level of competency that is required, the ongoing portfolio review process allows faculty to catch them early, provide them with remediation as necessary, or advise them out of the program if needed. Those students either change majors or pursue a general education degree at another institution.

Course assessment data helps the EPP to consider whether a candidate is at the appropriate level and acquiring the appropriate knowledge, skills, and dispositions at each level. The strategic integration of standards (knowledge, skills, and dispositions), conceptual framework, and content area requirements within courses, field experiences, and portfolios allows the EPP to use the same assessment data for candidate assessment and for program review. As part of program reviews, the EPP looks at this data in hopes of seeing a continuous improvement in candidate performance. Where data shows gaps between expectations and candidate performance, adjustments are made to address the concern(s). Periodic reviews of the data over the past few years revealed gaps in candidate data that are currently being addressing at the strategic level with data teams. The hope, going forward, is that LiveText will enable the EPP to analyze candidate and program data more frequently. Furthermore, the chance for errors while handling the data will be lowered as it will not be entered multiple times but will be entered directly into the LiveText system via web based applications. Excel will serve as the back-up system for maintaining long term trend data for longitudinal review.

In addition to looking at data, faculty in the department meet informally several times a month to talk about programs, curriculum, student issues, and ways to keep programs up-to-date and more effective. There is ongoing discussion about new state licensing standards and how they affect teacher education programs. The department director attends all NDACTE meetings and keeps the department updated on national and state-level developments.

Faculty are expected to stay current by attending professional development opportunities, literature reviews/reading, and belonging to professional organizations. The EPP faculty

annually adjusts and modifies syllabi, as a result of professional development events they attend that have potential to improve the teaching/learning process, to equip 21st century educators with the knowledge, skills and dispositions that they need to meet the needs of the 21st century learner who will enter into a world that looks different from the world we entered after graduation. One example of syllabus change is the EDUC 414 Student Teaching Seminar. After attending the NDU Professional Ethics training, the team decided to incorporate professional ethics in the seminar Spring Semester 2018. EDUC 300 Education Technology employs technologies such as Promethean Boards, SmartBoards, iPads, Google Apps, and many Web 2.0 tools in the teaching and learning process with the expectation that candidates will use those technologies for projects and assignments. All teacher education programs are reviewed periodically by the State of North Dakota. The last review occurred September 2015.

Note: According to the explanation for this standard, a major summary of all program data from key assessments and a discussion of those results is not required here as all our programs are state (ESPB) and nationally (North Central: Higher Learning Commission - HLC) reviewed. The approval letters from our last visit by ESPB are attached, as well as approvals from the HLC for our accreditation.

Candidates complete educational and content methods coursework which satisfy the expectations for professional and pedagogical knowledge. Data is then collected and analyzed for course improvement. Tables 1 and 2 depict course assessment results for 2016-17 and 2017-18 that demonstrate standard competencies for all coursework in our program. The rubric is not evaluative of student outcomes, but is useful for finding gaps in the standards and assessing the degree to which standards are covered in the curriculum and the degree to which candidates demonstrate understanding of content.

Table 1

InTASC Standards/ State Standards	Assessment Format	Std. 1 50015.1 50015.3a	Std. 2 50015.2d 50015.3a 50015.5d	Std. 3 50015.2b 50015.2h 50015.3b	Std. 4	Std. 5 50015.2c 50015.2h	Std. 6 50015.1 50015.4	Std. 7 50015.2e 50015.2h	Std. 8 50015.1 50015.2 50015.2e 50015.2f 50015.2g 50015.2h 50015.6	Std. 9 50015.5 50015.5c 50015.5d	Std. 10 50015.5 50015.5c 50015.5d
<b>2016-17</b>											
<b>COURSE</b>											
EDUC300 Ed Tech	Rubric								91%		
EDUC310 Intro Except	Final M.Ch/Essay	78%									
EDUC321 Multi-Cult	RP Writing Rubric		89%								
EDUC329 Curr Plan	Unit Rubric							83%			
EDUC330 Found	Rubric									80%	
EDUC350A Pract I	Disposition Rubric		P	P							
EDUC360A Pract II	Disposition Rubric		P	P							
EDUC320 Native Iss.	Debate/Rubric									70%/100%	
EDUC331 Lrning Envir	Rubric			89%							
EDUC404 Music M/M	Final Proj. Rubric					92%			92%		
EDUC405 Math M/M	Unit Rubric					89%					
EDUC407 Cr Arts M/M	Port. Rubric							98%			
EDUC408 Hea/PE MM	Unit Rubric								79%		
EDUC410 Ed Assess	Final Exam						91%				
EDUC402 Found. Rdng/Diag	Lesson Plan Content Rubric								96%		
EDUC403 Soc St M/M	Unit Content Rubric					77%/87%					
EDUC406 Science Meth	Rubric					85%					
EDUC409 Lang Arts M/M	Unit Rubric							80%			
PSYC353	Quizzes	67%									
EDUC414 Student Teaching	E-Portfolio	78%	87%	90%	81%	90%	90%	93%	87%	81%	87%
	STOT Rubrics	88%	94%	92%	89%	90%	88%	91%	93%	94%	88%
Note: Percentages indicate course in which InTASC Standard is assessed as a result of recommended realignment of curriculum. Grading Scale: D: 60-69; C: 70-79; B: 80-89; A: 90-100											

## Candidate Disposition Final Assessment

2016-17

Scores from Self, Mentor Teacher, and College Supervisor Assessments Averaged to Achieve Group Scores



SCALE: 1= Unacceptable; 2=Emerging; 3=Meets Expectation

1. Professional Conduct Toward Students	1.96
2. Professional Conduct Toward Professional Colleagues and Staff	1.92
3. Professional Practice Toward Parents and Community	2
4. Professional Practice	1.81
5. Professional Growth/Reverence for Learning	2
6. Resourceful	1.95
7. Integrity	1.83
8. Reflective	2

Table 2

InTASC Standards State Standards	Assessment Format	Std. 1 50015.1 50015.3a	Std. 2 50015.2d 50015.3a 50015.5d	Std. 3 50015.2b 50015.2h 50015.3b	Std. 4	Std. 5 50015.2c 50015.2h	Std. 6 50015.1 50015.4	Std. 7 50015.2e 50015.2h	Std. 8 50015.1 50015.2 50015.2e 50015.2f 50015.2g 50015.2h 50015.6	Std. 9 50015.5 50015.5c 50015.5d	Std. 10 50015.5 50015.5c 50015.5d
2017-18											
EDUC300 Ed Tech	Rubric								98.79		
EDUC310 Intro Except Ch	Final MultCh/Essay	88%									
EDUC321 Multi-Cult	RP Writing Rubric		87%								
EDUC329 Curr Pining	Unit Rubric							81%			
EDUC330 Foundations	Rubric								91%	91%	
EDUC350A Pract I	DispositionRubric		P								
EDUC360A Pract II	DispositionRubric		P								
EDUC320 Native Iss	Debate/Rubric									64%/72%	
EDUC331 Lrning Envir	Rubric			75%							
EDUC299 Sec Cl Mgmt.	N/A										
EDUC404 Music M/M	Lesson Pl Rubric								92%		
EDUC405 Math M/M	Unit Rubric					89%					
EDUC470 Meth-Sec Sci	Rubric					1 student					
EDUC407 C. Arts M/M	Port. Rubric							98%			
EDUC408 Health/PE MM	Unit Rubric								89%		
EDUC410 Ed Assess	Final Exam						91%				
EDUC402 Found. of Reading/Diag	Lesson Plan Content Rubric								81%		
EDUC403 Soc St. M/M	Unit Cont. Rubric					83%/87%					
EDUC406 Science M/M	Lesson Plan Rubric					88%					
EDUC409 Lang Arts M/M	Unit Rubric							93%			
PSYC353	Quizzes	64%									
EDUC414 Student Teaching	STOT Rubrics	3.63	3.87	3.63	3.62	3.65	3.51	3.63	3.62	3.69	3.37
	E-Portfolio										

Note: Percentages indicate course in which InTASC Standard is assessed as a result of recommended realignment of curriculum.

Grading Scale: D: 60-69; C: 70-79; B: 80-89; A: 90-100

Assessments Averaged to Achieve Group Scores

### Candidate Disposition Final Assessment

2017-18

Scores from Self, Mentor Teacher, and College Supervisor Assessments Averaged to Achieve Group Scores

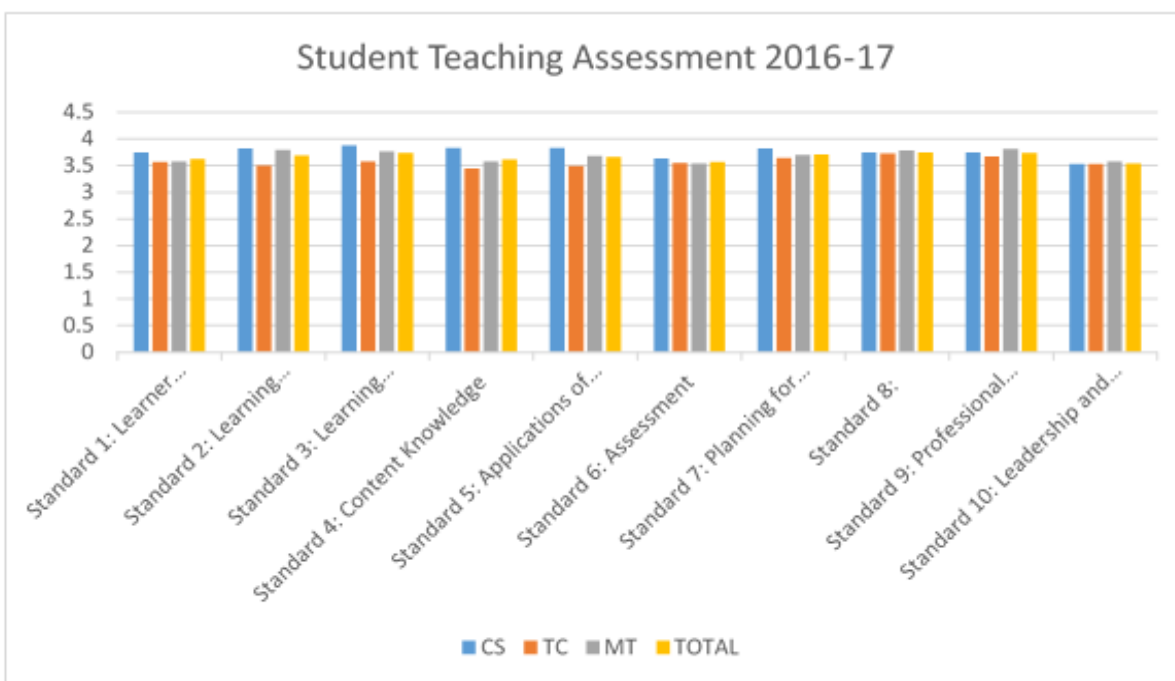
SCALE: 1= Unacceptable; 2=Emerging; 3=Meets Expectation

1. Professional Conduct Toward Students	2
2. Professional Conduct Toward Professional Colleagues and Staff	1.93
3. Professional Practice Toward Parents and Community	2
4. Professional Practice	1.98
5. Professional Growth/Reverence for Learning	2
6. Resourceful	2
7. Integrity	2
8. Reflective	2

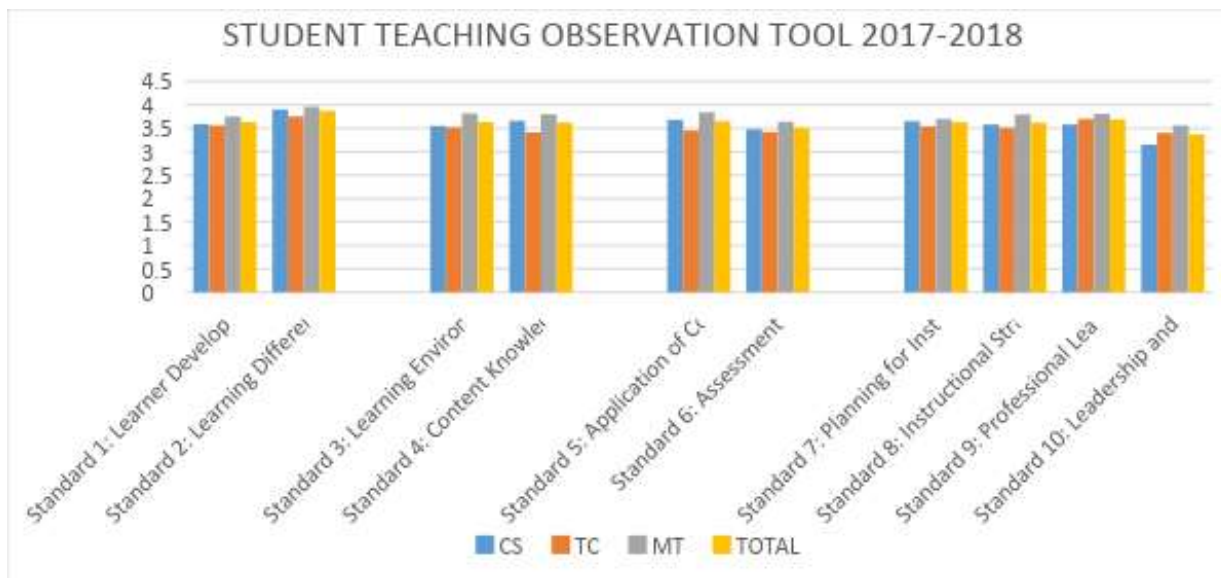
The EPP utilizes a Student Teaching assessment rubric. This assessment rubric is based on the 10 national standards of effective practice for new teachers. (InTASC) Standards 1-3 address *The Learner and Learning*. Standards 4-5 address *Content Knowledge*. Standards 6-8 address *Instructional Practice*. Standards 9-10 address *Professional Responsibility*. The assessment is completed by the college supervisor (cs), teacher candidate (tc), and mentor teacher (mt).

The Student Teaching Observation Tool was developed and adopted in 2016 by North Dakota Association of Colleges for Teacher Education (NDACTE). The 4-point rubric ranks teacher candidates as follows: 1 undeveloped; 2 emerging; 3 proficient, 4 distinguished.

Results of the 2016-2017 and 2017-18 student teaching assessment were averaged by rater and by composites of all raters. Following are the results for each year:



MT: MENTOR TEACHER      TC: TEACHER CANDIDATE      CS: COLLEGE SUPERVISOR



The STOT scale is 1-4 with 4 being the highest possible score and 1 the lowest. The graph depicts averages by the individual raters and a composite (orange). None of the Standard averages fell below a 3.0, which is the proficient level.

Candidates in the elementary education program complete courses and meet expectations for professional and pedagogical knowledge. Data is collected from EDUC 331 Learning Environments, EDUC 402 Foundations of Reading/Diagnostics, and MATH 277 Math for Teachers. Artifacts collected from work completed by candidates apply to professional and pedagogical knowledge and skills. To the extent possible, assessment results from the collection of artifacts will be recorded/inserted in the Assessment Matrix, which is currently in design phase. For example, EDUC 330 Foundations of Education assesses ND Standard 50015.2 (central concepts, tools of inquiry, and structures of content) in multiple ways (survey, short papers, midterm exam, and individual/group presentation; EDUC 331 Learning Environments assesses Standard 50015.1 integration of learning styles and multiple intelligences through individual video critiques, classroom management plans, and the portfolio; EDUC 321 Multicultural Education and Human Diversity assessments that respond to ND Standard 50015.3 include projects, PowerPoint presentations, research papers, etc.

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

### Pedagogical Content Knowledge for Teacher Candidates

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



Currently, on a much broader scale, the *TMCC Student Learning Committee (SLC)* oversees the assessment process to ensure that it is working well across the entire institution. The SLC is a committee that evolved post-ESPB 2015 visit, and it is proving quite effective in guiding departments in collecting the “right kind” of evidence that supports conclusions about program quality and effectiveness. Through the SLC, the EPP was able to demonstrate how the department engaged in assessing learning outcomes using the two capstone assessment processes - student teaching assessment and the e-Portfolio. Individual assessment committees analyze and discuss areas of concern within their own departments and then report results to their department chairs culminating in a final report to the SLC. This assures that all departments/programs are following their assessment plans, and it assures that the EPP is fostering the appropriate progression levels in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

Standards are identified in course syllabi, along with assessment tools/procedures for demonstration of proficiency. The standard institution grading scale is applied to a point system generated by course assignments for each course. Final grades are stored in an LMS called Canvas.

Student teaching serves as the capstone course for the both elementary and secondary science programs, and the ND STOT and e-portfolio assessment serve as the capstone assessments, culminating in a set of evidence that demonstrates proficiency with candidate knowledge, skills, and dispositions. Each candidate must present the portfolio twice – prior to the student teaching experience and upon completion of student teaching. Candidates are evaluated a minimum of three times during student teaching – initial, mid-term, and final – by the supervising teacher and the college supervisor. The portfolio is a major assessment component for the teacher education program as it synthesizes the philosophy and vision of the department through the minds of its students (Table 3).

Survey data collected from graduates, first year teachers, and school administrators indicates the candidates have an acceptable level of pedagogical content knowledge. Further, the faculty instructing 300 and 400 level courses assess students frequently to ensure pedagogical content knowledge. (*See ESPB-Elementary Education Report 2017 report, page 23, TMCC Website.*)

**Table 3: E-Portfolio Assessment for InTASC Standards**

Proficiency Scale			4-Excellent		3-Good		2-Satisfactory		1-Needs Imp	
Year	St 1	St 2	St 3	St 4	St 5	St 6	St 7	St 8	St 9	St 10
2014-15	3.16	2.91	4.08	3.58	3.66	3.08	3.41	3.58	3.25	3.83
2015-16	2.85	2.85	3.42	3.14	3.42	2.85	3.42	3.28	3.00	3.14
2016-17	3.0	3.42	3.57	3.14	3.57	3.57	3.71	3.42	3.14	3.57
2017-18	4.75	4.75	4.75	4.62	4.75	4.62	5.0	5.0	4.50	4.87

[\*e-Portfolio Assessment\*](#)



## Provider Responsibilities

1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

Candidates are assigned their first descriptive research project in EDUC 300 Education Technology class. The primary purpose of this assignment is to familiarize them with APA format and types of research design. As they progress through the program, they are introduced to research design with an emphasis on literature review and presentation format. They learn to engage in literature reviews in an effort to broaden their understanding of critical education issues of the day. In the Native Issues class, many issues impacting preK-12 Indian education are addressed, and candidates are expected to complete a research project focused on one issue in Indian education. Concern regarding candidate level of preparedness for developing a formal research paper has been expressed by some of the EPP faculty. While candidates do well preparing topic papers for a number of their courses, the structure and design of a quality research paper often elude them. Further, candidates are often given research paper assignments that are more formal essay assignments consisting of outline, introduction, body, and conclusion, with the required bibliography, rather than true research. Candidates must develop a deeper understanding of the action research process in order to engage in the assessment and improvement of their own practice. Therefore, the EPP will work collaboratively to create opportunities for candidates to set up action research projects in classrooms during their student teaching and as new teachers. Such opportunities will be embedded in coursework across the curriculum as faculty guide candidates in designing quality research-based projects appropriate to assigned grade levels. In addition, candidates will develop a deeper understanding of the elements of research design in preparation for the occasions when they will be called upon to engage in research as professionals in the field.

Faculty has attended a number of conferences such as the Higher Learning Commission Annual Conference, CAEP Conference, NDU Educator Ethics Training, and the ILA Conference in an effort to learn more about how to engage candidates in using research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

Work is currently in progress to become more proficient with data analysis via LiveText and Excel. Using these tools, the unit can more accurately assess learning outcomes and generate reports that reflect improved analysis of academic program quality and candidate status, resulting in a clearer picture of areas where improvements can be made. Other key transition data, such as field experiences, test scores, and program entrance and exit exams, will continue to be measured as in the past. This has been a two-year project and the plan is being put in place Fall 2018.

The September 2015 ESPB visiting team considered and reviewed the EPP's level of engagement with all departments within the institution. As a result of the team's recommendation regarding collaboration across departments, the EPP's effort to engage in collaboration with departments outside of the teacher education department, including sciences, English, and history departments ensued. This has proven to be a successful change as

assessment systems are so tied to curriculum that these discussions needed to begin at the department level first where cause and effect is more easily identified and then brought to the intercollege level after the initial analysis is done.

The EPP's conceptual framework has remained the same; however, an audit of course learning objectives occurred to make sure the objectives were still aligned with the state standards and the conceptual framework. Charts pulled from syllabi demonstrate how learning outcomes are met and measured and aligned to both the conceptual framework and appropriate standards.

1.3 Providers ensure that candidates apply content and pedagogical knowledge as reflected in outcome assessments in response to standards.

Again, the North Dakota STOT is used to assess candidates to determine the degree to which they are meeting InTASC and North Dakota State Standards and instructing students in ways that ensure their students understand, remember, and apply new learning. Candidates learn how to apply culturally responsive instruction through a project based format that engages mind and body in the learning process.

1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards.

Course syllabi contain lesson planning components that require candidates to demonstrate skill in applying the deep teaching process that facilitates P-12 student application of their knowledge to solve problems and think critically. Candidates design integrated units of instruction with a strong focus on differentiated instruction with special attention given to the unique qualities of each child. Candidates are also afforded opportunities to develop an ability to identify and interpret assessments that match P-12 college and career readiness goals/objectives. Thus, assessments address the candidates' ability to differentiate instruction using multiple strategies and to use data in instructional decision-making. The EDUC 310 Introduction to Exceptional Children covers all aspects of diversity in terms of the typical class, school, and community population, and candidates are well schools in diversity that covers a broad spectrum.

1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning; and enrich professional practice.

Candidates demonstrate the ability to use technology in design, implementation, and assessment of learning experiences to engage students. The first course they take upon entering the program is EDUC 300 Education Technology. They use WEEBLY as the tool for designing their online e-Portfolio, and they begin that process immediately. Here is a sample of a completed portfolio. <https://shayleembaker.weebly.com> Upon completion of the Education Technology course, candidates take a survey to self-assess their proficiency with multiple technology uses. [Dave's Survey](#)

## Clinical Partnerships and Practice

## Standard 2

*The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.*

2.1 Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

The teacher education program was conceptualized as a result of collaboration between the Turtle Mountain Community College (TMCC) and the local school communities. In 1997-1998, the concept of a four-year baccalaureate degree in elementary education at TMCC, was born as the superintendent and principal of the local school system asked if this could be accomplished at TMCC. The principal stated that there was a need for such a program on the reservation as the school system was having problems in retaining teachers. The reasoning for this was that the teachers hired were not from the area and did not adjust well to the culture of their students and the community. During this time frame, TMCC surveyed other area elementary schools and found that they were experiencing similar problems.

As a result of the issues that were brought forward by local school administrators, TMCC's administration, staff and faculty, with the monies from two bilingual grants from the federal office of bilingual programs, designed and instituted its first four-year program in elementary education during the period of 1998-2000. The program was implemented in the year 2000, reflecting holistic and integrative methodologies, fluid disciplinary boundaries, integrative technology and culturally adapted courses grounded in the holistic spirit of the Turtle Mountain Band of Chippewa Indians (TMBCI). In the years 2000-2001, accreditation was sought through the state of North Dakota teacher education programs and the North Central Association of accreditation (HLC). Accreditation from both agencies was granted during this timeframe with TMCC graduating its first class in 2002. In 2011, TMCC received approval to offer a baccalaureate degree in secondary science education, and a baccalaureate in early childhood education was offered in 2012. To date, there has been 241 students that have been allowed entrance into TMCC's Teacher Education Programs based on selection criteria outlined in the Teacher Candidate Manual (and found in this page's midsection). Eleven of the 241 students were non-Indian and three were non-enrolled tribal descendants. Page 7 of this documents offers an overview of the history of candidate completion over the years since the inception of the EPP.

This form of co-construction and collaboration has not ceased as the TMCC teacher education program annually meets with the local P-12 school administrators to discuss and arrange the placement of candidates for clinical preparation. Discussions are specific to responsibilities of the teacher education department and schools, as well as the shared responsibilities of both the teacher education department and the schools that are beneficial to the elementary and secondary students. As a result of such discussions schools are provided an affiliation agreement which

reflects the individual and shared responsibilities of the entities. [Memorandum of Agreement](#)

The co-construction of instruments and evaluations is a process that will be initiated during the 2018-19 academic year. Area administrators and mentor teachers will be asked to review current assessment tools to identify perceived gaps and offer suggestions for improvement. The ND STOT will continue to be used to assess student teachers, and the new candidate disposition assessment tool to be developed by the NDACTE committee will be used as designed by the committee. Other capstone assessments, such as the e-Portfolio rubric and lesson design rubric, will be reviewed for improvement through a collaborative effort involving EPP faculty and members of the Advisory Council who will collect feedback from the groups they represent.

The selection criteria employed for entrance into the teacher education department is found in the the Teacher Candidate Manual and reads as follows: “Students may declare either a Bachelor of Secondary Science Education or Bachelor of Science in Elementary Education as their curriculum of study upon admission to the college. Upon completion of the General Education Requirements, a student may then apply for admission into the teacher education program. Admission requires three letters of recommendation, 2.5 GPA, a statement of educational philosophy, a resume’, and official transcripts. Evaluation of this packet is conducted by an admissions committee within the teacher education department. Students who meet all of these preliminary objectives are invited to a personal interview for final selection. Upon admittance to the Teacher Education Program, the candidate is required to follow a Plan of Study-Summer, Fall, and Spring.”

A partnership involving TMCC program faculty and local stakeholders has recently been developed to form the TMCC TED Advisory Council. Public and BIE schools located in Rolette County employ most of the TED graduates therefore, all districts have been invited to assign personnel to serve on the Advisory Council. Composition of the Advisory Council is as follows:

- One Elementary or Secondary Education Candidate Representative
- One Elementary or Secondary Education Alumni Representative
- One Cooperating Teacher
- One Elementary
- Secondary School Administrator
- One Representative from an Area School Board
- Community Representative At-Large
- TMCC Field Experience Supervisor
- Tribal Council Member (1)
- Academic Dean
- Director of Teacher Education Programs
- Faculty Representative

The Advisory Council, which once was an active group, has been reactivated and a new Advisory Council Policy Manual draft was created for editing/modifying by the new members. The council will be scheduled to meet two times per year to review program accomplishments and advise the EPP on critical issues such as placement of practicum students and student teachers for clinical practice experiences. [Advisory Council Policy Manual](#)

The Field Experience Supervisor manages some of the larger Practicum experiences and Student Teaching field experiences, ensuring that candidates are assigned to multiple settings in order to

assure diversity in P-12 students with whom candidates interact. Instructional faculty, however, are responsible for considering such factors as diversity of the school, recommendations from district administrators, distance, school schedules, course schedules, personal considerations such as disability, transportation, family, etc. as a routine part of site selections for field experiences embedded in course syllabi. Further, they are responsible for assigning observation and instructional guidelines to candidates as they venture into the selected classrooms. Candidates are given the responsibility of sharing the instructors' expectations with the mentor teachers in the field.

Field experiences associated directly with teacher education courses focus directly on content being taught, as well as standards. For example, the focus of the Creative Arts course field experience is on designing and teaching an art lesson in a manner that addresses the appropriate state and InTASC Standard. In this case, reflections regarding lesson design and instructional practice would serve as the assessment. The field experience assignment for EDUC 410 Education Assessment is more about observing how classroom students are assessed and the assessment tools used, therefore, candidates might write a semi-formal paper on types of assessments observed and purposes served. Table 4 depicts current clinic experience hours. Faculty continues to assess the curriculum to determine where hours can be added in order to offer candidate more experience in the classroom.

**Table 4: Field Experiences (Practicum/Student Teaching/Course Practicums)**

Program	Field Experience	Observation Hours	Student Teaching	Hours
Elementary Education Grades 1-8	EDUC 350A Practicum I	40	EDUC 414	480
	EDUC 310 Except Learner	5 Obs.		
	EDUC 331 Lrng Environments	5		
	EDUC 405 Math Methods	5		
	EDUC 440 Music M/M	5 Obs		
	EDUC 407 Creative Arts M/M	15 w Lesson		
	EDUC 410 Ed Assessment	10 Lab		
	EDUC 406 Science M/M	10 Lab		
	EDUC 360 Practicum II	80		
	EDUC 402 Foundations-Rding	5		
	EDUC 409 Lang Arts M/M	5		
		185		480

Secondary Science	EDUC 350A Practicum I	40	EDUC 414	480
	EDUC 360A Practicum II	80		
	EDUC 299 Classroom Management	10		
		130		480

The EPP and area administrators sign an Affiliation Agreement each year. Agreements exist between Rolette County Schools and the EPP. The affiliation agreement outlines the scope of the collaboration that will exist between the EPP and the school or district. In the event that a candidate requests placement beyond the local region, the EPP makes contact with the building principals and discusses possibilities and options. Once a building principal has enough information to make an informed decision about placement of the candidate, the Field Experience Supervisor, and principal review and sign the Affiliation Agreement either through electronic means or face-to-face.

The Field Experience Supervisor (FES) makes site visits to all of the area schools in which candidates will complete short and long-term practicums and student teaching. During these visits, the FES takes time to explain expectations of mentor teachers and teacher candidates. Location of all documents outlining scope of work, assessment tools used, and responsibilities is covered at this time, as well. All documents that guide the work of the mentor teacher and candidate are provided in hard copy format to both the candidate and the mentor teacher. [The Teacher Candidate Manual, pages 16-23](#), clearly spells out the expectations, role, duties, and responsibilities of the candidate, the mentor teacher, and the college supervisor (Field Experience Supervisor). This information is shared with cooperating teachers and building administrators, however, the expectations, etc., have not been co-constructed. That is a task that the Advisory Council will take on once it is in full operation.

The FES meets with mentor teachers individually prior to the start of the student teaching experience and maintains contact throughout student teaching via email, texting, phone calls, and drop in visits. The FES makes every effort to ensure the student teaching experience benefits students, the mentor teacher, and the school by thoroughly reviewing candidate responsibilities and offering suggestions for ways the candidates can avail themselves to the needs of the classroom and school community beyond the prescribed duties outlined the Teacher Candidate Manual. In addition, the Student Teaching Seminar offers a forum for discussions focused on the extended duties that naturally evolve during the course of the experience. The FES also collects information from mentor teachers via the communication process outlined earlier regarding issues that surface but are not covered by the procedures outlined in the manual. These issues are covered thoroughly in seminar sessions. Issues with individual candidates are addressed in a three-way conference involving the FES, mentor teacher, and candidate with the goal of resolving the issue to the satisfaction of all.

The ND Student Teaching Observation Tool (STOT), which was constructed by a state-wide team, is used to evaluate candidate performance throughout the student teaching experience. Instrument validity and reliability measures were applied to the STOT resulting in a final version of the instrument in June 2017, and a STOT Inter-Rater Reliability session involving NDACTE members occurred September 2017. Currently, NDACTE is in the process of developing a candidate disposition assessment tool to be used state-wide, as well. Validity and reliability measures have not been applied to the tool currently in use by the EPP.

The fact that area schools employ almost all graduates each year is evidence that P-12 schools and the EPP have both benefited from the partnership. The EPP continues to be the primary source for local schools as they seek to hire graduates who are schooled in culturally responsive teaching with an emphasis on local culture. On rare occasions, graduates apply for positions in other tribal communities or decide to either take a break or move immediately into a graduate program full-time. However, invariably, every graduate who seeks employment in area schools is offered a position. [Employment Table](#)

2.2: Partners co-select, prepare, evaluate, support and retain high quality clinical educators, both EPP and school-based, who demonstrate a positive impact on candidates' development and P-12 student learning and development. In collaboration with their partners, providers use multiple indicators and appropriate technology-based applications to establish, maintain and refine criteria for selection, professional development, performance evaluation, continuous improvement and retention of clinical educators in all clinical placement settings.

Once firmly established, the Advisory Council, consisting of a cross section of community and education stakeholders, will work collaboratively with the EPP to identify and select clinical educators. The EPP, in collaboration with the Advisory Council, will be engaged in the process of developing a two-way assessment process and tool by which each group can evaluate the other. It is hoped that the process will be ready for implementation Spring 2019.

A description of the self, cooperating teacher, and college field experience supervisor assessment process is outlined on page. [The Teacher Candidate Manual, pages 16-23](#) (subject to change with manual revisions). of the Teacher Education Student manual. The Teacher Observation Tool ([STOT](#)) is used to assess the candidate at mid-term and at the end of the student teaching experience.

The North Dakota Common Metrics Survey is sent out every spring to three groups - supervisors (building principals or designee (instructional coaches), first-year teachers, and exiting graduates. The surveys focus on the five main student learning outcomes - Instruction, Diverse Learners, Learning Environment, Use of Technology, and Professionalism. The data is collected, sorted, and reviewed to identify program strengths and areas for improvement. Areas for improvement are determined by identifying items that receive a consistently lower rating by respondents.

There is much work to do in regard to meeting 2.2. The EPP must take steps to ensure that the EPP and P-12 clinical educators and/or administrators work collaboratively to:

- Co-construct criteria for selection of clinical educators and make co-selections,

- Evaluate EPP and school-based clinical educators and candidates and share results,
- Use data to modify selection criteria, determine future assignments of candidates, and make changes in clinical experiences.
- Provide online supervisory resources and professional development opportunities to which all clinical educators have access.
- Involve all clinical educators in professional development opportunities on the use of evaluation instruments, evaluating professional disposition of candidates, setting specific goals/objectives of the clinical experience, and providing feedback.

It is the intent of the EPP to continue to pursue the co-construction and collaboration component by involving area cooperating teachers and administrators in as many aspects of the teacher education program as possible, as well as offering professional development in the use of the assessment tools used to ensure greater accuracy in assessing candidate performance based on a common understanding between the EPP and school communities involved.

2.3: The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple, performance-based assessments at key points within the program to demonstrate candidates' development of the knowledge, skills and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

All general rules for the Standard 2 are met. The newly constructed ND Student Teaching Assessment Tool (STOT) is used to assess the many criteria identified in a way that ensures each candidate is very thoroughly assessed against every InTASC Standard [STOT Field Supervisor Charts](#)



## Candidate Quality, Recruitment, and Selectivity

### Standard 3

*The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.*

3.1 The provider presents plans and goals to recruit and support completion of high quality candidates from a broad range of backgrounds and diverse population to accomplish their mission. The admitted pool of candidates reflects the diversity of Americas P-12 students. The provider demonstrates efforts to know and address community, state, national regional or local needs for hard-to-staff schools and shortage fields-currently, STEM, English-language learning and students with disabilities.

The Turtle Mountain Community College Teacher Education Program accepts all applicants who meet the selection criteria as outlined on the program application regardless of race or ethnicity. Within the scope of our larger TMCC philosophy and mission, the teacher education program makes the effort to recruit “high-quality candidates from a broad range of backgrounds and diverse populations” while continuing to focus on the mission to serve our tribal community. [Recruitment Plan](#), [Brochure](#)

Many of applicants who apply are older than average applicants for whom the opportunity to attend college passed them by with no hopes or belief that they could ever attend college. Reasons for this lost opportunity are many - poverty, remoteness of the Turtle Mountain region, family structure/obligations, etc. So, not seeing a reason to take the ACT, they opted out. In some cases, the EPP hosts candidates who have completed their K-12 experience via the GED process because life circumstances prevented them from continuing their education through to high school graduation.

As an open enrollment institution, TMCC accepts whoever comes through our doors to apply for college and places them in the program of their request or choice as long as they have met institutional entrance requirements. Once these students complete all of the required general education courses with a GPA that meets the teacher education programs entrance requirements, they are accepted into the program, upon applying, under the condition that they pass the Praxis I before the end of their junior year. An effort is currently underway to change the Praxis requirement to pre-admission.

While the admitted pool of candidates does not always reflect the diversity of Americas P-12 students, the Culturally Responsive Teaching model employed by the EPP offers serves as a

guide toward appropriate qualities and best practices associated with culturally responsive teaching. Through this model, candidates learn about the need/demand to foster strong connections between experiences in school and students' lives out of school. "By shifting the focus in the curriculum from teaching/learning about cultural heritage as another subject to teaching/learning through the local culture as a foundation for all education, it is intended that all forms of knowledge, ways of knowing and world views be recognized as equally valid, adaptable and complementary to one another in mutually beneficial ways." (Alaska Native Knowledge Network, 2013).

**3.2 REQUIRED COMPONENT:** The provider sets admissions requirements, including CAEP minimum criteria or the state's minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE: is in the top 50 percent from 2016-2017; is in the top 40 percent of the distribution from 2018-2019; and is in the top 33 percent of the distribution by 2020.[i]

To be admitted into the Teacher Education program, candidates must meet admission requirements as published in the TMCC Catalog. Refer to [TMCC College Catalog, Page 85](#) Following is the selection criteria for applicants:

- Declare Bachelor of Science in Education (B.S.Ed.) as major Minimum grade point average:
- Have a cumulative GPA of at least 2.50
- Earn grades no lower than "C" in any course restricted to those admitted to Teacher Education.
- Completion of General Education Requirements.
- Three letters of recommendation
- Statement of personal educational philosophy
- Resume
- Official transcripts
- Personal interview

**3.3 Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program.** The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and nonacademic factors predict candidate performance in the program and effective teaching.

Candidate dispositions are assessed at the end of each semester and twice during the student teaching experience, at midterm and at the end as part of the final assessment. Assessment criteria focus on professional conduct toward students, professional conduct toward professional colleagues and staff, professional practice toward parents and community, professional practice, resourcefulness, integrity, and reflective practice. [Candidate Disposition Tool](#) Upon completion of the dispositional assessment, advisors meet with the candidates to discuss results

of the assessment and discuss opportunities for improving in areas rated as emerging or unacceptable.

Currently, a subcommittee of the state organization is working towards developing a common candidate disposition assessment tool that will be available to all EPPs throughout the state. Once that instrument has been developed and disseminated, the EPP will avail itself to that tool to assess candidate dispositions as it will have gone to the validity and reliability checks and has been made available to EPPs.

3.4 The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

The ND STOT ([STOT](#)) assesses the depth and breadth to which a candidate demonstrates ability to teacher to the InTASC Standards. Using the STOT, the candidate conducts a self assessed at mid-term and at the end of the student teaching experience, and the college supervisory and cooperating teacher use the same tool to conduct both the mid-term and final assessments. In addition, all three members of the team use the Candidate Professional Disposition assessment tool [Candidate Disposition Tool](#) to assess the candidate dispositions at mid-term and at the end of student teaching. The candidate, cooperating teacher, and college supervisor meet to review assessment results and identify strengths and growth opportunities. The college supervisor monitors candidate progress closely and communicates frequently with candidates and cooperating teachers to make certain that candidates demonstrate the ability to teacher to standards. Finally, during the e-Portfolio presentation, the candidate has the opportunity to present evidence of his/her content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains. E-Portfolios are assessed using an InTASC Standards-based assessment. [E-Portfolio Assessment](#)

During the EDUC 300 Education Technology course, candidates begin the e-Portfolio development using Weebly as the platform for creating their capstone project. As they create the portfolio, they learn about latest technology available and are expected to integrate technology into all aspects of their portfolio by linking documents, websites, and artifacts developed for instruction and by using a variety of apps as teaching and learning tools. All aspects of technology learned in the Education Technology class are applied throughout the curriculum as candidates engage in the instructional planning process.

Transition point assessments:

- Transition Point 1: Admission to the elementary or secondary cohort
- Transition Point 2: Pass CASE prior to senior year
- Transition Point 3: e-Portfolio presentation prior to student teaching/Admission to student teaching
- Transition Point 4: Graduation/Licensure

The EPP's 6-8 key assessments that yield measurement data relevant to the InTASC Standards. Key assessment are:

- Pre-student Teaching Practicum Evaluations ([Practicum Assessment](#))
- Key Performance Tasks (Student Teaching Final Assessment) [STOT](#)
- Capstone Project (portfolio, teacher work sample, etc.) [E-Portfolio Assessment](#)
- Employer Survey results related to content knowledge (2016-2017 [Employer Survey](#))
- Graduate Survey results related to content knowledge ([2016-2017 TTS](#)) ([2017-2018 TTS](#))
- Additional assessment of choice [Candidate Disposition Tool](#)

The EPP monitors progression of candidates' advancement from admissions through completion through via these key assessments. All candidates must demonstrate the ability to teach to college- and career-ready standards required by the state of North Dakota. Understanding of and proficiency in addressing college- and career-ready standards is demonstrated in the lesson plans/unit design in methods courses, student teaching practice, and in the e-Portfolio presentations. The EPP continues to review and revise syllabi as state standards are developed and makes every effort to ensure candidates develop proficiency in teaching to state standards.

3.5 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate has reached a high standard for content knowledge in the fields where certification is sought and can teach effectively with positive impacts on P-12 student learning and development.

The EPP reviews field experience assessments, culminating in the review of the student teaching assessments to ensure each candidate demonstrates an in-depth understanding of content knowledge in the licensure area. In addition, the EPP has begun the process of collecting evidence of positive impacts on P12 student learning and development. This a work in progress, as the EPP currently makes every effort to collect standardized assessment evidence of impact on student learning. During the course of the 2018-19 academic year, faculty will begin schooling candidates in the case study process in an effort to prepare them for conducting case studies as part of the student teaching process and as classroom teachers. Professional ethics training is offered to new cohorts as part of the orientation process. NDU has been contracted to conduct a 1-day training session for all candidates in all programs. The training will guide them in understanding expectations of the profession, including laws and policies, codes of ethics and professional standards of practice.

3.6 Before the provider recommends any completing candidate for licensure or certification, it documents that the candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies.

Candidates' understanding the expectations of the profession, including codes of ethics, professional standards of practice, and relevant laws and policies is demonstrated, in part, by the dispositional reviews conducted periodically throughout their program of study. However, this is an area that we need to continue to pursue regarding quality and effectiveness of the experience. The Candidate Professional Dispositions assessment currently in use needs work. However, as

the NDACTE subcommittee continues work to develop a state-wide assessment, we will continue, for another year, to use the current tool created by EPP faculty.

## Program Impact

### Standard 4

*The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.*

#### Impact on P-12 Student Learning and Development

4.1 The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

Currently, the EPP collects NWEA MAP fall to spring assessment results in the areas of math, reading, and language arts in grades one through twelve (in grades assessed) from first, second, and third year teachers. [\(NWEA Table 1\)](#) [\(NWEA Table 2\)](#) [\(NWEA Table 3\)](#) [\(NWEA Table 4\)](#) The EPP is exploring future options for engaging kindergarten teachers in collecting evidence of impact on student learning. The Field Experience Supervisor and Programs Director will contact other tribal EPPs to learn how they collect critical impact data from their graduates in the field.

#### Indicators of Teaching Effectiveness

4.2 The provider demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Throughout the student teaching experience, the field experience supervisor monitors the candidate's growth as a teacher by conducting formal and informal observations, consulting with the cooperating teacher a minimum of 4 times, and engaging the cooperating teacher and candidate in the candidate assessment process using the STOT (Student Teaching Observation Tool) [\(STOT\)](#). The candidate, cooperating teacher, and field experience supervisor perform mid-term and final assessments using the STOT. Upon completion of each set of assessments, the three hold a conference to discuss developing skills and dispositions and share observations regarding demonstration of content knowledge through the instructional planning process and lesson delivery. Identification of growth opportunities is a natural part of this process. Beyond the formal assessment of candidate field work, program participants are offered two opportunities to provide feedback regarding their perceptions of level of preparation provided by

the EPP through use of the The North Dakota Common Metric Transition to Teaching Survey. ([TTS Survey 16-17 tables.](#))

#### Satisfaction of Employers

4.3. The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

The North Dakota Common Metric Employer Survey is used to survey employers/supervisors at the end of the graduates' first year of teaching, usually during the first two weeks in May. Employer perceptions are gathered in the areas of the graduates' level of preparedness in Instructional Practice, Assessment, Use of Technology, Diverse Learners, and Learning Environments. Respondents are rated on a scale as follows: 1= Disagree to 2; Tend to Disagree; 3 = Tend to Agree; 4 = Agree. Survey results for Academic Year 2015-16 are as follows: ([TTS Survey](#))

In addition to the input received from surveys completed by area administrators who host our candidates in their schools, the EPP has completed work on the TMCC Teacher Advisory Council guide and has reached out to area educators and other stakeholders in an effort to engage in program assessment and improvement. The first meeting of the Advisory Council is schedule for early August 2018. In order to continue to collect timely input from administrators, the field experience will maintain a log of feedback from administrators resulting from face-to-face meetings/discussions related to candidates completing practicums and student teaching in their schools.

#### Satisfaction of Completers

4.4 The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

The North Dakota Common Metric Graduate Survey is used to collect feedback from recent graduates not yet employed in the field. To date, the EPP has collected and analyzed two years of data. ([Exit Survey](#)) Results of the most recent survey, May 2018, have yet to be reviewed and analyzed. Results of the survey are usually returned to the EPP in early August each year. The North Dakota Common Metric Transition to Teaching Survey is used to survey first-year teachers at the end of their first year of teaching, usually during the first two weeks in May. First year teacher perceptions are gathered in the areas of their level of preparedness in Instructional Practice, meet needs of Diverse Learners, Learning Environments, and Professionalism. Respondents are rated on a scale as follows: 1= Disagree to 2; Tend to Disagree; 3 = Tend to Agree; 4 = Agree. Survey results for Academic Year 2015-16 are as follows: ([Transition to Teaching Table 2017-2018](#)) Survey results are used to identify areas for improvement.

## Provider Quality Assurance and Continuous Improvement

## Standard 5.

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidenced-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

### Quality and Strategic Evaluation

5.1 The provider's quality assurance system is comprised of multiple measures that can monitor candidate progress, completer achievements, and provider operational effectiveness. Evidence demonstrates that the provider satisfies all CAEP standards.

The EPP has purchased and will use LiveText, along with Excel, as the platform for monitoring candidate progress toward meeting InTASC Standards. At reporting time, LiveText is used to collect assessment evidence for the clinical experience, and that is a work in progress. During the 2018-19 academic year, faculty will be trained to upload course assessments in LiveText and as well as Excel, to assess candidate performance through multiple measures for the purpose of course/instruction and program improvement.

5.2 The provider's quality assurance system relies on relevant, verifiable, representative, cumulative and actionable measures, and produces empirical evidence that interpretations of data are valid and consistent.

The EPP uses a combination of assessments developed through NDACTE and EPP-created course assessments based on InTASC Standards to assess performance of candidates and to track results over time. Recommendations from the CAEP Commission on Standards and Performance Reporting include this about Standard 5: Quality Assurance: *"Providers must present empirical evidence of each measure's psychometric and statistical soundness (reliability, validity, and fairness)."* Therefore, as faculty are called upon to use processes for testing the reliability and validity of measures and instruments they create, they will be trained in procedures for assessing reliability and validity of such measures and instruments. Upon completion of training, an inter-rater reliability process will be used to measure the reliability of new EPP-created assessments that are used to assess candidate performance, and these assessments will also be subjected to construct validity through the factor analysis process.

### Continuous Improvement

5.3. The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

The EPP uses a combination of assessments developed through NDACTE and EPP-created course assessments based on InTASC Standards to assess performance of candidates and to track



results over time. The **Key Assessment Data Collection Plan** ([Key Assessment](#)) is used to serve as a guide to ensure all critical data is collected. Analysis of results over time offers the EPP the ability to use those results for program improvement.

5.4. Measures of completer impact, including available outcome data on P-12 student growth, are summarized, externally benchmarked, analyzed, shared widely, and acted upon in decision-making related to programs, resource allocation, and future direction.

Currently, the EPP is collecting spring to fall MAP assessment results from first and second year teachers. ([NWEA Table 1](#)) ([NWEA Table 2](#)) ([NWEA Table 3](#)) ([NWEA Table 4](#)) Because of the type of curriculum used in some area schools and issues with “fidelity to the curriculum” that, in some cases, prohibits teachers from veering from the adopted instructional practice, it is difficult to use the case study option for assessing impact on learning in those schools. The EPP is exploring the case study option in schools where greater flexibility in instructional planning and practice lends itself to this mode for demonstrating impact on learning.

5.5. The provider assures that appropriate stakeholders, including alumni, employers, practitioners, school and community partners, and others defined by the provider, are involved in program evaluation, improvement, and identification of models of excellence.

The Qualtrics Exit, Transition to Teaching, and Employer Surveys are used to collect feedback from stakeholder. The EPP has just recently established an Advisory Council ([Advisory Policy Manual](#)) and will conduct the first meeting August 2018. It is hoped the Advisory Council will offer the EPP a valuable, timely perspective regarding program quality and needs and will be able to support annual program evaluation and improvement efforts.



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