

**Program Report for the
Preparation of Early Childhood Teachers
Education Standards and Practices Board**

C O V E R S H E E T

Institution: University of North Dakota **State:** ND

Date Submitted: January, 2008

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Program documented in this report:

Name of Institution's program: Early Childhood Education

Grade levels for which candidates are being prepared: PreK-3

Degree or award level: B.S. Ed with major in Early Childhood Education

Is this program offered at more than one site? ☐ Yes ☒ No

If yes, list sites at which the program is offered:

Title of the state license for which candidates are prepared: Early Childhood

Program report status:

☒ Initial review

☐ Rejoinder

☐ Response to national recognition with conditions

State licensure requirement for national recognition:

ESPB requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Does your institution require such a test? Test information and data must be reported in Section II

☒ Yes ☐ No

REPORT

I. Contextual Information – Provides the opportunity for institutions to present general information to help reviewers understand the program.

Candidate Information

Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report.

Program: Early Childhood		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
Sum04-Spr05	83	18
Sum04-Spr06	97	20
Sum06-Spr07	124	37

ESPB Report for Early Childhood Education Program Area

Standard 50037.1 The program requires the study of typical and atypical child development to include the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight including characteristics of children as learners and as individuals. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

1. Candidates for a degree in Early Childhood Education have the opportunity to address/meet this standard in the following courses:

T&L 252 Child Development. 3 credits. Study the growth and development process through adolescence. A basis for understanding basic needs of the normal child and means of meeting them in the child's home and home and community environment. [LINK to Syllabus](#)

T&L 310 Introduction to Early Childhood Education. 3 credits. An overview of the early childhood education field, including an introduction to its historical roots; current theories, program models and issues; curriculum development; and typical atypical development of young children. [LINK to Syllabus](#)

T&L 311 Observing and Assessing Children. 3 credits. This course acquaints the student with a variety of ways of observing, recording, and analyzing the behavior and development of children. Assessment of children will be analyzed by looking at a variety of assessment activities that can be done with children. There will be a minimum of eight hours of field experience. [LINK to Syllabus](#)

T&L 313 Language Development and Emerging Literacy. 3credits. This course examines both typical and atypical development of language and thought in children ages birth-8. Children's emergent literacy is studied within the context of language development. There will be a minimum of eight hours of field experience. [LINK to Syllabus](#)

T&L 314 Social and Emotional Development and Guidance of Children. 3 credits. This course examines both typical and atypical social and emotional development in children ages 0-8 as a basis for understanding and working with children in educational settings. The course will also focus on child guidance and behavior issues affecting classroom climate. [LINK to Syllabus](#)

T&L 315 Education of the Exceptional Student. 3 credits. An orientation course, especially for classroom teachers, stressing the identification, characteristics and educational problems of exceptional children. A field exercise is part of this course. [LINK to Syllabus](#)

T&L 320 Infant/Toddler Development & Learning. 3 credits. This course is a study of the child's growth and development from birth to 36 months. It will give the student a basis for understanding normal developmental needs of children and means of meeting them in the childrens' home and community environments. [LINK to Syllabus](#)

2. Critical Tasks/Praxis Tests and other measures that assess the extent to which candidates have met this standard:

The following course assignments have been used to measure the extent to which candidates have met this standard:

T&L 310: Reflection Paper on 12 Principles of Child Development (Table 1)

T&L 311: Child Study Assignment (Table 2)

T&L 314: Case Study (Table 3)

In addition to the above-mentioned course assignments the following assessments have been used to measure the extent to which candidates have met this standard.

PRAXIS II: EC 0020 Section I and II (Table 4)

Critical Task - EC Beliefs & Practices (Program Standard - 2.1, 8.1) (Table 5)

3. Analysis of assessment results:

Table 1: T&L 310: Reflection Paper on 12 Principles of Child Development

Data Table for Reflection Paper on 12 Principles of Child Development:

T&L 310 Introduction to Early Childhood Education

Fall 07 N= 21	Emerging (1 point)	Meets expectations (2 points)	Exceeds Expectations (3 points)
ESPB Standard 7.1 Child Development	Fall 07 N=6/21 29%	Fall 07 N=7/21 33%	Fall 07 N=8/21 38%
ESPB Standard 7.2 Historical, philosophical, and social foundations	Fall 07 N=7/21 33%	Fall 07 N=4/21 19%	Fall 07 N=10/21 48%
ESPB Standard 7.4 Developmentally appropriate practices	Fall 07 N=3/21 14%	Fall 07 N=8/21 38%	Fall 07 N=10/21 48%

The purpose of this assignment is to examine the relationship between the 12 Principles of Child Development and Learning that inform Developmentally Appropriate Practice (DAP). Students were required to make an attempt to connect some of the 12 Principles to a real life-teaching example that might be found in an educational setting that follows Developmentally Appropriate Practices. Fall 2007 is the first semester this assignment was implemented in T&L 310.

According to the data table only 6 of the total twenty-one students showed an emerging understanding of this standard. This level was determined by the following criteria: *No clear understanding of theories of child development or developmental milestones. Makes no connection between child development, principles, and appropriate educational practices.* Further examination of the data table reveals that fifteen out of the twenty-one students either met or exceeded understanding of this standard.

Meeting expectations for this standard was determined by the following assignment criteria: *Knowledge of theories of child development and developmental milestones mentioned. Makes connection between child development, principles, and appropriate educational practices.*

Exceeding expectations for this standard was determined by the following assignment criteria: *Makes specific connections between theories/theorists/and principles. Makes extensive connections between child development, principles, and appropriate educational practices.*

Data suggests that this assignment was effective for allowing candidates to have the opportunity to address/meet this standard. The early childhood program area faculty will continue to offer this activity in T&L 310 and gather data to determine the long-term effectiveness of this assignment.

Table 2: T&L 311: Child Study Assignment

Data Table for Child Study Assignment (Critical Task):
T&L 311 Observing and Assessing Child

Fall 06 Spring 07		N=23 N=21	Does Not Meet Expectations (Grade=D/F)		Meets Expectations (Grade=C/B)		Exceeds Expectations (Grade=A)	
			Fall 06	Spring 07	Fall 06	Spring 07	Fall 06	Spring 07
ESPB Standard 7.1 Child development & learning. ESPB Standard 7.4 Developmentally appropriate practice. ESPB Standard 7.6 Assessment			0%	0%	22%	19%	78%	81%

For this assignment students study and determine the physical, social, emotional, language, and cognitive development of a young child, between the age of three and six years, through the application of a variety of informal assessment strategies such as anecdotal record, running record, time sampling, checklist and rating scales.

Examination of the data table reveals that all of the total twenty-three students (Fall 06), and twenty-one students (Spring 07) either met or exceeded understanding of this standard.

Meeting expectations for this standard was determined by the following assignment criteria: *students demonstrated a basic understanding of child development and developmental milestones. Makes connection between child development, and appropriate informal assessment practices.*

Exceeding expectations for this standard was determined by the following assignment criteria: *Makes specific connections between child development, and appropriate informal assessment practices. Makes extensive use of assessment data to identify and determine a child's developmental skills in each of the following developmental domains: physical, social, emotional, language, and cognitive.*

Data suggests that this assignment was effective for allowing candidates to have the opportunity to address/meet this standard. The early childhood program area faculty will continue to offer this activity in T&L 311 and gather data to determine the long-term effectiveness of this assignment. However, it has been determined that a more detailed rubric needs to be developed that better aligns assignment criteria with ESPB Early Childhood Standards. This will assist the early childhood program area faculty to more effectively determine the extent that candidates have met the standards.

Table 3: T&L 314: Child Case Study - Guidance

Data Table for Case Study Assignment:

T&L 314 Social & Emotional Development and Guidance of Children

Fall 06 Spring 07		Does not meet expectations (Grade =D/F)		Meets expectations (Grade = C/B)		Exceeds Expectations (Grade = A)	
		Fall 06	Spring 07	Fall 06	Spring 07	Fall 06	Spring 07
ESPB Standard 7.1 Child development & learning ESPB Standard 7.3 Partnerships, families, communities ESPB Standard 7.5 Social, self-control/esteem ESPB Standard 7.8 Professionalism, Life-long learning, reflective practitioner		0%	0%	17%	33%	83%	67%

The purpose of this assignment is to apply knowledge of social emotional child development and developmentally appropriate guidance to a practical situation. Students must also determine strategies to use when addressing a specific behavioral issue or challenge. This challenges students to understand how children's development is connected to their behavior, both typical and atypical. Through the understanding of children's development students can choose appropriate strategies for guiding and managing behavior. When examining and developing developmentally appropriate guidance strategies it is important for early childhood educators to establish and maintain collaborative partnerships with families, communities, and other professionals. Students are required to consider these collaborative partnerships when applying their guidance solutions to this child study.

Examination of the data table reveals that all of the total twenty-nine students (Fall 06), and twenty-one students (Spring 07) either met or exceeded understanding of this standard.

Meeting expectations for this standard was determined by the following assignment criteria: *students demonstrated a basic ability to identify and connect a child's social emotional development with a behavioral issue. Students also demonstrate a base level understanding of how to utilize knowledge of child development to determine developmentally appropriate guidance strategies.*

Exceeding expectations for this standard was determined by the following assignment criteria: *students demonstrated an advanced ability to identify and connect numerous examples of a child's social emotional development with a behavioral issue. Students also demonstrate an advanced level understanding of how to utilize specific knowledge of child development to determine a wide variety of developmentally appropriate guidance strategies.*

Data suggests that this assignment was effective for allowing candidates to have the opportunity to address/meet this standard. The early childhood program area faculty will continue to offer this activity in T&L 314 and gather data to determine the long-term effectiveness of this assignment. However, it has been determined that a more detailed rubric needs to be developed that better aligns assignment criteria with

ESPB Early Childhood Standards. This will assist the early childhood program area faculty to more effectively determine the extent that candidates have met the standards.

Table 4: Praxis Test 0020: Detailed Score Information 9/1/07-8/31/07
Early Childhood Education

Test Category	Points Available Range	Institution Average % Correct	State-Wide Average % Correct	National Average % Correct
I. NATURE OF THE GROWTH/DEVELOPMENT/LEARNING OF YOUNG CHILDREN	34-36	76%	76%	71%
II. FACTORS THAT INFLUENCE INDIVIDUAL GROWTH AND DEVELOPMENT	11-12	73%	74%	73%

The Praxis Test scores indicate that teacher candidates have met the state average percentage and exceeded the national average percentage for section one the Praxis Test 0020. This demonstrates candidates understanding of the nature of the growth/development/learning of young children.

The Praxis Test scores also indicate that teacher candidates have met the national average percentage for section two the Praxis Test 0020. This demonstrates candidates understanding of factors that influence individual growth and development.

However, teacher candidates' scores are 1% less than the state average on section two. This indicates that early childhood faculty should examine course content that addresses individual growth and development in order to determine how to provide more opportunities and information regarding this area. Through curriculum mapping our faculty has determined where each course addresses this area. One assignment that has been developed to address this area is the 12 Principles of Child Development in T&L 310. The purpose of this assignment is to examine the relationship between the 12 Principles of Child Development and Learning that inform Developmentally Appropriate Practice (DAP).

Table 5: EC Beliefs & Practices (Sections - 2.1)

Critical Task Assessment Results: Beliefs & Practices Spring 2007

Program Standard	Does Not Meet	Meets	Exceeds
ESPB Standard 7.1 2.1 Tal INTASC 2 Teacher candidate possesses knowledge of developmental characteristics of learners.	No clear understanding of developmental milestones for age group is evident; learning opportunities are inappropriate for the age group; assessment techniques are not aligned with developmental characteristics of learners; learners' background knowledge is	Knowledge of developmental milestones practical applications; learning and assessment opportunities are designed with consideration of developmental traits of learners; learners' background knowledge is routinely accessed and built upon in learning situations.	Developmental milestones are used as framework to support learners' cognitive, social, emotional and physical needs; connections between developmental theory, practice and learners' background knowledge are developed routinely to make adjustments for learners' needs during planning, instructing

	overlooked.		and assessing.
N=5	0%	40%	60%

The belief and practices critical tasks requires candidates to explain the knowledge they posses about the developmental characteristics of learners. They are further expected to describe how their professional views promote these characteristics emotionally, socially, cognitively, and physically for all learners. Candidates are also requires to articulate instructional and assessment practices that are aligned with their professional views.

Table 5 shows that teacher candidates were able to demonstrate their knowledge of developmental milestones, practical applications, and connecting these to developmental theory in order to make adjustments for learners needs during planning, instructing and assessing.

4. Work samples:

T&L 310: six samples of 12 Principles of Child Development Reflection Paper from fall 2007.

[Link to PDF](#)

T&L 311: Work sample/artifact folder available in Hard Copy Exhibit Room

T&L 314: Work sample/artifact folder available in Hard Copy Exhibit Room

Standard 50037.2 The program requires the study of historical, philosophical, and social foundations and how these foundations influence current thought and practice in early childhood education. The program uses varied performance assessments of candidate's understanding and abilities to apply that knowledge.

1. Candidates for a degree in Early Childhood Education have the opportunity to address/meet this standard in the following courses:

T&L 310 Introduction to Early Childhood Education. 3 credits. An overview of the early childhood education field, including an introduction to its historical roots; current theories, program models and issues; curriculum development; and typical and atypical development of young children. [LINK to Syllabus](#)

T&L 453 Methods and Materials: Kindergarten. 2 credits. Exploration of curriculum, methods, and materials for use in kindergarten settings. [LINK to Syllabus](#)

T&L 451 Methods and Materials: Pre-Kindergarten. 3 credits. Exploration of curriculum, methods and materials for use in pre-kindergarten educational settings. Includes selection of materials, creative environments, and planning for the individual needs of children within a group setting. There will be a minimum of eight (8) hours of activities in the field. [LINK to Syllabus](#)

2. Critical Tasks/Praxis Tests and other measures that assess the extent to which candidates have met this standard:

The following course assignments have been used to measure the extent to which candidates have meet this standard:

T&L 310: 12 Principles of Child Development Reflection Paper (Table 1)

T&L 451: Lesson Planning: Lesson plan 2 (Table 2)

In addition to the above-mentioned course assignments the following assessments have been used to measure the extent to which candidates have met this standard:

PRAXIS: EC 0020 Section I and II (Table 3)

3. To what extent have candidates met this standard?

Table 1: T&L 310: 12 Principles of Child Development Reflection Paper

Data Table for Principles of Child Development Reflection Paper:

T&L 310 Introduction to Early Childhood Education

Fall 07 N= 21	Emerging (1 point)	Meets expectations (2 points)	Exceeds Expectations (3 points)
<i>ESPB Standard 7.1</i> Child Development	Fall 07 N= 6/21 29%	Fall 07 N= 7/21 33%	Fall 07 N=8/21 38%
<i>ESPB Standard 7.2</i> Historical, philosophical, and social foundations	Fall 07 N=7/21 33%	Fall 07 N= 4/21 19%	Fall 07 N10/21 48%
<i>ESPB Standard 7.4</i> Developmentally appropriate practices	Fall 07 N=3/21 14%	Fall 07 N=8/21 38%	Fall 07 N=10/21 48%

The purpose of this assignment is to examine the relationship between the 12 Principles of Child Development and Learning that inform Developmentally Appropriate Practice (DAP). Students were required to make an attempt to connect some of the 12 Principles to a real life-teaching example that might be found in an educational setting that follows Developmentally Appropriate Practices. Fall 2007 is the first semester this assignment was implemented in T&L 310.

According to the data table only seven out of the total twenty-one students showed an emerging understanding of this standard. This level was determined by the following criteria: *Limited or no understanding of the 12 principles of child development and learning that guide Early Childhood Educational Practices.*

Further examination of the data table reveals that fourteen out of the twenty-one students either met or exceeded understanding of this standard.

Meeting expectations for this standard was determined by the following assignment criteria: *Knowledge and relationship of several principles of child development and learning are discussed and applied to appropriate EC educational practices.*

Exceeding expectations for this standard was determined by the following assignment criteria: *Knowledge and relationship of several principles of child development and learning are discussed and applied to a real life teaching example.*

Data suggests that this assignment was effective for allowing candidates to have the opportunity to address/meet this standard. The early childhood program area faculty will continue to offer this activity in T&L 310 and gather data to determine the long-term effectiveness of this assignment.

The Critical Task requires students to write a lesson plan that covers one of six domains (developmental). They also are required to list three modifications that would support children with disabilities and special needs to participate in the activity. In order to understand these adaptations students must be well grounded in child development theory.

Table 2: T&L 451: Lesson Planning: Lesson plan 2

Data Table for Lesson Plan EC

T&L 451 Methods and Materials: Pre-Kindergarten

Fall 06 N= 30 And Summer 07 N= 12	Does not meet Expectations (Grade=D/F)		Meets Expectations (Grade=C/B)		Exceeds Expectations (Grade=A)	
	Fall 06 N= 0	Summer07 N= 0	Fall 06 N=3	Summer 07 N=0	Fall 06 N=27	Summer 07 N=12
ESPB Standard 7.1 Human Development and Learning ESPB Standard 7.3 Partnerships, families, communities ESPB Standard 7.4 DAP ESPB Standard 7.6 Assessment ESPB Standard 7.8 Professionalism, Life-long learning, reflective practitioner	0%	0%	10%	0%	90%	100%

The purpose of this assignment is to provide students with the opportunity to implement a lesson plan in a preschool setting, coordinating time and other logistics with a supervising teacher. Students are required to select topics which are appropriately relevant to children's lives and experiences. Examination of the data table indicates that all students either met or exceeded the expectations of this assignment.

Early Childhood Education				
Test Category	Points Available Range	Institution Average % Correct	State-Wide Average % Correct	National Average % Correct
I. NATURE OF THE GROWTH/DEVELOPMENT/LEARNING OF YOUNG CHILDREN	34-36	76%	76%	71%
II. FACTORS THAT INFLUENCE INDIVIDUAL GROWTH AND DEVELOPMENT	11-12	73%	74%	73%

Data suggests that this assignment was effective for allowing candidates to have the opportunity to address this standard. The early childhood faculty will continue to offer this activity in T&L 451 and gather data to determine the long-term effectiveness of this assignment.

Table 3: PRAXIS: EC 0020 Section I and II

PRAXIS Test 0020 Detailed Score Information 9/1/07-08/31/07

The Praxis Test scores indicate that teacher candidates have met the state average percentage and exceeded the national average percentage for section one the Praxis Test 0020. This demonstrates candidates understanding of the nature of the growth/development/learning of young children.

The Praxis Test scores also indicate that teacher candidates have met the national average percentage for section two the Praxis Test 0020. This demonstrates candidates understanding of factors that influence individual growth and development.

However, teacher candidates scores are 1% less than the state average on section two. This indicates that early childhood faculty should examine course content that addresses individual growth and development in order to determine how to provide more opportunities and information regarding this area. Through curriculum mapping our faculty has determined where each course addresses this area. One assignment that has been developed to address this area is the 12 Principles of Child Development in T&L 310. The purpose of this assignment is to examine the relationship between the 12 Principles of Child Development and Learning that inform Developmentally Appropriate Practice (DAP).

4. Work Samples

T&L 310: six samples of 12 Principles of Child Development Reflection Paper from fall 2007.

[LINK to PDF](#)

Standard 50037.3 The program requires the study of how to establish and maintain collaborative partnerships with families, communities, and other professionals. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

1. Candidates for a degree in Early Childhood Education have the opportunity to address/meet this standard in the following courses:

T&L 286 Field Experience in Early Childhood Education. 1 credit. Supervised tutorial or apprentice teaching experience in an early childhood, K-12 classroom, university or community setting approved by the program area. S/U grading. [LINK to Syllabus](#)

T&L 310 Introduction to Early Childhood Education. 3 credits. An overview of the early childhood education field, including an introduction to its historical roots; current theories, program models and issues; curriculum development; and typical and atypical development of young children. [LINK to Syllabus](#)

T&L 312 Home School Relations. 3 credits. The course is an exploration of home-school relations. The content will include history, parental involvement in schools, parent-teacher conference, home visits, parent programs, and resources for parents. [LINK to Syllabus](#)

T&L 314. Social and Emotional Development and Guidance of Children. 3 credits. This course examines both typical and atypical social and emotional development in children ages 0-8 as a basis for

understanding and working with children in educational settings. The course will also focus on child guidance and behavior issues affecting classroom climate. [LINK to Syllabus](#)

T&L 315. Education of Exceptional Students. 3 credits. An orientation course, especially for classroom teachers, stressing the identification, characteristics and educational problems of exceptional children. A field exercise is part of this course. [LINK to Syllabus](#)

T&L 320. Infant/Toddler Dev and Learning. 3 credits. This course is a study of the child's growth and development from birth to 36 months. It will give the student a basis for understanding normal developmental needs of children and means of meeting them in the children's home and community environments. [LINK to Syllabus](#)

2. Critical Tasks/Praxis Tests and other measures that assess the extent to which candidates have met this standard:

The following course assignments have been used to measure the extent to which candidates have meet this standard:

T&L 312: Poverty Reflection Paper (Table 1)

T&L 314: Case Study Guidance (Table 2)

T&L 314: Philosophy of Guidance (Table 3)

In addition to the above-mentioned course assignments the following assessments have been used to measure the extent to which candidates have met this standard:

PRAXIS: EC 0020 Sections 2 & 5 (Table 4)

3. To what extent have candidates met this standard?

Table 1: T&L 312: Reflection on Poverty

Data Table for "Reflection on Poverty"

T&L 312 – Home School Relations

Fall 07 N= 6 ECE Majors	Does not meet expectations (Grade =D/F)	Meets expectations (Grade = C/B)	Exceeds Expectations (Grade = A)
	Fall 2007 N= 0	Fall 2007 N= 0	Fall 2007 N= 6
<i>ESPB Standard 7.3</i> Partnerships, families, communities			Fall 2007 N= 6 100% ECE majors =A
<i>ESPB Standard 7.8</i> Professionalism, Life-long learning, reflective practitioner			Fall 2007 N= 6 100% ECE majors = A

POVERTY REFLECTION: To become a reflective practitioner in order to gain a better understanding of the child and families with whom you will be working.

- To better understand people from poverty and the definition of poverty.

One of the text books required for this course is Ruby Payne's Payne, *Bridges Out o Poverty: Strategies for Professionals and Communities. (2001)*. In order to gain a better understanding of what knowledge and understanding students bring with them about poverty, on the first day of class students are asked to write their responses to the following questions:

1. What social economic class did you grow up in?
2. What do you believe about people who live in poverty?

Typically the vast majority of students are from Caucasian, middle class families. Since it is hard to understand an aspect of life that one has not experienced (poverty), The issue of poverty is integrated into discussions, readings and reflections. A student led presentation on poverty is also part of the course topics. Although what appears to be a simple assignment of reflection, the growth in students as individuals is demonstrated by their ability to reflect and apply what they have learned as related to families and themselves as reflective practitioners.

T&L 312: Home School Relations, is a course taken by elementary and early childhood majors. Data for this chart was compiled only using the grades of Early Childhood Education majors. According to the data table all of the Early Childhood Education majors exceeded understanding of this standard. Exceeding expectations for this standard was determined by the following assignment criteria: *students demonstrated an advanced ability to identify how to establish and maintain collaborative partnerships with families, communities, and other professionals.*

Data suggests that this assignment was effective for allowing candidates to have the opportunity to address/meet this standard. The early childhood program area faculty will continue to offer this activity in T&L 312 and gather data to determine the long-term effectiveness of this assignment. However, it has been determined that a more detailed rubric needs to be developed that better aligns assignment criteria with ESPB Early Childhood Standards. This will assist the early childhood program area faculty to more effectively determine the extent that candidates have met the standards.

Table 2: T&L 314: Child Case Study - Guidance

Data Table for Case Study Assignment:

T&L 314 Social & Emotional Development and Guidance of Children

Fall 06 Spring 07	N=29 N=21	Does not meet expectations (Grade =D/F)		Meets expectations (Grade = C/B)		Exceeds Expectations (Grade = A)	
		Fall 06 N= 0	Spring 07 N= 0	Fall 06 N= 5	Spring 07 N=7	Fall 06 N= 24	Spring 07 N=14
ESPB Standard 7. 1 Child development & learning							
ESPB Standard 7.3 Partnerships, families, communities							
ESPB Standard 7. 5 Social, self-control/esteem		0%	0%	17%	33%	83%	67%
ESPB Standard 7.8 Professionalism, Life-long learning, reflective practitioner							

The purpose of this assignment is to apply knowledge of social emotional child development and developmentally appropriate guidance to a practical situation. Students must also determine strategies to use when addressing a specific behavioral issue or challenge. This challenges students to understand how children's development is connected to their behavior, both typical and atypical. Through the understanding of children's development students can choose appropriate strategies for guiding and managing behavior. When examining and developing developmentally appropriate guidance strategies it is important for early childhood educators to establish and maintain collaborative partnerships with families, communities, and other professionals. Students are required to consider these collaborative partnerships when applying their guidance solutions to this child study.

Examination of the data table reveals that all of the total twenty-nine students (Fall 06), and twenty-one students (Spring 07) either met or exceeded understanding of this standard.

Meeting expectations for this standard was determined by the following assignment criteria: *students demonstrated a basic ability to demonstrate how to establish and maintain collaborative partnerships with families, communities, and other professionals and connect these partnerships with a behavioral issue and determining developmentally appropriate guidance strategies.*

Exceeding expectations for this standard was determined by the following assignment criteria: *students demonstrated an advanced ability to demonstrate how to establish and maintain collaborative partnerships with families, communities, and other professionals and connect these partnerships with a behavioral issue and determining developmentally appropriate guidance strategies.*

Data suggests that this assignment was effective for allowing candidates to have the opportunity to address/meet this standard. The early childhood program area faculty will continue to offer this activity in T&L 314 and gather data to determine the long-term effectiveness of this assignment. However, it has been determined that a more detailed rubric needs to be developed that better aligns assignment criteria with ESPB Early Childhood Standards. This will assist the early childhood program area faculty to more effectively determine the extent that candidates have met the standards.

Table 3: T&L 314: Philosophy of Guidance Paper

Data Table for Philosophy of Guidance Paper:

T&L 314 Social & Emotional Development and Guidance of Children

Fall 06 Spring 07	N= 29 N= 21	Does not meet expectations (Grade =D/F)		Meets expectations (Grade = C/B)		Exceeds Expectations (Grade = A)	
		Fall 06 N= 0	Spring 07 N=0	Fall 06 N= 4	Spring 07 N=5	Fall 06 N= 25	Spring 07 N=16
ESPB Standard 7.3 Partnerships, families, communities							
ESPB Standard 7.5 Social, self-control/esteem		0%	0%	14%	24%	86%	76%
ESPB Standard 7.8 Professionalism, Life-long learning, reflective practitioner							

The students are challenged to apply the NAEYC Code of Ethical Conduct when examining challenging behavior and dilemmas in order to apply and develop child guidance strategies that encourage positive social interaction among children, promote positive conflict resolution, and develop personal self-control, self-

motivation, and self-esteem. They can draw from the ethics of not harming the child, avoiding punishment as a form of classroom management. When examining and developing developmentally appropriate guidance strategies it is important for early childhood educators to establish and maintain collaborative partnerships with families, communities, and other professionals. Students are required to consider these collaborative partnerships when developing their philosophy of guidance.

Early Childhood Education				
Test Category	Points Available Range	Institution Average % Correct	State-Wide Average % Correct	National Average % Correct
II. FACTORS THAT INFLUENCE INDIVIDUAL GROWTH AND DEVELOPMENT	11-12	73%	74%	73%
V. EVALUATING/REPORTING STUDENT PROGRESS AND EFFECTIVENESS OF INSTRUCTION	14	84%	82%	76%

Examination of the data table reveals that all of the total twenty-nine students (Fall 06), and twenty-one students (Spring 07) either met or exceeded understanding of this standard.

Meeting expectations for this standard was determined by the following assignment criteria: *students demonstrated a basic ability to demonstrate how to establish and maintain collaborative partnerships with families, communities, and other professionals and connect these partnerships with a behavioral issue and determining developmentally appropriate guidance strategies.*

Exceeding expectations for this standard was determined by the following assignment criteria: *students demonstrated an advanced ability to demonstrate how to establish and maintain collaborative partnerships with families, communities, and other professionals and connect these partnerships with a behavioral issue and determining developmentally appropriate guidance strategies.*

Data suggests that this assignment was effective for allowing candidates to have the opportunity to address/meet this standard. The early childhood program area faculty will continue to offer this activity in T&L 314 and gather data to determine the long-term effectiveness of this assignment. However, it has been determined that a more detailed rubric needs to be developed that better aligns assignment criteria with ESPB Early Childhood Standards. This will assist the early childhood program area faculty to more effectively determine the extent that candidates have met the standards.

Table 4: PRAXIS: EC 0020 Sections 2 & 5

Table: Praxis Test 0020: Detailed Score Information 9/1/07-8/31/07

The Praxis Test scores indicate that teacher candidates have met the national average percentage for section two the Praxis Test 0020. This demonstrates candidates understanding of factors that influence individual growth and development.

The Praxis Test scores also indicate that teacher candidates have exceeded the state average percentage and the national average percentage for section five the Praxis Test 0020. This demonstrates candidates understanding of methods of evaluating/reporting student progress and effectiveness of instruction.
Praxis page 20

The Praxis Test scores indicate that teacher candidates have exceeded the state average percentage and the national average percentage for section five the Praxis Test 0020. This demonstrates candidates understanding of methods of evaluating/reporting student progress and effectiveness of instruction.

However, teacher candidates scores are 1% less than the state average on section two. This indicates that early childhood faculty should examine course content that addresses individual growth and development in order to determine how to provide more opportunities and information regarding this area. Through curriculum mapping our faculty has determined where each course addresses this area. One assignment that has been developed to address this area is the 12 Principles of Child Development in T&L 310. The purpose of this assignment is to examine the relationship between the 12 Principles of Child Development and Learning that inform Developmentally Appropriate Practice (DAP).

3. Work samples

T&L 312: Poverty Project Reflection

[Link to PDF](#)

T&L 314: Work sample/artifact folder available in Hard Copy Exhibit Room

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

1. Candidates for a degree in Early Childhood Education have the opportunity to address/meet this standard in the following courses:

T&L 252. Child Development. 3 credits. Study of the growth and developmental process through adolescence. A basis for understanding basic needs of the normal child and means of meeting them in the child's home and community environment. [LINK to Syllabus](#)

T&L 310. Introduction to Early Childhood Education. 3 credits. An overview of the early childhood education field, including an introduction to its historical roots; current theories, program models and issues; curriculum development; and typical and atypical development of young children. [LINK to Syllabus](#)

T&L 311. Observing and Assessing Children. 3 credits. This course acquaints the student with a variety of ways of observing, recording, and analyzing the behavior and development of children. Assessment of children will be analyzed by looking at a variety of assessment activities that can be done with children. There will be a minimum of eight hours of field experience. [LINK to Syllabus](#)

T&L 313. Language Development and Emerging Literacy. 3 credits. This course examines both typical and atypical development of language and thought in children ages birth-8. Children's emergent literacy is studied within the context of language development. There will be a minimum of eight hours of field experience. [LINK to Syllabus](#)

T&L 314. Social and Emotional Development and Guidance of Children. 3 credits. This course examines both typical and atypical social and emotional development in children ages 0-8 as a basis for understanding and working with children in educational settings. The course will also focus on child guidance and behavior issues affecting classroom climate. [LINK to Syllabus](#)

T&L 315. Education of Exceptional Students. 3 credits. An orientation course, especially for classroom teachers, stressing the identification, characteristics and educational problems of exceptional children. A field exercise is part of this course. [LINK to Syllabus](#)

T&L 320. Infant/Toddler Development and Learning. 3 credits. This course is a study of the child's growth and development from birth to 36 months. It will give the student a basis for understanding normal developmental needs of children and means of meeting them in the childrens' home and community environments. [LINK to Syllabus](#)

T&L 451 Methods and Materials: Pre-Kindergarten. 3 credits. Exploration of curriculum, methods and materials for use in pre-kindergarten educational settings. Includes selection of materials, creative environments, and planning for the individual needs of children within a group setting. There will be a minimum of eight (8) hours of activities in the field. [LINK to Syllabus](#)

2. Critical Tasks/Praxis Tests and other measures that assess the extent to which candidates have met this standard:

The following course assignments have been used to measure the extent to which candidates have meet this standard:

T&L 310: 12 Principles of Child Development Reflection Paper (Table 1)

T&L 311: Child Study Assignment (Table 2)

T&L 451: Lesson Plan (Table 3)

In addition to the above-mentioned course assignments the following assessments have been used to measure the extent to which candidates have met this standard:

PRAXIS: EC 0020 Section 4 (Table 4)

3. To what extent have candidates met this standard?

Table 1: T&L 310: 12 Principles of Child Development Reflection Paper

Data Table for Principles of Child Development Reflection Paper:

T&L 310 Introduction to Early Childhood Education

Fall 07 N= 21	Emerging (1 point)	Meets expectations (2 points)	Exceeds Expectations (3 points)
ESPB Standard 7.1 Child Development	Fall 07 N= 6/21 29%	Fall 07 N= 7/21 33%	Fall 07 N= 8/21 38%
ESPB Standard 7.2 Historical, philosophical, and social foundations	Fall 0 N= 7/21 33%	Fall 07 N= 4/21 19%	Fall 07 N=10/21 48%
ESPB Standard 7.4 Developmentally appropriate practices	Fall 07 N= 3/21 14%	Fall 07 N= 8/21 38%	Fall 07 N=10/21 48%

The purpose of this assignment is to examine the relationship between the 12 Principles of Child Development and Learning that inform Developmentally Appropriate Practice (DAP). Students were required to make an attempt to connect some of the 12 Principles to a real life-teaching example that might be found in an educational setting that follows Developmentally Appropriate Practices. Fall 2007 is the first semester this assignment was implemented in T&L 310.

According to the data table only 6 out of the total twenty-one students showed an emerging understanding of this standard. This level was determined by the following criteria: *No clear understanding of theories of child development or developmental milestones. Makes no connection between child development, principles, and appropriate educational practices.* Further examination of the data table reveals that fifteen out of the twenty-one students either met or exceeded understanding of this standard.

Meeting expectations for this standard was determined by the following assignment criteria: *Knowledge of theories of child development and developmental milestones mentioned. Makes connection between child development, principles, and appropriate educational practices.*

Exceeding expectations for this standard was determined by the following assignment criteria: *Makes specific connections between theories/theorists/and principles. Makes extensive connections between child development, principles, and appropriate educational practices.*

Data suggests that this assignment was effective for allowing candidates to have the opportunity to address/meet this standard. The early childhood program area faculty will continue to offer this activity in T&L 310 and gather data to determine the long-term effectiveness of this assignment.

Table 2: T&L 311: Child Study Assignment

Data Table for Child Study Assignment (Critical Task):

T&L 311 Observing and Assessing Child

Fall 06 N=23 Spring 07 N=21	Does not meet expectations (Grade =D/F)		Meets expectations (Grade = C/B)		Exceeds Expectations (Grade = A)	
	Fall 06 N=0	Spring 07 N=0	Fall 06 N=5	Spring 07 N=4	Fall 06 N=18	Spring 07 N=17
ESPB Standard 7.1 Child development & learning ESPB Standard 7.4 Developmentally Appropriate Practice ESPB Standard 7.6 Assessment	0%	0%	22%	19%	78%	81%

For this assignment students study and determine the physical, social, emotional, language, and cognitive development of a young child, between the age of three and six years, through the application of a variety of informal assessment strategies such as anecdotal record, running record, time sampling, checklist and rating scales.

Examination of the data table reveals that all of the total twenty-three students (Fall 06), and twenty-one students (Spring 07) either met or exceeded understanding of this standard. Meeting expectations for this standard was determined by the following assignment criteria: *students demonstrated a basic understanding of child development and developmental milestones. Makes connection between child development, and*

appropriate informal assessment practices.

Exceeding expectations for this standard was determined by the following assignment criteria: *Makes specific connections between child development, and appropriate informal assessment practices. Makes extensive use of assessment data to identify and determine a child's developmental skills in each of the following developmental domains: physical, social, emotional, language, and cognitive.*

Data suggests that this assignment was effective for allowing candidates to have the opportunity to address/meet this standard. The early childhood program area faculty will continue to offer this activity in T&L 311 and gather data to determine the long-term effectiveness of this assignment. However, it has been determined that a more detailed rubric needs to be developed that better aligns assignment criteria with ESPB Early Childhood Standards. This will assist the early childhood program area faculty to more effectively determine the extent that candidates have met the standards.

Table 3: T&L 451: Lesson Plan

Data Table for Lesson Plan EC: T&L 451

Fall 06 And Spring 07	Does not meet expectations (Grade =D/F)		Meets expectations (Grade = C/B)		Exceeds Expectations (Grade = A)	
	Fall 06 N= 0	Summer 07 N= 0	Fall 06 N=30	Summer 07 N=12	Fall 06 N=30	Summer 07 N=12
ESPB Standard 7.1 Human Development and Learning ESPB Standard 7.3 Partnerships, families, communities ESPB Standard 7.4 DAP ESPB Standard 7.6 Assessment ESPB Standard 7.8 Professionalism, Life- long learning, reflective practitioner	0%	0%	10%	0%	90%	100%

The purpose of this assignment is to provide students with the opportunity to implement a lesson plan in a preschool setting, coordinating time and other logistics with a supervising teacher. Students are required to select topics which are appropriately relevant to children's lives and experiences. Examination of the data table indicates that all students either met or exceeded the expectations of this assignment.

Data suggests that this assignment was effective for allowing candidates to have the opportunity to address this standard. The early childhood faculty will continue to offer this activity in T&L 451 and gather data to determine the long-term effectiveness of this assignment.

Table 4: PRAXIS: EC 0020 Section 4

Table: Praxis Test 0020: Detailed Score Information 9/1/07-8/31/07

The Praxis Test scores indicate that teacher candidates have exceeded the national average percentage for section four the Praxis Test 0020. This demonstrates candidates understanding of planning and implementing curriculum.

However, teacher candidates scores are 2% less than the state average on section four. This indicates that early childhood faculty should examine course content that addresses planning and implementing curriculum in order to determine how to provide more opportunities and information regarding planning and implementing curriculum. This area will be addressed in an upcoming department curriculum planning and mapping retreat.

Early Childhood Education				
Test Category	Points Available Range	Institution Average % Correct	State-Wide Average % Correct	National Average % Correct
IV. PLANNING AND IMPLEMENTING CURRICULUM	35-36	77%	79%	76%

4. Work samples- 310 six samples of 12 Principles of Child Development Reflection Paper from fall 2007.

[LINK to PDF](#)

T&L 311: Work sample/artifact folder available in NCATE Exhibit Room

Standard 50037.5 The program requires the study of strategies to encourage positive social interaction among children, to promote positive conflict resolution, and to develop personal self-control, self-motivation, and self-esteem. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

1. Candidates for a degree in Early Childhood Education have the opportunity to address/meet this standard in the following courses:

T&L 252. Child Development. 3 credits. Study of the growth and developmental process through adolescence. A basis for understanding basic needs of the normal child and means of meeting them in the child's home and community environment. [LINK to Syllabus](#)

T&L 310. Introduction to Early Childhood Education. 3 credits. An overview of the early childhood education field, including an introduction to its historical roots; current theories, program models and issues; curriculum development; and typical and atypical development of young children.

[LINK to Syllabus](#)

T&L 311. Observing and Assessing Children. 3 credits. This course acquaints the student with a variety of ways of observing, recording, and analyzing the behavior and development of children. Assessment of

children will be analyzed by looking at a variety of assessment activities that can be done with children. There will be a minimum of eight hours of field experience. [LINK to Syllabus](#)

T&L 313. Language Development and Emerging Literacy. 3 credits. This course examines both typical and atypical development of language and thought in children ages birth-8. Children's emergent literacy is studied within the context of language development. There will be a minimum of eight hours of field experience. [LINK to Syllabus](#)

T&L 314. Social and Emotional Development and Guidance of Children. 3 credits. This course examines both typical and atypical social and emotional development in children ages 0-8 as a basis for understanding and working with children in educational settings. The course will also focus on child guidance and behavior issues affecting classroom climate. [LINK to Syllabus](#)

T&L 315. Education of Exceptional Students. 3 credits. An orientation course, especially for classroom teachers, stressing the identification, characteristics and educational problems of exceptional children. A field exercise is part of this course. [LINK to Syllabus](#)

T&L 320. Infant/Toddler Dev and Learning. 3 credits. This course is a study of the child's growth and development from birth to 36 months. It will give the student a basis for understanding normal developmental needs of children and means of meeting them in the childrens' home and community environments. [LINK to Syllabus](#)

2. Critical Tasks/Praxis Tests and other measures that assess the extent to which candidates have met this standard:

The following course assignments have been used to measure the extent to which candidates have meet this standard:

T&L 314: Child Case Study (Table 1)

T&L 314: Philosophy of Guidance Paper (Table 2)

In addition to the above-mentioned course assignments the following assessments have been used to measure the extent to which candidates have met this standard:

PRAXIS: EC 0020 Section 4 (Table 3)

3. To what extent have candidates met this standard?

Table 1: T&L 314: Child Case Study - Guidance

Data Table for Case Study Assignment:

T&L 314 Social & Emotional Development and Guidance of Children

Fall 06 Spring 07	N=29 N=21	Does not meet expectations (Grade =D/F)		Meets expectations (Grade = C/B)		Exceeds Expectations (Grade = A)	
		Fall 06 N= 0	Spring 07 N= 0	Fall 06 N= 5	Spring 07 N=7	Fall 06 N= 24	Spring 07 N=14

ESPB Standard 7.1 Child development & learning ESPB Standard 7.3 Partnerships, families, communities ESPB Standard 7.5 Social, self-control/esteem ESPB Standard 7.8 Professionalism, Life-long learning, reflective practitioner	0%	0%	17%	33%	83%	67%
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The purpose of this assignment is to apply knowledge of social emotional child development and developmentally appropriate guidance to a practical situation. Students must also determine strategies to use when addressing a specific behavioral issue or challenge. This challenges students to understand how children's development is connected to their behavior, both typical and atypical. Through the understanding of children's development students can choose appropriate strategies for guiding and managing behavior. When examining and developing developmentally appropriate guidance strategies it is important for early childhood educators to establish and maintain collaborative partnerships with families, communities, and other professionals. Students are required to consider these collaborative partnerships when applying their guidance solutions to this child study.

Examination of the data table reveals that all of the total twenty-nine students (Fall 06), and twenty-one students (Spring 07) either met or exceeded understanding of this standard.

Meeting expectations for this standard was determined by the following assignment criteria: *students demonstrated a basic ability to identify and develop child guidance strategies that encourage positive social interaction among children, promote positive conflict resolution, and develop personal self-control, self-motivation, and self-esteem.*

Exceeding expectations for this standard was determined by the following assignment criteria: *students demonstrated an advanced ability to identify and connect numerous examples of a child's social emotional development with a behavioral issue. Students also demonstrate an advanced level understanding of how to identify and develop child guidance strategies that encourage positive social interaction among children, promote positive conflict resolution, and develop personal self-control, self-motivation, and self-esteem.*

Data suggests that this assignment was effective for allowing candidates to have the opportunity to address/meet this standard. The early childhood program area faculty will continue to offer this activity in T&L 314 and gather data to determine the long-term effectiveness of this assignment. However, it has been determined that a more detailed rubric needs to be developed that better aligns assignment criteria with ESPB Early Childhood Standards. This will assist the early childhood program area faculty to more effectively determine the extent that candidates have met the standards.

Table 2: T&L 314: Philosophy of Guidance Paper

Data Table for Philosophy of Guidance Paper:

T&L 314 Social & Emotional Development and Guidance of Children

Fall 06	N= 29	Does not meet expectations	Meets expectations	Exceeds Expectations
Spring 07	N= 21	(Grade =D/F)	(Grade = C/B)	(Grade = A)

	Fall 06 N= 0	Spring 07 N=0	Fall 06 N= 4	Spring 07 N=5	Fall 06 N= 25	Spring 07 N=16
ESPB Standard 7.3 Partnerships, families, communities						
ESPB Standard 7.5 Social, self-control/esteem	0%	0%	14%	24%	86%	76%
ESPB Standard 7.8 Professionalism, Life-long learning, reflective practitioner						

The students are challenged to apply the NAEYC Code of Ethical Conduct when examining challenging behavior and dilemmas in order to apply and develop child guidance strategies that encourage positive social interaction among children, promote positive conflict resolution, and develop personal self-control, self-motivation, and self-esteem. They can draw from the ethics of not harming the child, avoiding punishment as a form of classroom management. When examining and developing developmentally appropriate guidance strategies it is important for early childhood educators to establish and maintain collaborative partnerships with families, communities, and other professionals. Students are required to consider these collaborative partnerships when developing their philosophy of guidance.

Examination of the data table reveals that all of the total twenty-nine students (Fall 06), and twenty-one students (Spring 07) either met or exceeded understanding of this standard.

Meeting expectations for this standard was determined by the following assignment criteria: *students demonstrated a basic ability to identify and develop child guidance strategies that encourage positive social interaction among children, promote positive conflict resolution, and develop personal self-control, self-motivation, and self-esteem.*

Exceeding expectations for this standard was determined by the following assignment criteria: *students demonstrated an advanced ability to identify and connect numerous examples of a child's social emotional development with a behavioral issue. Students also demonstrate an advanced level understanding of how to identify and develop child guidance strategies that encourage positive social interaction among children, promote positive conflict resolution, and develop personal self-control, self-motivation, and self-esteem.*

Data suggests that this assignment was effective for allowing candidates to have the opportunity to address/meet this standard. The early childhood program area faculty will continue to offer this activity in T&L 314 and gather data to determine the long-term effectiveness of this assignment. However, it has been determined that a more detailed rubric needs to be developed that better aligns assignment criteria with ESPB Early Childhood Standards. This will assist in the early childhood program area faculty to more effectively determine the extent that candidates have met the standards.

Table 3: PRAXIS: EC 0020 Section 4

Table: Praxis Test 0020:Detailed Score Information 9/1/07-8/31/07

IV. PLANNING AND IMPLEMENTING CURRICULUM	35-36	77%	79%	76%
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Early Childhood Education				
Test Category	Points Available Range	Institution Average % Correct	State-Wide Average % Correct	National Average % Correct

The Praxis Test scores indicate that teacher candidates have exceeded the national average percentage for section four the Praxis Test 0020. This demonstrates candidates understanding of planning and implementing curriculum.

However, teacher candidates scores are 2% less than the state average on section four. This indicates that early childhood faculty should examine course content that addresses planning and implementing curriculum in order to determine how to provide more opportunities and information regarding planning and implementing curriculum. This area will be addressed in an upcoming department curriculum planning and mapping retreat.

4. Work samples-

T&L 314: Work sample/artifact folder available in Hard Copy Exhibit Room

Standard 50037.6 The program requires the study of formal and informal assessment, the use of assessment information on planning and individualizing curriculum and teaching practices, and on providing feedback to families of all young children. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

1. Candidates for a degree in Early Childhood Education have the opportunity to address/meet this standard in the following courses:

T&L 252. Child Development. 3 credits. Study of the growth and developmental process through adolescence. A basis for understanding basic needs of the normal child and means of meeting them in the child's home and community environment. [LINK to Syllabus](#)

T&L 310. Introduction to Early Childhood Education. 3 credits. An overview of the early childhood education field, including an introduction to its historical roots; current theories, program models and issues; curriculum development; and typical and atypical development of young children. [LINK to Syllabus](#)

T&L 311. Observing and Assessing Children. 3 credits. This course acquaints the student with a variety of ways of observing, recording, and analyzing the behavior and development of children. Assessment of children will be analyzed by looking at a variety of assessment activities that can be done with children. There will be a minimum of eight hours of field experience. [LINK to Syllabus](#)

T&L 313. Language Development and Emerging Literacy. 3 credits. This course examines both typical and atypical development of language and thought in children ages birth-8. Children's emergent literacy is studied within the context of language development. There will be a minimum of eight hours of field experience. [LINK to Syllabus](#)

T&L 314. Social and Emotional Development and Guidance of Children. 3 credits. This course examines both typical and atypical social and emotional development in children ages 0-8 as a basis for understanding and working with children in educational settings. The course will also focus on child guidance and behavior issues affecting classroom climate. [LINK to Syllabus](#)

T&L 315. Education of Exceptional Students. 3 credits. An orientation course, especially for classroom teachers, stressing the identification, characteristics and educational problems of exceptional children. A field exercise is part of this course. [LINK to Syllabus](#)

T&L 320. Infant/Toddler Dev and Learning. 3 credits. This course is a study of the child's growth and development from birth to 36 months. It will give the student a basis for understanding normal developmental needs of children and means of meeting them in the childrens' home and community environments. [LINK to Syllabus](#)

2. Critical Tasks/Praxis Tests and other measures that assess the extent to which candidates have met this standard:

The following course assignments have been used to measure the extent to which candidates have met this standard:

T&L 311: Child Study Assignment (Table 1)

T&L 313: [Kindergarten Language and Literacy Study](#) and [Grading Rubric](#) (Table 2)

In addition to the above-mentioned course assignments the following assessments have been used to measure the extent to which candidates have met this standard:

PRAXIS: EC 0020 Sections 5 (Table 3)

Critical Task: Belief & Practices (2.1. & 8.1) (Table 4)

3. To what extent have candidates met this standard?

Table 1: T&L 311: Child Study Assignment

Data Table for Child Study Assignment (Critical Task):
T&L 311 Observing and Assessing Child

Fall 06 Spring 07		N=23 N=21		Does not meet expectations (Grade =D/F)		Meets expectations (Grade = C/B)		Exceeds Expectations (Grade = A)	
				Fall 06 N= 0	Spring 07 N=0	Fall 06 N= 5	Spring 07 N=4	Fall 06 N= 18	Spring 07 N=17
<i>ESPB Standard 7.1</i> Child development & learning									
<i>ESPB Standard 7. 4</i> Developmentally Appropriate Practice				0%	0%	22%	19%	78%	81%
<i>ESPB Standard 7.6</i> Assessment									

For this assignment students study and determine the physical, social, emotional, language, and cognitive development of a young child, between the age of three and six years, through the application of a variety of informal assessment strategies such as anecdotal record, running record, time sampling, checklist and rating scales.

Examination of the data table reveals that all of the total twenty-three students (Fall 06), and twenty-one students (Spring 07) either met or exceeded understanding of this standard. Meeting expectations for this standard was determined by the following assignment criteria: *students demonstrated a basic understanding of child development and developmental milestones. Makes connection between child development, and appropriate informal assessment practices.*

Exceeding expectations for this standard was determined by the following assignment criteria: *Makes specific connections between child development, and appropriate informal assessment practices. Makes extensive use of assessment data to identify and determine a child's developmental skills in each of the following developmental domains: physical, social, emotional, language, and cognitive.*

Data suggests that this assignment was effective for allowing candidates to have the opportunity to address/meet this standard. The early childhood program area faculty will continue to offer this activity in T&L 311 and gather data to determine the long-term effectiveness of this assignment. However, it has been determined that a more detailed rubric needs to be developed that better aligns assignment criteria with ESPB Early Childhood Standards. This will assist the early childhood program area faculty to more effectively determine the extent that candidates have met the standards.

Table 2: T&L 313: Kindergarten Language and Literacy Study

Spring 07 N=25 Fall 07 N=31	Does not meet expectations (Grade =D/F)		Meets expectations (Grade = C/B)		Exceeds Expectations (Grade = A)	
	Spring 07 N= 0	Fall 07 N= 0	Spring 07 N= 0	Fall 07 N= 0	Spring 07 N= 0	Fall 07 N= 0
ESPB Standard 7.6 Assessment						
ESPB Standard 7.9 Field Experiences	4	1	11	6	10	24

The purpose of this study is the culmination of the candidates' field experience in a kindergarten classroom working with two or three kindergarten children. During this field experience candidates design language and literacy activities to assess and encourage children's language and literacy development. Candidates use this kindergarten language and literacy study to report their findings. All candidates must conclude their kindergarten language and literacy study with an summative statement of what has been discovered about the child's language and literacy development and suggestions for future activities to advance the child's language and literacy development.

Examination of the data table reveals that over 80% of candidates either met or exceeded understanding of this standard. Candidates demonstrated the ability to use formal and informal assessment and on providing feedback to families of young children.

To further ascertain the effectiveness of this activity future rubrics will be redesigned to allow for better aggregation of data. Through separating and tracking the scoring for the various elements of the assignments it will assist in determining what areas of the assignment should be altered and strengthened.

Table 3: PRAXIS: EC 0020 Section 5

Table: Praxis Test 0020: Detailed Score Information 9/1/07-8/31/07

Early Childhood Education				
Test Category	Points Available Range	Institution Average % Correct	State-Wide Average % Correct	National Average % Correct
V. EVALUATING/REPORTING STUDENT PROGRESS AND EFFECTIVENESS OF INSTRUCTION	14	84%	82%	76%

The Praxis Test scores indicate that teacher candidates have exceeded the state average percentage and the national average percentage for section five the Praxis Test 0020. This demonstrates candidates understanding of methods of evaluating/reporting student progress and effectiveness of instruction.

Table 4: Belief & Practices (8.1)

Critical Task Assessment Results: **Beliefs & Practices Spring 2007**

Program Standard	Does Not Meet	Meets	Exceeds
<i>ESPB Standard 7.6</i> 8.1 Tal INTASC 8 Teacher candidate possesses knowledge of tools for assessment	Assessment practices are few and unvaried; do not reflect best practices; tend not to support individual students or are not well suited to the task.	Assessment practices are multidimensional, formal and informal, reflecting sound practices; meet needs of the class, groups and individual learners.	Assessment practices are varied and differentiated when appropriate; well suited to the learning tasks; integrated throughout teaching; skillful use of assessment information to meet needs of the class, groups and individuals.
N=5	0	2	3

The belief and practices critical tasks requires candidates to explain the knowledge they posses about utilizing assessment strategies in order to effectively respond to student needs. They are further expected to demonstrate how their professional views support the use of formal and informal assessment of learners. Candidates are also required to articulate instructional and assessment practices that are aligned with their professional views.

Table 5 shows that teacher candidates successfully demonstrated their understanding of formal and informal assessment practices by meeting or exceeding the criteria outlined in the rubric.

4. Work samples

T&L 311: Work sample/artifact folder available in Hard Copy Exhibit Room

T&L 313: Work sample/artifact folder available in Hard Copy Exhibit Room

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

1. Candidates for a degree in Early Childhood Education have the opportunity to address/meet this standard in the following courses:

T&L 252. Child Development. 3 credits. Study of the growth and developmental process through adolescence. A basis for understanding basic needs of the normal child and means of meeting them in the child's home and community environment. [LINK to Syllabus](#)

T&L 310. Introduction to Early Childhood Education. 3 credits. An overview of the early childhood education field, including an introduction to its historical roots; current theories, program models and issues; curriculum development; and typical and atypical development of young children. [LINK to Syllabus](#)

T&L 311. Observing and Assessing Children. 3 credits. This course acquaints the student with a variety of ways of observing, recording, and analyzing the behavior and development of children. Assessment of children will be analyzed by looking at a variety of assessment activities that can be done with children. There will be a minimum of eight hours of field experience. [LINK to Syllabus](#)

T&L 313. Language Development and Emerging Literacy. 3 credits. This course examines both typical and atypical development of language and thought in children ages birth-8. Children's emergent literacy is studied within the context of language development. There will be a minimum of eight hours of field experience. [LINK to Syllabus](#)

T&L 314. Social and Emotional Development and Guidance of Children. 3 credits. This course examines both typical and atypical social and emotional development in children ages 0-8 as a basis for understanding and working with children in educational settings. The course will also focus on child guidance and behavior issues affecting classroom climate. [LINK to Syllabus](#)

T&L 315. Education of Exceptional Students. 3 credits. An orientation course, especially for classroom teachers, stressing the identification, characteristics and educational problems of exceptional children. A field exercise is part of this course. [LINK to Syllabus](#)

T&L 454 (322): Organization and Leadership in Early Childhood Education. 2 credits. An investigation of patterns of administration, curriculum organizations, spatial resources, and staffing in those early childhood settings serving children 0-8 years old. Topics will also include federal and state laws and emerging trends in preschool and primary education in the state, region, and nation. Sixteen (16) hours of field experience (shadowing a director/administrator) as part of the class. [LINK to Syllabus](#)

2. Critical Tasks/Praxis Tests and other measures that assess the extent to which candidates have met this standard:

T&L 310: Web lesson plan assignments (Table 1)

T&L 314: Child Case Study (Table 2)

T&L 322: Design a child care center project: Students use technology to create brochures, spread sheet. (Table 3)

In addition to the above-mentioned course assignments the following assessments have been used to measure the extent to which candidates have met this standard:

PRAXIS: EC 0020 Section 5 (Table 4)

3. To what extent have candidates met this standard?

Table 1: T&L 310: Web lesson plan assignment

Spring 07 N=26 Fall 07 N=23	Does not meet expectations (Grade =D/F)		Meets expectations (Grade = C/B)		Exceeds Expectations (Grade = A)	
	Spring 07 N= 0 1	Fall 07 N= 0	Spring 07 N= 0	Fall 07 N= 1	Spring 07 N= 25	Fall 07 N= 22
ESPB Standard 7.7 ...current, appropriate instructional and augmentative technologies	4%	0%	0%	4%	96%	96%

The purpose of this assignment is to familiarize students with using the World Wide Web to search for appropriate teaching resources; help intro level students become familiar with lesson plan elements; develop criteria for evaluating teaching plans on the World Wide Web; and use their acquired knowledge to construct a lesson plan to be taught in their field experience.

Examination of the data table reveals that over 95% of candidates either met or exceeded understanding of this standard. Candidates demonstrated the ability to use technology not only to support their teaching but also demonstrated the ability to critically evaluate teaching materials on the World Wide Web and select appropriate teaching experiences that were developmentally appropriate and met the educational standards of various state and local governing bodies.

To further ascertain the effectiveness of this activity future rubrics will be redesigned to allow for better aggregation of data. Through separating and tracking the scoring for the various elements of the assignments it will assist in determining if there are areas of the assignment that should be altered and strengthened.

Table 2: T&L 314: Child Case Study - Guidance

Data Table for Case Study Assignment:

T&L 314 Social & Emotional Development and Guidance of Children

Fall 06 Spring 07	N=29 N=21	Does not meet expectations (Grade =D/F)		Meets expectations (Grade = C/B)		Exceeds Expectations (Grade = A)	
		Fall 06	Spring 07	Fall 06	Spring 07	Fall 06	Spring 07
ESPB Standard 7.1 Child development & learning ESPB Standard 7.3 Partnerships, families, communities ESPB Standard 7.5 Social, self-control/esteem ESPB Standard 7.8 Professionalism, Life-long learning, reflective practitioner		0	0	5	7	24	14

The purpose of this assignment is to apply knowledge of social emotional child development and developmentally appropriate guidance to a practical situation. Students must also determine strategies to use when addressing a specific behavioral issue or challenge. This challenges students to understand how children's development is connected to their behavior, both typical and atypical. Through the understanding of children's development students can choose appropriate strategies for guiding and managing behavior. When examining and developing developmentally appropriate guidance strategies it is important for early childhood educators to establish and maintain collaborative partnerships with families, communities, and other professionals. Students are required to consider these collaborative partnerships when applying their guidance solutions to this child study.

Examination of the data table reveals that all of the total twenty-nine students (Fall 06), and twenty-one students (Spring 07) either met or exceeded understanding of this standard.

Meeting expectations for this standard was determined by the following assignment criteria: *students demonstrated a basic ability to identify and connect a child's social emotional development with a behavioral issue. Students also demonstrate a base level understanding of how to utilize knowledge of child development to determine developmentally appropriate guidance strategies.*

Exceeding expectations for this standard was determined by the following assignment criteria: *students demonstrated an advanced ability to identify and connect numerous examples of a child's social emotional development with a behavioral issue. Students also demonstrate an advanced level understanding of how to utilize specific knowledge of child development to determine a wide variety of developmentally appropriate guidance strategies.*

Data suggests that this assignment was effective for allowing candidates to have the opportunity to address/meet this standard. The early childhood program area faculty will continue to offer this activity in T&L 314 and gather data to determine the long-term effectiveness of this assignment. However, it has been determined that a more detailed rubric needs to be developed that better aligns assignment criteria with ESPB Early Childhood Standards. This will assist the early childhood program area faculty to more effectively determine the extent that candidates have met the standards.

Table 3: T&L 322: Design a child care center project: Students use technology to create brochures, spread sheet.

Data Table for Analyzing The Child Development Center Project: T&L 454/322

Spring 07/Summer 07	Does not meet expectations (Grade =D/F)	Meets expectations (Grade = C/B)	Exceeds Expectations (Grade = A)
	Spring 07/Summer 07 N=33 N=4	Spring 07/Summer 07 N=33 N=4	Spring 07/Summer 07 N=33 N=4
Standard 10 Understanding basic principles of administration, organization, leadership and operation of Early Childhood programs		5 1	28 3

In this course, students are required to develop a Child Development Center from the beginning. This process allows the student to use principles learned in class and other experiences to create this facility. It is further expected that students will use the assigned texts along with additional assigned articles to assist them in gathering information required to highlight: organizational management, marketing and public relations, fiscal management, facilities management and educational programming, personnel management and human relations and assessment & evaluation.

The students used technology to develop the Child Development Center Plan. Students not only used Word for writing, but were required to use Excel, Power Point, and Page Maker. Excel spreadsheet was used to assist students in developing budgets and determining income and expenditures for the year. Students used Power Point for presentations about their center. Students used Page Maker to develop a brochure to promote their Center.

In addition, students were able to post their Center Plan on Livetext. The latter program is used by all students admitted to the Teaching and Learning Department.

The results outlined in the table demonstrate that all of the students either meet or exceeded the standard by successfully completing the assignment, showing their understanding of basic principles in administration, organization, leadership and operation of Early childhood programs.

Table 4: PRAXIS: EC 0020 Section 5

Table: Praxis Test 0020: Detailed Score Information 9/1/07-8/31/07

Early Childhood Education				
Test Category	Points Available Range	Institution Average % Correct	State-Wide Average % Correct	National Average % Correct
V. EVALUATING/REPORTING STUDENT PROGRESS AND EFFECTIVENESS OF INSTRUCTION	14	84%	82%	76%

The Praxis Test scores indicate that teacher candidates have exceeded the state average percentage and the national average percentage for section five the Praxis Test 0020. This demonstrates candidates understanding of methods of evaluating/reporting student progress and effectiveness of instruction.

4. Work Samples

T&L 314: Work sample/artifact folder available in Hard Copy Exhibit Room

Standard 50037.8 The program requires the study of actively modeling professionalism, advocacy, ethical behavior, and commitment to lifelong learning. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

1. Candidates for a degree in Early Childhood Education have the opportunity to address/meet this standard in the following courses:

T&L 310. Introduction to Early Childhood Education. 3 credits. An overview of the early childhood education field, including an introduction to its historical roots; current theories, program models and issues; curriculum development; and typical and atypical development of young children. [LINK to Syllabus](#)

T&L 311. Observing and Assessing Children. 3 credits. This course acquaints the student with a variety of ways of observing, recording, and analyzing the behavior and development of children. Assessment of children will be analyzed by looking at a variety of assessment activities that can be done with children. There will be a minimum of eight hours of field experience. [LINK to Syllabus](#)

T&L 313. Language Development and Emerging Literacy. 3 credits. This course examines both typical and atypical development of language and thought in children ages birth-8. Children's emergent literacy is studied within the context of language development. There will be a minimum of eight hours of field experience. [LINK to Syllabus](#)

T&L 314. Social and Emotional Development and Guidance of Children. 3 credits. This course examines both typical and atypical social and emotional development in children ages 0-8 as a basis for understanding and working with children in educational settings. The course will also focus on child guidance and behavior issues affecting classroom climate. [LINK to Syllabus](#)

T&L 315. Education of Exceptional Students. 3 credits. An orientation course, especially for classroom teachers, stressing the identification, characteristics and educational problems of exceptional children. A field exercise is part of this course. [LINK to Syllabus](#)

T&L 320. Infant/Toddler Dev and Learning. 3 credits. This course is a study of the child's growth and development from birth to 36 months. It will give the student a basis for understanding normal developmental needs of children and means of meeting them in the childrens' home and community environments. [LINK to Syllabus](#)

2. Critical Tasks/Praxis Tests and other measures that assess the extent to which candidates have met this standard:

T&L 312: Reflection on Poverty Paper (Table 1)
T&L 314: Child Case Study (Table 2)
T&L 314: Philosophy of Guidance Paper (Table 3)

In addition to the above-mentioned course assignments the following assessments have been used to measure the extent to which candidates have met this standard:

PRAXIS: EC 0020 Test 6 (Table 4)
Critical Task: Belief & Practices (4.1. & 6.1) (Table 5)

3. To what extent have candidates met this standard?

Table 1: T&L 312: Reflection on Poverty Paper

Data Table for “Reflection on Poverty”
T&L 312 – Home School Relations

Fall 07 N= 6 ECE Majors	Does not meet expectations (Grade =D/F)	Meets expectations (Grade = C/B)	Exceeds Expectations (Grade = A)
	Fall 2007 N= 0	Fall 2007 N= 0	Fall 2007 N= 6
ESPB Standard 7.3 Partnerships, families, communities	0%	0%	Fall 2007 N= 6 100% ECE majors =A
ESPB Standard 7.8 Professionalism, Life-long learning, reflective practitioner	0%	0%	Fall 2007 N= 6 100% ECE majors =A

POVERTY REFLECTION: To become a reflective practitioner in order to gain a better understanding of the child and families with whom you will be working.

- To better understand people from poverty and the definition of poverty.

One of the text books required for this course is Ruby Payne’s Payne, *Bridges Out o Poverty: Strategies for Professionals and Communities. (2001)*. In order to gain a better understanding of what knowledge and understanding students bring with them about poverty, on the first day of class students are asked to write their responses to the following questions:

What social economic class did you grow up in?
What do you believe about people who live in poverty?

Typically the vast majority of students are from Caucasian, middle class families. Since it is hard to understand an aspect of life that one has not experienced (poverty), the issue of poverty is integrated into discussions, readings and reflections. A student led presentation on poverty is also part of the course topics. Although what appears to be a simple assignment of reflection, the growth in students as individuals is demonstrated by their ability to reflect and apply what they have learned as related to families and themselves as reflective practitioners.

T&L 312: Home School Relations, is a course taken by elementary and early childhood majors. Data for this chart was compiled only using the grades of Early Childhood Education majors. According to the data table all of the Early Childhood Education majors exceeded understanding of this standard.

Exceeding expectations for this standard was determined by the following assignment criteria: *students demonstrated an advanced ability to actively model and reflect upon professionalism, advocacy, ethical behavior, and commitment to lifelong learning.*

Data suggests that this assignment was effective for allowing candidates to have the opportunity to address/meet this standard. The early childhood program area faculty will continue to offer this activity in T&L 312 and gather data to determine the long-term effectiveness of this assignment. However, it has been determined that a more detailed rubric needs to be developed that better aligns assignment criteria with ESPB Early Childhood Standards. This will assist the early childhood program area faculty to more effectively determine the extent that candidates have met the standards.

Table 2: T&L 314: Child Case Study - Guidance

Data Table for Case Study Assignment:

T&L 314 Social & Emotional Development and Guidance of Children

Fall 06 N=29 Spring 07 N=21	Does not meet expectations (Grade =D/F)		Meets expectations (Grade = C/B)		Exceeds Expectations (Grade = A)	
	Fall 06 N= 0	Spring 07 N= 0	Fall 06 N= 5	Spring 07 N=7	Fall 06 N= 24	Spring 07 N=14
ESPB Standard 7.1 Child development & learning ESPB Standard 7.3 Partnerships, families, communities ESPB Standard 7.5 Social, self-control/esteem ESPB Standard 7.8 Professionalism, Life-long learning, reflective practitioner	0%	0%	17%	33%	83%	67%

The purpose of this assignment is to apply knowledge of social emotional child development and developmentally appropriate guidance to a practical situation. Students must also determine strategies to use when addressing a specific behavioral issue or challenge. This challenges students to understand how children's development is connected to their behavior, both typical and atypical. Through the understanding of children's development students can choose appropriate strategies for guiding and managing behavior. When examining and developing developmentally appropriate guidance strategies it is important for early childhood educators to establish and maintain collaborative partnerships with families, communities, and other professionals. Students are required to consider these collaborative partnerships when applying their guidance solutions to this child study.

Examination of the data table reveals that all of the total twenty-nine students (Fall 06), and twenty-one students (Spring 07) either met or exceeded understanding of this standard.

Meeting expectations for this standard was determined by the following assignment criteria: *students demonstrated a basic ability to identify and connect guidance issues and developmentally appropriate guidance strategies with professionalism, advocacy, ethical behavior, and commitment to lifelong learning.* Exceeding expectations for this standard was determined by the following assignment criteria: *students demonstrated an advanced ability to identify and connect numerous examples of a child's social emotional development with a behavioral issue. Students also demonstrate an advanced level understanding of how to identify and connect guidance issues and developmentally appropriate guidance strategies with professionalism, advocacy, ethical behavior, and commitment to lifelong learning.*

Data suggests that this assignment was effective for allowing candidates to have the opportunity to address/meet this standard. The early childhood program area faculty will continue to offer this activity in T&L 314 and gather data to determine the long-term effectiveness of this assignment. However, it has been determined that a more detailed rubric needs to be developed that better aligns assignment criteria with ESPB Early Childhood Standards. This will assist the early childhood program area faculty to more effectively determine the extent that candidates have met the standards.

Table 3: T&L 314: Philosophy of Guidance Paper

Data Table for Philosophy of Guidance Paper:

T&L 314 Social & Emotional Development and Guidance of Children

Fall 06 Spring 07	N= 29 N= 21	Does not meet expectations (Grade =D/F)		Meets expectations (Grade = C/B)		Exceeds Expectations (Grade = A)	
		Fall 06 N= 0	Spring 07 N=0	Fall 06 N= 4	Spring 07 N=5	Fall 06 N= 25	Spring 07 N=16
ESPB Standard 7.3 Partnerships, families, communities							
ESPB Standard 7.5 Social, self-control/esteem		0%	0%	14%	24%	86%	76%
ESPB Standard 7.8 Professionalism, Life-long learning, reflective practitioner							

The students are challenged to apply the NAEYC Code of Ethical Conduct when examining challenging behavior and dilemmas in order to apply and develop child guidance strategies that encourage positive social interaction among children, promote positive conflict resolution, and develop personal self-control, self-motivation, and self-esteem. They can draw from the ethics of not harming the child, avoiding punishment as a form of classroom management. When examining and developing developmentally appropriate guidance strategies it is important for early childhood educators to establish and maintain collaborative partnerships with families, communities, and other professionals. Students are required to consider these collaborative partnerships when developing their philosophy of guidance.

Examination of the data table reveals that all of the total twenty-nine students (Fall 06), and twenty-one students (Spring 07) either met or exceeded understanding of this standard.

Meeting expectations for this standard was determined by the following assignment criteria: *students demonstrated a basic ability to identify and connect guidance issues and developmentally appropriate guidance strategies with professionalism, advocacy, ethical behavior, and commitment to lifelong learning.* Exceeding expectations for this standard was determined by the following assignment criteria: *students demonstrated an advanced ability to identify and connect numerous examples of a child's social emotional*

development with a behavioral issue. Students also demonstrate an advanced level understanding of how to identify and connect guidance issues and developmentally appropriate guidance strategies with professionalism, advocacy, ethical behavior, and commitment to lifelong learning.

Data suggests that this assignment was effective for allowing candidates to have the opportunity to address/meet this standard. The early childhood program area faculty will continue to offer this activity in T&L 314 and gather data to determine the long-term effectiveness of this assignment. However, it has been determined that a more detailed rubric needs to be developed that better aligns assignment criteria with ESPB Early Childhood Standards. This will assist in the early childhood program area faculty to more effectively determine the extent that candidates have met the standards.

Table 4 : PRAXIS: EC 0020 Test 6

Table: Praxis Test 0020:Detailed Score Information 9/1/07-8/31/07

Early Childhood Education				
Test Category	Points Available Range	Institution Average % Correct	State-Wide Average % Correct	National Average % Correct
VI. UNDERSTANDING PROFESSIONAL AND LEGAL RESPONSIBILITIES	8	75%	73%	74%

The Praxis Test scores indicate that teacher candidates have exceeded the state average percentage and the national average percentage for section six the Praxis Test 0020. This demonstrates candidates understanding of professional and legal responsibilities of early childhood educators.

Table 5: Belief & Practices (4.1.)

Critical Task Assessment Results: **Beliefs & Practices Spring 2007**

Program Standard	Does Not Meet	Meets	Exceeds
ESPB Standard 7.8 4.1 TAAL INTASC 4 Teacher candidate incorporates multiple instructional strategies to include consideration for engagement, effectiveness, intellectual stimulation, and responsiveness to the needs of the learner.	Limited or no evidence of engagement of learners or multiple instructional strategies as evidenced by teacher-centered instruction; instructional strategies are unresponsive to needs of the learners.	Multiple instructional strategies are appropriately selected, effective and responsive to needs of learners; learners are self-directed; multiple instructional strategies are adapted to learners as evidenced by engagement in problem solving, critical thinking, questioning, discussion, cooperative learning, etc.	Multiple instructional strategies are purposefully selected to best instruct content and learners are highly engaged in instruction. Incorporates resources from professional organizations; instructional strategies are effective and highly responsive to needs of learners; facilitates inquiry, questioning, discussion, cooperative learning, etc.

N=5	0	2	3
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The belief and practices critical tasks requires candidates to explain the knowledge they posses about incorporating multiple instructional strategies in order to effectively respond to student needs. They are further expected to describe how their professional views support their rationale for incorporating instructional strategies in order to be responsive to the needs of all learners. Candidates are also required to articulate instructional and assessment practices that are aligned with their professional views.

Table 5 shows that teacher candidates were able to demonstrate their knowledge of how to use multiple instructional strategies in order to effectively respond to student needs by meeting or exceeding the criteria outlined in the rubric.

4. Work Samples-

T&L 312:

[LINK to PDF](#)

T&L 314: Work sample/artifact folder available in NCATE Exhibit Room

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

1. Candidates for a degree in Early Childhood Education have the opportunity to address/meet this standard in the following courses:

T&L 286. Field Experience. 1 credit. Supervised tutorial or apprentice teaching experience in an early childhood education, K-12 classroom, university or community setting approved by the program area.

[LINK to Syllabus](#)

T&L 311. Observing and Assessing Children. 3 credits. This course acquaints the student with a variety of ways of observing, recording, and analyzing the behavior and development of children. Assessment of children will be analyzed by looking at a variety of assessment activities that can be done with children. There will be a minimum of eight hours of field experience. [LINK to Syllabus](#)

T&L 313. Language Development and Emerging Literacy. 3 credits. This course examines both typical and atypical development of language and thought in children ages birth-8. Children's emergent literacy is studied within the context of language development. There will be a minimum of eight hours of field experience. [LINK to Syllabus](#)

T&L 315. Education of Exceptional Students. 3 credits. An orientation course, especially for classroom teachers, stressing the identification, characteristics and educational problems of exceptional children. A field exercise is part of this course. [LINK to Syllabus](#)

T&L 451. Methods and Materials: Pre-Kindergarten. 3 credits. Exploration of curriculum, methods and materials for use in pre-kindergarten educational settings. Includes selection of materials, creative environments, and planning for the individual needs of children within a group setting. There will be a minimum of eight (8) hours of activities in the field. [LINK to Syllabus](#)

T&L 454 (322): Organization and Leadership in Early Childhood Education. 2 credits. An investigation of patterns of administration, curriculum organizations, spatial resources, and staffing in those early childhood settings serving children 0-8 years old. Topics will also include federal and state laws and emerging trends in preschool and primary education in the state, region, and nation. Sixteen (16) hours of field experience (shadowing a director/administrator) as part of the class. [LINK to Syllabus](#)

T&L 487. Student Teaching. 4-16 credits. This course provides students with the opportunity to assume the role of a classroom teacher in an educational setting under the supervision of a cooperating teacher and a University faculty member. Additionally, personal teaching styles are identified and developed in a manner conducive to exemplary practice in early childhood educational settings. [LINK to Syllabus](#)

2. Critical Tasks/Praxis Tests and other measures that assess the extent to which candidates have met this standard:

The following course assignments have been used to measure the extent to which candidates have meet this standard:

T&L 313. Kindergarten Language and Literacy Study

In addition to the above-mentioned course assignments the following assessments have been used to measure the extent to which candidates have met this standard:

Disposition Statements (Table 1)

Student Teacher Observation report: This report establishes effective relationships with parents and participation in school and community projects. (Table 2)

ECE Portfolio Review (Table 3)

3. To what extent have candidates met this standard?

Table 2: T&L 313: Kindergarten Language and Literacy Study

Spring 07	N=25	Does not meet expectations (Grade =D/F)	Meets expectations (Grade = C/B)	Exceeds Expectations (Grade = A)
Fall 07	N=31			

	Spring 07 N= 0	Fall 07 N= 0	Spring 07 N= 0	Fall 07 N= 0	Spring 07 N= 0	Fall 07 N= 0
ESPB Standard 7.6 Assessment						
ESPB Standard 7.9 Field Experiences	4	1	11	6	10	24

The purpose of this study is the culmination of the candidates' field experience in a kindergarten classroom working with two or three kindergarten children. During this field experience candidates design language and literacy activities to assess and encourage children's language and literacy development. Candidates use this kindergarten language and literacy study to report their findings. All candidates must conclude their kindergarten language and literacy study with an summative statement of what has been discovered about the child's language and literacy development and suggestions for future activities to advance the child's language and literacy development.

Examination of the data table reveals that over 80% of candidates either met or exceeded understanding of this standard. Candidates demonstrated the ability to use formal and informal assessment and on providing feedback to families of young children.

To further ascertain the effectiveness of this activity future rubrics will be redesigned to allow for better aggregation of data. Through separating and tracking the scoring for the various elements of the assignments it will assist in determining what areas of the assignment should be altered and strengthened.

Table 2: Student Teaching Rubric

	Mid Term N=108				Final N=108			
ECE Fall 06-Spring 07	Deficient	Developing	Proficient	Not Observed	Deficient	Developing	Proficient	Not Observed
1. Demonstrates knowledge of content:	0%	19%	71%	10%	0%	6%	83%	11%
2. Demonstrates knowledge of human development through appropriate interaction, activities & attitude:	0%	18%	70%	12%	0%	9%	80%	11%
3. Recognizes individual differences and gives opportunities for diverse learners to learn:	0%	25%	62%	13%	0%	13%	74%	13%
4. Employs diverse teaching strategies:	0%	21%	67%	12%	0%	14%	72%	14%
5. Demonstrates competence in employing	0%	7%	52%	41%	0%	6%	56%	37%

appropriate technology:								
6. Fosters a safe, compassionate, and respectful educational environment that promotes learning:	0%	6%	83%	11%	0%	3%	87%	10%
7. Guides student behavior effectively and appropriately:	0%	31%	57%	12%	0%	15%	74%	11%
8. Express ideas articulately in written and oral communication:	0%	16%	71%	13%	0%	9%	77%	14%
9. Solicits suggestions and feedback from other and is receptive to them:	0%	16%	71%	13%	0%	6%	82%	12%
10. Plans and designs creative, organized, effective, and appropriate lessons and units:	0%	23%	66%	11%	0%	8%	78%	14%
11. Uses appropriate informal and/or formal assessment method to evaluate:	0%	29%	56%	15%	0%	14%	69%	17%
12. Analyzes own performance and seeks sources of improvement:	0%	13%	3%	4%	0%	8%	80%	12%
13. Maintains professional conduct-punctuality, interaction with others, preparedness, and initiative:	0%	7%	80%	13%	0%	6%	83%	11%
14. Established effective relationships with parents, participates in school and community projects:	0%	23%	62%	15%	0%	9%	69%	22%

Supervising teachers and university supervisors fill out this student teaching rubric three times during a candidates student teaching experience.

This table shows the data gathered from the midterm and final evaluation. Examination of the data shows candidate growth from midterm to final in all areas. Areas that show candidates' strengths include

- # 6. Fosters a safe, compassionate, and respectful educational environment that promotes learning: 87%
- #1. Demonstrates knowledge of content: 83%
- #13. Maintains professional conduct-punctuality, interaction with others, preparedness, and initiative: 83%
- #9. Solicits suggestions and feedback from other and is receptive to them: 82%

This data suggests that courses covering these areas of teacher development are making a lasting impression upon out teacher candidates.

Areas where student teacher candidates numbers were the lowest were

- #5. Demonstrates competence in employing appropriate technology: 56%
- #11. Uses appropriate informal and/or formal assessment method to evaluate: 69%
- #14. Established effective relationships with parents, participates in school and community projects: 69%

The correlation between these lower percentages and the higher percentages in the "Not Observed" category merits further investigation into our candidates' student teaching experiences. For instance, is it possible that area number 5 that addresses our candidates' use of technology is being limited to the narrow spectrum of computer usage in the classroom? Although many early childhood classrooms now provide access to computers for young children and their teachers a broader application of the term technology would include the use of CD players, digital cameras, household technology such as blenders, vacuums, toasters, and other simple machines. Consideration must also be given to providing more direction and options to our candidates when addressing the appropriate use and application of technology throughout our teacher preparation program.

Examination of the lower percentage of student teacher candidates who score in the "proficient" category under the area of assessment and the number of candidates who were "Not Observed" (17%) suggests that our program should examine student teacher assignments. Are student teacher candidates given ample directions and opportunity to conduct formal and informal assessments on children in their classrooms? Have student teacher supervisors emphasized the importance for candidates to evaluate lessons taught and respond to their teaching as reflective practitioners? Upcoming assessment and curriculum mapping retreats will provide an opportunity to re-examine where assessment is addressed in our teacher preparation program and how it can be strengthened.

Table 3: ECE Portfolio Review

ECE Portfolio Review Fall 06 – Spring 07	Unacceptable	Emergent	Target	Exceptional	N/O
Reflective Aspects: Rationale	0%	1%	72%	26%	1%
Reflective Aspects: Self Reflection/Assessment	0%	2%	71%	26%	1%
Professional Aspects: Portfolio content: Demonstration of professional disposition toward work through neatness, organization mechanical correctness and individually.	0%	1%	66%	33%	0%
Interview Aspects:					

Interview responses demonstrate an understanding of teaching the content area in relation to the INTASC principles and the standards of the discipline.	0%	1%	71%	27%	1%
Interview Aspects: Candidate is able to articulate an understanding of learners and how they construct knowledge.	0%	1%	64%	32%	2%
Interview Aspects: Candidate addresses needs of diverse learners (multicultural and special needs).	0%	0%	59%	40%	1%
Interview Aspects: Interview indicates a correlation between the candidate's beliefs and practice of teaching subject area.	0%	1%	40%	18%	41%
Interview Aspects: Demonstrated appropriate dress, poise and demeanor during interview.	0%	1%	59%	39%	1%

The capstone portfolio review is conducted at the end of the student teaching experience and provides the opportunity for the candidate to demonstrate their understanding of the INTASC Principles and the T&L Conceptual Framework through the presentation and discussion of artifacts. These artifacts are gathered throughout the candidate's experience in our teacher training program. Often these artifacts are gathered from the candidate's student teaching experience.

Examination of the data table shows that all the teacher candidates scored between Emergent and Exceptional with the greater percentage falling between the "Target" and "Exceptional" categories. Candidates scored highest in the area of "Interview Aspects: Addressing the needs of diverse learners." Data from this table supports the assumption that candidates have constructed a solid understanding of the INTASC Principles and T&L Conceptual Framework.

4. Work Samples-

T&L 313: Work sample/artifact folder available in Hard Copy Exhibit Room

Standard 50037.10 The program requires the study of basic principles of administration, organization, leadership and operation of early childhood programs, including supervision of staff, volunteers, and program evaluation. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

1. Candidates for a degree in Early Childhood Education have the opportunity to address/meet this standard in the following courses:

T&L 454 (322): Organization and Leadership in Early Childhood Education. 2 credits. An investigation of patterns of administration, curriculum organizations, spatial resources, and staffing in those early childhood settings serving children 0-8 years old. Topics will also include federal and state laws and emerging trends in preschool and primary education in the state, region, and nation. Sixteen (16) hours of field experience (shadowing a director/administrator) as part of the class. [LINK to Syllabus](#)

2. Critical Tasks/Praxis Tests and other measures that assess the extent to which candidates have met this standard:

The following course assignments have been used to measure the extent to which candidates have met this standard:

T&L 454: Case study (Table 1)

T&L 454: Design a Center project (Table 2)

In addition to the above-mentioned course assignments the following assessments have been used to measure the extent to which candidates have met this standard:

PRAXIS: EC 0020 Test 4 & 6 (Table 3)

3. To what extent have candidates met this standard?

Data Table for Analyzing a Case Study Assignment: T&L 454/322

Summer 07	Does not meet expectations (Grade =D/F)	Meets expectations (Grade = C/B)	Exceeds Expectations (Grade = A)
	Summer 07 N=4	Summer 07 N=4	Summer 07 N=4
Standard 10 Understanding basic principles of administration, organization, leadership and operation of Early Childhood programs		1	3

Students were required to read the assigned case study that represented a typical dilemma that a child care center director might face with regard to fiscal management, organization and leadership of staff. They were then expected to respond to questions at the end of the study to demonstrate their ability to apply the theoretical principles learned in class about organization and leadership to this working world situation.

The results outlined in the table demonstrate the students' competency and understanding these basic principles of administration as they either met or exceeded the expectations.

Table 2: T&L 454: Design a Center project

Data Table for Analyzing The Child Development Center Project: T&L 454/322

Spring 07/Summer 07	Does not meet expectations (Grade =D/F)	Meets expectations (Grade = C/B)	Exceeds Expectations (Grade = A)
	Spring 07/Summer 07 N=33 N=4	Spring 07/Summer 07 N=33 N=4	Spring 07/Summer 07 N=33 N=4
Standard 10 Understanding basic principles of administration, organization, leadership and operation of Early Childhood programs		5 1	28 3

In this course, students are required to develop a Child Development Center from the beginning. This process allows the student to use principles learned in class and other experiences to create this facility. It is further expected that students will use the assigned texts along with additional assigned articles to assist them in gathering information required to highlight: organizational management, marketing and public relations, fiscal management, facilities management and educational programming, personnel management and human relations and assessment & evaluation.

The students used technology to develop the Child Development Center Plan. Students not only used Word for writing, but were required to use Excel, Power Point, and Page Maker. Excel spreadsheet was used to assist students in developing budgets and determining income and expenditures for the year. Students used Power Point for presentations about their center. Students used Page Maker to develop a brochure to promote their Center.

In addition, students were able to post their Center Plan on Livetext. The latter program is used by all students admitted to the Teaching and Learning Department.

The results outlined in the table demonstrate that all of the students either meet or exceeded the standard by successfully completing the assignment, showing their understanding of basic principles in administration, organization, leadership and operation of Early childhood programs.

Table 3: PRAXIS: EC 0020 Test 4 & 6

Early Childhood Education				
Test Category	Points Available Range	Institution Average % Correct	State-Wide Average % Correct	National Average % Correct
I. UNDERSTANDING PROFESSIONAL AND LEGAL RESPONSIBILITIES	8	75%	73%	74%

The Praxis Test scores indicate that teacher candidates have exceeded the state average percentage and the national average percentage for section six the Praxis Test 0020. This demonstrates candidates understanding of professional and legal responsibilities of early childhood educators.

4. Work sample

T&L 454: Work sample/artifact folder available in NCATE Exhibit Room

II. Multicultural/Native American /Diversity Standard

The program requires the study of multicultural education including Native American studies and strategies for teaching and assessing diverse learners.

This response is prepared for all programs approved by ESPB. If you are reviewing an undergraduate or initial program only, please read the sections of this response headed *Initial Programs*. For Advanced or Professional Programs, please read the sections of this response headed *Advanced Programs*. Syllabi, vita and cited electronic work samples referred to in the report may be found in the folder labeled “MC-Diversity Standard.”

MULTICULTURAL EDUCATION/NATIVE AMERICAN STUDY

Initial Programs

Opportunity to Address/Meet Standard

T&L 433: Multicultural Education: All candidates in the Teacher Education Program at the University of North Dakota are required to complete this course (There is also a correspondence course with the same prefix and title which is offered to those who are in non-UND programs. Rarely, an exception is made for a candidate in the program who is unable to take the on-campus course.)

Course Description

This class takes an anthropological view of multicultural education. It will help students better understand students in culturally diverse classrooms as well as prepare them to teach about cultural diversity. This class examines several cultures but is particularly interested in American Indians of North Dakota. Those original groups include: Lakota, Dakota, and Nakota, Chippewa, and the three affiliated tribes: Mandan, Hidatsa, and Arikara (see attached sample syllabus [TL 433](#)).

Assessments/Results

1. Critical Task: Multicultural Teaching is submitted and assessed in LiveText, an on-line data management system. This Critical Task is a research paper based upon an issue in multicultural education. The paper includes a lesson plan which is assessed to determine candidates' ability to apply what they have learned related to diversity. The task was piloted in the spring of 2007 and assessed formally for the first time in the fall of 2007.

Initial Programs Critical Task Assessment Results for Multi-Cultural Teaching

Fall 2007 N=90

Teaching & Learning Standards	Does Not Meet	Fulfills Expectations	Exceeds Expectations
1.2 Teacher candidate uses tools of inquiry to develop content knowledge.	13%	56%	30%
1.3 Teacher candidate selects content to encourage diverse perspectives.	13%	53%	33%
6.2 Teacher candidate uses language to promote learning (e.g., use questioning skills, discussion techniques, delivery style, nonverbal cues).	14%	56%	29%
6.3 Teacher candidate uses media and technology as effective learning and communication tools.	13%	36%	30%
6.6 Teacher candidate's communication skills facilitate partnerships with students, families and colleagues.	15%	52%	32%

Standards 1.3 and 6.6 especially target candidates knowledge and dispositions related to diversity. As indicate in the table 84%-86% of candidates meet or exceed expectations in these categories.

2. Mid-Term Showcase: Candidates work in pairs to create a showcase of a culture that includes engaging hands on learning activities.

Fall 2007 Multicultural Ed					
TL433: Section 1: Midterm Showcase Scores	A	B	C	D	F
N = 30	# 30 100%	0%	0%	0%	0%

3. Native American Reservation Field Trip: The class participates in a field trip, to an American Indian reservation school K-12. Each candidate is expected to write a 3-5 page paper reflecting on the field experience. At a minimum, the student should provide answers to the following questions after the field experience: (a) What does education and learning experiences mean to these students; (b) Is the educational system ensuring that the diverse needs of those students are met?

The field trip reflection assessment rubric covers three areas:

- (a) Focus (i.e. relevant, specific and clear response to the above questions....10 points);
- (b) Perspective (i.e. the student reflects on the field trip from a diverse/multiple perspective...10 points);
- (c) Language/Grammar (i.e., the students uses appropriate diversity terminology/ language as well as correct grammar...5 points).

TL 433 Section 1:Fall 2007	A	B	C	D
Field Trip Reflection Scores (N=30)	#26 87%	#4 13%	#0	#0

Student Work Samples

1. For candidate work related to the critical task (#1 above), please click on the any of the documents below:

- [Sample 1](#) Does Not Meet Expectations
- [Sample 2](#) Meets Expectations
- [Sample 3](#) Exceeds Expectations

2. A variety of student work samples related to the showcase will be available in the hard copy exhibit room.

Advanced Programs

Opportunity to Address/Meet Standard

EFR 506: Multicultural Education: Candidates who have not taken T&L 433 as undergraduates are encouraged to take this course. As described in the catalog the course is a “review of the conceptual, historical, and theoretical aspects of multicultural education. A major goal will be to provide educators with the processes for incorporating multicultural education into their own education environments to meet the needs of their culturally diverse students and to increase the cultural awareness and sensitivity of all students. North Dakota/Native American issues are primary elements of this course” (pg.249). (Also, see attached sample syllabi: [EFR 5061](#); [EFR5062](#)).

Assessments/Results: Course Grades

Sections 1-4: SU, 2007					
Course EFR 506: Multicultural Education	A	B	C	D	F
N=28	# 26 93%	#1 3.5%	#0 %	#0 %	#1 3.5%

As indicated by the majority of A's and B's in the chart above, candidates taking this course met or exceeded course goals.

STRATEGIES FOR TEACHING AND ASSESSING DIVERSE LEARNERS

Initial Programs

Opportunity to Address/Meet Standard

T&L 315: Education of Exceptional Students: All candidates in our Early Childhood Education, Elementary Education and Middle Level programs are required to take this course(see attached syllabus [T&L 315](#)).

Course Description: "An orientation course, especially for classroom teachers, stressing the identification, characteristics and educational problems of exceptional children" (college catalog p.184).

TEAM Methods: Candidates in Elementary Education, Early Childhood Education and Middle Level Education take a series of methods related courses that require them to demonstrate an ability to accommodate instruction for students with special needs. Initially, candidates are presented with a case of a virtual student. They view a video and review an IEP and create a lesson plan with accommodations for this student ([see IEP of Nathan](#)). Next, candidates complete a 60-hour field experience. They select a lesson for assessment that includes accommodations for one or more students in their field experience setting.

Integration of Special Needs: The secondary education program has developed an integrated approach to guide candidates' knowledge about and skill in teaching diverse learners (see [Integration of Special Needs within the Secondary Education Program](#) document).

Assessments/Results

Course Grades

Fall 06 - Spring 07					
Course TL 315: Education of Exceptional Students	A	B	C	D	F
N=197	#148 75%	#34 18%	#7 3%	#4 2%	#4 2%

Over 93% of candidates from spring 2006 to fall of 2007 met or exceeded expectations related to the content of TL315 as demonstrated by the percent of A's and B's awarded.

TEAM Methods: Candidates development and implement a lesson plan and during the 60 hour field experience tied to the methods semester that is submitted and assessed in LiveText, an on-line data management system. INTASC Standard 3 and Program Standard 3.1 are assessed to determine candidates' abilities to accommodate all learners needs. Results from fall 2006-spring 2007 are presented in the table below:

Standard: 3.2 TAAL INTASC 3 Teacher candidate plans and adapts instruction for individual needs	Not Met	Met	Exceeds
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Fall 2006	6.4%	70.2%	23.4%
Spring 2007	13.8%	74.2%	12%

During the 2006-2007 academic year 87.2%-94.6% of candidates met or exceeded the standard related to adapting instruction. The faculty reviewed data in May of 2007 and were disappointed in the lower results in the spring semester. It was at this point that the case of Nathan was developed for implementation in the fall of 2007. We hope to see improvements during the 07-08 academic year.

Integration of Special Needs: Candidates development and implement a lesson plan and during the 60 hour field experience tied to the methods semester that is submitted and assessed in LiveText, an on-line data management system. INTASC Standard 3 and Program Standard 3.1 are assessed to determine candidates' abilities to accommodate all learners needs. The Lesson Plan for secondary programs is submitted and scored only in the fall since this is when the methods courses are offered. At the time of this report, no results are available. Results for fall 2007 will be available in the spring of 2008.

Student Teaching Evaluations: Mid-term and final evaluations during the student teaching semester provide additional evidence that candidates in all of our programs address the needs of diverse learners in their classrooms. Cooperating Teachers and University Supervisors complete these evaluations at mid and end term during the student teaching semester. The results for candidates' in the area of exceptionalities in the fall 2006 and spring 2007 are presented in the table below:

INTASC Standard 3: Teacher candidate plans and adapts instruction for individual needs								
	Mid Term N = 86				Final N =86			
Fall 06-Spring 07	Deficient	Developing	Proficient	Not Observed	Deficient	Developing	Proficient	Not Observed
All Programs	0%	30%	58%	12%	0%	10%	75%	15%

As noted in the evaluations 85%-88% of candidates during student teaching are able to adequately address this standard. In addition, 20% of candidates moved from the developing to proficient category by the end of the their student teaching assignment.

Advanced Programs

Opportunity to Address/Meet Standard

EFR 506: Multicultural Education: Candidates who have not taken T&L 433 as undergraduates are encouraged to take this course. The emphasis of the course may vary dependent upon the semester. For example, in the summer of 2007 one section of EFR 506 emphasized issues in special education within the context of the multicultural framework (see syllabus [EFR 506](#)).

Assessment /Analysis

Course Grades

Course	A	B	C	D	F
EFR 506: Multicultural Education: Sec3: SU, 2007 N=14	#12 86%	#1 7%	# 0%	# 0%	#1 7%

As indicated by the majority of A's and B's in the chart above, candidates taking this course met or exceeded course goals.

Other important diversity aspects are part of the curriculum in the required courses of [EFR 500](#): Philosophical Foundations of Education, [TL 540](#): Philosophies and Theories of Curriculum, and [TL 542](#): Models of Teaching. In addition, the candidate is required to take an additional three credits of foundations. Typically, they are advised to take [EFR 505](#): Social Foundations of Education or [EFR 507](#) Gender and Education; in either of these latter two courses, candidates study multicultural education, diversity education, and socioeconomic aspects related to access, equality, and equity.

TL 590 ST: Children’s Literature in the Classroom. In this course, candidates in the reading specialist and elementary education advanced programs read multicultural literature and critique literature used in classrooms to determine its resonance with all students. Further, students complete projects which explore Native American Literature. The syllabus for [TL590ST](#) states the following goal:

- Expand your knowledge of the wealth of literature available for diverse children in classrooms (NBPTS #2)

The goal is met through reading and discussing articles and children’s literature and by assignments. Sample readings and assignments are provided to illustrate candidate experiences.

Sample articles on diverse learners (cultural, racial, gender, socioeconomic)

- Enteneman, J., Murnen, T. J., & Hendricks, C. (2005). Victims, bullies, and bystanders in K-3 literature. *The Reading Teacher*, 59, pp. 352-364.
- Livingston, N. & Kurkjian, C. (2005). Circles and celebrations: Learning about other cultures through literature. *The Reading Teacher*, 58, pp. 696-703.
- Louie, B. L. Guiding principles for teaching multicultural literature. *The Reading Teacher*, 59, pp. 438-448.
- Wason-Ellam, L. (1997). “If only I was like Barbie.” *Language Arts*, 74(6), pp. 430-437.
- Yenika-Agbaw, V. (1997). Taking children’s literature seriously: Reading for pleasure and social change. *Language Arts*, 74(6), pp. 446-453.

Multicultural and gender-based literature assigned for the course and read by candidates:

- Curtis, C. P. (1995). *The Watsons Go To Birmingham*. Yearling. ISBN: 0440414121
- DiCamillo, K. (2000). *Because of Winn-Dixie*. Scholastic. ISBN: 043925051X
- Erdrich, L. (1999). *The Birchbark House*. Scholastic. ISBN: 0439203406
- Munsch, R. (1980). *The Paper Bag Princess*. Annick Press. ISBN: 0920236162
- Ryan, P. M. (2000). *Esperanza Rising*. Scholastic.

Artifacts supplied to illustrate multicultural course experiences are listed here and supplied for perusal.

- PowerPoint by candidate—[Contemporary Native Americans and Literature](#)
- Character Comparison between Esperanza in *Esperanza Rising* and Opal in *Because of Winn-Dixie*
- Key Discussant Grade Report on *Birchbark House* with bibliography of Native America book resources and teaching ideas
- [Multicultural Book Analysis](#)

TL 590 ST: Writing in the Elementary School Classroom. In part this course is designed to increase candidates’ ability to effectively teach diverse children to write, respecting development, culture, gender, and individuality. Though meeting a goal such as this is integrated throughout the semester, specific course readings and activities are devoted to the goal. Readings on gender and writing, specifically paying attention to boys, and culturally conscious writing instruction is also addressed. Multicultural and gender-based readings include the following:

- Dworin, J. E. (2006). The family stories project: Using funds of knowledge for writing. *The Reading Teacher*, 59(6), 510-520.

- Dyson, A. H. (1998). Fold processes and media creatures: Reflections on popular culture for educators. *The Reading Teacher*, 51(5). 392-402.
- Fletcher, R. (2006). Boy writers: Reclaiming their voices. (Chapter 10). Portland, ME: Stenhouse Publishers.
- Fu, D. & Shelton, N.R. (2007). Including students with special needs in a writing workshop. *Language Arts*, 84(4), 325-336.
- Newkirk, T. (2000). Misreading masculinity: Speculations on the great gender gap in writing. *Language Arts*, 77(4), 294-300.
- Rubin, R. & Carlan, V. G. (2005). Using writing to understand bilingual children's literacy development. *The Reading Teacher*, 58(8), 728-739.

One artifact supplied to illustrate linguistic/cultural study of writers is a whole class effort to identify ways to support ELLs in the writing classroom. Candidates reviewed numerous books and articles, identified resources, and gleaned specific practical ideas for supporting young writers. The series of charts that evolved from that activity are supplied as an example of the type of learning event that is integrated in the course to learn about supporting multicultural learners in writing.

Programs for Other School Professionals

In addition to the instruction and assessment in the above programs, the following coursework in Educational Leadership and School Counseling attend to multicultural and diversity issues.

Educational Leadership:

Opportunity to Address/Meet Standard: Courses

[EDL 514](#): Personnel, Supervision, and Staff Development: Various in-depth discussions regarding diversity occur (e.g., Native American and the BIA system). EDL 516 Policy and Educational Finance: Candidates conduct research on various schools, locations, and issues. An example of a research project may be an exploration of the funding for a Native American school.

[EDL 519](#): The Principalship: Principals from various schools (including Indian Reservations) discuss the complexity of education and how it affects students, teachers, and communities.

[EDL 501](#): Leadership, Planning, and Organizational Behavior: Studies include shaping school culture, addressing individual and group needs, setting goals and priorities according to the context of the community.

[EDL 511](#): Personal Communications and Ethics: Discussions are held on how culture, age, and socioeconomics influences education.

Assessments Include:

Exams
Research Papers
Portfolios

School Counseling:

Opportunity to Address/Meet Standard: Courses

[Coun 518](#): Group Theory and Process: Addresses the principles and practices of support, task, psycho-educational, and therapeutic groups with various populations in a multicultural context. Includes study of professional issues relevant to group processes, involves participation and leading group experiences.

[Coun 531](#): Psychology of Women, Gender, and Development: This course presents current research and trends in developmental theory, particularly theories pertaining to psychological development of

women and men. Issues such as abuse, ageism, depression, eating disorders, emotional experience and expression, heterosexism, feminism, and multiculturalism will be examined as related to the practice of psychology. Learning methods include writing, music, film, group discussion and creative projects.

[Coun 532](#): Multicultural Counseling: “This course offers an introduction to counseling theories and interventions appropriate for American ethnic and non-ethnic minority clients. The values suppositions of various cultural groups will be examined”(college catalog p. 24).

Assessments Include:

Papers

Exams

Presentations

Counselor Preparation Comprehensive Examination (CPCE)

Student Internship Evaluation Forms

CURRICULUM EXHIBIT FORM BASIC PROGRAM
EDUCATION STANDARDS AND PRACTICES BOARD
SFN 14381 (05-06)

Institution: University of North Dakota		Major: Early Childhood Ed
Credits are: Semester		
Credits required for degree: 125		
General Studies	Teaching Specialty	Professional Education
Must total at least 39 credits	Credits required: 81	Total: 36 Credits
<u>Behavioral Sciences (9 Min)</u> Electives in at least 2 areas from the following departments: Anthropology, A&S, Communication, CSD, Economics, Geography, History, Honors, Humanities, Indian Studies, Music, Nursing, Nutrition, Political Science, Psychology, Recreation and Leisure, Rehab Services, Sociology, Social work, Space Studies, T&L. 9 credits Total <u>Humanities (9 Min)</u> Electives from at least 2 areas in the following departments: Art, EHD, English, Fine Arts, History, honors, Indian Studies, IT, Languages, Music, Philosophy, Political Science, Religion and Theater Arts. 9 credits Total <u>Natural Sciences (9 Min)</u> Electives in at least 2 areas and 1 lab science from the following departments: Anthropology, Atmospheric Sci, Biology, Chemistry, Computer, Sci, Economics, Geography, Geology, Honors, Humanities, IT, Mathematics, Nutr and Dietetics, Philosophy, Physics, Psychology, Sociology and Space Studies 9 credits Total <u>Symbolic Systems (9 Min)</u> Engl 110 Composition (3) Engl 120 Composition (3) Comm 110 Public Speaking (3) OR Engl 125 OR Advanced Composition Course 9 credits Total	<u>Introductory Courses</u> T&L 310 (Co-Req of T&L 286) Intro to Early Childhood ED/FE (3) T&L 286 ECE Field Experience (1) T&L 312 Home-School Relations (3) T&L 314 Social/Emotional Dev & Guidance (3) T&L 320 Infant/Toddler Dev (3) T&L 311 Observing & Assessing Child (3) T&L 313 Language Dev & Emerging Literacy (3) T&L 328 Survey of Children's Lit(3) T&L 335 Understanding Readers & Writers (3) T&L 411 Primary Reading & Language Arts (2) T&L 443 Math for Primary Grades (2) T&L 451 Methods & Materials: Pre-Kindergarten (3) T&L 453 Methods & Materials: Kindergarten (2) T&L 454 Organization & Leadership in ECE (2) T&L 410 Reading and Writing in the Elementary School (3) T&L 430 Social Studies in the Elementary School (3) T&L 440 Math in the Elem School (3) T&L 470 Science in the Elem School (3) T&L 486 Field Experience (2) In addition to above courses students will choose 15 credits of elective courses in consultation with Advisor, making	T&L 252 Child Development (3) Or Psyc 250 Developmental Psychology (4) T&L 315 Ed of Exceptional Student (3) T&L 433 Multicultural Ed (3) T&L 456 Pre-Kindergarten Seminar (1) T&L 487 Student Teaching – Pre-Kindergarten (9) T&L 487 Student Teaching – Primary Grades (16) T&L 488 (Co-Req of Primary Student Teaching Senior Seminar (1)

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