

# **Early Childhood Education Master Degree Program Goals**

## **Program Report for the Preparation of Early Childhood Education Master Students**

### **Education Standards and Practices Board**

## **C O V E R   S H E E T**

**Institution:** University of North Dakota

**State:** North Dakota

**Date Submitted:** January 2008

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**Program documented in this report:**

**Name of Institution's Program Area:** Early Childhood Education

**Grade levels for which candidates are being prepared:** Pre-K - 3

**Degree or award level:** Master of Science

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

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

**Title of the state license for which candidates are prepared**

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**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, at the undergraduate level ☐ No

## **I. Contextual Information**

**The Early Childhood y Education Master Degrees** The focus in this M.S. program in Early Childhood Education is on the advanced preparation of teachers and leaders in the field of Early Childhood Education. The program addresses the education of children age 3 through grade 3 by concentrating on the study of children ages 3-8 and the implications such study holds for educational practice. Those pursuing this program will be prepared as professional teachers/leaders in a variety of early childhood settings, including public and private schools (K-grade 3), Head Start programs, child development and childcare centers, and other programs relating to the education of young children.

### **Candidate Information**

**Directions:** Provide three years of data on pm 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.

| <b>Program: On Campus<br/>Grand Forks</b> |  |                                |
|---|--|--------------------------------|
| <b>Academic Year</b>                      | <b># of Candidates Enrolled<br/>in the Program</b> | <b># of Program Completers</b> |
| 2005                                      | 2  | 1                              |
| 2006                                      | 2  | 2                              |
| 2007                                      | 6  | 0                              |

| <b>Program: Cohort 1<br/>Fort Berthold</b> |  |                                |
|--|--|--------------------------------|
| <b>Academic Year</b>                       | <b># of Candidates Enrolled<br/>in the Program</b> | <b># of Program Completers</b> |
| 2005                                       | 10   | 0                              |
| 2006                                       | 9  | 4                              |
| 2007                                       | 3  | 0                              |

| <b>Program: Cohort 1<br/>Bismarck</b> |  |                                |
|---------------------------------------|--|--------------------------------|
| <b>Academic Year</b>                  | <b># of Candidates Enrolled<br/>in the Program</b> | <b># of Program Completers</b> |
| 2004                                  | 12   | 0                              |
| 2005                                  | 11   | 0                              |
| 2006                                  | 11   | 9                              |
| 2007                                  | 12   | 2                              |

| <b>Program: Cohort II<br/>Bismarck II</b> |  |                               |
|---|--|-------------------------------|
| <b>Academic Year</b>                      | <b># of Candidates Enrolled<br/>in the Program</b> | <b># of Program Completer</b> |
| 2007                                      | 9  | 0                             |

**Masters List for Early  
Childhood Education 2004-  
2007**

| <b>Name</b>           | <b>Cohort</b> | <b>Graduated</b> | <b>Year</b> |
|-----------------------|---------------|------------------|-------------|
| Miller, Marcy         | FTB           | YES              | 2004        |
| Dickens, Kimberly     | FTB           | YES              | 2004        |
| Bruce, Crystal        | FTB           | YES              | 2005        |
| Mann, Sherrill        | FTB           | YES              | 2005        |
| Niles, Dawnita        | GF            | ENROLLED         | 2005        |
| Birdbear, Martha      | FTB           | ENROLLED         | 2005        |
| Fox, Mary             | FTB           | ENROLLED         | 2005        |
| Bradfield, Kelly      | FTB           | NO               | 2006        |
| Grant, Vivian         | FTB           | NO               | 2006        |
| Johnson, Latricia     | GF            | ENROLLED         | 2006        |
| Schaaf, Eleonore      | FTB           | ENROLLED         | 2006        |
| Coleman, Laurie       | GF            | YES              | 2006        |
| Blake, Alison         | GF            | ENROLLED         | 2006        |
| Glass, Wendi          | B2            | NO               | 2007        |
| Jilek, Kelley         | B2            | ENROLLED         | 2007        |
| Peterson, Kimberly    | B2            | ENROLLED         | 2007        |
| Pletan, Tina          | B2            | ENROLLED         | 2007        |
| Renner, Sherry        | B2            | ENROLED          | 2007        |
| Rivinius, Robin Renee | B2            | ENROLLED         | 2007        |
| Sickler, Kimberle     | B2            | ENROLLED         | 2007        |
| Staudinger, Jill      | B2            | ENROLLED         | 2007        |

|                      |    |          |      |
|----------------------|----|----------|------|
| Mcgarvey, Annie      | B2 | ENROLLED | 2007 |
| Stromme, Heather     | GF | ENROLLED | 2007 |
| Odden, Kelli         | GF | ENROLLED | 2007 |
| Hoyt, Stephanie      | B1 | YES      | 2006 |
| Palczewsk, Lynne     | B1 | YES      | 2007 |
| Roth, Nola           | B1 | YES      | 2006 |
| Schneider, Nicole    | B1 | YES      | 2006 |
| Weinberger, Michelle | B1 | YES      | 2006 |
| Thurn, Karen         | B1 | YES      | 2006 |
| Swenson, Mary Beth   | B1 | YES      | 2006 |
| Ahman, Debra         | B1 | YES      | 2006 |
| Bren, Aura           | B1 | YES      | 2006 |
| Gilje, Sandra        | B1 | YES      | 2006 |
| Dietrich, Trish      | B1 | YES      | 2006 |

GF = Grand Forks; FTB = Fort Berthold; B1 = Bismarck Cohort 1;  
B2= Bismarck Cohort 2

The M.S. degree in Early Childhood Education is program of study is developed together with the student's advisor. Required Teachers have the option of beginning their master's work at any time and pace their program to meet their personal and professional needs. Courses are scheduled in presemester blocks, so that during the academic year teachers take two course in one evening. This means that teachers are able to take up to six credits each semester of the academic year and a sequence of summer courses, completing the master's work in approximately five semesters. Required and elective courses are as follows:

| <b>Major:</b> |   | <b>Credits</b> |
|---------------|---|----------------|
| T&L 510       | Early Intervention for Children with Special Needs  | 2              |
| T&L 526       | Play in Development and Early Childhood Education   | 2              |
| T&L 527       | Curricular Foundations in Early Childhood Education | 3              |
| T&L 529       | Language Development in Children                    | 3              |
| T&L 530       | Foundations of Reading Instruction                  | 3              |
| T&L 553       | Collaborative Relationships: Home School, Community | 3              |
| T&L 997       | Independent Study (non-thesis option)               | 2              |
| T & L 580     | Practicum: Early Childhood Education                | 3              |

#### **Scholarly Tools:**

|         |                                      |   |
|---------|--------------------------------------|---|
| EFR 509 | Introduction to Educational Research | 3 |
| T&L 569 | Action Research                      | 3 |

\*Electives: The student will choose electives in consultation with his/her advisor. If students do not have a teaching certificate, they are required to take EFR 500 Foundations of Educational Thought.

Students can also take additional electives in Reading Education, Special Education, Social Work, or Educational Leadership. Other Early Childhood Education or Related Electives (Advisor approval):

- T & L 511 Identification and Assessment of Young Children with Special Needs (3 credits)
- T & T & L 512 Methods and Materials for Preschool Children with Special Needs (3 credits)
- T & L 552 Inclusive Methods (3 credits)

**UND Catalog Information on Graduate Courses Candidates May Take for a Major in Early Childhood Education ESPB Standards are Indicated and Courses with Critical Tasks are indicated with a \***

### **T&L 510 Early Intervention for Children with Special Needs (2 Credits)**

[Link to syllabus](#)

Grand Forks 2007 Fall 07; Summer 06; Bismarck Fall 2007

An introduction to the field of Early Childhood Special Education, primarily for students entering the field. Issues such as program design, parent involvement, identification, infant education, and the effects of disabilities are covered. Early Childhood setting from pre-k childcare settings to grade three are inclusive of all children; therefore; this course is instrumental in providing the groundwork to working with all children and their families. (*ESPB Standard 50081.7*)

### **\*T&L 5 26 – Play in Development and Early Childhood Education (3 credits)**

[Link to syllabus](#)

Grand Forks, Fall 2006; Grand Forks, Fall 2007; Bismarck 2008

The play of children has long been viewed as essential to developmental process. In addition, education has recognized the need to incorporate play into programs. This course explores the relationship of play to development (cognitive, physical and emotional) and the way in which play has been incorporated into programmatic settings. The focus is on preschool, kindergarten and primary grades. (*ESPB Standards 50081.7 & 50081.5*)

### **\*T & L 527 Curricular Foundations in Early Childhood Education (3 credits)**

[Link to syllabus](#)

Grand Forks Fall 2006; Fall 2007; Bismarck, Spring 2007

This course examines the historical, philosophical, cultural, race, class, and gender influences on curriculum in early childhood, including the philosophy and mission of the Department of Teaching and Learning. (*ESPB Standard 50081.1*)

### **\*T&L 529 Language Development in Children (3 credits)**

[Link to syllabus](#)

Grand Forks Spring 2007; Grand Forks Summer 2007; Bismarck Spring 2008

Language is central to the human experience. It occurs in all cultures and can be learned effortlessly by most children. In fact, children cannot resist it – deprive them of language and they will create their own. The structure of language, and the way it is learned, reflect the

intricate organizational power of the mind of the human species. In this course we will study the development of speech and language in young children and its influence on early literacy and young children's thinking. How is language and thought related? We will also focus on how language and literacy development is shaped by culture and is influenced by cultural bias. By gaining a deeper understanding of the processes of and influences on language development, we will be better able to establish rich environments that support the development of language and literacy in children of all ability levels. (*ESPB Standard 50081.4*)

**T&L 530 – Foundations of Reading Instruction (3 credits).**

[Link to syllabus](#) Spring 2006; Fall 2006; spring 2007; Fall, 2007

This course is a study of developmental reading instruction. Emphasis is placed on the psycholinguistic process of teaching and learning, critiquing historical and current research, and the instructional approaches each supports. (*ESPB Standard 50081.1*)

**T & L 553 Collaborative Relationships – Home, School and Community (3 credits)**

[Link to syllabus](#) Spring 2006; Fall 2006; Spring 2007; Fall, 2007

A course appropriate for anyone working with families to include general educators, special educators, paraprofessionals, related service personnel, administrators and outside agency personnel. Topics covered include: the various models of collaboration and consultation and the stages of each; communication skills; problem-solving; conflict management; diverse perspectives; information collection procedures; supervisory skills; family characteristics and structure across lifespan; family focused interventions; school choices; and school issues such as poverty, domestic violence, teasing, bullying, and school violence. (*ESPB Standard 50081.3*)

**T & L 569 – Action Research (3 credits).** [Link to syllabus](#)

Spring 2006; Fall 2006; spring 2007; Fall, 2007

Prerequisite: graduate status. The study of the philosophy and methods of action research. Emphasis is focused on analysis of and reflection on one's teaching for the purpose of improvements in student learning. (*ESPB Standard 50081.2*)

**T & L 580 Practicum Early Childhood Education (3 credits)** [Link to Handbook](#)

Spring 2006; Fall 2006; spring 2007; Fall, 2007

The practicum is an opportunity for students to work with pre-3<sup>rd</sup> grade children in Early Childhood settings. It allows ECE students to identify students from diverse backgrounds, different learning styles of students and to work with school personnel, administrators and parents. During the practicum students will be maintain a collection of assignments, reports and evaluations completed during the practicum. This includes information related to assessment; instructional strategies and planning; learning environment and social interactions; collaboration with parents, colleagues or community members; and ethnic diversity and students with disabilities in the class. (*ESPB Standard 50081.6*)

**T & L 997 Independent Study (2 credits)** Spring 2006; Summer 2006; Fall 2006; spring 2007; Summer 2006; Fall, 2007

The Independent Study is designed to enable the student to investigate a topic related to the major field of study. (ESPB Standard 50081.2)

**EFR 509 Introduction to Education Research** (3 credits). [Link to syllabus](#)

Spring 2006; Summer 2006; Fall 2006; spring 2007; Summer 2006; Fall, 2007

An introduction to the research methodologies used to study education. This course covers quantitative as well as qualitative types of research. The paradigms of each type of research will be contrasted and the application of the methodologies in actual research investigation. (ESPB Standard 50081.2)

**Early Childhood Education Faculty**

Michael Gallo, PhD: Assistant Professor

Sue Offutt, PhD: Assistant Professor

Glenn Olsen, PhD: Professor

Grace Onchwari, PhD: Assistant Professor

Kari Chiasson, Ed.D Early Childhood Special Education: Assistant Professor

**Conceptual Framework for the Teacher Education Unit**

**Teachers as Learners:** Teachers are committed to continuing the process of learning with an emphasis on learning to teach.

**Teacher as Active Agent of Learning:** Teachers take an active role in promoting the learning of all students; thoughtfully examine the role of technology and apply it effectively in our programs so as to enhance and advance the teaching process.

**Teacher As Articulate Visionary:** Teachers can envision alternative solutions to the challenges posed in schools, embrace diversity and support pluralistic views.

| Alignment of Conceptual Framework, NBPTS Standards, and Master's Degree Program Goals (All Advanced Programs have Adopted NBPTS Core Propositions)  |
|---|
| <p>Teachers as Learners: Teachers are committed to continuing the process of learning with an emphasis on learning to teach.</p> <p>NBPTS Proposition 1: Teachers are committed to students and their learning.</p> <ul style="list-style-type: none"><li>• Goal 1.1 Candidates demonstrate an understanding of how students develop and learn with respect to individual, contextual and cultural differences, and an ability to take account of these differences in their practice.</li><li>• Goal 1.2 Candidates demonstrate an ability to be effective communicators both orally and in writing.</li></ul> |
| <p>Teacher as Active Agent of Learning: Teachers take an active role in promoting the learning of all students; thoughtfully examine the role of technology and apply it effectively in our programs so as to enhance and advance the teaching process.</p>   |

**NBPTS Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.**

- Goal 2.1 Candidates demonstrate an understanding of the subjects they teach (content knowledge).
- Goal 2.2 Candidates demonstrate ability to teach their subject areas (pedagogical knowledge) to students.

**Teacher as Active Agent of Learning:** Teachers take an active role in promoting the learning of all students; thoughtfully examine the role of technology and apply it effectively in our programs so as to enhance and advance the teaching process.

**NBPTS Proposition 3: Teachers are responsible for managing and monitoring student learning.**

- Goal 3.1 Candidates demonstrate an ability to create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time.
- Goal 3.2 Candidates demonstrate an ability to assess the progress of students through multiple methods, adjust practice to meet students' assessed needs and clearly explain student performance to parents, appropriate school personnel and administrators.

**Teacher as Active Agent of Learning:** Teachers take an active role in promoting the learning of all students; thoughtfully examine the role of technology and apply it effectively in our programs so as to enhance and advance the teaching process.

**NBPTS Proposition 4: Teachers think systematically about their practice and learn from experience.**

- Goal 4.1 Candidates research and reflect systematically about their practice and so deepen their knowledge and adapt and strengthen their practice.

**Teacher As Articulate Visionary:** Teachers can envision alternative solutions to the challenges posed in schools, embrace diversity, and support pluralistic views.

**NBPTS 5 Proposition: Teachers are members of learning communities.**

- Goal 5.1 Candidates demonstrate ability to collaborative with others as members of learning communities who can contribute to the effectiveness of the school.



**North Dakota**

**EARLY CHILDHOOD EDUCATION (ADVANCED)**

**50081.1** Advanced program courses are designed to result in advanced knowledge, skills, and dispositions. The program reflects consideration of the standards for advanced study of the National Board for Professional Teaching Standards (NBPTS), professional specialty associations, and the National Council for the Accreditation of Teacher Education (NCATE).

**50081.2** The program requires candidates develop the ability to apply research and research methods relevant to the advanced field of study. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

**50081.3** The program requires study of the role of schools in society and the development of positive relationships with families and the larger community. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

**50081.4** The program requires study of advanced teaching strategies and models of teaching relevant to the advanced field of study. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

**50081.5** The program requires the use of current, appropriate instructional technologies. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

**50081.6** The program requires a field experience related to the area of advanced study. At least a portion of the practicum experience is designed to demonstrate potential impact on P-12 student learning. The program uses varied assessments of practicum performance. (The field experience must take place in a diverse setting; so please have the candidate document the diversity in the setting.)

**50081.7 ADVANCED STUDY IN EARLY CHILDHOOD EDUCATION AREA**

(1) The program's advanced content area specialization study is designed to reflect the standards of the National Board for Professional Teaching Standards and professional specialty association recommendations for advanced study.

(2) The program's advanced content area specialization study provides for breadth in the field or for detailed study of one or more specialized aspect of the field, and for access to new research and developments. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge

**50081.8** Candidate assessment data are regularly and systematically collected, compiled, aggregated, summarized, and analyzed to improve candidate performance, program quality, and program operations. The program disaggregates candidate assessment data when candidates are in alternate route, off-campus, and distance learning programs.

**Table 1: ND ESPB\*/NBPTS \*\*/UND Graduate Teacher Education Program Standards**

| <b>Crosswalk</b>                           |                      |                                     |                                       |                                       |                                  |                                  |
|--|----------------------|-------------------------------------|---------------------------------------|---------------------------------------|----------------------------------|----------------------------------|
| <b>Teacher Education Graduate Programs</b> | <b>ESPB Standard</b> | <b>NBPTS 1<br/>TEAPS***<br/>1.1</b> | <b>NBPTS 2<br/>TEAPS<br/>2.1, 2.2</b> | <b>NBPTS 3<br/>TEAPS<br/>3.1, 3.2</b> | <b>NBPTS 4<br/>TEAPS<br/>4.1</b> | <b>NBPTS 5<br/>TEAPS<br/>5.1</b> |
| <b>Early Childhood Education</b>           | 50081.1              | X                                   | X                                     | X                                     | X                                | X                                |
|  | 50081.2              |                                     |                                       |                                       | X                                | X                                |
|  | 50081.3              | X                                   |                                       |                                       |                                  |                                  |
|  | 50081.4              |                                     | X                                     | X                                     |                                  |                                  |
|  | 50081.5              |                                     | X                                     | X                                     |                                  |                                  |
|  | 50081.6              | X                                   | X                                     | X                                     |                                  | X                                |
|  | 50081.7              |                                     |                                       |                                       | X                                |                                  |
|  | 50081.8              |                                     |                                       |                                       |                                  | X                                |

\*ESPB: Education Standards and Practices Board

\*\*NBPTS: National Board for Professional Teaching Standards

\*\*\*TEAPS: Teacher Education Program Standards

Table 1 demonstrates the cross references of the different standards in North Dakota (ESPB) and the national standards NBPTS and TEAPS. The table shows how the standards are aligned.

### **Early Childhood Education Program Content**

Candidates are expected to develop foundational knowledge about:

- practical aspects of teaching at the preschool and primary grades
- further development of developmentally appropriate practices in relation to curriculum development, play and assessment of learning in the classroom
- working with families and the community
- the relationships between theories of child development and educational practices,
- additional practicum opportunities to further the study of diversity in school settings
- instructional methods including working with children with special needs
- emerging literacy skills from birth through eight years of age including ways parents, teachers and caregivers can nurture and support language develop
- reading instruction in the early childhood setting
- current trends in the field, NCLB, ELLs and other diverse learners including special needs

To assess candidates in the areas of professional knowledge, instruction and assessment Advanced Critical Tasks (ACTs) are identified in courses in the early childhood education major. Advanced Critical Tasks is a general term for demonstrations of

candidate's knowledge of children, content, pedagogy and assessment in the early childhood education major. Advanced Critical Tasks are also demonstrations of candidate's ability to plan effective learning environments and to use effective communication skills. Advanced Critical Tasks vary from course to course in format (e.g., lesson plans, class reflections or projects) but they all function to demonstrate candidate knowledge about teaching and learning (including use of technology). Note: Not every program goal is met in every assignment but instead, over all of the assignments.

Advanced Critical Tasks are assessed with the Advanced Critical Tasks Rubric and data are used to assess from a programmatic stance, averages for student performance on program standards, that is, means for not meeting, meeting or exceeding expectations. In each of the courses, candidate performance is assessed. Typically, the assessment is completed at the end of each course, though some assessments may occur at other times throughout the course.

### **Assessment Area 1: Knowledge, Instruction & Assessment**

#### **Part A: Assessment Plan and Alignment with ESPB Early Childhood Education Standards for Area 1**

##### Program Goals Assessed

Goal 1.1 Candidates demonstrate an understanding of how students develop and learn with respect to individual, contextual and cultural differences, and an ability to take account of these differences in their practice (knowledge of learning and learners).

Goal 1.2 Candidates demonstrate an ability to be effective communicators both orally and in writing.

Goal 2.1 Candidates demonstrate an understanding of the subjects they teach (content knowledge).

Goal 2.2 Candidates demonstrate ability to teach their subject areas (pedagogical knowledge) to students

Goal 3.1 Candidates demonstrate an ability to create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time.

Goal 3.2 Candidates demonstrate an ability to assess the progress of students through multiple methods, adjust practice to meet students' assessed needs and clearly explain student performance to parents, appropriate school personnel and administrators.

Goal 5.1 Candidates demonstrate ability to collaborate with other members of learning communities who can contribute to the effectiveness of the school.

Table 1.1 presents the titles of each critical task that is assessed in the program for level of performance. Also, indicated is the course in which the critical task is embedded, along with the ESPB Early Childhood Education Standards associated with each advanced critical task and the data available for each advanced critical task (ACT).

Table 1.1 Advanced Critical Tasks, Related Course, and Early Childhood Education ESPB Standards

| <b>Advanced Critical Task 1</b><br><b>Final Paper &amp; Presentation</b> | <b>Advanced Critical Task 2</b><br>Final Paper/project         | <b>Advanced Critical Task 3</b><br>Final Paper/project |
|--|--|--|
| T&L 526<br>Play in Development and Early Childhood Education             | T&L 527<br>Curricular Foundations in Early Childhood Education | T&L 529<br>Language Development in Children            |
| ( <i>ESPB Standards 50081.5 &amp; 50081.7</i> )                          | ( <i>ESPB Standard 50081.1</i> )                               | ( <i>ESPB Standard 50081.4</i> )                       |

**1. Course number, title and description and any accompanying activities or experiences in which students engage to meet the standard**

**\*T&L 526 – Play in Development and Early Childhood Education (3 credits)**  
[Link to syllabus](#) (*ESPB Standards 50081.5 & 50081.7*)

Course Description: The play of children has long been viewed as essential to developmental process. In addition, education has recognized the need to incorporate play into programs. This course explores the relationship of play to development (cognitive, physical and emotional) and the way in which play has been incorporated into programmatic settings. The focus is on preschool, kindergarten and primary grades

Major Activity Addressing Standard

A research paper on play that can be either a qualitative or quantitative mini-research project. The paper consists of an introduction, review of literature, observation or experiment, discussion and conclusion

**2. Scoring Rubric:** The rubric addresses five areas including: Content, organization, works cited and APA format, research and grammar/mechanics. [Link to rubric](#)

**3. Results**

Table: T&L 526 Course Grades

| Course Grades T&L 526 |      |    |    |
|-----------------------|------|----|----|
| Grades                | A    | B  | C  |
| Fall 2007 (n=3)       | 100% | 0% | 0% |

|                     |      |    |    |
|---------------------|------|----|----|
| Spring 2007 (n = 4) | 100% | 0% | 0% |
|---------------------|------|----|----|

The consistently high grades and high quality work samples indicate the candidates enrolled in T&L 526 have successfully demonstrated the knowledge, skills and dispositions to meet the standard.

#### 4. Student Work Samples

Fall 2006 there are three hard copies of the final project are available in the Hard Copy Exhibits' Room.

Fall 2007: there are two hard copies of the final project are available in the Hard Copy Exhibits' Room. One electronic copy is available.

#### 1. Course number, title and description and any accompanying activities or experiences in which students engage to meet the standard

**\*T & L 527 Curricular Foundations in Early Childhood Education (3 credits)**  
[Link to syllabus](#) (ESPB Standard 50081.1)

Course Description This course examines the historical, philosophical, cultural, race, class, and gender influences on curriculum in early childhood, including the philosophy and mission of the Department of Teaching and Learning.

#### Major Activities Addressing Standard

A final paper/project examining a central issue in the field of Early childhood Education. Students are required to research an issue of interest as it relates their need as adult learners and course objectives. This may include topics such as a specific Early Childhood curriculum, play in the Early Childhood setting, state funded programs, or gender influence on curriculum. An oral presentation to the class and a final written research paper is required.

#### 2. Assessment

The final paper is assessed with a scoring rubric that addresses nine categories. Each student is also required to present the topic to the class and a scoring rubric addressing seven categories is utilized. [Link to scoring rubrics](#)

#### 3. Results

Table: T&L 527 Project Grades

| T&L 527                   |      |     |    |
|---------------------------|------|-----|----|
| Grades                    | A    | B   | C  |
| Fall 2007 GF (n=4)        | 100% | 0%  | 0% |
| Fall 2007 Bismarck (n= 7) | 71%  | 29% | 0% |

The consistently high grades and high quality work samples indicate that the candidates enrolled in T&L 527 have successfully demonstrated the knowledge, skills, and dispositions to meet these standards.

#### **4. Student Work Samples**

**Grand Forks:** Three hard copies are available in the Hard Copy Exhibitors' Room

**Bismarck:** three final papers available electronically, two reflecting high quality and one meeting expectations (this student had an excellent oral presentation; however a family emergency interrupted the final paper). [Link to final papers](#)

#### **1. Course number, title and description and any accompanying activities or experiences in which students engage to meet the standard**

**\*T & L 529 Language Development in Children (3 credits) ) [Link to syllabus](#)  
(*ESPB Standard 50081.4*)**

Course Description Language is central to the human experience. It arises in all cultures and can be learned effortlessly by most children. In fact, children can't resist it – deprive them of language and they will create their own. The structure of language, and the way it is learned, reflect the intricate organizational power of the mind of the human species. In this course we will study the development of speech and language in young children and its influence on early literacy and young children's thinking. How is language and thought related? We will also focus on how language and literacy development is shaped by culture and is influenced by cultural bias. By gaining a deeper understanding of the processes of and influences on language development, we will be better able to establish rich environments that support the development of language and literacy in children of all ability levels.

#### Major Activities Addressing Standard

A final paper/project examining the language and literacy development of a young child (age 6 or younger) using multiple assessment tools and strategies. A minimum of 8 professional sources related to the topic of fostering, assessing and evaluating language and literacy development in young children. Of these sources at least five should be drawn from professional journals. Other sources could include textbooks, non-fiction writings by notable professionals from the field of early childhood or a related field, a professional web site, or a video of an interview or early childhood topic discussion.

#### **2. Assessment**

The final project is assessed with a grading rubric that integrates the NBPTS and INTASC Principles with the T & L Conceptual Framework. [Link to scoring rubric](#)

### 3. Results

Table: T&L 529 Activity Grade

| Course Grades T&L 529 | A    | B  | C  |
|-----------------------|------|----|----|
| Spring 2007 (n=5)     | 100% | 0% | 0% |
| Summer 2007 (n =5)    | 100% | 0% | 0% |

The consistently high grades and high quality work samples indicate the candidates enrolled in T&L 529 have successfully demonstrated the knowledge, skills and dispositions to meet the standards.

### 4. Student Work Samples

Summer 2007: there are two electronic copies of the final project available.

[Link to copies](#)

### 1. Course number, title and description and any accompanying activities or experiences in which students engage to meet the standard

**T&L 530 Foundations of Reading Instruction (3 credits)** [Link to syllabus](#)

#### Course Description

Candidates learn to conduct systematic study of the literature in the field of literacy; candidates become knowledgeable in areas of reading education. This course is also a study of developmental reading instruction. Emphasis is placed on the psycholinguistic process of teaching and learning, critiquing historical and current research, and the instructional approaches each supports.

#### Major Activities Addressing Standard

Theory-Practice Paper: Candidates plan and implement three classroom lessons on comprehending and fluency, each in a different context which includes an interactive read-aloud with intentional conversation, a reading workshop mini-lesson, and a guided reading lesson. The course readings and in-class activities support the planning and implementation of the lessons. Additionally, the opportunity is given to reflect on the teaching by engaging in small group discussion with your peers. To synthesize and integrate learning from these experiences a final Theory-Practice Paper is written to a professional audience. This could be a letter written to a principal, mentor teacher, a grade level colleague, or the course instructor expressing what you have learned.

**2. Assessment:** Course Grades.

**3. Results**

T&L 530 Course Grades

| Course Grades T&L 530         | A    | B  | C  |
|-------------------------------|------|----|----|
| Spring 2006 (n=9)<br>Bismarck | 100% | 0% | 0% |
| Fall 2007<br>(n =1)           | 100% | 0% | 0% |

The consistently high grades and high quality work samples indicate that the candidates enrolled in T&L 527 have successfully demonstrated the knowledge, skills, and dispositions to meet these standards

4. Student Work Samples

**1. Course number, title and description and any accompanying activities or experiences in which students engage to meet the standard**

**TL 510 Introduction to Early Childhood Special Education (2 credits).**

[Link to syllabus](#)

Course Description: An introduction to the field of Early Childhood Special education, primarily for students entering the field. Issues such as program design, parent involvement, identification, infant education, and the effects of disabilities are covered. Early Childhood setting from pre-k childcare settings to grade three are inclusive of all children; therefore; this course is instrumental in providing the groundwork to working with all children and their families.

Major Activity Addressing Standard The Disability Packet requires the student to develop an information packet on a specific disability that focuses on the impact of the child and the family during the early years (birth to age eight). Each packet includes a one to two page fact sheet about the disability or condition.

[Link to description of project](#)

**2. Assessment**

A Scoring Rubric is Utilized. [Link to scoring rubric](#)



### 3. Results

| Course Grades T&L 510            | A    | B  | F  |
|----------------------------------|------|----|----|
| Fall 2007 (n=1)<br>Grand Forks   | 100% | 0% | 0% |
| Fall 2007 (n=4)<br>Bismarck      | 100% | 0% | 0% |
| Summer 2006 (n=2)<br>Grand Forks | 100% | 0% | 05 |

The consistently high grades and high quality work samples indicate that the candidates enrolled in T&L 527 have successfully demonstrated the knowledge, skills, and dispositions to meet these standards

**4. Student Work Samples :** there are four hard copies of Disability packets available in the Hard Copy Exhibitor's Room.

### 1. Course number, title and description and any accompanying activities or experiences in which students engage to meet the standard

#### 553 Collaborative Relationships – Home, School and Community (3 credits)

##### [Link to syllabus](#)

Course Description: A course appropriate for anyone working with families to include general educators, special educators, paraprofessionals, related service personnel, administrators and outside agency personnel. In this course the student will develop a basic understanding of family systems theory and learn about the structure, characteristics and functioning of **all** types of families across the lifespan. Students will develop skills to promote collaborative partnerships when working with families from diverse cultures, families with children with special needs, and families that are experiencing difficulties. The student will develop consultative and collaborative skills, improve communication skills and develop supervisory skills. The student will explore school choices and issues related to schools such as teasing, bullying, and school violence.

#### Major Activities Addressing Standard

- 1) **The Essential Conversation** by Sara Lawrence-Lightfoot is a book that focuses on parent teacher relationships. The themes of the book include: the influence of past experiences on one's action's, parental involvement, parent-teacher conferences and collaboration. Students work in pairs/groups to discuss this book. Each pair/group is responsible to lead the overall group in a discussion about one of the chapters. It is essential that everyone in the class has read the chapter being discussed. Each pair of students will develop a list of five points/questions from the assigned chapter to use as a guide for the

group discussion. Group discussion will average one hour. The instructor is to be given a copy of the list of points/questions prior to the class discussion. After all six chapters have been discussed, students are required to write an individual 2-3 page double spaced reflection paper about the book.

- 2) **Collaboration Plan** is an activity where students are asked to apply what they have learned in the areas discussed in class as related to collaboration. This can be an individual or group assignment. Each individual/group will develop a collaboration plan that includes goals, problem-solving strategies, conflict management strategies, timelines and forms that relate to the problem at hand. This might be for a school setting or an agency. Each student/group will present to the class the plan, forms and rationale for the development of the process. Guidelines are provided in the Syllabus Addendum for this course

### **Collaboration Plan Assignment**

Note: Students with classroom experience may choose to use their own case involving conflict management (#3 below) and also use this case to respond to #'s 4, 5, and 6 below.

1. Personal Goals: Describe your personal goals regarding collaboration/communication with colleagues, administrators, outside agency personnel and parents.
2. Problem Solving Strategies: Using what you have learned about problem solving strategies, decide how each of the six problems identified in the case study below might be best approached.

*Elise, a behavior management consultant, has been asked to work with all of the teacher in a middle school. The major problem is that the lunchroom behavior of the students in this school is totally unacceptable to the building principal, as well as to many parents. When Elise meets with the group of teachers, she discovers that there are several problems: 1) Some teachers believe that it is not their responsibility to monitor lunchroom activities; 2) There are also some special education students who eat in the lunchroom at this time, and some teachers believe that these students are a major problem; 3) Not all of the involved teachers have attended the first meeting; 4) The students have only 10-15 minutes to complete their lunches; 5) Some students eat hot lunch and some eat cold lunch, requiring different procedures for each of the two groups; and 6) Some teachers believe that there is not a serious problem for their own classes.*

3. Conflict Management: Considering what you have learned about conflict management, decide upon the strategies you should use to address conflict in the vignette below. Be specific in terms of describing preparation for the consultation as well as the sequence of strategies used during and after consultation.

*You are a new consulting teacher at Prospect Elementary School. At the end of the first month of school, you received the following referral in your box. Through the grapevine, you have been told this teacher simply does not like this student. The previous consulting teacher worked hard last year to successfully maintain this student in the general education fifth grade classroom.*

*Referral for Assistance:*

*Sandy is a fifth-grade student who has the worst attitude and most violent temper of any student I have ever had in my 10 years of teaching. She disregards class rules daily, yells at me and the other students in the classroom whenever she can't do her assignments or whenever other classmates don't let her have her way in group activities. She almost never pays any attention when I try to correct her. I have tried calling her parents, but can't reach them. Besides, I don't have time to call parents every time a student is a behavioral problem. If she weren't and abusive to other teachers, I'd think she likes to torment me! The counselor advised kicking her out of class, and the psychologist said she needs counseling. Unless you can give me some answers on how to get this straitened out, I am going to recommend to the principal that the student be suspended or referred to special education. This student does not belong in my class.*

4. **Scheduling and Information Collection:** Considering the vignette described under # 3 above (or your own described case study on conflict), provide a detailed description of how you will approach the issue with each party involved. Specifically, how will you schedule time and maintain contact with each party? How will you gather information from each party?
5. **Recording Sheet:** Develop a form to document your collaboration/communication with all parties described in the conflict management vignette described in #3 (or your own conflict management case). Situations may include the following: Conferences with parents, administrators, teachers, teacher assistance teams, agency personnel, or other professionals.
6. **Evaluation:** Create an evaluation plan for what you have suggested in #3-5 above that will provide you feedback on the effectiveness of your collaboration efforts.

**3) Listening to Families** is an individual activity where students are required to interview a family, write a report, share findings with a group and provide an oral report to the class on main themes from the interviews. Students identify a family who has a child with a disability, is from a different ethnic background or has experienced difficulties in their lives. The family identified depends on individual area of interest and specialization. Please check with the instructor about the family to be interviewed. Students arrange an opportunity to listen to their family

story (they may choose questions from a list the class has discussed as a guide). Students are to have a conversation with the family rather than an interview. Interviews can be audio-taped with family permission. The purpose of this assignment is to gain a better understanding of the family situation and learn about their perspectives of their strengths, preferences and needs as a basis for providing personalized and relevant family support. Typically students spend approximately 3-5 hours with the family. The information is synthesized into a 4-6 page report that includes a 1-2 page reflection of what insights one has gained during the process.

**2. Assessment: Scoring Rubrics are utilized for each of the three activities. .** Final grades are reported. [Link to Scoring Rubrics](#)

### 3. Results

| Course Grades T&L 553            | A    | B  | F  |
|----------------------------------|------|----|----|
| Fall 2007 (n=7)<br>Bismarck      | 100% | 0% | 0% |
| Summer 2007<br>(n=1)<br>Bismarck | 100% | 0% | 0% |
| Spring 2007 (n=1)<br>Grand Forks | 100% | 0% | 0% |
| Fall 2006 (n=2)<br>Grand Forks   | 100% | 0% | 0% |
| Spring 2006 (n=2)<br>Grand Forks | 100% | 0% | 0% |

The consistently high grades and high quality work samples indicate that the candidates enrolled in T&L 527 have successfully demonstrated the knowledge, skills, and dispositions to meet these standards

**4. Student Work Samples:** Copies of assignments are available both electronically and in the Hard Copy Exhibitors; Room. [Link work samples](#)

## Assessment Area 2: Effect on Student Learning

### Part A: Assessment Plan and Alignment with ESPB Early Childhood Education Standards for Area 2

#### Goals Assessed

Goal 1.1 Candidates demonstrate an understanding of how students develop and learn with respect to individual, contextual and cultural differences, and an ability to take account of these differences in their practice.

Goal 1.2 Candidates demonstrate an ability to be effective communicators both orally and in writing.

Goal 2.1 Candidates demonstrate an understanding of the subjects they teach (content knowledge).

Goal 2.2 Candidates demonstrate ability to teach their subject areas (pedagogical knowledge) to students

Goal 3.1 Candidates demonstrate an ability to create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time.

Goal 3.2 Candidates demonstrate an ability to assess the progress of students through multiple methods, adjust practice to meet students' assessed needs and clearly explain student performance to parents, appropriate school personnel and administrators.

Goal 5.1 Candidates demonstrate ability to collaborative with others as members of learning communities who can contribute to the effectiveness of the school.

### **1. Course number, title and description and any accompanying activities or experiences in which students engage to meet the standard**

**TL 580 Early Childhood Practicum ( 3 credits) (ESPB Standard 50081.6) Piloted Spring 2007 [Link to Handbook](#)**

#### Course Description

The practicum is an opportunity for students to work with PreK-3<sup>rd</sup> grade children in Early Childhood settings. It allows ECE students to identify students from diverse backgrounds, different learning styles of students and to work with school personnel, administrators and parents. During the practicum students will be maintain a collection of assignments, reports and evaluations completed during the practicum. This includes information related to assessment; instructional strategies and planning; learning environment and social interactions; collaboration with parents, colleagues or community members; and ethnic diversity and students with disabilities in the class.

#### Major Activities Addressing Standard

Students are required to keep assignments, reports, journals and evaluations in a practicum binder. Students are required to keep a journal during the semester. Students are required to do assignments listed in the ECE Practicum Handbook.

### **2. Assessment**

Course Grades: This was a pilot project and there was only one grade and it was an A.

### **3. Results**

Table: Course Grades

|                                 |      |           |
|---------------------------------|------|-----------|
| T&L 580<br>Spring 2007<br>N = 1 | A    | B,C,D, F  |
|                                 | 100% | 0%        |
| T&L 580                         | A    | B,C, D, F |

|                    |      |    |
|--------------------|------|----|
| Summer 2007<br>N=2 |      |    |
|                    | 100% | 0% |

The consistently high grades and high quality work samples indicate that the candidates enrolled in T&L 527 have successfully demonstrated the knowledge, skills, and dispositions to meet these standards

Table: Final Assessment Rubric Results: Graduate Early Childhood Education Practicum Graduate Students N=1

|   |             |                 |                   |             |                 |
|---|-------------|-----------------|-------------------|-------------|-----------------|
| <b>1. Professional &amp; Personal Qualities</b>         | Novice<br>1 | Apprentice<br>2 | Practitioner<br>3 | Expert<br>4 | Not<br>Observed |
| TOTAL NUMBER  |             |                 |                   | 1           |                 |
| PERCENTAGE  |             |                 |                   | 100%        |                 |
| <b>2. Planning</b>                                      | Novice<br>1 | Apprentice<br>2 | Practitioner<br>3 | Expert<br>4 | Not<br>Observed |
| TOTAL NUMBER  |             |                 |                   | 1           |                 |
| PERCENTAGE  |             |                 |                   | 100%        |                 |
| <b>3. Instructional Practice (including assessment)</b> | Novice<br>1 | Apprentice<br>2 | Practitioner<br>3 | Expert<br>4 | Not<br>Observed |
| TOTAL NUMBER  |             |                 |                   | 1           |                 |
| PERCENTAGE  |             |                 |                   | 100%        |                 |
| <b>4. Educational Environment</b>                       | Novice<br>1 | Apprentice<br>2 | Practitioner<br>3 | Expert<br>4 | Not<br>Observed |
| TOTAL NUMBER  |             |                 |                   | 1           |                 |
| PERCENTAGE  |             |                 |                   | 100%        |                 |
| <b>5. Partnerships</b>                                  | Novice<br>1 | Apprentice<br>2 | Practitioner<br>3 | Expert<br>4 | Not<br>Observed |
| TOTAL NUMBER  |             |                 |                   | 1           |                 |
| PERCENTAGE  |             |                 |                   | 100%        |                 |

Novice: Performance needs improvement; emerging abilities and behaviors indicate limited impact on student learning

Apprentice: Performance indicates candidate is learning to apply the knowledge skills and dispositions required to impact student learning

Practitioner: Performance indicates candidate can independently and effectively apply the knowledge skills and dispositions required to impact student learning

Expert: Performance indicates candidate is exceptionally effective in impacting student learning

The candidates in the Early Childhood Graduate Practicum Experience possess the professional and personal dispositions needed to work collaboratively with other professionals, families, and the community. Novice-level performance does not appear by any graduate student on the performance assessments. Data also indicates the candidates demonstrate practitioner level performance on planning and instruction and assessment, creating an engaging learning environment, and forming partnerships. All candidates perform at practitioner or expert levels by the end of the first semester in Early Childhood classrooms. All candidates earn high grades throughout the practicum experiences.

#### 4. Student Work Samples

Three T&L 580 Practicum Performance Report Rubric is available in the Hard Copy Exhibits' Room.

### Assessment Area 3: Knowledge of Research

#### Part A: Assessment Plan and Alignment with ESPB Early Childhood Education Standards for Area 3

##### Goals Assessed

Goal 4.1 Candidates research and reflect systematically about their practice and so deepen their knowledge and adapt and strengthen their practice.

Goal 1.2 Candidates demonstrate an ability to be effective communicators both orally and in writing.

##### Program Content

Candidates are expected to be knowledgeable about research in the their field and to be able to systematically study their own practices. This expectation relates to the Conceptual Framework element, Teacher As Articulate Visionary, which states, "Teachers can envision alternative solutions to the challenges posed in schools, embrace diversity and support pluralistic views."

Table presents the titles of each task that is assessed in the program for level of performance. Also, indicated is the course in which the critical task is embedded, along with the ESPB Early Childhood Education Standards associated with each.

Table: Area 3 Performance Assessments, Related Courses, Education ESPB Standards

| Performance Assessment:                      | Performance Assessment Report on Action Research | Performance Assessment: Independent Study |
|--|--|---|
| T&L 509 Introduction to Educational Research | T & L 569 Action Research                        | T&L 997 Independent Study                 |
| ESPB Standards 50081.2                       | ESPB Standards 50081.1, 2, 7                     | ESPB Standard 50081.2,7                   |

#### 1. Course number, title and description and any accompanying activities or experiences in which students engage to meet the standard

**EFR 509 Introduction to Educational Research (3 credits)** [Link to syllabus](#)

##### Course Description

An introduction to the research methodologies used to study education. This course covers quantitative as well as qualitative types of research. The paradigms of each type of research will be contrasted and the application of the methodologies in actual research investigation.

Major Activity: Addressing Standard

A final paper investigating qualitative and quantitative research addressing their topic proposal.

**Assessment:** Final course grades

**Results:** Current data not available

**Student Work Samples**

**Course number, title and description and any accompanying activities or experiences in which students engage to meet the standard**

**T&L 569 Action Research** [Link to syllabus](#)  
(ESPB Standards 50081.1, 2)

Course Description

This course requires candidates to study the philosophy of action research. The emphasis is focused on analysis of a reflection on one's teaching for the purpose of improvements in student learning. Although an elective, it is strongly recommended and thus taken by the majority of candidates in the advanced programs. There is a focus on "the analysis of and reflection of one's teaching for the purpose of improvements in student learning" (2007-09 Undergraduate and Graduate Academic Catalog, p. 246). Candidates are required to complete an action research project in their own classrooms. Those not currently teaching are encouraged to seek out an appropriate instructional setting in which to conduct their research.

Major Activities Addressing Standard

Reflective Paper: Candidates are to submit a reflection paper that encompasses the choice of a research topic, the processes followed (field notes, literature reviews, research design, and methods, data collection and analysis) along with reflective, evaluative comments on each of these. Comments on if the findings are valid, reliable, or credible.

**2. Assessment**

Project Grades



### 3. Results

T&L 569 Project Grade

| Course Grades T&L 569             | A   | B   | F   |
|-----------------------------------|-----|-----|-----|
| Spring 2006 (n=2)<br>Grand Forks  | 0%  | 2   | 0%  |
| Spring 2006 (n=9)<br>Ft. Berthold | 44% | 33% | 22% |

The failing grades were a result of students with drawing for the program or failing to complete required assignment.

### 4. Student Work Samples

#### 1. Course number, title and description and any accompanying activities or experiences in which students engage to meet the standard

##### T&L 997 Independent Study (50081.2)

###### Course Description

The independent study is designed to enable the student to investigate a topic related to the major field of study.

###### Major Activities Addressing Standard

T&L 997: The independent study is designed to enable the student to investigate a topic related to the major field of study. The study analyzes and discusses information and ideas already in the literature of the field and is designed to ensure that a student can investigate a topic, and then organize and write a scholarly paper on the investigation. The form of the independent study is typically a traditional research paper. The independent study topic must be approved by the student's advisor and Dean of the Graduate School. The research rubric is applied during the relevant course, but generally assesses students at the beginning, middle, and end of their program of study.

#### 2. Assessment

- a. Research Rubric 1 listed below

### 3. Results

Table T&L 997 Research Performance Rubric Data

| Research Rubric and Program Goals (Scholarly Project/Independent Study) N=19 |                              |                      |                        |
|--|------------------------------|----------------------|------------------------|
| Item Number  | 1 Does not meet Expectations | 2 Meets Expectations | 3 Exceeds Expectations |

|   |               |     |      |
|---|---------------|-----|------|
|   |               |     |      |
| <b>III.1 Topic, Purpose or Research Questions</b> | 0%            | 0%  | 100% |
| <b>III.2 Adequacy of Information</b>              | <del>0%</del> | 11% | 89%  |
| <b>III.3 Methods</b>                              | 0%            | 47% | 53%  |
| <b>III.4 Results</b>                              | 0%            | 37% | 63%  |
| <b>III.5 Significance</b>                         | 0%            | 26% | 74%  |
| <b>III.6 Writing: Organization</b>                | 0%            | 21% | 79%  |
| <b>III.7 Writing: Ideas</b>                       | 0%            | 53% | 47%  |
| <b>III.8 Writing: Conventions</b>                 | 0%            | 63% | 37%  |
| <b>III.9 Disposition</b>                          | 0%            | 16% | 84%  |
| <b>III.10 (N= 11) Dissemination—Presentation</b>  | 0%            | 21% | 79%  |

The Research Performance Rubric data completed at the end of the candidates' program suggests that students meet expectations relative to ability to systematically inquire and reflect on practice. They successfully conduct research that demonstrates critical analysis and application of information gained throughout the program. They use analysis skills to investigate, organize and write a report of research.

Table: Course Grades

|                                 |      |    |    |
|---------------------------------|------|----|----|
| Course Grades<br>T&L 997 (N=19) |      |    |    |
| Grades                          | A    | B  | C  |
| Fall 2006-2007                  | 100% | 0% | 0% |

The grades achieved by the graduate candidates demonstrate they are satisfactorily completing this requirement and standard. The research topic is their choice so they have the motivation to research and investigate their individual areas of interest.

#### 4. Student Work Samples

Six T&L 997 Independent Studies are available in the Hard Copy Exhibits' Room.

#### Area 2 Assessment Tool

## Early Childhood Education Practicum Performance Assessment (Pilot Spring 2007, N=1)

Candidate's Name: \_\_\_\_\_

School/Program: \_\_\_\_\_

Course # \_\_\_\_\_

Semester: \_\_\_\_\_

Date: \_\_\_\_\_

Novice: Performance needs improvement; emerging abilities and behaviors indicate limited impact on student learning

Apprentice: Performance indicates candidate is learning to apply the knowledge skills and dispositions required to impact student learning

Practitioner: Performance indicates candidate can independently and effectively apply the knowledge skills and dispositions required to impact student learning

Expert: Performance indicates candidate is exceptionally effective in impacting student learning.

| 1. Professional & Personal Qualities  | Novice | Apprentice | Practitioner<br>x | Expert | Not<br>Observed |
|---|--------|------------|-------------------|--------|-----------------|
| a. Prompt and regular in attendance   | 1      | 2          | 3                 | 4<br>x |                 |
| b. Positive when interacting with staff and students  | 1      | 2          | 3                 | 4<br>x |                 |
| c. Open and responsive to suggestions, directions, and/or constructive criticism                                      | 1      | 2          | 3                 | 4<br>x |                 |
| d. Is professional in attitude, appearance, and action  | 1      | 2          | 3                 | 4<br>x |                 |
| e. Is well organized  | 1      | 2          | 3                 | 4<br>x |                 |
| f. Plans in a timely manner   | 1      | 2          | 3                 | 4<br>x |                 |
| g. Communicates well orally   | 1      | 2          | 3                 | 4<br>x |                 |
| h. Communicates well in writing   | 1      | 2          | 3                 | 4<br>x |                 |
| i. Is dependable  | 1      | 2          | 3                 | 4<br>x |                 |
| j. Shows initiative   | 1      | 2          | 3                 | 4<br>x |                 |
| k. Communicates with mentors/instructors regularly  | 1      | 2          | 3                 | 4<br>x |                 |
| l. Able to conduct instruction and other professional activities consistent with program and/or district expectations | 1      | 2          | 3                 | 4<br>x |                 |

| <b>2. Instructional Strategies &amp; Planning</b>   | Novice | Apprentice | Practitioner | Expert<br>x | Not<br>Observed |
|---|--------|------------|--------------|-------------|-----------------|
| a. Plans according to students needs, standards, goals and objectives   | 1      | 2          | 3<br>x       | 4           |                 |
| b. Plans for documenting and assessing student progress   | 1      | 2          | 3<br>x       | 4           |                 |
| c. Implements both formal and informal assessments and is able to interpret and apply the information for individualized instruction              | 1      | 2          | 3<br>x       | 4           |                 |
| d. Has necessary materials for the lesson(s)  | 1      | 2          | 3            | 4<br>x      |                 |
| e. Instruction and assessment are designed with consideration of cognitive, social, cultural (including language), physical and individual traits | 1      | 2          | 3<br>x       | 4           |                 |
| f. Accommodations are provided and attend to needs of the learners  | 1      | 2          | 3            | 4<br>x      |                 |
| g. Plans for use of technology, as appropriate  | 1      | 2          | 3<br>x       | 4           |                 |

| <b>3.</b>   | Novice | Apprentice | Practitioner | Expert | Not<br>Observed |
|---|--------|------------|--------------|--------|-----------------|
| a. Content knowledge is accurate  | 1      | 2          | 3            | 4<br>x |                 |
| b. Content needs of students are addressed                                      | 1      | 2          | 3            | 4<br>x |                 |
| c. Ample content is evident in the learning situation                           | 1      | 2          | 3            | 4<br>x |                 |
| d. Content accounts for diverse student needs                                   | 1      | 2          | 3<br>x       | 4      |                 |
| e. Curricular and instructional approaches suited to subject a                  | 1      | 2          | 3            | 4<br>x |                 |
| f. Instruction actively engages diverse learners (all learners)                 | 1      | 2          | 3            | 4<br>x |                 |
| g. Instruction encourages critical/strategic thinking and problem solving       | 1      | 2          | 3            | 4<br>x |                 |
| h. Instructional practices are varied and draw upon technology when appropriate | 1      | 2          | 3            | 4<br>x |                 |
| i. Instruction and materials are  | 1      | 2          | 3            | 4      |                 |

|   |   |   |        |        |  |
|---|---|---|--------|--------|--|
| adapted to diverse learners                           |   |   |        | x      |  |
| j. Assessment practices uncover what learners can do  | 1 | 2 | 3<br>x | 4      |  |
| k. Students are engaged in self assessment;           | 1 | 2 | 3<br>x | 4      |  |
| l. Teacher uses assessment to adjust instruction      | 1 | 2 | 3<br>x | 4      |  |
| m. Feedback to students is supportive and instructive | 1 | 2 | 3      | 4<br>x |  |

| <b>4. Educational Environment</b>   | Novice | Apprentice | Practitioner | Expert | Not Observed |
|---|--------|------------|--------------|--------|--------------|
| a. Makes both academic and behavior expectations clear  | 1      | 2          | 3            | 4<br>x |              |
| b. Implements an appropriate variety of academic and behavior expectations in fair manner   | 1      | 2          | 3            | 4<br>x |              |
| c. Is individually and culturally sensitive   | 1      | 2          | 3            | 4<br>x |              |
| d. Students have choice and input in the classroom environment  | 1      | 2          | 3            | 4<br>x |              |
| e. Motivation and practices support meeting behavior and/or learning standards (e.g., promotes collaboration, uses praise, encourages responsibility) | 1      | 2          | 3            | 4<br>x |              |
| f. Interacts well with students, formally and informally— builds relationships  | 1      | 2          | 3            | 4<br>x |              |
| g. Shows genuine enthusiasm for teaching  | 1      | 2          | 3            | 4<br>x |              |

| 5. Partnerships   | Novice | Apprentice | Practitioner | Expert | Not Observed |
|---|--------|------------|--------------|--------|--------------|
| a. Communicates and consults with parents, teachers, and other school personnel   | 1      | 2          | 3            | 4<br>x |              |
| b. Encourages and assists students, parents/families to become active participants in the educational team  | 1      | 2          | 3            | 4<br>x |              |
| c. Uses collaborative strategies in working with students with special needs, parents and school and community personnel in various learning environments | 1      | 2          | 3            | 4<br>x |              |
| d. Collaborates with other classroom teachers and other school personnel to meet needs of students and to support school and district goals               | 1      | 2          | 3            | 4<br>x |              |
| e. Requests assistance proactively  | 1      | 2          | 3<br>x       | 4      |              |

**Area 3 Assessment Tool (2005-2007 averages for T&L 997, N=19)**

| <b>Research Rubric: Goal 4.1 Candidates demonstrate an ability to systematically inquire about and reflect on their practice. (FOR INDEPENDENT STUDY (T&amp;L 997)</b> |   |   |   |       |
|--|---|---|---|-------|
| <b>Goal 1.2 Candidates demonstrate an ability to be effective communicators using writing.</b>   |   |   |   |       |
| Item Number  | 1 Does not meet Expectations  | 2 Meets Expectations  | 3 Exceeds Expectations  | Score |
| <b>III.1 Topic, Purpose or Research Questions</b>  | Topic of inquiry not clearly identified—may be too broad/narrow to sustain rich/scholarly inquiry.  | Topic of inquiry is clearly identified and adequate to sustain scholarly inquiry.   | Topic of inquiry is clearly identified to sustain rich and scholarly inquiry.   | 2.9   |
| <b>III.2 Adequacy of Information</b>   | Information sources are weak or poorly chosen.  | Information sources are appropriate.  | Information sources are well chosen and thorough.   | 2.8   |
| <b>III.3 Methods</b>   | Shallow and seemingly random approach to inquiry with limited sources from the professional literature and if relevant, sparse or unrelated data. | Good general approach to inquiry making use of multiple resources from the professional literature and if relevant varied sources of data such as interviews, surveys, field notes, work samples. | Detailed and systematic approach to inquiry making use of an abundance of resources from the professional literature and if relevant multiple sources of data such as interviews, surveys, field notes, work samples. | 2.5   |
| <b>III.4 Results</b>   | Results/findings/conclusions are unsupported by data and/or literature or resources.  | Results/findings/conclusions are sufficiently supported by data and/or literature or resources.   | Results/findings/conclusions are well supported by data and/or literature or resources.   | 2.6   |
| <b>III.5 Significance</b>  | Results of inquiry do little to deepen candidate's  | Results of inquiry add to candidate's knowledge base  | Results of inquiry reveal depth of knowledge of   | 2.7   |

|  |  |   |   |     |
|--|--|---|---|-----|
|  | knowledge or strengthen candidate's practice.  | and provide evidence of capacity to strengthen candidate's practice.  | topic; findings have potential to strengthen practice of professionals in the community.  |     |
| <b>III.6 Writing: Organization</b>       | Organizational structure is confusing.   | Organizational structure is clear and functional.   | A strong organizational structure leads the reader purposefully through the text.   | 2.8 |
| <b>III.7 Writing: Ideas</b>              | The product lacks scholarship and professionalism appropriate for the Masters' level: vocabulary is inaccurate or inaccessible; writing reflects little awareness of audience (e.g., indifferent or distant, flat, jargonistic); weak use of APA which interferes with communication of ideas. | The product reflects scholarship and professionalism appropriate for the Masters' level: vocabulary is accurate and understandable; ideas are expressed accurately and in own words; use of APA generally correct and supports communication and scholarship. | The product meets/exceeds Masters' level ability to communicate scholarly ideas and/or professional information; vocabulary well chosen; ideas expressed in engaging, confident and knowledgeable voice; highly effective use of APA (fluent, correct, supports communication). | 2.4 |
| <b>III.8 Writing: Conventions</b>        | Numerous conventional and APA errors make the text difficult to read.  | Writing conventions, including APA, is generally correct with few errors.   | Writing conventions, including APA, are correct and enhance understanding.  | 2.3 |
| <b>III.9 Disposition</b>                 | Inability to pursue inquiry independently for variety of reasons (e.g., attitudes, skills, knowledge); numerous revisions required.  | Ability to pursue inquiry with some support: curious, initiative, sufficient independence; takes direction well; revisions are well handled.  | Ability to pursue inquiry independently: highly curious, has initiative to learn and be independent; revisions lead to greater independence.  | 2.8 |
| <b>III.10 Dissemination—Presentation</b> | Presentation was limited, needed more substance, perhaps unrehearsed.  | Presentation of work to advisor, TL faculty and/or fellow graduate students was substantive and polished.   | Presentation reaches an audience beyond UND and was substantive, polished, engaging with good support materials.  | 2.7 |

The average scores were generally very positive and point out the quality of work that is exhibited by graduate students in Early Childhood. However, as a result of a couple of low scores, for example, "Writing: Conversations and Writing Ideas," the faculty in the program area plan to stress use of APA more strictly in all classes. There will be more time spent going over the APA guidelines in all classes and developing similar resources for students to use.

The other area of concern was "Writing Ideas." This low score of 2.4 will be addressed by requiring students to think about a proposal topic earlier in their graduate work. Students will also be encouraged to present their independent study in several different arenas. The faculty advisor will work more closely with the graduate student to help organize their ideas.

## **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<br>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<br>87% | #4<br>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<br>93% | #1<br>3.5% | #0<br>% | #0<br>% | #1<br>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<br>75% | #34<br>18% | #7<br>3% | #4<br>2% | #4<br>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 |
|---|---------|-------|---------|
| 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<br>N=14 | #12<br>86% | #1<br>7% | #<br>0% | #<br>0% | #1<br>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 ADVANCED PROGRAMS**  
**EDUCATION STANDARDS AND PRACTICES BOARD**  
 SFN 52214 (05/06)



|  |   |  |
|--|---|--|
| Institution: University of North Dakota  |   | Major: Early Childhood Education   |
| Credits required for degree: 32  |   | Date form completed: 1-15-08   |
| Credits are: (check one) <input checked="" type="checkbox"/> Semester hours <input type="checkbox"/> Quarter hours                             |   |  |
| Check one: <input checked="" type="checkbox"/> Masters Level <input type="checkbox"/> Specialist Level <input type="checkbox"/> Doctoral Level |   |  |
| If you have more than one level of program within the same major category please complete a separate form for each level.                      |   |  |
| <b>Program Requirements:</b>   |   |  |
| <b>Scholarly Tools Requirements</b>  | <b>Specialty Area Requirements</b>  | <b>Programs Options/Cognate Criteria</b>   |
| <b>For the M. S scholarly tools are required. The following courses are required:</b>  | TL 510 early Intervention with for Children with Special Needs<br>2 credits | <b>Options in the major include but are not limited to:</b>                      |
| EFR 509 Intro to Educational Research<br>3 credits   | TL 526 Play in Development and Early Childhood Education 3 credits          | 511 Identification and Assessment of Young Children with Special Needs 3 credits |
| TL 569 Action Research<br>3 credits  | TL 527 Curricular Foundations in Early Childhood Education<br>3 credits     | 512 Methods and Materials for Preschool Children with Special Needs 3 credits    |
|  | TL 529 Language Development in Children                                     | 552 Inclusive Methods<br>3 credits   |
|  | TL 530 Foundations of Reading and Instruction<br>3 credits                  |  |
|  | TL 553 Collaborative relationships: Home, School and Community 3 credits    |  |
|  | TL 997 Independent Study; 2 credits   |  |
|  | TL 580 Practicum: Early Childhood education 3 credits                       |  |
|  |   |  |

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