

Elementary Education Master Degree Program Goals

Program Report for the Preparation of Elementary 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: Elementary Education

Grade levels for which candidates are being prepared: Pre-K-12

Degree or award level: Master of Education, 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 & Fargo (new), North Dakota

Title of the state license for which candidates are prepared

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 Elementary Education Master Degrees focus on the advanced professional preparation of the classroom teacher. The curriculum requires coursework in the theoretical and practical aspects of teaching and learning. Courses, independent studies, and practicum experiences are available in many of the curriculum areas. Goals of the program are to encourage teachers to work more intensely with individuals, be more effective as classroom teachers, and make a broader contribution in the education field. Licensed teachers with a bachelor's degree in elementary education may pursue either the Master of Education or the Master of Science. Non-licensed individuals who have earned a bachelor's degree other than education may pursue only the Master of Science. The curricula for both graduate degrees include a minimum of 32 credits.

Candidates have pursued both M.S. and E. Ed. degrees but no candidates have pursued the thesis writing option for many years. However, the options remain available and sample programs of study with these options are provided in the Academic Catalog. Currently, most candidates pursue the M.Ed., and for this reason, the M.Ed. degree is most fully represented in this report.

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

*[T&L 518 – Science in the Elementary School](#). (3 credits) Research studies the field of science content along with a variety of instructional practices. The course of study also includes current trends and practices associated with teaching and assessing inquiry-based science in elementary classrooms. (ESPB Standards Addressed 5008.1, 50081.2, 50081.4, 50081.7)

*[T&L 519 – Social Studies in the Elementary School](#). (3 credits) Research studies the field of social studies content along with a variety of instructional practices. The course of study also includes current trends and practices associated with teaching and assessing social studies in elementary schools. (ESPB Standards 50081.1, 50081.2, 50081.3, 50081.4, 50081.5, 50081.7)

*[T&L 522 –Math in the Elementary School](#). (3 credits) Research studies the field of math content along with a variety of instructional practices. The course of study also includes current trends and practices associated with teaching and assessing inquiry-based math in elementary classrooms. (ESPB Standards: 50081.1, 50081.2, 50081.4, 50081.7)

*[T&L 530 – Foundations of Reading Instruction](#) (3 credits). 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 Standards: 5008.1, 50081.2, 50081.3, 50081.4, 50081.5, 50081.7)

[T&L 534/583 – Basic Reading Diagnosis and Remediation Clinic](#) (2/2 credits).

Prerequisite: TL 530 or consent of instructor. Focuses on common causes of reading disability, methods of diagnosis, and corrective reading programs in the classroom.

Supervised clinic practicum in diagnosis of reading difficulties, report writing, and tutoring. Includes consultations.

* T&L 580 Practicum in Schools (1-4 Credits) Candidates must complete the prerequisites of appropriate foundational and major area courses, and consent of the instructor and advisor. Practicum on study of desirable school practices, observations in nearby schools, and application of research findings in solving practical problems. The placement must take place in a diverse setting where the candidate is able to document the diversity in the setting. (ESPB Standards 50081.6, 7, 8)

*[T&L 581](#) (4credits-Fall Semester) and [T&L 582](#) (4credits-Spring Semester) - These courses are the Elementary Education Resident Teachers Seminar that they take during the semesters that they are teaching fulltime in an elementary school classroom. (ESPB Standards 50081.6, 7, 8)

*[T&L 590 – ST: Writing in the Elementary School](#) (3 credits). This course examines writing as a process that is developmental, cultural, social, and individual. Emphasis is on effective implementation of the essential structures of writing workshop and on monitoring and assessing writer's growth. (ESPB Standards: 50081.1, 50081.2, 50081.4, 50081.7)

[T&L 590 – ST: Children's Literature in the Classroom](#) (3 credits). This course is a study of children's literature and literary criticism which serves as the foundation for examining teaching methods that develop children's engagement with literature and promote reading achievement.

[T&L 590 – ST: Language and Literacy Development of English Language Learners](#) (ELLs) (3 credits). This course is a study of how to effectively plan instruction for English Language Learners in the classroom.

[TL 536](#) Teaching & Supervision of Elementary Language Arts (3) Pre- or co-requisite: TL 530. Considers the objectives of the elementary language arts program, methods of instruction, and recent curricular trends. Recent research are read and critiqued.

*[T&L 569 – Action Research](#) (3 credits). 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 Standards 50081.1, 2)

T&L 995 – Scholarly Project (2 credits). An independent project that demonstrates critical analysis and application of information gained throughout the program of study. (ESPB Standards: 50081.2)

*T&L 997—Independent Study (2 credits). (ESPB Standards: 50081.2)

Elementary Education Faculty

Mary Baker: Assistant Professor

Shelby Barrentine: Professor

Barbara Combs; Associate Professor: Associate Dean of Teacher Education

Bonni Gourneau: Assistant Professor

Mark Guy: Associate Professor

Yvonne Hanley: Assistant. Professor

Lars Helgeson: Professor

Nadine Tepper: Assistant Professor

Anne Walker: Associate Professor

Vacancy-

Currently conducting a search for a tenure track assistant or associate professor with doctorate or emphasis in literacy education.

Vacancy-

Currently conducting a search for a tenure track assistant or associate professor with doctorate or emphasis in elementary education.

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)
Teachers as Learners: Teachers are committed to continuing the process of learning with an emphasis on learning to teach. NBPTS Proposition 1: Teachers are committed to students and their learning.

<ul style="list-style-type: none"> • 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.
<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> <p>NBPTS Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.</p> <ul style="list-style-type: none"> • 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.
<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> <p>NBPTS Proposition 3: Teachers are responsible for managing and monitoring student learning.</p> <ul style="list-style-type: none"> • 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.
<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> <p>NBPTS Proposition 4: Teachers think systematically about their practice and learn from experience.</p> <ul style="list-style-type: none"> • Goal 4.1 Candidates research and reflect systematically about their practice and so deepen their knowledge and adapt and strengthen their practice.
<p>Teacher As Articulate Visionary: Teachers can envision alternative solutions to the challenges posed in schools, embrace diversity, and support pluralistic views.</p> <p>NBPTS 5 Proposition: Teachers are members of learning communities.</p>

- 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

ELEMENTARY 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 for 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 ELEMENTARY 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 Crosswalk

Teacher Education Graduate Programs	ESPB Standard	NBPTS 1 TEAPS*** 1.1	NBPTS 2 TEAPS 2.1, 2.2	NBPTS 3 TEAPS 3.1, 3.2	NBPTS 4 TEAPS 4.1	NBPTS 5 TEAPS 5.1
Elementary Education	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

Elementary Education Program Content

Candidates are expected to develop foundational knowledge about:

- practical aspects of teaching at the elementary school level,
- the further development of knowledge on literacy, mathematics, science, social studies, curriculum development, and 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 cooperative learning, differentiated instruction, integration of subjects, classroom management, guided reading, reading workshop, book clubs, interactive read aloud, mini-lessons, and craft and art lessons,
- assessment methods including running records, anecdotal notes, portfolio, check lists, interviews, inventories,
- literacy materials including children literature for all content areas, leveled books, graphic organizers, journaling in all subjects, reading and writing notebooks,

- 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 elementary education major. Advanced Critical Tasks is a general term for demonstrations of candidate's knowledge of children, content, pedagogy and assessment in the elementary 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, curriculum units 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 Elementary 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 Elementary 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 Elementary Education ESPB Standards

Advanced Critical Task 1	Advanced Critical Task 2	Advanced Critical Task 3	Advanced Critical Task 4	Advanced Critical Task 5
Integrative Inquiry Science Project	Integrated Unit	Math Education Paper	Theory Practice Study	Process Writing & Teaching Portfolio
T&L 518 Science in the Elementary School	T&L 519 Social Studies in the Elementary School	T&L 522 Math in the Elementary School	T&L 530 Foundations of Reading Instruction	T&L 590 Writing in the Elementary School
ESPB 50081.1, 2, 4, 7	ESPB 50081.1, 2, 3, 4, 5, 7	ESPB 50081.1,2,4,7	ESPB 50081.1,2,3,4,5, 7	ESPB 50081.1,2,4,7

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

- a. [T&L 518](#) Science in the Elem. School (ESPB Standards: 50081.1,2,4,7)

Course Description

A study of current trends and practices associated with teaching and assessing inquiry-based science in elementary classrooms.

Major Activities Addressing Standard

- Inquiry Learning Opportunity: Candidates choose a rich elementary science inquiry activity and present the investigation in class as an inquiry opportunity for their peers to explore in a hands-on/minds-on way (30 minutes or so). A detailed lesson plan (including descriptive handout if possible) is shared with everyone after the activity. (INTASC # 3)
- Curriculum Final Project: Candidates complete a curriculum-based project using the philosophy, tools and strategies used in the texts. The purpose is to create project that is inquiry science-based but makes connections to other subject matter (literacy, social studies) or learner abilities or preferences. It may have a more theoretical or practical emphasis. Relevance and meaning to

each candidate is paramount. Integration of educational technology is required and needs to be demonstrated.

2. Assessment

- a. Course Grades

3. Results

Table 3: T&L 518 Course Grades

Course Grades T&L 518			
Grades	A	B	C
Fall 2006 (n-11)	100%	0%	0%
Spring 2007 (n=10)	100%	0%	0%

The consistently high grades and high quality work samples indicate the candidates enrolled in T&L 518 have successfully demonstrated the knowledge, skills and dispositions to meet the standard.

4. Student Work Samples

One Final Project from Fall 2006 and Two Final Projects from Spring 2007 are available in the Hard Copy Exhibits' Room.

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

- a. [T&L 519](#) Social Studies in the Elementary School (ESPB Standards 50081.1, 2, 3, 4, 5, 7)

Course Description

This course is an exploration of the goals, content, organization, teaching methods, strategies, materials, curricula, and curriculum problems in the field of social studies for the elementary classroom.

Major Activities Addressing Standard

- Integrated Unit: Candidates are expected to create an elementary social studies unit for the grade level they are teaching or plan to teach in the future. The task is to design the unit to contain lessons following a theme appropriate to the scope and sequence of the social studies curriculum and other content areas taught in elementary schools. The final integrated unit includes a statement of the goals, daily lesson plans, a list of materials, and evaluation strategies. The graduate students are required to add non-traditional approaches, such as oral histories, simulations, games and newspapers, and must explain how they will include families and the community in the lesson planning. Creativity, organization, and presentation are also very important. An annotated bibliography for the unit is also required. A final assessment of four questions on the unit plan assignment is written by the students.

2. Assessment

a. Course Grades

4. Results

Table 3: T&L 519 Course Grades

T&L 519			
Grades	A	B	C
Fall 2006(n=18)	98%	2%	0%
Fall 2007 (n=10)	100%	0%	0%

The consistently high grades and high quality work samples indicate that the candidates enrolled in T&L 519 have successfully demonstrated the knowledge, skills, and dispositions to meet these standards.

Students in the Fall 06, Spring 07, and also Fall07 wrote final assessments answering four questions directly related to Standard 2.1 and 2.2: content and pedagogical knowledge. Students end the semester with a final of the following four questions:

1. How did the unit plan help you to understand elementary education content knowledge? Give examples and an explanation of how this will improve your instruction.
2. How did your pedagogical knowledge increase as you contemplated the content and lessons of your social studies init?
3. Do you feel you created a worthwhile project that will enrich your teaching and your students' lives, families, and the community? How?
4. In planning and writing your unit plan how were you able to collaborate with others?

5. Student Work Samples

Two Final Projects form Fall 2006

Ten Final Projects from Fall 2007

Two Final Project from Fall 2006 and Ten Final Projects from Fall 2007 are available in the Hard Copy Exhibits' Room.

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

- a. [T&L 522](#) Mathematics in the Elementary School (ESPB Standards 50081.1,2,4,7)

Course Description

A study of current trends and practices associated with teaching and assessing inquiry-based math in elementary classrooms.

Major Activities Addressing Standard

- **Mathematics Education Paper:** Graduate students enrolled in this course, read, and critique articles from refereed mathematics education journals. They present and discuss their findings with the instructor and their peers and are exposed through other assigned readings, course discussions, and assignments to current trends and practices associated with teaching and assessing mathematics in an inquiry-based classroom. The course systematically addresses each of the five mathematical strands, focuses on the central concepts, multiple instructional strategies, and tools teachers use to teach content to students in authentic ways. At the end of the course, they write a reflective and synthesizing paper. They are asked to critically examine the current issues, trends, methods, and materials presented during the term and reflect upon their own experiences both as teachers and learners of mathematics. The purpose of the assignment is to give students an opportunity to think deeply about what it means to be a teacher of mathematics and how those things they have been exposed to throughout the course can and should influence the way we teach. (INTASC # 1, 4, 7, 8 & NBPTS #1, 2, 3, 4)

2. Assessment

a. Course Grades

3. Results

Table 3: T&L 522 Course Grades

Course Grades T&L 522	A	B	C
Summer 2007 (n = 8)	50%	37.5%	12.5%

The consistently high grades and high quality work samples indicate the candidates enrolled in T&L 522 have successfully demonstrated the knowledge, skills and dispositions to meet the standards.

4. Student Work Samples

One Final Project from Summer 2007 is available in the Hard Copy Exhibits' Room.

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 (ESPB Standards 50081.1,2,3,4, 5,7)

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.

Required Themes	Other Theme Ideas
Strategy instruction and/or learning Relevant theory (one or more)	Learning to talk about books Assessment tools Direct instruction (e.g., MLs) One on one instruction Understanding/demands of books Evidence of student learning Apprehensions

Achievement Characteristics (80 points--40% of grade)

Knowledge and Analysis: Knowledge of the instructional practices (course ideas) are evident; writer supports ideas with appropriate details, examples, and/or reasons; themes are well-chosen and seem to get to the heart of what was learned from the teaching experiences, interactions with peers, and course readings and ideas (including theory-practice connections). Evident is the aim to improve one's ability to teach readers to grow as strategic readers. Teaching events are reflected on and discussed, indicating direction of growth, for change, for future learning. There is attention to how to apply what was learned.

Expression of ideas: Fluency of knowledge is evident by depth; ideas are thoughtful and/or insightful; quality of expression (e.g., lively, engaging, good lead, good paragraphing) supports communication and commitment to teaching reading well; ideas and information are well integrated (thematically) so that focus of the paper is on processing (vs. only explaining) what was learned; relationship to course ideas is evident and authentic.

Conventions & Expectations: conventions of writing (e.g., spelling, punctuation, grammar, style) letter format, length, font, margins, heading, title page, appendix all work together to support communication and quality of professional work.

Overall: The paper indicates learner is committed to teaching reading well, intends to grow as a teacher of children, is attentive to own growth, is able to organize a learning situation and work with peers and independently to work toward growth; is able to make theory-practice connections; shows professionalism through quality work.

Achievement Levels

Excellent Achievement of Expectations: All or nearly all areas of the assignment demonstrate exceptional work; demonstrates exceptional learning and ability to apply what was taught and learned.

Exceeds Expectations: Work is very well done, even showing exceptional work in many areas. Ability to apply what was taught and learned is evident. Work maybe thinner quality than excellent perhaps in theme development, use of course resources, documentation of materials (e.g., appendixes), or other areas specified on the assignment support materials. Learning may be less rich or less evident (perhaps due to written expression).

Meets Expectations: Work successfully demonstrates learning has occurred and will be applied to professional setting; some aspects of the assignment may have been less well handled (e.g., expression may interfere with communication of what was learned, documentation is confusing, course materials not well used or capitalized on, or mechanical aspects of writing interfere with expression)

Does Not Meet Expectations: Learning is not evident enough to evoke change in professional setting (current or future). Problems with expression, organization, or other conventions interfere with achievement.

2. Assessment

a. Advanced Critical Task Rubric

3. Results

Table 3: T&L 530 Advanced Critical Task Rubric: Theory Practice Papers N = 13 (Fall 2007)

Goals	Does Not Meet (1)	Meets (2)	Exceeds (3)
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.	--	8 62%	5 38%
Goal 1.2 Candidates demonstrate an ability to be effective communicators both orally and in writing.	--	8 62%	5 38%
Goal 2.1 Candidates demonstrate an understanding of the subjects they teach (content knowledge).	--	8 62%	5 38%
Goal 2.2 Candidates demonstrate ability to teach their subject areas (pedagogical knowledge) to students	1 8%	11 84%	1 8%
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.	2 15%	8 62%	3 23%
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.	2 15%	9 70%	2 15%

Eighty-four to 100% of the candidates demonstrate, on the three lessons taught in the field, that they understand how diverse students develop and learn, know their content in

the field of reading education, use reading pedagogy effectively, and successfully use a variety of assessment tools. The performance of a few candidates does indicate they need more practice with using varied assessments, effective management and motivation, and stronger content knowledge. Candidates who do not meet performance expectations should be monitored on these performance goals as they progress through the program. This will be possible in the future since the department is developing a data-base to monitor candidates' individual performance on program goals. Note, however, a far greater number of candidates exceed performance expectations, suggesting most candidates have potential to impact student learning at very high levels.

4. Student Work Samples

Three Theory Practice Papers are available in the Hard Copy Exhibits' Room.

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

- a. [T&L 590 ST](#): Writing in the Elementary School Classroom (ESPB Standards 50081.1, 2, 4)

Course Description

This course is designed to increase your ability to effectively teach diverse children to write, respecting development, culture, gender, individuality and process; to deepen your knowledge about the writing process; to increase your effective implementation of writing workshop and its essential structures; to deepen your knowledge about writing workshop curriculum; to add to your repertoire of practices for monitoring/assessing writer's growth; to inspire you to write as well as renew, extend and improve your ability to write; and finally to develop your ability to share your knowledge with the professional community.

Major Activities Addressing Standard

- **Process Writing & Teaching Portfolio:** For the Writing Workshop Framework you will bring a piece of writing to publication and develop some teaching materials. Ideally, the writing piece will evolve from or be influenced by your writing notebook. You will document the evolution of your finished piece, noting all of the stages of the process. You will be expected to compose one scripted focus lesson based on your writing and additional teaching ideas. All this information will be organized into a portfolio that clearly demonstrates your writing and thinking process. "Pepper" the pages of portfolio with sticky notes explaining what is "going on" with the particular item (e.g., summary of changes on the 2nd draft). Label the pockets of your portfolio so that I know what is contained in each section. The portfolio will include but not be limited to: Photocopies of relevant pages from your writing notebook, photocopies of covers of mentor literature, photocopies of influential craft lessons or other lessons, drafts of your writing, final published piece, self assessment of your own writing using the 6-Traits, and an original scripted focus lesson.

2. Assessment

a. Advanced Critical Task Rubric

3. Results

Table 3: T&L 590 Advanced Critical Task Rubric: Process Writing & Teaching Portfolio
N = 8 (Spring 2007)

Goals	Does Not Meet (1)	Meets (2)	Exceeds (3)
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.	0	100%	0
Goal 1.2 Candidates demonstrate an ability to be effective communicators both orally and in writing.	25%	50%	1 25%
Goal 2.1 Candidates demonstrate an understanding of the subjects they teach (content knowledge).	25%	25%	2 50%
Goal 2.2 Candidates demonstrate ability to teach their subject areas (pedagogical knowledge) to students		25%	3 75%
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.		100%	0
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.	25%	75%	0

Data reveals that one candidate did not meet expectations for effective communication, content, and knowledge of assessment in writing instruction. In subsequent courses, faculty have build more process into class sessions to support all candidate's writing, but especially to support candidates who struggle with writing (e.g., see TL 530 Foundations of Reading Instruction syllabus—Fall 2007). Otherwise, data indicate candidates are meeting and exceeding expectations and integrate writing and reading and literature to teach writing effectively.

4. Student Work Samples

Two Process Writing & Teaching Portfolios are available in the Hard Copy Exhibits' Room.

Assessment Area 2: Effect on Student Learning

Part A: Assessment Plan and Alignment with ESPB Elementary 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.

Table 2.1 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 Elementary Education Standards associated with each.

Table 2.1. Area 2 Performance Assessments, Related Courses, Elementary Education ESPB Standards

Performance Assessments: Course Grades Practicum Performance Reports	Performance Assessments Midterm & Final Assessments Practicum Performance Reports
T&L 580 Practicum in Schools	T&L 581 & T&L 582 Resident Internship (Candidates in Resident Teacher Program Only)
ESPB Standards 50081.6,7,8	ESPB Standards 50081.6,7,8

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

- a. [T&L 581 Resident Internship](#) (ESPB 50081.6, 7, 8) and
[T&L 582 Resident Internship](#) (ESPB 50081.6, 7, 8)

Course Descriptions

Prerequisites involves being accepted into the Elementary Education Resident Teacher Program and participation in the summer program prior to the internship, and having elementary teacher licensure certification. These internships involve a full-time, year-long experience conducted in a cooperating school district. Interns are assigned as members of instructional teams with full responsibility for a portion of the cooperating school's instructional program. Graduate candidates are expected to be proficient in working with the students/children placed in their classrooms. The seminar, Fall T&L 581 and Spring T&L 582 Resident Teacher Elementary Education experience (each 4 credits) are designed to support the graduate candidates teaching as a first year teacher in their own classrooms

while earning their Master's degree in Elementary Education. The UND Resident Teacher Program in Elementary Education works with the Grand Forks Public School System to hire nine new elementary education classroom teachers each year. The teachers could be placed in any Kindergarten through 5th grade classroom depending of the enrollment needs of the Grand Forks Public School District. In the classroom, the first year teachers are responsible for applying their knowledge about learning, child development, reading diagnosis and remediation, instructional planning of all content areas, and the continual assessment of their students including parent teacher conferences and report cards. They work closely with a building mentor and the university advisor as they demonstrate their abilities and dispositions to work with the students, families, and other professionals in the school environment.

Major Activities Addressing Standard

- Candidate performance is assessed with an Elementary Education Portfolio that uses the NBPTS as a guide, a Written Midterm Report, and the Practicum Performance Report. The written Midterm Report is used during the first semester of teaching and each graduate student must assess and reflect on their year at midterm to make new and/or adjust goals for their teaching. The Practicum Performance Report is also used at midterm during the Fall and Spring semester of the academic school year. The Portfolio is assessed using a rubric at the end of Spring TL 582 Elementary Education Seminar

Elementary Education Program Resident Teacher Program Portfolios:
The portfolios are aligned with the conceptual framework defined by the Department of Teaching and Learning and with the National Board for Professional Teaching Standards (NBPTS) which have been adopted for our Resident Teacher Graduate Program. National Board for Professional Teaching Standards: (www.nbpts.org) The graduate students are required to use the NBPTS standards as a guide. They need to demonstrate each standard with two artifacts. The graduate students collect artifacts throughout the year to prepare a teaching portfolio and presentation that emulates the Five National Board for Professional Teaching Standards as follows:

- Standard 1: Teachers are committed to students and their learning.
- Standard 2: Teachers know the subjects they teach and how to teach those subjects to students.
- Standard 3: Teachers are responsible for managing and monitoring student learning.
- Standard 4: Teachers think systematically about their practice and learn from experience.
- Standard 5: Teachers are members of learning communities.

Candidates are expected to:

- understand the core subjects they teach and integrate appropriately (NBPTS 1, 2)
- understand the nature and multiple causes of learning difficulties (NBPTS 1, 2,3)
- use various tools for assessing students (NBPTS 1, 2, 3,5)

- develop and implement instructional interventions to address and strengthen students' abilities (NBPTS 1,2,3,4,5)
- develop ability to share knowledge with the professional community (NBPTS 4)
- teach by using innovative and responsible methods (NBPTS 4)
- work to build positive relationships with students and their families (NBPTS 5)
- support and build professional relationship.(NBPTS 5)

2. Assessment

a. Course Grades

Although course grades are used as evidence, to assess the portfolio, instructors apply the following rubric:

Target : A range	Acceptable: B/C range	Unacceptable: D/F range
<ul style="list-style-type: none"> • All elements of the portfolio are included (background information, assessments, intervention programs, planning and progress) in a comprehensive manner demonstrating a rich and complete understanding of the assessment and instruction of learners. A complete collection of artifacts is present and clearly linked to the NBPTS. • Written portion of the portfolio is well-written and error free. • Teacher progress over the course of the year is clearly demonstrated in the presentation. 	<ul style="list-style-type: none"> • All elements of the portfolio are included (background information assessments, intervention programs, planning, and progress) in a manner demonstrating a good but not complete understanding of the assessment and instruction of learners. • A complete collection of artifacts is present but links to the NBPTS are unclear. • Teacher progress over the course of the year is somewhat obvious. • Written portion of portfolio is clear and almost error free. 	<ul style="list-style-type: none"> • All or some elements of the portfolio are included (background information, assessments, intervention programs, planning, and progress) but in a superficial manner demonstrating limited or incomplete understanding of the assessment and instruction of learners. • Artifacts are not well organized or linked to the NBPTS (or are even missing). • Teacher progress over the course of the year is not discernible. • Written portion of portfolio is poorly written & has many errors.

3. Results

Table 3.1: T&L 582 Course Grades N= 9 Spring 2006 N=9 2007 Total N = 18

T&L 582 Spring 2006 N=9	A 100%
T&L 582 Spring 2007 N=9	A 100%

The analysis concludes that all portfolios detail general background information, assessment techniques, planning strengths, learning goals, and appropriate instructional interventions. Candidates' grades indicate that they perform at acceptable levels on this

performance task, suggesting they gain and apply knowledge of assessing and teaching the students in their classroom. They effectively communicate during the portfolio review and the performance consistently fulfills the expectations. The performance of the graduate students during their Elementary Education Portfolio Review presentations, practicum evaluations, and written reports indicate that all resident teachers meet the standards.

4. Student Work Samples

Three T&L 582 Portfolios and Rubrics are available in the Hard Copy Exhibits' Room.

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

a. T&L 580 Practicum in Schools

Course Description

Candidates must complete the prerequisites of appropriate foundational and major area courses, and consent of the instructor and advisor. Practicum on study of desirable school practices, observations in nearby schools, and application of research findings in solving practical problems. The placement must take place in a diverse setting where the candidate is able to document the diversity in the setting.

2. Assessment

- a. Course Grades
- b. Midterm and Final Assessment Rubrics

3. Results

Table 3.1: Course Grades

T&L 580 Spring 2006 N=3	A	B,C,D, F
	100%	0 %
T&L 580 Spring 2007 N=3	A	B,C, D, F
	100%	0%

Table 3.2: Final Assessment Rubric Results: Graduate Elementary Education Resident Teachers and Elementary Education Practicum Graduate Students (N=12)

1. Professional & Personal Qualities	Novice 1	Apprentice 2	Practitioner 3	Expert 4	Not Observed
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TOTAL NUMBER	0	0	4	8	0
PERCENTAGE			33%	67%	
2. Planning	Novice 1	Apprentice 2	Practitioner 3	Expert 4	Not Observed
TOTAL NUMBER	0	0	4	8	0
PERCENTAGE			33%	67%	
3. Instructional Practice (including assessment)	Novice 1	Apprentice 2	Practitioner 3	Expert 4	Not Observed
TOTAL NUMBER	0	0	4	8	0
PERCENTAGE			33%	67%	
4. Educational Environment	Novice 1	Apprentice 2	Practitioner 3	Expert 4	Not Observed
TOTAL NUMBER	0	0	4	8	0
PERCENTAGE			33%	67%	
5. Partnerships	Novice 1	Apprentice 2	Practitioner 3	Expert 4	Not Observed
TOTAL NUMBER	0	0	4	8	0
PERCENTAGE			33%	67%	

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 Elementary Education Resident Teacher Program and 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 elementary classrooms. All candidates earn high grades throughout the practicum experiences.

4. Student Work Samples

Three T&L 580 Practicum Performance Report Rubrics are available in the Hard Copy Exhibits Room.

Assessment Area 3: Knowledge of Research

Part A: Assessment Plan and Alignment with ESPB Elementary 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 3.1 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 Elementary Education Standards associated with each.

Table 3.1. Area 3 Performance Assessments, Related Courses, Elementary Education ESPB Standards

TL 530 Foundations of Reading Instruction	TL 569 Action Research	TL 997
Literature Review-	Report on Action Research	Scholarly Project or Independent Study
ESPB Standards 50081.2, 50081.4,	ESPB Standards: 50081.1, 50081.2	ESPB Standards 50081.6, 50081.2

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

- a. [T&L 530](#) Foundations of Reading Instruction (ESPB Standards 50081.2, 4)

Course Description

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 Activity Addressing Standard

Theory & Practice Paper (dev. 10/07)

For this assignment, you will have planned and implemented three classroom lessons on comprehending and fluency, each in a different context:

1. Interactive read-aloud with intentional conversation
2. Reading workshop mini-lesson

3. Guided reading lesson

The course readings and in-class activities have supported your planning and implementation of your lessons. Readings from the Tracy and Morrow book have prompted you to think about theory-practice connections. Additionally, you have had opportunity, in class, to reflect on your teaching by engaging in small group discussion with your peers.

To synthesize and integrate your learning from these experiences, you will write a paper. In order to support your learning, synthesis and writing, I offer the following suggestions.

Choose a professional audience—your principal, mentor teacher, your grade level colleagues or me (the course instructor) and write a letter. In your own voice (not too informal, though) express what you have learned. To help you organize your letter, identify some themes that emerge from your learning and write about them in some depth, showing me what you have learned. Use the themes as headings in your letter. Here are some required and other theme ideas.

Required Themes	Other Theme Ideas
Strategy instruction and/or learning Relevant theory (one or more)	Learning to talk about books Assessment tools Direct instruction (e.g., MLs) One on one instruction Understanding/demands of books Evidence of student learning Apprehensions

Remember, these themes are not yet refined to address your own learning—but are just neutral terms or open-ended phrases. Tailor them to your experience and reflection; let's add to the list together!

Specifications: Your paper should:

- look like a letter; three single-spaced pages or 6 double spaced pages-- minimum; 11 or 12 point font; 1 inch margins; use headings; have a personalized title and title page; have an appendix of material from the teaching experiences
- develop *at least* 4 themes
- refer to the professional literature used in the course
- be engaging (e.g., have a good lead sentence, have a conclusion or follow-through)
- observe the conventions of effective writing

2. Assessment

TL 530 Assessment Tool for Theory-Practice Paper (dev. 10/07)

Achievement Characteristics (80 points--40% of grade)

Knowledge and Analysis: Knowledge of the instructional practices (course ideas) are evident; writer supports ideas with appropriate details, examples, and/or reasons; themes are well-chosen and seem to get to the heart of what was learned from the teaching experiences, interactions with peers, and course readings and ideas (including theory-practice connections). Evident is the aim to improve one's ability to teach readers to grow as strategic readers. Teaching events are reflected on and discussed, indicating direction of growth, for change, for future learning. There is attention to how to apply what was learned.

Expression of ideas: Fluency of knowledge is evident by depth; ideas are thoughtful and/or insightful; quality of expression (e.g., lively, engaging, good lead, good paragraphing) supports communication and commitment to teaching reading well; ideas and information are well integrated (thematically) so that focus of the paper is on processing (vs. only explaining) what was learned; relationship to course ideas is evident and authentic.

Conventions & Expectations: conventions of writing (e.g., spelling, punctuation, grammar, style) letter format, length, font, margins, heading, title page, appendix all work together to support communication and quality of professional work.

Overall: The paper indicates learner is committed to teaching reading well, intends to grow as a teacher of children, is attentive to own growth, is able to organize a learning situation and work with peers and independently to work toward growth; is able to make theory-practice connections; shows professionalism through quality work.

Achievement Levels

Excellent Achievement of Expectations: All or nearly all areas of the assignment demonstrate exceptional work; demonstrates exceptional learning and ability to apply what was taught and learned.

Exceeds Expectations: Work is very well done, even showing exceptional work in many areas. Ability to apply what was taught and learned is evident. Work maybe thinner quality than excellent perhaps in theme development, use of course resources, documentation of materials (e.g., appendixes), or other areas specified on the assignment support materials. Learning may be less rich or less evident (perhaps due to written expression).

Meets Expectations: Work successfully demonstrates learning has occurred and will be applied to professional setting; some aspects of the assignment may have been less well

handled (e.g., expression may interfere with communication of what was learned, documentation is confusing, course materials not well used or capitalized on, or mechanical aspects of writing interfere with expression)

Does Not Meet Expectations: Learning is not evident enough to evoke change in professional setting (current or future). Problems with expression, organization, or other conventions interfere with achievement.

3. Results

Table 1.1. Advanced Critical Task 1—Theory-Practice Paper: N = 13 (Fall 2007)

Goals	Does Not Meet (1)	Meets (2)	Exceeds (3)
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.	--	8 62%	5 38%
Goal 1.2 Candidates demonstrate an ability to be effective communicators both orally and in writing.	--	8 62%	5 38%
Goal 2.1 Candidates demonstrate an understanding of the subjects they teach (content knowledge).	--	8 62%	5 38%
Goal 2.2 Candidates demonstrate ability to teach their subject areas (pedagogical knowledge) to students	1 8%	11 84%	1 8%
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.	2 15%	8 62%	3 23%
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.	2 15%	9 70%	2 15%

Data Analysis: Data in Table 1.1 reveal that Elementary Education candidates meet and exceed performance expectations on program goals. Eighty-four to 100% of the candidates demonstrate, on the three lessons taught in the field, that they understand how diverse students develop and learn, know their content in the field of reading education, use reading pedagogy effectively, and successfully use a variety of assessment tools. The performance of a few candidates does indicate they need more practice with using varied assessments, effective management and motivation, and stronger content knowledge. Candidates who do not meet performance expectations should be monitored on these performance goals as they progress through the program. This will be possible in the future since the department is developing a data-base to monitor candidates' individual performance on program goals. Note, however, a far greater number of candidates exceed performance expectations, suggesting most candidates have potential to impact student learning at very high levels.

- b. [T&L 569 Action Research](#) (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 current 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

a. Project Grades

3. Results

Table 3: T&L 569 Project Grades

Project Scores	A	B	C	D
Spring 2006 On-campus (N=27)	22 81.5%	5 18.5%	0 --	0 --
Spring 2007 (N=16)	13 81.3%	3 18.7%	0 --	0 --

Table 3 provides the averages of project scores for candidate taking the course during Spring of 2006 and Spring of 2007 semesters. The scores in the A and B range provide evidence that candidates carefully consider their instructional practices in relation to student learning and reflect on ways to alter practice to improve learning.

4. Student Work Samples

Two Action Research Projects are available in the Hard Copy Exhibits' Room.

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

a. T&L 995 Independent Project or T&L 997 Independent Study (50081.2)

Course Description

The graduate program for a Master's degree in Elementary Education culminates in a final paper, project, or thesis. This two credit independent study or project can be completed on any topic approved by the graduate student's advisor and the Dean of the Graduate School. The candidates use a standard Topic Proposal form found on the Graduate School Website. All candidates complete a scholarly independent study (T&L 997) or (T&L 995) as a means to apply and demonstrate skills associated with educational research; the goal of the research is to ultimately improve student learning through deeper understanding of elementary education and/or through increasingly effective teaching and assessment of education teaching and learning practices.

Major Activities Addressing Standard

- T&L 995: The scholarly project demonstrates critical analysis and application of information and experiences gained throughout the program of study. The project allows students to demonstrate scholarly skills in an integrated manner that is directly related to their roles as teachers, program evaluators, and action researchers. The scholarly project must be approved by the student's advisor and Dean of the Graduate School.
- 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**
- b. Course Grades**

3. Results

Table 3.1: T&L 997 Research Performance Rubric Data

Research Rubric and Program Goals (Scholarly Project/Independent Study) N=11			
Item Number	1 Does not meet Expectations	2 Meets Expectations	3 Exceeds Expectations
III.1 Topic, Purpose or Research Questions	--	11 100%	--
III.2 Adequacy of Information	--	11 100%	--

III.3 Methods	1 20%	9 60%	1 20%
III.4 Results	--	11 100%	--
III.5 Significance	1 20%	10 80%	--
III.6 Writing: Organization	--	11 100%	--
III.7 Writing: Ideas	--	11 100%	--
III.8 Writing: Conventions	--	11 100%	--
III.9 Disposition	--	10 80%	1 20%
III.10 (N= 11) Dissemination—Presentation	--	11 100%	--

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.

b. Course Grades

Course Grades T&L 997 N=11			
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

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

ELEMENTARY EDUCATION PROGRAM RUBRIC EXAMPLES

Area 1 Assessment Tool: Advanced Critical Task Rubric for Assessing Knowledge, Instruction & Assessment

Advanced Critical Task Rubric (Masters Programs)

Goals	Does Not Meet Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)	Score
Goal 1.1 Candidates demonstrate an understanding of	Knowledge of development and other theory to support	Instruction and assessment are designed with consideration of	It is evident that learner differences are regarded as assets to	

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.	effective design of instruction and assessment for all students is not demonstrated or is cursory. It is not apparent that differences among learners are valued.	cognitive, social, cultural (including language), physical and individual traits. Accommodations are provided and attend to needs of the learners.	the learning community; connections between sociocultural, developmental and related theory, instructional practice and understanding of students are developed routinely to adjust for learner needs.	
Goal 1.2 Candidates demonstrate an ability to be effective communicators both orally and in writing.	Some or all of following are evident: Expression interferes with meaning, lacks effective organization, appearance is poor, has errors in mechanics, style or usage. Use of APA is ineffective.	Expression is effective, cohesive with a supportive organization, has an acceptable appearance, has minimal errors in mechanics, usage, and style. Effective use of APA.	Expression is highly effective and is extremely well organized with a professional appearance throughout, is error free with a linguistically mature style of writing. Accurate use of APA.	
Goal 2.1 Candidates demonstrate an understanding of the subjects they teach (content knowledge).	Content is erroneous or incomplete; learning situation is content poor. Content does not account for diverse student needs.	Content knowledge is accurate; content needs of students are addressed; ample content is evident in the learning situation; content accounts for diverse student needs.	Content knowledge is fluid; instruction supports making connections between content and experience; learning situation is content rich; strategically incorporates content for diverse students.	
Goal 2.2 Candidates demonstrate ability to teach their subject areas (pedagogical knowledge) to students	Curricular and instructional approaches are conventional or not reflective of course content; learner role tends to be passive or opportunity to think or problem solve is limited; attention to student diversity is not apparent in choice of instructional practices or materials.	Curricular and instructional approaches are suited to the subject area, actively engage diverse learners to develop critical/strategic thinking and to solve problems. Instructional practices are varied, draw upon technology when appropriate, and are adapted to diverse learners.	Curricular and instructional approaches support conceptual connections across disciplines and create an environment where thinking and problem solving are habits; learners are highly engaged; instruction capitalizes on diversity. Technology use is seamless and integral.	
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.	Building a community of learners is unlikely under the conditions provided; expectations are unclear or not tailored to needs of learners.	Students have choice and input in the classroom environment; motivation and strategies support meeting behavior and/or learning standards.	Classroom processes are democratic in nature; classroom experiences are meaningful and consequential; students can successfully self-monitor due to the classroom support system.	

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.	Assessment choices and practices provide incomplete information about the student in the learning situation; or, assessment results are not communicated in a way that is useful to students.	Assessment practices uncover what learners can do; students are engaged in self assessment; teacher assessment is used to adjust instruction; feedback to students is supportive and instructive.	Assessment practices motivate students to understand their strengths and areas for growth; it is differentiated for diverse learners; students are guided to use assessment information to set learning goals.	
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Area 2 Assessment Tool

Elementary Education Practicum Performance Assessment

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

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

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

technology when appropriate					
i. Instruction and materials are adapted to diverse learners	1	2	3	4	
j. Assessment practices uncover what learners can do	1	2	3	4	
k. Students are engaged in self assessment;	1	2	3	4	
l. Teacher uses assessment to adjust instruction	1	2	3	4	
m. Feedback to students is supportive and instructive	1	2	3	4	

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

5. Partnerships	Novice	Apprentice	Practitioner	Expert	Not Observed
a. Communicates and consults with parents, teachers, and other school personnel	1	2	3	4	
b. Encourages and assists students, parents/families to become active participants in the educational team	1	2	3	4	
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	
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	
e. Requests assistance proactively	1	2	3	4	

Area 3 Assessment Tool

Research Rubric: Goal 4.1 Candidates demonstrate an ability to systematically inquire about and reflect on their practice. Goal 1.2 Candidates demonstrate an ability to be effective communicators using writing.				
Item Number	1 Does not meet Expectations	2 Meets Expectations	3 Exceeds Expectations	Score
III.1 Topic, Purpose or Research Questions	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.	
III.2 Adequacy of Information	Information sources are weak or poorly chosen.	Information sources are appropriate.	Information sources are well chosen and thorough.	
III.3 Methods	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.	
III.4 Results	Results/findings/conclusions are unsupported by data and/or literature or	Results/findings/conclusions are sufficiently supported by data and/or	Results/findings/conclusions are well supported by data and/or literature	

	resources.	literature or resources.	or resources.	
III.5 Significance	Results of inquiry do little to deepen candidate's knowledge or strengthen candidate's practice.	Results of inquiry add to candidate's knowledge base and provide evidence of capacity to strengthen candidate's practice.	Results of inquiry reveal depth of knowledge of topic; findings have potential to strengthen practice of professionals in the community.	
III.6 Writing: Organization	Organizational structure is confusing.	Organizational structure is clear and functional.	A strong organizational structure leads the reader purposefully through the text.	
III.7 Writing: Ideas	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).	
III.8 Writing: Conventions	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.	
III.9 Disposition	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.	
III.10 Dissemination — Presentation	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.	

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	14%	56%	29%

skills, discussion techniques, delivery style, nonverbal cues).

6.3 Teacher candidate uses media and technology as effective learning and communication tools.

13%

36%

30%

6.6 Teacher candidate's communication skills facilitate partnerships with students, families and colleagues.

15%

52%

32%

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

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

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

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

The field trip reflection assessment rubric covers three areas:

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

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

Student Work Samples

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

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

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

Advanced Programs

Opportunity to Address/Meet Standard

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

Assessments/Results:

Course Grades

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

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

STRATEGIES FOR TEACHING AND ASSESSING DIVERSE LEARNERS

Initial Programs

Opportunity to Address/Meet Standard

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

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

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

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

Assessments/Results

Course Grades

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

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

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

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

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

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

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

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

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

Advanced Programs

Opportunity to Address/Meet Standard

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

Assessment /Analysis Course Grades

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

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

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

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

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

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

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

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

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

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

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

- PowerPoint by candidate—[Contemporary Native Americans and Literature](#)
- Character Comparison between Esperanza in *Esperanza Rising* and Opal in *Because of Winn-Dixie*

- Key Discussant Grade Report on *Birchbark House* with bibliography of Native America book resources and teaching ideas
- [Multicultural Book Analysis](#)

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

- Dworin, J. E. (2006). The family stories project: Using funds of knowledge for writing. *The Reading Teacher*, 59(6), 510-520.
- Dyson, A. H. (1998). Fold processes and media creatures: Reflections on popular culture for educators. *The Reading Teacher*, 51(5), 392-402.
- Fletcher, R. (2006). Boy writers: Reclaiming their voices. (Chapter 10). Portland, ME: Stenhouse Publishers.
- Fu, D. & Shelton, N.R. (2007). Including students with special needs in a writing workshop. *Language Arts*, 84(4), 325-336.
- Newkirk, T. (2000). Misreading masculinity: Speculations on the great gender gap in writing. *Language Arts*, 77(4), 294-300.
- Rubin, R. & Carlan, V. G. (2005). Using writing to understand bilingual children's literacy development. *The Reading Teacher*, 58(8), 728-739.

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

Programs for Other School Professionals

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

Educational Leadership:

Opportunity to Address/Meet Standard: Courses

[EDL 514](#): Personnel, Supervision, and Staff Development: Various in-depth discussions regarding diversity occur (e.g., Native American and the BIA system).
EDL 516 Policy and Educational Finance: Candidates conduct research on various schools, locations, and issues. An example of a research project may be an exploration of the funding for a Native American school.
[EDL 519](#): The Principalship: Principals from various schools (including Indian Reservations) discuss the complexity of education and how it affects students, teachers, and communities.

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

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

Assessments Include:

Exams
Research Papers
Portfolios

School Counseling:

Opportunity to Address/Meet Standard: Courses

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

[Coun 531](#): Psychology of Women, Gender, and Development: This course presents current research and trends in developmental theory, particularly theories pertaining to psychological development of women and men. Issues such as abuse, ageism, depression, eating disorders, emotional experience and expression, heterosexism, feminism, and multiculturalism will be examined as related to the practice of psychology. Learning methods include writing, music, film, group discussion and creative projects.

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

Assessments Include:

Papers
Exams
Presentations
Counselor Preparation Comprehensive Examination (CPCE)
Student Internship Evaluation Forms



CURRICULUM EXHIBIT FORM ADVANCED PROGRAMS
EDUCATION STANDARDS AND PRACTICES BOARD
 SFN 52214 (05/06)



Institution: University of North Dakota		Major: Elementary Education
Credits required for degree: 32		Date form completed: 12/17/07
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.		
Program Requirements:		
Scholarly Tools Requirements	Specialty Area Requirements	Programs Options/Cognate Criteria
For the M. S scholarly tools are required. The following course is required:	TL 530 Foundations of Reading Instruction 3 credits	Options in the major include but are not limited to:
EFR Intro to Educational Research 3 credits	TL 590 ST: Writing in the Elementary School Classroom 3 credits	TL 590 ST: Language & Literacy Development of ELLs 3 credits
Options for scholarly tools for the M.S. include but are not limited to:	TL 518 ST: Science in the Elementary Classroom 3 credits	TL 536 Teaching & Supervision of Elementary Language Arts 3 credits
EFR 510 Qualitative Research Methods 3 credits	TL 519 Social Studies on the Elementary Classroom 3 credits	TL 591 Readings in Education 1-4 credits (may be repeated)
EFR 511 Curriculum and Program Evaluation 3 credits	TL 522 Math in the Elementary Classroom 3 credits	TL 580 Practicum in School Problems 1-4 credits
EFR 512 Educational Tests and Measurements 3 credits	TL 590 ST: Differentiated Instruction 3 credits	Options in the Cognate include but are not limited to T&L departmental courses, elementary, early childhood, or special education or ELL courses:
TL 569 Action Research 3 credits (Optional but most enroll in this course)	TL 995 or 997 2 credits Scholarly Project or Independent Study; or TL 998 Thesis 4-6 credits	<i>Departmental Courses</i>
	Required course in foundations for the M.Ed.	Elementary Education Courses for M.Ed are as

	(Department of Educational Foundations and Research):	listed below.
	EFR 500 Foundations of Educational Thought 3 credits	TL 518 Science in the Elementary School 3 credits
	Options for additional 3 credits in Foundations are as follows:	TL 519 Social Studies in the Elementary School 3 credits
	EFR 501 Psychological Foundations 3 credits	TL 522 Mathematics in the Elementary School 3 credits
	EFR 502 Issues and Trends in Education 3 credits	TL 590 ST: Differentiated Instruction 3 credits
	EFR 503 Historical Foundations 3 credits	<i>Early Childhood Courses</i>
	EFR 504 Philosophical Foundations 3 credits	TL 529 Language Development in Children 3 cr.
	EFR 505 Social Foundations of Education 3 credits	TL 546 Young Children's Thinking 3 credits
	EFR 506 Multicultural Education 3 credits (recommended)	<i>Special Education Courses</i>
	EFR 507 Gender and Education 3 credits	TL 550 Intro to Learning & Behavior Problems 3 credits
	EFR 508 Anthropological Foundations 3 credits	TL 552 Inclusive Methods 3 credits
	EFR 590 ST: Foundations of Bilingual Education 2 credits	TL 553 Collaborative Relationships: Home, School, Community 3 credits
		<i>ELL Classes</i>
		TL 580 ELL Practicum 2 credits
		TL 590 ST: ELL Methods 2 credits
		TL 590 ST: Assessment of ELLs 2 credits
		ENG 417 ST: Linguistics 3 credits
		ENG Second Language Acquisition 2 credits
Scholarly Tools for the M.S., Track 1, only: 6	Major for M.Ed. and M.S.: 17- 26 credits	Cognate for the M.Ed.: 6 credits, minimum

credits minimum	Total	Foundations for the M.Ed. and Track II of the M.S.: 6 credits minimum (including EFR 500—see middle column)
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