

**Program Report for the
Preparation of Bilingual/
ESPBSL Teachers**

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:

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Program documented in this report:

Name of Institution's program: Bilingual/ESL Endorsement

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

Degree or award level: none

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

Title of the state license for which candidates are prepared: ESL and Bilingual Education
Endorsement

Program report status:

☒ Initial review

☐ Rejoinder

☐ Response to national recognition with conditions

State licensure requirement for national recognition:

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

☐ Yes ☒ No

REPORT

I. Contextual Information for Bilingual Education and English as a Second Language Endorsement Program

The Department of Teaching and Learning coordinates the offering of a series of courses that UND students must take in order to be eligible for the North Dakota Bilingual Education or English as a Second Language (BE/ESL) endorsement. However, it must be emphasized that this series of courses is not recognized by the university, the unit or the department as an official program. As such, there is no formal admissions process to take the courses, no formal data is kept regarding program completion, etc.

The coordinated BE/ESL endorsement coursework, a total of 29 credits, which will be referred to as “the program” for this report, was established in 1992 and has been successfully preparing candidates for North Dakota ESL and BE endorsement ever since. The program prides itself on the in-depth and integrated study of language, culture, and instruction, as well as its cross-disciplinary approach utilizing the faculty resources in both the English and Teaching and Learning departments. The amount of credits and coursework in the program compares to that of a major equivalent rather than an endorsement program.

While the program has been successful in preparing candidates to become ESL and BE teachers in North Dakota and throughout the United States for the past 16 years, all educational programs have to grow and change to be responsive to the needs of schools, emerging research, and improved teacher education standards. As such, the BE/ESL endorsement program at UND began a major program revision process in 2005 which will convert the current endorsement coursework package into a formal Minor in ELL Education. Many of the proposed changes to the current program are a direct result of program assessment efforts conducted in previous years. Some new proposed changes will also be incorporated based on the results of the current assessments reported in this document. The proposed Minor in ELL Education has already received North Dakota State Board of Higher Education Stage I approval, and it is hoped that Stage II approval will be granted late spring 2008 or early fall 2008.

This report discusses how the ESPB bilingual standards are met through the required coursework, and lists assessments that would be used to assess candidates working towards their bilingual education endorsement. No actual data can be reported.

The contextual information discussed in the remainder of this section includes the following topics:

- a. Discussion of Program Assessment
- b. The current Program Curriculum & Requirements
- c. On-going Program Revisions

Discussion of Program Assessment

Because ESPB has never previously considered the endorsement coursework a “program” and UND does not recognize the coursework as a UND program, a formal assessment plan does not currently exist and assessment data has not been systematically collected, assessed, and analyzed. However, the coordinator of the “program” has conducted a variety of assessments in past years to assess course and “program” outcomes and to ensure that UND graduates have the knowledge, skills, and dispositions needed to be learners, active agents of learning, and articulate visionaries in the field of English Language Learner (ELL) education.

In collecting the data for this report, every effort has been made to ensure accurate reporting. For candidate information, we have determined the number of candidates enrolled in the program to be the number of students who initially declare Bilingual/ESL Education as a specialty area. We have determined the number of program completers to be the number of candidates who upon graduating apply for their BE/ESL endorsement simultaneously with their initial teacher licensure. This is the data currently available.

However, there are discrepancies in this data that should be understood. If one were to just look at the number of candidates enrolled and the number of program completers, it would appear that the program has a very low completion rate. This is misleading. Currently, a total of 28-29 credits is needed to complete the UND endorsement coursework approved by ESPB. Many candidates after declaring BE/ESL as a specialty area realize they cannot complete the 28-29 credits before graduation. These candidates often complete the remaining endorsement classes after graduation, and seek their ND endorsement in later years. Many candidates also do not apply for ND endorsement, but rather apply for endorsement in other states such as Minnesota. Thus the actual number of program completers is significantly higher than we state here, but difficult to determine.

In order to assess the extent to which candidates are meeting the ESL and BE ESPB standards, the coordinator of the program, Dr. Anne Walker, has drawn evidence from past assessment activities conducted during the past 3 years at UND. However, these assessments were conducted to assess general course and program goals, not to address specific ESPB standards. In order to meet ESPB assessment data requirements (and as many of the courses are not offered during the summer and some are not offered in the fall), assessment data was primarily gathered from previously existing sources. Course grades, as well as assignment and test grades, especially as syllabi and evaluation rubrics could support the standard was addressed and assessed in the endorsement courses, were used. 3 Boxes in storage were pulled to collect all work samples from previous T&L 415 and T&L 486 courses that had not been picked up by candidates. These work samples, which represent a sampling of tasks from at least two semesters per course, were then systematically assessed using rubrics that specifically addressed the ESPB ESL standards. However, due to the nature of some assignments and because work samples from T&L and English endorsement courses had never been systematically collected before, gaps are noted in the report below concerning work examples.

In the report, percentage data is provided as to the percentage of candidates who either met the standards or who did not meet the standards. The program decided to use only these two categories for two reasons. The first is because assignment and course grades were used as assessment data for multiple standards. The program determined that a grade of C or better (and

in one course a B or better) was evidence that a candidate had in general terms met the specific ESPB standard. However, the program did not feel it could justify that a grade of A meant that the candidate had exceeded the specific standard, and so the category of “exceeded” was not used. A second reason was that because the relatively small number of candidates enrolled in the endorsement courses did not provide sufficient data for reliable statistic analysis, the program felt that the most reliable assessment results would be achieved by using only the two categories of “met” and “did not meet”, instead of “exceeded, met and did not meet”. Work samples, however, are provided that reflect the three evaluative levels.

The Curriculum

The Department of Teaching and Learning developed its course requirements for the ND BE/ESL endorsement in 1992, in compliance with the BE/ESL teacher education standards developed by the ND Department of Public Instruction in 1991. The course requirements were modified in 2004 to meet the revised BE/ESL endorsement teacher education standards issued by ND ESPB in 2003. Minor course and program changes have been made, as a result of assessment activities, since 2003 to the present.

The courses that UND requires for eligibility for the endorsement were selected and/or created to meet the wider national TESOL standards, the state ESPB standards, and to include the latest research in ESL teacher preparation. Many of the courses such as Engl 418, Second Language Acquisition, and Engl 209, Linguistics, address specific ESPB ESL standards. However, in an attempt to make the endorsement coursework more integrated, some courses such as Engl 419, ESL Methods, and T&L 415, Language and Literacy Development of ELLs, take a more integrated approach. In particular, the program believes that foundations of ESL and BE education, methods of ESL instruction and methods of ESL assessment should be an intertwined set of knowledge and practices, and not taught or practiced as separate entities. Current educational research supports this integration. Therefore, the program has purposely chosen not to create separate methods, assessment, and foundation courses at the undergraduate level.

Candidates who complete the courses and requirements listed below are eligible for ND endorsement in BE/ESL education. The underlined courses are recommended, but in circumstances when a class is unavailable or conflicts exist with a students’ schedule, substitutes are allowed.

1. English 209 Introduction to Linguistics (3 credits)
2. Engl 418 Second Language Acquisition or T&L 313 Language Development and Emerging Literacy. (3 credits)
3. English Elective, Engl 309 Modern Grammar recommended. (3 credits)
4. T&L 415 Language and Literacy Development of English Language Learners. (3 credits)
5. Engl 419 Teaching English as a Second Language (3 credits)

6. T&L 433 Multicultural Education (3 credits)
7. Anth/Engl 370 Language and Culture (3 credits)
8. T&L 486 Field Experience: Bilingual/ESL (2 credits)
9. (6) credits in a modern language including American Indian Languages
10. Candidates must also complete ND licensure requirements to teach in either Elementary, Middle Level or Secondary classrooms.

On-going Program Revision Process and Progress

The program, based on its various assessment results and changes in the field of teacher education, decided in 2005 that candidates wanting to become endorsed ESL and BE teachers would be better served by an official program which would offer a Minor in ELL Education. Establishing an official program would make it easier to identify, track and assess the progress of candidates enrolled in the program, would provide candidates with something to show on their transcript for all their ESL and BE coursework, and would better designate ESL and Bilingual teacher education as a vital area of teacher preparation.

The Proposed minor, as described below, was granted Stage I approval in 2006 by the ND State Board of Higher Education. Due to faculty time constraints as well as resource constraints, the Stage II proposal has yet to be submitted. However, it is anticipated to be submitted later this spring or in early Fall 2008, and is being strongly supported by the higher administration at the university.

Proposed Minor in ELL/Bilingual Education

In order to be eligible for either the North Dakota ESL Education endorsement or Bilingual Education endorsement, students must complete the following courses and be certified to teach in Early Childhood, Elementary, Middle or Secondary classrooms.

In addition to the following courses, students wanting the North Dakota Bilingual Education endorsement must demonstrate proficiency in the language they plan to teach.

Required Courses (20 credits):

T&L 415 Language and Literacy Development of English Language Learners	3
T&L 436 Multicultural Education	3
T&L 486 Field Experience: English Language Learners	2
ENG 209 Introduction to Linguistics	3
ENG 309 Modern Grammar or ENG 370 Language & Culture	3
ENG 418 Second Language Acquisition	3
ENG 419 ESL Methods (or a new T&L course that better meets standards)	3

The following report includes assessment results that point to specific weaknesses in the program. The report then states how these weaknesses will be addressed in the current program revisions. Extensive course revision and program revision will be done to ensure that the program continues to offer the best quality program that it can. Additional suggestions from this ESPB review will also be taken into consideration in the program revision process.

Candidate Information

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

Program: Undergraduate BE/ESL Endorsement Program		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
04-05	18	4
05-06	17	7
06-07	13	5

24000 BILINGUAL / ESL TEACHER EDUCATION STANDARDS

24000.1 LANGUAGE

The program requires the study of the major concepts, theories, and research related to the nature and acquisition of language and constructing learning environments that support English language learners' (ELL) language and literacy development and content area achievement. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

24000.1.a. Describing language. Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping English language learners acquire and use English in listening, speaking, reading, and writing for social and academic purposes.

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

Candidates learn to describe language in the required course, Engl 209, Introduction to Linguistics. Most candidates also take Engl 309, Modern Grammar, and gain a deeper understanding of language as a system. Candidates practice designing and teaching language development lessons in Engl 419, T&L 415 and T&L 486.

[Engl 209](#). 3 credits. Introduction to Linguistics. An introduction to the nature of language, phonology, grammar, semantics, and historical, geographical, social and developmental aspects of language.

[Engl 309](#). Modern Grammar. 3 credits. Various approaches to the structure of modern English, with emphasis on dialect variation and applications to the problems of teaching.

[Engl 419](#). Teaching English as a Second Language. 3 credits. An introduction to the principles of teaching English as a second language, with special attention to tutoring.

[T&L 415](#). Language and Literacy Development of English Language Learners (ELLs). 3 credits. This course addresses the foundations of teaching English language and literacy to ELLs and includes study of various approaches to ELL/bilingual education, methods of instruction, assessment of English language proficiency and development, and increasing the comprehensibility of academic content. S

T&L 486. Field Experience. Supervised tutorial or apprentice teaching experience in an early childhood, K-12 classroom, university, or community setting approved by the program area. *NOTE: For Bilingual/ESL field experiences, students must enroll for 2 credits and are placed in K-12 classrooms and assigned to work specifically with ELLs.

Assessments

- English 209, Introduction to Linguistics: Course Grades
- T&L 486: Bilingual/ESL Field Experience: Lesson Plans

Results

English 209: This data represents the course grades of course completers for English 209. Because of the difficulty in identifying which course completers are ESL/BE candidates, data has been analyzed for all course completers in the classes. A grade of C or higher demonstrates the candidates have met the standard. Grades of D or F demonstrate the candidate has not met the standard.

T&L 486 Lesson Plans: Candidates are required to develop and teach lesson plans that contain clear English language development objectives, methods and strategies that are appropriate to teach the language objectives, and assessments that measure to what extent students have met the language objectives.

	Fall 2006	Spring 2007	Fall 2007
Engl 209 Course Grades	95% of all students received grade of C or higher	84% of all students received grade of C or higher	85% of all students received grade of C or higher
T&L 486: Lesson Plans	100% of candidates met this standard	100% of candidates met this standard	100% of candidates met this standard

In reviewing the assessment results, the program believes candidates are fully meeting this standard, both in learning the requisite knowledge about language and applying it in their teaching. A note of concern in the T&L 486 lesson plans is that most candidates are not being specific enough and using the professional linguistic terminology gained in their linguistics and second language acquisition courses when writing language objectives and in recording assessment information.

The program is not concerned about the approximately 15% of students who do not successfully complete Engl 209, Introduction to Linguistics. In a review of the names

of students who did not successfully complete Engl 209, no known BE/ESL endorsement candidates were noted.

Student Work Samples

- T&L 486 Bilingual/ESL Field Experience Lesson Plans (contained in the Field Experience Portfolio)

24000.1.b. Language acquisition and development. Candidates know, understand, and apply concepts, theories, research, and practice to facilitate the acquisition of both a primary and a new language in and out of classroom settings.

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

The recommended course for this standard, which most candidates complete, is Engl 418: Second Language Acquisition. However, the program allows candidates to also meet this standard by completing T&L 313, Language Development and Emerging Literacy. Candidates practice what they have learned about second language acquisition in T&L 415 and in T&L 486.

[Engl 418](#). Second Language Acquisition. 3 credits. This course focuses on recent second language acquisition (SLA) research findings from the areas of linguistics, psychology, education, and communication and on how to relate these findings to language learning and teaching.

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

[T&L 415](#). Language and Literacy Development of English Language Learners (ELLs). 3 credits. This course addresses the foundations of teaching English language and literacy to ELLs and includes study of various approaches to ELL/bilingual education, methods of instruction, assessment of English language proficiency and development, and increasing the comprehensibility of academic content.

T&L 486. Field Experience. Supervised tutorial or apprentice teaching experience in an early childhood, K-12 classroom, university, or community setting approved by the program area. *NOTE: For Bilingual/ESL field experiences, students must enroll for 2 credits and are placed in K-12 classrooms and assigned to work specifically with ELLs for 60 contact hours.

Assessments

- Engl 418: Second Language Acquisition Course Grades
- Engl 486 Bilingual/ESL Field Experience: Journals

Results

Engl 418: This data represents the course grades of course completers for English 418. Because of the difficulty in identifying which course completers are ESL/BE candidates, data has been analyzed for all course completers in the classes. A grade of C or higher demonstrates the candidates have met the standard. Grades of D or F demonstrate the candidate has not met the standard.

T&L 486: Candidates are required to keep a journal in which they reflect on their assigned students' acquisition of English and ways in which to enhance acquisition.

The assessment analysis shows that candidates who complete Engl 418 and T&L 486 are meeting this standard, both in terms of learning theories associated with second language acquisition and then applying the knowledge to teaching situations. A concern is that not all candidates are taking Engl 418, and the program feels that T&L 313 does not adequately address second language acquisition. Therefore the program plans to make Engl 418 a required course in the new proposed Minor in ELL Education Program. A second concern as noted in the T&L 486 journals is that many candidates are not using the professional linguistic terminology they learned in T&L 418 when discussing their students' levels of English proficiency and progress/difficulties in English acquisition.

	Fall 2006	Spring 2006	Spring 2007
Engl 418 Course Grades		100% of candidates met this standard	100% of candidates met this standard.
T&L 486: Lesson Plans	100% of candidates met this standard	100% of candidates met this standard	100% of candidates met this standard

Student Work Samples

- T&L 486 Bilingual/ESL Field Experience Journals (located in Field Experience Portfolios)

24000.2. CULTURE

The program requires the study of the major concepts, theories, and research related to the nature and structure of culture and the construction of learning environments that support ELLs' language and literacy development and content area achievement. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

24000.2.a. Nature and role of culture. Candidates know, understand, and use the major concepts principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.

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

[T&L 433. Multicultural Education](#). 3 credits. Prerequisite: Admission to Teacher Education. This class takes an anthropological view of multicultural education. It will help students better understand students in culturally diverse classrooms as well as preparing them to teach about cultural diversity. This class examines several cultures but is particularly interested in Native Americans of North Dakota.

[Engl 370](#). Language and Culture. 3 credits. Prerequisite: English 209. Interaction of language with other cultural subsystems. (Same course as Anthropology 370.)

Assessments

- T&L 433 Multicultural Education
- Engl/Anth 370 Language and Culture

Results

	Spring 2006	Spring 2007	Fall 2007
Engl 370	100% of candidates met this standard	100% of candidates met this standard.	

T&L 433	No Data	No Data	100% of candidates met this standard.
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After analyzing the assessment data, the program feels candidates are strongly meeting this standard by completing Engl 370 and T&L 433. A concern, however is that a small number of students are not completing Engl 370 and are instead completing “Literature and Culture” courses offered in the English department. Therefore the program plans to make Engl 370 a required course in the new proposed Minor in ELL Education Program.

Student Work Samples

Please see the Multicultural Diversity Standard on page 40.

24000.2.b. Cultural groups and identity. Candidates know, understand and use knowledge of how cultural groups and students’ cultural identities affect language learning and school achievement.

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

[Engl 418. Second Language Acquisition.](#) 3 credits. This course focuses on recent second language acquisition (SLA) research findings from the areas of linguistics, psychology, education, and communication and on how to relate these findings to language learning and teaching.

[T&L 433. Multicultural Education.](#) 3 credits. Prerequisite: Admission to Teacher Education. This class takes an anthropological view of multicultural education. It will help students better understand students in culturally diverse classrooms as well as preparing them to teach about cultural diversity. This class examines several cultures but is particularly interested in Native Americans of North Dakota.

Assessments

- Engl 418 Second Language Acquisition Course Grades
- T&L 433 Multicultural Education

Results

	Spring 2006	Spring 2007	Fall 2007
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Engl 418	100% of candidates met this standard	100% of candidates met this standard.	No Data
T&L 433	No Data	No Data	100% of candidates met this standard.

24000.3. PLANNING AND MANAGING INSTRUCTION

The program requires study of multiple instructional approaches and strategies, including standards-based practices, as they relate to planning, implementing and management of ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

24000.3.a. Planning for standards-based ESL and content instruction. Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. Candidates model effective use of academic English as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.

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

[Engl 419. Teaching English as a Second Language.](#) 3 credits. An introduction to the principles of teaching English as a second language, with special attention to tutoring.

[T&L 415. Language and Literacy Development of English Language Learners](#) (ELLs). 3 credits. This course addresses the foundations of teaching English language and literacy to ELLs and includes study of various approaches to ELL/bilingual education, methods of instruction, assessment of English language proficiency and development, and increasing the comprehensibility of academic content. S

T&L 486. Field Experience. Supervised tutorial or apprentice teaching experience in an early childhood, K-12 classroom, university, or community setting approved by the program area. *NOTE: For Bilingual/ESL field experiences, students must enroll for 2 credits and are placed in K-12 classrooms and assigned to work specifically with ELLs.

Assessments

- Engl 419 Teaching English As a Second Language Course Grades
- T&L 415 Content-Area Lesson Plan

Results

	Fall 2006	Spring 2006	Fall & Summer 2007
Engl 419 Course Grades	100% of candidates who completed the course received a C or better		90% of candidates who completed the course received a C or better (Fall)
T&L 415		86% of candidates met or exceeded the standard	100% of candidates exceeded the standard (Spring)

In reviewing the assessment results, candidates are adequately meeting this standard by completing T&L 415 and T&L 486. However, the program has concern that Engl 419 is no longer meeting this standard because it does not address K-12 ELL standards or content standards. Therefore the program plans to either work with the English department to revise the course to meet ESPB ESL standards or eliminate Engl 419 as a required course in the new proposed Minor in ELL Education Program and to replace it with a newly created course in Teaching and Learning.

Student Work Samples

- T&L 415 Content-Area Lesson Plan

24000.3.b. Managing and implementing standards-based ESL and content instruction.

Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading and writing and accessing the core curriculum. Candidates support ELLs in accessing the core curriculum as they learn language and academic content together.

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

[T&L 415. Language and Literacy Development of English Language Learners](#) (ELLs). 3 credits. This course addresses the foundations of teaching English language and literacy to ELLs and includes study of various approaches to

ELL/bilingual education, methods of instruction, assessment of English language proficiency and development, and increasing the comprehensibility of academic content. S

T&L 486. Field Experience. Supervised tutorial or apprentice teaching experience in an early childhood, K-12 classroom, university, or community setting approved by the program area. *NOTE: For Bilingual/ESL field experiences, students must enroll for 2 credits and are placed in K-12 classrooms and assigned to work specifically with ELLs.

Assessments

- T&L 415 Content-Area Lesson Plans
- T&L 486 Lesson Plans

Results

	Fall 2006	Spring 2006	Spring 2007
T&L 415 Content Lesson Plan		86% of candidates met or exceeded this standard	100% of candidates exceeded this standard
T&L 486: Lesson Plans	100% of candidates met this standard	100% of candidates met this standard	100% of candidates met this standard

Upon review of the assessment data, candidates are meeting this standard. Lesson Plans in T&L 415, which are written but not taught, often are unrealistic given the time frame the lesson would be taught in. Candidates develop a much better sense of planning and managing during their 486 field experience when they are developing lesson plans for real-life teaching situations. Candidates use a variety of strategies and techniques when integrating English language development into the core curriculum, but often times during the 486 field experience use strategies and techniques that are relatively simple to develop and integrate into instruction, rather than taking risks with new, or more complex or creative strategies.

Student Work Samples

- T&L 415 Content-Area Lesson Plans

24000.3.c. Using resources effectively in ESL and content instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies and choose, adapt, and use them in effective ESL and content teaching.

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

[Engl 419. Teaching English as a Second Language.](#) 3 credits. An introduction to the principles of teaching English as a second language, with special attention to tutoring.

[T&L 415. Language and Literacy Development of English Language Learners](#) (ELLs). 3 credits. This course addresses the foundations of teaching English language and literacy to ELLs and includes study of various approaches to ELL/bilingual education, methods of instruction, assessment of English language proficiency and development, and increasing the comprehensibility of academic content. S

T&L 486. Field Experience. Supervised tutorial or apprentice teaching experience in an early childhood, K-12 classroom, university, or community setting approved by the program area. *NOTE: For Bilingual/ESL field experiences, students must enroll for 2 credits and are placed in K-12 classrooms and assigned to work specifically with ELLs.

Assessments

- T&L 415 Content-Area Lesson Plans
- T&L 486 Lesson Plans

Results

	Spring 2005	Spring 2006	Spring 2007
Engl 415 Content Lesson Plans		100% of candidates met or exceeded the standard	100% of candidates met or exceeded the standard
T&L 486: Lesson Plans	100% of candidates met this standard	100% of candidates met this standard	100% of candidates met this standard

After reviewing the assessment analysis, the program believes that candidates are meeting this standard. A concern in the 486 field experience is the variation in candidates seeking to find supplemental resources; some candidates are extremely resourceful and creative in finding realia, pictures, technological supports such as books on tape, easier to read content material, etc. Some candidates, primarily at the secondary level, rely more on resources such as supplemental worksheets.

Student Work Samples

- T&L 415 Content Lesson Plan

24000.4. ASSESSMENT

The program requires the studying issues of assessment and use of assessment measures that are standards-based as they relate to ELLs. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

24000.4.a. Issues of assessment for ESL. Candidates understand various issues of assessment (e.g., cultural and linguistic bias, political, social, and psychological factors in assessment, IQ, special education testing including gifted and talented, and the importance of being standards-based) and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as these factors affect ELLs.

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

[Engl 419. Teaching English as a Second Language.](#) 3 credits. An introduction to the principles of teaching English as a second language, with special attention to tutoring.

[T&L 415. Language and Literacy Development of English Language Learners](#) (ELLs). 3 credits. This course addresses the foundations of teaching English language and literacy to ELLs and includes study of various approaches to ELL/bilingual education, methods of instruction, assessment of English language proficiency and development, and increasing the comprehensibility of academic content. S

T&L 486. Field Experience. Supervised tutorial or apprentice teaching experience in an early childhood, K-12 classroom, university, or community setting approved by the program area. *NOTE: For Bilingual/ESL field experiences, students must enroll for 2 credits and are placed in K-12 classrooms and assigned to work specifically with ELLs.

Assessments

- Engl 419 Course Grades
- T&L Oral Final Exam

Results

	Fall/Spring 2005	Fall/Spring 2006	Fall/Spring 2007
Engl 419 Grades	100% of students completed the course with a grade of C or better (Fall)	100% of students completed the course with a grade of C or better (Fall)	90% of students completed the course with a grade of C or better (Fall)
T&L 415: Oral Exam	92% of candidates met this standard by receiving a B or better on the exam (Questions 4, 5 & 15) (Spring)	80% of candidates met this standard by receiving a B or better on the exam. (Questions 4, 5 & 15) (Spring)	100% of candidates met this standard by receiving a B or better on the exam. (Questions 4, 5 & 15) (Spring)

After reviewing the assessment data, the program believes candidates are meeting this standard minimally. The program would like to increase its focus on assessment issues related to ELLs, preferably by integrating more K-12 issues in Engl 419, ESL Methods, or by replacing ENGL 419 with a newly developed T&L course. The program also realizes it needs to create a better assessment tool than the oral exam to assess candidate's knowledge of this standard. In 2007, T&L 415 implemented a new course requirement that candidates complete an on-line non-credit assessment workshop available through the State of Colorado; candidate work samples from the workshop are available but have not been assessed.

Student Work Samples

- Final Oral Exam

Because the final exam in T&L 415 is an oral exam, there are no work examples available. The program is including a copy of the oral exam questions in lieu of work samples. The oral exam is scored by two experts in ELL education, the instructor and an outside expert such as K-12 ESL teacher. Each scorer individually rates candidates' answers using a Unsatisfactory/Average/Excellent

rating. Scorers check with each other to ensure that they have established interrater reliability. The two scores are averaged together for the final exam grade.

24000.4.b. Language proficiency assessment. Candidates know and can use a variety of standards based language proficiency instruments to inform instruction, and understand their uses for identification, placement and demonstrating language growth of ELLs.

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

[Engl 419. Teaching English as a Second Language.](#) 3 credits. An introduction to the principles of teaching English as a second language, with special attention to tutoring.

[T&L 415. Language and Literacy Development of English Language Learners](#) (ELLs). 3 credits. This course addresses the foundations of teaching English language and literacy to ELLs and includes study of various approaches to ELL/bilingual education, methods of instruction, assessment of English language proficiency and development, and increasing the comprehensibility of academic content. S

T&L 486. Field Experience. Supervised tutorial or apprentice teaching experience in an early childhood, K-12 classroom, university, or community setting approved by the program area. *NOTE: For Bilingual/ESL field experiences, students must enroll for 2 credits and are placed in K-12 classrooms and assigned to work specifically with ELLs.

Assessments

- Engl 419 Grades
- T&L 415 Final Oral Exam

Results

	Fall 2005	Fall 2006	Fall 2007
Engl 419 Grades	100% of students completed course with a grade of C or better	100% of students completed the course with a grade of C or better Spring 2006	90% of students completed the course with a grade of C or better Spring 2007

	Spring 2005		
T&L 415: Oral Final Exam	92% of candidates met this standard by receiving a B or better on the exam. Questions 4 and 5 addressed this standard.	100% of candidates met this standard by receiving a B or better on the exam. Questions 4 and 5 addressed this standard.	100% of candidates met this standard by receiving a B or better on the exam. Questions 4 and 5 addressed this standard.

Upon analysis of assessment results, the program believes candidates are meeting this standard. The program also realizes, however, that it needs to more formally and systematically collect assessment data related to this standard, and develop a better assessment tool than the T&L 415 oral exam.

Student Work Samples

- Oral Final Exam Questions - not a student work sample

It is difficult to provide student work samples that meet this standard. In T&L 415, candidates complete the SOLOM Oral Language Proficiency Assessment based on observations and discussions with English language learners, but these small assignments have not been formally collected or assessed. Also in 415 candidates practice giving portions of the Woodcock-Munoz Proficiency Test to each other, but no formal assessment data is gathered from this in-class activity. While the T&L 415 Final Oral Exam contains multiple questions related to language proficiency assessment, the answers provided by candidates are oral, not written, again leaving no record of the work sample. There is likewise no formal collection or assessment of activities related to language proficiency tests in Engl 419.

24000.4.c. Classroom-based assessments for English language learners. Candidates know and use a variety of classroom and performance-based assessment tools that are standards based to inform instruction.

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

[Engl 419. Teaching English as a Second Language.](#) 3 credits. An introduction to the principles of teaching English as a second language, with special attention to tutoring.

[T&L 415. Language and Literacy Development of English Language Learners](#) (ELLs). 3 credits. This course addresses the foundations of teaching English

language and literacy to ELLs and includes study of various approaches to ELL/bilingual education, methods of instruction, assessment of English language proficiency and development, and increasing the comprehensibility of academic content. S

T&L 486. Field Experience. Supervised tutorial or apprentice teaching experience in an early childhood, K-12 classroom, university, or community setting approved by the program area. *NOTE: For Bilingual/ESL field experiences, students must enroll for 2 credits and are placed in K-12 classrooms and assigned to work specifically with ELLs.

Assessments

- T&L 415 Content Area Lesson Plan
- T&L 486 Lesson Plans

Results

	Spring 2006	Fall 2006	Spring 2007
T&L 415 Content Lesson Plan	72% of candidates met this standard		50% of candidates met this standard
T&L 486: Lesson Plans	100% of candidates met this standard	100% of candidates met this standard	100% of candidates met this standard

After reviewing the assessment data, the program is concerned that some candidates in T&L 415 do not fully understand how to use classroom-based assessments to inform instruction, especially when writing a lesson plan that is not taught. The program believes that this problem exists in part because some candidates take T&L 415 before they have completed their basic methods courses and field experiences in ECE, elementary, middle or secondary education. Thus some candidates have no or little experience with assessment prior to T&L 415. This has been an on-going problem. The program in its current state of revision, is considering possible pre-requisites to T&L 415 to resolve this issue. An added requirement in T&L 415 was implemented in Spring 2007 in which candidates must participate in an on-line non-credit assessment workshop available through the State of Colorado. Candidate work samples from participating in this on-line workshop are available but have not been assessed. Candidates appear to gain a much stronger understanding of classroom-based assessment as they work with English language learners in their field experiences.

Student Work Samples

- T&L Content Lesson Plan
- T&L 486 Lesson Plans

24000.5. PROFESSIONALISM

The program requires the study of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ELLs and their families and work collaboratively to improve the learning environment. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

24000.5.a. ESL research and history. Candidates demonstrate knowledge of history, research and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.

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

[Engl 419. Teaching English as a Second Language](#). 3 credits. An introduction to the principles of teaching English as a second language, with special attention to tutoring.

[T&L 415. Language and Literacy Development of English Language Learners](#) (ELLs). 3 credits. This course addresses the foundations of teaching English language and literacy to ELLs and includes study of various approaches to ELL/bilingual education, methods of instruction, assessment of English language proficiency and development, and increasing the comprehensibility of academic content.

Assessments

- Engl 419 Course Grades
- T&L 415 Final Oral Exam

Results

	Fall 2005	Fall 2006	Fall 2007
Engl 419 Course Grades	100% of students completed the course with a grade of C or better	100% of students completed the course with a grade of C or better	90% of students completed the course with a grade of C or better
	Spring 2005	Spring 2006	Spring 2007
T&L 415: Final Oral Exam	92 % of candidates met standard by receiving a B or better on the exam. Questions 2,6,8,9,10& 12 addressed this standard.	100% of candidates met standard by receiving a B or better on the exam. Questions 2,6,8,9,10& 12 addressed this standard.	100% of candidates met standard by receiving a B or better on the exam. Questions 2,6,8,9,10& 12 addressed this standard.

Student Work Samples

- T&L 415 Final Oral Exam Questions (not a work sample)

It is difficult to provide student work samples that meet this standard. In T&L 415, candidates learn research-based and current approaches in ESL education. However, while the T&L 415 Final Oral Exam contains multiple questions related to this standard, the answers provided by candidates are oral, not written, leaving no record of the work sample. Questions that address this standard are also included on the mid-term and final exam in Engl 419, but results of candidate's answers to these questions have not previously been collected and assessed.

24000.5.b. Partnerships and advocacy. Candidates understand how to serve as professional resources, advocate for English language learners, and build partnerships with students' families.

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

[T&L 415. Language and Literacy Development of English Language Learners](#) (ELLs). 3 credits. This course addresses the foundations of teaching English language and literacy to ELLs and includes study of various approaches to

ELL/bilingual education, methods of instruction, assessment of English language proficiency and development, and increasing the comprehensibility of academic content. S

T&L 486. Field Experience. Supervised tutorial or apprentice teaching experience in an early childhood, K-12 classroom, university, or community setting approved by the program area. *NOTE: For Bilingual/ESL field experiences, students must enroll for 2 credits and are placed in K-12 classrooms and assigned to work specifically with ELLs.

Assessments

- T&L 415 Final Oral Exam
- T&L 486 Journals

Results

	Spring 2006	Spring 2007	Fall 2007
T&L 415 Final Oral Exam	92 % of candidates met standard by receiving a B or better on the exam.	100% of candidates met standard by receiving a B or better on the exam.	100 % of candidates met standard by receiving a B or better on the exam.
T&L 486: Journals	100% of candidates met this standard	100% of candidates met this standard	100% of candidates met this standard

After reviewing the assessment data, the program believes candidates are meeting this standard. Candidates are especially strong in advocating for ELL students, as evidenced in their oral exams, field experience journals, and in in-class conversations in T&L 415. The T&L 415 oral exam uses a scenario in which candidates are serving as professional resources to a school district that wants to develop a new ELL program. The candidates are expected during the exam to advocate for ELLs by articulating the laws and policies that protect the educational rights of ELLs, by advising the school district of the pros and cons of different models of ESL and BE instruction, etc. Candidates also have the opportunity to serve as professional resources during their field experience. Field experience journals demonstrate that candidates know about their students' family backgrounds and home lives and use this information in helping ELL students with both their social and academic needs, but only rarely develop partnerships with their students' families.

Student Work Samples

- T&L 486: Journals
- T&L 415 Final Oral Exam Questions (not a work sample)

24000.5.c. Professional development and collaboration. Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ELLs.

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

[T&L 415. Language and Literacy Development of English Language Learners](#) (ELLs). 3 credits. This course addresses the foundations of teaching English language and literacy to ELLs and includes study of various approaches to ELL/bilingual education, methods of instruction, assessment of English language proficiency and development, and increasing the comprehensibility of academic content. S

T&L 486. Field Experience. Supervised tutorial or apprentice teaching experience in an early childhood, K-12 classroom, university, or community setting approved by the program area. *NOTE: For Bilingual/ESL field experiences, students must enroll for 2 credits and are placed in K-12 classrooms and assigned to work specifically with ELLs.

Assessments

- T&L 415 Final Oral Exam
- T&L 486 Journal

Results

	Spring 2006	Spring 2007	Fall 2007
T&L 415 Final Oral Exam	100% of candidates met standard by receiving a B or better on the exam.	100% of candidates met standard by receiving a B or better on the exam.	
T&L 486: Journals	100% of candidates met this standard	100% of candidates met this standard	100% of candidates met this standard

After reviewing the assessment data, the program believes candidates are meeting this standard. In particular the 486 field journals show that candidates are collaborating with mainstream and content-area classroom teachers, as well as with ELL teachers and ELL paraprofessionals. A few candidates discuss in their journals the inherent difficulty of ESL teachers cooperating with mainstream teachers who either do not either understand the role of the ESL teacher or do who not want to make (or learn how to make) accommodations for ELL students. The T&L 415 Final Oral Exam is structured in a way that the candidates are practicing serving as an ELL resource for a school district, and a grade of B or better on the exam denotes that they are able to do this in a professional and knowledgeable manner.

Student Work Samples

- T&L 486 Journals
- T&L 415 Final Oral Exam Questions (work samples not available)

24000.6. FIELD EXPERIENCE

The program requires a minimum of two semester hours of credit in a field experience with English language learners in an ESL or bilingual education setting for an endorsement. For a major in ESL or bilingual education, the program meets the normal degree requirements for clinical practice (student teaching) in the professional education sequence. The program uses a variety of performance assessments of candidates' field experience drawing upon suggestions under the other standards.

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

T&L 486. Field Experience. Supervised tutorial or apprentice teaching experience in an early childhood, K-12 classroom, university, or community setting approved by the program area. *NOTE: For Bilingual/ESL field experiences, students must enroll for 2 credits and are placed in K-12 classrooms and assigned to work specifically with ELLs.

Assessments include 2 observations of candidate teaching, completed by the course instructor, and frequent monitoring through instructor contact with the cooperating ESL teacher and where appropriate, the mainstream classroom teacher. Candidates are required to fill out time logs documenting their completion of 60 contact hours, and have this form signed either by the cooperating teacher or the school principal. In cases where there is concern about the performance of a candidate, disposition forms will be used to document the performance of a candidate, and candidates will be more closely monitoring and observed.

Assessments

- T&L 486 Journals
- T&L 486 Lesson Plans

Results

	Fall 2006	Spring 2007	Fall 2007
T&L 486 Journals	100% of candidates received a Satisfactory grade	100% of candidates received a Satisfactory grade	100% of candidates received a Satisfactory grade
T&L 486 Lesson Plans	100% of candidates received a Satisfactory grade	100% of candidates received a Satisfactory grade	100% of candidates received a Satisfactory grade

After a review of the assessment data, which also includes observation of candidates in the field and monitoring of students through instructor conversations with the cooperating ESL teacher, 100% of candidates are completing their field experience with a "Satisfactory" grade in the course. All T&L undergraduate field experiences are graded on a Satisfactory/Unsatisfactory basis. The program believes that because of the continual monitoring of candidates in their field experience, problems are dealt with in a timely manner and interventions implemented, resulting in candidates being able to successfully complete the T&L 486 BE/ESL field experience. The program does not note any areas of concern.

Student Work Samples

- T&L 486 Lesson Plans and Journals (located in 486 BE/ESL Field Experience Portfolio)

24000.7. TECHNOLOGY

- The program requires the study of current, appropriate instructional technologies. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

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

[T&L 415. Language and Literacy Development of English Language Learners](#) (ELLs). 3 credits. This course addresses the foundations of teaching English language and literacy to ELLs and includes study of various approaches to ELL/bilingual education, methods of instruction, assessment of English language proficiency and development, and increasing the comprehensibility of academic content. S

T&L 486. Field Experience. Supervised tutorial or apprentice teaching experience in an early childhood, K-12 classroom, university, or community setting approved by the program area. *NOTE: For Bilingual/ESL field experiences, students must enroll for 2 credits and are placed in K-12 classrooms and assigned to work specifically with ELLs.

Candidates are required to include technology in their lesson plans in both T&L415 and T&L 486 terms of locating and using resource materials on the Internet, using software programs designed for ELLs, using K-12 activities for ELLs found on the Internet, etc. Additionally, candidates complete a major assignment in T&L 415 in which they review an assigned Internet site for its usefulness for ELL teachers and K-12 ELL students.

Assessments

- T&L 415 Content Area Lesson Plan
- T&L 486 Lesson Plans

Results

	Spring 2006	Spring 2007	Fall 2007
T&L 415 Content Lesson Plan	72% of candidates met or exceeded this standard by using appropriate technologies in their lesson plans.	100% of candidates met or exceeded this standard by using appropriate technologies in their lesson plans.	
T&L 486: Lesson Plans	80% of candidates effectively use technology in their lesson plans	70% of candidates effectively use technology in their lesson plans	100% of candidates use technology in their lesson plans

After reviewing the assessment data for this standard, the program believes that there is a wide variation in the number of candidates who exceed, meet and do not meet this standard. The program believes all candidates know how to use technologies in ELL instruction, but for some reason some candidates do not include a wide variety of technologies in their actual lesson plans. Most candidates use internet sources that either provide K-12 activities for ELL students, or internet sites that provide supplemental material such as pictures or easier to understand content for ELL students. Some candidates use software programs to design web charts, crossword

puzzles, etc. All candidates demonstrate use of basic computer tools such as word processing and PowerPoint. However, few candidates demonstrate use of sophisticated technology beyond the basics described above in their instructional planning and teaching of ELLs. Few candidates develop activities where the ELL students actually do their work on computers. As a result of this, more substantial requirements about the use of technology in actual teaching activities will be added to T&L 415 and T&L 486 lesson plan requirements.

Student Work Samples

- T&L 415 Content-Area Lesson Plan
- T&L 486: Lesson Plans

24000.8. BILINGUAL EDUCATION

The program requires the study of a variety of methods and strategies of teaching bilingual education, including an understanding of instructional programs in bilingual education. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

Examples of performance assessments may include:

Knowledge

- demonstrating an understanding of the philosophy, benefits and goals of bilingual education.
- demonstrating an understanding of a variety of models of teaching in bilingual settings.
- articulating how content knowledge is taught in the student's first language.

Dispositions

- valuing the ability to communicate in more than one language.
- valuing cultural differences.
- appreciating the home languages of language minority students.
- believing that all people can be bilingual or multilingual.

Performances

- comparing and contrasting various bilingual education models such as transitional, maintenance, dual language, and immersion programs.
- locating and using a variety of resources to promote language development and maintenance.
- demonstrating an understanding of appropriate language 1 and language 2 use in classroom instruction.

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

[T&L 415. Language and Literacy Development of English Language Learners](#) (ELLs). 3 credits. This course addresses the foundations of teaching English language and literacy to ELLs and includes study of various approaches to ELL/bilingual education, methods of instruction, assessment of English language proficiency and development, and increasing the comprehensibility of academic content.

T&L 486. Field Experience. Supervised tutorial or apprentice teaching experience in an early childhood, K-12 classroom, university, or community setting approved by the program area. *NOTE: For Bilingual/ESL field experiences, students must enroll for 2 credits and are placed in K-12 classrooms and assigned to work specifically with ELLs.

Assessments

- T&L 415 Content Area Lesson Plan for a Bilingual Classroom
- T&L 486 (field experience would be in a bilingual classroom) Lesson Plans

Results

No candidates have completed this standard during the time frame under review.

Student Work Samples

None

24000.9. LANGUAGE PROFICIENCY

The program requires a minimum of 16 semester hours of study in a language other than English or the equivalent in demonstrated language proficiency. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

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

Candidates may meet this standard in a variety of ways. Candidates may attain credit through passing language proficiency exams offered by the Department of Modern and Classical Languages, or through credits earned in programs such as CLEP. Students may also earn 16 credits in a Native American language offered through UND's Department of Native American studies. A typical 16-credit sequence in any of the modern languages offered at UND (Chinese, French, German, Norwegian, Russian, Spanish) would follow this pattern:

Fren 101. First Year French I. 4 credits. Fundamentals of French grammar, oral use of the language and reading of easy French.

Fren 102. First Year French II. 4 credits. Prerequisite: Fren 101 with a grade of C or better. Continued study of fundamentals of French grammar, oral use of the language and reading of easy French.

201. Second Year French I. 4 credits. Prerequisite: Fren 102, or equivalent. Review of the structure of the language; readings in French, practice in oral and written expression. F

Fren 202. Second Year French II. 4 credits. Prerequisite: Fren 201 or

equivalent. Review of the structure of the language; readings in French, practice in oral and written expression.

Assessments

- Obtaining a score of “Proficient” on a UND-developed or nationally-recognized language proficiency test.
- Receiving grades of C or better in the courses taken to meet this standard.

Results

No candidates have completed this standard in the time frame under review.

Student Work Samples

none

24000.10 CANDIDATE ASSESSMENT DATA. 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.

All candidates in the Bilingual or ESL endorsement program must 1) already have an initial teacher licensure in early childhood, elementary, middle or secondary education OR 2) be enrolled in an initial teacher licensure program at UND. Thus candidate assessment data is regularly and systemically collected at the unit level,

Unit Data Collection. Data are collected at transition points throughout the program to assess candidate performance, program quality and program operations. The Teaching and Learning Undergraduate Assessment Committee (UGAC) develops an annual schedule for the purposes of data collection. T&L undergraduate faculty who assess critical tasks, staff in the Office of Advising and Admissions and staff in the Office of Field Experience are responsible for submitting data presented in the table below. The UGAC monitors the collection process and follows up in a timely manner when data is missing.

Unit Data Analysis and Reporting. The UGAC is responsible for submitting an annual report to the undergraduate faculty in the Department of Teaching and Learning, the Chair of Teaching and Learning and the Associate Dean for Teacher Education (NCATE Coordinator) based upon a detailed analysis of data collected over the course of the previous year. The Assessment Committee facilitates an annual Assessment Retreat. Faculty discuss the report at the departmental and individual program level and develop a written plan of action designed to address areas of weakness. Should no areas of weakness be found, a written record of faculty discussion leading to this conclusion is created. In between assessment retreats, the UGAC

monitors progress in the implementation of the action plan(s). In subsequent retreats, the action plans are revisited and revised in light of the new round of data analysis.

Unit Assessment System for the Elementary Education Program

Initial Programs Undergraduate	Upon Admission to Teacher Education	Before Entering Student Teaching	Before Program Completion	After Completion
<ul style="list-style-type: none"> • Elementary • ECE/Elementary • Elementary/Middle 	<ul style="list-style-type: none"> • GPA • PPST Score • Letter of Application • Dispositions 	<ul style="list-style-type: none"> • Critical Tasks (Child Study, Multicultural Teaching, Lesson Plan, Beliefs and Practices Statement) • Praxis II Tests • Dispositions 	<ul style="list-style-type: none"> • Critical Tasks (Mid-term Evaluation, Final Evaluation) • Dispositions 	Assessments: <ul style="list-style-type: none"> • Graduate Surveys • Principal Surveys

Program Data: Because the BE/ESL program is not an officially recognized program at UND, and because it has never been reviewed in previous ESPB/NCATE reviews, the BE/ESL program has to date not yet developed a formal assessment plan. In the process of revising the program to become Minor in ELL Education, a formal assessment plan will be established and the English department will play a stronger role in assessment than they currently do. Assessment of the program has been conducted in various ways, however, on a regular basis. The various assessments and resulting program changes are discussed below:

1. Content Area Lesson Plan and Final Oral Exam in T&L 415. The instructor in this course regularly and strongly uses candidate data from the content-area lesson plan and the final oral exam to evaluate a) candidate performance and b) program quality and operations. Where weaknesses are noted, the instructor in this course revises curriculum as needed in future course offerings.
2. On-going monitoring of BE/ESL candidates during T&L 486. The instructor communicates regularly with the cooperating ELL teacher in the field to ensure that candidate is successfully performing all aspects of the BE/ESL

field experience. The instructor also conducts at least two observations of candidates during their field teaching. If a candidate is not performing successfully in their field experience, the candidate will have to meet individually with the instructor and be more closely monitored and observed, and formal documentation of dispositions and concerns will take place. This data, when compiled for all candidates, is also used to evaluate program quality and operations. For assessment purposes, the program will begin requiring cooperating teachers to complete disposition forms for each candidate.

3. Informal follow-up on candidates. The coordinator of the BE/ESL program often develops professional relationships with the candidates that continue beyond graduation. In email, phone or in-person conversations with former candidates, the coordinator asks questions regarding the former candidate's current job placement and how the BE/ESL program prepared or did not prepare them for what they are encountering in their current BE/ESL teaching. Candidates' responses have been positive, both for the English courses and the T&L courses required in the program. Candidates especially note that learning the SIOP method in T&L 415 was one of the most valuable aspects of that course, and that the field experience was the course where they were better able to understand the classroom-based knowledge as they saw it applied in real life situations.
4. Informal data collection of Praxis II English as a Second Language scores. The unit has not in the past systematically collected and analyzed the Praxis II scores of BE/ESL candidates because the Praxis II English as a Second Language test is not a North Dakota state requirement and therefore many candidates do not take it. However, informal data (candidate self reporting) is available from the candidates who do take the Praxis II test. Most candidates have responded that they have passed the Praxis II ESL test on their first attempt. One candidate failed the test by two points in 2007. No other candidates have reported failing the test. The program therefore believes that candidates are meeting state and national ESL teacher standards by their successful passing of the Praxis II ESL test.

Program Changes Resulting From Program Assessment:

1. Overall, the program feels that its candidates are meeting state standards regarding BE/ESL teacher education, and that the BE/ESL program offers candidates a quality education in the field. A few areas could be improved, and program revision work began in 2005 and continues to the present.

2. Assessment data reflects that candidates need more instruction and practice in the standards related to assessment. A course change in T&L 415 was implemented in 2005 to add an additional credit to the course (from 2 to 3 credits) dedicated to assessment. Whenever possible, the program asks candidates to participate in state trainings and state delivery of the new WIDA Access English Language Proficiency test, using these hours towards their cumulative ESL/BE field experience hours. The program has also added the requirement of participating in an on-line non-credit assessment workshop available through the State of Colorado; this is currently an assignment in T&L 415.
3. Engl 419, especially with its new catalog description emphasizing a focus on tutoring, no longer continues to meet the needs of candidates preparing to teach in K-12 educational settings. This is a complex situation involving politics at the unit and university level. The program is looking to see how Engl 419 could more effectively address BE/ESL teacher education standards as well as K-12 ESL standards, or if the Department of Teaching and Learning could create a similar course within the department with a focus on K-12 second language learners. The course would integrate the study of ESL/BE methods with the study of assessment, and the foundational and culture knowledge needed for developing appropriate instruction.
4. The program needs to make Engl 309, Modern Grammar, Engl 370, Language and Culture, and Eng 418, Second Language Acquisition, required courses in the program rather than electives in the area of Language Study. Courses that only minimally address the ESLs standards, such as Eng 337, Literature and Culture, would no longer be accepted.
5. A Stage I proposal for a new Minor In TESOL was approved by the North Dakota State Board of Higher Education in 2006. This minor would make Engl 418, Second Language Acquisition, a required course in the program, and would limit course electives to choosing between either Engl 309, Modern Grammar and Engl 370, Language and Culture, both strong content courses in the area of Language Study. When submitting curriculum changes to the university for this major program change, the program will seriously consider adding some pre-requisite courses to T&L 415 so that candidates have general knowledge of lesson planning, writing standards-based objectives and assessment, prior to their taking the course. The program will also submit curriculum changes for Engl 419 to make the course better meet K-12 ESL standards as well as ESL teacher standards, or will develop a new T&L course that will be required in lieu of Engl 419.

The proposed minor, as approved in a Stage I proposal to the North Dakota Board of Higher Education, is described below:

Proposed Minor in ELL/Bilingual Education

In order to be eligible for either the North Dakota ESL Education endorsement or Bilingual Education endorsement, students must complete the following courses and be certified to teach in Early Childhood, Elementary, Middle or Secondary classrooms.

In addition to the following courses, students wanting the North Dakota Bilingual Education endorsement must demonstrate proficiency in the language they plan to teach.

Required Courses (20 credits):

T&L 415 Language and Literacy Development of English Language Learners	3
T&L 436 Multicultural Education	3
T&L 486 Field Experience: English Language Learners	2
ENG 209 Introduction to Linguistics	3
ENG 309 Modern Grammar or ENG 370 Language & Culture	3
ENG 418 Second Language Acquisition	3
ENG 419 ESL Methods (or a new T&L course that better meets standards	

II. Multicultural/Native American /Diversity Standard

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

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

MULTICULTURAL EDUCATION/NATIVE AMERICAN STUDY

Initial Programs

Opportunity to Address/Meet Standard

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

Course Description

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

Assessments/Results

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

Initial Programs Critical Task Assessment Results for Multi-Cultural Teaching

Fall 2007 N=90

Teaching & Learning Standards	Does Not Meet	Fulfills Expectations	Exceeds Expectations
1.2 Teacher candidate uses tools of inquiry to develop content knowledge.	13%	56%	30%
1.3 Teacher candidate selects content to encourage diverse perspectives.	13%	53%	33%
6.2 Teacher candidate uses language to promote learning (e.g., use questioning skills, discussion techniques, delivery style, nonverbal cues).	14%	56%	29%

6.3 Teacher candidate uses media and technology as effective learning and communication tools.	13%	36%	30%
6.6 Teacher candidate's communication skills facilitate partnerships with students, families and colleagues.	15%	52%	32%

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

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

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

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

The field trip reflection assessment rubric covers three areas:

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

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

Student Work Samples

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

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

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

Advanced Programs

Opportunity to Address/Meet Standard

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

Assessments/Results:

Course Grades

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

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

STRATEGIES FOR TEACHING AND ASSESSING DIVERSE LEARNERS

Initial Programs

Opportunity to Address/Meet Standard

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

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

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

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

Assessments/Results

Course Grades

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

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

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

Standard: 3.2 TAAL INTASC 3 Teacher candidate plans and adapts instruction for individual needs	Not Met	Met	Exceeds
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 Discussion Grade Report on *Birchbark House* with bibliography of Native American book resources and teaching ideas
- [Multicultural Book Analysis](#)

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

- Dworin, J. E. (2006). The family stories project: Using funds of knowledge for writing. *The Reading Teacher*, 59(6), 510-520.
- Dyson, A. H. (1998). Fold processes and media creatures: Reflections on popular culture for educators. *The Reading Teacher*, 51(5), 392-402.
- Fletcher, R. (2006). Boy writers: Reclaiming their voices. (Chapter 10). Portland, ME: Stenhouse Publishers.

- Fu, D. & Shelton, N.R. (2007). Including students with special needs in a writing workshop. *Language Arts*, 84(4), 325-336.
- Newkirk, T. (2000). Misreading masculinity: Speculations on the great gender gap in writing. *Language Arts*, 77(4), 294-300.
- Rubin, R. & Carlan, V. G. (2005). Using writing to understand bilingual children's literacy development. *The Reading Teacher*, 58(8), 728-739.

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

Programs for Other School Professionals

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

Educational Leadership:

Opportunity to Address/Meet Standard: Courses

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

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

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

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

Assessments Include:

Exams
Research Papers
Portfolios

School Counseling:

Opportunity to Address/Meet Standard: Courses

[Coun 518](#): Group Theory and Process: Addresses the principles and practices of support, task, psycho-educational, and therapeutic groups with various populations in a

multicultural context. Includes study of professional issues relevant to group processes, involves participation and leading group experiences.

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

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

Assessments Include:

Papers

Exams

Presentations

Counselor Preparation Comprehensive Examination (CPCE)

Student Internship Evaluation Forms



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



Institution: University of North Dakota		Kindergarten Endorsement
Credits are: Semester		
Credits required for degree: 23		
General Studies	Teaching Specialty	Professional Education
Must total at least 39 credits	Credits required: 23	Total: 36 Credits
<u>Behavioral Sciences (9 Min)</u> Electives in at least 2 areas from the following departments: Anthropology, A&S, Communication, CSD, Economics, Geography, History, Honors, Humanities, Indian Studies, Music, Nursing, Nutrition, Political Science, Psychology, Recreation and Leisure, Rehab Services, Sociology, Social work, Space Studies, T&L. 9 credits Total <u>Humanities (9 Min)</u> Electives from at least 2 areas in the following departments: Art, EHD, English, Fine Arts, History, honors, Indian Studies, IT, Languages, Music, Philosophy, Political Science, Religion and Theater Arts. 9 credits Total <u>Natural Sciences (9 Min)</u> Electives in at least 2 areas and 1 lab science from the following departments: Anthropology, Atmospheric Sci, Biology, Chemistry, Computer, Sci, Economics, Geography, Geology, Honors, Humanities, IT, Mathematics, Nutr and Dietetics, Philosophy, Physics, Psychology, Sociology and Space Studies 9 credits Total <u>Symbolic Systems (9 Min)</u> Engl 110 Composition (3) Engl 120 Composition (3) Comm 110 Public Speaking (3) OR Engl 125 OR Advanced Composition Course 9 credits Total	<u>Required Courses</u> T&L 313 or Engl 418 (Engl 418 – Course is highly recommended) Language Development and Emerging Literacy (3) T&L 415 Literacy Development of English Language Learners (3) T&L 433 Multicultural Education (3) T&L 486 Field Experience: Bilingual & ESL (2) Engl 209 Introduction to Linguistics (3) Engl 370 (Pre-req: Engl 209) Language and Culture (3) Engl 419 (Pre-req: Engl 209) Teaching English as a Second Language (3) Choice of a single modern language (6) Appropriate American Indian languages also available (6) English Elective- English 309 – Modern Grammar (This course is highly recommended) (3)	Must have Elementary , Middle Level, or Secondary Education Major

	23 credits Total	

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