

**Program Report for the
Preparation of Educational Leader (Advanced)
Education Standards and Practices Board
C O V E R S H E E T**

Institution University of North Dakota

State: ND

Date Submitted: January, 2008

Name of Preparer: Sherryl Houdek, Assistant Professor, Educational Leadership

Phone #: 701-777-2394

Email: sherryl.houdek@und.edu

Program documented in this report:

Name of Institution's program: Educational Leadership K-12 or Higher Education

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

Degree or award level: M.Ed., MS, Specialist, Ed.D., and Ph.D

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

If yes, list sites at which the program is offered: _Tri-College for Masters, Fargo for Doctoral programs

Title of the state license for which candidates are prepared

North Dakota Elementary, Middle School or Secondary Principal, North Dakota School (Superintendent)Administrator,

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.

N/A

☐ **Yes** ☒ **No**

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

Mission Statement

The Department of Educational Leadership serves educational communities by preparing ethical and socially conscious leaders with knowledge, vision and skills; conducting research; and providing service.

About the Department of Educational Leadership

The Department of Educational Leadership prides itself on being a leader in the field with an internationally recognized academic program that combines theory and practice to provide a scholar-practitioner educational model. Our innovative and responsive curriculum fosters intellectual vitality and facilitates the development of our world-class students and faculty.

The academic experience is designed to provide our students with an understanding of basic concepts and advanced knowledge of educational leadership. The academic offerings apply to leadership positions in the elementary, middle, secondary, and higher education levels as well as for the non-profit sector.

The Department of Educational Leadership offers five degree options: M.Ed., M.S., Specialist Diploma , Ed.D., and Ph.D. Approximately 150 students are enrolled in the department with varied backgrounds and experiences to enhance the peer learning and engage forward thinking.

The alumni of our department serve as testaments to educational success to our scholar-practitioner model and our educational excellence.

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: Masters				
Academic Year	# of Candidates Enrolled in the Program			# of Program Completers
	# Available by Term Only			
	Summer	Fall	Spring	
	On campus/Off campus	On campus/Off campus	On campus/Off campus	
Su04-SP05	63/1	54/7	54/9	24
Su05-Sp06	47/13	56/NA	60/NA	13
Su06-Sp07	48/NA	62/NA	63/NA	13

Program: Specialist				
Academic Year	# of Candidates Enrolled in the Program # Available by Term Only (On Campus Only)			# of Program Completers
	Summer	Fall	Spring	
Su04-SP05	0	5	10	1
Su05-Sp06	11	2	6	2
Su06-Sp07	7	8	6	2

Program: Doctoral				
Academic Year	# of Candidates Enrolled in the Program # Available by Term Only			# of Program Completers
	Summer	Fall	Spring	
	On campus/Off campus	On campus/Off campus	On campus/Off campus	
Su04-SP05	66/26	49/28	58/20	9
Su05-Sp06	80/15	73/NA	86/NA	8
Su06-Sp07	86/NA	67/NA	69/NA	15

EDUCATIONAL LEADERSHIP ESPB Response to Standards

NOTE: The Educational Leadership Department is piloting the Development Assessment Center (DAC) and the Principal Assessment Center (D21) by the North Dakota LEAD Center with the UT-PLAINS' students for three years to observe, monitor, and review data for possible addition to Performance Assessment for the M.Ed. students. Two other program are also being piloted with the UT-PLAINS' student to support student knowledge and learning: 1) an induction year once a student graduates and accepts an administrative position; and 2) a mentor/protégé program for each graduate.

STANDARD 50045.1: PROFESSIONAL AND ETHICAL LEADERSHIP

DESCRIPTION	EVIDENCE	PERFORMANCE ASSESSMENT
The program requires the study of educational leadership foundations, current issues affecting education, decision-making, problem solving, motivational theory, and professional ethics.	<p><u>M.ED.</u> EDL 501, 503, 511, 519, EFR 500</p> <p><u>SPECIALIST</u> EDL 501, 503, 511, 519, 524 EFR 500</p> <p><u>DOCTORAL</u> EFR 500 EDL 524, 527, 531, 572, 573, 575</p>	<p><u>M.Ed.</u> Individual Course assignments – see syllabi and curriculum exhibits Portfolios Independent Study Orals</p> <p><u>Specialist</u> Individual Course assignments – see syllabi and curriculum exhibits Thesis Orals</p> <p><u>Doctoral</u> Individual Course assignments – see syllabi and curriculum exhibits Written EDL Department Comps Written EFR Department Comps Dissertation Orals</p>

STANDARD 50045.2: INFORMATION MANAGEMENT AND EVALUATION

DESCRIPTION	EVIDENCE	PERFORMANCE ASSESSMENT
The program requires the study of research and data-based program evaluation, management and use of information systems, planning, and education improvement processes.	<u>M.ED.</u> EDL 501 , 512 , 513 , 514 , 516 , 519 <u>SPECIALIST</u> EDL 501, 512, 531 , 572 , 573 <u>DOCTORAL</u> EDL 501, 512, 531, 572, 573	<u>M.Ed.</u> Individual Course assignments – see syllabi and curriculum exhibits Portfolios Independent Study Orals <u>Specialist</u> Individual Course assignments – see syllabi and curriculum exhibits Thesis Orals <u>Doctoral</u> Individual Course assignments – see syllabi and curriculum exhibits Written EDL Department Comps Written EFR Department Comps Dissertation Orals

STANDARD 50045.3: CURRICULUM, INSTRUCTION, SUPERVISION, AND LEARNING ENVIRONMENT

DESCRIPTION	EVIDENCE	PERFORMANCE ASSESSMENT
The program requires the study of curriculum, instruction, supervision, evaluation, psychology of learning, school cultures, and multiple assessments. The program uses a variety of students' understanding and ability to apply that knowledge. Students seeking licensure for employment as principals in North Dakota K-12 schools hold undergraduate degrees with curriculum and instruction preparation aligned with the appropriate grade level, and generally have three years of teaching experience. The students are advised upon entrance into the program of the requirements to obtain the appropriate preparation for the licensure that he/she is seeking.	<u>M.ED.</u> EDL 513 , 514 , 519 , 535-536-537 <u>SPECIALIST</u> EDL 513, 514, 519, 524 , 531, 535, 536, 537 <u>DOCTORAL</u> EDL 513, 514, 519, 524, 531, 535, 536, 537	<u>M.Ed.</u> Individual Course assignments – see syllabi and curriculum exhibits Portfolios Independent Study Orals <u>Specialist</u> Individual Course assignments – see syllabi and curriculum exhibits Thesis Orals <u>Doctoral</u> Individual Course assignments – see syllabi and curriculum exhibits Written EDL Department Comps Written EFR Department Comps Dissertation Orals

STANDARD 50045.4: PROFESSIONAL DEVELOPMENT AND HUMAN RESOURCES

DESCRIPTION	EVIDENCE	PERFORMANCE ASSESSMENT
The program requires the study of personnel policies, adult learning, and procedures related to recruitment, development, evaluation, and separation from employment of school personnel.	<u>M.ED.</u> EDL 514 , 519 <u>SPECIALIST</u> EDL 514, 519, 524 , 532 <u>DOCTORAL</u> EDL 514, 519, 524, 527 , 531 , 532	<u>M.Ed.</u> Individual Course assignments – see syllabi and curriculum exhibits Portfolios Independent Study Orals <u>Specialist</u> Individual Course assignments – see syllabi and curriculum exhibits Thesis Orals <u>Doctoral</u> Individual Course assignments – see syllabi and curriculum exhibits Written EDL Department Comps Written EFR Department Comps Dissertation Orals

STANDARD 50045.5: STUDENT PERSONNEL SERVICES

DESCRIPTION	EVIDENCE	PERFORMANCE ASSESSMENT
The program requires the study of the administration of student programs, services, and activities.	<u>M.ED.</u> EDL 519 <u>SPECIALIST</u> EDL 519, 531 , 532 , 572 <u>DOCTORAL</u> EDL 519, 531, 532, 572	<u>M.Ed.</u> Individual Course assignments – see syllabi and curriculum exhibits Portfolios Independent Study Orals <u>Specialist</u> Individual Course assignments – see syllabi and curriculum exhibits Thesis Orals <u>Doctoral</u> Individual Course assignments – see syllabi and curriculum exhibits Written EDL Department Comps Written EFR Department Comps Dissertation Orals

STANDARD 50045.6: ORGANIZATIONAL MANAGEMENT

DESCRIPTION	EVIDENCE	PERFORMANCE ASSESSMENT
The program requires the study of organizational theory, operational processes, management techniques, school operations, and school board relationships.	<u>M.ED.</u> EDL 501 , 519 , 520-521-522 <u>SPECIALIST</u> EDL 501, 519, EDL 520, 521, 522, 531 , 573 , 574 <u>DOCTORAL</u> EDL 501, 519, EDL 520, 521, 522, 531, 573, 574	<u>M.Ed.</u> Individual Course assignments – see syllabi and curriculum exhibits Portfolios Independent Study Orals <u>Specialist</u> Individual Course assignments – see syllabi and curriculum exhibits Thesis Orals <u>Doctoral</u> Individual Course assignments – see syllabi and curriculum exhibits Written EDL Department Comps Written EFR Department Comps Dissertation Orals

STANDARD 50045.7: INTERPERSONAL RELATIONSHIPS

DESCRIPTION	EVIDENCE	PERFORMANCE ASSESSMENT
The program requires the study of interpersonal relationships, communications, and issues related to diversity in a multicultural society.	<u>M.ED.</u> EDL 501 , 511 , EFR 506 <u>SPECIALIST</u> EDL 501, 511, 531 , 571 , 573 , 574, EFR 506 <u>DOCTORAL</u> EDL 501, 511, 531, 571, 573, 574, EFR 506	<u>M.Ed.</u> Individual Course assignments – see syllabi and curriculum exhibits Portfolios Independent Study Orals <u>Specialist</u> Individual Course assignments – see syllabi and curriculum exhibits Thesis Orals <u>Doctoral</u> Individual Course assignments – see syllabi and curriculum exhibits Written EDL Department Comps Written EFR Department Comps Dissertation Orals

STANDARD 50045.8: FINANCIAL MANAGEMENT AND RESOURCE ALLOCATION

DESCRIPTION	EVIDENCE	PERFORMANCE ASSESSMENT
The program requires the study of the organization and management of fiscal, plan, and other resources.	<u>M.ED.</u> EDL 516, 519 <u>SPECIALIST</u> EDL 516, 524 , 526 , 531 , 533 <u>DOCTORAL</u> EDL 516, 524, 526, 531, 533	<u>M.Ed.</u> Individual Course assignments – see syllabi and curriculum exhibits Portfolios Independent Study Orals <u>Specialist</u> Individual Course assignments – see syllabi and curriculum exhibits Thesis Orals <u>Doctoral</u> Individual Course assignments – see syllabi and curriculum exhibits Written EDL Department Comps Written EFR Department Comps Dissertation Orals

STANDARD 50045.9: TECHNOLOGY AND INFORMATION SYSTEMS

DESCRIPTION	EVIDENCE	PERFORMANCE ASSESSMENT
The program requires the study of appropriate incorporation of technologies across all areas of educational leadership.	<u>M.ED.</u> EDL 502 <u>SPECIALIST</u> EDL 502 <u>DOCTORAL</u> EDL 502 **EACH COURSE INTEGRATES TECHNOLOGY INFORMATION	<u>M.Ed.</u> Individual Course assignments – see syllabi and curriculum exhibits Portfolios Independent Study Orals <u>Specialist</u> Individual Course assignments – see syllabi and curriculum exhibits Thesis Orals <u>Doctoral</u> Individual Course assignments – see syllabi and curriculum exhibits Written EDL Department Comps Written EFR Department Comps Dissertation Orals

STANDARD 50045.10: COMMUNITY AND MEDIA RELATIONS

DESCRIPTION	EVIDENCE	PERFORMANCE ASSESSMENT
The program requires the study of ethical implications of policy initiatives and political actions, schools as political systems, effective communications and public relations' programs, and appropriate roles of citizens in the educational process.	<u>M.ED.</u> EDL 511 , 519 <u>SPECIALIST</u> EDL 511, 519, 531 , 571 , 573 , 575 <u>DOCTORAL</u> EDL 511, 519, 531, 571, 573, 575	<u>M.Ed.</u> Individual Course assignments – see syllabi and curriculum exhibits Portfolios Independent Study Orals <u>Specialist</u> Individual Course assignments – see syllabi and curriculum exhibits Thesis Orals <u>Doctoral</u> Individual Course assignments – see syllabi and curriculum exhibits Written EDL Department Comps Written EFR Department Comps Dissertation Orals

STANDARD 50045.11: EDUCATIONAL LAW, PUBLIC POLICY, AND POLITICAL SYSTEMS

DESCRIPTION	EVIDENCE	PERFORMANCE ASSESSMENT
The program requires the study of legal provisions and statutory requirements of schools, application of regulatory standards, and development and administration of appropriate policies.	<u>M.ED.</u> EDL 516 , 519 <u>SPECIALIST</u> EDL 516, 519, 527 , 575 <u>DOCTORAL</u> EDL 516, 519, 527, 575	<u>M.Ed.</u> Individual Course assignments – see syllabi and curriculum exhibits Portfolios Independent Study Orals <u>Specialist</u> Individual Course assignments – see syllabi and curriculum exhibits Thesis Orals <u>Doctoral</u> Individual Course assignments – see syllabi and curriculum exhibits Written EDL Department Comps Written EFR Department Comps Dissertation Orals

STANDARD 50045.12: FIELD EXPERIENCE

DESCRIPTION	EVIDENCE	PERFORMANCE ASSESSMENT
The program requires student to engage in field experience, which enable the application of learning in a workplace environment, enhance understanding of practices of educational administration, and provide opportunities to meet and interact with practicing administrators.	<u>M.ED.</u> EDL 519 , EDL 520-521-522 <u>SPECIALIST</u> EDL 519, EDL 520, 521, 522 <u>DOCTORAL</u> EDL 593	<u>M.Ed.</u> Field Study Documents Portfolios Orals <u>Specialist</u> Field Study Documents Internship Documents Orals <u>Doctoral</u> Internship Documents Orals

50045.13 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.

[EDL Assessment Plan Report](#)

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

STRATEGIES FOR TEACHING AND ASSESSING DIVERSE LEARNERS

Initial Programs

Opportunity to Address/Meet Standard

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

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

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

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

Assessments/Results

Course Grades

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

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

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

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

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

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

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

INTASC Standard 3: Teacher candidate plans and adapts instruction for individual needs		
	Mid Term N = 86	Final N =86

Fall 06- Spring 07	Deficient	Developing	Proficient	Not Observed	Deficient	Developing	Proficient	Not Observed
All Programs	0%	30%	58%	12%	0%	10%	75%	15%

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

Advanced Programs

Opportunity to Address/Meet Standard

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

Assessment /Analysis

Course Grades

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Programs for Other School Professionals

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

Educational Leadership:

Opportunity to Address/Meet Standard: Courses

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

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

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

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

Assessments Include:

Exams

Research Papers

Portfolios

School Counseling:

Opportunity to Address/Meet Standard: Courses

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

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

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

Assessments Include:

Papers

Exams

Presentations

Counselor Preparation Comprehensive Examination (CPCE)

Student Internship Evaluation Forms

Curriculum Exhibit Links

[Curriculum Exhibit M Ed](#)

[Curriculum Exhibit M Ed UT Plains Program](#)

[Curriculum Exhibit Specialist](#)

[Curriculum Exhibit Doctoral](#)