

**Program Report for the
Preparation of English Teachers**

Education Standards and Practices Board

C O V E R S H E E T

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

Date Submitted: January, 2008

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Program documented in this report:

Name of Institution's program English Education

Grade levels for which candidates are being prepared 7-12

Degree or award level B.A. with Major in English

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

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

Title of the state license for which candidates are prepared
English

Program report status:

☒ Initial review

☐ Rejoinder

☐ Response to national recognition with conditions

State licensure requirement for national recognition:

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

☒ Yes ☐ No

REPORT

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

Candidate Information

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

Program: B.S. Ed with Major in English		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
Sum04-Spr05	29	14
Sum05-Spr06	25	9
Sum06-Spr07	32	6

I. Contextual Information & Program Response To ESPB Standards

Program: English Education

English programs will meet the minimum semester hour requirements defined by ESPB. Secondary teachers with majors in English/language arts, will be licensed to teach in additional areas of speech, developmental reading, journalism, or drama/theater arts if the individual has a minimum preparation of 6 SH aligned with the ND standards available for that specialization. Individuals who hold majors, major equivalencies, minors, or minor equivalencies in speech, journalism, or drama/theater arts will also be licensed to teach those specializations.

Descriptive Information About the Program

The English major is designed to provide students with a common grounding in the methods of the discipline. These are diverse and include linguistic analysis, rhetorical analysis, and a variety of literary analytical techniques, taught in English 271 and 272. Through survey courses and courses in literature of an earlier historical period, majors gain a sense of the broader cultural, historical, and literary contexts in which acts of reading and writing take place. In addition, majors gain significant practice in disciplined reading, writing, and textual analysis, especially in 400-level courses. All English majors must also complete four semesters of study in a foreign language.

In addition to these requirements, English Education students complete coursework in advanced composition and modern grammar. Other courses are strongly recommended; these include Young Adult Literature, Black American Writers, Women Readers and Writers, and Shakespeare. The department's goal is to give English Education students a firm grounding in both canonical texts as well as more diverse and contemporary literary works. In addition, there is a strong emphasis on skills in writing and language.

Response to Standards

Directions: For each ESPB Standard listed below, respond to each question listed. You must include a minimum of 3 assessments that provide evidence that ALL standards are met. You may use more than three if you wish and you may use the same assessments for different standards as appropriate.

05020. 1 GRAMMAR AND USAGE (MINIMUM 3 SEMESTER HOURS)

The program requires the study of English language content including a) language development, b) history of language, c) grammar, d) dialects and levels of usage, and e) the purpose of language; and 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.

[English 309](#), Modern Grammar, is required of all English Education students. It is an introductory course to modern English grammar for English majors and other liberal arts students. The course not only teaches modern English grammar; it also helps students describe, in linguistic terms, how the English language actually works. Students complete three examinations, five take-home assignments, class discussion, and group exercises.

Assessments

- a. English Praxis II Exam
- b. Analysis of Student Samples.

Results

- a. Praxis II results for English:

Fall, 2006-Summer, 2007				
Program Area	ND Passing Score	Total Test Takers	Average Score	Percent Passing
English-10041	151	10	174	100%

- b. Results of other content knowledge assessment (s):

Review of student work samples in English 309 indicates that students are given rigorous preparation in this content area. The course is so rigorous that students are routinely advised to take English 209, Introduction to Linguistics, as preparation for the linguistic approach to language study that is undertaken in English 309, an approach which is often unfamiliar to students who equate grammar with rule memorization. The English 421 methods instructor has also noted that students who take English 309 after, or concurrently with, English 421, struggle with the grammar unit in that course compared to students who have already completed English 309.

Student Work Samples

Student samples from examinations in English 309, with instructor commentary, are included under the “English 309” label in the supplementary student sample binder.

05020.2 DEVELOPMENTAL READING (MINIMUM 3 SEMESTER HOURS)

The program requires the study of reading, including a) ways of responding to written literature and other written material, b) reading for different purposes c) application of decoding and comprehension strategies; and d) methods of assisting secondary students with reading skills; and use 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 [390](#): Issues in Adolescent Literacy

Assessments

- a. English Praxis II Exam
- b. Course Grades

Results

- a. Praxis II results for English

Fall, 2006-Summer, 2007				
Program Area	ND Passing Score	Total Test Takers	Average Score	Percent Passing

English-10041	151	10	174	100%
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b. Course Grades:

Course 390: Issues in Adolescent Literacy. N = 9	A	B	C	D	F
	67%	22%	0%	0%	11%

05020.3 LITERATURE (MINIMUM. 9 SEMESTER HOURS)

The program requires the study of literature, emphasizing major representative works and writers in American, English, and world literature; including samplings from adolescent literature, works by female writers, works by writers of color and ethnic diversity, and works of analysis and criticism. 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 must take a minimum of 15 hours of literature courses: Reading and Writing About Texts (271), Introduction to Literary Analysis (272), either the British Literature Survey (301/302) or the American Literature Survey (303/304), plus a course in literature of an earlier historical period (see list at end of this document). It would be very difficult for candidates to only take 15 credits of literature courses, as they are also required to take two 400-level courses, most of which are literature courses.

Here are course descriptions and activities typical of 271, 272, the survey courses, and Shakespeare, one of the more popular courses in literature of an earlier historical period and a course strongly recommended to English Education candidates:

[English 271](#): Reading and Writing About Texts, is a writing-intensive introduction to English Studies offering practice in the conventions of analyzing texts and of writing literary analysis. Students write papers analyzing poetry, short fiction, drama, and the novel.

[English 272](#): Introduction to Literary Analysis, is a writing-intensive course that introduces students to various schools of literary criticism. Students read both critical theory and literary texts, write three substantial papers and participate in in-class writings.

[English 301](#): Survey of English Literature I, introduces students to a selection of major writers in English literature from the fourteenth to eighteenth centuries. Primary activities include response papers, term papers, exams, in-class exercises, and presentations.

[English 302](#): Survey of English Literature II, covers major British writers and literary movements from 1785 to the present. Students take midterm and final exams and write informal responses in nearly every class.

[English 303](#): Survey of American Literature I, introduces students to a selection of major works in American literature from the period of “discovery” and colonization to the civil war. Students take midterm and final exams, write response papers, and take quizzes.

[English 304](#): Survey of American Literature II, examines major authors and literary movements across literary genres in American literature from 1865 to the present. Students write two short papers and take midterm and final examinations.

[English 315/316](#): Shakespeare, is a pair of courses, the first of which addresses Shakespeare’s early work and the second of which covers his later work. In each, students read, discuss, watch (when available) and write about approximately eight plays. Students engage in intensive reading, write regular response papers, a term paper, and complete several shorter analytical writing assignments.

Assessments

- a. English Praxis II Exam
- b. Analysis of student samples.

Results

- a. Praxis II results for English:

Fall, 2006-Summer, 2007				
Program Area	ND Passing Score	Total Test Takers	Average Score	Percent Passing
English-10041	151	10	174	100%

- b. Results of other content knowledge assessment (s):

[The English 271](#) course has recently been redesigned to address issues that arose from the department’s assessment of its undergraduate curriculum. The course, which used to be called “Literary Analysis I,” is now called “Reading and Writing about Texts,” and is focused more specifically on the writing of literary analysis papers. (The accompanying course, English 272, is now an introduction to schools of critical analysis.) English 271 is designed to focus on the fundamental textual, intertextual, and extratextual skills of literary analysis—the building blocks of the more advanced approaches that will be studied in English 272.

Analysis of student work samples in English 271 indicates that students are receiving a common grounding in these fundamental skills and in the rhetorical conventions of the discipline of English. In the current semester, a number of students have been observed to break through from analysis and the literal level to the ability to construct and investigate questions of interpretation.

As part of the department’s assessment program, student work in 400-level courses is regularly evaluated. The most recent evaluation of student work in these courses has

indicated that students needed a more common grounding in the major texts and literary movements of the discipline, which has led to the new requirement of survey courses as part of the English major. Students in 400-level courses have routinely shown that, by this stage of their education, they are able to undertake the significant independent research and writing projects that are the focus of these courses.

Student Work Samples

Student samples from assignments in English 271, with instructor commentary, are included under the “English 271” label in the supplementary student sample binder. Not enough English Education candidates were enrolled in 400-level courses this semester to assemble samples from those courses.

05020.4 COMPOSITION (MINIMUM 6 SEMESTER HOURS)

The program requires the study of composition including a) understanding of the composition processes, b) understanding and practicing composition for different purposes and audiences; and 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 must take a minimum of 9 hours of composition courses: College Composition I (110), College Composition II (120), and either Advanced Composition I (308) or Advanced Composition II (408). Students have the option of substituting English 125 (Technical & Business Writing) for English 120.

[English 110](#): College Composition I, teaches the skills and conventions associated with academic reading and writing. Students write and revise multiple formal papers, with an emphasis on analysis, synthesis, and the application of critical paradigms. Students learn how to articulate controlling ideas, how to make claims and develop and support them with evidence, and how to respond to, work with, and cite sources, among other skills.

[English 120](#): College Composition II, continues the emphasis of College Composition I on focus, controlling ideas, claims and evidence, working with sources, and providing rhetorical cues for readers. It places a strong emphasis on information literacy: students work primarily on writing a major research project and learn how to find, analyze, and use a variety of information resources.

[English 308](#): Advanced Composition I, focuses on the nonfiction essay, with an emphasis on rhetorical emphasis and style. Taught in a workshop style, this course emphasizes multiple revisions and includes analysis and discussion of professionally-written essays as well as students’ own works in progress.

[English 408](#): Advanced Composition II, has previously focused on creative nonfiction, as the sample syllabus included demonstrates. However, as part of a curricular overhaul in response to the department’s assessment process, English 408

will now emphasize intensive academic writing, with students writing, workshopping, and revising substantial independent projects. Creative nonfiction is now the purview of English 308.

Assessments

- a. English Praxis II Exam
- b. Analysis of student samples

Results

- a. Praxis II results for English

Fall, 2006-Summer, 2007				
Program Area	ND Passing Score	Total Test Takers	Average Score	Percent Passing
English-10041	151	10	174	100%

- b. Results of other content knowledge assessment (s):

Analysis of student work in English 308 shows that students learn in this class the craft of genuine revision. The course emphasizes multiple revisions of just a few essays, breaking revision down into stages of successively more detailed attention to elements of the writing craft. Final products in the course are accompanied by earlier drafts and a narrative by the students explaining and justifying the revisions that were made. Students learn in this course how to articulate the reasons for revising texts to meet the demands of specific rhetorical situations.

Student Work Examples

Student samples from assignments in English 308, with instructor commentary, are included under the “English 308” label in the supplementary student sample binder.

05020.5 SPEECH (MINIMUM 3 SEMESTER HOURS)

The program requires the study of speaking and listening, and offers experiences in communication, such as public speaking, oral interpretation, group decision making, television, film, print, interpersonal communication, and organizational communication.

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

Candidates are required to take [Communication 110](#), Fundamentals of Public Speaking, which covers the theory and practice of public speaking with an emphasis on content, organization, language, delivery, and critical evaluation of messages. There is additional emphasis in the course on student performance, stressing original thinking, effective organization, and direct communication of ideas.

This course’s objectives focus on four of the 12 Goals for Student Learning of the School of Communication:

1. To understand how language and communication processes create communities;

2. To understand the role of community and identity in how individuals see the world and others see them;
3. To understand the interactions of individuals, organizations, groups, and social movements and the conflicts and opportunities that can result;
4. To use an ethical framework to analyze and address the communication problems and opportunities of individuals and groups.

Assessments

- a. English Praxis II Exam

Results

- a. Praxis II results for English

Fall, 2006-Summer, 2007				
Program Area	ND Passing Score	Total Test Takers	Average Score	Percent Passing
English-10041	151	10	174	100%

05020.6 MEDIA

The program requires the study of non-print media including a) the comparisons of non-print and print media and b) analysis of non-print media; and 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.

Students have many opportunities to meet this standard. Some courses have as their focus the analysis of non-print media, such as English 299: Popular Culture: Television, English 299: Filmmaking, English 225: Introduction to Film, English 409: Art of the Cinema, English 417: Digital Humanities. In addition, faculty regularly offer courses with non-print media as a component of the course. Recent offerings in this category include American Drama into Film, Literature of Film and War, and Italian Literature and Film. College Composition II (English 120) also frequently involves a media analysis assignment. Syllabi of the two most frequently offered courses in this category, English 225 and 299, are provided.

Assessments.

- a. English Praxis II Exam
- b. Analysis of student samples

Results

- a. Praxis II results for English:

Fall, 2006-Summer, 2007				
Program Area	ND Passing Score	Total Test Takers	Average Score	Percent Passing
English-10041	151	10	174	100%

- b. Results of other content knowledge assessment (s):

Analysis of student samples in English 299, Popular Culture: Television, show that students can adapt the rigorous processes of literary and rhetorical analysis to less traditional text types. The accompanying student sample binder includes samples and instructor commentary on this topic.

Student Work Samples

Student samples from assignments in English 299, with instructor commentary, are included under the “English 299” label in the supplementary student sample binder.

05020.7 METHODS (MINIMUM 3 SEMESTER HOURS)

The program requires the study of teaching English language arts including current trends in English language arts with an examination of a variety of teaching methods and techniques; and 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 must complete six hours of methods coursework; English 422, Middle/Secondary Methods in Teaching Reading and Literature, and English 421, Middle/Secondary Methods in Teaching Composition and Language.

[English 422](#) covers basic reading strategies, approaches to teaching literature, motivating adolescents to become better readers, teaching vocabulary, and making daily and long-term lesson plans, as well as familiarizing students with scholarly research on the teaching of literature. Students complete lesson and unit plans, design quizzes and tests, review an adolescent novel, teach practice lessons to the class, and write responses to assigned readings.

[English 421](#) familiarizes students with the research base on theories and methods of teaching both writing and grammar and offers concrete strategies for teaching all aspects of the writing process. Students construct a teaching file of activities appropriate for teaching various aspects of writing and grammar, design unit and lesson plans, teach practice lessons to the class, and complete an inquiry project into some aspect of the teaching of writing and grammar.

Assessments

In addition to a lesson plan assessed in LiveText, students in both methods classes create detailed unit plans and design and perform practice lessons for the class. Methods students also create comprehensive exams, write reactions to professional readings, and conduct independent inquiry projects on specific issues in the teaching of writing and literature. Students must maintain a B average in their methods coursework.

Results

	Fall 2006	Spring 2007
Course Grade	A=1; B=4	A=4; B=5
Unit Plan Grade	A=1; B=4	A=5; B=4
Daily Work	A=2; B=3	A=4; B=5

In addition, analysis of student work samples is presented in the accompanying supplementary student sample binder.

Student Work Samples

Student samples from assignments in English 421 and 422, with instructor commentary, are included under the “English “421” and “English 422” labels in the supplementary student sample binder.

5020.8 INSTRUCTIONAL 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. Examples of performance assessments may include how to:

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

In the English methods courses, 421 and 422, students have access to the following technology to perform their in-class lessons: laptop, Internet access, LCD projector, overhead projector, DVD/VCR.

Candidates admitted to Teacher Education are required to purchase LiveText which contains United Streaming. They use this web source to access state standards as well as electronic resources to aid in lesson and unit planning.

05020.9 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.

English Department Assessment Process:

The English Department has set the following goals and objectives for its program:

Student Learning Goal 1: Be a proficient reader of English literary and critical texts.

Objective 1.1: Critically read and interpret texts in literature, rhetoric and linguistics.

Objective 1.2: Know how to access and evaluate knowledge in English studies.

Objective 1.3: Discover intellectual and aesthetic pleasures through literature and language.

Objective 1.4: Know the history of English literature and criticism.

Student Learning Goal 2: Be a proficient writer of English.

Objective 2.1: Produce writing that achieves its rhetorical and artistic goals.

Objective 2.2: Critically read and interpret texts in English studies.

Objective 2.3: Discover intellectual and aesthetic pleasures through writing.

Objective 2.4: Know the history of, and alternate methods for, the study of language and culture.

Student Learning Goal 3: Cultivate interest in, and engagement with, the human world.

Objective 3.1: Know the history of the English language and literature, including historical cultural differences.

Objective 3.2: Understand modern and contemporary cultural differences amongst writers and speakers in English language and literature.

Objective 3.3: Understand cultural and aesthetic differences between speakers and writers of English and those of languages other than English.

The Department of English assesses these through biennial surveys of students in a range of courses, annual assessment of student work in 400-level courses, and a bi- or tri-ennial focus group of graduating English majors. The department Curriculum Committee reviews the results of all assessments and reports annually to the department, making recommendations for changes in curriculum or pedagogy. The results of all assessments are on file and available to the faculty and other stakeholders.

Please describe the program changes that have occurred as a result of your data analysis process for the last three years. If you have just initiated this assessment system, please indicate what you have done to date.

The department began using this assessment process in the 2004-2005 academic year. As a result, the undergraduate major has been redesigned to address concerns arising from the graduating major focus groups and the assessment of student work in 400-level courses. The new major is reflected in this report. It places an emphasis on students' learning a "canon of methods" for interpreting a wide variety of texts and constructing rhetorically effective writing in a variety of genres. Students are now required to take two literary analysis/writing methods courses. To give students a better sense of literary history, majors must now take one full two-course survey in either British or American literature, as well as an additional course in literature of an earlier period. Students must also take two courses at the 400 level, in which they conduct detailed, rigorous independent research and writing projects. English 408, advanced Composition II, has been redesigned to reflect this new focus of 400-level courses.

Department of Teaching and Learning Assessment Process:

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.

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.

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	15%	52%	32%

skills facilitate partnerships with students, families and colleagues.

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:

ard: 3.2 TAAL INTASC 3 Teacher candidate plans and adapts instruction for individual needs	Not Met	Met	Exceeds
006	6.4%	70.2%	23.4%
g 2007	13.8%	74.2%	12%

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

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

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

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

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

Advanced Programs

Opportunity to Address/Meet Standard

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

Assessment /Analysis

Course Grades

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

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

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

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

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

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

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

- Enteneman, J., Murnen, T. J., & Hendricks, C. (2005). Victims, bullies, and bystanders in K-3 literature. *The Reading Teacher*, 59, pp. 352-364.
- Livingston, N. & Kurkjian, C. (2005). Circles and celebrations: Learning about other cultures through literature. *The Reading Teacher*, 58, pp. 696-703.

- Louie, B. L. Guiding principles for teaching multicultural literature. *The Reading Teacher*, 59, pp. 438-448.
- Wason-Ellam, L. (1997). "If only I was like Barbie." *Language Arts*, 74(6), pp. 430-437.
- Yenika-Agbaw, V. (1997). Taking children's literature seriously: Reading for pleasure and social change. *Language Arts*, 74(6), pp. 446-453.

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

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

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

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

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

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

One artifact supplied to illustrate linguistic/cultural study of writers is a whole class effort to identify ways to support ELLs in the writing classroom. Candidates reviewed numerous books and articles, identified resources, and gleaned specific practical ideas for supporting young writers. The series of charts that evolved from

that activity are supplied as an example of the type of learning event that is integrated in the course to learn about supporting multicultural learners in writing.

Programs for Other School Professionals

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

Educational Leadership:

Opportunity to Address/Meet Standard: Courses

[EDL 514](#): Personnel, Supervision, and Staff Development: Various in-depth discussions regarding diversity occur (e.g., Native American and the BIA system).

[EDL 516](#) Policy and Educational Finance: Candidates conduct research on various schools, locations, and issues. An example of a research project may be an exploration of the funding for a Native American school.

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

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

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

Assessments Include:

Exams

Research Papers

Portfolios

School Counseling:

Opportunity to Address/Meet Standard: Courses

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

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

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

Assessments Include:

Papers

Exams

Presentations

Counselor Preparation Comprehensive Examination (CPCE)

Student Internship Evaluation Forms



CURRICULUM EXHIBIT FORM BASIC PROGRAM

EDUCATION STANDARDS AND PRACTICES BOARD

SFN 14381 (05-06)



Institution: University of North Dakota		Major: English
Credits are: Semester		
Credits required for degree: 125		
General Studies	Teaching Specialty	Professional Education
Must total at least 39 credits	Credits required: 36	Credits Required: 42
<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>6 Hours of:</u> Engl 271 Reading & Writing about Texts Engl 272 Introduction to Literary Analysis <u>6 Hours of either:</u> Engl 301 Survey, English Lit. I Engl 302 Survey, English Lit. II <u>Or:</u> Engl 303 Survey, American Lit. I Engl 304 Survey, American Lit. II <u>3 Hours from literature of an earlier historical period:</u> Engl 241 World Lit. I Engl 301 Survey, English Lit. I (in addition to survey courses above) Engl 303 Survey, American Lit. I (in addition to survey courses above) Engl 315/316 Shakespeare English 401-406 Studies in Medieval, Early Renaissance, Colonial American, Late Renaissance, Restoration and 18 th Century, 19 th Century Literatures	T&L 325 Exploring Teaching in Secondary Schools (3) T&L 345 Curriculum Dev (3) T&L 350 Dev & Ed of Adolescent (3) T&L 390: T&L 409 Reading in the Content Area (3) T&L 433 Multicultural Ed (3) T&L 460 Micro Teaching (3) Engl 422 Methods & Materials: Literature and Reading (3) Engl 421 Methods & Materials: Writing and Language (3) T&L 486 Field Experience (1) T&L 487 Student Teaching (16) T&L 488 Senior Seminar (1)
<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>3 Hours from:</u> Engl 308 Advanced Comp I Engl 408 Advanced Comp II <u>3 Hours of:</u> Engl 309 Modern Grammar Of 36 total credits, 20 must be at the 300/400 level, and 6 must be at the 400 level. English methods courses (421 and 422) may not be used towards credits in the English major.	
<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 12 credits Total		

Symbolic Systems (9 Min) 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 in other departments:</u> Level IV proficiency in a language Other than English (16 credits)	
39 Total	Total: 36 English; 16 foreign language	42 Total

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