

**Program Report for the
Preparation of Advanced Program for 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 January, 2008

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Program documented in this report:

Name of Institution's program: General Studies

Grade levels for which candidates are being prepared: *Middle & Secondary Levels-Advanced*

Degree or award level: M.S. General Studies

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

If yes, list sites at which the program is offered: University of North Dakota,
Grand Forks and satellite site in Bismarck, North Dakota

Title of the state license for which candidates are prepared

Candidates already hold a middle level or secondary level license.

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

- The M.S. General Studies major has two tracks, the first for licensed teachers and the second for those not holding a teaching license but who are interested in education as field of study. This report pertains to Track I candidates only, those whose program of study includes “Advanced Study in Professional Education” (ESPB 50081B). Admission to the General Studies major requires a cumulative undergraduate GPA of 2.75 or at least 3.00 for the last two years, three references, a written goals and objectives statement, and transcript(s). (See UND catalog, p. 197). A two-member faculty reviews the applications and scores them using an [admission review rubric](#). The General Studies candidate can be denied or can be admitted either as “accept” or “accept with provisions,” with the provisions of the latter admission type clearly stated on the Graduate School evaluation and recommendation form. The program of study includes six credits of foundations (with EFR 500 required), six credits of scholarly tools (with TL 569 required) and six credits of curriculum and instruction (with TL 540 and TL 542 required). In addition, the General Studies candidate takes a 3-credit TL elective and a 2-credit TL 995:Independent Project or 2-credit TL 997:Independent Study or 4-credit TL 998:Thesis. The remaining nine credits of the degree consist either of a minor in the candidate’s teaching area or a cognate of courses that support the major. Many candidates take course work in the areas, for example, of middle level education, ELL, or literacy.

Candidate Information

Program: General Studies UND Grand Forks Campus		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
Dec. 2007-Aug. 2008	14	3
Dec.2006-Aug.2007	10	6
Dec.2005-Aug.06	19	7
Dec. 2004-Aug. 2005	16	10

Program: UND Bismarck Site		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
2007-08	14	0
2006-07	4	1
2005-06	9	5
2004-05	10	0

STANDARDS FOR ALL ADVANCED PROGRAMS FOR TEACHERS

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

Candidates in the M.S. General Studies program acquire advanced knowledge, skills and dispositions throughout the master's program of study. In the required educational foundations course of [EFR 500: Foundations of Educational Thought](#) candidates study historical, philosophical, political, and social concepts of educational thought that have shaped educational trends, experiences, and policies (NBPTS Propositions 1 and 4). In the required course of [TL 540: Theories and Philosophies of Curriculum in Schools](#), the candidates study major educational philosophies and social conditions both of which influence today's educational curriculum, theories and practices (NBPTS Propositions 1,2,3). In the required course of [TL 542: Models of Teaching](#), candidates study, implement and assess a variety of teaching models (e.g., social interaction, information-processing, inquiry and behavioral) and design, implement and assess an Understanding by Design unit (NBPTS Propositions 1, 2, 3, 5). These core courses are supported by an additional foundations course, an elective and a nine-credit minor in the candidate's teaching discipline (NBPTS Proposition 2) or a nine-credit cognate of courses that broadly support content and pedagogical knowledge (NBPTS Proposition 2). See three samples of program of study: [POS1](#), [POS2](#), [POS3](#).

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

M.S. General Studies candidates take two 3-credit scholarly tools courses: [TL 569: Action Research](#) (NBPTS Proposition 1, 2, 3, 4, 5) and their choice of EFR 509: Introduction to Educational Research, EFR 510: Qualitative Research or EFR 515: Statistics I. The candidates also complete a final research project of either TL 995:

Scholarly Project, TL 997: Independent Study, or TL 998: Thesis. In TL 569, candidates identify a research question related to student learning and conduct a focused study that incorporates an instructional issue, related literature review, research methods, analysis and findings and future action. The purpose of the action research is to study one's teaching and its impacts on learning in a systematic and cyclical manner in order to improve student learning and understanding. The action research project and the final project address program Goals 4.1(Goal 4.1 Candidates research and reflect systematically about their practice and so deepen their knowledge and adapt and strengthen their practice.) and 1.2 Goal 1.2 Candidates demonstrate an ability to be effective communicators both orally and in writing. that are assessed through the use of the Research Rubric. Only one Bismarck candidate's final project (TL 997) is scored and exhibited at this time as the program was in the process of making assessment and data collection decisions during spring semester 2007. One candidate's scores are reported below. Additional data will be gathered spring semester 2008 relative to action research projects from about 5 General Studies UND on-campus candidates. During fall semester 2008, data relative to action research projects from Bismarck-located General Studies candidates (11) will be collected.

[Action Research Project Rubric](#)
[Reflection on Action Research Rubric](#)

TL 569: Action Research Scoring Results: N=1	Spring '07	UND	
Item Number	Doesn't Meet	Meets	Exceeds
III.1 Topic, Purpose			1
III.2 Information Adequacy		1	
III.3 Methods		1	
III.4 Results		1	
III.5 Significance			1
III.6 Writing: Organization			1
III.7 Writing: Ideas		1	
III.8 Writing: Conventions			1
III.9 Disposition			1
III.10 Dissemination-Presentation			1

During the data collection period from of spring 2006 and summer 2006, five final projects (either the scholarly project or the independent study were collected and scored. With so few results all that can be said is that all students meets expectations in all categories and a few student exceed expectations in a few categories.

TL 995 or 997 (no 998s) Scoring Results: N=5	Spring&Sum	2006	UND
Item Number	Doesn't Meet	Meets	Exceeds
III.1 Topic, Purpose		4	1
III.2 Information Adequacy		5	0
III.3 Methods		4	1
III.4 Results		4	1
III.5 Significance		3	2

III.6 Writing: Organization		5	0
III.7 Writing: Ideas		4	0
III.8 Writing: Conventions		5	0
III.9 Disposition		4	1
III.10 Dissemination-Presentation		3	2

During the data collection period of spring, summer and fall 2007,eight final projects (either the scholarly project or the independent study were collected and scored. It is encouraging to see that many of the candidates are rated as “exceeds” in many categories.

TL 995 or 997 (no 998s) Scoring Results: N= 8	Spring, Summer, Fall	2007	UND
Item Number	Doesn't Meet	Meets	Exceeds
III.1 Topic, Purpose		3	5
III.2 Information Adequacy		3	5
III.3 Methods		3	5
III.4 Results		3	5
III.5 Significance		3	5
III.6 Writing: Organization		2	6
III.7 Writing: Ideas		3	5
III.8 Writing: Conventions		3	5
III.9 Disposition		4	4
III.10 Dissemination-Presentation		2	6

About every 2-1/2 years, General Studies candidates from Bismarck graduate with their Master's degrees. The report of the one candidate below was due to a later completion of the independent study.

TL 995 or 997 (no 998s) Scoring Results: N=1	Spring & Summer	2007	BISMARCK
Item Number	Doesn't Meet	Meets	Exceeds
III.1 Topic, Purpose			1
III.2 Information Adequacy		1	
III.3 Methods			1
III.4 Results			1
III.5 Significance			1
III.6 Writing: Organization			1
III.7 Writing: Ideas			1
III.8 Writing: Conventions			1
III.9 Disposition			1
III.10 Dissemination-Presentation		1	

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

General Studies candidates take two Foundations courses: EFR 500: Foundations of Educational Thought (required) and another foundations course of their choice which typically is EFR 505: Social Foundations of Education or EFR 507: Gender and Education. Catalog descriptions of these courses indicate a study of schools and education in social contexts of community, politics, gender, equity, race, class and social reproduction (UND Catalog, p. 249).

In the EFR 500 course, the synthesis paper assignment is a critical task that, starting spring semester 2008, will be assessed using the Advanced Critical Task Rubric. Another course that contributes to meeting this standard is TL 540: Theories and Philosophies of Curriculum in Schools in that the course content includes study of social conditions that impact curriculum. The final project – Policies and Practices Paper - assigned as part of TL 540 is identified as a critical task and is assessed using the Advanced Critical Task Rubric.

Within the Advanced Critical Task Rubric, candidates are scored on their ability to instruct and assess with consideration of cognitive, social, cultural (including language), physical and individual traits, that they provide accommodations, that curricular content accounts for diverse student needs, and that instructional practices are varied and adapted to diverse learners. In that the data collection for this course was not yet determined at the end of spring semester 2007, a time when the TL 540 course was taught, not all students' Policies and Practices papers were scored. However, two papers serve to indicate how the planned assessment is applied. These papers are also in the Exhibits Room. Further data will be collected spring semester 2008, as TL 540 is being taught both on-campus at UND (n=4 General Studies candidates) and at a distance at Bismarck (n=10 General Studies candidates).

TL 542: Models of Teaching also meets this standard in the assigned readings and in the required "Purpose of Education" assignment where candidates have to consider the educational context and community. While the purpose statement is not assessed as a critical task, it is assigned and graded early in the semester so that candidates can refer to it, keeping in mind their learners and the context of their learners' lives, when studying teaching models and designing and teaching UbD units. See standard 50081.4 for results for the final project and reflection critical task that occupy the TL542 course.

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

Candidates study teaching strategies and models in the required course of TL 542: Models of Teaching. In this course, candidates examine and discuss various models of teaching, do peer teaching within their subject area using one of the models, and provide formative feedback to the presenter of the model. As part of a UbD unit that candidates design, they are expected to include two or more instructional models with the unit. The UbD unit includes the three-step process of identifying learning goals, deciding upon acceptable evidence of learning, and designing the learning activities; additionally, candidates "unpack" the standards in order to identify the "big ideas" and essential

questions. Candidates write a final reflection paper that is a reflective synthesis of the purpose of education statement, the models of teaching instruction and discussion, and the UbD unit. The unit and reflection paper together constitute one critical task that is assessed with the Advanced Critical Task Rubric. TL 542 was taught in Bismarck spring semester 2007; limited data was collected because the assessment plan had not yet been implemented. Below is a table that shows the results of 4 out of 10 candidates' TL 542 final project and reflection.

Scoring Results: N=4	TL 542	Bismrck	S '07
Goal	Doesn't Meet	Meets	Exceeds
1.1		1	3
1.2		2	2
2.1		1	3
2.2		1	3
3.1		2	2
3.2		2	2

While only four scores are recorded, it is noted that these four candidates performed at "meets" and "exceeds" ratings with no candidate scored as "doesn't meet" in any area. As more data becomes available, it will be possible to do a more thorough and meaningful analysis of the results.

TL 542 was taught in Grand Forks fall semester 2007 with the following results on the final project and reflection.

Scoring Results N=5	TL 542	UND	F '07
Goal	Doesn't Meet	Meets	Exceeds
1.1	1	3	1
1.2		5	
2.1		1	4
2.2		2	3
3.1		4	1
3.2		5	

With such a small number, it is difficult to interpret the results with much specificity. In general, candidates are meeting the expectations with the one exception in Goal 1.1.

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

Candidates in the General Studies program are expected to have basic computer literacy skills such as word-processing, Internet browsing, electronic library usage, email and Blackboard skills. In most of their courses, required and choice, candidates present the results of their course work to their peers; they are expected to utilize appropriate technology during the presentation. Additionally, in the courses of TL 540: Philosophies and Theories of Curriculum and TL 542: Models of Teaching, candidates design curricular units that include plans for the candidates' teaching uses of technology as well as plans for their students' utilization of learning technologies. In both these courses candidates' uses of technology are assessed. According to the Advanced Critical Task Rubric, **Goal 2.2 Candidates demonstrate ability to teach their subject areas (pedagogical knowledge) to students**, candidates are expected to "meet the expectation" that their instructional practices are varied, draw upon technology when appropriate, and are adapted to diverse learners. Additionally, candidates are assessed for appropriate uses of technology in planning and instruction, as per the rubric: Internship/Practicum Assessment Tool for Advanced Programs and it is during this experience that the candidates' technology and skills will be assessed. The program is just beginning its assessment of this standard with a need for faculty to discuss what should be assessed, when and how.

50081.6 The program requires a field experience related to the area of advanced study. At least a portion of the practicum experience is designed to demonstrate potential impact on P-12 student learning. The program uses varied assessments of practicum performance.

In that the candidates are either novice or in-service teachers, practicum is fulfilled during the semester when candidates undertake a focused action research project in the candidates' own classrooms with their own students. In the action research course, TL 569, the candidates determine a particular instructional focus and they systematically gather, analyze and interpret data that is used to inform their instructional plans and practices. During spring semester 2008, General Studies candidates enrolled in TL 569: Action Research will be assessed by a master teacher or school principal using the Internship/Practicum Assessment Tool for Advanced Programs. As more data is gathered, General Studies faculty will analyze and interpret the results from the practicum and consider whether more attention to a particular area or areas of planning, instruction, or assessment need to be addressed. M.S. General Studies candidates enrolled in the middle level resident teacher program were assessed spring semester 2007 and the results obtained from the Internship/Practicum Assessment Tool for Advanced Programs are presented in the table below.

Scoring Results: N=4	On-Campus	UND	S'07	
Item	Novice	Apprentice	Practitioner	Expert
1. Professional & Personal Qualities			4	
2. Planning		2	2	
3. Instructional Practice & Assessment		1	2	1
4. Educational Environment		1	2	1
5. Partnerships		3	1	

The data above reflects the practice of first year teachers. Once more data is collected (spring semester 2008 and each spring semester thereafter) General Studies faculty will be able to see patterns indicating strengths and areas for improvement, all of which will be used in making decisions about curricular content and program focus.

[Practicum Rubric](#) (see pp. 7-9)

50081.7 B. ADVANCED STUDY IN PROFESSIONAL EDUCATION

- (1) The program requires advanced study of students as learners and of the learning environment. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

In the required course of EFR 500: Foundations of Educational Thought, candidates grapple with the central question: Who are today's students? This question is explored through course readings, discussion, journal writing, and a final synthesis paper. Candidates continue an expanded exploration of this question in their second foundations course by considering race, gender and class. Candidates' knowledge of learners and the learning environment will be assessed, in EFR 500 beginning spring semester 2008, through the final synthesis paper by using the Advanced Critical Task Rubric, for this standard, *Goal 1.1 Candidates demonstrate an understanding of how students develop and learn with respect to individual, contextual and cultural differences, and an ability to take account of these differences in their practice and Goal 3.1 Candidates demonstrate an ability to create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time* are the most salient goals.

This standard is also assessed during the practicum associated with TL 569: Action Research. See Internship/Practicum Assessment Tool for Advanced Programs. Certainly, candidates need to know their students as learners in the context of the learning environment in and outside of school when they conduct an action research as by its very nature, this research is undertaken to facilitate and improve learning opportunities for children. Moreover, our department's conceptual framework three themes: Teacher as Learner, Teacher as Active Agent of Learning, Teacher as Articulate Visionary course through the entirety of the master's program and is testimony to the main focus of our work with candidates, namely that the whole child is central to everything that we do.

- (2) The program requires advanced study of curriculum theory, design, and delivery. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

In the required course TL 540: Philosophies and Theories of Curriculum, candidates study major philosophies of education and their influences on teaching and learning theories. The course culminates in a final project with candidates' philosophy of education statement as preface to a curricular unit that includes content standards, instructional methods and strategies, and an assessment design.

While the TL 540 course is the strongest link to meeting this 50081.7B.2 standard, candidates study instructional design in TL 542: Models of Teaching and create a UbD unit, as described above, that includes content standards, learning goals, an assessment plan, and instructional design. TL 540 is assessed with the Advanced Critical Task Rubric. Data for the Bismarck General Studies cohort and for the UND on-campus candidates will be gathered spring semester 2008. Results for two UND on-campus General Studies candidates enrolled in TL 540: Theories & Philosophies of Curriculum in Schools during spring semester 2007 are reported below.

Scoring Results N=2	TL 540	UND-GF	S '07
Goal	Doesn't Meet	Meets	Exceeds
1.1		1	1
1.2		1	1
2.1		1	1
2.2		1	1
3.1		1	1
3.2		1	1

- (3) The program requires advanced study of multiple means of assessing and evaluating diverse students' learning. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

This standard is met particularly through the course of TL 542: Models of Teaching and in more limited ways in TL 540: Theories and Philosophies of Curriculum in Schools and TL 569: Action Research. Moreover, candidates' knowledge of and application of multiple assessments across an array of diverse students is observed and assessed during the practicum experience that is associated with the action research course. In the TL 542 course, candidates study *Understanding by Design* (Wiggins & McTighe), a book that primarily focuses on developing the six facets of understanding through well-structured goals and a range of formative and summative assessments. In designing a UbD unit, candidates plan learning goals and then, "thinking like an assessor," develop the assessment, i.e., what is to be accepted as evidence of understanding *before* designing the learning activities. The UbD unit is peer reviewed, and revised before submitting it for a grade. Candidates include a variety of assessments that attend to the six facets of understanding as outlined by Wiggins and McTighe. Samples of the UbD units will be in the Exhibit Room. See Table relative to scores relative to UbD unit under **50081.4**.

Candidates enrolled in TL 540 must provide, as part of the Final Project, their philosophy of assessment supported with examples. Candidates enrolled in

TL 569 continually assess and evaluate students' performances, as part of their action research work, reflect upon their plans and assessments, using the results to explore instructional improvements that better address students' learning needs.

- (4) Programs designed to prepare teachers for different roles in schools, as supervisors or curriculum and instruction specialists, must also require professional experience in schools as a criterion for admission and include study of educational leadership and supervision of personnel with emphasis on professional growth.

This goal does not apply to the M.S. General Studies program.

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

The [General Studies Assessment Plan](#) was accepted fall semester 2007 as follows:

Along with General Studies faculty, the General Studies graduate program director identifies courses within which critical tasks related to the National Board Professional Teaching Standards are contained. At the beginning of each semester, the graduate director and the associate chairperson of the department inform instructors of courses identified for assessment of a critical task that assessment data must be collected. By the end of each semester, faculty who were responsible for assessing the critical tasks provide the scored assessment rubrics to the graduate director of the program. Before the beginning of the next academic session, the graduate director has had the data, described above, entered electronically with the assistance of the office of the Associate Dean for Teacher Education. On-campus and distance program scores are kept separate. The scores of the critical tasks are entered also into the departmental database: Masters Degree Grid. Each fall semester, before September 15, the General Studies graduate director will meet with faculty who teach in the program for the purpose of analyzing the data, describing the results and determining future action. The graduate program director will then write a report pertaining to analysis, findings, and action and by September 30, submit the report to the Associate Chairperson of the T&L Department. The Masters Degree Program Directors and the Associate Chair will convene the first week of October to discuss the program reports and future action relevant to each program, to the department, and to the Graduate Assessment Plan.

The Associate Chairperson provides reports as they become available to the departmental chairperson and to the Associate Dean of Teacher Education. The results (rubrics scores) are reported to the administrative secretary of the department who records the score on the Master's Degree Grid.

In that this assessment plan was only recently formulated, its design may change as the program undertakes the schedule for data collection, analysis and reporting.

SUMMARY STATEMENT

General Studies has just begun acting upon the performance-based assessment plan that was constructed May of 2007. Even so, the data that was gathered for this report from Fall 2006, Spring 2007 and Summer 2007, and Fall 2007 shows that the candidates in this advanced program are either meeting or exceeding performance expectations. Strengths are apparent in the areas of educational foundations knowledge; in curriculum, instruction, and assessment; and in research. Moreover, candidates' ability to communicate through writing and aurally is strong. In compiling this report and considering the general studies program against the state and national standards, it appears that our candidates are meeting all the standards. Further, it appears that candidates meet state and national standards as indicated by "meets" or "exceeds" expectations on critical task scores. However, there are aspects in the program that could be strengthened. For example, even though candidates study diversity (race, economic, gender, class), to what degree the candidates apply this knowledge while teaching is not as clear as needs be. Another area for consideration is providing more clarity about practicum expectations. At this time, as explained earlier, the candidates, by and large, are in-service teachers for whom taking a for-credit practicum is not realistic. Faculty will need to discuss what experiences out in the schools should be undertaken by our candidates and how these requirements will be managed. Another aspect for consideration is educating candidates for culturally responsive pedagogy, something that is done with readings and discussions within the foundations courses; however, General Studies faculty may consider infusing diversity education aspects (video, guest speakers, interactive sessions with culturally diverse teacher education programs) in the required curriculum and instruction courses. All in all, our candidates gain advanced knowledge of learners; gain advanced knowledge and skills in curriculum, instruction, and assessment; acquire the knowledge and skills necessary to conduct research; improve their communication and critical thinking skills; and have multiple occasions to consider, within a community of teachers and learners, the micro and macro influences on education.

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	13%	36%	30%

technology as effective learning and communication tools.

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:

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



Institution: UNIVERSITY OF NORTH DAKOTA		Major: General Studies
Credits required for degree: 32	Date form completed: 11/29/07	
SEMESTER HOURS X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MASTER'S XX <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you have more than one level of program within the same major category please complete a separate form for each level.		
Program Requirements:		
Scholarly Tools Requirements	Specialty Area Requirements	Programs Options/Cognate Criteria
TL 569 (3 cr)	EFR 500 (3 cr)	Minor or Cognate (9 cr)
EFR 509, 510, or 515 (3 cr)	EFR Fds. Elective (3 cr)	
	TI 540 (3 cr)	A minor can be taken within one's teaching area, or in an area in which 20 undergraduate credits have been earned. All courses in the minor must be at the 500 level.
	TL 542 (3 cr)	
	TL elective (3 cr)	A cognate is a combination of courses undertaken to broadly support the major. If taken at UND, cognate courses can be at the 300 or 400 level. Transfer courses used toward the cognate and major must be at the 500 level.
	TL 995, 997 (2 cr) or TL 998 (4 cr)	
6 CREDITS Total	17 CREDITS Total	9 CREDITS Total

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