

**Program Report for the
Preparation of Spanish Education 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

Name of Preparer: Sherrie Fleshman, Associate Professor/Chair, languages Department

Phone #: 701-777-3733 **Email:** barbaracombs@mail.und.nodak.edu

Program documented in this report:

Name of Institution's program Spanish

Grade levels for which candidates are being prepared 9-12

Degree or award level B.A. with major in Spanish

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
Spanish

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.

Program: Spanish Education

B.A. WITH A MAJOR IN A LANGUAGE

Teacher Certification

Through a partnership with the College of Education and Human Development and the Department of Teaching and Learning, students may seek teacher licensure in a language (French, German, and Spanish).

The Department of Modern and Classical Languages and Literatures offers study in Chinese, French, German, Latin, Norwegian, Russian, and Spanish. See Indian Studies 250 and 251 for study of Native American languages of North Dakota. Students may elect Classical Studies, French, German, Norwegian, or Spanish as their major field of study. Minors are offered in Chinese Studies, Classical Studies, French, German, Norwegian, Russian, and Spanish.

Course work is divided into Lower and Upper Divisions. Lower division courses introduce students to languages and cultures. They also satisfy general education requirements, as do select upper division courses. Upper division courses focus on literary, linguistic, theoretical and cultural studies and are taught in the target languages unless otherwise indicated.

The Department encourages study abroad through departmentally approved programs. It is recommended that students who are seeking credit for previous foreign study take the placement test. It also recommends students for various awards for superior academic performance, especially the Arneberg and the Larsen Foreign Travel Scholarships.

<http://www.und.nodak.edu/dept/registrar/catalogs/catalog/ugdept/depts/lang.htm>

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: Spanish		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
Sum04-Spr05	8	3
Sum05-Spr06	9	2
Sum06-Spr07	11	2

Program Response To ESPB Standards

06010.1, 06015.1, 06020.1, 06025.1, 06035.1

The program requires study designed to develop skill in the use of the target language, including: (a) understanding the spoken language; (b) oral proficiency sufficient to be understood by native speakers; (c) reading the language with comprehension; and (d) writing proficiency sufficient for everyday tasks. 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.

SPAN 308. Spanish Conversation.

Practice in a variety of forms of oral Spanish.

SPAN 309. Spanish Composition.

Practice in a variety of forms of written Spanish.

Assessments

- Spanish Praxis II Exam
- Course Grades

Results

- Praxis II results for Spanish

Time Period	ND State Cut Score	Number of Test Takers	Number Passing	Percentage Passing	Average Score	High Score	Low Score
September 2006 – August 2007	155	4	3	75%	161.75	176	148

- Course Grades

Spanish 308	A	B	C	D
N=11	9/82%	1/9%	1/9%	-----
Spanish 309	A	B	C	D
N=10	7/70%	2/20%	1/10%	-----

06010.2, 06015.2, 06020.2, 06025.2, 06035.2

The program requires study designed to develop skill in language analysis, including: (a) the development and syntax of the language, (b) the clarification of the differences and similarities between the language and English, (c) using the knowledge derived from applied linguistics in studying the language. 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.

SPAN 304. Spanish Phonetics.

A scientific approach to the pronunciation and enunciation of Spanish.

SPAN 450. Advanced Spanish Grammar.

An in-depth examination of the grammar of the Spanish language. Emphasis will be placed on those elements of Spanish which present the greatest difficulties for native speakers of English.

Assessments

- a. Spanish Praxis II Exam
- b. Final exams for Spanish 304 (Fall 2005, Fall 2006)
Final exams for Spanish 450 (Spring 2006, Spring 2007)

Results

a. Praxis II Results for Spanish

Time Period	ND State Cut Score	Number of Test Takers	Number Passing	Percentage Passing	Average Score	High Score	Low Score
September 2006 – August 2007	155	4	3	75%	161.75	176	148

b. Final Exams

Course	Passing Score	Total Test Takers	Average Score	Percent Passing
Span 304 F '05	70	8	85.4	87.5% (7/8)
Span 304 F '06	70	14	85.9	100% (14/14)
Span 450 S '06	70	10	82.3	80% (8/10)
Span 450 S '07	70	15	80.2	80% (12/15)

Student Work Samples

- a. Final exams for Spanish 304 (Fall 2005, Fall 2006) in Hard Copy Exhibits
- b. Final exams for Spanish 450 (Spring 2006, Spring 2007) in Hard Copy Exhibits

06010.3, 06015.3, 06020.3, 06025.3, 06035.3

The program requires study designed to provide knowledge of the culture(s), including: (a) classifying the principal ways in which the culture(s) resemble(s) and differ(s) from that of the United States; (b) understanding geography, history, social customs, literature, art, and music, and their roles in the contemporary civilization of the culture(s); and (c) displaying knowledge of representative literary works. 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.

SPAN 310. Spanish Civilization and Culture.

Readings, lectures and discussions in Spanish civilization and culture.

SPAN 311. Spanish American Civilization and Culture.

Readings, lectures and discussions in Spanish American civilization and culture.

SPAN 420. History of Spanish Literature, Beginnings-1681.

A study of the development of the peninsular literary tradition from the Middle Ages to 1681, with lectures, readings, and analysis of representative texts.

SPAN 421. History of Spanish Literature. 1681-Present.

A study of the development of the peninsular literary tradition from 1681 to the present, with lectures, readings, and analysis of representative texts.

SPAN 422. History of Spanish American Literature, Conquest-Independence.

Literature of the Spanish American countries written in the Spanish language, from the Conquest to the Independence. With lectures, readings, and discussions.

SPAN 423. History of Spanish American Literature, Independence-Present.

Literature of the Spanish American countries written in the Spanish language, from Independence to the present. With lectures, readings, and discussions.

Assessments

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

Results

- a. Praxis II results for Spanish

Time Period	ND State Cut Score	Number of Test Takers	Number Passing	Percentage Passing	Average Score	High Score	Low Score
September 2006 – August 2007	155	4	3	75%	161.75	176	148

- b. Course Grades

Spanish 310	A	B	C	D
N=8	7/88%	1/12%	-----	-----
Spanish 311	A	B	C	D
N=11	10/91%	1/9%	-----	-----
Spanish 420	A	B	C	D
N=6	5/83%	1/17%	-----	-----
Spanish 421	A	B	C	D

N=6	5/83%	1/17%	-----	-----
Spanish 422	A	B	C	D
N=10	7/70%	3/30%	-----	-----
Spanish 423	A	B	C	D
N=9	5/56%	3/33%	1/11%	-----

06010.4, 06015.4, 06020.4, 06025.4, 06035.4

The program requires studying methods of teaching foreign language including current trends in foreign language with an examination of a variety of teaching methods, techniques, and theory. 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.

[Languages 400. Methods and Materials of Teaching Middle and Secondary School Foreign Language:](#) Various teaching methods, strategies and materials used in teaching middle school and secondary school foreign language.

Assessments

- Students peer teach various components of the education plan following the guides in the teaching manual; they observe videos demonstrating different methods of teaching; they observe in a middle or high school classroom; they discuss and analyze the different approaches to presenting material that they have observed and practices.
- Course Grades
- Student Teaching Evaluations

Results

- Students have all performed well in their peer teaching and in the public/private school system. Results of Portfolio reviews have been more than favorable with the majority of students exceeding expectations.
- Course Grades

Lang 400: Methods and Materials of Teaching Middle and Secondary School Foreign Language				
Course Grades	A	B	C	D
N=12	12/100%	-----	-----	-----

c. Student Teaching Evaluations

	Mid Term N=3				Final N=2			
Spanish Fall 06-Spring 07	Deficient	Developing	Proficient	Not Observed	Deficient	Developing	Proficient	Not Observed
1. Demonstrates knowledge of content:	0%	33%	67%	0%	0%	100%	0%	0%

2. Demonstrates knowledge of human development through appropriate interaction, activities & attitude:	0%	33%	67%	0%	0%	50%	50%	0%
3. Recognizes individual differences and gives opportunities for diverse learners to learn:	0%	33%	67%	0%	0%	0%	100%	0
4. Employs diverse teaching strategies:	0%	33%	67%	0%	0%	0%	100%	0%
5. Demonstrates competence in employing appropriate technology:	0%	0%	100%	0%	0%	0%	100%	0%
6. Fosters a safe, compassionate, and respectful educational environment that promotes learning:	0%	0%	100%	0%	0%	50%	50%	0%
7. Guides student behavior effectively and appropriately:	0%	33%	67%	0%	0%	50%	50%	0%
8. Express ideas articulately in written and oral communication:	0%	67%	33%	0%	0%	0%	100%	0%
9. Solicits suggestions and feedback from other and is receptive to them:	0%	0%	100%	0%	0%	0%	100%	0%
10. Plans and designs creative, organized, effective, and appropriate lessons and units:	0%	0%	100%	0%	0%	0%	100%	0%
11. Uses appropriate informal and/or formal assessment	0%	0%	100%	0%	0%	0%	100%	0%

method to evaluate:								
12. Analyzes own performance and seeks sources of improvement:	0%	0%	100%	0%	0%	0%	100%	0%
13. Maintains professional conduct-punctuality, interaction with others, preparedness, and initiative:	0%	0%	100%	0%	0%	0%	100%	0%
14. Established effective relationships with parents, participates in school and community projects:	0%	0%	100%	0%	0%	0%	100%	0%

Student Work Samples

Unit plans for each language participant in Hard Copy Exhibits

06010.5, 06015.5, 06020.5, 06025.5, 06035.5

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

Students view art, historical & cultural topics via the internet. Documentaries, music, and films are used to discuss literature, culture, art, music and contemporary history. CDs/Video tapes are used to play samples of particular sounds. Students use tape recorders/computers to record oral assignments. Students occasionally have used power point when presenting their final projects to the class.

06010.6, 06015.6, 06020.6, 06025.6, 06035.6

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.

Languages Department Assessment Process:

The Languages Department does not have a formalized system of recording data for analysis specifically for the Teacher Education component of our assessment plan. The previous

instructor retired and the new instructor has not been able to collect three years of data. Our current Departmental Assessment of Major Courses is in its infancy. The plan calls for the assessment of selected course in each of three areas (language, culture, literature) on a rotating cycle. As a result, only one course for each language has been assessed in the areas of language and culture.

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.

Unit Assessment System for the Elementary Education Program

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

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.

II. Multicultural/Native American /Diversity Standard

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

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

MULTICULTURAL EDUCATION/NATIVE AMERICAN STUDY

Initial Programs

Opportunity to Address/Meet Standard

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

Course Description

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

Assessments/Results

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

Initial Programs Critical Task Assessment Results for Multi-Cultural Teaching

Fall 2007 N=90

Teaching & Learning Standards	Does Not Meet	Fulfills Expectations	Exceeds Expectations
1.2 Teacher candidate uses tools of inquiry to develop content knowledge.	13%	56%	30%
1.3 Teacher candidate selects content to encourage diverse perspectives.	13%	53%	33%
6.2 Teacher candidate uses language to promote learning (e.g., use questioning skills, discussion techniques, delivery style, nonverbal cues).	14%	56%	29%
6.3 Teacher candidate uses media and technology as effective learning and communication tools.	13%	36%	30%
6.6 Teacher candidate's communication skills facilitate partnerships with students, families and colleagues.	15%	52%	32%

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

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

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

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

The field trip reflection assessment rubric covers three areas:

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

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

Student Work Samples

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

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

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

Advanced Programs

Opportunity to Address/Meet Standard

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

Assessments/Results:

Course Grades

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

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

STRATEGIES FOR TEACHING AND ASSESSING DIVERSE LEARNERS

Initial Programs

Opportunity to Address/Meet Standard

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

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

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

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

Assessments/Results

Course Grades

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

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

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

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: Spanish
Credits are: Semester		
Credits required for degree: 125		
General Studies	Teaching Specialty	Professional Education
Must total at least 39 credits	Credits required: 62	Must total 37-41 credits
<u>Behavioral Sciences (9 Min)</u> Electives in at least 2 areas from the following departments: Anthropology, A&S, Communication, CSD, Economics, Geography, History, Honors, Humanities, Indian Studies, Music, Nursing, Nutrition, Political Science, Psychology, Recreation and Leisure, Rehab Services, Sociology, Social work, Space Studies, T&L. 9 credits Total <u>Humanities (9 Min)</u> Electives from at least 2 areas in the following departments: Art, EHD, English, Fine Arts, History, honors, Indian Studies, IT, Languages, Music, Philosophy, Political Science, Religion and Theater Arts. 9 credits Total <u>Natural Sciences (9 Min)</u> Electives in at least 2 areas and 1 lab science from the following departments: Anthropology, Atmospheric Sci, Biology, Chemistry, Computer, Sci, Economics, Geography, Geology, Honors, Humanities, IT, Mathematics, Nutr and Dietetics, Philosophy, Physics, Psychology, Sociology and Space Studies 9 credits Total <u>Symbolic Systems (9 Min)</u> Engl 110 Composition (3) Engl 120 Composition (3) Comm 110 Public Speaking (3) OR Engl 125 OR Advanced Composition Course 9 credits Total	<u>Hist 101</u> Western Civilization I (3) <u>Hist 102</u> Western Civilization II (3) English Course Beyond composition II (4) A minimum of 16 credits in Lower Division coursework and/or the Equivalent Level IV proficiency via a Language Placement Test. Lower Division courses are as follows: Lang 101 Beg Spanish Lang 102 Beg Spanish Lang 201 Sec Yr Spanish Lang 202 Sec Yr Spanish A total of 36 Upper Division Credits With the following courses required: Lang 304 Spanish Phonetics Lang 307 Literary Analysis Lang 308 Spanish Conversation Lang 309 Spanish Conversation Lang 310 Sp Civ & Culture Lang 311 Spanish Am Civ & Cult Lang 450 Adv Sp. Grammar Three of the following four: Lang 420 Hist of Spanish Lit I Lang 421 Hist of Spanish Lit II Lang 422 Hist of Sp-Am Lit I Lang 423 Hist of Sp- Am Lit II Plus minimum of 6 credits from Upper Division courses: Lang 312 Spanish for Prof Lang 318/319 Study Abroad Lang 410 Cervantes Golden Age Lang 411 Modern Sp Am Novel Lang 414 Topics in Sp Lit Lang 416 Topics in Sp-Am Lit Lang 461 Seminar in Hispanic Linguistics Lang 462 Seminar in Hispanic Lit & Culture Lang 422/423 Hispanic Lit/Cult Lang 494 Individual Hispanic Readings	<u>T&L 325</u> Exploring Teaching in Secondary Schools (3) <u>T&L 345</u> Curriculum Development (3) <u>T&L 350</u> Dev & Ed of Adolescent (3) T&L 386 Field Experience (Optional 1) T&L 390 Special Interest Topics (1-3) <u>Lang 400</u> Methods & Materials: Middle Level/Secondary Foreign Language (3) <u>T&L 433</u> Multicultural Ed (3) <u>T&L 460</u> Micro Teaching (3) T&L 486 Field Experience (1) <u>T&L 488</u> Senior Seminar (1) T&L 495 Independent Study (Optional 1) <u>T&L 487</u> Student Teaching (16)
Total	62 Total	37 – 41 Total