

**Program Report for the  
Preparation of Music 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:** Barbara Combs, Associate Dean for Teacher Education

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

**Program documented in this report:**

**Name of Institution's program:** Music Education

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

**Degree or award level** B.A. of Music with Major in Music Education

**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**

Music

**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.

Teacher Education Candidates in the area of Music Education complete the requirements for the degree of Bachelor of Music with a Major in Music Education. The Music Department at the University of North Dakota is accredited by National Association of Schools of Music. NCATE recognizes this accrediting organization and, therefore, does not require an additional review of its program. Materials related to the most recent accreditation report are included here. In addition, candidate information, Praxis II scores, evaluation of dispositions and evaluation of student teaching are provided. The self-study is available in the Hard Copy Exhibit Room.

### 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.

<b>Program:</b>		
<b>Academic Year</b>	<b># of Candidates Enrolled in the Program</b>	<b># of Program Completers</b>
7/1/04-6/30/05	11	2
7/1/05-6/30/06	22	3
7/1/06-6/30/07	21	6

Related accreditation materials:

[NASM Visitors' Report](#)

**MUSIC EDUCATION**  
**12005 Instrumental, 12010 Composite Music, 12015 Vocal/Choral**

**12005.1, 12010.1, 12015.1**

The program requires study of language/grammar of music. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge. *(NASM continuing accreditation assures this standard is met.)*

**12005.2, 12010.2, 12015.2**

The program requires study of common elements of music--rhythm, melody, harmony, timbre, texture, dynamics, form--and their interaction; and experiences in applying these elements in both aural and visual analysis. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge. *(NASM continuing accreditation assures this standard is met.)*

**12005.3, 12010.3, 12015.3**

The program requires study and experiences designed to develop the following: (a) basic conducting skills, score reading, and rehearsal techniques; (b) ability to compose, arrange, and adapt music from a variety of sources to meet the needs and ability levels of school performing groups and classroom situations; (c) ability to guide creative experiences and improvise in an extemporaneous performance; (d) proficiency on piano, guitar, or other appropriate keyboard or fretted instruments sufficiently advanced for demonstration and accompaniment; (e) advanced ability sufficient to assure accurate and musically expressive performance; and (f) ability to perform in large ensembles and a variety of small ensembles. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge. *(NASM continuing accreditation assures this standard is met.)*

**12005.4, 12010.4, 12015.4**

Emphasizing the relationship of music to other arts and humanities in a variety of contemporary and past cultures, the program requires study of music history and literature. In addition, the placing of the compositions in historical and stylistic perspectives is studied. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

**12005.5, 12010.5, 12015.5**

The program requires study designed to develop knowledge of a comprehensive music curriculum based upon sound philosophy and an understanding of what music to teach and how to teach it at any every level. (K-12) The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge. *(NASM continuing accreditation assures this standard is met.)*

**12005.6, 12010.6, 12015.6**

The program requires studying methods of teaching music including current trends in music with an examination of a variety of teaching methods and techniques. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge. *(NASM continuing accreditation assures this standard is met.)*

**12010.7, 12015.7**

The vocal/choral music program requires study and experiences designed to develop the following: (a) knowledge and performance ability on keyboard and fretted instruments sufficient to employ these instruments as teaching tools; (b) ability to transpose and improvise accompaniments; and (c) basic knowledge of vocal/choral problems and strategies as well as sufficient vocal skill to assure effective use of the voice in demonstrating vocal technique. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge. *(NASM continuing accreditation assures this standard is met.)*

**12010.8, 12015.8**

The vocal/choral music program requires experiences in the following; (a) performing vocally in solo and in ensemble; (b) using wind, string, and percussion instruments, which develop the knowledge and skills necessary to conduct instrumental as well as choral ensembles; and (c) teaching various vocal/choral types of classes such as choruses and general music. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge. *(NASM continuing accreditation assures this standard is met.)*

**12005.9, 12010.9.**

The instrumental music program requires study and experiences designed to develop knowledge of and performance ability on wind and percussion instruments. This knowledge and performance needs to be sufficient to teach students in heterogeneous and homogeneous groups. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge. *(NASM continuing accreditation assures this standard is met.)*

**12005.10, 12010.10,**

The instrumental music program requires experiences in the following: (a) performing on an instrument in solo as well as in small and large ensembles; (b) using the singing voice as a teaching tool and conducting choral as well as instrumental ensembles; and (c) teaching instrumental students individually as well as in small and large groups. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge. *(NASM continuing accreditation assures this standard is met.)*

**12005.11, 12010.11, 12015.11**

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. *(NASM continuing accreditation assures this standard is met.)*

**12005.12, 12010.12, 12015.12**

The elementary music program requires study and experiences designed to develop knowledge of appropriate instructional methodologies. This knowledge and performance needs to be sufficient to teach diverse students. The program uses a variety of performance assessments of candidates' understanding and ability to apply that knowledge.

- *Music 440: Methods & Materials for Elementary Music*
- *Music 446: Instrumental Classroom Methods and Materials*
- *Music 445: Choral Methods*

**12005.13, 12010.13, 12015.13**

The program requires music student teaching at both the elementary and secondary levels, supervised by music education faculty. Elementary student teaching must be in general music and should include a broad range of elementary grades.

- *T&L 487: Student Teaching*

**12005.14, 12010.14, 12015.14**

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. (NASM continuing accreditation assures this standard is met.)

### MUSIC K-12 (0113) PRAXIS II TEST RESULTS

Time Period	ND State Cut Score	Number of Test Takers	Number Passing	Percentage Passing	Average Score	High Score	Low Score
September 2006 – August 2007	149	12	12	100%	168.2	180	160

### EVALUATION OF DISPOSITIONS: FALL, 2006-SPRING, 2007

<b>Principle 3 – Adapting Instruction for individual needs</b> N = 6	
Seeks and provides appropriate learning opportunities for all students	4 / 67%
Differentiates instruction based on individual students needs	2 / 33%
Is aware of and/or attends section 504 and IEP meetings	
Develops strong working relationship with special education staff	
Does not adapt instruction for individual needs	
N/A	
<b>Principle 6 – Communication Skill – Oral Expression</b>	
Expressive	5 / 83%
Articulate	1 / 17%
Limited Expression	
Inarticulate/hesitates to express one's self	
Make frequent speaking errors	
N/A	
<b>Principle 6 – Written Expression</b>	
Frequently and effectively communicates with peers, instructors, advisors, parents, and/or administrators	2 / 33%
Organizes and clearly expresses ideas	
Writing is often unclear and disorganized	
Written work demonstrates frequent misspellings and/or grammatical errors	
N/A	4 / 67%
<b>Principle 6 – Critical Thinking</b>	
Identifies and reflects on pertinent issues or concerns	6 / 100%
Poses probing questions and problems once issues are identified	
Looks at issues in superficial manner – lacking initiative	
Skills of analysis and logic require further development	
N/A	
<b>Principle 7 – Instructional Planning Skills (Resourceful)</b>	
Creative and resourceful; independently implements plans	6 / 100%
Has good ideas; work effectively with limited supervision	
Passive; depends on others for direction, ideas, and guidance	

N/A	
<b>Principle 7 – Instructional Planning Skills (Pedagogy )</b>	
Continually seeks new and better ways of teaching	6 / 100%
Makes some effort to improve teaching performance	
Makes no effort to improve teaching performance	
N/A	
<b>Principle 9 – Professional Commitment &amp; Responsibility (Attendance)</b>	
Always present / always on time	5 / 83%
Rarely absent / generally punctual	
Frequently absent / Frequently late	
N/A	1 / 17%
<b>Principle 9 – Professional Responsibility</b>	
Responsible; attends to assigned tasks and duties	6 / 100%
Sometimes needs to be reminded to attended to assigned tasks and duties	
Usually fails to complete assigned tasks and duties	
N/A	
<b>Principle 9 - Commitment to Profession</b>	
Engages in professional reading and resources	4 / 67%
Makes contribution to others in the profession	2 / 33%
Holds membership in professional organizations	
Participates in professional meetings	
Lacks commitment to the profession	
<b>Principle 9 - Reflective response to Feedback/Supervision</b>	
Solicits suggestions and feedback from others	6 / 100%
Receptive and adjusts performance accordingly	
Receptive but does not implement suggestions	
Defensive/unreceptive to feedback	
N/A	
<b>Principle 9 - Professional Appearance and Attitude</b>	
Maintains a professional appearance and demeanor	6 / 100%
Sometimes needs reminding of professional demeanor	
Unprofessional dress and/or attitude	
<b>Principle 9 - Professional Ethics</b>	
Maintains high ethical and professional standards	6 / 100%
Is aware of program policies and professional practices and responds to these guidelines in appropriate ways	
Unaware of ethical expectations	
Disregards policies and professional ethics	
<b>Principle 10 - Partnerships Tact Judgment ( with students, and/or instructors)</b>	
Diplomatic; sensitive to others' feelings, opinions, and cultures	5 / 83%
Perceives what to do in order to maintain good relations with others and responds accordingly	1 / 17%
Limited sensitivity and diplomacy	
Appears thoughtless; insensitive to others' feelings and opinions	
<b>Principle 10 - Collegiality</b>	
Willingly shares ideas and materials	5 / 83%
Prefers being apart of a team	
Reluctant to share ideas and materials	
Prefers to work in isolation	
N/A	1 / 17%

**STUDENT TEACHING EVALUATIONS: MID-TERM, END-TERM:FALL, 2006-SPRING, 2007**

	Mid Term N= 17				Final N= 14			
Music Fall 06-Spring 07	Deficient	Developin g	Proficient	Not Observed	Deficient	Developing	Proficient	Not Observed
1. Demonstrates knowledge of content:	0%	41%	59%	0%	0%	0%	100%	0%
2. Demonstrates knowledge of human development through appropriate interaction, activities & attitude:	0%	41%	47%	12%	0%	21%	79%	0%
3. Recognizes individual differences and gives opportunities for diverse learners to learn:	0%	35%	53%	12%	0%	21%	79%	0%
4. Employs diverse teaching strategies:	0%	59%	41%	0%	0%	14%	86%	0%
5. Demonstrates competence in employing appropriate technology:	0%	24%	41%	35%	0%	0%	28%	72%
6. Fosters a safe, compassionate, and respectful educational environment that promotes learning:	0%	12%	88%	0%	0%	14%	86%	0%
7. Guides student behavior effectively and appropriately:	0%	53%	47%	0%	0%	21%	79%	0%
8. Express ideas articulately in written and oral communication:	0%	29%	59%	12%	0%	14%	79%	7%
9. Solicits suggestions and feedback from other and is receptive to them:	0%	6%	76%	24%	0%	0%	93%	7%
10. Plans and								



designs creative, organized, effective, and appropriate lessons and units:	0%	35%	59%	6%	0%	7%	93%	0%
11. Uses appropriate informal and/or formal assessment method to evaluate:	0%	47%	24%	29%	0%	36%	57%	7%
12. Analyzes own performance and seeks sources of improvement:	0%	24%	71%	5%	0%	7%	93%	0%
13. Maintains professional conduct-punctuality, interaction with others, preparedness, and initiative:	0%	12%	76%	12%	0%	0%	100%	0%
14. Established effective relationships with parents, participates in school and community projects:	0%	6%	29%	65%	0%	0%	57%	43%



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



Institution: University of North Dakota		Major: Music Education
Credits are: semester		
Credits required for degree: 125		
<b>General Studies</b>	<b>Teaching Specialty</b>	<b>Professional Education</b>
Must total at least 39 credits	Credits required: 80-81	total at least 30 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. <b>9 credits Total</b>  <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. <b>9 credits Total</b>  <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 <b>9 credits Total</b>  <u>Symbolic Systems (9 Min)</u> Engl 110 Composition (3) Engl 120 Composition (3) Comm 110 Public Speaking (3) <b>OR</b> Engl 125 <b>OR</b> Advanced Composition Course <b>9 credits Total</b>	<u>Core Courses:</u> Musc 130, 134, 230,234 Harmony & Theory Sequence (12) Musc 131,135, 231, 235 Aural Skills Sequence (4) Musc 203 Popular & Classical Musics of the World (3) Musc 310 & 311 Music History Survey I & II (6) Musc 256 Basic Conducting (2) Piano Proficiency through Level III or Musc 133, 136, 233, 236 Keyboard Skills Sequence (4)  <u>Instrumental Emphasis</u> Other studies Musc 423 Instrumental and Choral Arranging (2) Musc 427 Analysis of Musical Form (2) Musc 417 Instrumental Literature (2)  Performance Major Instrument (7) Major Instrumental Ensemble (7) Piano as a secondary instrument (may include Keyboard Skills Sequence: Musc 133, 136, 233, 236) (4) Musc 357, 358 Choral, Instrumental Conducting (4) Musc 459 Senior Recital (1-2)  Music Education Musc 140 Methods: Woodwinds, Brass, Strings, Percussion (5) Musc 150 Class Lessons (Voice) (1) Musc 180 Introduction to Music Therapy (3) Musc 440 Methods and Materials for Elementary Music (3) Musc 441 Methods and Materials for Secondary Music (3) Musc 446 Instrumental Classroom Methods and Materials (3)  Music Technology Musc 340 Introduction to Music Technology (Credits apply toward T&L 390) (2)  <u>Optional Vocal/Choral Track</u> Musc 445 Choral Methods (3) Musc 416 Choral Literature (2) Musc 357 Choral Conducting (2) Musc 260, 263, or 264 Major Choral Ensemble (1)	T&L 325 Exploring Teaching in Secondary Schools (3) T&L 252 Child Development (3) T&L 386 Field Experience (1) T&L 390 Special Topics (2) T&L 433 Multicultural Ed (3) T&L 486 Field Experience (1) T&L 488 Senior Seminar (1) T&L 486 Student Teaching Elementary Music (8) T&L 486 Student Teaching Secondary Music (8)

	<p>Musc 150/140 Class voice/Methods-Voice (1)</p> <p><b><u>Vocal/Choral Emphasis</u></b></p> <p>Other studies</p> <p>Musc 423 Instrumental and Choral Arranging (2)</p> <p>Musc 427 Analysis of Musical Form (2)</p> <p>Musc 416 Choral Literature (2)</p> <p>Performance</p> <p>Major Instrument or Voice (7)</p> <p>Major Choral Ensemble (7)</p> <p>Voice or Piano as a secondary instrument (may include Keyboard Skills Sequence: Musc 133, 136, 233, 236) (4)</p> <p>Musc 357, 358 Choral, Instrumental Conducting (4)</p> <p>Musc 459 Senior Recital (1)</p> <p>Music Education</p> <p>Musc 140 Methods: Woodwinds, Brass, Strings, Percussion (2)</p> <p>Musc 150 Class Lessons (Guitar) (1)</p> <p>Musc 180 Introduction to Music Therapy (3)</p> <p>Musc 242 Diction for Singers (1)</p> <p>Musc 440 Methods and Materials for Elementary Music (3)</p> <p>Musc 441 Methods and Materials for Secondary Music (3)</p> <p>Musc 444 Applied Music Pedagogy (Voice) (2)</p> <p>Musc 445 Choral Methods (3)</p> <p>Music Technology</p> <p>Musc 340 Introduction to Music Technology (Credits apply toward T&amp;L 390) (2)</p> <p><b><u>Optional Instrumental Track</u></b></p> <p>Musc 446 Instrumental Methods (3)</p> <p>Musc 417 Instrumental Literature (2)</p> <p>Musc 357 Instrumental Conducting</p> <p>Musc 270, 271, 274, 275 Major Instrumental Ensemble (1)</p> <p>Musc 140 Instrumental Classroom Methods and Materials (3)</p>	
<b>Total</b>	<b>80-81 Total</b>	<b>30 Total</b>

ESPB does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age or disability as required by various state and federal laws.

## 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:

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

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

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

**Student Teaching Evaluations:** Mid-term and final evaluations during the student teaching semester provide additional evidence that candidates in all of our programs address the needs of diverse learners in their classrooms. Cooperating Teachers and University Supervisors complete these evaluations at mid and end

term during the student teaching semester. The results for candidates' in the area of exceptionalities in the fall 2006 and spring 2007 are presented in the table below:

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

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

### *Advanced Programs*

#### Opportunity to Address/Meet Standard

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

### Assessment /Analysis

#### Course Grades

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

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

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

**TL 590 ST: Children's Literature in the Classroom.** In this course, candidates in the reading specialist and elementary education advanced programs read multicultural literature and critique literature used in classrooms to determine its resonance with all



students. Further, students complete projects which explore Native American Literature. The syllabus for [TL590ST](#) states the following goal:

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

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

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

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

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

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

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

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

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

- Dworin, J. E. (2006). The family stories project: Using funds of knowledge for writing. *The Reading Teacher*, 59(6), 510-520.

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

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

#### *Programs for Other School Professionals*

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

#### Educational Leadership:

##### Opportunity to Address/Meet Standard: Courses

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

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

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

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

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

#### Assessments Include:

Exams

Research Papers

Portfolios

## School Counseling:

### Opportunity to Address/Meet Standard: Courses

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

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

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

### Assessments Include:

Papers

Exams

Presentations

Counselor Preparation Comprehensive Examination (CPCE)

Student Internship Evaluation Forms