

**Program Report for the  
Preparation of Social Studies Composite Teachers  
Education Standards and Practices Board  
COVER SHEET**

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

**Date Submitted:** November 15, 2007

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**Program documented in this report:**

**Name of Institution's program:** Social Studies Composite

**Grade levels for which candidates are being prepared** 7-12

**Degree or award level** B.S.Ed with Composite Major in Social Studies

**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**  
Social Studies/Social Science

**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**

**GENERAL DIRECTIONS**

The following directions are designed to assist institutions as they complete this **electronic** program report and submit to the Education Department for review. This report must be completed and electronically forwarded to the Education Standards and Practices Board six months prior to the scheduled program review.

To that end, the program report form includes the following sections:

## REPORT

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

### Candidate Information

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

Program: Social Studies Composite		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
Summer 04, Fall 04, Spring 05	40	14
Program: Social Studies Composite		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
Summer 05, fall 05, Spring 06	38	12
Program: Social Studies Composite		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
Summer 06, Fall 06, Spring 07	55	15

## SOCIAL STUDIES

### I. Contextual Information & Program Response To ESPB Standards

#### **Program: Composite Social Studies Education**

*The social studies program usually follows one of two patterns: (1) the subject major pattern emphasizes one or more areas of the social studies, supplemented by work in cognate areas, or (2) the composite major pattern embraces a broad base of social studies including history, political science and civics, economics, geography, and sociology or psychology or cultural anthropology or global studies. Programs must meet the appropriate section of each content standard (i.e. Standard 15020.1 History) and also Standards 2 through 6 (i.e. 15020.2 – 15020.6)*

*Social studies programs will meet the minimum semester hour requirements defined by ESPB. Secondary teachers with majors in history, geography, civics and government, economics, or **composite social studies** will be licensed to teach in each specific social studies discipline in which the individual has a minimum number of semester hours aligned with the ND standards for the area: History 18 SH (a minimum of 6 SH of U.S. and 6 SH of non-U.S. history), geography 12 SH, civics and government 12 SH, and economics 12 SH, or a minimum of 6 SH aligned with the ND standards for any other specific social studies discipline.*

**Descriptive Information About the Program** (In a paragraph or two, describe the program-this is your chance to put your best programmatic foot forward.)

Collaborative partnerships with the Department of Teaching and the Colleges of Arts and Sciences, Business and Public Administration, and Education and Human Development provide opportunities for teacher education candidates to seek a Secondary Social Studies Composite resulting in licensure. In four foundational areas (economics, geography, history, and political science), this program addresses federal and state licensure requirements. Elective courses in psychology, sociology, and anthropology complete the composite program empowering students with a knowledgeable background that fulfills the mission of this liberal arts university. Additionally, with Social Studies Composite degrees, teacher education candidates often compliment their composite with a major in any of the aforementioned disciplines.

As part of the Secondary Social Studies Composite, students are required to take 18 hours of history and 12 hours in each of the other 3 foundational areas. Provided with choices, students may choose a course relative to their interest within the required coursework. (For example: 305: American Constitution-Government Powers OR 306: American Constitution-Civil Liberties OR 318: American Political Thought). Additional licensure endorsements are obtained by completing 6 hours in selected courses of psychology, sociology, or anthropology. Near the end of program completion, and before student teaching, teacher education candidates spend time in social studies classrooms gaining experience developing their skills implementing both their content and pedagogical knowledge.

### ***15035.1 Social Studies Composite.***

In the social studies composite major curriculum the program requires the study of a broad base of social studies including history (18SH) and at least two of the following three core areas: political science and civics (12SH), economics (12SH), and geography (12SH). Additional electives to the social studies composite may include: sociology (6SH) or psychology (6SH) or anthropology (6SH) or global studies (6SH). 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.

Upon acceptance into Teacher Education, an advisor is assigned to students who upon review of their transcript outline a program of study that results in graduation and licensure pending program completion. Students enroll in specified courses designed to provide an extensive foundational knowledge base (Economics, Geography, History, and Political Science). Identified below are such course offerings, their descriptions and a sampling of syllabi.

## Economics Required:

### [Economics 201: Microeconomics](#)

Nature, method, and scope of Economic analysis: economic scarcity, resources, specialization and division of labor, supply and demand, production and cost, technology, product and resource market structures, distribution of income, and international trade.

### [Economics 202: Macroeconomics](#)

Nature, method, and scope of Economic analysis: aggregate levels of income and employment, inflation, monetary and fiscal policy, the role of the U.S. economy as part of a world economic system.

### [Economics 303: Money and Banking](#)

Nature of our current Monetary system; functional analysis of commercial bank operations; limits to credit expansion; alternative theories of the value of money; monetary and fiscal policies for control of the business cycle; powers of the Federal Reserve System and the Treasury; mechanics of international payment; balance-of-payments and other problems.

## Economics Choice:

### **210: Introduction to Business & Economic Statistics**

Descriptive statistics; probability distributions; sampling distributions; statistical inference for means and proportions; hypothesis testing; simple regression and correlation; non-parametric statistics.

### **OR 330: Business and Economic History**

An analysis of the growth and development of the American economy since its colonial origins. The framework of economic analysis applied to the patterns and trends. Specific topics include industrialization, capital accumulations, financial innovation, technological change, banking, the Great Depression and effects of entrepreneurial and government decisions.

## Geography Required:

### [Geography 161: World Regional Geography](#)

Development of the concept of region with analysis of the relationship of physical and cultural features to the contemporary world situation.

### [Geography 262: Geography of North America](#)

A spatial approach to the development of Canada and the United States which emphasizes the transformation of the cultural landscape by exploring the contributions of the diverse people who inhabit the two nation-states and deal with a global economy.

### [Geography 419: Methods & Materials in Geography Education](#)

Various teaching methods, strategies, and the materials used in teaching middle and secondary school geographic education.

## Geography Choice:

### **271: Map Use & Interpretation**

Map Use and Interpretation will cover basic map elements like map scale and projection, and introduce students to the design and construction techniques for thematic maps. It will give students an understanding of maps and their usefulness, and it will serve as the foundation course for further study of cartography.

### OR **377: Quantitative Applications in Geography/Lab**

Application of statistical and mathematical techniques to research topics in geography. Lab includes practical applications of statistical and mathematical techniques for geographic problems. Student's work on projects which involve solving problems by spatial-oriented computations. Uses of relevant statistical programs on computers are emphasized.

### OR **471: Cartography & Computer-Assisted Mapping/Lab**

Principles of graphic communication and skills for producing maps and charts using computer technology. It involves creating both geographic and attributes databases for graphic display of points, lines, areas, and surfaces. Data analysis, classing techniques, history of cartography, and projections are also discussed. Lab includes knowledge of computer operating systems and competency to use various mapping software packages to produce accurate and aesthetically pleasing maps and charts. Students implement projects and organize their finished projects into a portfolio for presentation.

## History Required:

### **History 101: Western Civilization I**

An interpretative survey of Western Civilization from earliest times to the close of the European Middle Ages.

### **History 102: Western Civilization II**

A comprehensive survey of Western Civilization from the Reformation to the present, with emphasis on movements and institutions common to Western Europe and their influence on the rest of the world.

### **History 103: United States to 1877**

A survey of early American history, including old world background, transformation of British institutions into American institutions, revolution, and the establishment of the Union with its temporary breakup in Civil War.

### **History 104: United States Since 1877**

A survey of the history of the United States since Reconstruction, including the transformation of an isolationist, agrarian nation into an urban industrial and world power with attention to the resulting domestic social, economic, and political changes.

### **History 220: History of North Dakota**

A survey emphasizing settlement and development, noting the consequences of the state's location, climate, and settlers on the situation in which it now finds itself. Special attention is

paid to the Nonpartisan League story and the evolution of isolationist sentiment among North Dakotans. Recommended for Social Science major certification.

#### History Choice:

Students may choose any History Course 300 level or above. Typically the course chosen correlates with an area of interest.

#### Political Science Required:

##### [Political Science 115: American Government I](#)

An introduction to political science through the study of the American political system: The Constitution, the political processes; the structure, powers and procedures of the Presidency, Congress, and the Judiciary.

##### [Political Science 116: State & Local Government](#)

Structure, function and problems of state and local government; executive, legislative, and judicial processes; federalism and metropolitan government.

##### [Political Science 220: International Politics](#)

An introduction to international politics with emphasis on the international system, the major actors, the struggle for power, and the struggle to order.

#### Political Science Choice:

##### [305: American Constitution-Government Powers](#)

American Constitution studied in the light of US Supreme Court decisions and interpretations; focus on government powers, federal relationships, and economic regulation.

##### OR [306: American Constitution-Civil Liberties](#)

Analyzes U.S. Supreme Court decisions and interpretations which focus on civil liberties; equal protections, due process, First Amendment rights

##### OR [318: American Political Thought](#)

A historical analysis of the major thinkers and of the streams of thought which molded the political life and institutions of the United States from the Puritans to the present.

#### **An additional 6 units in one of the following areas is required:**

##### Psychology

##### [Psychology 111: Introduction to Psychology](#)

A survey of the scientific study of behavior and mental processes, with consideration of the nature and scope of psychology as a science and a profession.

##### [Psychology 360: Introduction to Personality](#)

Examination of basic concepts in the field of personality.

##### Sociology

##### [Sociology 110: Introduction to Sociology](#)

An introductory analysis of the nature of society, the interrelationships of its component groups and the process whereby society persists and changes. Interpretation of human

behavior from the standpoint of the group. Students wishing to earn credit from Soc 110 by means of independent study should obtain information from the University counseling center on the CLEP examinations administered there.

### Sociology Choice:

#### **306: Social Change**

Theoretical models of socio-cultural change and stability; examination of changes occurring in American institutions and international relations; technology and social change; procedures and problems of planned change.

#### OR **335: The Family**

Structure and function of the family, comparative family systems, sociology of family life stages (such as courtship, marriage, parenthood, old age), contemporary trends and problems of the family.

#### OR **340: Sociology of Gender and Sex Roles**

The implications of gender for social behavior in cross-cultural and historical perspective as well as in contemporary Western society.

#### OR **361: Social Psychology**

The study of individual behavior in its social context: how the individual acts upon the social environment, is acted upon by the environment, and interacts with other individuals.

## Anthropology

### Anthropology Choice:

#### **100: Introduction to Anthropology**

An introduction to the breadth of inquiry pursued by anthropologists, including the origins and biological evolution of humans, the prehistoric development of world cultures, and the interplay of biological, social, and cultural factors in present day societies.

#### OR **171: Introduction to Cultural Anthropology**

Examination of diversity and similarities across contemporary world societies. Topics: fieldwork and ethnographic description; theoretical approaches; communication/human language; interrelationships between environment, technology, social and political organization and worldview; sociocultural change; applied anthropology. Films and case studies illustrate intricacies of culture and how an anthropological perspective provides insights about our own society/culture.

#### OR **172: Introduction to Archeology**

This course looks at the way we investigate past cultures using the artifacts that people have left behind. What questions do archaeologists ask about the past? How do archaeologists find and record archaeological sites? What field and laboratory techniques are used to collect evidence and gather data, and how do these methods work? How do we interpret and understand the past using archaeological hypotheses, explanations, models, and theories? Case studies will be drawn from different regions, cultures, and time periods to illustrate course concepts.

#### OR **200: World Prehistory**

In this course, we explore the extraordinary five million year-long record of human cultural achievements, as reconstructed by scientific archaeology. We will focus on prehistoric societies (those that existed before the advent of writing and written history), on what happened in the past, and how the major milestones in the development of world cultures came about. These milestones include the cultural evolution of our earliest hominid ancestors from almost 5 million years ago, the two million year-long persistence of the hunting and gathering lifeway, the origins of agriculture and farming societies, and the rise and collapse of prehistoric civilizations.

Additional **Anthropology Elective 300+**. Students may choose any Anthropology Course 300 level or above. Typically, the course chosen correlates with an area of interest.

#### Assessments

- a. Composite Social Studies Praxis II Scores
- b. Course Grades
- c. Critical Task Assessment: Lesson Plan

#### Results

- a. Praxis II results for Social Studies

Fall 2006 - Summer 2007				
Program Area	ND Passing Score	Total Test Takers	Average Score	Percent Passing
Social Studies-10081	153	20	163	90%

As is indicated by the PRAXIS average score (163), students at the University of North Dakota exceed the required state minimum pass rate of 153. Furthermore, our average student score outranks that of the national average of 153. As measured by this National Exam, these exceptional scores indicates that UND students are acquiring an exceptionally strong background in **the required courses in Economics, Geography, History, Political Science, Psychology, Sociology, and Anthropology.**

- b. Course Grades as Content Knowledge Assessment (s):

Course Name & No.	ESPB Standard(s) Addressed by Course	Course Description
<a href="#">Econ 201:</a> Microeconomics	15035.1	Nature, method, and scope of Economic analysis: economic scarcity, resources, specialization and division of labor, supply and demand, production and cost, technology, product and resource market structures, distribution of income, and international trade.
<a href="#">Econ 202:</a> Macroeconomics	15035.1	Nature, method, and scope of Economic analysis: aggregate levels of income and employment, inflation, monetary and fiscal policy, the role of the U.S. economy as part of a world economic system.
<a href="#">Econ 303:</a> Money & Banking	15035.1	Nature of our current Monetary system; functional analysis of commercial bank operations; limits to credit expansion; alternative theories of the value of money; monetary and fiscal policies for control of the business cycle; powers of the Federal Reserve System and the Treasury; mechanics of international payment; balance-



		of-payments and other problems.
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<b>ECONOMICS</b>	<b>Total # of Candidates Scores</b>						
	F	D	C	B	A	<b>Not Taken</b>	<b>CLEP (S)</b>
<a href="#">Economics 201</a> <b>N =16</b>	0	1 6%	6 38%	8 50%	1 6%	4 of 20 20%	0
<a href="#">Economics 202</a> <b>N =12</b>	0	2 17%	2 17%	5 42%	3 25%	8 of 20 40%	0
<a href="#">Economics 303</a> <b>N =13</b>	1 8%	0 0%	4 31%	6 46%	2 15%	7 of 20 35%	0

Of the **Economic Course** grades, an examination reveals that in all three required courses (Econ [210](#), [202](#), and [303](#)) 56%, 67%, and 61% respectively students earned a course grade of B or better while on an average 29% earned a C. From this student population, a little over **3/5<sup>th</sup>s** grasped the foundational economic knowledge as required by this program area. While the total population for this entire segment of data is 20, some students did not take the courses as indicated in the chart.

<b>Course Name &amp; No.</b>	<b>ESPB Standard(s) Addressed by Course</b>		<b>Course Description</b>				
<b>Geog 161: World Regional Geography</b>	15035.1		Development of the concept of region with analysis of the relationship of physical and cultural features to the contemporary world situation.				
<b>Geog 262: Geography of North America</b>	15035.1		A spatial approach to the development of Canada and the United States which emphasizes the transformation of the cultural landscape by exploring the contributions of the diverse people who inhabit the two nation-states and deal with a global economy.				
<b>Geography 419: Methods &amp; Materials in Geographic Education</b>	15035.1		Various teaching methods, strategies, and the materials used in teaching middle and secondary school geographic education.				
<b>GEOGRAPHY</b>	<b>Total # of Candidates</b>						
	F	D	C	B	A	<b>Not Taken</b>	<b>CLEP (S)</b>
Geography 161 World Regional Geography <b>N =20</b>	0	0	3 15%	12 60%	5 25%	0	0
Geography 262 Geography of North America <b>N=20</b>	0	0	0	3 15%	17 85%	0	0

Geography 419 Methods & Materials in Geographic Education <b>N =19</b>	0	0	0	0	19 100%	1 of 20	0
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Examining the **Geography Course** grades, findings indicate that in all three required courses (Geog 161, 262, and 419) 85%, 100%, 100% respectively, students earned a course grade of B or better while comparably a mere 15% earned a C in Geography 161 alone. From this student population, 95% grasped the foundational knowledge as required by this program area to teach geography. As noted, one student did not take Geog 419.

Course Name & No.	ESPB Standard(s) Addressed by Course		Course Description				
<b>HIST 101: Western Civilization I</b>	15035.1		An interpretative survey of Western Civilization from earliest times to the close of the European Middle Ages.				
<b>HIST 102: Western Civilization II</b>	15035.1		A comprehensive survey of Western Civilization from the Reformation to the present, with emphasis o movements and institutions common to Western Europe and their influence on the rest of the world.				
<b>HIST 103: United States to 1877</b>	15035.1		A survey of early American history, including old world background, transformation of British institutions into American institutions, revolution, and the establishment of the Union with its temporary breakup in Civil War.				
<b>HIST 104: United States Since 1877</b>	15035.1		A survey of the history of the United States since Reconstruction, including the transformation of an isolationist, agrarian nation into an urban industrial and world power with attention to the resulting domestic social, economic, and political changes.				
<b>HIST 220: History of North Dakota</b>	15035.1		A survey emphasizing settlement and development, noting the consequences of the state's location, climate, and settlers on the situation in which it now finds itself. Special attention is paid to the Nonpartisan League story and the evolution of isolationist sentiment among North Dakotans. Recommended for Social Science major certification.				
<b>HISTORY</b>							
	F	D	C	B	A	<b>Not Taken</b>	<b>CLEP (S)</b>
History 101 Western Civilization I <b>N =19</b>	0	0	1 5%	8 42%	10 53%	0	1 5%
History 102 Western Civilization II	0	0	2 10%	8 42%	9 48%	0	1 5%

<b>N =19</b>							
History 103 United States to 1877 <b>N =19</b>	0	0	2 10%	11 58%	6 32%	0	1 5%
History 104 United States Since 1877 <b>N =19</b>	0	0	1 5%	4 21%	14 74%	0	1 5%
History 220 History of North Dakota <b>N =20</b>	0	0	2 10%	9 45%	9 45%	0	0

Examining the **History Course** grades, findings indicate that in all required courses (Hist 101, 102, 103, 104, and 220) 95%, 90%, 90%, 95%, and 90% respectively, students earned a B or better while overall on an average only 8% earned a C. Additionally, one student tested out of all the required courses indicating an exceptionally large wealth of knowledge. As evidenced by the findings, students having taken courses from this program area are well equipped with the foundational knowledge to teach history.

Course Name & No.	ESPB Standard(s) Addressed by Course	Course Description
<b>POLS 115: American Government I</b>	15035.1	An introduction to political science through the study of the American political system: The Constitution, the political processes; the structure, powers and procedures of the Presidency, Congress, and the Judiciary.
<b><u>POLS 116:</u> State &amp; Local Government</b>	15035.1	Structure, function and problems of state and local government; executive, legislative, and judicial processes; federalism and metropolitan government.
<b><u>POLS 220:</u> International Politics</b>	15035.1	An introduction to international politics with emphasis on the international system, the major actors, the struggle for power, and the struggle to order.

Political Science	Total # of Candidates Scores						
	F	D	C	B	A	Not Taken	CLEP (S)
Political Science 115 American Government I <b>N =20</b>	0	0	1 5%	8 40%	11 55%	0	0
<b><u>Political Science 116</u></b> State & Local Government <b>N =20</b>	0	0	3 15%	10 50%	7 35%	0	0

<a href="#">Political Science 220</a> International Politics N =19	0	0	4 21%	13 69%	2 10%	1 of 20	0
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Examining the **Political Science Course** grades, findings indicate that in all three required courses (Pols [115](#), [116](#), and [220](#)) 95%, 85%, & 79% respectively, students earned a course grade of B or better while on an average only 13% earned a C. From this student population, it is evident that students grasped the foundational knowledge as required by this program area to teach political science. As noted, one student did not take [Pols 220](#).

c. Critical Task Assessment: Unit/Lesson Plan

As a critical task, Unit/Lesson Planning provides an idea of the Social Studies Composite knowledge as demonstrated by the student. Students critically examine how content knowledge is integrated with pedagogical methods to effectively teach the core knowledge. The Unit/Lesson Plan serves that purpose in establishing a basic format for students to select a particular content knowledge they wish to teach, outline their structure, and proceed to identify how to teach this knowledge.

Social Studies Unit Plan/Lesson Plan Rubric 200 point total

Preliminary Pages (50 points)

Setting	Beliefs & Methods
Standards	Accommodations
Scope/Sequence/Diversity	

Goals & Objectives (25 points)

Assessment (25 points)

Assessment Table	Description	Rubric
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Lesson Plans[5-8] (100 points)

Each lesson is worth the value below the number of LPs (20x5=100; 14.3x7=100). Beneath that is the value for each division. If you have more lessons.....obviously items count less.

5 LPs (20pts) Obj/Std Assessment Procedure Materials Diversity/ Accommodations (4pts each)	6 LPs (16.7 pts) Obj/Std Assessment Procedure Materials Diversity/ Accommodations (3.34 each)	7LPs (14.3) Obj/Std Assessment Procedure Materials Diversity/ Accommodations (2.86 each)	8LPs (12.5) Obj/Std Assessment Procedure Materials Diversity/ Accommodations (2.5 each)
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Fall, 2006-Summer, 2007					
<b>T &amp; L 400: Methods &amp; Materials Unit/Lesson Planning</b>	<b>F</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>

<b>N=20</b>	0	1	1	2	16
	0	5%	5%	10%	80%

Students find the Unit/Lesson Planning to be the greater task in understanding the importance of establishing the structure for teaching. With all the necessary components in place, they begin to gain a greater understanding of how much time and effort are spent in pulling together all the information required to complete a Unit Plan. As indicated, 90% of the students earned a B or better on this assignment. The result of the two lower grades was simply inadequate planning and the lack of revisions. Students have the opportunity to revise their Unit plans as the professor provides feedback before assigning the final grade.

## LIVETEXT CRITICAL-TASK

## Social Studies Unit Plan/Lesson Plan Data

<b>Critical Task</b>	<b>Does not Meet Expectations (Insufficient Evidence) (1 pts)</b>	<b>Fulfills Expectations (Sufficient Evidence) (2 pts)</b>	<b>Exceeds Expectations (Substantial Evidence) (3 pts)</b>	<b>Mean</b>	<b>Mode</b>	<b>Standard Dev.</b>
1.1 TaL INTASC 1 Teacher candidate possesses content knowledge	6	28	6	2	2	0.55
1.2 TaL INTASC 1 Teacher candidate uses tools of inquiry to develop content knowledge (i.e., uses books, articles, data bases, teacher editions, professional resources such as curriculum standards to research content)	6	27	7	2.02	2	0.57
1.3 TaL INTASC 1 Teacher candidate selects content to encourage diverse perspectives	4	33	3	1.98	2	0.42
3.2 TAAL INTASC 3 Teacher candidate plans and adapts instruction for individual needs	8	27	5	1.93	2	0.57
7.1 TAAL INTASC 7 Teacher candidate plans for a range of materials and resources to enhance all student learning experiences	8	25	7	1.98	2	0.61
7.2 TAAL INTASC 7 Teacher candidate plans content rich learning opportunities aligned with curriculum standards	16	21	3	1.68	2	0.61
8.1 TaL INTASC 8 Teacher candidate possesses knowledge of tools for assessment	23	16	1	1.45	1	0.55

The preceding information was obtained from LIVETEXT relevant to students creating a 5-day Unit plan. Resulting from the data analysis, findings indicate students overall fulfill expectations as associated to identified critical tasks (content knowledge, tools of inquiry, diverse perspectives, individual needs, and materials/resources). Whereas, the aforementioned critical tasks are satisfactory, students failed to meet expectations concerning standards based learning and assessment. The following table provides greater insight and clarity in addition to setting the context for changes in social studies methods and other educational courses.

	Does Not Meet	Fulfills Expectations	Exceeds Expectations
1-Content Knowledge	3/15%	14/70%	3/15%
2-Tools of Inquiry	3/15%	13.5/67.5%	3.5/17.5%
3-Diverse Perspectives	2/10%	16.5/82.5%	1.5/7.5%
4-Individual Needs	4/20%	13.5/67.5%	2.5/15%
5-Materials/Resources	4/21%	12.5/65.7%	3.5/18.3%
6-Standards Based Learning	8/40%	10.5/52.5%	1.5/7.5%
7-Assessment	11.5/57.5%	8/40%	.5/2.5%

In the columns, the first number indicates the number of students and the second the percentage.

Based upon critical task findings, 85% of the social studies students fulfilled and exceeded expectations relative to content knowledge. Additionally, with regard to tools of inquiry, 85% of the students fulfilled and exceeded expectations, 90% addressed diverse perspectives, 82.5% addressed individual needs, and 86% addressed materials & resources in their units. While not indicators of poor performance, but rather less than desirable results, a concern grew out of the contrast that only 60% of the students addressed standards based learning in their unit plan. Findings indicated that students failed to address assessment at an even greater portion with only 42.5% fulfilling & exceeding expectations and 57.5% NOT meeting the expectations. Such differences marked a point in the social studies methods course where I as the instructor changed my approach to teaching assessment in the social studies methods classroom. More course time was devoted to assessing and evaluating social studies learning.

Student Work Samples: Works include basic, proficient and exemplary examples.

[US Geography Unit Plan, Africa Americans & Federal Voting, Civil War LP, Changes in Supply, Changes in Market Equilibrium, The Crusades, State & Local Government.](#)

## **15020.2, 15007.2, 15010.2, 15015.2, 15040.2, 15030.2, 15035.2**

The program requires study of the structures, key concepts, methodology, and generalizations that connect the various social studies, including the examination of professional standards and expectations for P-12 education. 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.

For the Social Studies Composite degree, all students must complete Teaching & Learning 400 (Methods and Materials) with a co-requisite T & L 486 (Field Experience: 2 credits). The course descriptions are as follows:

**T & L 400:** 3 credits. Prerequisites: T&L 325, 345 and admission to teacher education. Corequisite: T&L 486. Various teaching methods and strategies and the materials used in teaching in a subject area. Some offered F only; some F, S. See Adviser (Some Methods and Materials courses carry an academic department prefix and number. The number of methods courses required by a department may vary. Consult with an adviser.)

**T & L 486** (1-4 credits): (Repeatable to 16). Supervised tutorial or apprentice teaching experience in an early childhood, K-12 classroom, university, or community setting approved by the program area. S/U grading. F, S.

Information regarding the Field Experience Reflective Journal is included within the T & L 400 Materials and Methods Course syllabus. The description is as follows:

You will be placed in a middle or secondary level classroom where you will complete a 60-hour Field Experience during which time you will observe, assist, and teach under the supervision of a mentor teacher. During each school visit, you are to complete a journal log (provided) and a Reflective Journal (weekly). You are to teach at least 2 lessons during each FE. Document & reflect upon each of these experiences. Additionally, you will be formally evaluated using a modified version of the Student Teacher Assessment Instrument.

**HIST 103: United States to 1877:** 3 credits. A survey of early American history, including old world background, transformation of British institutions into American institutions, revolution, and the establishment of the Union with its temporary breakup in Civil War.

**HIST 104: United States Since 1877:** (3 credits) A survey of the history of the United States since Reconstruction, including the transformation of an isolationist, agrarian nation into an urban industrial and world power with attention to the resulting domestic social, economic, and political changes.

**POLS 115: American Government I:** An introduction to political science through the study of the American political system: The Constitution, the political processes; the



structure, powers and procedures of the Presidency, Congress, and the Judiciary.

**POLS 116: State & Local Government:** Structure, function and problems of state and local government; executive, legislative, and judicial processes; federalism and metropolitan government.

#### Assessments

- a. Composite Social Studies Praxis II Exam
- b. Course Grades
- c. Critical Tasks: Unit/Lesson Planning

#### Results

- a. Composite Social Studies Praxis II Exam

Fall, 2006-Summer, 2007				
Program Area	ND Passing Score	Total Test Takers	Average Score	Percent Passing
Social Studies-10081	153	20	163	90%

As is indicated by the PRAXIS average score (163), students at the University of North Dakota exceed the required state minimum pass rate of 153. Furthermore, UND student scores outrank that PRAXIS national average of 153. As measured by the national exam, these exceptional scores indicates that UND students are acquiring an exceptionally strong background knowledge in Economics, Geography, History, Political Science, Psychology, Sociology, and Anthropology.

- b. Course Grades

Fall, 2006-Summer, 2007					
T & L 400: Methods & Materials	F	D	C	B	A
N=20	0	0	0	6 30%	14 70%

Upon examining the Methods and Materials course grades, findings indicate that 100% of the students earned a B or better. In this course, students begin to understand the importance of integrating content knowledge with that of pedagogical knowledge. More than twice as many students earned the higher course grade.

- c. Critical Tasks: Unit/Lesson Planning

As a critical task, Unit/Lesson Planning provides an idea of the Social Studies Composite knowledge as demonstrated by the student. Students critically examine how content knowledge is integrated with pedagogical methods to effectively teach the core knowledge. **For example**, from the College of Arts and Science, a student may choose a Unit topic (Civil War, World War II, American Revolution, Depression) and **use course work from required American History, Political Science, Microeconomics or Macroeconomics economics** courses to provide appropriate content knowledge for the Unit. The Unit/Lesson Plan then serves the purpose of establishing a basic format for students as they select a particular content knowledge to teach, outline their structure, and proceed to identify how to teach this knowledge.

## Social Studies Unit Plan/Lesson Plan Rubric 200 point total

Preliminary Pages (50 points)

Setting	Beliefs & Methods
Standards	Accommodations
Scope/Sequence/Diversity	

Goals & Objectives (25 points)

Assessment (25 points)

Assessment Table	Description	Rubric
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Lesson Plans[5-8] (100 points)

Each lesson is worth the value below the number of LPs (20x5=100; 14.3x7=100). Beneath that is the value for each division. If you have more lessons.....obviously items count less.

5 LPs (20pts)	6 LPs (16.7 pts)	7LPs (14.3)	8LPs (12.5)
Obj/STd	Obj/Std	Obj/Std	Obj/Std
Assessment	Assessment	Assessment	Assessment
Procedure	Procedure	Procedure	Procedure
Materials	Materials	Materials	Materials
Diversity/	Diversity/	Diversity/	Diversity/
Accommodations	Accommodations	Accommodations	Accommodations
(4pts each)	(3.34 each)	(2.86 each)	(2.5 each)

Fall, 2006-Summer, 2007					
T & L 400: Methods & Materials Unit/Lesson Planning	F	D	C	B	A
N=20	0	1	1	2	16
	0	5%	5%	10%	80%

Students find the Unit/Lesson Planning to be the greater task in understanding the importance of establishing the structure for teaching. With all the necessary components in place, they begin to gain a greater understanding of how much time and effort are spent in pulling together all the information required to complete a Unit Plan. As indicated, 90% of the students earned a B or better on this assignment. The result of the two lower grades was simply inadequate planning and the lack of revisions. Students have the opportunity to revise their Unit plans as the professor provides feedback before assigning the final grade.

## LIVETEXT CRITICAL-TASK

## Social Studies Unit Plan/Lesson Plan Data

<b>Critical Task</b>	<b>Does not Meet Expectations (Insufficient Evidence) (1 pts)</b>	<b>Fulfills Expectations (Sufficient Evidence) (2 pts)</b>	<b>Exceeds Expectations (Substantial Evidence) (3 pts)</b>	<b>Mean</b>	<b>Mode</b>	<b>Standard Dev.</b>
1.1 TaL INTASC 1 Teacher candidate possesses content knowledge	6	28	6	2	2	0.55
1.2 TaL INTASC 1 Teacher candidate uses tools of inquiry to develop content knowledge (i.e., uses books, articles, data bases, teacher editions, professional resources such as curriculum standards to research content)	6	27	7	2.02	2	0.57
1.3 TaL INTASC 1 Teacher candidate selects content to encourage diverse perspectives	4	33	3	1.98	2	0.42
3.2 TAAL INTASC 3 Teacher candidate plans and adapts instruction for individual needs	8	27	5	1.93	2	0.57
7.1 TAAL INTASC 7 Teacher candidate plans for a range of materials and resources to enhance all student learning experiences	8	25	7	1.98	2	0.61
7.2 TAAL INTASC 7 Teacher candidate plans content rich learning opportunities aligned with curriculum standards	16	21	3	1.68	2	0.61
8.1 TaL INTASC 8 Teacher candidate possesses knowledge of tools for assessment	23	16	1	1.45	1	0.55

The preceding information was obtained from LIVETEXT relevant to students creating a 5-day Unit plan. Findings resulting from the data analysis indicate students overall fulfill expectations relevant to the critical tasks (content knowledge, tools of inquiry, diverse perspectives, individual needs, and materials/resources. Whereas, the aforementioned critical tasks are satisfactory, students failed to meet expectations concerning standards based learning and assessment. The following table provides greater insight, clarity, and sets the context for changes that have been made in social studies methods and other educational courses.

	Does Not Meet	Fulfills Expectations	Exceeds Expectations
1-Content Knowledge	3/15%	14/70%	3/15%
2-Tools of Inquiry	3/15%	13.5/67.5%	3.5/17.5%
3-Diverse Perspectives	2/10%	16.5/82.5%	1.5/7.5%
4-Individual Needs	4/20%	13.5/67.5%	2.5/15%
5-Materials/Resources	4/21%	12.5/65.7%	3.5/18.3%
6-Standards Based Learning	8/40%	10.5/52.5%	1.5/7.5%
7-Assessment	11.5/57.5%	8/40%	.5/2.5%

In the columns, the first number indicates the number of students and the second the percentage.

Based upon critical task findings, 85% of the social studies students fulfilled and exceeded expectations relative to content knowledge. Additionally, with regard to tools of inquiry, 85% of the students fulfilled and exceeded expectations, 90% addressed diverse perspectives, 82.5% addressed individual needs, and 86% addressed materials & resources in their units. While not indicators of poor performance, but rather less than desirable results, a concern grew out of the contrast that only 60% of the students addressed standards based learning in their unit plan. Findings indicated that students failed to address assessment at an even greater portion with only 42.5% fulfilling & exceeding expectations and 57.5% NOT meeting the expectations. Such differences marked a point in the social studies methods course where I as the instructor changed my approach to teaching assessment in the social studies methods classroom. More course time was devoted to assessing and evaluating social studies learning.

Student Work Samples: Works include basic, proficient and exemplary examples.

[Methods Unit Plan, Lesson 1 Intro, Lesson 2 Articles, Lesson 3 Confed, Lesson 4 Confederation, Lesson 5 Shay's Rebel, Lesson 6 Shay's Rebellion, Lesson 8 Convention Debate, Lesson 8 Archives Exploration , Lesson 10 Checks and Balances, English Colonization in America, Lesson](#)

### **15020.3, 15007.3, 15010.3, 15015.3, 15040.3, 15030.3, 15035.3**

*The program requires study of multi-cultural, cross-cultural, diversity, global issues, and multiple perspectives. 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.

**T & L 400:** Various teaching methods and strategies and the materials used in teaching in a subject area. Some offered F only; some F, S. See Adviser (Some Methods and Materials courses carry an academic department prefix and number. The number of methods courses required by a department may vary. Consult with an adviser.)

Students are required to address multicultural, cross-cultural, diversity, global issues and multiple perspectives through discussions in the classroom, reading/discussion of articles/books, and incorporation in the Unit Plan.

**POLS 116: State & Local Government (3 credits)** Structure, function and problems of state and local government; executive, legislative, and judicial processes; federalism and metropolitan government.

**POLS 220: International Politics (3 credits)** An introduction to international politics with emphasis on the international system, the major actors, the struggle for power, and the struggle to order.

#### Assessments

- a. Composite Social Studies Praxis II Exam
- b. Course Grade
- c. Critical Tasks: Unit/Lesson Planning & Multiculturalism
- d. Course Embedded Assessments

#### Results

- a. Praxis II results for Social Studies

Fall, 2006-Summer, 2007				
Program Area	ND Passing Score	Total Test Takers	Average Score	Percent Passing
Social Studies-10081	153	20	163	90%

As is indicated by the PRAXIS average score (163), students at the University of North Dakota exceed the required state minimum pass rate of 153. Furthermore, UND student scores outrank that PRAXIS national average of 153. As measured by the national exam, these exceptional scores indicates that UND students are acquiring an exceptionally strong background knowledge in Economics, Geography, History, Political Science, Psychology, Sociology, and Anthropology.

- b. Course Grade

Fall, 2006-Summer, 2007					
T & L 400: Methods & Materials	F	D	C	B	A
N=20	0	0	0	6 30%	14 70%

Upon examining the Methods and Materials course grades, findings indicate that 100% of the students earned a B or better. In this course, students begin to understand the importance of integrating content knowledge with that of pedagogical knowledge.

#### c. Critical Tasks: Unit/Lesson Planning & Multiculturalism

As a critical task, Unit/Lesson Planning provides an idea of the Social Studies Composite knowledge as demonstrated by the student. Students critically examine how content knowledge is integrated with pedagogical methods to effectively teach the core knowledge. Content knowledge from required courses (**for example: Political Science 116 & 220**) provide substantive background information that establishes the framework for creating unit plans that include content related to and addressing diversity, multiple perspectives, and global issues. The Unit/Lesson Plan serves that purpose in establishing a basic format for students to select any content knowledge they wish to teach, outline their structure, and proceed to identify how to teach this knowledge.

### Social Studies Unit Plan/Lesson Plan Rubric 200 point total

Preliminary Pages (50 points)

Setting	Beliefs & Methods
Standards	Accommodations
Scope/Sequence/Diversity	

Goals & Objectives (25 points)

Assessment (25 points)

Assessment Table	Description	Rubric
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Lesson Plans[5-8] (100 points)

Each lesson is worth the value below the number of LPs (20x5=100; 14.3x7=100). Beneath that is the value for each division. If you have more lessons.....obviously items count less.

5 LPs (20pts) Obj/STd Assessment Procedure Materials Diversity/ Accommodations (4pts each)	6 LPs (16.7 pts) Obj/Std Assessment Procedure Materials Diversity/ Accommodations (3.34 each)	7LPs (14.3) Obj/Std Assessment Procedure Materials Diversity/ Accommodations (2.86 each)	8LPs (12.5) Obj/Std Assessment Procedure Materials Diversity/ Accommodations (2.5 each)
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Fall, 2006-Summer, 2007					
<b>T &amp; L 400: Methods &amp; Materials Unit/Lesson Planning</b>	<b>F</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
<b>N=20</b>	0	1	1	2	16
	0	5%	5%	10%	80%

Students find the Unit/Lesson Planning to be the greater task in understanding the importance of establishing the structure for teaching. With all the necessary components in place, they begin to gain a greater understanding of how much time and effort are spent in pulling together all the information required to complete a Unit Plan. As indicated, 90% of the students earned a B or better on this assignment. The result of the two lower grades was simply inadequate planning and the lack of revisions. Students have the opportunity to revise their Unit plans as the professor provides feedback before assigning the final grade.

## LIVETEXT CRITICAL-TASK

## Social Studies Unit Plan/Lesson Plan Data

<b>Critical Task</b>	<b>Does not Meet Expectations (Insufficient Evidence) (1 pts)</b>	<b>Fulfills Expectations (Sufficient Evidence) (2 pts)</b>	<b>Exceeds Expectations (Substantial Evidence) (3 pts)</b>	<b>Mean</b>	<b>Mode</b>	<b>Standard Dev.</b>
1.1 TaL INTASC 1 Teacher candidate possesses content knowledge	6	28	6	2	2	0.55
1.2 TaL INTASC 1 Teacher candidate uses tools of inquiry to develop content knowledge (i.e., uses books, articles, data bases, teacher editions, professional resources such as curriculum standards to research content)	6	27	7	2.02	2	0.57
1.3 TaL INTASC 1 Teacher candidate selects content to encourage diverse perspectives	4	33	3	1.98	2	0.42
3.2 TAAL INTASC 3 Teacher candidate plans and adapts instruction for individual needs	8	27	5	1.93	2	0.57
7.1 TAAL INTASC 7 Teacher candidate plans for a range of materials and resources to enhance all student learning experiences	8	25	7	1.98	2	0.61
7.2 TAAL INTASC 7 Teacher candidate plans content rich learning opportunities aligned with curriculum standards	16	21	3	1.68	2	0.61
8.1 TaL INTASC 8 Teacher candidate possesses knowledge of tools for assessment	23	16	1	1.45	1	0.55



The preceding information was obtained from LIVETEXT relevant to students creating a 5-day Unit plan. Findings resulting from the data analysis indicate students overall fulfill expectations relevant to the critical tasks (content knowledge, tools of inquiry, diverse perspectives, individual needs, and materials/resources). Whereas, the aforementioned critical tasks are satisfactory, students failed to meet expectations concerning standards based learning and assessment. The following table provides greater insight, clarity, and sets the context for changes that have been made in social studies methods and other educational courses.

	Does Not Meet	Fulfills Expectations	Exceeds Expectations
1-Content Knowledge	3/15%	14/70%	3/15%
2-Tools of Inquiry	3/15%	13.5/67.5%	3.5/17.5%
3-Diverse Perspectives	2/10%	16.5/82.5%	1.5/7.5%
4-Individual Needs	4/20%	13.5/67.5%	2.5/15%
5-Materials/Resources	4/21%	12.5/65.7%	3.5/18.3%
6-Standards Based Learning	8/40%	10.5/52.5%	1.5/7.5%
7-Assessment	11.5/57.5%	8/40%	.5/2.5%

In the columns, the first number indicates the number of students and the second the percentage.

Based upon critical task findings, 85% of the social studies students fulfilled and exceeded expectations relative to content knowledge. Additionally, with regard to tools of inquiry, 85% of the students fulfilled and exceeded expectations, 90% addressed diverse perspectives, 82.5% addressed individual needs, and 86% addressed materials & resources in their units. While not indicators of poor performance, but rather less than desirable results, a concern grew out of the contrast that only 60% of the students addressed standards based learning in their unit plan. Findings indicated that students failed to address assessment at an even greater portion with only 42.5% fulfilling & exceeding expectations and 57.5% NOT meeting the expectations. Such differences marked a point in the social studies methods course where I as the instructor changed my approach to teaching assessment in the social studies methods classroom. More course time was devoted to assessing and evaluating social studies learning.

#### d. Course Embedded Assessments

Course Name & No.	ESPB Standard(s) Addressed by Assessment	Course Description	Assessment Description
<b>T &amp; L 400: Materials &amp; Methods (Social Studies)</b>	35.3	3 credits. Prerequisites: T&L 325, 345 and admission to teacher education. Corequisite: T&L 486. Various teaching methods and strategies and the materials used in teaching in a subject area. Some offered F only; some F, S. See Adviser (Some Methods and Materials courses carry	<b>Who Am I Culturally? (35 points)</b> Video-taping is optional. Interview senior member of your family to identify and expand personal cultural knowledge. This enriches your understanding of the world. Write a 2 to 3 page

		an academic department prefix and number. The number of methods courses required by a department may vary. Consult with an adviser.)	paper discussing what you learned and what was most interesting to you. How did this assignment benefit and enhance your understanding of the previous generation? What was something discussed in this interview that never occurred to you prior to the interview?
<b>T &amp; L 400: Materials &amp; Methods (Social Studies)</b>	35.3	3 credits. Prerequisites: T&L 325, 345 and admission to teacher education. Corequisite: T&L 486. Various teaching methods and strategies and the materials used in teaching in a subject area. Some offered F only; some F, S. See Adviser (Some Methods and Materials courses carry an academic department prefix and number. The number of methods courses required by a department may vary. Consult with an adviser.)	<b>Examinations (150 points)</b> Two unit examinations will be administered. The midterm will be a written exam while the final will be an oral discussion. Questions on each exam will cover all classroom activities and materials to date to include readings, discussions, materials, lectures, speakers, etc. Written = 100 points and Oral = 50 points.

## Who Am I? Checklist

From the interview, write a summary describing your findings. The length should be approximately 2-3 pages. The paper should be typed, free of mechanical and grammatical errors. Your interview information should be turned in with your typed summary. At a minimum the following should be included in your paper:

- Family Origin/Ethnicity
- Historical/Social Studies Interests
- Past/Present Interpretations
- Historical events impacting the family
- Reflections of Family Heritage

Who Am I ? (35 points) Checklist:

- A. Interview Summary is submitted on time with consent verification. (4 pts).
- B. Raw data (interview information) is turned in. (5 pts. )
- C. The length is at a minimum 2 pages. (5 pts.)
- D. The summary includes information on all 5 topical points (15 pts.)
- E. Paper is typed and grammatically/mechanically free of errors. (6 pts.)

Reminder: a paragraph at a minimum is 3 sentences.

Fall, 2006-Summer, 2007					
Who Am I? Grades	F	D	C	B	A
N=20	0	0	0	6	14 70%

## Mid-Term: 100 Points

Fall, 2006-Summer, 2007					
Mid-Term Grades	F	D	C	B	A
N=20	0	0	0	3 15%	17 85%

As indicated, 100% of the students earned a B or better on the Mid-Term. Given the test two weeks in advance, students return their tests, mid-course and discuss various perspectives generated by the exam. With regard to student learning of content knowledge, readings, research, teaching strategies, technology, discussions, guest speakers, professional development, etc., this exam is exam is premised on application rather than the return of facts/information. Encompassing all course topics, students often describe the synthesis this test generates in light of preparing to teach and teaching.

[SS Fall05 Mid-Term.pwp](#), [Fall MidTerm06.pwp](#)

### FINAL EXAM: 100 Points

Fall, 2006-Summer, 2007					
Final Exam Grades	F	D	C	B	A
N=20	0	0	0	5 25%	15 75%

The final exam is a discussion model with which students are familiar with the topics before the day of the exam. Encompassing all topics covered in the course, students earn participation points by contributing to the conversation and/or asking questions that further probe understanding of the topic at hand. The professor acts as facilitator and takes notes with regard to whom is participating and occasionally will interject a question to additionally extend student analyses. Discussion topics include Unit/Lesson Planning, Multicultural approaches in education, controversial issues, current events, resources, professional development, readings, theoretical maxims, etc. Below is a rubric used to record discussion/interjection/questioning participation.

FINAL EXAM				
STUDENT NAME	Question	Interjection	Contribution	Limited to NO Participation
*****				
*****				

Student Work Samples: Works include basic, proficient and exemplary examples.

[Middle East Conflict, Islam Lesson Plan, Mid-Term](#)

### 15020.4, 15007.4, 15010.4, 15015.4, 15040.4, 15030.4, 15035.4

The program requires study of current events including controversial issues. 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.

**T & L 400:** 3 credits. Prerequisites: T&L 325, 345 and admission to teacher education. Corequisite: T&L 486. Various teaching methods and strategies and the materials used in teaching in a subject area. Some offered F only; some F, S. See Adviser (Some Methods and Materials courses carry an academic department prefix and number. The number of methods courses required by a department may vary. Consult with an adviser.)

#### Assessments

- a. Course Grade
- b. Course Embedded Assessment

#### Results

- a. Course Grade

Fall, 2006-Summer, 2007					
T & L 400: Methods & Materials	F	D	C	B	A
N=20	0	0	0	6 30%	14 70%

Upon examining the Methods and Materials course grades, findings indicate that 100% of the students earned a B or better. In this course, students begin to understand the importance of integrating content knowledge with that of pedagogical knowledge.

- b. Course Embedded Assessment

Course Name & No.	ESPB Standard(s) Addressed by Assessment	Course Description	Assessment Description
T & L 400: Materials & Methods (Social Studies)	35.4	3 credits. Prerequisites: T&L 325, 345 and admission to teacher education. Corequisite: T&L 486. Various teaching methods and strategies and the materials used in teaching in a subject area. Some offered F only; some F, S. See Adviser (Some Methods and Materials courses carry an academic department prefix and number. The number of methods courses required by a department may vary. Consult with an adviser.)	<b>Examinations (150 points)</b> Two unit examinations will be administered. The midterm will be a written exam while the final will be an oral discussion. Questions on each exam will cover all classroom activities and materials to date to include readings, discussions, materials, lectures, speakers, etc. Written = 100 points and Oral = 50 points.

### Mid-Term: 100 Points

Fall, 2006-Summer, 2007					
Mid-Term Grades	F	D	C	B	A

<b>N=20</b>	0	0	0	3 15%	17 85%
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As indicated, 100% of the students earned a B or better on the Mid-Term. Given the test two weeks in advance, students return their tests, mid-course and discuss various perspectives generated by the exam. With regard to student learning of content knowledge, readings, research, teaching strategies, technology, discussions, guest speakers, professional development, etc., this exam is premised on application rather than the return of facts/information. Encompassing all course topics, students often describe the synthesis this test generates in light of preparing to teach and teaching.

### **FINAL EXAM: 100 Points**

<b>Fall, 2006-Summer, 2007</b>					
<b>Final Exam Grades</b>	<b>F</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
<b>N=20</b>	0	0	0	5 25%	15 75%

The final exam is a discussion model with which students are familiar with the topics before the day of the exam. Encompassing all topics covered in the course, students earn participation points by contributing to the conversation and/or asking questions that further probe understanding of the topic at hand. The professor acts as facilitator and takes notes with regard to who is participating and occasionally will interject a question to additionally extend student analyses. Discussion topics include Unit/Lesson Planning, Multicultural approaches in education, controversial issues, current events, resources, professional development, readings, theoretical maxims, etc. Below is a rubric used to record discussion/interjection/questioning participation.

<b>FINAL EXAM</b>				
<b>STUDENT NAME</b>	<b>Question</b>	<b>Interjection</b>	<b>Contribution</b>	<b>Limited to NO Participation</b>
*****				
*****				

Student Work Samples: Works include basic, proficient and exemplary examples.

### **Iraq & Current Events**

### **15020.5, 15007.5, 15010.5, 15015.5, 15040.5, 15030.5, 15035.5**

The program requires studying methods of teaching social studies including current trends in social studies with an examination of various teaching methods and techniques. 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.

**T & L 400:** 3 credits. Prerequisites: T&L 325, 345 and admission to teacher education. Corequisite: T&L 486. Various teaching methods and strategies and the materials used in teaching in a subject area. Some offered

F only; some F, S. See Adviser (Some Methods and Materials courses carry an academic department prefix and number. The number of methods courses required by a department may vary. Consult with an adviser.)

#### Assessments

- a. Unit Plan: Livetext
- b. Course Grade
- c. Course Embedded Assessments
- d. Student Teaching Evaluations

#### Results

- a. Unit Plan: Livetext

As a critical task, Unit/Lesson Planning provides an idea of the Social Studies Composite knowledge as demonstrated by the student. Students critically examine how content knowledge is integrated with pedagogical methods to effectively teach the core knowledge. The Unit/Lesson Plan serves that purpose in establishing a basic format for students to select a particular content knowledge they wish to teach, outline their structure, and proceed to identify how to teach this knowledge.

### **Social Studies Unit Plan/Lesson Plan Rubric 200 point total**

Preliminary Pages (50 points)

Setting	Beliefs & Methods
Standards	Accommodations
Scope/Sequence/Diversity	

Goals & Objectives (25 points)

Assessment (25 points)

Assessment Table	Description	Rubric
------------------	-------------	--------

Lesson Plans[5-8] (100 points)

Each lesson is worth the value below the number of LPs (20x5=100; 14.3x7=100). Beneath that is the value for each division. If you have more lessons.....obviously items count less.

5 LPs (20pts) Obj/STd Assessment Procedure Materials Diversity/ Accommodations (4pts each)	6 LPs (16.7 pts) Obj/Std Assessment Procedure Materials Diversity/ Accommodations (3.34 each)	7LPs (14.3) Obj/Std Assessment Procedure Materials Diversity/ Accommodations (2.86 each)	8LPs (12.5) Obj/Std Assessment Procedure Materials Diversity/ Accommodations (2.5 each)
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Fall, 2006-Summer, 2007					
<b>T &amp; L 400: Methods &amp; Materials Unit/Lesson Planning</b>	<b>F</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>

<b>N=20</b>	0 0	1 5%	1 5%	2 10%	16 80%
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Students find the Unit/Lesson Planning to be the greater task in understanding the importance of establishing the structure for teaching. With all the necessary components in place, they begin to gain a greater understanding of how much time and effort are spent in pulling together all the information required to complete a Unit Plan. As indicated, 90% of the students earned a B or better on this assignment. The result of the two lower grades was simply inadequate planning and the lack of revisions. Students have the opportunity to revise their Unit plans as the professor provides feedback before assigning the final grade.

## LIVETEXT CRITICAL-TASK

## Social Studies Unit Plan/Lesson Plan Data

<b>Critical Task</b>	<b>Does not Meet Expectations (Insufficient Evidence) (1 pts)</b>	<b>Fulfills Expectations (Sufficient Evidence) (2 pts)</b>	<b>Exceeds Expectations (Substantial Evidence) (3 pts)</b>	<b>Mean</b>	<b>Mode</b>	<b>Standard Dev.</b>
1.1 TaL INTASC 1 Teacher candidate possesses content knowledge	6	28	6	2	2	0.55
1.2 TaL INTASC 1 Teacher candidate uses tools of inquiry to develop content knowledge (i.e., uses books, articles, data bases, teacher editions, professional resources such as curriculum standards to research content)	6	27	7	2.02	2	0.57
1.3 TaL INTASC 1 Teacher candidate selects content to encourage diverse perspectives	4	33	3	1.98	2	0.42
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7.1 TAAL INTASC 7 Teacher candidate plans for a range of materials and resources to enhance all student learning experiences	8	25	7	1.98	2	0.61
7.2 TAAL INTASC 7 Teacher candidate plans content rich learning opportunities aligned with curriculum standards	16	21	3	1.68	2	0.61
8.1 TaL INTASC 8 Teacher candidate possesses knowledge of tools for assessment	23	16	1	1.45	1	0.55



The preceding information was obtained from LIVETEXT relevant to students creating a 5-day Unit plan. Findings resulting from the data analysis indicate students overall fulfill expectations relevant to the critical tasks (content knowledge, tools of inquiry, diverse perspectives, individual needs, and materials/resources). Whereas, the aforementioned critical tasks are satisfactory, students failed to meet expectations concerning standards based learning and assessment. The following table provides greater insight, clarity, and sets the context for changes that have been made in social studies methods and other educational courses.

	Does Not Meet	Fulfills Expectations	Exceeds Expectations
1-Content Knowledge	3/15%	14/70%	3/15%
2-Tools of Inquiry	3/15%	13.5/67.5%	3.5/17.5%
3-Diverse Perspectives	2/10%	16.5/82.5%	1.5/7.5%
4-Individual Needs	4/20%	13.5/67.5%	2.5/15%
5-Materials/Resources	4/21%	12.5/65.7%	3.5/18.3%
6-Standards Based Learning	8/40%	10.5/52.5%	1.5/7.5%
7-Assessment	11.5/57.5%	8/40%	.5/2.5%

In the columns, the first number indicates the number of students and the second the percentage.

Based upon critical task findings, 85% of the social studies students fulfilled and exceeded expectations relative to content knowledge. Additionally, with regard to tools of inquiry, 85% of the students fulfilled and exceeded expectations, 90% addressed diverse perspectives, 82.5% addressed individual needs, and 86% addressed materials & resources in their units. While not indicators of poor performance, but rather less than desirable results, a concern grew out of the contrast that only 60% of the students addressed standards based learning in their unit plan. Findings indicated that students failed to address assessment at an even greater portion with only 42.5% fulfilling & exceeding expectations and 57.5% NOT meeting the expectations. Such differences marked a point in the social studies methods course where I as the instructor changed my approach to teaching assessment in the social studies methods classroom. More course time was devoted to assessing and evaluating social studies learning.

b. Course Grade

Fall, 2006-Summer, 2007					
T & L 400: Methods & Materials	F	D	C	B	A
N=20	0	0	0	6 30%	14 70%

Upon examining the Methods and Materials course grades, findings indicate that 100% of the students earned a B or better. In this course, students begin to understand the importance of integrating content knowledge with that of pedagogical knowledge.

c. Course Embedded Assessments

Course Name & No.	ESPB Standard(s) Addressed by Assessment	Course Description	Assessment Description
<b>T &amp; L 400: Materials &amp; Methods (Social Studies)</b>	35.5	3 credits. Prerequisites: T&L 325, 345 and admission to teacher education. Corequisite: T&L 486. Various teaching methods and strategies and the materials used in teaching in a subject area. Some offered F only; some F, S. See Adviser (Some Methods and Materials courses carry an academic department prefix and number. The number of methods courses required by a department may vary. Consult with an adviser.)	<b>Examinations (150 points)</b> Two unit examinations will be administered. The midterm will be a written exam while the final will be an oral discussion. Questions on each exam will cover all classroom activities and materials to date to include readings, discussions, materials, lectures, speakers, etc. Written = 100 points and Oral = 50 points.
<b>T &amp; L 400: Materials &amp; Methods (Social Studies)</b>	35.5	3 credits. Prerequisites: T&L 325, 345 and admission to teacher education. Corequisite: T&L 486. Various teaching methods and strategies and the materials used in teaching in a subject area. Some offered F only; some F, S. See Adviser (Some Methods and Materials courses carry an academic department prefix and number. The number of methods courses required by a department may vary. Consult with an adviser.)	<b>Field Experience/Reflective Journal (50 points)</b> You will be placed in a middle or secondary level classroom where you will complete a 60-hour Field Experience (FE) during which time you will observe, assist, and teach under the supervision of a mentor teacher. During each school visit, you are to complete a journal log (provided) and a Reflective Journal (weekly). You are to teach at least 2 lessons during your FE. Document & reflect upon each of these experiences. Additionally, you will be formally evaluated using a modified version of the Student Teacher Assessment Instrument.
<b>T &amp; L 400: Materials &amp; Methods (Social Studies)</b>	35.5	3 credits. Prerequisites: T&L 325, 345 and admission to teacher education. Corequisite: T&L 486. Various teaching methods and strategies and the materials used in teaching in a subject area. Some offered F only; some F, S. See Adviser (Some Methods and Materials courses carry an academic department prefix and number. The number of methods courses required by a department may vary. Consult with an adviser.)	<b>Research Activity (60 points= 2 x 30)</b> Select one article in each area: social studies instruction and assessment issues. Obtain one academic journal article relative to each of the above topics. Read the articles and <b>highlight</b> the key information in each. Required journals include: <i>Social Education, The Social Studies, Magazine of History, Journal of Geography, The Clearinghouse, Teaching History: A Journal of Methods, Middle School, Journal The History Teacher.</i> Prepare an annotated reference

			(double-spaced, APA style) for each article read. The summary should include (a) a brief overview of the article, (b) the author's position, and (c) your assessment of both. During the class meetings when the topics are addressed, briefly summarize the article for your classmates and submit the highlighted article with the annotated reference and paper.
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## Mid-Term: 100 Points

Fall 2006-Summer 2007					
Mid-Term Grades	F	D	C	B	A
N=20	0	0	0	3 15%	17 85%

As indicated, 100% of the students earned a B or better on the Mid-Term. Given the test two weeks in advance, students return their tests, mid-course and discuss various perspectives generated by the exam. With regard to student learning of content knowledge, readings, research, teaching strategies, technology, discussions, guest speakers, professional development, etc., this exam is premised on application rather than the return of facts/information. Encompassing all course topics, students often describe the synthesis this test generates in light of preparing to teach and teaching.

## FINAL EXAM: 100 Points

Fall, 2006-Summer, 2007					
Final Exam Grades	F	D	C	B	A
N=20	0	0	0	5 25%	15 75%

The final exam is a discussion model with which students are familiar with the topics before the day of the exam. Encompassing all topics covered in the course, students earn participation points by contributing to the conversation and/or asking questions that further probe understanding of the topic at hand. The professor acts as facilitator and takes notes with regard to whom is participating and occasionally will interject a question to additionally extend student analyses. Discussion topics include Unit/Lesson Planning, Multicultural approaches in education, controversial issues, current events, resources, professional development, readings, theoretical maxims, etc. Below is a rubric used to record discussion/interjection/questioning participation.

FINAL EXAM				
STUDENT NAME	Question	Interjection	Contribution	Limited to NO Participation
*****				
*****				

## Field Experience Journaling Guide:

Students complete this with the point of providing constructive analysis in the reflection. Time is spent in the classroom discussing various concerns that arrive in relation to this and what can/should be done to address specific situations that arise.

### INTASC Standards & Field Experience Journal (5 pts each)

#### INTASC

1

How does your cooperating teacher gather background knowledge and insight toward the subject matter he/she teaches? What resources are consulted? How does he/she then decide on the most appropriate way in which to teach the subject matter?

#### INTASC 5

Observe your classroom environment. How does the teacher manage student time and tasks? What are some common management routines and transitions? How were they established and how are they now managed? Be specific and look for details regarding classroom management.

#### INTASC 6

As you observe in the classroom, listen to your cooperating teacher's questioning techniques. In particular, look for questions that ask for recall of facts, questions that call for reasoning, and questions that are open-ended. Look for questioning patterns, e.g., does the teacher call on boys and girls for answers to certain kinds of questions? You might make a tally of total questions asked of boys and girls to see if there is equity in the questioning process. As you are planning your lesson(s), think about the kinds of questions you might ask in order to facilitate student learning.

#### INTASC 2

How is your teacher meeting the special needs of students including those identified as gifted, challenged, disabled, etc. Describe how your teacher plans lesson accommodations in accordance with a student's Individualized Education Plan (IEP). Respond to the diversity that exists among students---including socioeconomic, cognitive, physical, societal, and cultural.

#### INTASC 3

For observation purposes, pick three students of varying abilities. Discuss each student's learning style, reading competency, social studies ability, and any other special needs. Do the students need special help or do they help others in the class? Throughout the field experience practice your observational techniques such as anecdotal notes, checklists, sociograms, etc.

#### INTASC 4

Write and reflect on the different instructional frameworks and practices you have observed in the classroom. These may include whole-group instruction, flexible grouping, teacher-led instruction, student choice, class decision making, field trips, celebrations, projects, etc.

#### INTASC 7

Reflect on your cooperating teacher's planning. How does he/she go about planning for daily lessons and units? What kinds of information is taken into account and planned for? Compare it to the planning you completed over the field experience. What have you learned about your planning and teaching?

#### INTASC 8

Discuss the various kinds of assessment procedures you observed during the field experience. What were some benefits/drawbacks of each? What kinds of tools seem to work best for you and your style of teaching? Which of these gave you the most information about your students as learners and the content they learned?

#### INTASC 10

Talk to your teacher regarding the ways in which he/she communicates with other people in the profession. How does he/she work with parents, social agencies that promote a child's well-being, colleagues, and administrators? What are some "tips" regarding the school's "community" that he/she has for you?

#### INTASC 9

Reflect on the experiences working with children you have had to up to this point. List 2 professional goals you will work toward over the course of the next six months. Why are they important to you? How do you plan on achieving them?

### Research Activity:

Students are responsible for researching and reporting on a current journal article identifying a teaching strategy and assessment. Specific journals are cited to provide direction in familiarizing students with what is produced in the field of Social Studies Education. This is one of the greater areas students struggle with and I continually endeavor to find ways to approach this in a more productive manner. Still, as indicated more than 85% earned a B or better in this assignment.

Fall, 2006-Summer, 2007					
Research Activity	F	D	C	B	A
N=20	1 5%	0	2 10%	6 30%	11 55%

### Research Paper Checklist: 25 point Total

APA Format W/Curriculum and Instruction Focus/Assessment Focus (3 pts)

Double Space/Highlight (2 pts)

Article Overview (5pts)

Author Position (5pts)

Your Assessment of the Article & Why (10 pts)

### d. Student Teaching Evaluations

Representative of the aforementioned pre-service teachers, the following two tables identify data gathered through observation by supervising teachers of the pre-service teachers in the field through Livetext. Although segregated and restructured, it is evident that the tabled information reflects data collection by the same the assessment instrument.

### Pre-Service Teaching Evaluations Generated by Supervising Teachers

	Mid Term N=27				Final N=27			
Social Studies Fall 06-Spring 07	Deficient	Developing	Proficient	Not Observed	Deficient	Developing	Proficient	Not Observed
1. Demonstrates knowledge of content:	0%	63%	33%	4%	0%	11%	74%	15%
2. Demonstrates knowledge of human development through appropriate interaction, activities & attitude:	0%	56%	33%	11%	0%	0%	85%	15%
3. Recognizes individual differences and gives opportunities for diverse learners to learn:	0%	41%	33%	26%	0%	0%	81%	19%
4. Employs diverse teaching strategies:	0%	37%	48%	15%	0%	15%	66%	19%
5. Demonstrates competence in employing appropriate	0%	15%	70%	15%	0%	4%	81%	15%

technology:								
6. Fosters a safe, compassionate, and respectful educational environment that promotes learning:	0%	19%	70%	11%	0%	0%	85%	15%
7. Guides student behavior effectively and appropriately:	0%	52%	37%	11%	0%	11%	74%	15%
8. Express ideas articulately in written and oral communication:	0%	30%	52%	18%	0%	7%	78%	15%
9. Solicits suggestions and feedback from other and is receptive to them:	0%	22%	67%	11%	0%	0%	85%	15%
10. Plans and designs creative, organized, effective, and appropriate lessons and units:	0%	26%	59%	15%	0%	4%	81%	15%
11. Uses appropriate informal and/or formal assessment method to evaluate:	0%	55%	30%	15%	0%	7%	74%	19%
12. Analyzes own performance and seeks sources of improvement:	0%	41%	48%	11%	0%	7%	78%	15%
13. Maintains professional conduct-punctuality, interaction with others, preparedness, and initiative:	0%	8%	81%	11%	0%	0%	81%	19%
14. Established effective relationships with parents, participates in school and community projects:	0%	40%	30%	30%	0%	0%	70%	30%

Evident in this data set is the LACK of deficiency for all pre-service teachers in all categories. While some categories included not observed, generally the strongest indicators of growth and development are located in the developing and proficient categories. Viewing each assessment individually (Mid-Term[MT]/Final[F]), notable proficiencies are categorically found in the employment of technology (70%), the fostering of safe learning environments (70%), communication skills (67%), and professionalism (81%). While these are notable, initial MT assessments raise a concern for content knowledge (63% developing) and employing appropriate assessment methods (55% developing). More understandably is the developmental scoring of guiding student behavior (52%) as the pre-service teachers are beginning to grasp and employ fundamental classroom management concepts. With regard to the scoring of the F assessment, findings indicated that all scores are markedly increased in the proficient category. Comparatively, with content knowledge whereas MT students

were 33% proficient, at the F assessment the pre-service teachers scored 74%. Additionally, from MT to F, students made remarkable progress in many areas. Highlights are cited below:

	<b>MT</b>	<b>F</b>
Content Knowledge	33%	74%
Knowledge of Human Development	33%	85%
Individual Differences/Diversity	33%	81%
Guides Student Behavior	37%	74%
Assessment	30%	74%

Multiple explanations may be considered: (1) The learning curve for pre-service teachers is more evident during Student Teaching and they adjust to the teaching environment, (2) Perhaps some areas were not evident to the supervising teacher at MT, whereas by the final visit the skills were quite apparent, (3) Overall, time in the teaching experience is the greater teacher for the pre-service teachers. Whichever explanation is believed, findings indicated pre-service teachers are learning and adjusting in the student teaching experience and one may conclude the program contains successful components.

#### **Pre-Service Teaching Evaluations Generated by Supervising Teachers**

	Mid-Term Observation					Final Observation				
<b>Social Studies Candidate Data: Student Teaching, Fall 2007</b>	A	B	C	D	E	A	B	C	D	E
Demonstrates Knowledge of Subject Matter	2	3	3	2	2	3	3	3	3	2
Demonstrates Knowledge of Human Development and Learning	2	3	3	2	3	3	3	1	3	3
Adapting Instruction for Individual Needs	2	3	2	3	2	2	2	3	3	2
Multiple Instructional Strategies	3	3	2	3	2	3	3	3	3	3
Classroom Motivation and Management Skills	3	3	2	2	2	2	3	3	3	2
Classroom Management: Teacher Awareness	3	3	2	2	2	3	3	3	3	2
Communication Skills—Oral and Written Language Skills	2	3	2	2	3	2	3	3	3	3
Technology Integration	3	3	3	2	2	3	3	3	3	2
Instructional Planning Skills (Lesson and Unit)	2	3	3	2	3	2	3	3	3	3
Assessment of Student Learning	3	3	2	2	2	3	3	3	3	2
Reflective Practitioner	2	3	2	3	3	2	2	3	3	3
Partnerships (Family, School, District)	3	3	2	2	2	2	3	3	2	2

This second table (N=5) identifies both MT & F observation by the Supervising Teacher with scoring as indicated below:

- 1=Does Not Meet Expectation
- 2=Fulfills (Meets) Expectations
- 3=Exceed Expectations

The critical tasks are correlated with the INTASCT principles as indicated in the categories to the immediate left. Overall, the students fulfilled the expectations as established by the program. The information describes hereafter compares MT to F scoring of each student individually. While student A exceeded in content knowledge and demonstrating knowledge of human development of a greater concern was the decline in classroom management. With Student B there was no evidence of growth due to the high scoring at MT.

Unfortunately, as noted a decline in adapting instruction and reflecting upon teaching indicates not enough attention was devoted to those areas when the observation occurred. Student C scores indicate a notable improvement with only one area not address (knowledge of human development & learning). Student D exhibits total growth in nearly every category as scored by the supervising teacher. Lastly, Student E exhibits no growth except in the area of incorporating multiple instructional strategies. While this is a concern, according to the rubric, the criterion is met and the expectations are fulfilled. Conclusions might be drawn that more time needed to be spent with the supervising teacher and pre-service teacher communicating in determining how to best address the need for growth and how this would assist the pre-service teacher.

Student Work Samples: Works include basic, proficient and exemplary examples.

[MidTerm](#), [Methods Research #1](#), [Methods Research #2](#), [Field Experience Journal](#)

## 15020.6, 15007.6, 15010.6, 15015.6, 15040.6, 15030.6, 15035.6

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

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

**T & L 400**: 3 credits. Prerequisites: T&L 325, 345 and admission to teacher education. Corequisite: T&L 486. Various teaching methods and strategies and the materials used in teaching in a subject area. Some offered F only; some F, S. See Adviser (Some Methods and Materials courses carry an academic department prefix and number. The number of methods courses required by a department may vary. Consult with an adviser.)

### Assessments

- a. Course Grade
- b. Course Embedded Assessments
- c. Student Teaching Evaluations

### Results

- a. Course Grade

Fall, 2006-Summer, 2007					
T & L 400: Methods & Materials	F	D	C	B	A
N=20	0	0	0	6 30%	14 70%

Upon examining the Methods and Materials course grades, findings indicate that 100% of the students earned a B or better. In this course, students begin to understand the importance of integrating content knowledge with that of pedagogical knowledge.

- b. Course Embedded Assessment

Course Name & No.	ESPB Standard(s) Addressed by Assessment	Course Description	Assessment Description



<b>T &amp; L 400: Materials &amp; Methods (Social Studies)</b>	35.6	3 credits. Prerequisites: T&L 325, 345 and admission to teacher education. Corequisite: T&L 486. Various teaching methods and strategies and the materials used in teaching in a subject area. Some offered F only; some F, S. See Adviser (Some Methods and Materials courses carry an academic department prefix and number. The number of methods courses required by a department may vary. Consult with an adviser.)	<b>Integrating Technology into the Social Studies Classroom (90 points)</b> <b>1. Introduction to IPOD (Vodcasting, if possible):</b> Create a podcast (3-5 minutes). Topics need verified with Professor. <b>(30 pts.)</b> <b>2.</b> Locate 5 Internet sites specific to Social Studies. Provide the title and address of each site, a 2-3 sentence description of the site, a brief narrative of how the site could be used as a teaching or learning tool, and the specific levels at which the site can be used. <b>(5 pts)</b> <b>3.</b> Prepare and present a 5 minute imovie. <b>(30 pts)</b> <b>4.</b> Complete the Timeliner assignment associated with a lesson prepared for LiveText. <b>(15 pts.)</b> <b>5.</b> Develop a PowerPoint presentation about a lesson you taught in the Field experience... in particular, something that you incorporated and highlighted during a lesson that you think caught the students' attention. A MAX of 10 slides should constitute your presentation. <b>(10 points)</b>
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As technology advances and impacts the current market, it also impacts the classroom. In an effort to provide our students with the same advantage, incorporation of various technological tools are included to assist pre-service teachers in understanding how to enhance their instruction with different tools. Tools including IMOVIE, Timeliner, Ipod, Powerpoint, and Internet Research are incorporated into the Methods course to provide students with the opportunity to have hands-on experience of learning HOW to use the technology before using it in the classroom. Many students are already technologically savy!!! Currently, the Ipod assignment has just been added this Fall 2007 semester. With regard to the N in the data set, the IMOVIE, Powerpoint, Timeliner, and Internet Research were completed by the students. As indicated, all students earned an A with respect to the different tools. Only the rubric for the IMOVIE is included as an example as the others are similar in construct.

<b>T &amp; L 400: Materials &amp; Methods</b>					
<b>Tech Assignments</b>	<b>F</b>	<b>D</b>	<b>C</b>	<b>B</b>	<b>A</b>
<b>N=20</b>	0	0	0	0	20 100%

<b>IMOVIE</b>	0	0	0	0	20 100%
<b>Internet Assignment (Web Site)</b>	0	0	0	0	20 100%
<b>Timeliner</b>	0	0	0	0	20 100%
<b>Ipod</b>	NA	NA	NA	NA	NA

NA: Not Applicable to (N=20) data set.

#### IMOVIE Rubric

<b>Criteria</b>	Less Than Expected	Expected	Exceeded Expectation	<b>POINTS</b>
Content (4 core areas or approval of Professor)				/6
Time: 3-5 Minutes				/6
Creative/Engaging				/6
Technology: Sound/Music				/6
Collaboration				/6
<b>TOTAL POINTS</b>				/30

#### c. Student Teaching Evaluations

Representative of the aforementioned pre-service teachers, the following two tables identify data gathered through observation by supervising teachers of the pre-service teachers in the field through Livetext. Although segregated and restructured, it is evident that the tabled information reflects data collection by the same the assessment instrument.

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Multiple Instructional Strategies	3	3	2	3	2	3	3	3	3	3
Classroom Motivation and Management Skills	3	3	2	2	2	2	3	3	3	2
Classroom Management: Teacher Awareness	3	3	2	2	2	3	3	3	3	2
Communication Skills—Oral and Written Language Skills	2	3	2	2	3	2	3	3	3	3
Technology Integration	3	3	3	2	2	3	3	3	3	2
Instructional Planning Skills (Lesson and Unit)	2	3	3	2	3	2	3	3	3	3
Assessment of Student Learning	3	3	2	2	2	3	3	3	3	2
Reflective Practitioner	2	3	2	3	3	2	2	3	3	3
Partnerships (Family, School, District)	3	3	2	2	2	2	3	3	2	2

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Student Work Samples: Works include basic, proficient and exemplary examples.

### [US Geography Unit Plan](#)

IMOVIE (On disc)

## 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**

<b>Teaching &amp; Learning Standards</b>	<b>Does Not Meet</b>	<b>Fulfills Expectations</b>	<b>Exceeds Expectations</b>
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: Social Studies
Credits are: Semester		
Credits required for degree:	125	
<b>General Studies</b>	<b>Teaching Specialty</b>	<b>Professional Education</b>
Must total at least credits	Credits required: 60	Must total at least 39 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>History 18 Credits</u> Hist 101 Western Civ I (3) Hist 102 Western Civ II (3) Hist 103 United States to 1877 (3) Hist 104 United States Since 1877 (3) Hist 220 History of ND (3) Hist elective 300 level or above (3)  <u>Political Science 12 credits</u> Pols 115 American Government (3) Pols 116 State & Local Government (3) Pols 220 International Politics (3) Choice of one: Pols 305 Am. Const. - Govt Powers (3) Pols 306 Am. Const. – Civil Lib. (3) Pols 318 Am. Political Thought (3)  <u>Geography 12 credits</u> Geog 161 World Regional Geog (3) Geog 262 Geography of North Am. (3) Geog 419 Methods & Materials in Geographic Education (3) Choice of one: Geog 271 Map Use & Interpr. (3) Geog 377 Quantitative App (3) Geog 471 Cartography & Comp-Assisted Mapping/Lab (3) Geog 474 Intro to Geog Info Syst (3)  <u>Economics 12 credits</u> Econ 201 Princ of Microeconomics (3) Econ 202 Princ of Macroeconomics (3) Econ 303 Money & Banking (3) Choice of one: Econ 210 Intro to Bus & Econ Stat	T&L 325 Exploring Teaching in Secondary Schools (3) T&L 345 Curriculum Development (3) T&L 350 Dev & Ed of Adolescent (3) T&L 386 Field Experience (Optional 1) T&L 390 Special Topics (1-3) T&L 400: Methods & Materials: Middle Level/Secondary Social Studies (3) T&L 433 Multicultural Ed (3) T&L 460 Micro Teaching (3) T&L 486 Field Experience (1) T&L 487 Senior Seminar (1) T&L 495 Independent Study (Optional 1) T&L 486 Student Teaching (16)

	<p>(3)  Econ 330 Business &amp; Econ Hist (3)  Econ 420 Economic Education (3)</p> <p><u>Required Electives 6 credits</u>  ( 6 credits in one of the  following teaching areas):</p> <p><u>Psychology</u>  Psyc 111 Intro to Psychology (3)  Psyc 360 Intro to Personality (3)</p> <p><u>Sociology</u>  Soc 110 Intro to Sociology (3)  And choice of one:  Soc 306 Social Change (3)  Soc 335 The Family (3)  Soc 340 Soc of Gender &amp; Sex  Roles (3)  Soc 361 Social Psychology (3)</p> <p><u>Anthropology</u>  Anth 100 Intro to Anthropology (3)  <b>Or</b> Anth 171 Intro to Cultural Anth (3)  <b>Or</b> Anth 172 Intro to Archaeology &amp;  <b>Or</b> World Prehistory (3)  <b>Or</b> Anth 200 World Prehistory (3)</p> <p>And an Anth elective 300 level or  Above (3)</p>	
	<b>60 total</b>	

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