Overview of the Institution

Minot State University is a state-supported Carnegie Master’s 1 university located in Minot, a city of approximately 36,500 in the north central region of North Dakota. ‘Magic’ Minot is the center of a rich agricultural region. Having grown ‘like magic’ when the Great Northern Railroad chose this unique location, Minot gives the appearance of a much larger community, enhanced by approximately 12,000 residents of Minot Air Force Base located 12 mi. north of the city and nearly 20,000 rural residents within a 60-mile radius.

Minot State University’s 102-acre campus provides students with a friendly and personal atmosphere. The University is home to 21 buildings, including five residence halls, two apartment buildings, seven classroom buildings, the student union, library, and domed athletic facility. There is also a concert hall, two theaters, and two art galleries.

Minot State University was established in 1913 to prepare teachers for service in the prairie schools of northwestern North Dakota. The institution soon expanded its offerings in response to the needs of the region, a pattern that has been repeated many times in Minot State’s subsequent history. Short-term training programs led to the first two-year Standard Teaching Certificate in 1915. Over the years those who governed the institution recognized the need to add to teacher preparation programs with new programs in the fine arts, the liberal arts, the sciences, and professional fields. In 1924 the state legislature authorized the Normal School to expand to a four-year program and to grant a Bachelor of Arts degree in education. The school’s name was changed to Minot State Teachers College to reflect this new mission. Later, programs in special education, speech pathology, business, and nursing were added. In 1964 the school’s name was changed to Minot State College and its mission expanded further to include master’s degree graduate education. The Teacher Education program was first accredited by NCATE in the same year. In 1987 the institution’s name was changed to Minot State University and today the university offers master’s degrees in Communication Disorders, Criminal Justice, Education, Special Education, Management, Mathematics, Music, and Science, plus an Educational Specialist degree in School Psychology.

Minot Campus Today

Minot State’s official enrollment for the fall of 2003 was 3824. There are 2661 students from North Dakota while 609 were either military personnel or military dependents. There were 554 non-resident students from 19 states and 19 different countries. There are 137 Native American students and 184 Canadian students from five provinces.

MSU takes pride in its student-centered environment for learning. Its beautiful buildings house well-designed classrooms and laboratories, excellent student computing facilities, outstanding auditoriums for the performing arts, a spacious well-equipped library, and a well-outfitted health and fitness center. Minot State University currently employs approximately 220 contract faculty and 190 staff to meet the needs of the diverse student body.

Minot State University is an interactive University, an institution committed to two-way communication and cooperation between the campus and the public. The university has active and reciprocal partnerships with its community, its region, the North Dakota University System
(NDUS), and the state government of North Dakota. This vital interaction between Minot State and its partners (communities, businesses, entrepreneurs, civic organizations, schools, agencies, and political subdivisions) is viewed by both the university and the public as essential to the functioning and to the future of the Teacher Education program.

Minot State’s interactive approach to learning is seen in numerous instances where the faculty’s expertise leads to discoveries within the classrooms, laboratories, clinics, studios, and computer facilities leading to opportunity for service and research activities. The traditional goals of excellence in teaching, research, and service continue to drive the faculty and staff at Minot State.

The university serves as a cultural center for the region with its wide-ranging arts offerings. It also seeks to be a leader in addressing the needs of its students by stimulating community economic development, and improving public education. Minot State University seeks to work closely as ‘partners in learning’ with communities and organizations in northwestern North Dakota and throughout the state. It is a leader in collaboration with elementary and secondary schools to improve learning and teaching at all levels.

In addition to its academic programs, Minot State has a wide range of student services that assist in meeting students’ physical, psychological, and sociological needs. These student services aid in rounding out the university experience of the students at Minot State.

The Student Association of Minot State University is the student voice to the administration; it provides students an opportunity to develop leadership skills and to impact the campus environment. Students elected from a wide range of disciplines and entities from across the campus form a representative government structure for the campus.

• The Student Life Office provides services in the areas of campus housing, behavioral management, and retention. Assistance with study skills or other issues related to academic success are provided through individual and group assistance. General counseling in all areas affecting students’ academic progress is provided.
• Career Services facilitates the process of choosing a career field and selecting the appropriate academic major. A variety of career assessment and decision-making resources are available to assist students in the career planning process. Career materials are available with detailed descriptions of different occupations, certification and the educational requirements necessary to enter the world-of-work for specific careers. Career Services offers guidance on letters of application and resumés, interviewing techniques, job search strategies, and cooperative education and internship opportunities. Resumé typing and critiquing services are also available to help students. The Career Services Offices can assist all current students and graduates of Minot State University in finding employment. Students seeking full-time and part-time jobs are also assisted through the extended services of Job Service North Dakota.
• Minot State University Center for Extended Learning (CEL) offers numerous opportunities for a student to gain course credit through non-traditional formats. Financial aid applies to most courses offered through the CEL. Listed below are the options for enrolling through CEL:
Evening Courses are available on campus and at Minot Air Force Base. Courses are open to the general public as well as military students and their dependents. A variety of general education courses are offered in flexible formats to meet the needs of the non-traditional student. A student may register on campus in the Continuing Education Office or through the Web ALFI process. Courses start approximately every ten weeks.

Internet Courses are also offered at Minot State. Most courses are 16-weeks in length. Course enrollment periods coincide with campus registration times. The Internet courses are especially appropriate for the student who is working full-time, lives too far from the campus to commute, or just wants to have the convenience of completing university courses at their own pace. Most General Education courses are offered as well as entire degree options in management, management information systems, general studies, applied sciences, and developmental disabilities.

Correspondence Courses are offered in a 16-week format. Eligible students may use financial aid. Over twenty courses are currently being offered and can be used as a supplement for the part-time or full-time student.

- Financial Aid is available to students who, without such help, would be unable to attend Minot State University. The primary responsibility for financing a college education rests with the student and his/her family. Financial Aid should be used as a supplement to family support. The Financial Aid Office reserves the right to the final determination regarding the type(s) and amount of aid awarded to students. Awards are based upon an evaluation of the student’s eligibility as determined by the needs analysis form and the availability of funds of the various aid programs. [www.minotstateu.edu/finaid](http://www.minotstateu.edu/finaid). Every effort is made to provide adequate funding to meet the educational costs.

- Counseling and Psychological Services promote student development in emotional, social, educational, and career areas. Services are also available to students, faculty, and staff members.

- The Multi-Cultural Support Services/Native American Cultural Center provides counseling, advising, and assistance to people of color and international students in dealing with personal, social, financial, academic, career, and transitional issues. Campus and community events are developed and coordinated to promote a greater awareness and appreciation of cultural diversity. Cooperative initiatives between community agencies, tribal community colleges, and regional reservations assist students with matriculation and transitional adjustments.

- The Honors Program provides an integrated program of special academic opportunities, personal advising, and extra-curricular activities designed to challenge highly motivated students to reach their full potential as graduates of Minot State University. Qualifying students may enter the Honors Program at any time, but most enter at the start of the freshman year. To qualify as an entering freshman, one should have scored at least 25 or higher on the ACT, or earned a 3.5 or higher high school GPA. All students who qualify and who believe they may wish to pursue an Honors Program diploma should enroll in English 111: Honors Composition I, instead of English 110. After the freshman year, to remain in good standing in the Honors Program students must maintain a cumulative G.P.A. of at least 3.30.

- MSU Alumni Association is a non-profit, 501©(3) I.R.C. organization whose mission is to “promote positive relationships that encourage alumni, students, community, and friends to be actively and emotionally identified with Minot State University.” The Alumni
Association Board of Directors works closely with the MSU Director of Alumni to accomplish this by sponsoring various special programs and events, such as regional gatherings, reunions, the annual MSU Gala Dinner and Auction, Golden Awards Banquet, Volunteers in Progress, travel programs, and the publication of the magazine “Connections.” Each graduating class is entered in the Alumni database and current addresses are maintained on these individuals. The Alumni Office is part of the University Advancement team.

- **The Student Bank** is a deposit system maintained for the benefit of students who wish to leave money for safekeeping. Funds are deposited in a non-interest-bearing account in the student’s name and may be withdrawn anytime during regular business hours.

- **The Student Development Center** offers a variety of services for University students. It is a resource that provides assistance in problem solving, decision-making, personal development, and academic skills development. All services are free of charge except where otherwise indicated. Specific services are as follows:
  
  **Individual Counseling.** The Center offers counseling to individuals with personal, social and academic needs. Various community mental health and social service organizations serve as referral agencies.

  **Disability Support Services.** Students with disabilities requiring classroom accommodations are encouraged to contact the Center as soon as possible, even prior to their enrollment, in order to arrange for appropriate accommodations. Services include note taking, test accommodation, and tutoring. Documentation of each student’s disability is required prior to implementation of the accommodations.

  **Testing Services.** The Center serves as an administrative test center for ACT (American College Testing), NTE (National Teacher Exam) Specialty, PPST (Pre-Professional Skills Test), interest inventories, and graduate or professional school entrance examinations. Most of these examinations have registration deadlines and fees. Also available is the administration and interpretation of inventories related to career exploration. Modest fees may be charged for these inventories.

  **Tutoring Program.** Tutoring services may be requested for one or two class areas per semester, with a maximum of 32 hours for the semester (summer session a maximum of 16 hours).

- **The Student Health Center** works to improve the status of health, and ultimately the quality of life, of MSU students while they are on campus and as they plan for the future. Their focus is on: 1) health promotion, 2) risk reduction through surveillance and control of health hazards, 3) health education, and 4) referral to other campus or community services as needs are identified.

- **An International Student Center** offers a variety of support services to students from countries other than the United States.

- **The International Student Specialist** assists students with the necessary paperwork required for admission and work in the United States.

- **Veterans Reentry Program** assists veterans in their pursuit of academic and vocational goals.

- The University also maintains a **Student Union and Residence Halls** overseen by the director of student life.

- Over fifty *professionally related student organizations and clubs* provide a wide variety of opportunities supported by MSU including the Student North Dakota Education
Association (SNDEA), Minot State Club of Physical Educators (MSCOPE), a student chapter of the Council for Exceptional Children (CEC), a chapter of the National Student Speech and Hearing Association (ASHA), a Native American cultural awareness club, and several other clubs relative to the particular disciplines with which teacher education is involved.

- The Teacher Center and Community Exchange is located at the Adult Learning Center, 1609 4th Ave. NW, phone 857-4467 or 857-4488. The Center is directed by Ms. Deb Sisco and provides the latest materials, methods and services to teachers, potential teachers, and community members. Minot State University students, particularly education students, find valuable resources in the center, such as curriculum materials for idea exchange projects or bulletin boards, current basic skills books and methods of instruction. Material can be checked out for up to four weeks. The center holds various workshops throughout the year and any interested party may attend. The staff fields any student questions. The center is open from 8 A.M. - 4:30 P.M. Monday and Thursday through Friday, and Tuesday from 8 A.M.-Noon and 6:30 - 9:30 P.M. on Tuesday and Thursday during the school term.

Support Programs

The North Dakota Center for Persons with Disabilities (NDCPD) is affiliated with and enhances the university’s mission. It was established in 1990 with a mission to help people with disabilities lead more fulfilled lives. The NDCPD provides educational experiences for university special education students, conducts research, provides ongoing training for those serving the disability community, and helps increase the availability of state-of-the-art services to people with disabilities who live in rural and isolated communities. Over 95% of the funding for NDCPD activities comes from grants and contracts.

The Bush Faculty Development Program provides monies to support both students and faculty in professional development activities. Funding supports improved pedagogy and research opportunities; it also provides for seminars and speakers.

The Gordon B. Olson Library

The Gordon B. Olson Library provides study space for over 800 students and two microcomputer labs. It contains over 411,000 volumes in books, bound periodicals and document collections. It is a selective depository for U.S. Government documents and a full depository for North Dakota State documents. In addition, the library houses special collections of North Dakota materials, a children’s literature section, and an audiovisual and recordings collection.

The library’s online catalog, ODIN (Online Dakota Information Network), provides web-based access to the collection in the Gordon B. Olson Library as well as to the holdings of academic, public, and special libraries across the state. There are over a million records in the ODIN database. The library offers several online periodical and newspaper full-text databases through ODIN as well as other Internet and CD-ROM based products. These online databases provide access to the articles held in over 2,000 journal and newspaper titles (of which 700 are current subscriptions) held in the library’s collection.
For materials not found in the collection or in full-text in the databases, an extensive web-based interlibrary loan service is available. The seven computer labs on campus provide students with ready access to computers, printers, and other technologies to assist them in their academic pursuits.

An extensive curriculum library for educational materials is housed in the Library. This collection is composed of textbooks, teacher workbooks, and materials for use with children in the classroom.

University Governance

Minot State University is part of the North Dakota system of Higher Education comprising 11 public institutions. The North Dakota State Board of Higher Education, whose members are appointed by the governor, is responsible for policies that govern the system. The Minot State University Board of Regents serves as an advisory board and is appointed by the Vice-President for Advancement and Student Affairs. The following chart shows Minot State University’s administrative organization chart.
In addition to the administrative structure delineated above, Minot State has an internal governance structure that regulates the activities of the campus. The committee structure has been established by constitution to carry on the work of the faculty and staff. The Faculty Senate and Staff Senate have multiple subcommittees to monitor policies and procedures.

Mission of the North Dakota University System

Minot State University supports the goals of the North Dakota University System as established by a Roundtable of individuals from government, education, and the private sector. This Roundtable (1999) established Six Cornerstones that are to guide the state in its attempt utilize the resources of Higher Education to meet the challenges facing the citizens of North Dakota:

Goals of the Roundtable for the North Dakota Legislative Council Interim Committee on Higher Education:

To enhance the economic vitality of North Dakota and the quality of life of its citizens through a high-quality, more responsive, equitable, flexible, accessible, entrepreneurial, and accountable university system.

**Cornerstone 1: Economic Development Connection** - Direct connections and contributions of the university system to the economic growth and social vitality of North Dakota.

**Cornerstone 2: Education Excellence** - High-quality education and skill development opportunities which prepare students to be personally and professionally successful, readily able to advance and change careers, be lifelong learners, good citizens, leaders, and knowledgeable contributing members of an increasingly global and multi-cultural society.

**Cornerstone 3: Flexible and Responsive System** - A university system environment that is responsive to the needs of its various clients and is flexible, empowering, competitive, entrepreneurial, and rewarding.

**Cornerstone 4: Accessible System** - A university system that is proactively accessible to all areas of North Dakota and seeks students and customers from outside the state. It provides students, business, industry, communities, and citizens with access to educational programs, work-force training opportunities, and technology access and transfer - and does so with the same performance characteristics as described in the “Flexible and Responsive System” cornerstone.

**Cornerstone 5: Funding and Rewards** - A system of funding, resource allocation, and rewards which assures quality and is linked to the expressed high priority needs and expectations of the University System - assures achievement of the expectations envisioned.

**Cornerstones 6: Sustaining the Vision** - A structure and process which assures the University System for the 21st century, as described by these cornerstones, remains connected, understood, relevant, and accountable to the present and future research, education, and public service needs of the state and its citizens - sustaining the vision.
Mission of Minot State University

“Minot State University advances knowledge, critical and creative thinking, and the vitality of community and cultures.”

The mission of Minot State University flows from the mission of the North Dakota University System (NDUS). The University’s mission emphasizes educational excellence and creative thinking. The University’s mission is supported by a set of core values and a statement of beliefs. These “Core Values” and “Beliefs” are found on page 8 of the MSU Undergraduate catalog.

Teacher Education Mission

Teacher Education at Minot State University, in its graduate and undergraduate programs, prepares teachers who will be reflective decision-makers. Teacher Education at Minot State University, in its graduate and undergraduate programs, prepares teachers who will be reflective decision-makers. Decision-making builds from a knowledge base. From that base, teachers are able to draw conclusions, make inferences, internalize concepts, and act. Our mission is to provide opportunities for candidates to acquire the knowledge, skills, attitudes, and behaviors that will allow them to deliver optimum learning experiences for diverse pupils in changing classroom environments.”

FRAMEWORK FOR TEACHER EDUCATION GOVERNANCE UNIT (TEGU)
MINOT STATE UNIVERSITY

Purpose of the Governance Structure

The Teacher Education Governance Unit (TEGU) develops and monitors requirements and policies in support of the theme “Teacher as a Reflective Decision-Maker, and conceptual model, “ARK: Action, Reflection, Knowledge”, for Teacher Education programs across the university. Minot State University provides a teacher education program that meets NCATE, state, and other appropriate university and program accreditation requirements.

The Teacher Education governance structure has been created at Minot State University to allow for efficient and effective functioning of TEGU with maximum faculty participation and input. TEGU is described below.

Organization of the Teacher Education Unit

The Teacher Education Governance Unit is not an academic department or division as such. Rather, is comprised of Teacher Education faculty and administrators from the College of Education and Health Sciences, the College of Business, and the College of Arts and Sciences. The Teacher Education faculty serve the Unit in their capacities as teacher educators while they are officially housed in the departments and divisions across the campus which deliver course work and programs in elementary or secondary education. All Teacher Education programs lead to the Bachelor of Science in Education degree (BSE).
The Dean of the College of Education and Health Sciences serves as the unit head of TEGU. The following chart delineates the flow of responsibility in TEGU:

<table>
<thead>
<tr>
<th>Teacher Education Stakeholders Advisory Committee</th>
<th>Dean, College of Education &amp; Health Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Education Administrative Council</td>
<td>Teacher Education Administrative Council</td>
</tr>
<tr>
<td>Program &amp; Policy Committee</td>
<td>Program &amp; Policy Committee</td>
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<tr>
<td>Teacher Education Student Body</td>
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<td>Standing Subcommittees</td>
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<td>Steering</td>
</tr>
<tr>
<td>Professional Development Assessment</td>
<td>Professional Development Assessment</td>
</tr>
<tr>
<td>Practical Experience</td>
<td>Practical Experience</td>
</tr>
</tbody>
</table>

The Dean has responsibility for the development and approval of policies and procedures through two representative bodies, the Teacher Education Administrative Council (TEAC) and the Program and Policy Committee (P&P). TEAC is the approval-granting body and the P&P Committee is the recommendation-making “think tank” for TEGU.

**Teacher Education Administrative Council**

TEAC serves as the review and approval body for TEGU. TEAC’s membership includes the Dean of EHS, the Dean of Arts and Sciences, the Dean of Business, the Dean of the Graduate School, the Chair of the Department of Teacher Education and Human Performance, and the Chair of the Department of Communication Disorders and Special Education. Any of these members may designate a representative to stand in their stead.

The members of TEAC approve students for admission to Teacher Education, and serve as the appeal board for students who seek waivers for admission or retention requirements. This body seeks input from and reviews and approves / disapproves recommendations for program requirements and policy changes by the Program and Policy Committee. TEAC also approves program and curriculum changes from all Teacher Education programs. TEAC meets at least twice each semester for the above purposes.

**Program and Policies Committee (P&P)**

The P&P Committee is a representative committee Teacher Education faculty responsible for recommending policies and procedures on issues relevant to policies and procedures. Recommendations generated by P&P are forwarded for review and/or approval to TEAC. Agenda items may be generated by the P&P committee itself or in response to requests from TEAC or from other departments or the Stakeholders Advisory Committee.

The P&P Committee is comprised of the two co-chairs, two elementary education faculty, and one representative from each academic department or major program offering a Bachelor of Science in Education (BSE) and/or at least one of the courses in the Teacher Education Professional Sequence. To be eligible to serve on the P&P committee, faculty must have teaching responsibility for Teacher Education course work and/or supervisory responsibility for student teachers. Faculty representatives are selected by their representative departments and serve at the discretion of their departments.
The P&P committee is co-chaired by two of its members: one co-chair will be the Chair of the Department of Teacher Education & Human Performance; the second co-chair will be an elected representative from a secondary or K-12 Teacher Education program. When a P&P committee member rises to co-chair, that person ceases to be a voting member for their department. That department will appoint another person to be the department representative.

The rotation for the election of the co-chair for the P&P committee is as follows: The co-chair is to be elected from TEGU membership representing secondary or other K-12 Teacher Education programs; this co-chair will be elected by a simple majority of the P&P committee membership from a ballot. The co-chair will serve a three-year term.

Policy Decisions

All program and policy changes recommended by the P&P committee must be approved by TEAC. If changes impact courses, programs, or graduation requirements, they must be approved by TEAC before following other university approval procedures. In P&P Committee meetings, a quorum is one more person than half the present Membership. Members may send a voting proxy if they are unable to attend. Motions are passed by a simple majority vote of members present at the meeting. Motions containing program, policy and/or procedures recommendations passed by a P&P Committee vote are forwarded for approval to TEAC.

The P&P Committee meets at least twice each semester, or at least four times per academic year. Additional meetings may be scheduled on an as-needed basis. The co-chairs are responsible for scheduling all meetings.

Standing Committees

Four P&P standing subcommittees exist. The Steering Committee is responsible for setting agendas for the P&P committee meetings. It is comprised of the P&P committee co-chairs, the Director of Teacher Advisement and Field Placement, and two additional representatives, one from elementary education and one from a secondary or K-12 department. The Professional Development Committee, appointed by the co-chairs, is responsible for organizing professional development activities for TEGU faculty. The Assessment Committee, appointed by the co-chairs, is responsible for designing and managing an assessment system for TEGU. The Practical Experiences Committee is chaired by the Director of Teacher Advisement and Field Placement, with one elementary, one secondary, and one K-12 member; this committee is responsible for developing and recommending policies for the field placement of students in the Teacher Education program.

The P&P Committee may constitute ad-hoc subcommittees as needed. Representation on ad hoc subcommittees is self-selected, unless otherwise specified. Once formed, an ad hoc subcommittee selects one of its members to serve as chair. All P&P subcommittees examine teacher education issues, then draft and revise program and policy recommendation documents as needed.
Teacher Education Stakeholders Advisory Committee

The P&P Committee and TEAC are supported by the Teacher Education Stakeholders Advisory Committee. This group meets yearly or more often as needed. This committee is comprised of school and community representatives who provide feedback to TEGU regarding the strengths and weaknesses of the program as perceived by the groups they represent. They are asked to assess and advise TEGU regarding proposed changes in the delivery of the program and to assist in the communication of these changes back to their respective constituencies. This committee of 17 is comprised of the following representatives:

- 2 Elementary Education Student Representatives
- 2 Secondary Education Student Representatives
- 1 Elementary Education Alumni Representative
- 1 Secondary Education Alumni Representative
- 1 Elementary Education Student Teaching Supervisor
- 1 Secondary Education Student Teaching Supervisor
- 1 Elementary School Administrator
- 1 Secondary School Administrator
- 1 Representative of Minot Public School Board and/or Central Office Administrator
- 1 Representative of an area School Board
- 2 Community Members selected by MSU Alumni Association
- 2 Co-Chairs of P&P Committee (ex-officio chairs)
- Director of Teacher Advisement and Field Placement (ex-officio)

Accepted: January 30, 2002
This document will be updated as needed.

Teacher Education Programs at Minot State University

The tables below identify teacher education majors and programs related to schools for which Minot State University seeks accreditation.

Graduate Programs in Teacher Education Unit

<table>
<thead>
<tr>
<th>Program</th>
<th>95/96</th>
<th>96/97</th>
<th>97/98</th>
<th>98/99</th>
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* programs accredited by national associations (NASM, NASP, ASHA)
** M Ed grads Program switched from a Master of Science to a Master of Education
BSE Programs and Number of Graduates
Undergraduate Programs in Teacher Education Unit

<table>
<thead>
<tr>
<th>Program</th>
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The Minot State University Teacher Education Governance Unit’s (TEGU) conceptual framework, including philosophy, beliefs, mission, and goal statements, was originally framed in 1987. Within this framework, a teacher is described as a *Reflective Decision-Maker*. This description subsequently was operationalized through a conceptual model designated “ARK” (Action, Reflection, Knowledge). Input during development of the conceptual model derived from a broad range of sources, both across the university (TE faculty) and the community it serves (Stakeholders’ Committee). Since that time TEGU has further enriched this theme and model by organizing all of its program components and assessment instruments into a coherent framework based in concordance with the INTASC standards at the initial preparation level and with a variety of standards at the advanced level. The present Teacher Education framework has thus matured to provide a structure articulated by:

- a philosophy statement
- belief statements
- a mission statement
- an organizing theme (Teacher as a Reflective Decision-Maker)
- a conceptual model (ARK)
- dispositions
- goals based on the INTASC standards or advanced program standards
- program elements
- program outcome assessments based on the identified program standards
Introduction

The Teacher Education Governance Unit operates on a firm belief in evidence-based practices. The conceptual theme and model are supported by literature that suggests that candidates must have a solid grasp of content knowledge, good pedagogical skills for teaching actions, and the ability to reflect upon and make appropriate modifications to ensure successful student outcomes (Zeichner & Liston, 1987, Ryan & Cooper, 1988). The MSU Teacher Education faculty has conceived and implemented programs based on this foundation of literature and upon the evidence-based practices appropriate to the specific disciplines.

The Teacher Education programs, therefore, have continued since 1987 to emphasize a cyclical relationship among reflective observation, concrete experience, abstract conceptualization, and active experimentation. This requires prospective teachers to examine their own beliefs and practices about schools and learning, to critique instructional decisions according to outcomes and alternatives, and to integrate and apply pedagogical concepts, principles, and practices to contextual cases. The reflective decision-maker theme suggests that a teacher is one who (a) understands the theoretical background of instruction, (b) applies that knowledge in making and implementing instructional decisions, and (c) continually reassesses those decisions. Furthermore, this theme sustains continuous examination of supervision and how a supervisor may guide student teachers toward reflective decision-making. It indicates an
overarching foundation for evaluating candidates and for modeling reflective thinking by faculty throughout course instruction. The organizing theme continues to challenge the faculty to clarify behaviors, attitudes, beliefs, and practices that demonstrate and then define reflection.

To implement the organizing theme of a teacher as a reflective decision-maker, a conceptual model was developed which guides all program goals, processes, outcomes, and assessments. The model is represented by the acronym ARK (Action, Reflection, Knowledge). A basic assumption in the development of the model is that it must be easily understood, comprehensive, and widely applicable. There is uniform agreement within TEGU that the ARK model fairly represents the processes of an effective teacher education program. Its simplicity and widespread application have been well received over the years and is now internalized in all programs across. The Unit has articulated the implementation of the ARK model explicitly in terms of the ten INTASC Standards. These ten standards now underpin all pre-service professional sequence curricular elements and all pre-service field experience assessments, including student teaching.

The goals delineated by the TEGU’s ARK model, organizing theme, and assessment instruments are consistent with the mission, vision, and value statements of the University at large and of the College of Education and Health Sciences as well as the Unit’s philosophy, beliefs, mission, and goals. Although the ARK model is research-based and was developed primarily by the Unit’s faculty, the university administration, the educational community, students, and those who teach supporting courses in other departments have all been continuously involved as the model was developed and implemented. The faculty believes the model to be evidence-based, forward-looking, and sufficiently flexible to undergird all of its professional education programs.

TEGU’s conceptual framework flows from the philosophy, the beliefs, the mission, and the theme to reflect how the faculty views its role. The mission of the Unit fits congruently within the University mission and serves as the basis for a university-wide commitment to preparing educators. Though the University’s stated mission has evolved since the institution’s inception in 1913, it has retained guiding principles central to its institutional philosophy. Specifically, it has continued to honor its historical mandate to improve the condition of the citizens of North Dakota by delivering programs and services that provide for an educated populace.

**Mission of Minot State University**

“Minot State University advances knowledge, critical and creative thinking, and the vitality of community and cultures.”

The University’s mission is supported by a set of core values, a statement of beliefs, and a set of statements that envision the future of the university. The Mission of Minot State University in turn supports the goals of the North Dakota University System as established by a Roundtable of individuals from government, education, and the private sector. This Roundtable established Six Cornerstones to guide the state in its attempt utilize the resources of Higher Education to meet the challenges facing the citizens of North Dakota.
Teacher Education Governance Unit (TEGU) Philosophy

The TEGU faculty believes that an overarching philosophy must undergird the Teacher Education program. The education of teachers is a life-long pursuit encompassing the spectrum of pre-service entry-level preparation, graduate study, and professional life including in-service experiences. The primary responsibilities of teachers are to: (1) facilitate the enculturation of young people into our democratic society, (2) nurture students’ curiosity about the world, (3) provide access to knowledge, (4) encourage the development of skills and attitudes necessary for the application of knowledge, (5) build effective teacher/student relationships to facilitate learning, and (6) demonstrate responsible professional behavior.

TEGU Beliefs

The TEGU faculty understands that the education of teachers is composed of two elements: students must attain the knowledge and skills of the successful, professional teacher as well as the dispositions that guide ethical, responsible, and dedicated behavior. It is the TEGU faculty’s responsibility to guide and monitor both the knowledge and skills development of their students as well as their understanding of their professional character. Therefore, We Believe That:

• Initial preparation and continuing development of teachers must be a responsibility shared by the University faculty, educational practitioners and related professionals, with primary oversight vested in the state, through the certification standards;
• Teacher education faculty must be models of ethical professional practice;
• Teacher education faculty must be involved in both scholarly activities and the field of practice, to continually clarify and expand the professional knowledge base;
• Teacher education faculty must systematically evaluate programs and graduates to assure their continued high quality;
• Teacher education faculty and its programs must reflect American diversity and prepare professionals to teach in a changing pluralistic and multicultural society within a global community;
• Education of teachers must consist of a rigorous course of study which includes a broad liberal arts education, academic subject matter preparation, both general and content-specific preparation in teaching methodology, and knowledge of developmental characteristics of children and youth;
• Teacher preparation programs and subsequent graduate study must include a wide variety of increasingly responsible school-based experiences that serve as opportunities for students to apply pedagogical knowledge and reflect on its application;
• Graduate programs must enhance in its candidates the attributes of master teachers: those who possess sufficient knowledge, skills, and attitudes of dedicated, skilled, knowledgeable, and competent professionals.
TEGU Mission Statement

Teacher Education at Minot State University, in its graduate and undergraduate programs, prepares teachers and other educational professionals who will be reflective decision-makers. Decision-making builds from a knowledge base and from that base teachers are able to draw conclusions, make inferences, internalize concepts and act. It is our mission to provide opportunities for candidates to acquire the knowledge, skills, attitudes, and behaviors that will allow them to deliver optimum learning experiences for diverse pupils in ever-changing classroom environments.

Organizing Theme and Model

The theme and model were conceptualized and developed by the TEGU faculty and administration. Since inception the ARK model has continued to undergo evaluation and development. The model encompasses essentially all aspects relating to the development of a comprehensive knowledge base in both content and pedagogy, utilization of that knowledge base in effective instructional practice, and continued growth and development as a teacher through continuous reflection, professional scholarship and service, and program development. The model as described below has been presented to and evaluated by the local professional education community, including:

- University administration, including the president, provost, deans of the various colleges, and department chairs;
- Local school principals (city and rural);
- Superintendents of the surrounding school districts;
- University faculty members outside the Unit who teach content courses primarily for teachers and/or assist in student teaching supervision;
- Stakeholders Advisory Council, consisting of local teachers, students, administrators, and school trustees;
- Newly admitted teacher candidates during program orientation;
- Candidates within the programs and those just completing the programs;
- Local ATE executive board

The ARK model is not an instructional sequence model, but a conceptual model that attempts to identify the priorities that permeate the program and to serve as a unifying structure. The relationship between ARK and instruction is emphasized in faculty teaching and expectations for teacher candidates.

Organizing Theme

Thus, Teacher as Reflective Decision-Maker is the organizing theme which best integrates the programs’ mission, philosophy, belief statements, and goals. The ARK model has been developed to help implement this theme and is an appropriate guide for both faculty and students in the programs at Minot State University. The theme and model overarch the ten INTASC standards that guide the program.
Model: ARK (Action, Reflection and Knowledge)

Teachers who Act—the “doing part”—are decision-makers who can and do model best pedagogical practice. They value, encourage, and monitor the sustained active involvement of every student in carefully planned, meaningful learning experiences. They collaborate willingly with colleagues and other professionals on educational issues, to plan and implement best practice, and to offer and receive support in continuing to develop as an expert teacher.

Teachers who Reflect—the “thinking part”—are decision-makers who evaluate relevant choices for teaching, decide and act upon those choices, and continually reevaluate them in light of their effectiveness as evidenced by student response and achievement, and by current literature and research findings.

Teachers who Know—the “knowing part”—are decision-makers who have acquired a strong knowledge base in content and pedagogy, and who understand the importance of continually striving for currency in these areas. This knowledge base provides information for reflection and action in the teaching situation as well as the skills and attitudes necessary to ensure continued growth.

It will be noted that many educational activities cannot and should not be categorized into only one of the components in the ARK model. Activities often possess characteristics of two or more of the components; thus, there is the deliberate intersection of the components.

The ARK model also serves as an advance organizer for faculty and students as they categorize course content and pedagogy within TEGU’s programs. Students are introduced to the conceptual model during an orientation for newly admitted teacher candidates. In the Introduction to Teaching course (ED 201), the model is utilized as a basis for articulating the program. Also, the three ARK components permeate the entire program with each course reinforcing the model.

The ARK model, as well as the other components of the conceptual framework at Minot State University, is consistent with the NDUS vision, mission, statement of beliefs, and goals. Minot State University is a full partner in the North Dakota University System (NDSU), the lawfully empowered system of higher education in North Dakota.

Teaching Dispositions

The Unit faculty recognizes that while the knowledge, skills, and thinking ability of its candidates is of great importance, so too are the personal characteristics of an individual who would be an excellent teacher. A subcommittee of the Program and Policy Committee (P&P) researched these characteristics and, based upon the research literature, personal experience, and a review of previously identified professional characteristics, made a recommendation on a number of teaching dispositions to the committee of the whole. After much discussion and several revisions, eight dispositions were finally reviewed at the 2002 spring TEGU retreat and then approved for use by TEAC. A Dispositions Instrument was then created. Other forms, including self-assessment forms, reference forms for admission, forms used to report retention
issues, and program assessment forms were all revised to reflect these teaching dispositions. (Appendices A & C, pages 90 & 94)

The eight dispositions’ identified are:

1. **Motivated/Dedicated**
   Inclined to act, devoted wholly to some purpose;

2. **Carrying/Sensitive**
   Being concerned, having thought or regard, feeling concerned about/responsive to the feelings of others

3. **Ethical**
   In accordance with the rules or standards for right conduct

4. **Responsible**
   Accountable, as for something within one’s powers; having capacity for moral decisions

5. **Open-minded**
   Having or showing a mind receptive to new ideas or argument; unprejudiced, unbigoted, impartial

6. **Collegial (collaborative/cooperative)**
   Sharing responsibility in a group endeavor

7. **Resourceful**
   Able to deal skillfully and promptly with new situations, difficulties, etc.

8. **Poised**
   Self-confident, self-assured

These eight dispositions are introduced in the Ed 201- Introduction To Teaching, and then become part of the assessment system used throughout the program in all disciplines. The initial use of the Dispositions instrument occurs as the candidate applies for admission to the program. This first formative self-assessment is part of the candidate’s admission packet. The admission packet also contains two personal references using the same Dispositions instrument.

Throughout the candidate’s program, faculty has the option of using the Dispositions instrument to submit concerns to TEAC about individual students. As a result, teacher candidates may be asked to remediate their unacceptable behavior, or they may be dropped from the program based on these faculty reports.

Candidates also self-assess dispositions as part of their application student teaching, and again upon completion of student teaching. Upon completion of student teaching, the student teaching supervisor also completes an assessment of dispositions along with their assessment of INTASC. When the graduated candidates have completed their first year of classroom teaching experience, they are asked to complete the same form.

**Basic Program Goals**

We envision the philosophy, mission, and goals in the concept of the following theme: *The Teacher as a Reflective Decision-Maker*, and operationalized the components of the programs in the conceptual model’s acronym **ARK**. We understand that each
Standard requires the candidate to **Act, Reflect, and Know**. Goals for initial teacher preparation in this context are the INTASC standards listed below:

**INTASC Standards** (Interstate New Teacher Assessment Support Consortium)

- **Goal 1**: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
- **Goal 2**: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
- **Goal 3**: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- **Goal 4**: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving and performance skills.
- **Goal 5**: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- **Goal 6**: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- **Goal 7**: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- **Goal 8**: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- **Goal 9**: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- **Goal 10**: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

Individual undergraduate course syllabi will state the INTASC goals covered in each class in the professional education sequence, including reference to those components of ARK that will be covered. This cross-reference will continue to emphasize to candidates the Unit faculty’s commitment to the above Standards as the goals of Minot State’s Teacher education program.

**Program Elements**

At Minot State University, the **B.S.E. (Bachelor of Science in Education)** programs have four main components: a) General Education; b) Required Core, including majors, minors, endorsements, and/or credentials completed in content departments/divisions; c) the Professional Education Sequence, including educational course work and d) field experiences. Additionally,
some programs require specific courses within the general education framework as well as prerequisites to required core or professional education courses

**General Education**

The set of General Education courses selected by a teacher candidate demonstrate rigor, breadth, and a continuity of learning. Courses in Communications (9SH), History (3SH), Humanities (6SH), Wellness/Personal Development (2SH), Mathematics (4SH), Science (8SH), and Social Science (6SH), complete the University’s 38 semester-hour General Education requirement. This body of course work builds an in-depth understanding of the subject matter and forms the basis of their knowledge base.

General Education at Minot State University is consistent with the objectives delineated by TEGU’s conceptual framework and serves the mission of the University by: introducing methods and disciplines of inquiry, broadening perspectives in humanity and culture, providing an understanding of human heritage, developing higher levels of cognitive abilities, developing communication skills, promoting effective interpersonal relationships, and by offering programs of career development.

**Required Core**

The second component, Required Core, prepares teacher candidates with a major in their selected discipline that forms the foundation of content knowledge needed for effective teaching. Students who complete elementary education as a major (24 semester hours) may choose to complete a 15 to 17 semester-hour endorsement in Kindergarten or a 10 semester-hour endorsement in Middle School Education. An 8 semester-hour Elementary Reading Credential is also available. In all cases, the Elementary Education B.S.E. Program meets the requirements of the Educational and Standards and Practices Board of North Dakota for either a 1-8 license or a 1-8 elementary-education teaching license with Kindergarten endorsement.

The B.S.E. degrees in Art, Music, and Physical Education lead to a K-12 license in the appropriate field. Programs in special education require that candidates have a second teaching major.

A completed B.S.E. with a secondary teaching major meets the requirements of the Educational and Standards and Practices Board of North Dakota for a 7-12 license in that subject area. The secondary B.S.E. degree can be completed with a teaching major chosen from among twenty-two different academic areas.

Minot State has previously offered a number of teaching minors but these will be limited in the future due to restrictions imposed by ‘No Child Left Behind.’ As NCLB is further modified, teaching minors may be accepted by the ESPB through the use of PRAXIS tests. TEGU will modify its programs as the need arises.
Each content area’s required core meets the standards and guidelines developed by the North Dakota Educational Standards and Practices Board, and their goals are consistent with, and an integral part of, the ’s conceptual framework found in its philosophy statement to:

- facilitate the enculturation of young people into our democratic society;
- nurture students’ curiosity about the world;
- provide access to knowledge;
- encourage the development of skills and attitudes necessary for application; and belief statements;
- that the education of teachers must consist of a rigorous course of study which includes a broad liberal education, academic subject matter preparation, both general and content;
- that the advanced teacher education program must enhance in its candidates the attributes of master teachers: those who possess sufficient and appropriate knowledge, skills, and attitudes of dedicated, skilled, knowledgeable, and competent professionals.

**Professional Education Sequence**

The third component of initial programs, the Professional Education sequence is based on established theoretical models that integrate clinical and field experiences to provide the practical application of the conceptual framework taught in the professional education courses. These programs are reflective of the overall goals and objectives of the as well as the mission of the College of Education and Health Sciences and the University. The organizing theme of *Teacher as Reflective Decision-Maker* as operationalized by the ARK model provides cohesion for the programs. Admission to the program, overall program structure, course syllabi, field experiences, student evaluations, program outcomes, and program assessments are unified by ARK, as students acquire Knowledge, and through Reflection on that Knowledge are able to take effective Action.

The model is implemented by organizing the professional education courses into a natural sequence with each one requiring more advanced Action, Reflection, and Knowledge. Students start the sequence, prior to formal admittance to teacher, by taking Education 201-Introduction to Teaching. This course introduces them to the Theme and Model, provides initial information about teaching as a career, and discusses professional concerns such as school law, professional behavior, and professional organizations. In addition students receive information concerning the INTASC standards that serve as goals for the Unit. They are also introduced to the eight teaching dispositions and how these concepts focus the program’s assessment of candidates. The acquired knowledge of learner characteristics is then used as a foundation in the subsequent courses for planning effective, appropriate instruction and evaluation. Prior to admittance, students complete the following coursework:

- SPED 110-Introduction to Exceptional Children
- PSY 255-Child and Adolescent Psychology or PSY 312-Human Development Adolescence
- SS 283- Ethnic and Cultural Diversity in America
- ED 310-Foundations of Education
- Ed 320- Curriculum, Planning, and Assessment.
Once students are formally admitted to Teacher Education they progress through the following course work:

- **ED 380-Technology in Teaching**
  Prior to enrolling in ED 380-Technology in Teaching, students must complete BIT 230, CSCI 101, or demonstrate technological competence.

- **ED 460-Managing the Learning Environment**

- **Ed 470-Teaching Diverse Learners**

- **Methods classes within their disciplines**

- **ED 491, 492, 493, 494, or 495- Student Teaching**

As part of the professional education sequence, secondary students complete the appropriate content methods course, including the practicum, for their major. B.S.E. students completing secondary majors also complete the required core (major) in their content area. Elementary education majors complete an eight course major that includes MUS 301-Music Methods, HPER 340-Elementary Physical Education Methods and Activities, Ed 352-Foundations of Reading, Ed 421-Elementary Mathematics Methods, Ed 422-Elementary Language Arts Methods, ED 423-Elementary Reading Methods, Ed 424-Elementary Social Studies Methods, and Ed 426-Elementary Science Methods.

Candidates are assessed on each of the INTASC standards several times as they complete the teacher education core. They also complete self-assessments at four stages: a) Admission to Teacher Education; b) Application to Student Teaching; c) Completion of Student Teaching; and d) at the end of their first year of teaching. The program culminates when candidates demonstrate their competence through student teaching, a successful evaluation of their performance based upon the INTASC standards, and their demonstrated teaching dispositions on the instrument completed by both the candidate and their student teaching supervisors.

### Field Experiences

Field experiences are an integral part of the initial professional education curriculum as delineated by the conceptual framework’s mission, philosophy, beliefs, goals, and ARK model. The Action component of the ARK model demands teacher candidates implement their knowledge and skills based on their students’ strengths and needs. University supervisors work jointly with school personnel to ensure field-based settings where students are able to develop professionally as a member of an instructional team. The sequence of field experiences built into each program gives prospective teachers the opportunity to systematically develop increasingly more advanced knowledge and skills as they practice, apply and revise their instruction in a realistic school-based setting. Students first enter the school to complete a shadowing experience (Ed 201), assume greater responsibility as they teach first a lesson and then a unit in their methods classes and then assume full responsibility for the classroom in their student teaching experience. In all cases, university personnel as well as cooperating teachers are available to provide support, guidance, and assistance. As stated in the belief statements of the Unit’s conceptual framework, “...the education of teachers must include a wide variety of school-based experiences that serve as opportunities for students to apply pedagogical knowledge and reflect on its application.”
Licensure-Only

To meet state and federal calls for alternative routes to licensure, MSU provides a mechanism for B.A. and B.S. graduates to receive licensure without completing a second degree. Students in this program complete pre-approved education and content area coursework agreements that meet North Dakota state standards. This includes a student teaching or mentored clinical teaching experience (See Standard 3.3.4).

Advanced Programs

The advanced programs at Minot State meet the guidelines developed by the North Dakota Standards and Practices Board (ESPB) as they pertain to graduate education:

- that the advanced teacher education program must enhance in its candidates the attributes of master teachers: those who possess sufficient knowledge, skills, and attitudes of dedicated, skilled, knowledgeable, and competent professionals

As indicated in the chart showing the Unit’s conceptual model the advanced programs also support the same basic philosophy, beliefs, and mission as the initial programs but since each advanced degree is unique in its focus each has adopted a different set of standards to guide their program elements and assessment. The theme of Teacher as Reflective Decision-Maker and the ARK model are used by most of the graduate programs. Some advanced programs have only recently come under the auspices of the Unit and in previous accreditation visits were not reviewed. As a result not all advanced programs have been able to integrate all aspects of the Unit’s frameworks into their programs.

Several of the advanced programs at Minot State University meet requirements of their own accreditation bodies and as a result have their own unique objectives and standards. The school psychology program is fully accredited by the National Association of School Psychologists (NASP) and follows standards set by that body. The Master of Science in Communication Disorders is fully accredited by the American Speech-Language-Hearing Association (ASHA). Master of Music Education candidates follow a program that meets the standards demanded by the National Association of Schools of Music (NASM). Each of these programs requires a prerequisite degree with appropriate specialization and/or certification, and extensive practicum and/or clinical experience that is integrated within the course work leading to completion of the degree.

The Master of Education and the Master of Arts in Teaching degrees were designed as professional development programs to enhance the skills of practicing teachers. The Master of Education candidates follow programs that strive to adhere to the five core propositions of the National Board for Professional Teaching Standards (NBPTS). Each MAT program uses the standards of their particular discipline to guide the programs they offer for teachers who desire to improve their skills through this advanced degree. Mathematics faculty were guided in the development of their program by the National Council of Teachers of Mathematics (NCTM) and science faculty followed standards set by the National Science Teachers Association (NSTA).
The Master of Science in Special Education leads to state licensure in some of their programs and thus follow the ESPB generated standards that are in sync with standards set by the Council for Exceptional Children (CEC).
Response to Standards One to Six

Foreword

As the Unit attempted to address the NCATE Standards, the target level for each element was broken down into its component parts and the following narrative addresses each of these components.

Standard 1: Candidate Knowledge, Skills, and Dispositions

“Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.”

Teacher as Reflective Decision-Maker is the organizing theme which best integrates TEGU’s philosophy, beliefs, mission, and goals. The ARK model has been developed to help implement this theme and is an appropriate guide for both faculty and students in the Teacher Education programs at Minot State University. The theme and model overarch the ten INTASC standards that guide the program.

With the adoption of the INTASC standards as goals for the Teacher Education program, MSU attempts to ensure that all licensure candidates have the necessary knowledge and skills relative to the subject area they are to teach, and the pedagogical knowledge necessary to help students learn in their discipline. Faculty and the Unit’s P-12 partners have also identified eight dispositions that are critically important to good teaching. Self-assessments and faculty observations are used to determine how candidates demonstrate these dispositions. These data are collected as part of the Unit’s assessment system. Candidates who demonstrate behavior that strongly conflicts with these dispositions enter into an individualized process whereby the candidate either remedies the problem behavior or is dropped from the program.

The Unit’s assessment system including the requirements set for admission to Teacher Education, retention in Teacher Education, and graduation from the program all work together so that all candidates are competent in meeting the standards. Each of the programs in Teacher Education currently meets state accreditation requirements. Specialty programs also meet accreditation standards by their respective national accreditation agencies.

Element 1: Content Knowledge for Teacher Candidates

1.1.1 Teacher candidates have in-depth knowledge of the subject matter that they plan to teach as described in professional, state, and institutional standards.

Initial Programs

The Unit’s admissions standards require that candidates maintain a 2.5 GPA in the major and overall in order to be admitted into a Teacher Education program, and they must maintain at least a 2.5 GPA in order to be retained in Teacher Education. Additionally, no Teacher Education candidate will be allowed to graduate with a grade lower than a “C” in any of the courses within their major that require admission to Teacher Education and courses in the required core of the professional program. Programs are designed to meet North Dakota standards as set by the Education Standards and Practices Board (ESPB). Methods course work
allows candidates to learn how to apply the knowledge from their content courses to school planning, teaching, and assessment.

Advanced Programs
Each advanced program has adopted or is regulated by both their professional organization standards and by State accreditation standards.

1.1.2 Candidates demonstrate their knowledge through inquiry, critical analysis, and the synthesis of the subject.

Initial Programs
While a review of student grades gives us some indication of how much knowledge a candidate has acquired within their discipline, it is the application of this knowledge in a teaching and learning situation that is of greatest concern. Candidates are expected to demonstrate content knowledge as they complete required coursework within the Teacher Education sequence. Prior to student teaching faculty will rate each candidate on how well he or she applies content knowledge in a variety of required performance assessments based upon the ten INTASC standards and the eight teaching dispositions. The measure of content knowledge for each of the Unit’s candidates is part of the assessment system and is reviewed on an individual and an aggregate basis. During the methods classes and during student teaching there is a strong emphasis on candidate knowledge of the discipline. Candidates who demonstrate a weakness on this standard before or during their student teaching would be required to remediate their problems and to repeat or extend the student teaching experience. TEGU’s assessment system also follows up on recent graduates by asking them and their employers if they feel that Minot State has provided them with a solid background in content knowledge to enable them to be proficient as a classroom teacher.

Emphasis is placed upon reflection in a self-assessment process as well. In all methods classes, in addition to rating systems that measure competence in application of subject matter, candidates are required to reflect upon their knowledge and performance through the use of journals, discussions with peers, conferences with university and clinical faculty, etc.

Advanced Programs
Each of the graduate programs has an exit requirement that requires either; a thesis, a project and report, two major papers, an oral examination, a written examination or successful completion of a national standardized test. These requirements ensure that all candidates can demonstrate their knowledge through enquiry, critical analysis, and synthesis.

Element 2: School Personnel

1.2.1 Candidates for other professional school roles have a thorough understanding of the central concepts, tools of inquiry, and structures of their fields as delineated in professional, state, and institutional standards, as shown through inquiry, critical analysis, and synthesis.

Minot State University’s professional school programs have sought and obtained national accreditation. The School Psychology Program is accredited by the National Association of
Element 3: Pedagogical Content Knowledge for Teacher Candidates

1.3.1 Candidates have a thorough understanding of pedagogical content knowledge and have an in-depth understanding of the subject matter that they plan to teach.

Initial Programs

All candidates are required to have a minimum 2.5 GPA in their major including their methods class and may not have a grade below a C in the required professional sequence including methods classes. Appendix D, page 95, indicates the courses where the candidates are assessed on standards related to pedagogy.

Advanced Programs

All graduate programs require previous experience, or related experience, or licensure as a teacher, or they build these requirements into their programs. Those entering the MS in Special Education without a previous teaching license will be required to obtain needed pedagogical skills as part of their program of study.

1.3.2 Candidates can provide multiple explanations and instructional strategies so that all students learn.

Initial Programs

The professional sequence includes ED 320-Curriculum, Planning, and Assessment in which candidates are introduced to a variety of teaching strategies. These strategies are enhanced in the more advanced methods classes within each discipline. In another required course, ED 470-Teaching Diverse Learners, candidates build on skills acquired in SPED 110-Intro to Exceptional Children and SS 283-Ethnic and Cultural Diversity in America. In each of these classes and in subsequent field experiences, candidates are assessed on how well they can provide multiple explanations and strategies to meet individual needs. This is measured directly on an instrument designed to measure mastery of the INTASC Standards following completion of student teaching. INTASC Standards 1, 2, 3, 4, 5, and 6 address the ability of candidates to provide multiple explanations and instructional strategies. Surveys completed by 108 cooperating teachers in the spring of 2003 assessed our candidates as they completed student teaching using a four-point rubric (see page 35). The mean scores on our candidates ability to apply these standards were 3.36 (St. 1), 3.34 (St. 2), 3.18 (St. 3), 3.28 (St. 4), 3.27 (St. 5), and 3.28 (St. 6). This data provides evidence that candidates do have the ability to provide multiple explanations and use effective instructional strategies. (Appendix E, page 96)

Advanced Programs

Graduate programs that focus on professional development of teachers do focus on improving a teacher’s ability in teaching and learning. As the great majority of candidates in these advanced programs are currently teaching in the field, course assignments often relate to the immediate application of new concepts in their classrooms. In internships, practicum assignments, and required projects, candidates focus on implementing new pedagogy and
innovative techniques.

1.3.3 Candidates present the content to students in challenging, clear, and compelling ways and integrate technology.

Initial Programs

Methods classes require candidates to spend at least 60 hours working with students in a classroom situation where they are observed and guided by candidate colleagues, university faculty, and clinical teachers. University faculty, in consultation with cooperating teachers, collects data on candidates’ application of pedagogical content knowledge. One of the most valuable aspects of the Unit’s program comes in the student teaching experience where all initial candidates will spend a minimum of 12 weeks in a classroom. Candidates are rated on their ability to present content knowledge through the candidate’s self-assessment, the university supervisor’s assessment, and the clinical teacher’s assessment. Valuable data are collected from the Unit’s recent graduates through an evaluation of the Teacher Education program.

Technology in teaching is reinforced by requiring all Teacher Education majors to successfully complete the Ed 380-Technology in Teaching class. The pre-requisite for this class is an introductory level computer course or a satisfactory demonstration of computer skills by the candidate, which allows the instructor to focus on the application of technology. In ED 380 candidates are introduced to a variety of ways to use technology in the classroom and are required to complete authentic performance tasks that allow the instructor to measure their ability to apply this technology. The use of technology is also enhanced in discipline-specific methods classes where technology applicable to a specific discipline is introduced. One example would be the uses of graphing calculators that are specifically taught in Math 391 – Teaching Mathematics.

Advanced Programs

Graduate programs focus on the improvement of teaching skills and the implementation of new methodologies and a substantial portion focuses on the application of new technologies. For example, the M Ed program has Ed 521-Technology in Teaching as a part of the required core. In internships, practica, and in classroom projects, candidates introduce new technology learned in course work to students at all levels.

Element 4: Professional and Pedagogical Knowledge and Skills for Teacher Candidates

1.4.1 Candidates reflect an understanding of professional and pedagogical knowledge and skills.

Initial Programs

All Teacher Education candidates at Minot State University are required to take a sequence of course work designed to provide knowledge and skills necessary to becoming effective teachers. The application of the INTASC Standards to evaluate this sequence illustrates how the Unit ensures that each candidate learns the necessary skills to be successful as a teacher. Professional and pedagogical skills are the specific study of each course. Required coursework includes the following:
Special Education 110 Introduction to Exceptional Children 3 cr. A survey course examining exceptionalities of learning with a focus on understanding the current social and educational responsibilities. (INTASC #2)

Education 201 Introduction to Teaching 3 cr. An orientation to the teaching profession and the Minot State University’s Teacher Education policies and procedures. (INTASC #9)

Psychology 255 Child and Adolescent Psychology 3 cr. (elementary, P-12, or secondary areas) Overview of theories of human development from conception through adolescence including the physical, cognitive, language, social, and educational aspects of the individual development. Special emphasis will be given to individuals learning capabilities.

or

Psychology 352 Human Development Adolescence 3 cr. (secondary area majors) Study of physical, cognitive, emotional, social, and behavioral parameters of the adolescents from preteen to young adulthood. (INTASC #2)

Social Science 283 Ethnic and Cultural Diversity in America 3 cr. This course provides an overview of the historical and contemporary situation of America’s principal ethnic minority groups. Native American (with a special emphasis on North Dakota), Latino, African-American, and Asian-American cultural experiences are examined. (INTASC #3)

Education 310 Foundations of Education 3 cr. Study of the historical, philosophical, social logical, and psychological concepts that have impacted the development of American public schools. (INTASC #2, 5)

Education 320 Curriculum, Planning, and Assessment 3 cr. The development of curriculum for the public schools and strategies for the planning, delivery, and assessment of instruction. (INTASC #4,6,7,8)

Education 380 Technology in Teaching 2 cr. Strategies for the instructional uses of technology including multimedia presentation, e-mail, Internet, spreadsheets, databases, and emerging technologies. (INTASC #6)

Methods Classes (2-4 cr.) Methods of teaching within the disciplines. (INTASC #1,2,3,4,5,6,7,8,9,10)

Education 460 Managing the Learning Environment 2 cr. Strategies for successfully creating a positive learning environment in the classroom; strategies for dealing with the disruptive student, strategies for treating positive parental involvement in student learning. (INTASC #2, 5)

Education 470 Teaching Diverse Learners 2 cr. Adapting teaching strategies to cultural, ethnic, linguistic, developmental and physical differences in the classroom. Collaborating with related professions and individualizing instruction. (INTASC #3)

Education 491/492/493/494/495 Student Teaching (4-16 cr.) in kindergarten, elementary, secondary, k -12, and special areas settings. (INTASC #1,2,3,4,5,6,7,8,9,10)

1.4.2 Candidates develop meaningful learning experiences to facilitate learning for all students.
Initial Programs

In the core courses candidates complete performance-based self-assessments that allow for collection of data on how well they help all students learn. This is emphasized in the field experiences that candidates have prior to and including student teaching (Appendix A, page 90). During student teaching each candidate is also required to produce evidence that they have helped students to learn. Evidence is submitted with student teaching materials for the candidate to be eligible for licensure. INTASC Standard 3 is especially important in assessing this skill, and the student teaching evaluation forms were designed to collect data based on the INTASC Standards. The mean score from the cooperating teachers’ ratings on this Standard was 3.26 in terms of understanding individual differences and 3.18 in terms of adapting instruction to meet these needs.

Advanced Programs

Developing meaningful learning experiences for all learners is the focus of these programs while they also focus on how to accomplish this within their respective disciplines. One of the most revealing ways of assessing this comes through the exit requirements in each program where the candidates must be able to articulate in either written or oral fashion how they can apply new strategies to meet the learners’ needs.

1.4.3 Candidates reflect on their practice and make necessary adjustments to enhance student learning

Initial Programs

Candidates have the opportunity to review the assessments of their pedagogical skills each semester through access to an online database that allows them to see data in their respective files.

During the practicum in each methods class, candidates are asked to write about their experiences in the classroom and to focus on how they adjust their instruction to meet the needs of individual learners. Student teachers must produce evidence that the students in their classrooms have learned.

Advanced Programs

As almost all graduate students in the professional development programs are currently teaching in school classrooms this part of the standard is met by class discussion of how these principles are used in everyday situations. The collaborative discussions among teaching professionals allows candidates to expand their own perspectives on issues of this type.

1.4.4 Candidates know how students learn and how to make ideas accessible to them.

Initial Programs

In preparing the candidates to meet INTASC Standard 3 the Unit requires the following courses: SPED 110 - Intro to Exceptional Children, Psych 252 or 255 - Human Growth and Development, SS 283 - Ethnic and Cultural Diversity in America, and ED 470 - Teaching Diverse Learners. Each of these courses specifically discusses how students learn and develop.
In these courses faculty assess students on their ability to complete projects or performances designed to simulate real classroom experience. The faculty members report these assessments to the Unit for an overall review in the annual retreat. Upon completion of the candidate’s student teaching experience the clinical teacher rates the candidate’s success in guiding students to learn using a form that reflects the INTASC Standards.

Advanced Programs

While each graduate program in the Unit is unique in its focus there is a common emphasis on preparing quality professionals who can help all students learn. For example, in the M Ed the core requires all candidates to complete a course called Models of Teaching and Learning where the emphasis is on meeting this aspect of Standard 1.

Element 5: Professional Knowledge and Skills for Other School Personnel

As indicated above in Element 2, the programs in School Psychology, Education of the Deaf, Speech-Language Pathology, and Audiology are all accredited by the national bodies accrediting their respective disciplines.

Element 6: Dispositions for All Candidates

1.6.1 Candidates work with students, families, and communities in ways that reflect the dispositions expected of professional educators.

Initial Programs

As indicated in the Unit’s conceptual framework, Minot State has identified eight dispositions that TEGU feels are essential to good teaching. These eight dispositions include the expectations that the candidates will be: motivated/dedicated, caring/sensitive, ethical, responsible, open-minded, collegial, resourceful, and poised. Candidates are introduced to these dispositions in ED 201 - Introduction to Teaching. As part of the admissions process, each candidate is required to submit two references from individuals, other than family, who can provide an assessment of the candidate’s character. The reference form has been constructed to reflect the dispositions identified by the Teacher Education faculty and provides an initial assessment of each candidate relative to those dispositions. In addition each candidate completes a self-assessment of the eight dispositions at the time of admission, when applying for student teaching, upon completion of student teaching, and at the end of their first year of teaching.

Advanced Programs

The process of applying these teaching dispositions at the graduate level is not yet complete as many of the advanced programs are new to the Unit. All of the advanced programs require that applicants supply references as to character and ability to perform in a graduate setting. (See pages 127-136 in the 2002-2004 Graduate Catalog)
1.6.2 Candidates recognize their own dispositions may need to be adjusted and are able to develop plans to do so.

**Initial Programs**

Candidates do periodic self-assessments of the program dispositions and reflect on the kind of behavior that a professional teacher should exhibit. The candidates complete a self-assessment at the time of admission to Teacher Education, as part of the student teaching application, when they complete student teaching, and after they have had a year’s teaching experience. The self-assessments and the reference forms give the Unit formative data. The eight teaching dispositions are used to help identify inappropriate behavior in Teacher Education candidates.

An “Inappropriate Dispositions Form” (Appendix C, page 94) has been developed so that faculty and colleagues in the field may report candidate behavior requiring action by the Unit. In most cases the candidate’s advisor simply brings to the candidate’s attention the concern about the candidate’s behavior and seeks a solution. If the behavior continues to be a problem or if it illustrates a flagrant disregard for professional behavior, TEAC reviews the candidate’s case and either prescribes remediation or drops the individual from Teacher Education.

The dispositions are explained to candidates in Education 201 and they have the opportunity to observe professionals in action as they go through a shadowing experience in a school classroom. Another part of the Education 201 experience is an exploration of the Unit’s conceptual framework. The theme of *Teacher as Reflective Decision-Makers* is explained and the ARK conceptual model introduced. Representative school professionals provide guest lectures to introduce candidates to the dispositions required in the teaching profession.

**Advanced Program**

The process of applying these teaching dispositions at the graduate level is not yet complete as many of the advanced programs are new to the Unit. All of the advanced programs require that applicants supply references as to character and ability to perform in a graduate setting and they also require each candidate to submit a written autobiography that the admissions officer can use in determining suitability for the program. (See pages 127-136 in the 2002-2004 Graduate Catalog)

**Element 7: Student Learning for Teacher Candidates**

1. 7.1 Candidates accurately assess and analyze student learning, make adjustments to instruction, monitor student learning, and have a positive affect on learning for all students.

**Initial Programs**

INTASC Standards 3 and 8 focus specifically on this skill, and data collected from cooperating teachers yield a score of 3.18 and 3.21 respectively in preparing our candidates to meet this Standard. In Ed 320 students learn to assess student learning, to use research-based teaching strategies, and to plan on a yearlong, a unit, and a daily lesson basis. Candidates are given opportunities in their methods class and student teaching to apply this knowledge with students. A requirement of all candidates during their student teaching is to provide evidence
that students under their direction have been able to learn new material or new skills. This evidence usually includes pre-/posttest data supplied from candidates as they complete their student teaching experience. Cooperating teachers and university supervisors evaluate candidates on their ability to help all students learn. Data from the student teaching report forms, data provided by methods classes relative to the INTASC standards, and candidate’s self-assessments all provide data to help the Unit measure the candidate’s ability to help students learn.

Element 8: Student Learning for Other Professional School Personnel.

The national accreditation bodies that review the School Psychology program, the Speech-Language Pathology program, the Audiology program and the Deaf Education program also require evidence that the school professionals are effective. Each program has a substantial amount of in-school or clinical experience that gives candidates ample opportunity to demonstrate and practice their professional skills. Each of these programs is currently accredited.
Standard 2: Program Assessment and Unit Capacity

The unit has an assessment system that collects and analyzes data on the applicant’s qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Element 1. Assessment System

2.1.1 The Assessment System reflects the conceptual framework.

Initial Programs
The Teacher Education Governance Unit (TEGU) has an assessment system that reflects the theme “Teachers As Reflective Decision-Makers”, the conceptual model of “ARK”, and the focus on the INTASC standards as the initial program goals. The Unit has also identified eight dispositions indicative of effective teaching professionals, and candidates are assessed on how well they exhibit these dispositions. The assessment system has evolved with the assistance and review of the Program and Policy Committee (P&P), the Teacher Education Administrative Council (TEAC), the Stakeholders’ Advisory Committee (SAC) and by all Teacher Education faculty and TEGU’s partners during annual retreats. At these retreats, the assessment data is presented, discussed, and future objectives are considered in relation to the theme and model.

Advanced Programs
Each advanced program has agreed to follow the conceptual framework used by the initial programs but with the use of standards applicable to their special focus. Some of the programs have recently been developed and some have recently become a part of the Unit and as a result the assessment system is not as complete as the initial programs. Faculty members complete annual assessments that are sent to the Office of the Vice-President of Academic Affairs.

Meetings are underway to incorporate these new programs into the assessment system and to build a similar database to assess the candidates, the faculty and the program as a whole. Several of the advanced programs hold current national accreditations that require specific assessment procedures.

2.1.2 The Assessment system incorporates candidate proficiencies outlined in professional and state standards.

Initial Programs
TEGU’s assessment system is designed to gather data on the qualifications of candidates in the BSE programs, on the Unit faculty, and on the Unit’s effectiveness. As soon as an individual registers for a core course a file is opened for them in the Unit’s databank. Data collected for each individual include: demographic data, a copy of their transcript (added when students are admitted to the program), identification of a teaching major, demographic data including age, ethnicity, performance assessments based on INTASC standards, self-assessments of the INTASC standards, self-assessments of the teaching dispositions, evaluations of student teaching by the cooperating teacher and the university supervisor, and assessments of teaching
abilities during their initial years of teaching in P-12 classrooms. At the initial level candidate proficiencies are assessed using INTASC standards and performance based-assessments.

Each course provides proficiency scores for candidates on the INTASC Standard (or Standards) that the course most clearly addresses. These data are based on authentic performances by the candidates. As the instructor submits the INTASC data, they also identify the performances used to make the assessments. See Appendix B, page 92 & 93, for a sample of how faculty report INTASC data by class.

**Advanced Programs**

In the advanced programs the standards that guide each program’s purpose also form the basis for measuring candidate’s proficiencies. Each advanced program conducts its own assessment in accordance with its applicable standards as illustrated in the Conceptual Framework for Advanced programs. The standards set by the state and the respective professional organizations guide the program design and the assessments of candidate performance.

2.1.3 The assessment system continuously examines the validity and utility of the data produced.

**Initial Programs**

Each year a summary of all data is presented to the Teacher Education faculty and the Unit’s school partners at a daylong retreat. During the retreat, faculty and partners review these data and the assessment system itself. They decide if there is need for change in the program, the assessment system, or both. The validity and utility of the data are discussed in this process. When issues are identified during a retreat, the Program and Policy Committee (P&P) formulates the appropriate solutions so that these issues can be resolved. P&P subsequently makes recommendations to TEAC to approve any changes formally.

New information is added to the database each semester. Faculty submits assessment data based upon candidates completion of performance-based assignments. Faculty assesses all candidates using a common rubric adapted from Wiggins and McTighe’s material on *Understanding by Design* (Wiggins, G. & McTighe, J., 1999).

Data represent both the candidate’s understanding of the particular Standard as well as their ability to apply this understanding in actual teaching situations. Candidates must be able to perform with students as the ultimate goal of the program.

As candidates are assessed, faculty uses a four-point rubric to report their proficiency to TEAC. The performance-based activities of each course constitute the basis for judgment. Following is a clarification of the four-point rubric.
**Assessment Rubric for Unit Standards**

<table>
<thead>
<tr>
<th>Scale</th>
<th>Understanding</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Shows a sophisticated understanding of the relevant ideas or processes. The concepts, evidence, arguments, qualifications made, questions posed, and methods used are advanced, going well beyond the grasp of the subject typically found at this age level.</td>
<td>The Performance or product is highly effective. The ideas are presented in an engaging, polished, clear, and thorough manner, and are mindful of the audience, context, and purpose. The final product or performance shows high quality craftsmanship.</td>
</tr>
<tr>
<td>3</td>
<td>Shows a solid understanding of the relevant ideas or processes. The concepts, evidence, arguments, and methods used are appropriate for addressing the issues or problems. Response shows no misunderstandings of key ideas or overly simplistic approaches.</td>
<td>The performance or product is effective. The ideas are presented in a clear and thorough manner, showing awareness of the audience, context, and purpose.</td>
</tr>
<tr>
<td>2</td>
<td>Shows a somewhat naïve or limited understanding of the relevant ideas or processes. The concepts, evidence, arguments, and methods used are somewhat simple, crude, or inadequate for addressing the issues or problems. Response may reveal some misunderstandings of key ideas or methods.</td>
<td>The performance or product is somewhat effective. Some problems with clarity, thoroughness, delivery, and polish are evident. It is unclear whether the audience, context, and purpose have been considered.</td>
</tr>
<tr>
<td>1</td>
<td>Shows little apparent understanding of the relevant ideas or processes. The concepts, evidence, arguments, and methods used are inadequate for addressing the issues or problems. Response reveals major misunderstandings of key ideas or methods.</td>
<td>The performance or product is ineffective. One of two situations is evident: The performance is unpolished, providing little evidence of planning, practice, and consideration of purpose and audience; or the presentation is so unclear and confusing that the key points are difficult to determine.</td>
</tr>
</tbody>
</table>

For the annual retreat each department with teaching majors or advanced programs also reviews their programs in terms of changes in state accreditation standards and share any changes within their program. While the annual retreat focuses on a review of the data collected for admission, retention, and exit requirements as well as INTASC data, the agenda may also include issues relative to recruitment and retention of candidates at the university, professional development of Teacher Education faculty, and any policies or procedures that require input from faculty and the Unit’s P-12 partners.
Advanced Programs

Graduate program faculty is responsible to assess their programs and candidates using the Unit’s conceptual framework and the standards they use to guide their programs. If the program seeks a national accreditation, then their assessments are geared to that end. Again, several of our programs are new to the Unit and are only now designing their assessment systems.

2.1.5 Decisions about candidates are based on multiple assessments at multiple points.

Initial Programs

When a candidate applies for admission to Teacher Education they are required to submit a packet that shows evidence of the candidate’s academic progress, evidence of experience working with children, evidence of basic literacy and numerical skills (PPST), evidence of an assessment of speech and hearing, a minimum GPA of 2.5 and overall, a minimum GPA of 2.5 in the Communications block, and a minimum GPA of 2.5 in their major. A summary of each candidate’s application packet is presented to the Teacher Education Administrative Council (TEAC) who are charged with the responsibility of insuring that all candidates are qualified for admission. See Appendix A (page 89) for a copy of the admission packet used by the Unit.

The next formal checkpoint for teacher education candidates comes as they apply for student teaching. In the application for student teaching a candidate’s academic performance is reviewed and they complete a self-assessment of the INTASC standards and the eight teaching dispositions using the same rubric used by the Teacher Education faculty. (See Student Teaching Handbook)

The final checkpoint for the Unit’s candidates comes in the completion of student teaching, the application for graduation and recommendation for licensure. The candidate must meet all of the exit requirements, including a minimum 2.5 GPA overall, in the Teacher Education sequence, and in the major. When all program requirements are satisfied the Unit will recommend that the Education Standards and Practices Board (ESPB) grant the candidate initial licensure. In the Student Teaching Handbook copies of the assessment forms used in student teaching and the forms used by cooperating teachers to assess our program are included.

The last entries in the Unit’s database are gathered as the graduates complete a program assessment at the end of their first year of teaching. Since not all of the Unit’s graduates are immediately employed in the teaching field, we follow these graduates for maximum of three years and attempt to gather data and at the end of their first year of teaching. Graduates are asked to complete the same self-assessment form that they complete at earlier phases of the program. The forms used to collect data from the graduates are the same used by candidates as they complete their self-assessments throughout the program, although the data collection may involve a telephone interviewer completing the form from answers provided by the graduates.
Advanced Programs

As explained previously, each individual who applies for a graduate program must meet the minimal entrance requirements set by the Graduate School, plus additional requirements set by the respective programs (See Graduate Catalog). As a candidate progresses through the advanced programs they have regular checkpoints that require information to be submitted to the Graduate School Office.

At the advanced level each program collects data based upon the professional standards they use as guides. Those who seek licensure are required to provide data in accordance with the accrediting body and their reports are on file with the Unit and will be available in the evidence room for the team members to peruse. The Education Specialist in School Psychology, the Master of Science in Communication Disorders, and Master of Music Education are examples of these programs and their institutional reports for their respective accreditations will be on file in the evidence room.

Programs that do not have national accreditation must submit an annual assessment report to the university. They must identify their learning outcomes and provide data on how these outcomes are met. Some advanced programs are funded by grants and are required by the funding agencies to show the accomplishment of outcomes identified in the grant. For example, the MAT in Mathematics is such a program whose annual report will be placed in the evidence room. Three of the programs that will be reviewed are new to the assessment process and, while they provide an annual assessment, they are still developing and revising their assessment systems to meet the Unit’s conceptual framework to the fullest extent. The Master of Education is a new program and new concentrations are being added each semester; the development of their assessment system is still in process.

2.1.6 Data show a strong relationship between candidate performance assessments and candidate’s success.

Initial Programs

As data from candidates currently in the program are compared with data from the same candidates as they complete their initial teaching assignments, TEGU will be able to look for correlations between candidate performance on program assessments and candidate assessments during teaching. Initial comparisons with elementary education candidates, the only group for which data is currently available, showed a very high correlation between INTASC ratings and candidate success as rated by cooperating teachers and university supervisors.

Advanced Programs

Advanced programs that prepare candidates for licensure in professional areas require their students to pass national assessments and/or to complete internships that allow faculty to compare internal data with data from external sources such as clinical supervisors in the field.
2.1.7. *The unit conducts studies to establish fairness, accuracy, and consistency of its performance assessment procedures.*

**Initial Programs**

The faculty review Unit data at their annual retreat and examine its fairness, accuracy, and consistency. Several changes in the assessment system may be traced back to the faculty’s examination of data during the annual retreat. One example is the use of the portfolio as an exit requirement and as a source of data on how well the candidates performed. The data extracted was subjective and inconsistent; the workload in both monitoring and correcting the portfolios was untenable in larger departments. As a result, the Unit in its annual retreat discussed alternative ways to collect meaningful data. TEGU decided to move to the collection of more objective data measured by authentic assessments throughout the course of study.

**Advanced Programs**

The annual assessment reports that are to be provided the VPAA provide an avenue for faculty to consider their assessment procedures each year. Across the university an Assessment Day is provided each semester to allow faculty to study these issues in their programs.

2.1.8 *The unit makes changes consistent with the study of data collected.*

**Initial and Advanced Programs**

Comments and suggestions made by faculty at the annual retreat are the basis for many policy and procedural changes that are addressed by the Program and Policy Committee. P&P makes recommendations to TEAC on how to alleviate concerns expressed during the retreat. Departments can institute changes in their programs based on data they gather, but changes in Unit programs or coursework must be approved by TEAC, the University Curriculum Committee, and the MSU Faculty Senate. The elimination of the portfolio as an assessment tool is an example of this process.

**Element 2: Data Collection, Analysis, and Evaluation**

2.2.1 *The unit is implementing the assessment system and providing regular and comprehensive data on program quality, unit operations, and candidate performance, including first years of practice.*

2.2.2 Data is based on multiple assessments from both internal and external sources.

**Initial Programs**

Data are collected relative to each candidate with a focus on performance assessments for each of the INTASC standards. (See Appendix D, page 95) Additionally, a university assessment committee annually collects reports from each department. The university also publishes a *Fact Book* every year that provides data on administration, students, number of degrees conferred, faculty and staff, and finance. Below is a list of reports generated for the Teacher Education faculty and the Unit’s P-12 partners at their fall 2003 retreat:
1. Summary of self-assessments by Teacher Education candidates on the INTASC standards and on Unit-defined dispositions. This summary is broken down into four categories: assessments and its mission, assessments at application for student teaching, assessments following the completion of student teaching, and assessments at the end of their first year of teaching.

2. Summary of candidates cited for inappropriate dispositions.


4. Summary of diversity among candidates, among faculty, and among P-12 students encountered by Teacher Education candidates.

5. Summary of data collected by candidates applying for admission to Teacher Education. This includes a summary of GPAs, summary of dispositions reported by candidate references, summary of PPST scores, and a summary of demographic data.

6. Summary of candidate performance by INTASC Standards. Overall scores are reported plus subgroups by course, discipline, and by portion of the program completed.

7. Summary of student teaching final evaluations.

8. Summary of the cooperating teachers’ program assessments.


Each of these summaries or reports is shared with Teacher Education faculty, members of the Stakeholders Advisory Committee, and university administration. During their annual retreat faculty and school partners review the data and discussion follows on whether these data seem to indicate a need for program change of adjustment of the assessment system to gather more pertinent data. In some cases the faculty may request further analysis of data to determine if differences in scores are statistically significant. A summary of the data and suggestions for revision is written and shared with members of the local educational community.

In addition to the analysis carried out at the annual retreat, the database is used by faculty to help advise candidates and by candidates themselves to review progress through their program. Administration may also make use of the database when it is deemed necessary to review a candidate’s record. As this database is maintained and expanded it will provide invaluable data to review factors relative to Unit’s success in developing candidates who will help students learn.

Advanced Programs
Graduate program assessments are designed to meet the needs of the agencies that provide their accreditation. New programs with assessment systems still under development are expected to follow a model similar to that of the initial programs.

2.2.3 The unit maintains a record of formal candidate complaints and documentation of their resolution.

Initial and Advanced Programs
Teacher Education candidates use the university process if they have complaints or concerns about faculty, the program, or its delivery. The candidates follow the process outlined in the undergraduate and graduate catalogs that include an initial visit with the instructor to try to resolve the issue, then a visit with the chair or Dean, and finally an appeal process conducted by Student Rights Committee if a resolution is not reached earlier. Records of the complaints
submitted and their resolution are kept by Dr. Richard Jenkins, Vice-President for Advancement and Student Affairs.

As an alternative, candidate complaints may be registered with a candidate’s adviser or directly with TEAC, if it is a Unit matter. If a candidate complaint is not resolved during a visit to the advisor it will be referred to TEAC. The complaint and subsequent actions taken will be recorded in TEAC minutes. At the graduate level the candidate works through the Graduate School policies for these issues.

2.2.4 Data are regularly and systematically collected, and compiled, summarized, analyze, and reported publicly for the purpose of improving candidate performance, program quality, and unit operations.

Initial and Advanced Programs

As reported in 2.2.2, a summary of all data collected in TEGU’s assessment system database is shared with all Teacher Education faculty and school partners at the annual retreat.

2.2.5 The unit is developing and testing different technologies to improve its assessment system.

Initial and Advanced Programs

The Unit has established a database using “Filemaker Pro” to collect information on each candidate, Teacher Education faculty member, and clinical teacher. The reason for this choice was the program’s ability to allow secure online access to data, also allowing for online data collection.

The Office of Teacher Advisement and Field Placement also makes use of the database for placing practicum and student teachers and mail merge to communicate with prospective cooperating teachers and candidates while they are in the field. Minot Public Schools allow faculty to be a part of their “First Class” private email system for communication between school personnel and faculty. Plans are in place to make the database accessible to faculty and candidates and school partners through secure on-line connections.

Element 3: Use of Data for Program Improvement

2.3.1 The unit has developed evaluations and continually searches for stronger relationships in the evaluations, revising both the underlying data systems and analytic techniques as necessary.

Initial and Advanced Programs

As discussed under Elements 1 and 2 of Standard 1 the Unit has described how data are collected and analyzed. Often faculty or stakeholders make suggestions that are discussed at the annual retreats and direction is then provided to the Program and Policy Committee who refines those ideas and recommends policy and procedural changes to TEAC for ratification. As the assessment system matures and the Unit is able to track candidates from entry through initial years of teaching it will be possible to analyze statistically the many variables involved and hopefully identify ways to strengthen our program even further.
2.3.2 The unit systematically studies the effects of any changes to the program to ensure that the intended program strengthening occurs and that there are no adverse consequences.

Initial and Advanced Programs

The Unit’s annual retreat specifies that faculty review the impact of program changes. At this time most of the changes that faculty has recommended are included in the assessment system. The university’s requirement to submit annual assessments to the VPAA requires each program to review the impact of any changes made within their programs.

2.3.3 Candidates and faculty regularly review data on their performance and develop plans for improvement.

Initial and Advanced Programs

In the semester prior to the teams’ visit all candidates were given access to the database to allow these data to be used to complete their self-assessments. Advisors have also used the system for better academic advising. You may go to the following website to see a sample student file that would be typical of what a candidate or their advisor would see. <http://www.minotstateu.edu/tegu/>
TEGU’s conceptual framework utilizes the INTASC Standards throughout the program. All instructors in the required core courses of BSE majors collect data on student performance relative to the INTASC Standards. Most courses that have extended practicum and clinical experiences such as the methods classes and student teaching, measure all of the INTASC Standards. Each candidate has the opportunity to review their standing on the INTASC Standards by accessing their file on the assessment system database. Faculty advisors will have access to the same database.

In the advanced programs, the M.S. in Communication Disorders involves a substantial internship experience and is subject to the Standards outlined by AASHA. The M.S. in Special Education also includes extensive clinical experiences and the placement of these candidates follows a model similar to that of the undergraduate program. School Psychology candidates have an extensive internship that concludes their program. The other advanced programs serve practicing teachers and do not require further internship experiences.

**Element 1 - Collaboration Between the Unit and its School Partners**

3.1.1 The school and unit share and integrate resources and expertise to support the candidates’ learning in field experiences and clinical practice.

Collaboration with school partners begins with the practicum and student teaching placement process for initial candidates. The Office of Teacher Advisement and Field Placement coordinates the placement of candidates for their shadowing, practica, and student teaching in Minot Public and area schools. The cooperating teachers agree to accept a candidate into their classrooms as a professional development experience for themselves and as a service to the Unit’s mission. They support the candidate’s growth at each stage of their program by working with the university faculty to provide excellent learning opportunities. Collaboration at the student teaching level requires practicing teachers to have three years of successful teaching, a class in the supervision of student teachers, and the permission of the district, thus allowing only the best teachers to participate. The university supervisors must have classroom teaching experience at the level they are supervising. Both the university and the local districts provide expertise and teaching materials for the candidates. Candidates are encouraged to participate in district professional development activities while in the schools, such as in-services, professional organizations (e.g. NEA, ATE, IRA, NCTM, CEC, AAPHERD), and departmental or discipline-specific meetings. Many teachers comment that the teacher candidates bring fresh and up-to-date ideas as they student teach. This sort of experience helps form a conduit to provide teachers in the field with information about resources at the university. Teachers in the area are also able to use the CD/SPED media center on campus.

TEGU has established a Stakeholders’ Advisory Committee made up of local teachers, administrators, and other interested parties to advise the Unit on candidate admission, retention, and other policies. The group brings a wide range of expertise to support the Teacher Education
program. This support has included suggestions for redesigning the practicum and student teaching evaluation forms. An honorarium for clinical teachers for practica has recently been added, the amount negotiated by the stakeholders with the MSU administration.

Within the Minot Public School district, university faculty, clinical teachers, and students make use of ‘First Class’, an intra-district computer network, to share ideas and to collaborate on educational topics and field experiences. The Minot Schools and MSU share the ‘Pony Express,’ an intra-school delivery service for exchanging educational materials.

TEGU sponsors yearly retreats to bring together all Unit members as well as Stakeholders and other interested parties. These retreats not only conduct the required business of TEGU, they also allow for the exchange of ideas, expertise, and resources of all the departments involved in Teacher Education. TEGU believes that this integration of human resources supports the learning of the candidates.

Many university faculty are members of ATE (Association of Teacher Educators) at the local, state, and national levels. ATE supports faculty and classroom teachers involved in field experiences. Student teaching candidates also may and do join ATE. ATE and the Unit collectively host an annual banquet where they recognize Outstanding Student Teachers and Cooperating Teachers.

3.1.2 Both unit and school based faculty are involved in designing, implementing, and evaluating the unit’s conceptual frameworks and the school program.

The Stakeholders’ Committee, made up of local teachers, administrators, and other interested parties, have access to TEAC through the P&P co-chairs and make use of that access by contributing directly to initiating and refining policy for the Unit. This committee also attends annual retreats where the framework and Teacher Education programs are designed and evaluated.

The local and state ATE association allows for dissemination of information about TEGU and its policies, and takes advantage of meetings of this group to solicit feedback about the MSU programs. TEGU members hold leadership positions in the local ATE and regularly share information about the programs at MSU with the executive board and the membership. The local PDK (Phi Delta Kappa) is also kept up to date with information about MSU programs with the faculty who hold membership and often present on new programs and solicit feedback.

MSU has longstanding partnerships with educators in the area at the administrative level and at the classroom teacher level. Personnel from MSU hold membership in the Northwest School Leaders, which is an organization of school superintendents and other educational leaders from the northwest corner of the state of North Dakota. MSU representatives often attend Northwest School Leader monthly meetings and host the opening meeting of the Northwest School Leaders each school year. At this meeting MSU faculty regularly ask for and receive valuable feedback on how well the unit prepares professionals for the classroom. Many aspects of the current program came about as a direct result of suggestions from the Northwest School Leaders. One example is the inclusion of a classroom management component in the required
3.1.3 Candidates participate in the unit’s and the school partners’ professional development activities and instructional programs for candidates and for children.

MSU has formal agreements regarding field experiences and college credit program with many of the school districts in the area and has in particular a longstanding relationship with Minot Public Schools. The formal agreement set up with Minot Public Schools serves as a model for similar agreements with other school districts. MSU and Minot Public Schools hold joint meetings at the administrative level once or twice a year where they discuss issues of concern to both entities.

Teacher Education candidates who are members of the Students of North Dakota Educational Association (SNDEA) participate in the statewide teachers’ convention and have a standing invitation to professional development activities held within the area.

The Minot Association of Teacher Educators (ATE) has a longstanding positive relationship with a teacher education programs at MSU. The Director of Teacher Advisement and Field Placement is one of two permanent members of the local ATE executive and other faculty members often serve in leadership positions within that organization. The ATE works in partnership with MSU and each year identify and recognize individuals who are outstanding student teachers and outstanding cooperating teachers. The ATE, in partnership with MSU, sponsors professional development activities and often provides a venue for discussion of issues relative to the preparation of teachers.

MSU established a Stakeholders Advisory Committee which consists of school trustees, central office personnel, school principals (at both the elementary and secondary levels), teachers (at both the elementary and secondary levels), teachers who are serving as cooperating teachers, teacher education candidates, and faculty from the university. This group plays a large role in instructional planning and evaluation for the Unit as new policies and procedures are presented to this group for their advice and in turn members of this committee have the opportunity to make suggestions for policy changes to the P&P or to TEAC.

One of the initiatives of this group is to jointly sponsor professional development activities. MSU has offered to provide an instructor to teach graduate level Professional Development courses for faculty both at the university and in the public schools. Teachers wishing to have course credit would simply pay a course registration fee. For example, the Director of the Office of Advisement and Field offers a three-hour workshop for Minot Public School teachers in the supervision of student teachers. This ESPB-approved workshop allows MSU to create a larger pool of qualified teachers for clinical supervision. This and other professional development courses may also be open to senior level teacher education candidates. ‘College for Kids,’ an outreach to the Minot Community by MSU, is supported by TEGU faculty as well.

3.1.4 The unit and its school partners jointly determine the specific placements of student teachers and interns for other professional roles to maximize the learning experience for candidates and P-12 students.
Local school jurisdictions are canvassed each year to help establish a database with the names of teachers who are eligible to serve as cooperating teachers and mentors. Teachers must have a minimum of three years of successful teaching experience prior to becoming eligible to supervise a student teacher. Also, before a teacher’s name may be placed on the database, school administrators must give their approval. The Director of Teacher Advisement and Field Placement makes use of this database in assigning candidates to their student teaching sites after obtaining the building principal’s approval. Cooperating teachers must complete a university course on Supervision of Student Teachers or have attended a recent workshop on the role of a cooperating teacher. To ensure an adequate supply of qualified cooperating teachers MSU offers Ed 500 - Supervision of Student Teachers (two graduate workshop credits), ED 520 - Supervision and Mentoring of Pre-service and New Teachers (three-credit graduate level course) and a three hour non-credit workshop on supervision of student teachers. Teachers may take ED 520 without charge if they will agree to accept a student teacher without honorarium one time within the next two years.

All regular practicum and student teaching placements (including shadowing) must be processed through the Office of Teacher Advisement and Field Placement. Specialized programs often handle their own placements.

Element 2: Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

3.2.1 Field experiences allow candidates to apply and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of settings with students and adults.

MSU considers candidate’s participation in practica and student teaching as a critical part of the Unit’s conceptual framework. The theme of Teacher as Reflective Decision-Maker and the conceptual model of ARK are well served by the practical experiences that the candidates have prior to completion of their program.

The practical experiences provide candidates with an opportunity to practice the skills and application of knowledge in a thoughtful manner. This gives the unit the opportunity to see the its candidates in Action, to see them thoughtfully Reflect upon the application of teaching strategies, and to see them apply the Knowledge they acquire to promote student learning. These practicum experiences allow faculty and the Unit’s partners in the field to observe the candidate’s dispositions and their suitability for the profession.

Teacher Education candidates at MSU have many opportunities to grow and develop in progressively more realistic classroom settings. Prior to being admitted as a teacher education candidate, individuals must provide evidence that they have had at least 20 hours of experience in a supervisory role with students of an age comparable to the area they will teach and they must also participate in a shadowing experience as part of Ed 201 - Introduction to Teaching. These prospective teachers are asked to observe students and their cooperating teachers, and to reflect upon those observations.
Throughout the required coursework in the teacher education program candidates perform tasks indicative of a teacher. They must create year plans, unit plans, lesson plans, individual program plans, management plans, and assessment tools. Each methods class within the secondary disciplines requires the student to spend a minimum of 60 hours in a classroom. Programs that lead to k-12 licensure often have several methods classes and also require their candidates to have at least 60 hours of classroom experience. The elementary education program, with its multiple methods classes, requires students to spend five weeks of full days in a regular classroom prior to student teaching. In all methods practica, candidates are required to reflect upon their knowledge, teaching skills, and dispositions in actual classroom settings.

In addition to helping candidates to develop the ability to reflect the Unit also introduces eight dispositions important to a good teacher. These eight dispositions are introduced to all Teacher Education candidates in Ed 201 – Introduction to Teaching. Following this introduction to the dispositions, each individual candidate completes a self-assessment using a four-point rubric as part of their admissions packet. Each candidate is also required to submit two dispositions references from individuals who have worked with him or her in a supervisory capacity; these reference forms provide TEGU with an initial assessment of each candidate’s teaching dispositions. Following a candidate’s admission into Teacher Education faculty observe their actions as they complete their course work and practicum. If a faculty member or school partner finds that candidates demonstrate behavior that is contrary to the eight identified teaching dispositions, they may complete a dispositions’ report and send it to the Chair of the Department of Teacher Education and Human Performance. The Teacher Education and Human Performance Department Chair sends a copy of the disposition report to the candidate’s advisor and if the report is serious enough that it requires immediate action, it will be sent to TEAC. If a candidate’s disposition report is not especially egregious, the adviser shall meet with the candidate and discuss with him/her an appropriate course of action to remedy the concerns. The adviser and candidate communicate to the faculty or school partner who reported the concern and indicate how the issue has been dealt with. If the candidate’s actions were particularly egregious, TEAC will collect appropriate evidence or statements about the reported activities and may take action ranging from simply asking the adviser to meet with the candidate to create a plan of action to remedy the concern, to removing the candidate from the Teacher Education program at MSU.

To help point out the importance of the dispositions, students are asked to complete a self-assessment of their dispositions along with the INTASC standards at the time of their application for admission and at the time of application for student teaching. At the end of their student teaching experience and toward the end of their first year of teaching they again complete a self-assessment on the dispositions that then becomes part of the Unit’s database. The university supervisors and cooperating teachers of all candidates involved with student teaching also assess the candidate’s teaching dispositions. The Unit makes use of these assessments to monitor a candidate’s teaching dispositions and subsequently provides feedback to the candidate and the Unit.

3.2.2 Field experiences and clinical practice extend the unit’s conceptual framework into practice through modeling by clinical faculty and well-designed opportunities to learn through doing.
The candidates’ initial field experience at MSU is the shadowing experience that requires them to observe and reflect on regular classroom learning experiences. During the ED 460 – Managing the Learning Environment class students have a three-hour field experience where they are asked to observe and reflect management techniques. During the methods classes, faculty model best practice in introducing lessons. Candidates then teach original lesson plans to their peers as they prepare for classroom teaching. Candidates must observe their clinical teacher in preparation for classroom teaching. Not only does this allow the candidate to benefit from learning how to motivate, teach, and evaluate lessons, but it also allows candidates to observe appropriate teaching dispositions. Observation and monitoring continue in the student teaching experience. During student teaching, candidates gradually take over full responsibility for motivation, teaching, and evaluation over the required period. Candidate opportunities to learn and practice are designed to allow them to take on an increasingly responsible role in the classroom.

3.2.3 During clinical practice, candidate learning is integrated into the school program and into teaching practice.

As candidates participate in regular P-12 classrooms prior to and during student teaching, they have the opportunity to participate fully in school programs where they are assigned. University faculty and clinical personnel within the schools consistently mentor candidates and help them to understand the school environment.

Candidates are encouraged to participate in professional development activities and in the school lives of their students. This includes, but is not limited to, faculty meetings, in-service opportunities, teacher conferences with parents (including grade conferences), IEP meetings, and professional meetings such as NEA, ATE, IRA, or NCTM.

3.2.4 Candidates observe and are observed by others.

Initially all candidates have had at least twenty hours of experience with children prior to entrance into Teacher Education and then they have a day-long shadowing experience in their Intro to Teaching class. Prior to any further practicum experiences candidates are often given the opportunity to practice-teach with their peers and receive feedback from their instructors as well as their peers. When candidates have the opportunity to participate in regular classrooms, they are always required to spend an initial portion of their time observing their cooperating teacher. The cooperating teachers will conference with these candidates and explain the rationale for the strategies that they use in their class. During practicum experience at the pre-student teaching level candidates are observed, often by their peers, and always by their clinical teachers and university supervisors. These observations of the Unit’s candidates are followed by conferences where valuable feedback is provided to each candidate. In many schools the principal will take the opportunity to visit the classroom of these prospective teachers and then follow up this observation with a conference. Cooperating teachers often hold conferences with their student teachers several times during the day. University supervisors visit each candidate make least three visits during their student teaching experience and in each case they conference with the student and the cooperating teacher following their observations. If the university supervisor or
cooperating teacher feels that a candidate needs further observations, arrangements are made for this to take place. In some cases extensions may be made to allow candidates to improve upon their performance prior to the final summative evaluation. Candidates are often asked to maintain a reflective journal during their student teaching experience and many university supervisors regularly peruse that journal as they look for ways to help the candidate improve their teaching capabilities.

3.2.5 Candidates interact with teachers, college or university supervisors, and other interns about their practice regularly and continually.

Teacher Education candidates at MSU have many opportunities to observe professionals in the field. From the shadowing experience to the culminating activity of student teaching, candidates are able to observe and participate with practicing teachers and school administrators. Local schools have welcomed teacher education candidates into their buildings and have included them in almost all school activities from professional development workshops after school, in-service opportunities during school, to inclusion in parent conferences held at during the school year.

During shadowing and practicum, candidates interact with clinical teachers, university supervisors, and their peers to reflect on their practice and dispositions in actual teaching situations. Formal and informal observations by clinical and university personnel give substantive feedback about their growth as teachers. Formative and summative evaluations provide specific strengths and weaknesses. Graduate interns are regularly observed and evaluated as well.

3.2.6 Candidates reflect on and can justify their own practice.

Candidates are expected to reflect in increasing depth at each stage of their preparation program. Beginning with their shadow experience through methods classes and student teaching, reflection activities are built into all coursework in which there is a field experience. University faculty engages candidates in discussion to help them clarify their thoughts and beliefs. During student teaching, many candidates are expected to keep a reflective journal that is often read by the clinical teacher and the university supervisor; the discussion allows the candidates to explicate and refine their ideas about teaching and about their particular students.

INTASC Standard 3 focuses on adapting instruction for individual needs and each candidate is expected to demonstrate his or her ability to apply these principles during early practicum and particularly during their student teaching experience. The INTASC data indicate that the Unit’s student teachers score 3.09 on a four-point scale for assessing Standard 3 during student teaching.

Student teachers are required to submit a diversity document with their final evaluation packet in which they collect data concerning the demographic, ethnic, and racial make-up of the class where they are placed. In addition to academic and social similarities and differences, this additional information helps candidates reflect more deeply into the lives of their students and allow them to structure their teaching more effectively.
The Unit recognizes the critical nature of all practical experiences and looks to be sure that cooperating teachers are great examples of the profession. Each cooperating teacher must be recommended by the school’s administrator and must have completed course work or a workshop relative to the duties of being a cooperating teacher. The Director of Teacher Advisement and Field Placement ensures that practicum experience and student teaching placements provide a variety of settings and experience with as many diverse school personnel as is possible in our region. Policy for placement of candidates in their practicum is intended to ensure a variety of strong professional experiences for each candidate.

INTASC Standard 8 focuses on assessment of student learning and Teacher Education candidates receive a great deal of instruction in this area. Candidates are required to develop assessment tools that relate to student learning outcomes and are expected to use these during all practicum experiences. An exit requirement of all candidates during their student teaching is to produce evidence that they have had a positive impact upon student learning in the classrooms where they have the opportunity to teach. They may accomplish this in a variety of ways but the most common is to use a pre-test post-test to calculate gain scores. This practice of assessment requires the candidate to reflect on the whole learning experience they have participated in. Cooperating teachers and university supervisors assess the candidates’ abilities in this area and report it on the final student teaching evaluation form.

3.2.7/3.2.8 Candidates are members of instructional teams in the school and are active participants in professional decisions. They are involved in a variety of school-based activities directed at the improvement of teaching and learning, including the use of information technology.

In many methods classes, candidates peer teach their colleagues. This activity allows candidates to practice their skills and dispositions in a more realistic but less stressful environment. The team atmosphere of this teaching gives them an introduction to partnerships they will form in the classroom with teaching colleagues (INTASC Standard 10). In practica, candidates are introduced to teams in the schools. Candidates are invited to participate in many school related activities while student teaching. Candidates are invited to participate in faculty meetings, professional development activities, extracurricular activities, IEP meetings, and parent-teacher conferences.

Minot Public Schools, in partnership with surrounding districts, conduct a number of professional development activities and conferences and regularly welcome faculty from MSU and its candidates. While the candidates are in local schools, they have the opportunity to take advantage of the Minot Public School system’s “First Class”, an intra-net system utilizing e-mail and bulletin board type communications. This technology allows candidates and faculty to communicate easily with local school personnel, their administrators and university faculty.

Candidates in Ed 380 – Technology in Teaching are introduced to the newest and most efficient and effective technology tools in the field of education. In practica and student teaching they often share their learning with their clinical teachers and others in their schools. Teachers in the school systems have been trained in technology (e.g. grading procedures) and share this
expertise with student teachers.

3.2.9 Candidates collect data on student learning, analyze them, reflect on their work, and develop strategies for improving learning.

This is addressed in the ten INTASC Standards used to assess all candidate performance during clinical settings. The INTASC Standards are presented to candidates very early in the program and they are taught that these standards form the goals of our program. Education 320 – Curriculum, Planning, and Assessment, one of the required courses in the program, has a major emphasis on evaluation and its role in teaching and learning. Candidates are taught to use assessment as a planning tool for student learning, not as simply a means of data collection.

Student teachers are required to provide evidence of student learning by submitting data in their final student teaching packet. This evidence may take the form of pre-/posttest test data on a lesson or unit or expressed as comparative scores from classes in a prior school year.

Another tool for student teachers is the diversity document that each candidate is required to submit upon completion of their experience. Candidates are asked to collect data concerning the demographic, ethnic, and racial make-up of the class where they are placed. In addition to academic and social similarities and differences, this additional information helps candidates reflect more deeply into the lives of their students and allow them to structure their teaching more effectively. This diversity document has only recently been approved and required of student teachers.

3.2.10 Clinical faculty are accomplished school professionals who are jointly selected by the unit and partnering schools.

3.2.11 Clinical faculty are selected and prepared for their roles as mentors and supervisors.

The Unit has developed a database of practicing and potential cooperating teachers. This database is developed yearly through a survey sent to all teachers in the area. Teachers who have at least three years of successful teaching experience and have taken a class or workshop on the supervision of student teachers are eligible to work as a cooperating teacher. They must gain approval of the school administrator before their names can be placed in the database. Details such as school, grade level or discipline are part of the database. The Director of Teacher Advisement and Field Placements conducts a search for a teacher with the needed characteristics and then contacts the school administrator and Teacher Education faculty for permission to ask the teacher to serve as a cooperating teacher. Diversity of placement is important. Candidates are carefully placed in varying environments in practicum and student teaching, allowing them to see several different placement levels and a mix of large school and small school environments. Candidates are rarely allowed to student teach in their home school. Candidates are now permitted to do practica and student teaching in accredited parochial schools.

The Unit has a requirement that cooperating teachers have had training in how to supervise or mentor student teachers. Clinical teachers may choose to fulfill this requirement by taking a three-hour workshop, Ed 500 - Supervision of Student Teachers (2 graduate workshop credits), or Ed 520 - Supervision and Mentoring of Pre-service and New Teachers (3 cr.).
Element 3: Candidates Development and Demonstration of Knowledge, Skills, and Dispositions To Help All Students Learn

3.3.1 Candidates demonstrate mastery of content areas and pedagogical and professional knowledge before admission to and during clinical practice.

The Unit recognizes that candidate knowledge of the subject matter and of pedagogical and professional knowledge is of the utmost importance. To insure that all candidates have the kind of knowledge necessary to be successful as a teacher, several checkpoints have been established within the program. Before students can become teacher candidates at MSU they must maintain an overall GPA of 2.5 and have a 2.5 within their particular major. Each candidate must demonstrate basic skill proficiency by meeting the ESPB requirements for new teachers on the Pre-Professional Skills Test (PPST), Praxis 1. Each candidate must submit two references to the Unit, from individuals who knew them in a supervisory capacity. These references, based on the eight teaching dispositions, provide a basic measure of the candidate’s suitability for the teaching profession. Each candidate is introduced to the dispositions and standards of the teaching profession and provides an initial self-assessment prior to admission to the program. There is an ongoing assessment of each candidate by clinical and Teacher Education faculty throughout the core of the Teacher Education program. Candidates are provided with both formative and summative assessments of their knowledge, skills, and dispositions as they relate to the INTASC standards and the eight dispositions of an effective teacher.

MSU chose to use the INTASC Standards because these ten standards are generally accepted by the teaching profession and because faculty believe they match the Unit’s theme and conceptual model. The INTASC standards drive the design of the program and the kind of data collected. The evaluation of student teaching is based fully on these standards. A simple four-point rubric adapted from Wiggins and McTighe’s (1999) book Understanding By Design is used to evaluate each standard and a modified version is used to evaluate each disposition. The requirement of each candidate to provide evidence that they have been successful in positively affecting students learning helps the Unit to ensure that candidates are ready for the profession.

Every program within the unit currently meets the standards set by the ESPB of North Dakota. These standards are also performance-based and will be reviewed as part of the NCATE/state accreditation visit.

3.3.2 Assessments used in clinical practice indicate that candidates meet professional standards and have a positive effect on student learning.
3.3.3 Multiple assessments are used by candidates and clinical faculty to determine areas that need improvement and that to develop a plan for improvement.

The assessment system put in place by MSU requires an ongoing performance-based assessment of each candidate during each of the prescribed courses within the program. Appendix D, page 95, illustrates how the INTASC standards are measured several times throughout the program. Faculty assesses the Standards primarily through performance-based
activities assigned to the candidates. The activities used to assess each Standard are identified by
the faculty when they report on how well candidates perform. In the event that a candidate
demonstrates poor performance or inappropriate dispositions, course faculty or their faculty
advisor make contact with them and arrange for a suitable program of remediation.

Faculty advisers and the candidates will be able to review their assessments through a
password-protected online database. This database, a new addition to the program, allows
candidates to assess and reflect upon their growth in knowledge, skills, and the eight teaching
dispositions.

Several of the graduate programs at MSU are assessed by their appropriate accreditation
agencies. These agencies set specific standards for each unique discipline. Graduate programs
that do not have specific accreditation status strive to follow the standards set by the state and by
national organizations.

3.3.4 Candidates work collaboratively with other candidates and clinical faculty to critique and
reflect on each other’s practice.

From early practicum experiences such as the shadowing experience to student teaching
candidates have the opportunity to work collaboratively with other candidates, faculty, and
clinical teachers. Specifically, elementary education candidates often work in pairs during their
initial practicum experiences and are asked to provide feedback to one another as they plan and,
following their teaching experience, they critique each other’s performance. Physical education
candidates utilize digital video taping of their lessons and then work collaboratively to identify
particular aspects of each lesson. Teacher Education candidates in the mathematics field utilize
weekly seminars during their student teaching to share their experiences with their colleagues
and faculty and to grow from the collaborative discussion that follows. The candidates in English
and social science education complete a portfolio during the course of their studies and field
experiences.

3.3.5 Field experiences and clinical practice facilitate candidates’ exploration of their
knowledge, skills, and the dispositions related to all students.

3.3.6 Candidates develop and demonstrate proficiencies that support learning by all students
as shown in their work with students with the exceptionalities and those from diverse
ethnic, racial, gender, and socio-economic groups in classrooms and schools.

INTASC Standard 3 “adapting instruction for individual needs” is identified as an
expectation during most practica, and candidates are assessed on their ability to meet this
Standard. Candidates are expected to complete a survey about their class during student teaching
that identifies the diverse nature of their classes; this enhances their opportunity to fulfill
INTASC Standard 3.

Two of the required courses in the Teacher Education program are Social Science 283-
Ethnic and Cultural Diversity in America and Education 470 - Teaching Diverse Learners. In
these classes students are expected to participate in performances that will allow faculty to assess
their ability to recognize diversity and assist diverse students. They have further opportunity to
demonstrate their abilities in this area during their student teaching where they are assessed on their performances in meeting the needs of all students.

**Alternative Licensure Route**

Individuals who hold a bachelor’s degree with a major in a discipline, considered a ‘shortage’ area, may obtain an emergency license to teach in North Dakota. The hiring school district must provide evidence that a qualified, licensed individual has not been found in their search to fill the position. The ESPB sanctions this route for emergency licensure teachers and for vocational teachers.

Emergency licensure is a short-term license and a number of individuals with an emergency license desire to become fully licensed and enroll in a university with a Teacher Education program. Minot State has worked with seven such individuals who hold emergency licensure and qualify for the mentored clinical experience in lieu of student teaching. Most of these people have already completed a significant portion of the required teacher education core prior to this mentored clinical experience but some individuals actually start the program with their first experience being the mentored clinical experience. Candidates in this program are allowed to enroll in Education 497, a ten-semester hour course. Education 497 students are required to have a mentor within the school building, a mentor in the subject area, and a university supervisor. The costs of the mentors are paid by the school district although the Unit contributes the regular honorarium for a cooperating teacher. The university supervisor must make least three different observations and assess candidate performance on the same forms used for regular student teachers (based on INTASC).

Generally candidates who go through this alternate route are required to attend monthly meetings with all of the individuals who take the mentored clinical experience. This is sponsored by a Transition to Teaching grant obtained on a state level. Dr. Robin Clark, former Director of Teacher Advisement and Field Experiences serves on the state management team for this grant. Candidates receive instruction and have discussions to reflect on issues related to teaching during these monthly meetings. Minot State University requires that these individuals complete a licensure-only action plan to insure that they identify all state and university requirements in order to be recommended for a teaching license. The Unit will not recommend regular licensure until all course requirements necessary to meet state standards are met. The Education Standards and Practices Board provide emergency licensure teachers with a four-year window to complete the requirements for regular licensure.

**Licensure-Only**

Whereas the above program is for graduates in ‘shortage’ areas who are already working professionals, the licensure-only program was created for B.A. and B.S. graduates who wish to complete licensure prior to securing their first teaching position.

To meet state and federal calls for alternative routes to licensure, MSU provides a mechanism for B.A. and B.S. graduates to receive initial teaching licensure without
completing a second B.S.E. degree. Candidates in this program must complete pre-approved education and content area coursework to meet ESPB standards. This includes a student teaching or mentored clinical teaching experience.
**Standard 4: Diversity**

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

MSU and the Teacher Education Unit embrace the broad concept of diversity articulated by both NCATE and the Higher Learning Commission of the North Central Association of Colleges and Schools. Diversity refers to “differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area” (Glossary of NCATE terms at http://www.ncate.org/search/glossary.htm) as well as “differences in the ideas, viewpoints, perspectives, values, religious beliefs, backgrounds […] of those who attend and work in the organizations” that make up the North Central Association of Colleges and Schools. (Commission Statement on Diversity, February 21, 2003, http://www.ncahigherlearningcommission.org/resources/positionstatements/diversity/).

MSU recognizes, promotes, and supports an awareness and appreciation of diversity on campus. The university’s Diversity Committee fosters an awareness of diversity in both campus and classroom environments and works to expand diversity opportunities for both faculty and students. The Unit’s commitment to diversity parallels and expands the university’s own. The Unit integrates diversity awareness into candidate preparation at all stages. Unit curriculum, instruction, field experiences, clinical practice, assessments, and evaluations foster the knowledge, dispositions and skills that will prepare candidates to work with all students.

**Element 1: Design, Implementation, and Evaluation of Curriculum Experiences**

4.1.1. The unit is based on well-developed knowledge bases for, and conceptualizations of, diversity and inclusion.

As part of their MSU academic experience, all candidates receive experiences to help develop an understanding of diversity through their general education experience. The history and humanities components of general education present subject matter and methodology such as globalism, multiculturalism, gender, and ethnicity. In addition, the social science component of general education features courses that develop an understanding of cultures and cultural diversity, as well as tools and concepts necessary for the analysis of a variety of social, cultural, and political systems.

MSU also presents candidates with the opportunity to broaden and enrich their understanding of diversity through its minor programs including Native American Studies, History, Sociology, Gender/Women’s Studies, English, Art, Physical Education, and Humanities.

MSU requires that candidates complete three courses related to diversity prior to clinical practice:

- Special Education 110 - Introduction to Exceptional Children (3 cr.)
A survey course examining exceptionalities of learning with a focus on understanding current social and educational responsibilities.

- Social Science 283 - Ethnic and Cultural Diversity in America (3 cr.)
  This course examines the historical development of American ethnic and cultural diversity, including Native American, and places that diversity in global perspective.

- Education 470 - Teaching Diverse Learners (2 cr.)
  This course focuses on adapting teaching strategies to cultural, ethnic, linguistic, developmental and physical differences in the classroom. It also reviews the need for collaborating with related professions in individualizing instruction.

Each course ensures that candidates not only receive an understanding of diversity in all its complexities and the importance of inclusion, but also produce authentic performances or products that deepen and demonstrate this understanding. Course faculty assesses these performances according to a four-point rubric shown on page 37.

Course instructors report these assessments under INTASC standard 3 (Adapting Instruction for Individual Needs), Standard 7 (Instructional Planning Skills), and Standard 8 (Assessment of Student Learning). The most recent assessment of the Unit's candidates, taken after they had completed their clinical practice, revealed a mean score of 3.09 on standard 3, a mean score of 3.14 on Standard 7, and a mean score of 2.76 on Standard 8.

4.1.2. The unit’s curriculum, field experiences, and clinical practice help candidates demonstrate knowledge, skills, and dispositions related to diversity.

In addition to the curriculum reported above, methods courses integrate diversity and inclusiveness into candidate preparation. Candidates craft performances or products that demonstrate their knowledge, dispositions, and skills. Course instructors assess these products using a four-point rubric and report their findings under INTASC standards 3, 7, and 8. Field experiences and clinical practice provide further opportunities to demonstrate candidate preparation. The Unit also emphasizes that candidates learn and demonstrate proper teaching dispositions including “motivated/dedicated,” “caring/sensitive,” “ethical,” “responsible,” “open-minded,” collegial (collaborative/cooperative),” “resourceful,” and “poised.” The Unit assesses candidate understanding and demonstration of teaching dispositions and the INTASC standards relative to all students at various points in the candidates’ preparation and clinical practice. Candidates also assess themselves at various points, being able to discern personal growth and development in these areas.

4.1.2a. Candidates learn to contextualize teaching and draw upon representations from the students’ own experiences and knowledge.

As candidates receive rigorous teaching preparation through coursework, field experiences, and practicum experiences, they come to student teaching equipped with the resources and instructional strategies necessary to reach all students. In addition, candidates are required to identify the diversity found in their student teaching setting and report their findings to the Unit. The diversity profile heightens candidate awareness of the broad range of diversities found in their field or clinical settings and therefore allows them to effectively adapt their instructional strategies accordingly. In addition, candidates
attend parent-teacher conferences, participate in IEPs, and often interact with their students in extracurricular activities. All the while, they can formulate profiles of their students and their needs. Required to assess the effectiveness of their teaching through such mechanisms as pre- and post-tests, candidates can evaluate their teaching, supplementing their self-awareness with that of their university supervisors’ and cooperating teachers’.

4.1.2b. Candidates learn how to challenge students toward cognitive complexity.

In a clinical setting, the cooperating teacher and university supervisor play critical roles in assessing the effectiveness of student teachers, especially in regard to INTASC standards 2, 3, 4, 5, 6, 7, and. In addition, student teachers are required to evaluate their teaching dispositions and the INTASC standards throughout their teacher preparation. As a result, candidates operate in a clinical setting with a heightened sense of their own skill set and dispositions. They are able to convey their knowledge to their students utilizing techniques and tools designed to make the classroom an inclusive experience for all students.

4.1.2c. Candidates engage all students, including students with exceptionalities, through instructional conversation.

Learning a variety of instructional tools and strategies, candidates are able to craft teaching experiences that reach all students, including those with exceptionalities. Again, evaluated according to the ten INTASC standards and eight teaching dispositions, candidates are challenged at all stages of their teacher preparation to grow into a sophisticated understanding of their teaching role and the needs of their students. All candidates, for instance, develop an Individualized Educational Plan (IEP) in SPED 110-Introduction to Exceptional Children. Often during student teaching, candidates draw upon this experience, working with their cooperating teachers to develop IEPs for particular students. Special Education candidates will develop IEPs as a matter of course during their clinical practice.

4.1.3. Candidates and faculty review assessment data that provide information about candidates’ ability to work with all students.

Unit faculty evaluates the ability of candidates to work with all students during required coursework, utilizing performance-based assessment tools. Specific instruments measure candidate understanding and implementation of INTASC Standards, particularly 3, 7, and 8. Cooperating teachers and university supervisors use similar instruments to assess candidates in clinical settings. Cooperating teachers also act as mentors, assisting candidates in adjusting their instructional strategies to ensure that all students learn effectively.

The Unit further requires that candidates provide evidence that students are indeed learning. Candidates must therefore consider carefully the needs of each student, gearing their instructional plan accordingly. Subject to the oversight of their cooperating teacher, candidates develop assessment tools to measure student outcomes. University supervisors evaluate teaching effectiveness at multiple points, providing candidates with guidance and feedback. The generation of a school diversity profile greatly facilitates the instructional planning process.
4.1.4. **Candidates and faculty develop a plan for improving their practice in the area of diversity.**

Continuous review of candidate progress through coursework and in clinical settings allow faculty and candidates to develop, in effect, individualized plans of improvement in the area of diversity. Candidates also measure their own progress through continuous self-assessment, both in regard to the INTASC standards and teaching dispositions. Self-assessment occurs when the candidate applies for admission to the teacher education program, when the candidate applies for student teaching, when the candidate completes student teaching, and while the candidate is a practicing, licensed teacher.

**Element 2: Experiences Working with Diverse Faculty**

4.2.1. **Candidates interact in classroom settings on campus and in schools with professional education faculty, faculty in other units, and school faculty who represent diverse ethnic, racial, gender, language, exceptionality, and religious groups.**

MSU’s commitment to diversity ensures that candidates increasingly interact in campus and classroom settings with diverse faculty from all areas. All candidates, in meeting their general education requirements, take coursework with faculty who represent diverse gender, ethnic, racial, language, exceptionality, and religious groups. Secondary education candidates, in particular, interact with faculty throughout the university as they pursue their majors beyond the general education experience. Unit faculty also ensures that classroom settings enhance opportunities for diversity for all candidates. Guest speakers, for instance, representing diverse constituencies, often appear in diversity-related classes or as part of diversity-related events.

The University’s Partners in Learning Program (PIL), a faculty co-mentoring program, enables faculty from various disciplines to interact in a classroom and non-classroom setting with other faculty and their students, enhancing candidate interaction with faculty from diverse backgrounds. Frequent university-sponsored forums bring together faculty, students, Unit candidates, and guest speakers representing diverse backgrounds, further facilitating interaction. For instance, the university’s affiliation with the Minot Area Council for International Visitors (MACIV), a member of the U. S. Department of State’s National Council for International Visitors program, provides candidates the opportunity to interact with visiting professionals from many countries, including Uzbekistan, Angola, Japan, and Tibet, among others. Minot State University’s Institute for International Business and its International Business Club provide further opportunities for candidates to participate in diversity-related activities with faculty and community representatives of diverse ethnic and racial groups. For example, its “Taste of the Middle East” program spotlights Middle Eastern Culture and Minot’s Muslim community. The North Dakota Center for Persons with Disabilities (NDCPD) heightens candidate awareness of persons with disabilities and provides internship opportunities for candidates. A number of Unit faculty are affiliated with the center and bring that expertise into their teaching and interaction with candidates. The university’s Diversity Committee promotes diversity awareness on campus for faculty, students, and Unit candidates alike. Recent initiatives include a revision of university guidelines concerning all types of harassment with a parallel commitment to sexual harassment training sessions for all faculty and staff. A future workshop on AIDS education is planned as
well. Other activities include spotlight celebrations of each “month,” publishing a monthly diversity calendar with an accompanying “diversity spotlight” feature, and promoting campus club events. Finally, the Diversity Committee is responsible for community outreach. For example, in January 2004, MSU will host a Martin Luther King, Jr. Day celebration that is co-sponsored by the Minot YWCA and the Minot Air Force Base Diversity Program. Unit candidates will be assisting with the day-long series of activities.

The university and Unit commitment to diversity recruitment has resulted in growth in this area. Of the university’s workforce of 367, Native American representation has grown to six, Asian-American to ten, Hispanic to three, and international faculty to eighteen. The following tables present data on faculty at Minot State University.

**Faculty breakdown by college & citizenship**  
*Statistics are based on the 2002-2003 academic year*

<table>
<thead>
<tr>
<th>College</th>
<th>TOTAL</th>
<th>US Citizen</th>
<th>Non-US Citizen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td>82</td>
<td>72</td>
<td>10</td>
</tr>
<tr>
<td>Education &amp; Health Sciences</td>
<td>56</td>
<td>53</td>
<td>3</td>
</tr>
<tr>
<td>Business</td>
<td>26</td>
<td>24</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>164</td>
<td>149</td>
<td>15</td>
</tr>
</tbody>
</table>

**Faculty breakdown by college & ethnicity**  
*Statistics are based on the 2002-2003 academic year*

<table>
<thead>
<tr>
<th>College</th>
<th>TOTAL</th>
<th>Caucasian</th>
<th>Native American</th>
<th>African American</th>
<th>Asian</th>
<th>Hispanic</th>
<th>Other/unk.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td>82</td>
<td>75</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Ed/Health Sciences</td>
<td>56</td>
<td>54</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Business</td>
<td>26</td>
<td>24</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>164</td>
<td>153</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

4.2.2. Faculty are knowledgeable about and sensitive to preparing candidates to work with diverse students, including students with exceptionalities.

Unit faculty has broad experience working with diverse ethnic, racial, gender, language, exceptionality, and religious groups and they share that experience with Unit candidates. For example, our international faculty members not only share their own culture with the candidates, but often they share experiences from other cultures they have dealt with, too. Many of our non-international faculty have studied, lived, and/or conducted research outside of the United States and bring those experiences into the classroom as well. Those who have not had these experiences have worked in other environments, such as socio-economically challenged areas, adult education, and vocational rehabilitation. A more specific example involves the university Writing Resource Center. An English faculty member provides tutor-training sessions expressly on working with ESL/EFL students, and those newly acquired skills are quickly put to use in the Center. The results of a recent survey of teacher education faculty reveal that approximately 60% had significant experience working with diverse cultures, learning styles, race, ethnicity, gender, languages, religions, and exceptionalities.
Element 3: Experiences Working with Diverse Candidates

4.3.1. Candidates interact and work with candidates with exceptionalities and from diverse ethnic, racial, gender, language, socioeconomic, and religious groups in professional education classes on campus and in schools.

MSU’s continuing commitment to diversity has resulted in a campus environment based on inclusion and respect. All facilities are accessible. A number of university programs provide academic, psychological, financial, and social support services. The Student Development Center, for instance, provides special services and counseling to the physically disabled and students with exceptionalities. The TRIO program provides academic and counseling services to students who are first-generation college, have a disability, or meet income eligible guidelines established by the federal government. The Multicultural Center and Woman’s Resource Center provide similar services. Unit candidates, as members of the university student body, have access to or participate in these programs. Please see the report on Human Relations and Diversity at Minot State University in the evidence room.

The University’s Diversity Committee, promotes diversity in all its aspects, raising faculty and student awareness on campus and facilitating interaction. Some of its activities include publishing diversity-related events and commemorations in the university newspaper, sponsoring diversity-related forums and events, and monitoring university policies and guidelines in regard to issues of diversity and inclusion. In addition, many disciplines on campus sponsor or support diversity-related events and activities. An examination of the student newspaper, The Red and Green, from the spring of 1999 to the spring of 2003 revealed an average of 22 diversity-related events or activities each semester. Of the 56 student organizations on campus, ten are diversity-related. Many candidates take advantage of these opportunities to increase their level of diversity awareness and to interact with students and other candidates of diverse backgrounds.

Through its recruitment efforts, the university has raised its diversity profile, particularly in the areas of age, gender, socio-economic, rural/urban, ethnic, and racial diversity. For example, MSU has a higher proportion of Native American students than any other institution, outside of the tribal colleges, in the North Dakota University System. Recruiting efforts cover at least four states and two Canadian provinces. Over 10 tribes are represented in total, including members from every tribe in North Dakota. Two Native American staff members actively advise Native American students, though all have major advisors, too. MSU averages 24 Native American graduates per academic year, and in May 2003, over 30 Native American students received degrees.

Personnel from Minot Air Base also contribute to the diversity on campus and in the classroom. 12.3% of students enrolled at the university are either active duty military personnel or their dependents. Air Force personnel represent, in particular, the many ethnic and cultural diversities found in the country. Active recruitment of international students has also led to growth in this area. Students are represented from over eighteen countries, including Botswana, Venezuela, India, South Korea, and Canada, the largest contingent.
Enrollment by Canadian Province (Fall 2003)

- Alberta 14
- British Columbia 7
- Manitoba 48
- New Brunswick 1
- Ontario 3
- Saskatchewan 117

Student Enrollment by Country (excluding Canada):

- Belarus 1
- Bosnia 1
- Botswana 3
- Finland 2
- France 1
- Hong Kong 5
- India 5
- Korea 1
- Macedonia 1
- Morocco 1
- Nepal 1
- Nigeria 1
- Poland 4
- Slovakia 2
- Tanzania 1
- Venezuela 1
- Yugoslavia 3
- Zambia 1

Total breakdowns for only ethnic and racial diversity show an MSU student body that is 84.55% white, 2.73% black, 4.22% Native American, 1.02% Asian, and 1.63% Hispanic. The Unit has 395 declared majors. Of these nine (2.2%) are Native American, two (0.5%) are Asian/Pacific Islander, four (1.0%) are black, ten (2.5%) are Hispanic, and 370 (93.7%) are white, non-Hispanic.

Beyond these ethnic and racial categories, MSU demonstrates commitment to diversity through its extensive financial aid programs, as well as support programs for Older than Average (OTA) students, veterans, and other at-risk students. Historically, Minot State has also averaged more female students than male.

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1 Note: these are the standard Federal guidelines for recording ethnicity.
<table>
<thead>
<tr>
<th></th>
<th>1999</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
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<td>776</td>
<td>571</td>
<td>568</td>
<td>545</td>
</tr>
<tr>
<td><strong>Female</strong></td>
<td>524</td>
<td>505</td>
<td>377</td>
<td>370</td>
<td>344</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>294</td>
<td>271</td>
<td>194</td>
<td>198</td>
<td>201</td>
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<tr>
<td><strong>Undergraduate students age 25 years and older</strong></td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Financial Aid</strong></td>
<td></td>
<td></td>
<td></td>
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<td><strong>Type of Aid &amp; Dollar Amount</strong></td>
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<td>2000-01</td>
<td>2001-02</td>
<td>2002-03</td>
<td></td>
</tr>
<tr>
<td>Work Study</td>
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<td>217,063</td>
<td>203,240</td>
<td>235,136</td>
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<tr>
<td>Perkins</td>
<td>464,597</td>
<td>397,089</td>
<td>424,820</td>
<td>600,835</td>
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<tr>
<td>SEOG</td>
<td>116,571</td>
<td>114,784</td>
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<td>151,777</td>
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<tr>
<td>Pell Grant</td>
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<td>3,082,967</td>
<td>3,482,579</td>
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<tr>
<td>Stafford Loan</td>
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<td>7,587,671</td>
<td>7,946,557</td>
<td>8,158,218</td>
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<tr>
<td><strong>Total</strong></td>
<td>10,306,863</td>
<td>10,970,063</td>
<td>11,776,674</td>
<td>12,628,545</td>
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</tr>
</tbody>
</table>

2 Undergraduate students age 25 years and older
3 Based on Fiscal Years 1999/2000-2003/2004; each year, MSU awards over 95% of the financial Aid Applications that are submitted.
Unit faculty members, particularly those teaching core diversity courses, ensure that candidates interact with each other, other students, and constituencies. For example, candidates in SS 283-Ethnic and Cultural Diversity America interact with students from across disciplines as the course is required by a number of majors, including social work, communications disorders, and special education. Candidates and other students in the course collaboratively produce annotated bibliography projects tailored to their specific majors and the themes of the course. Utilizing technology that fosters collaboration and cooperation, candidates continually assess their work, receiving feedback from group members and the instructor. Before a final presentation of group findings, all candidates are required to review the projects of other groups and to formulate questions for those groups during their presentations. In this way, candidates receive commentary not only from other candidates but also from students offering the perspective of fields, such as social work, outside of education. Final group projects are available to all candidates, providing them with a database of diversity-related material essential to their teacher education preparation and practice (For example see http://history.misu.nodak.edu:8080/ss280summer03/).

SS 283 also sees candidates participate in and reflect upon the annual Spring Celebration and Honor Dance sponsored by the university’s Native American Cultural Awareness Club. Syllabi from all three required courses related to diversity further illustrate how candidates gain an understanding of diversity and inclusion issues. Methods courses, particularly those in Language Arts and Mathematics, require candidates to engage in learning activities at the Quentin Burdick Job Corps, working with adult education and other challenged students.

Beyond the MSU campus, candidates often have the opportunity to interact with different cultures as well. All Foreign Language candidates are required to spend at least one semester (per language) in an exchange program designed to enhance not only language skills, but also to boost cultural awareness. Additionally, all candidates have the opportunity to participate in the various study abroad programs offered at MSU. Recent experiences have included the United Kingdom, Greece, Continental Europe, Italy, Spain, and Africa. The Social Work program at MSU has recently implemented a service-learning program into their curriculum, which is open to all students. The program launched in June 2003 with fieldwork in Guatemala, and the Central American programs are slated to continue.

4.3.2. Active participation of candidates is solicited, and valued and accepted, in all venues.

At its yearly retreat to analyze the program, the Unit invites candidate participation. Candidates from the elementary and secondary majors have the opportunity to interact with Unit faculty and stakeholders and to become actively involved in the analysis and critique of the program. At an earlier retreat, for instance, faculty, stakeholders, and candidates discussed the feasibility of requiring candidates to produce a school diversity profile during their clinical practice and recommended its implementation. Candidates serve on the Stakeholders Committee and their assessment of the Teacher Education program is sought out as they complete the program and as they complete their initial years of teaching.

All facets of Student Government are open to candidate participation, as open elections are held each spring. Additionally, institutional committees generally have at least one student
member on it. The MSU Student Association hosts club fairs at the beginning of each semester during which candidates may explore the various clubs and organizations available to join. Many of these clubs participate in community outreach events, such as reading to children with disabilities, collecting materials for the women’s shelter, and so forth. The MSU Theatre encourages the donation of foodstuffs in lieu of payment. Beyond these community outreach activities, candidates are encouraged to participate in a wide variety of research activities. For example, the Office of Institutional Planning holds a poster session every spring at which students working with faculty members may highlight their research accomplishments. Candidates working in the sciences and social sciences have the opportunity to work with faculty in field research projects, while candidates in History work on oral history projects and the like. Candidates in the Humanities also have numerous opportunities to participate in public venues. The English Department hosts the Celebration of Language Arts (COLA) festival for regional middle and high schools, and candidates, particularly those in English, Theatre, Communication Arts, Art, Elementary Education, and Music, are invited not only to assist with the set up and monitoring of activities, but also to help with creating the program and leading individual sessions. Several English candidates have worked on individual research projects with faculty that have subsequently been presented at professional conferences, and some of these have resulted in publication of the materials. Students in the Art program are solicited to create posters for events on campus and around the community, as well as to participate in local school poster contests. Finally, all candidates, like all MSU students, have the opportunity to be on the KMSU TV shows and radio programs, and the literary journal, The Coup, invites campus-wide submissions.

**Element 4: Experiences Working with Diverse Students in P-12 Schools**

4.4.1. *The unit designs extensive and substantive field experiences and clinical practices.*

The Unit requires candidates to demonstrate and reflect upon the ten INTASC Standards in their course work, field experiences, and clinical practices. The Unit carefully structures, then, these experiences so that candidates can arrive at a solid understanding of the standards most relevant to diversity.

In its practicum placement policy, for instance, the Unit ensures that all candidates experience a variety of school settings and grade levels. If a candidate completes a methods practicum in a lower elementary urban school, then the candidate will receive a student teaching assignment in an upper elementary rural school. A secondary candidate will be required to have experience at both the middle school level and the high school level. P-12 candidates are required to have experience at the full range of their level of licensure. The Unit has also placed candidates in parochial schools for their initial field experiences, increasing awareness of religious diversity. A recent change in state legal opinion has opened up these settings to clinical practice experiences and the Unit has begun placing candidates in these schools. Placement policy tries to ensure that candidates will not return to their former P-12 schools. Although some candidates and indeed stakeholders have questioned this policy, the Unit remains committed to increasing the diverse experiences of its candidates. The Unit’s Director of Teacher Advisement and Field Placement also uses state school district information to identify diversities in order to craft meaningful clinical experiences for each candidate.
4.4.2. Experiences help candidates confront issues of diversity that affect teaching and student learning.

All candidates are required to identify the diversity found in their student teaching and report these findings to the Unit. The diversity profile form heightens candidate awareness of the broad range of diversities found even in field or clinical settings that at first glance may seem less than diverse. Candidates can therefore more effectively adapt their instructional strategies to their students’ needs.

All candidates develop an Individualized Educational Plan (IEP) in SPED 110-Introduction to Exceptional Children. Often during student teaching, candidates draw upon this experience, working with their cooperating teachers to develop IEPs for particular students. Special Education candidates will develop IEPs as a matter of course during their clinical practice. Parent-Teacher Conferences provide an additional venue in which candidates can interact with parents regarding issues of exceptionalities and other kinds of diversity.

The annotated bibliography project required of all candidates taking SS 283-Ethnic and Cultural Diversity in America results in the creation of a diversity issues database accessible to all candidates. Candidates can use this database to research issues of diversity that may affect their teaching and student learning. Candidate projects range broadly and reflect such issues as “Over-representation of Minorities in Special Education Programs (http://history.misu.nodak.edu:8080/ss283f2003ethnicj/19) to “Educating ELLs in Rural Areas: Issues and Challenges (http://history.misu.nodak.edu:8080/ss283f2003ethnicj/5) to Portrayals of Minorities in Elementary School Textbooks: (http://history.misu.nodak.edu:8080/SS280Spring2003/6). For an example of the broad range of topics assigned to candidates in SS 283 see http://history.misu.nodak.edu:8080/ss280summer03/uploads/1/SS_283-Groups-Topics.htm taken from a summer version of the course (in a regular semester candidates usually operate in groups of four).

The most recent assessment of the Unit’s candidates, on standards related to diversity, taken after they had completed their clinical practice, revealed a mean score of 3.09 (4-point rubric). A score of 3 on the rubric is described as “Shows a solid understanding of the relevant ideas or processes. The concepts, evidence, arguments, and methods used are appropriate for addressing the issues or problems.”

4.4.3. Experiences help candidates develop strategies for improving student learning and candidates’ effectiveness as teachers.

Unit methods courses reinforce the diversity awareness and training found in SPED 110, SS 283, and EDUC 470 and include specific sections and microteaching exercises on race, ethnicity, gender, and exceptionalities. For several secondary education majors the practicum requirement is broken into three 20-hour units, enabling candidates to reflect on each segment individually and then to apply strategies gained in the field to each subsequent experience. Candidates therefore enter into clinical practice with proven instructional strategies. Periodic assessment of student teachers provides another performance indicator that candidates are
meeting Unit Standards (INTASC). For each candidate the cooperating teacher completes an early progress report, a mid-term progress report, and a final evaluative report. Periodic progress reports are filed as needed or desired. The university supervisor assesses candidates and completes a periodic progress report once in the first two weeks of teaching, again at midpoint in student teaching, and finally within the last two weeks of student teaching. Additional periodic progress reports are filed as needed or desired (see student teaching handbook). These forms are found in the student teaching handbook. At each stage the cooperating teacher and university supervisor aid the candidate in developing strategies for improving student learning and their effectiveness as teachers. A mark of MSU’s overall success is shown through the large numbers of our candidates who are recruited by school districts from more traditionally diverse regions of the country such as Las Vegas and El Paso.

Advanced Programs and Standard 4

In almost all of the advanced programs the candidates are already practicing teachers and have had a variety of experiences in dealing with diversity in the classroom. Three of the graduate programs in the Unit focus on issues of diversity directly: the MS in Communication Disorders, the MS in Special Education, and the Education Specialist in School Psychology. The M Ed degree has a core requirement of Ed 519 – Diversity in a Global Perspective. The MME and the MAT programs are recent additions to the Unit and are focused on their specific disciplines.
Standard 5. Faculty Qualifications, Performance, and Development. Dec 23, 2003 2 pm

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to a candidate performance; they also cooperate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Element 1: Qualified Faculty

The faculty are licensed in the fields that they teach or supervise and are master teachers, recognized for their competence in their field.

Initial and Advanced Programs

5.1.1 Faculty has earned doctorates or exceptional expertise.

Teacher Education faculty are defined as those faculty members who teach required core courses, professional education courses methods courses, or supervise practicum experiences. At least 65% of Teacher Education faculty has terminal degrees and an additional 10% are either ABD or are currently pursuing doctoral degrees. Faculty who do not hold a terminal degree has considerable expertise in the areas they teach and most have considerable P-12 school experience.

5.1.2 Faculty has contemporary professional experience in schools at all levels that they supervise and are licensed in the fields they teach or supervise.

State law prohibits the use of faculty as student teaching supervisors unless they have held a valid teaching license from a recognized jurisdiction. School-based clinical faculty members are also required to hold a valid teaching license and have at least three years teaching experience. In addition they are required to complete coursework or a workshop on how to properly supervise student teachers. All faculty members who supervise candidates in a clinical setting are or have been licensed. Over 90% of Teacher Education faculty have P-12 classroom experience and together have a total of over 430 years of classroom experience.

Only school personnel approved by the school administration are placed in the pool of potential cooperating teachers. The expectation is that they are excellent teachers and well-qualified to mentor and supervise our candidates. The Unit’s Director of Teacher Advisement and Field Placement has a knowledge of most cooperating teachers and strives to match our candidates with cooperating teachers who can best help the candidate grow as a teacher. On occasion candidates may be placed in remote locations that require the Unit to hire personnel to serve as university supervisors and cooperating teachers. The most common method used to meet these needs is to contact an area university and work with them to find both the cooperating teacher and the university supervisor. In cases where a local university is not able or willing to work with Minot State University, the Director then works with the local school superintendent or Central Office to hire suitable professionals. The Unit always strives to find people who are
strong teachers to serve as cooperating teachers and hire only people with significant experience in supervision of teachers to serve as university supervisors.

5.1.3 Faculty are meaningfully engaged in related scholarship

A recent survey of Teacher Education faculty provided the following data: In the last five years over 50 publications were created, well over 160 presentations were made, and a total of over $5,600,000 in grants were written. A table summarizing faculty publications and presentations is presented in Appendix G, page 98. Some of the research efforts are described in the section 5.3.2.

Element 2: Modeling Best Professional Practices In Teaching

5.2.1 Faculty have an in-depth understanding of their fields and are teacher scholars who integrate what is known about their content fields, teaching, and learning in their own instructional practices.

A high percentage of Teacher Education faculty have terminal degrees in the subject areas they teach and exhibit their scholarship through publications, presentations, and participation in grant writing. The assignment of faculty is based upon their expertise in the subject areas they teach. Faculty regularly update their syllabi, review required textbooks, and revise methods of delivery to ensure that they present our candidates with the most current practices and knowledge in that field. Many faculty supplement course work with online resources including the use of “WEB CT” blended shells. A blended shell allows students to access course syllabi, notes, and quizzes in a manner similar to students who take these courses in an online setting.

A review of the assessments (Appendix F, page 97) used by faculty to rate candidates on how well they meet the INTASC and STATE standards illustrates how faculty utilize new teaching strategies and assessment techniques. A survey of faculty uses of technology and various teaching strategies illustrates that they are familiar with the best practices of the profession. A review of course syllabi also supports the claim that faculty use current materials and techniques in their courses.

5.2.2 Faculty exhibits intellectual vitality in their sensitivity to critical issues.

The survey of Unit faculty provided information on faculty teaching. The chart below provides an indication of how often faculty address critical issues in their instruction.

<table>
<thead>
<tr>
<th>Issue</th>
<th>Always (1)</th>
<th>Frequently (2)</th>
<th>Occasionally (3)</th>
<th>Seldom (4)</th>
<th>Never (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking (1.36)</td>
<td>28</td>
<td>13</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Applying Knowledge (1.24)</td>
<td>36</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Problem Solving (1.43)</td>
<td>28</td>
<td>11</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Professional Dispositions (1.97)</td>
<td>20</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Knowledge About Cultural Diversity</td>
<td>11</td>
<td>13</td>
<td>13</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Faculty teaching reflects the unit’s conceptual framework and incorporates appropriate performance assessments and integrates diversity and technology throughout coursework, field experiences, and clinical practices.

The Unit has requested that coursework specific to Teacher Education illustrate the conceptual framework through the identification of course objectives as Action objectives; Reflection objectives; or Knowledge objectives. Each syllabus also identifies the Unit theme of Teachers As Reflective Decision-Makers and shows the Unit logo in the corner of the syllabi. Since the Unit has adopted the INTASC standards as goals, faculty uses these standards to guide them in the development of their syllabi. Each required Teacher Education course focuses on some or all of the INTASC standards. The Unit collects data on each candidate relative to these standards plus the eight teaching dispositions. The main focus of the program’s assessment system is on the candidate’s ability to perform. Early course work in the program often focuses on only a few of the INTASC Standards while senior level methods classes usually assess all of the Standards. Appendix B, page 93, illustrates the emphasis on performance in the Unit’s programs. This reporting form requires the instructor to describe the performances used to assess candidate proficiencies in meeting program standards.

Seven of the required Teacher Education core courses are delivered in an online format. Faculty who teach these courses first completed a training course where they learned how to prepare and deliver online materials. Each online course is “beta tested” by the online faculty prior to releasing it to students. Courses in the core that are taught in an online format are: Special Education-110 Introduction to Exceptional Children, Psychology 255-Child and Adolescent Psychology, Education 201-Introduction to Teaching, Education 310-Foundations of Education, Education 320-Curriculum, Planning and Assessment, Ed 380-Technology in Teaching, and Education 470-Teaching Diverse Learners.

5.2.4 Faculty value candidate learning and adjust instruction appropriately to enhance candidate learning.
A recent survey of faculty identified 30 different teaching strategies that most of the faculty members are always or frequently using in teaching the required core courses of the program. This large variety of strategies illustrates that faculty can and do use a variety of instructional methods to meet the needs of the candidates.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Always Used</th>
<th>Frequently Used</th>
<th>Occasionally Used</th>
<th>Seldom Used</th>
<th>Never Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hands-On Activities</td>
<td>26</td>
<td>15</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Problem-Solving Activities</td>
<td>18</td>
<td>21</td>
<td>11</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Group Projects</td>
<td>12</td>
<td>14</td>
<td>13</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Individual Projects</td>
<td>35</td>
<td>11</td>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Microteaching</td>
<td>8</td>
<td>14</td>
<td>9</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Directed Observations</td>
<td>12</td>
<td>10</td>
<td>13</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Mini Lectures</td>
<td>11</td>
<td>15</td>
<td>12</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Peer Presentations</td>
<td>11</td>
<td>22</td>
<td>8</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>16</td>
<td>13</td>
<td>10</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Research Article Reviews</td>
<td>10</td>
<td>12</td>
<td>12</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Directed Reading Activities</td>
<td>10</td>
<td>19</td>
<td>5</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Whole Group Discussions</td>
<td>21</td>
<td>19</td>
<td>7</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Small Group Discussions</td>
<td>24</td>
<td>9</td>
<td>9</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Think Pair Share</td>
<td>14</td>
<td>11</td>
<td>3</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>Comprehensions Strategies</td>
<td>6</td>
<td>20</td>
<td>5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Peer Critiques</td>
<td>7</td>
<td>17</td>
<td>9</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Narrative Evaluations</td>
<td>6</td>
<td>16</td>
<td>5</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Mid-term or final Conferences</td>
<td>9</td>
<td>15</td>
<td>4</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Formal Written course Evaluations</td>
<td>32</td>
<td>3</td>
<td>7</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Debriefing</td>
<td>12</td>
<td>15</td>
<td>3</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Field Experiences</td>
<td>24</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Analytical Reasoning</td>
<td>18</td>
<td>13</td>
<td>7</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>Student Self-Assessment</td>
<td>21</td>
<td>10</td>
<td>7</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Concept Comparison</td>
<td>14</td>
<td>11</td>
<td>9</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Concept Teaching</td>
<td>19</td>
<td>12</td>
<td>8</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Interaction discussion</td>
<td>18</td>
<td>15</td>
<td>7</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Cooperative Learning</td>
<td>25</td>
<td>11</td>
<td>6</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Reflective Journals</td>
<td>22</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Modeling</td>
<td>26</td>
<td>11</td>
<td>3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Expository Discussion</td>
<td>7</td>
<td>16</td>
<td>10</td>
<td>1</td>
<td>11</td>
</tr>
</tbody>
</table>

5.2.6 Faculty understands assessment technology and use multiple forms of assessments in determining their effectiveness, and uses the data to improve their practice.

Each university faculty member is provided with a networked computer with Internet access and necessary software to assist in assessment, record keeping, and curriculum development. Additionally all faculty have support from the university in terms of training and
maintenance relative to computer technology. Many faculty members require students to submit assignments in an online format and about half of the faculty members have placed their syllabi on web pages. Currently seven of the core courses are offered in an online environment, and many instructors also use a blended shell to support their regular on campus classes. They use the technology available through that medium to assess student learning.

The university has technology that supports the use of Scantron scoring for multiple-choice exams. This service may be used by Teacher Education faculty and they are then able to take advantage of the analysis provided by the software that accompanies it. Faculty, especially in Teacher Education, use a huge variety of assessment techniques, but the most popular ones are the traditional forms of testing and essay writing with a significant number of performance assessments. Unit faculty are required to assess candidates on the INTASC Standards using authentic performance tasks that they then describe in the data sheet they submit to the Unit.

5.2.7 Faculty are recognized as outstanding teachers by candidates and peers across campus and in schools.

Over the last five years 13 University faculty have been recognized as either instructor or researcher of the year and 12 of them are Teacher Education faculty. All faculty at Minot State University are evaluated annually. These evaluations are carried out primarily by the respective department chairs who collect assessment data from course and faculty evaluations, personal observations, and a variety of other reports provided by the Records Office.

Most faculty distribute course and instructor evaluations to their students in the last week of the semester and these evaluations are carried to the department secretary who records the student comments and forwards the form to the Academic Affairs Office where they are scanned and the results tabulated. These course and instructor evaluations are a key element in the evaluation of faculty as instructors. Students are expected to respond to several statements that reflect on the teaching skills of the faculty. The following is a partial list of the statements found on the course and instructor evaluation forms that students respond to using a five-point Likert scale:

1. This course was well organized.
2. The instructor maintains reasonable expectations for the course.
3. The instructor motivated me to learn the course material.
4. The exams and assignments challenged me to think and to apply what I had learned.
5. I feel the evaluation of my work was fair.
6. All things considered, how would you rate the teaching effectiveness of this instructor?

The following table presents a summary of candidate Course and Faculty Evaluations for all courses assessed in the University as a whole and for Teacher Education courses for that same time frame. This table shows a comparison for Spring 2003.
Element 3: Modeling Best Professional Practices In Scholarship

5.3.1 Faculty demonstrates scholarly work related to teaching, learning, and in their fields of specialization.

The data from the table in Appendix G, page 98, illustrates that Teacher Education faculty in the last five years have produced over 50 publications and made over 160 presentations.

5.3.2 Faculty are engaged in inquiry that ranges from knowledge generation to exploration and questioning of the field to evaluating the effectiveness of teaching approaches.

Below is a list of a few of the publications by faculty where the topic illustrates the commitment of Unit faculty to inquiry in the profession.

Dr. Robin Clark
  - “Learning from New Teachers,” co-presented with Dr. Mary Harris, University of North Texas; Dr. Linda Holdman, University of North Dakota; American Association of Colleges of Teacher Education (AACTE) annual meeting; Dallas, TX; March 2001
  - “Art, Curriculum, and School Violence,” panel presentation; National Art Education Association (NAEA) annual conference; Los Angeles, CA; March 2000

Dr. Leslie Baldwin
  - Literacy and the reluctant student with Dr. R. Truax and Dr. S. Nayer ACE-DHH Conference, San Diego, CA, Feb 2001
  - Group Editing and Peer Teaching in ASL and English
  - Conference of American Instructors of the Deaf Special Interest group (TELA) conference (Teachers of English and Language Arts) Ohio School for the Deaf Columbus, OH, June, 1998

Cheryl Nilsen
Dr. Maila Zitelli

Dr. Margi Coxwell

Dr. Linda Cresap
- Cresap, L. (September 2002). Same content, less time—and online too? An assignment for meeting the challenge. Business Communication Quarterly 65 (3), 76-80 (refereed).

Dr. David Harpster
- Developed and presented a workshop on writing questions that assess higher-order thinking skills to a group of elementary school teachers in Devils Lake, ND, August 5, 2002.
- Developed and presented a workshop on problem solving to a group of elementary school teachers in Dickinson, ND, June 3, 2002.

Dr. Nancy Hall
- Hall, P. & Hall, N. (2002). Hiring and retaining direct care staff: After fifty years of research, what do we know? Mental Retardation, 40 (3), 201-211.

Dr. Joseph Jastrzembski
Element 4: Modeling Best Professional Practice in Service

5.4.1 Faculty are actively engaged in dialogue about the design and delivery of instructional programs.

As described TEGU's Assessment System faculty are fully involved with the design and delivery of the professional program of the Unit. From the work of the Program and Policy Committee to the annual retreats faculty are the ones who directed the design of the Teacher Education program and continue to refine it.

5.4.2 Faculty works in schools

Often faculty works with local jurisdictions to use their expertise in the improvement of P-12 teaching and learning. Over 50 presentations were made to local and state organizations by Unit faculty. Many faculty hold leadership positions at the local, state, and national levels and Minot State is known for its contributions to the development of curriculum for both the Education Standards and Practices Board and the Department of Public Instruction.

5.4.3 Faculty provides leadership in the profession, schools, and professional associations.

Currently Dr. Neil Nordquist, the Dean of the College of Education and Health Sciences serves as the Governor appointed Higher Education representative on the Education Standards and Practices Board (ESPB) (as did his predecessor) and he also serves as the Chair of the Program Approval Advisory Committee (PAAC) that has responsibility for advising on program accreditation for Teacher Education programs in the state. Cheryl Nilsen, Co-chair of the Program and Policy Committee, has served as an NCATE BOE team chair on three occasions and as team member four times. Dr. Robin Clark and Dr. Ron Royer have chaired state teams for accreditation visits in recent years, and several other faculty have served as team members for state teams. Dr. Nordquist and Dr. Nancy Hall are certified to work with prospective school administrators in an NASSP program that focuses on performance assessment and work with the North Dakota LEAD Center and Educational Leadership programs at UND and NDSU.

Recently Mr. Gary Leslie, while serving as Interim Dean, and Dr. Nordquist hosted an Interactive Television Network (IVN) meeting of Teacher Education leaders, School District leaders, ESPB members, Department of Public Instruction officials, and our Congressman, Mr. Earl Pomeroy to discuss the concerns raised by the “No Child Left Behind” (NCLB) legislation. Unit faculty took part in ESPB sponsored meetings to align teacher education standards with P-12 content standards and to develop a portfolio process for practicing teachers to use in meeting the “highly qualified” teacher definition developed as a result of NCLB legislation. In November of 2003 several faculty from Minot State University attended ESPB sponsored meetings to review and revise teacher education accreditation standards and to develop a form to allow universities to recognize teaching major equivalencies. In September 2003 three of our faculty were part of the team that set the cut scores for the new Praxis II tests in elementary education and for the PLT test to be used as a licensure requirement for teachers effective 2006. Additionally faculty have held and do hold leadership positions in national organizations including accreditation boards.
Methods instructors, who also supervise candidate practicum experiences, visit their candidates in the schools and work with them and the clinical faculty to make the candidates’ first teaching experience meaningful and reflective. Faculty model excellent teaching in their university classrooms and encourage candidates in their methods practicum and student teaching to emulate best practice. Faculty works with clinical teachers to encourage them to continue to model good teaching skills and dispositions.

Element 5: Collaboration

5.5.1 Faculty are engaged as a community of learners regarding the conceptual framework and scholarship of the classroom.

Faculty collaborates with their school partners in formal and informal settings to assess the effectiveness of the programs at Minot State and in the state. From the annual retreats to the work of the Program and Policy committee faculty constantly work in a collaborative manner to improve the Unit’s ability to prepare teachers and other school professionals.

5.5.2 Faculty develop relationships, programs and projects with colleagues in P-12 schools, faculty at other institutions to conduct research, make presentations, publish materials, and improve the quality of education for all students.

Teacher Education faculty from Minot State University are integrally involved with many of the educational organizations in their community, state, region, and nationally. Faculty from the Unit are part of a number of organizations; the Minot Association of Teacher Educators, the North Dakota Association of Colleges of Teacher Education, the Northwest School Leaders, the Minot Public Schools-Minot State University Partnership, the Program Approval Advisory Committee, the Education Standards and Practices Board, Department of Public Instruction state curriculum initiatives, and many other discipline specific organizations where faculty hold membership.

The organization of the Unit is set up as a community of learners with the program and policy committee leading the way assisted by the Stakeholders’ Advisory Committee and by the Teacher Education Governance Unit faculty at their annual retreat. Faculty participates with local districts in a number of initiatives to improve teaching and learning. Some of these are mentioned in Appendix G (page 98).

During the summer of 2003 Social Science faculty hosted a national symposium on Lewis and Clark that was attended by teachers from almost every state of the Union.

Element 6: Unit Evaluation of Professional Education Faculty Performance

5.6.1 The unit’s systematic and comprehensive evaluation system includes regular and comprehensive reviews of professional education faculty’s teaching, scholarship, service, collaboration with the professional community, and leadership in the institution and profession.
Teacher Education faculty, along with all other faculty on campus, are evaluated annually on the basis of teaching, scholarship, and service. This evaluation is conducted by the Department Chair and forwarded to the Dean who reviews it and forwards it to the Vice-President of Academic Affairs. This evaluation is shared with faculty who actually initiate the process by submitting a self-assessment to the department or division chair. The faculty assessment system at the university focuses on teaching, scholarship, and service in order to gain tenure or promotion.

Unit faculty members are required to have course and instructor evaluations completed for at least some of their courses each year. Non-tenured faculty have all of their courses evaluated each semester while tenured faculty are required to have courses evaluated at least once a year. The course and instructor evaluation form was developed and approved by faculty senate and is included in faculty annual evaluations.

The Unit includes faculty from all three colleges. The responsibility for faculty assessments and evaluation is assumed by the faculty member’s department chair. Since the main decision-making body for the Unit (TEAC) has representation by each of the college deans or their designate, the assessment of Unit faculty is well represented in the Unit itself. Unit scholarship, service, and collaboration will be reviewed on an aggregate basis each year as part of the annual retreat.

Element 7: Unit Facilitation of Professional Development

5.7.1 The unit has policies and practices that encourage all professional education faculty to be continuous learners.

The Program and Policy Committee has a standing sub-committee responsible for professional development in the Unit and this sub-committee has responsibility to organize orientation activities for new faculty. Minot State University also provides a comprehensive orientation for new faculty to explain policies and procedures unique to our campus.

The University encourages all faculty to be continuous learners through initiatives developed with the Bush Grant as well as research grants for which faculty may apply each year. Several faculty are also supported in obtaining advanced degrees through the “Grow Your Own Fund” administered through the Vice-President of Academic Affairs’ office.

Early in 2004 the College of Education and Health Sciences obtained significant funds to promote professional development in College and Teacher Education faculty. This professional development fund will be administered by the CEHS Leadership Council and will focus on obtaining recognized skills in improving teaching and learning to benefit university students.

5.7.2 Experienced faculty mentor new faculty, providing encouragement and support for developing scholarly work around teaching, inquiry, and service.

Minot State University utilizes the Bush Grant to sponsor several opportunities for
faculty to grow professionally. The “Partners in Learning” (PIL) project supports individual faculty in a partnership arrangement with a faculty member from another discipline to gather data through observations and interviews on the effectiveness of faculty as instructors. This “Partners in Learning” process is highly valued by the faculty as they claim it helps them make significant improvements in their abilities as teachers. The Bush Grant also supports “Learning Community Grants” which have been utilized by many departments to provide the resources to allow faculty to hold meetings or retreats where they can have the time to dialogue about their respective programs. These grants also allow faculty from different departments to gain funding for interdisciplinary projects.

The university supports scholarship initiatives by faculty by providing grants at the university and college. Occasionally resources are also provided for significant projects that have the potential to enhance teaching and learning on the campus. Dr. Warren Gamas and Dr. Kevin Pruzac received substantial funds to establish a “Pedagogy Lab” that allows faculty and candidates to study teaching behavior through the use of digital video cameras and the editing capabilities of “I-Movie”.

Since the Unit covers ten different departments or divisions from all three colleges, the orientation and mentoring of new faculty is the primary responsibility of department and division chairs and the faculty in those departments. The professional development subcommittee from the Program and Policy Committee are also charged to be sure new faculty are aware of the policies and procedures of the Unit.

On the university campus Teacher Education faculty are often asked to share their expertise with colleagues and have played a particularly important role in the Bush Grant initiative that focuses on the improvement of teaching and learning on the campus. Some of the presenters were Dr. Jack Rasmussen, former Dean, who presented on using humor in the classroom, Dr. Neil Nordquist, current Dean, who presented a series of workshops on the use of Understanding by Design concepts developed by Grant Wiggins and Jay McTighe, and Dr. Lisa Borden-King presented workshops on how to use rubrics or scoring guides.
**Standard 6: Unit Governance and Resources**

The unit has the leadership, the authority, budget, personnel, facilities, and resources including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

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**Element 1: Unit Leadership and Authority**

6.1.1 *Leadership coordinates all programs designed to prepare educational professionals.*

Coordination of all Teacher Education programs at Minot State University is under the direct authority of the Teacher Education and Governance Unit (TEGU). The Unit has the responsibility to designate all coursework and admission, retention, and graduation procedures for candidates in the program. Unit leadership consists of the Dean of the College of Education and Human Services who serves as Chairman of the Teacher Education Administrative Council (TEAC). TEAC approves, administers, and coordinates all Teacher Education programs at the undergraduate (initial) and graduate (advanced) levels. All course and/or program changes must be approved by the Graduate Council, the University Curriculum Committee, and the MSU Faculty Senate. The Program and Policy Committee (P&P), made up of representative faculty of the Unit, is the grass-roots organization of the Unit and advises TEAC on matters of policy, but does not approve policy. A flow chart illustrating Unit organization can be found on page 6.

6.1.2 *Recruiting and admission practices are clearly and consistently described in publications and catalogs.*

6.1.3 *Academic calendars, catalogs, publications, grading policies, and advertising are accurate and current.*

Many publications are available for graduate and undergraduate students at Minot State University. The graduate and undergraduate catalogs are published every two years. As policy is continually reviewed and changed, this two-year publication schedule may cause some concern when TEGU approves changes recommended by faculty, university administration, state or national agencies that must go into effect between publication dates of the catalogs. A concerted effort is made to ensure that all faculty who advise candidates, all school partners, and university administration are kept current on all TEGU programs, policies, and procedures. Faculty advisors and teachers in core classes keep candidates aware of changes in policy as well.

Information on admission, retention, and exit requirements are also published on the university website. The website is current in all particulars, which allows all students to have access to information that is accurate and current. All forms are also included on the website and are downloadable.

When changes are made to catalogs, the interested parties are informed immediately in a variety of ways: a) regular or inter-campus mail to faculty and/or students; b) email to faculty, candidates, and school partners (or ‘First Class’ to Minot Public Schools); c) notices on campus
bulletin boards; d) notices published in the *Red and Green*, the campus newspaper; e) university website, which is immediately updated; and f) public meetings which are organized by TEAC and delivered by the Office of Teacher Advisement and Field Placement when necessary.

One of the functions of the Program and Policy Committee (P&P) is to communicate changes in policy to the departments or divisions through the representative committee members. These members also bring questions and concerns from their departments to share and to be acted upon by P&P. The Stakeholders’ Advisory Committee has a similar role for its members. Faculty representatives to the Northwest School Leaders and the Association of Teacher Educators also play a role in communicating program changes to school partners.

The Student Teaching Handbook, sold in the MSU Bookstore, is updated each year and distributed to all candidates, cooperating teachers, and university faculty. The handbook is also available on the Minot State University website. The Director of Teacher Advisement and Field Placement holds mandatory meetings for candidates prior to admission to Teacher Education and prior to application for student teaching. This office is also open at all times for students with questions about the teaching program at Minot State.

6.1.4 Candidates have access to student services such as advising and counseling.

Each candidate in every department is assigned a faculty advisor upon enrolling at Minot State University. Students are free to change advisors as needed. Other student services are widely available through the Student Development Office and other agencies on campus. Most programs within TEGU place an “advisor hold” on student registration that requires each candidate to visit with his or her advisor each semester before registration for classes can be completed. In addition to monitoring their program more effectively, this allows the advisor to keep candidates abreast of any changes in TEGU policy that may have occurred since their last advising conference. Additionally, the Unit operates the Office of Teacher Advisement and Field Placement that has a role in advising students on an individual appointment basis in addition to seminars and workshops concerning admission to the program and to student teaching.

6.1.5 Unit and faculty collaborate with P-12 practitioners in delivery and evaluation of the unit and its programs.

The Unit collaborates with P-12 partners on both a formal and informal basis. Formally TEGU has organized the Stakeholders’ Advisory Committee to introduce or review policy recommendations. Formal collaboration also includes the partnership agreement between the Minot Public Schools and Minot State University and with other school districts. Membership in Northwest School Leaders and Association of Teacher Educators is also a formal means of collaboration with local partners. The Unit is also represented on the North Dakota Board of Higher Education’s Council of Teacher Education that meets semi-annually to discuss teacher education issues of concern across the state. Many TEGU faculty are also involved with the North Dakota Department of Public Instruction on curriculum issues statewide. Several faculty serve on teacher education accreditation teams at both the state and national levels.
6.1.6 Programs outside of the unit recognize the unit as a leader.

Participation and leadership at the state level indicate a high level of activity and visibility of Unit members. TEGU administrators contribute to discussion of teacher education policy at the state level through membership on the Education Standards and Practices Board (ESPB), the North Dakota Program Approval Advisory Committee, and on the North Dakota Association for Colleges of Teacher Education (AACTE). The Unit is also represented on the Board of Higher Education’s Council of Teacher Education that meets semi-annually to discuss teacher education issues of concern across the state. TEGU faculty members are involved with the North Dakota Department of Public Instruction and work on curriculum issues statewide. Several faculty serve on teacher accreditation teams at both the state and national levels.

With the representation that TEGU faculty and administration have with our various local school partners and state agencies, there is a strong recognition that the Unit is a leader in teacher education across the state of North Dakota. Recently the Dean was appointed by the governor to serve on the Education Standards and Practices Board; he also serves as the Chair of the North Dakota Program Approval Advisory Committee. This committee is composed of higher education faculty, school administrators, and teachers who review and advise the ESPB on accreditation reports and policies relative to teacher education institutions.

6.1.7 The unit provides professional development on effective teaching for faculty in other units in the institution.

TEGU has created a subcommittee of the P&P Committee for Professional Development. This committee has sponsored several faculty workshops for TEGU faculty. In addition, faculty from within the Unit share their expertise with faculty across campus. Dr. Lisa Borden-King provided a series of workshops on developing and using rubrics. Dr. Jack Rasmussen, former Dean, provided instruction on using humor in the classroom. Dr. Neil Nordquist, current Dean, provided five workshops on using the “Understanding by Design” concepts developed by Grant Wiggins and Jay McTighe. Further evidence of Unit service in other areas of professional development may be seen in the summary of faculty presentations.

Element 2: Unit Budget

6.2.1 Unit budgetary allocations permit faculty teaching, scholarship, and service that extends beyond the unit to P-12 education and other programs in the institution. The maximum teaching load is to be 12 hours with student teaching supervision calculated at 18 students as a full-time load.

The organization of the Unit includes faculty in all three colleges on campus (College of Education and Health Sciences, College of Business, and College of Arts and Sciences). The Unit has made it clear that Teacher Education faculty in all colleges should have a maximum load of 12 semester hours of classes. Faculty assigned to supervise student teachers as part of their load should be allocated 0.66 semester hours per student teacher. Occasionally a faculty member will have a load in excess of 12 hours in one semester and a lighter load in the
subsequent semester to compensate as program changes may require. This is the exception rather than the rule.

The resources allocated to Minot State University by the State Board of Higher Education for curriculum, instruction, faculty, clinical work, scholarship, etc. come from a variety of sources and are often difficult to identify as Unit funds. Resources at the institution, however, do support TEGU programs. The budget for student teaching provides an honorarium for clinical teachers in practica and in student teaching, expenses for university supervisors, travel for faculty, and the costs of supporting partnership activities such as professional development and an annual Recognition Banquet for cooperating professionals in conjunction with the local ATE association.

6.2.2. Budget for curriculum, instruction, faculty, clinical work, scholarship, etc. support high-quality work within the unit and with its school partners.

Each department represented in TEGU supports high-quality work among its faculty and with school partners. Student evaluations of faculty teaching are high. Faculty scholarship and service to the educational community are outlined in the summary of faculty activities and in professional resumes. Scholarship and service are required of all faculty across campus, and the TEGU faculty are especially motivated. Faculty are involved in leadership activities on the Unit, university, state, and national levels. The budget for high-quality work appears to be adequate.

Recently, the MSU administration provided a new full-time staff position, Mr. Billy Boyeff, to support the development of TEGU’s assessment system and to help establish and maintain our websites as well as other college services. While this position is not strictly limited to the Unit, the bulk of the time does support Teacher Education.

Element 3: Personnel

6.3.1 Workload policies permit and encourage faculty to be engaged in a wide range of professional activities in unit, community, state, regional, and national forums.

Teacher Education faculty workload is based upon a 12 hours per semester load to allow faculty to meet their obligations in scholarship and service. Belief statements of the university include a commitment to provide service to the community, state, region, and the nation. Resources to support this endeavor are limited, but many faculty provide service to the area and beyond. University support consists of travel support and released time. Often faculty will obtain grants in addition to university monies to support their service.

6.3.2 Formal policies and procedures have been established to include online course delivery in determining factor load.

If faculty teaches online coursework, it is usually considered to be part of their 12-semester hour teaching load. Occasionally faculty may teach a class online as overload, but the university restricts the amount of overload a faculty member may accrue. Some departments within the Unit restrict faculty overload even further. For example, the Department of Teacher
Education and Human Performance allow only one course on overload per academic year. Minot State University policy allows 12 semester hours of overload per academic year. Faculty who do take on an overload are paid according to the part-time or adjunct salary schedule.

6.3.3 Use of part-time faculty and graduate teaching assistantships is purposeful and employed to strengthen programs.

On the occasions when the full-time faculty cannot be used and part-time faculty is employed, the Unit checks to determine that the individual has the expertise to provide the required services. Due to the nature of most graduate programs on campus, the university provides very few graduate teaching assistantships. As much as possible only personnel with a minimum of a master’s degree are employed as part-time or adjunct faculty.

6.3.4 Clinical faculty members are included in the unit as valued colleagues.

Clinical faculty in the field are represented on the Stakeholders’ Advisory Committee and provide some of the most important feedback and assessments of our program. As each candidate completes his or her student teaching the clinical teacher is asked not only to assess the candidate in terms of how well they met the INTASC standards (see student teaching handbook), but they are also asked to assess how well they feel TEGU has prepared the candidates to meet the eight dispositions standards. In addition, at the end of each school year local and area clinical teachers are invited to the annual Recognition Banquet given in conjunction with the local ATE to honor their contribution to the Teacher Education program at Minot State.

6.3.5 Unit provision of support personnel enhances the effectiveness of faculty in teaching and mentoring candidates.

To assist faculty and Unit administrators in carrying out their responsibilities, the university provides secretarial support for each department in the Unit. Similar support is provided for the Office of Teacher Advisement and Field Placement. Unit faculty also access work-study students who perform clerical tasks that allow faculty more time for preparation for teaching, research, and/or service.

As mentioned previously, the Unit, through the College of Education and Health Sciences employed Mr. Billy Boyeff to coordinate data collection and assessment procedures. This administrative assistant also develops and maintains websites within the Unit and for the College. In the computer laboratories the university provides lab assistants to support the faculty and candidates in the application of technology. The Gordon B. Olson Library is a state-of-the-art facility with excellent staff who provide resources and services that support instruction and scholarship both on and off the campus.

6.3.6 The unit supports professional development activities that engage the faculty in dialogue and skill development related to emerging theories and practices.

Travel funds allow individual faculty members to attend professional meetings in their disciplinary fields. In addition, TEGU supports an annual retreat where faculty and the Unit’s
school partners share new ideas on the improvement of Teacher Education and review the data on the program. The Unit also supports an annual Recognition Banquet in conjunction with the local ATE to honor local and area clinical teachers for their contribution to the Teacher Education program at Minot State. Often a guest speaker addresses the faculty and partners on issues important to the profession as part of that evening. The Program and Policy Committee also provides a forum for dialogue relative to new practices in teacher education. The P&P Committee has a subcommittee on professional development which has sponsored several seminars for TEGU faculty.

The university identifies an Assessment Day each semester where general sessions for all faculty often focus on issues relative to teaching and evaluation. As part of Assessment Day each program at the university spends time in their own department focusing on issues unique to their discipline. University policy also allows individual departments or programs to hold retreats where they can focus on new theories, practices, or ways to improve their programs.

Other opportunities exist for faculty to seek personal and professional development. The Bush Grant also supports university faculty in skill development through its Learning Community Grants or, on a more individual basis, through the “Partners in Learning” (PIL) program. The university also established a fund administered by the Intellectual Climate Committee that allows faculty to invite visiting scholars to campus to share their expertise. The Gordon B. Olson Library promotes scholarly dialogue through their ‘Brown Bag Talks’ held several times each semester where faculty share books in their fields. Several faculty members from TEGU have presented on new and classic books relative to teacher education.

**Element 4: Unit Facilities**

6.4.1 The unit has outstanding facilities on campus and in partner schools to support candidates in meeting standards.

Minot State University recently completed major renovations in all but one of the instructional buildings on campus. New and newly-renovated buildings have been upgraded with new electrical systems and new technology; there has been a concerted effort to have all instructional settings provided with up-to-date projection systems capable of online connections, video, DVD, and flexible cams. The university supports several computer labs, in both platforms, for student use in classes and for instructional purposes in candidates’ field experiences. A Pedagogy Lab, which allows candidates to see master teachers in simulated settings and to observe themselves in classroom situations, was developed within the last three years. Using I-Movie technology and digital video cameras candidates are able to analyze their teaching and raise their level of understanding of concepts in classroom management and instruction.

Local school systems are also well provided with recent technology to enhance learning. Minot Public Schools provide the area with ‘First Class,’ a communication system that provides email, bulletin boards, news services, and other services to teachers in the district and to Teacher Education faculty at Minot State. The Office of Advisement and Field Experiences uses First Class to coordinate the work of candidates in their student teaching assignments.
Minot State’s library facilities are first-rate and provide services such as ‘Silver Platter’ databases to all faculty and students in an online environment as well as in the library building itself. The holdings of the Olson Library are extensive, and we are especially well-served in Teacher Education with full ERIC resources on campus plus a fast interlibrary loan service that supports faculty, candidates, and graduate students in their research. Library faculty willingly provide service to the university with programs to teach them how to make use of innovative technology in finding resources in the literature and by working with students both on and off campus. The Teacher Education curriculum library is housed in Olson Library as well, providing students with teacher resources for planning and executing lessons in peer teaching and regular classroom teaching.

The recent renovation of Cyril Moore Hall (Science) and Old Main provide excellent facilities and teacher offices that focus on the university’s core value of “students first.” Cyril Moore Hall reflects the science faculty’s initiative to promote student research. The Pedagogy Lab in Old Main gives candidates the opportunity to identify teacher behaviors and strategies as they learn to edit videotapes of excellent teachers and themselves. The editing process requires them to identify more clearly ‘best practices’ and to evaluate their own teaching.

6.4.2 Facilities support most recent technologies and allow for faculty to model the use of technology and for candidates to practice its use for instructional purposes.

With the growth of technology, the campus has responded with new wiring to all offices and conference rooms. New wireless stations have been increased around the campus. New labs of computer notebooks have been purchased to allow greater flexibility with these powerful learning tools. Support from IT Central is expanding, and many of the Unit’s faculty have developed expertise in the most effective uses of technology which they share across campus, in the state, and nationally. Recently, Drs. Warren Gamas and Dan Ringrose presented a session to the faculty on the use of the WICKE system to enhance student learning at the university level.

Minot State University has used the Inter-active Video Network (IVN) system for many years to reach out to students in rural areas of the state in the graduate programs. IVN has allowed TEGU to expand its offerings and increase its graduate student population and yet maintain a personal contact with its students through this technology.

Online course work has expanded to include seven of the 12 courses that make up the Teacher Education program. Methods classes which include practica are the only classes not taught online.

Element 5: Unit Resources Including Technology

6.5.1 The unit aggressively and successfully secures resources to support high-quality and exemplary programs and project to ensure that candidates meet standards.

Minot State University supports the Unit in technology resources for the Teacher Education program. The capital equipment budget allows individual faculty and the computer labs to upgrade computers every few years and to upgrade hardware and software programs even more frequently. New software is purchased with site licenses, and individual departments also
supply some software from their own budgets. New hardware and software allows candidates to become proficient in its use and its application in classrooms.

6.5.2 Development and implementation of the unit’s assessment system is well funded.

The computers and software required for the Unit’s assessment system were easily put into place, and, most importantly, the university supported the additional staff necessary to develop and maintain the system. In the spring of 2001 the university administration was approached regarding the need for a staff position to support the development of a comprehensive database fundamental to the Unit’s assessment system. The College of Education and Health Sciences was provided with a new position to support TEGU’s needs and to support the accreditation needs within the College, including Teacher Education as well as other programs.

Unit funding supports the annual retreats that are an integral part of the assessment system. The Unit also provides funds to host the September meeting of the Northwest School Leaders that provides for valuable data on the success of the Unit’s graduates.

6.5.3 The unit serves as an information technology resource in education beyond the unit’s programs – to the institution, community, and other institutions.

Faculty and staff model the use of technology in the area as a service for Minot State University. Each year the College of Business which supports the Business Education program partners with local vendors to sponsor a state-wide event called ‘Technology Expo.’

While most of our school partners are also on the leading edge of technology, we do share with them and provide workshops for regional teachers on the uses of technology in the classroom. The state has supported a program entitled ‘Teaching with Technology’ and Minot State hosts one of the regional instructors on our campus. Minot State also works with the Teaching with Technology program in processing graduate workshop credits for teachers in the field who participate in the workshops.

In 1998 Minot State University received a multimillion-dollar Title III Grant to support faculty in developing skills to teach online. As faculty trained in how to use this technology, they also developed a number of online courses that were supported through the grant. Minot State leads the North Dakota University System (NDUS) in the number of courses delivered online. Seven of the required Teacher Education core courses (excluding methods classes) are presented in an online format.

6.5.4 Faculty and candidates have access to exemplary library, curricular, and electronic information resources that not only serve the unit but also a broader community.

The delivery of online, distance education programs and our regular campus programs are greatly enhanced by the Olson Library’s impressive array of online databases, full text sites, and search engines. The library is equipped with two computer labs and excellent facilities for handling microfilm, microfiche, video, and print sources. Institutions across the state also share resources electronically as all holdings are available through the state’s search engine in addition
to other online search engines. Off-campus students at both the graduate and undergraduate
levels are able to access materials quickly through interlibrary loan. The library staff is also
exceptional in the services they provide to students and faculty personally. The Teacher
Education Curriculum Library is housed in the basement of the Olson Library as well as an
extensive children’s book collection.
Recommendation for Admission to
TEACHER EDUCATION

Applicant’s Name ___________________________ NAID# ___________
Current Address ___________________________ Phone ______________
Major 1 ___________________________ Advisor ______________________
Major 2 ________________________________
Indicate that each of the following has been met and added to the student’s file:
Minimal grade point averages

___________ General Education Communications (2.50 minimum; no grade below a C)
___________ Major (2.50 minimum) and meet department guidelines
___________ Cumulative GPA (2.50)
___ Ed 201 or equivalent (completed or presently enrolled)
___ Attendance at Admission Seminar
___ Documented 20 hours of activities with children/youth
___ Speech and hearing test successfully passed or appropriate remediation made
___ Two satisfactory recommendations (rating scales)
___ Student’s current written statement of philosophy of education
___ Satisfactory basic skills as demonstrated by ONE of the following:

PPST scores or PPST-CBT scores

Math-170 minimum ____ Math-315 minimum ____
Reading-173 minimum ____ Reading-320 minimum ____
Writing-173 minimum ____ Writing-319 minimum ____
___ Individual Program criteria met

The above named student has fulfilled all requirements for admission to Teacher Education.

Advisor: ___________________________ Date: ______________
Department Chair: _______________________ Date: ______________
Minot State University Teacher Education  
Candidate Self Assessment of Dispositions and INTASC Standards  
Please submit this form to the Accreditation Office - Main 202 G  

This self assessment is important as it encourages you to reflect on the dispositions/standards of teaching and it helps in evaluating our program. Information you supply on this form cannot affect your standing in teacher education or your grades.

Candidate: ____________________  NAID #: ____________________
Date: __________________________  Major: ____________________

Please check one box: ☐ Applying for Admission  ☐ Applying for Stdt. Tchng.  ☐ End of Stdt. Tchng.  ☐ Practicing Teacher

Please rate your consistency in demonstrating the following dispositions:

<table>
<thead>
<tr>
<th>Disposition/Standard</th>
<th>Neat</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
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<td>Motivated/Dedicated</td>
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<td>Resourceful</td>
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Please rate your understanding of the following INTASC standards:

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<tr>
<th>Standard</th>
<th>Limited</th>
<th>Moderate</th>
<th>Solid</th>
<th>Superior</th>
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</table>
| 1) Knowledge of Subject Matter:  
  * Understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches  
  * Creates learning experiences that make these aspects of subject matter meaningful for students |
| 2) Knowledge of Human Development & Learning:  
  * Understands how children learn and develop  
  * Approaches to learning creates opportunities that support intellectual, social and personal development |
| 3) Adapting/Instructing for Individual Needs:  
  * Understands how children differ in their approaches to learning  
  * Creates instructional opportunities that are adapted to diverse learners |
| 4) Multiple Instruction Strategies:  
  * Understands and uses a variety of instructional strategies  
  * Encourages students' development of critical thinking, problem solving, and performance skills |
| 5) Classroom Motivation and Management Skills:  
  * Uses an understanding of individual and group motivation and behavior  
  * Creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation |
| 6) Communication Skills:  
  * Uses knowledge of effective verbal, nonverbal, and media communication techniques  
  * Fosters active inquiry, collaboration, and supportive interaction in the classroom |
| 7) Instructional Planning Skills:  
  * Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals |
| 8) Assessment of Student Learning:  
  * Understands and uses formal and informal assessment strategies  
  * Evaluates and enhances the continuous intellectual, social, and physical development of the learner |
| 9) Professional Commitment and Responsibility:  
  * Is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others students, parents, and other professionals in the learning community  
  * Actively seeks out opportunities to grow professionally |
| 10) Partnerships:  
  * Fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being |

Comments:
Reference Form for Admission to Teacher Education

This section to be filled out by the candidate:

Name __________________________ NAID # ___________ Tel # ___________

Major ___________________________________ Advisor ______________________

Check one ______ I do _______ I do not waive my right to inspect this reference.

Signature of candidate _______________________________ Date ________________

Name of Evaluator (please print) _______________________ Position ______________

Address ___________________________________________

Capacity in which you have known the candidate ___________________________________

# of years you have known the candidate ___________ Relationship to candidate __________

To the Evaluator: Please check the box that you think best describes this applicant. These dispositions and skills were identified by faculty as important attributes of successful teacher candidates.

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<thead>
<tr>
<th>Dispositions / Characteristics</th>
<th>Never</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
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<td>Motivated/Dedicated</td>
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<td>Resourceful, handles new situations well</td>
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<td>Poised, self-confident, self-assured</td>
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<td>Oral communication is clear &amp; concise</td>
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<td>Demonstrates an ability to lead, influence others</td>
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<td>Shows interest in becoming a teacher</td>
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Signature of Evaluator _______________________________ Date ________________

Information submitted on this form will be collected and maintained in a database at Minot State University and will also be a part of the candidate’s permanent records.
B Forms to report INTASC data
Inappropriate Dispositions

Minot State University Teacher Education
Reporting of Inappropriate Dispositions for Teacher Education Candidates

Minot State University expects its teacher education candidates to exhibit the dispositions listed below. If you have any teacher education candidates in your class(es) whose actions reveal behavior inconsistent with the dispositions listed below, please indicate your concern(s) in the appropriate area(s). Copies of this form will be placed in the candidate's file maintained by faculty advisors. After completing this form, send it to the Chair of the Teacher Education & Human Performance Department.

Candidate Name: ____________________________ NAID #: ____________________________

Please Check Area(s) of Concern:

☐ Motivated/Dedicated ☐ Caring/Sensitive ☐ Ethical
☐ Responsible ☐ Open-Minded ☐ Collegial (Collaborative/Cooperative)
☐ Resourceful ☐ Poised ☐ Other

Description of Concern(s):

This Report Requires:

[ ] 1. a meeting with a candidate’s advisor and/or the department representative
[ ] 2. an immediate decision by the Teacher Education Administrative Council (TEAC).

Faculty Name: ____________________________ Department: ____________________________
Faculty Signature: ____________________________ Date: ____________________________
Candidate Signature: ____________________________ Date: ____________________________

Description of plan to meet concern(s) (to be placed in student file):

Reporting faculty advised of plan: Date: ____________________________ Method of Communication:

Advisor Signature: ____________________________ Candidate Signature: ____________________________

Plan Follow Through: ____________________________ Date: ____________________________

Advisor Signature: ____________________________ Candidate Signature: ____________________________

Copies Sent to: Advisor Department Chair TEAC
### D INTASC assessment by course

Courses Identified for INTASC Assessment

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E  Student Teaching evaluation form with cooperating teachers’ scores
### Appendix F  
Assessment Strategies Used by Teacher Education Faculty

Assessment Strategies Listed in Order of Use as a Primary Assessment Tool

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<tr>
<th>Assessment Strategy</th>
<th>Percentage of Faculty Using Strategy</th>
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<td>92%</td>
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Faculty publications and presentations