



North Dakota Education Standards and Practices Board
Initial Program Report
Preparation of Early Childhood Education Teachers
(05-17)

COVER SHEET

1. Institution's Name: Mayville State University
2. Date Submitted: November 30, 2018
3. Preparer of this Report:
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5. Name of Institution's program: Early Childhood Education
6. Grade levels for which candidates are being prepared: Birth-3rd Grade
7. Degree or award level (select one)
 - a. Initial
 - i. ☒ Baccalaureate
 - ii. ☐ Post Baccalaureate
8. Is this program offered at more than one site?
 - a. ☐ Yes
 - b. ☒ No
9. If your answer is yes to the above question, list the sites at which the program is offered:
10. Program report status (check one):
 - a. ☐ Initial Review
 - b. ☒ Continuing Review
 - c. ☐ Focused Visit



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SECTION I: CONTEXTUAL INFORMATION

1. Candidate Information

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

Program:

Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
2015-2016	22	2
2016-2017	22	11
2017-2018	18	6

* Enrolled candidates are those formally admitted to the program as of the institution's official fall reporting date or as of October 15 of each academic year.

** Program completers are those candidates for whom a degree is conferred within the selected academic year. The academic year begins in the fall and concludes in the spring or summer of the following year depending upon whether candidates are granted degrees in the summer.

2. Curriculum Exhibit (Select 1)

- ☒ **Option 1:** Complete the Curriculum Exhibit Form below. **Include an electronic link to each syllabus for courses listed under the Teaching Specialty and the Professional Education columns.**
- ☐ **Option 2:** Upload the Program Status Sheet (must include general studies, specialty area, and professional education courses). **Include an electronic link to each syllabus for courses listed under the Teaching Specialty and the Professional Education columns.**

Curriculum Exhibit Form SFN 14381. Provides the opportunity for institutions to document the entire program including general studies, teaching specialty, and professional education.

- Curriculum exhibit forms are to be prepared for every basic and advanced program being brought forward for either initial or continuing approval by the Education Standards and Practices Board (ESPB).
- A separate sheet is to be completed for **each** program for which approval is requested. If more than one program is offered within an approval category, a separate sheet must be completed for each of those programs. For example, if both instrumental and vocal/choral music majors are offered, complete a separate sheet for each. Also, for example, a separate sheet must be completed for each of the science and social science majors.

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**CURRICULUM EXHIBIT FORM BASIC PROGRAM
EDUCATION STANDARDS AND PRACTICES BOARD
SFN 14381 (05-17)**



Institution: Mayville State University		Major: BSED Early Childhood
Total credits required for degree: 129		
General Studies	Teaching Specialty	Professional Education
Credits Required: 36	Credits Required: 46	Credits Required: 47
<u>Communication: 9 credits</u> ENGL 110 College Composition I (3) COMM 110 Fund of Public Speaking (3) ONE of the following: ENGL 120 College Composition II (3) ENGL 125 Business & Tech Writing (3) <u>Computer Information System: 1 credit</u> CIS 175 Information Literacy (1) <u>Humanities & Social Science: 15 credits</u> Humanities: minimum 6 credits Social Science: minimum 6 credits GEOG 103 Multicultural World, Global Issues (3) PSYC 111 Intro. to Psychology (3) History Course: preferably 103 or 104 (3) <u>Mathematics & Science: 11 credits</u> Mathematics: minimum 3 credits MATH 103 College Algebra (3) Science: minimum 9 credits (lab 2 credits)	<u>Core Courses</u> EC 313 Lang. & Literacy in ECE (3) EC 320 Infants and Toddlers (3) EC 322 Admin. & Leadership in ECE (3) EC 333 Pre-K Methods/Materials (3) EC 335 Art, Music, & Play in ECE (3) EC 338 Home, School, Community Relations (3) HPER 315 Movement Ed. in Early Childhood (2) MATH 277 Mathematics for Elem. Teachers (3) EDUC 436 Kindergarten Methods (2) EDUC 350 Remedial Reading (3) <u>Block I: (Online/On-Campus)</u> EDUC 301 Strategies In The Elementary School (3) EDUC 318 Reading in the Elementary School (3) EDUC 307 Math Strategies in the Elem. & Middle School Classroom (3) <u>Block II: (Online/On-Campus; Must be Admitted to Teacher Education)</u> EDUC 302 Social Studies Strategies in the Elem. School (3) EDUC 319 Language Arts in the Elem. School (3) SCNC 321 Science for Elementary Teachers II (3)	EC 210 Introduction to ECE (3) EC 211 Observations, Assessment, and Interpretation Techniques (3) EC 336 Social and Emotional Development and Guidance and ECE (3) EC 376 Field Experience in ECE (1) EDUC 250 Intro. To Education (3) EDUC 272 Educational Technology (2) EDUC 290 Theories of Learn. & Mgmt. (2) EDUC 380 Teaching ELLs (2) EDUC 381 Human Relations & Cultural Diversity (3) EDUC 390 Special Needs in an Inclusive Environment (3) EDUC 400 Student Teaching (10) EDUC 400A Part-Time Student Teaching (5) EDUC 401 Electronic Portfolio, Assessment, and Seminar (2) EDUC 401S Pre-Student Teaching Seminar (0) EDUC 422 Educational Assessment (2) PSYC 255 Child & Adolescent Psys (3)

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NOTE* A cumulative GPA of 2.75 must be earned in teaching major, minor, and professional education courses. A grade of “C” or better is required for all professional education courses except EDUC 401S. A minimum grade of “B” is required for EDUC 250.

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

3. Descriptive Information about the Program: Provide a one to two paragraph description to help reviewers understand your program (include information that describes how a student typically moves through the program from entry to exit).

The Mayville State Educator Preparation Program (EPP) is committed to creating a collaborative culture that frames the development of teacher candidates’ knowledge, skills and dispositions through intentional, dynamic, integrated, and diverse teaching and learning experiences that support personalized, professional growth to positively impact learners. Our vision is to be a leader in educator preparation through transformative, relevant programming, learner-centered pedagogy, and partnerships that enable unique opportunities for quality experiences supportive to learning and leadership. We prepare highly qualified professionals to work with diverse populations in multiple environments.

The Reflective Experiential Teacher conceptual framework supports the inclusion of effective, research-based teaching strategies. It is based upon a belief that teacher candidates develop the ability to reflect on and apply current research findings, theoretical knowledge, and effective teaching practices.



The InTASC model core teaching standards outline what teachers should know and be able to do to ensure all learners reach the goal of being ready to enter college or the workforce in a global society. These standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. The EPP uses the InTASC standards as a guide to measure teacher candidate proficiencies of the Reflective Experiential Teacher framework. The standards emphasize that candidates must demonstrate knowledge, performances and dispositions in four categories: the learner and learning, content, instructional practice, and professional responsibility. These create the program’s Student Learning Outcomes (SLOs):



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SLO 1 *Learner & Learning*: Teacher candidates understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.

SLO 2 *Content*: Teacher candidates understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and connect ideas to everyday life.

SLO 3 *Instructional Practice*: Teacher candidates will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.

SLO 4 *Professional Responsibility*: Teacher candidates take responsibility for student learning, positive relationships, their own professional growth, and the advancement of the profession.

Learner & Learning	Content	Instructional Practice	Professional Responsibility
•Learner Development •Learning Differences •Learning Environments	•Content Knowledge •Application of Content	•Assessment •Planning for Instruction •Instructional Strategies	•Professional Learning & Ethical Practice •Leadership & Collaboration

Early Childhood Education, B.S.ED.

The B.S.Ed. in Early Childhood Education is offered for on campus and distance students and prepares them to teach infant, toddler, preschool, kindergarten, 1st, 2nd, and 3rd grade (birth-age 8). Upon successful completion of the program, students will be able to apply for birth through 3rd grade licensure. This degree is a composite of both Early Childhood Education and Elementary Education. The Early Childhood program offers several opportunities to work with local grade school students and teachers in hands-on experiences. The program includes field experiences designed for teaching infants, toddlers, Pre-K, K and Primary Grades. These experiences are completed at Head Start programs, childcare programs, schools and other educational institutions.

Admission to the EPP:

Students intending to earn a teaching certificate in conjunction with a degree must complete and submit a formal application to the Teacher Education Program. Students are informed of requirements by academic advisors and complete necessary forms in EDUC 250. Students who have not been admitted to the program have limited course offerings at or beyond the 300 level. Figure 1 shows how candidates progress through the program from admission to completion. An example program of study/sequence of courses (Figure 2) for Early Childhood Education is included.

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Criteria for Admission:

1. Display satisfactory skills as demonstrated by successful completion of the following courses with these minimum grades:

a. ENGL 110- College Composition I	C
b. ENGL 120- College Composition II	C
c. or ENGL 125- Business/Technical Writing	C
d. MATH 103- College Algebra	C
e. COMM 110- Fundamentals of Public Speaking	C
f. PSYC 111- Introduction to Psychology	C
g. PSYC 255- Child & Adolescent Psychology	C
h. EDUC 250- Intro to Education	B

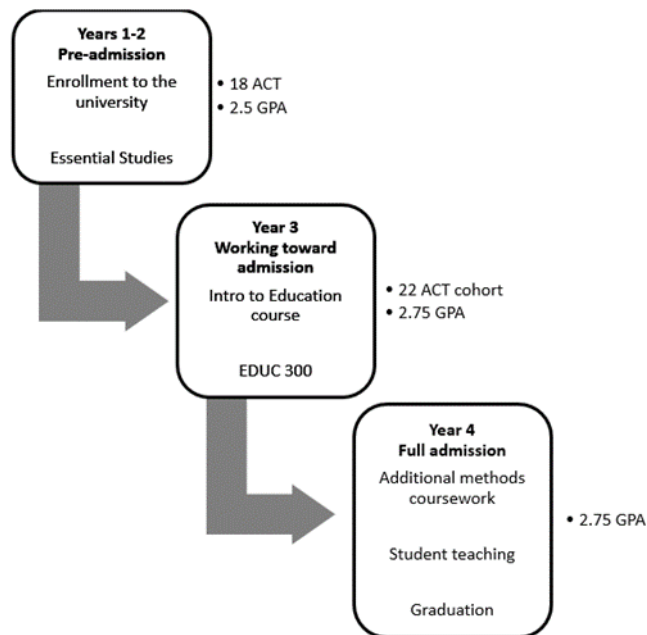


Figure 1. Admission and progression in teacher education programs

2. Successfully complete the Praxis Core Academic Skills for Educators test prior to admission to Teacher Education with scores that meet North Dakota licensure requirements.

(1) meeting the passing score of 156 for Core Academic Skills for Educators: Reading (5712), meeting the passing score of 160 for Core Academic Skills for Educators: Writing (5722), and meeting the passing score of 150 for Core Academic Skills for Educators: Mathematics (5732),

Or, (2) meeting a composite score of 466 with no score being below the minimum set for each test; test minimums: 149 for Core Academic Skills for Educators: Reading (5712), 153 for Core

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Academic Skills for Educators: Writing (5722), and 143 for Core Academic Skills for Educators: Mathematics (5732)

3. Attain a cumulative grade point average of 2.75;
4. Pass admission interview with a score of 2 or 3 (scores of 0 or 1 considered by the Subcommittee of Admission and Retention);
5. Consideration of recommendations from faculty, staff, or other references;
6. Proof of current student liability insurance;
7. Proof of fingerprinting and a background check clearance; and
8. Receive final approval from the Subcommittee of Admission and Retention when all criteria are met.



Mayville State University
Division of Education & Psychology
DEGREE PLAN - ECE – With SPECIAL EDUCATION Certification (EC-age 8)

	Freshman Year	Summer	Sophomore Year	Summer-admitted to Teacher Education	Junior Year	Summer	Senior Year
Fall	PSYC 111 (3) ENGL 110 (3) MATH 103 (3) SCNC 101 (3) SCNC 101L (1) UNIV 100 (1) 14 credits	EC 333 (3) EC 376 (1)* HUM Elect. (3) 7 credits	EC 313 (3)* SPED 389 (3) HPER 210 (1) HUM elect. (3) SPED 330 (3) SPED 337 (3) 16 credits	MATH 277(3) EDUC 317 (3) SPED 350 (3) EDUC 381 (3) 12 credits	EC 320 (3)* EC 322 (3) HIST 103 (3) HPER 100 (2) HPER 315 (2) MATH 307 (3) SPED 344 (3) 17 credits	EC 310 (3)* EC 311 (3)* EC 316 (3)* SCNC 320 (3) 12 credits	EDUC 390 (3) EDUC 392 (1) EDUC 436 (2) EDUC 497 (2)* SPED 396 (3) SPED 400b (5)* EDUC 40S (0) 16 credits
Spring	CIS 175 (1) COMM 110 (3) EC 210 (3) EC 211 (3)* ENGL 120 (3) SCNC 102 (3) SCNC 102L (1) 17 credits		SPED 340 (3) EDUC 290 (2) EDUC 250 (3)* EDUC 272 (1) GEOG 103 (3) PSYC 255 (3) 15 credits		EC 315 (3)* EC 335 (3) SPED 336 (3) SPED 338 (3) SPED 343 (3) EDUC 422 (2) 18 credits		EDUC 400 Student Teaching (10)* EDUU 400A (5)* EDUC 401(2) 17 credits
	31 credits	7 credits	32 credits	12 credits	34 credits	12 credits	33 credits

*Courses indicated are designated clinical experience
- UNIV 100 is a 1 credit course only required for incoming freshman
Note: Example plan-courses may not be offered as indicated in this example

Figure 2: BSED Early Childhood with Double Major in Early Childhood Special Education



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Continuance in the Teacher Education Program:

Admission to teacher education does not guarantee that a candidate will be retained in the program. To continue in the Teacher Education program, the candidate must:

1. Maintain a cumulative grade point average of 2.75;
2. Demonstrate expected acceptable dispositions
3. Continue to obtain satisfactory recommendations from faculty, staff, and field-experience supervisors.

If requirements for continuance are not maintained, the Admission and Retention Committee (A&R) may recommend suspension from the program. If any one of the above three criteria are not met, the Chair of the Division of Education will review and may appoint a 3-person subcommittee of the A&R Committee to review the student file and relevant materials (InTASC evaluations, Disposition Evaluations, GPA, Coursework, etc.). A determination of action will be made by the 3-person committee that may include: mentoring, improvement plan, probation, suspension. A recommendation of suspension or expulsion from the program will be moved to the full A&R Committee.

Exiting the Teacher Education Program:

A favorable recommendation for teacher certification upon completion of the entire teacher education program requires:

1. All teacher education graduates must earn a minimum grade point average of 2.75 in their cumulative, major, minor, and professional education coursework. A grade of "C" or better is required for all professional and methods education courses, excluding EDUC 250 where a "B" is required; and
2. All teacher education graduates are required to take Praxis Subject Area Assessment Tests and Principles of Learning and Teaching (Early Childhood Education, Elementary or Secondary) prior to graduation.
3. Successful completion of electronic portfolio and presentation; and
4. A favorable recommendation from the Teacher Education Committee.

Upon exit, students may continue to expand their certifications through the addition of minors, majors and endorsements. Students seeking an additional SPED major immediately following completion of their first major must complete the major requirements which may or may not include 30 unduplicated credit hours.

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4. Changes in the Program since the Last Review: Please describe any changes since the last review and include rationale for those changes.

The following changes in core courses in professional education occurred since the last comprehensive review in 2013 and focus visit in 2015. A rationale for each decision is provided.

Professional Education Courses			
	Change	Rationale	CAEP Alignment
1	EDUC 250 (2 SH) and EDUC 298 (1 SH) which are co-requisite will be combined into one course listed as EDUC 250 (3 SH) for F18-total credits maintained	This course has a common numbering in the NDUS and will now ensure the practicum experience occurs for transfer students beginning a teacher training program. For candidates who transfer a 2 SH course, EDUC 298a was created to ensure the EDUC 250 embedded clinical experience is completed.	1.1 2.3
2	EDUC 272 (1 SH) increased F18 to two semester hours	To better support candidate knowledge and application of the ISTE standards for teaching with technology, the course was increased to 2 SH.	1.1 1.5 CCT-T
3	EDUC 422 Learning Theory and Evaluation (3 SH) was separated into two courses; EDUC 290 Theories of Learning and Management (2 SH) and EDUC 422 Educational Assessment (2 SH)	The 422 course contained content about foundational concepts and theories of learning needed at the beginning the beginning of the education program to best scaffold instruction, as well as advanced methods and application of educational assessment. To best scaffold instruction, EDUC 290 now contains the foundational content and does not require admission, while EDUC 422 is advised to be taken closer to program completion and requires admission. This change was made to better support candidate's learning progressions.	1.1
4	EDUC 380 Teaching English Language Learners (1 SH) was added to the professional education core courses in F14	This course was added to support teaching knowledge and skills related to the specific learning needs of the EL population. While concepts were integrated across methods courses, establishing a stand-alone course dedicated to specialized topics better supports candidates ready	1.1 1.4 CCT-D

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		to teach all students. This change was also made in response to graduate survey results; completers indicated they did not feel well prepared to design instruction for EL students.	
5	EDUC 380 Teaching English Language Learners (1 SH) will increase from one credit to 2 SH effective F18.	To deepen candidates' understanding of the strengths and needs of EL students, this course was increased by one semester hour. In addition, this change supports the possibility for students to use the course as the first course towards and EL endorsement through a collaborative partner.	1.1 1.4 CCT-D
6	EDUC 426 Reading in the Content Area (2 SH) was realigned with curricula; some course content on literacy was integrated into the methods instruction of EDUC 480 General Methods for Secondary Educators, thereby reducing EDUC 426 from 3 SH to 2 SH and increase EDUC 480 from 3 SH to 4 SH while keeping the program/degree total the same.	The ND state content standards underwent a series of revisions, which established Appendix D of the ELA Standards titled "ND Standards for Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-12" connected to college and career readiness anchor standards for reading and writing. This integration of literacy into methods supports the curriculum focus of literacy as the "spine that holds everything together" at the secondary level. By maintaining EDUC 426, candidates have focused development of instructional strategies to teach reading and comprehension as well as a literacy-based teaching field experience.	1.1 1.4 2.3
7	EDUC 480: General Methods for Secondary Educators (3 SH) was increased from three credits to four	Credits for the course changed from 3-4 to increase the number of credits dedicated to teaching methods for all secondary majors, integrate core literacy concepts of the ELA standards, and better support Checkpoint 2 development and evaluation of the capstone portfolio.	1.1 1.4 3.4
	EDUC 480L: General Methods Field Experience (1 SH) was added as a co-requisite clinical experiences for all secondary education programs	The course was added to increase the amount of time spent in a school setting prior to student teaching, and to scaffold application of instructional methods from general methods (spring semesters only) to content methods (fall semesters only). With implementation of the new experiences, the previous requirements from EDUC 398 moved to EDUC 480L, and teacher candidates now complete a minimum of three	1.1 2.3 3.4

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		taught lessons in EDUC 398 instead of one. This changes also supports experience in multiple settings.	
	EDUC 401s: Pre-Student Teaching Seminar (0 SH) was added F15	The seminar has always been required, but was added as a transcribed course to ensure registration, streamline preparation for the student teaching experience, gauge understanding of codes of ethics and professional practices, and support co-selection of school partners for the student teaching clinical experience. EDUC 401s is required the semester immediately prior to student teaching Previously, candidates were instructed to attend the seminars, but no registration was required.	2.1 3.6
Note: SH = Semester Hour; CCT = Cross-Cutting Theme; D = Diversity; T = Technology			

Teaching Specialty Area: Early Childhood Education			
	Change	Rationale	CAEP Alignment
1	The ENGL/EDUC 317 (3 SH) Children's Literature was removed from the BSED Early Childhood major.	This course was removed from the BSED Early Childhood degree; the language and curriculum content of this course is covered throughout other required literacy and reading courses in the program.	1.1 5.3
2	GEOG 300 (3 SH) World Regional Geography & Anthropology was removed from the BSED Early Childhood major.	This course is not needed according to the ESPB Early Childhood Standards. However, GEOG 103 Multicultural World, Global Issues is required to support the teacher candidate in their understanding of focusing on how diversity, global and multicultural issues affect communities around the world.	1.1 5.3
3	EC 326 North Dakota Studies (1 SH) in Early Elementary was removed from the BSED Early Childhood major.	The teacher candidate in early childhood is licensed birth through third grade and this course focuses on fourth grade standards and curriculum.	1.1 5.3
4	SCNC 320 (3 SH) Science for the Elementary Teacher I was removed from the BSED Early Childhood major.	The teacher candidate is already completing 11 semester hours of science in essential studies	1.1 5.3

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		coursework as well as SCNC 321 Science Strategies for Elementary Teachers.	
5	EC 337 (3SH) Special Needs in ECE was removed from the Early Childhood major and replaced with EDUC 390 (3 SH) Special Needs in Inclusive Environments.	EC 337 Special Needs in ECE was removed from the Early Childhood major and replaced with EDUC 390 Special Needs in Inclusive Environments. EDUC 390 supports the general education teachers understanding of their responsibilities and work with children on an Individual Education Plan or an Individual Family Service Plan. Both of these education plans are covered throughout this course. EC 337 changed the prefix from EC to SPED and course number from 337 to 237. The course number was changed to better align with 2 year colleges transfer students.	1.1 1.4 5.3 CCT-D
6	EC 310 Strategies in Early Elementary was replaced with EDUC 301 Strategies in Elementary School	Changes were made to the Early Childhood methods courses to meet the needs of the students, better align distance and on campus courses, faculty time allocation, course rotation scheduling, accessibility to schools in the summer, and to meet the goal of increasing enrollment. Methods courses are now delivered via Pexip or Interactive Video Network. This allows students who are working full time to stay in their perspective jobs in education and obtain their teaching degree. Using these technology platforms allows us to maintain face to face delivery of methods courses.	1.1 1.4 2.3 5.3
7	EC 315 Reading in the Early Elementary was replaced with EDUC 318 Reading in Elementary School	Changes were made to the Early Childhood methods courses to meet the needs of the students, better align distance and on campus courses, faculty time allocation, course rotation scheduling, accessibility to schools in the summer, and to meet the goal of increasing enrollment. Methods courses are now delivered via Pexip or Interactive Video Network. This allows students who are working full time to stay in their perspective jobs in education and obtain their teaching degree. Using these technology platforms allows us to maintain face to face delivery of methods courses.	1.1 1.4 2.3 5.3

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8	EC 311 Social Studies in Early Elementary was replaced with EDUC 302 Social Studies Strategies in Elementary School	Changes were made to the Early Childhood methods courses to meet the needs of the students, better align distance and on campus courses, faculty time allocation, course rotation scheduling, accessibility to schools in the summer, and to meet the goal of increasing enrollment. Methods courses are now delivered via Pexip or Interactive Video Network. This allows students who are working full time to stay in their perspective jobs in education and obtain their teaching degree. Using these technology platforms allows us to maintain face to face delivery of methods courses.	1.1 1.4 2.3 5.3
9	EC 316 Language Arts in Early Elementary was replaced with EDUC 319 Language Arts in the Elementary School	Changes were made to the Early Childhood methods courses to meet the needs of the students, better align distance and on campus courses, faculty time allocation, course rotation scheduling, accessibility to schools in the summer, and to meet the goal of increasing enrollment. Methods courses are now delivered via Pexip or Interactive Video Network. This allows students who are working full time to stay in their perspective jobs in education and obtain their teaching degree. Using these technology platforms allows us to maintain face to face delivery of methods courses.	1.1 1.4 2.3 5.3

5. Field & Clinical Experiences: Briefly describe the required field & clinical experiences that are specific to your program including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

Some professional courses provide school-based field experiences under the dual supervision of the responsible University Mentor and selected competent and qualified Field Mentors in P-12 schools. Clinical Experiences/Student Teaching Experiences are an integral part of the professional education program that are designed to help the candidates understand the relationship between classroom theory and application to practice. The Director of Student Placement monitors experiences, making sure candidates are assigned to multiple settings, which increases the amount and types of diverse P-12 students with which candidates interact. Information on experiences is manage through the Field Placement database to assist in making informed decisions about where to place candidates. It is not likely candidates will be placed in schools in which they have attended. Selection for experiences are made balancing factors such as diversity of school, recommendations from district administrators, travel time & distance, school schedule, course schedule, and personal considerations (e.g., disability, socioeconomic status, transportation, family).



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Field Experiences and Student Teaching by Program

Program	Field Experience (Observation and/or Practicum)	Student Teaching	Total Number of Hours & Fees
Early Childhood Education (Birth –Grade 3) *On Campus	EDUC 250/298- 25 hours observation EC 211- 12 hrs observation EC 313- 8 hrs hands on EC 320- 9 hrs hands on EC 335- 2 hrs hands on EC 336- 4 hours observation EC 376- 20 hrs hands on EDUC 301/318 - 18 hrs hands on (elementary internship = 1.5 hrs/12 days) EDUC 302/319 - 87 hrs- (Internship= 3hrs/25 days) (Tate Topa= 6 hrs/2 days) (<i>\$50</i>) FALL Experiences (Block I/Block II)- 11.5 hrs hands on (Rainbow Gardens)= 1.5 hrs/3days) (6 hrs- Pelican Rapids) EDUC 381- 8 hrs hands on EDUC 390- 6 hrs observation	EDUC 400- Grade 1-3 (10 weeks) EDUC 400a- Grade K (5 weeks)	- 49 hours of observation - 181.5 hours of hands on experience/field experiences - 15 weeks of student teaching experiences
	HPER 315- 12 hrs hands on, 2 hrs observation MATH 307- 6 hrs hands on		

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Early Childhood Education (Birth –Grade 3) *Distance	EDUC 250/298- 25 hours observation	EDUC 400- Grade 1-3 (10 weeks)	- 51 hours of observation
	EC 211- 12 hrs observation	EDUC 400a- Grade K (5 weeks)	- 135 hours of hands on experience/field experiences
	EC 313- 8 hrs hands on		- 15 weeks of student teaching experiences
	EC 320- 9 hrs hands on		
	EC 335- 2 hrs hands on		
	EC 336- 4 hours observation		
	EC 376- 20 hrs hands on		
	EDUC 301/318 off campus- 30 hrs teaching		
	EDUC 302/319 off campus- 40 hrs teaching		
	HPER 319- 2 hours observation		
	EDUC 381- 8 hrs hands on		
	EDUC 390- 6 hrs observation		
	HPER 315- 12 hrs hands on, 2 hrs observation		
	MATH 307- 6 hrs hands on		

SECTION II: RESPONSE TO STANDARDS

- 1. Areas of Weakness from Prior Review:** How has the program addressed and resolved the weaknesses targeted in the previous program review and not previously resolved? Describe actions taken to address the weakness and provide evidence that the weakness has been resolved.

There were no areas of weakness noted from the prior review. The ESPB Content Expert Recommendation listed all standard components for Early Childhood Education (50037) as “Met” as indicated in the State Team Report to PAAC (April 27-30, 2013).

- 2. Course/Assessment Matrix:**

- Complete the matrix below.
 - List courses that address each of the ESPB standards for your program. (All courses listed should be linked to an electronic syllabus.)
 - List the assessments that most clearly align with each standard. (Choose from among those listed in Section 4: Evidence of Meeting the Standard.)
- Provide a short narrative describing how the program addresses the standard. (For example, identify course objectives, activities and related experiences).



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SECTION III: ADDRESSING THE STANDARDS

State Standard	Course Prefix and Title (with electronic links to syllabi)	Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)
50037.1 The program requires the study of typical and atypical child development to include the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight including characteristics of children as learners and as individuals.	EC 210: Intro to ECE EC 211 Observation/Assessment EC 336: Soc/Emo Dev & Guidance in ECE EC 320: Introduction to Infant/toddler Care	Praxis- Principles of Learning and Teaching: Early Childhood (5621)

Narrative: To support teacher candidates in the study of typical and atypical child development EC 210 Introduction to Early Childhood introduces physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight including characteristics of children as learners and as individuals. In EC 211 Observation and Assessment, teacher candidates observe and apply their understanding of areas of development by completing 10 observational assessment tools in an early childhood classroom. The observational assessment process is modeled by the instructor, practiced with peers in the university classroom, and applied in the early childhood classroom with their case study child. In EC 320 Infants and Toddlers, teacher candidates are introduced to each developmental domain (physical, social, emotional, language, cognitive, and aesthetic), create a toy that is developmentally appropriate for the domain and ages of 8-30 months, and implements the interaction with the toy and child in the infant/toddler classroom. In EC 336 Social and Emotional Development and Guidance in ECE examines both typical and atypical social and emotional development through a case study of a child aged 8 as a basis for understanding and working with children in educational settings.



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50037.2 The program requires the study of historical, philosophical, and social foundations and how these foundations influence current thought and practice in early childhood education.	EC 210: Introduction to ECE EDUC 250 Introduction to Education EDUC 290 Theories of Learn. & Mgmt	Praxis- Principles of Learning and Teaching: Early Childhood (5621)
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Narrative: To support teacher candidates in the study of historical, philosophical, and social foundations EC 210 Introduction to Early Childhood introduces historical perspectives, the changes in our view of childhood, and the teaching of young children. The study of pioneer educators such as Froebel, Piaget, Vygotsky, and Montessori are introduced and their significance and impact on early childhood education is examined. Teacher candidates demonstrate their understanding of these perspectives by completing a historical figures presentation in class. EC 210 also examines how these foundations influence current thought and practice in early childhood education by exploring the orientations and program models such as Montessori, Cognitively oriented, Direct Instruction, and Bank Street. As well as EC 210, EDUC 250 Introduction to Education also provides teacher candidates with historical, philosophical, social, and psychological foundations of education. This course focuses on the study of the structure and roles of the local, state, and federal government within the American educational system along with student-led research on global educational systems, diversity and multiculturalism in education, and current trends in curriculum and instruction. In EDUC 290, candidates explore theoretical and philosophical perspectives on learning, cognition, and behavior of children that impact instructional/assessment decisions and respect individual strengths and needs.

50037.3 The program requires the study of how to establish and maintain collaborative partnerships with families, communities, and other professionals.	EC 338: Home, School, & Community	Praxis- Principles of Learning and Teaching: Early Childhood (5621)
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Narrative: EC 338 Home, School, and Community Relations supports teacher candidates in the study of how to establish and maintain positive collaborative relationships with families, apply family system theories, and communicate effectively not only with parents but also with other professionals and agencies that support children's development. Teacher candidates learn how to provide families with information regarding a range of family -oriented services that are designed to help families' identified needs. Teacher candidates learn to affirm and respect the diversity of individual families. The teacher candidate participates in a book study reading *The Essential Conversation*, by Sara Lawrence-



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Lightfoot. The book study focuses on children and their families and ensuring an understanding of the diversity of each family in a community, and how to build a relationship with families and make all families and children feel welcome and a part of their child's learning experience.

50037.4 The program requires sixteen semester hours of study in developmentally appropriate practices, and the development and implementation of curriculum instruction based on knowledge of individual children and the community.	EC 333: PreK Meth Materials (3) EC 313: Language/Literacy (3) EDUC 318: Reading in the Elementary School (3) EC 335: Art & Music (3) EDUC 436: Kindergarten Methods (2) EDUC 301: Strategies in Elem School (2) HPER 315: Movement Education in ECE (2)	Praxis- Principles of Learning and Teaching: Early Childhood (5621) Praxis- Early Childhood Education (5025) InTASC Evaluations
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Narrative: The program requires sixteen semester hours of study in developmentally appropriate practices, and the development and implementation of curriculum instruction based on knowledge of individual children and the community.

The BSED in Early Childhood requires 37 semester hours of methods courses that study developmentally appropriate practices. The seven courses listed in standard 50037.4 are more inclusive of developmentally appropriate practices and support teacher candidates understanding of how to develop and implement curriculum for birth to third grade. The major also includes six other courses identified as methods courses and are listed as part of the core requirements.

EC 333 Pre-Kindergarten Methods and Materials emphasizes developmentally appropriate curricula based on the needs and interests of individual Pre-kindergarten children. Teacher candidates demonstrate effective teaching techniques in various curriculum areas, including science, math, arts, music and movement, literacy, and social studies. Throughout the course the teacher candidates will complete activities on developmentally appropriate curriculum, learning centers, and resources. They will create teacher made materials based on themes and concepts that will be implemented with a group of preschool children in a pre-kindergarten environment.

EC 313 Language and Literacy, sets the foundational understanding of developmentally appropriate practices in literacy, including reading, writing, listening and speaking and the development and implementation of curriculum instruction based on knowledge of individual pre-k children and the community. For an assignment, teacher candidates complete a literacy (oral language, phonological awareness, vocabulary,



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writing, read aloud) case study on a preschool child aged 4 or 5 over an eight-week period in an early childhood setting. Throughout the case study, teacher candidates receive feedback from peers and the course instructor on their literacy case study lessons prior to implementation with their preschool child. This process allowed the teacher candidate to practice their literacy lesson prior to applying it in the preschool classroom with children. EDUC 318 Reading in the Elementary School, a balanced approach to literacy and includes a variety of instructional strategies with a focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teacher candidates will apply these five areas of reading instruction in a field experience focusing on kindergarten through third grade. Throughout this field experience, teacher candidates are evaluated by their cooperating teacher and course instructor through observation and written evaluation.

EC 335 Creative Arts, Music, and Play, sets the foundational understanding of developmentally appropriate practices in play, music and movement, creative art, and drama in the early childhood and primary education classrooms. To demonstrate teacher candidates' understanding of the creative arts, music, and play they develop and implement an integrated curriculum that focuses on children's needs and interests, considering especially each child's individual culture and family. Throughout the course, students discover the influence that purposeful play has on children's social, cognitive and physical development. This knowledge enhances their ability to create, evaluate, and select developmentally appropriate materials, equipment, environments, and strategies for children Pre-K - Third Grade.

EDUC 436 Kindergarten Methods, emphasizes developmentally appropriate practices for instruction in the kindergarten classroom. Throughout the course, teacher candidates design and assess teacher-made materials, demonstrate skills in student assessment and use of research-based instructional strategies to teach early literacy, science, mathematics, arts, music and movement, and social studies. For an assignment, teacher candidates develop and implement a guided reading lesson plan that supports differentiated instruction and child-directed activities for kindergartners. The lesson plan is assessed by the course instructor using observation and a rubric.

EDUC 301 Strategies in the Elementary School, this course includes planning for instruction, learning styles, cooperative learning, and classroom management among several other research-based best practices. Throughout the course, teacher candidates participate in field experiences with early elementary students. The purpose of this field-based experience is to provide teacher candidates with experiences within the classroom setting that will help prepare them for professional service as well as apply the strategies they have learned. Students are evaluated using observations and written evaluations.



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HPER 315 Movement Education in Early Childhood, will explore the importance of developmentally appropriate movement education for young children. Throughout the course areas covered include: child development as it relates to movement education, planning appropriate games and activities for children at varying levels of development, and practical application of a movement curriculum in an early childhood setting. The teacher candidate develops and implements a movement education curriculum, this is evaluated by the course instructor through observation and written evaluation.

50037.5 The program requires the study of strategies to encourage positive social interaction among children, to promote positive conflict resolution, and to develop personal self-control, self-motivation, and self-esteem.	EC 336: Soc/Emo Dev & Guidance in ECE	Praxis- Principles of Learning and Teaching: Early Childhood (5621)
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Narrative: EC 336 Social and Emotional Guidance in Early Childhood Education, examines both typical and atypical social and emotional development in children ages 0-8 as a basis for understanding and working with children in educational settings. Throughout the course teacher candidates study classroom management, motivation, building self-esteem, and positive guidance strategies allowing them to learn how to manage the routines of the classroom and plan for instruction. Teacher candidates complete a book study that focuses on an 8-year-old boy and the positive guidance strategies that are used to guide his behavior and build his self-esteem. The assignments that are a component of the case study support teacher candidates understanding of positive guidance strategies. The case study is evaluated by the course instructor.

50037.6 The program requires the study of formal and informal assessment, the use of assessment information on planning and individualizing curriculum and teaching practices, and on providing feedback to families of all young children.	EC 211 Observation/Assessment EDUC 422 Educational Assessment EDUC 400 Student Teaching EDUC 400A Student Teaching in ECE EDUC 401 Capstone Portfolio	Capstone Portfolio Standard 6 Praxis- Principles of Learning and Teaching: Early Childhood (5621)
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Narrative: In EC 211 Observation and Assessment, teacher candidates observe and apply their understanding of areas of development by completing 10 observational assessment tools in an early childhood classroom. The observational assessment process is modeled by the



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instructor, practiced with peers in the university classroom, and applied in the early childhood classroom with their case study child. EDUC 422 Educational Assessment, the focus is for teacher candidates to understand and use a range of planning tools for desired learning results and multiple sources of evidence of student learning. Beginning with the identification of learning goals and purpose for assessment, candidates will: (1) diagnosis diverse student needs, (2) learn to use formative assessment and feedback, (3) critique existing assessment tools, (4) design, adapt and select a range of multiple evaluation, (5) use technology to support assessment practices, (6) communicate standards-based results, and (7) use assessment results to improve the teaching and learning process through data-based decision-making. Teacher candidates demonstrate the use of assessment information on planning and individualizing curriculum and teaching practices, and on providing feedback to families of all young children throughout their full-time (EDUC 400) and part-time (EDUC 400A) student teaching experiences. Teacher candidates also demonstrate their understanding and use of informal and formal assessments by selecting artifacts and developing rationales that meet standards in their portfolio (EDUC 401) capstone.

50037.7 The program requires the study of current, appropriate instructional and augmentative technologies for professions, children, and families.	EDUC 272 Educational Technology EDUC 301 Strategies in Elementary School EDUC 318 Reading in the Elementary School	EDUC 272 Technology Demonstration
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Narrative: In conjunction with the first course in the teacher education program (EDUC 250 – Introduction to Education), students enroll in the co-requisite course EDUC 272 – Educational Technology. This introductory course is required of all education majors. It is designed to develop background knowledge and training in the use of educational technologies. The course focuses on instructional methods that efficiently integrate technologies to support P-12 student learning and achievement. In addition, students develop proficiencies in the use of educational technologies to create interactive teaching and learning opportunities. Courses in the teacher education program use the International Society for Technology in Education Standards (ISTE) and InTASC principles to guide learning experiences. In order to develop the knowledge and skills necessary to effectively implement technology in the classroom, students must gain experience researching, evaluating, and implementing technology effectively. Early in their program, teacher education students complete a key assessment, the technology demonstration, to address the following learning outcomes: Identify issues and trends, evaluate and implement technology resources, and align learning goals and objectives with digitally responsible and ethical uses of technology to promote success of diverse learners. Objectives are aligned to Mayville State University’s Teacher Candidate Technology Goals (see Teacher Education Handbook, page 24). Additional opportunities in the teacher education program are devoted to teaching students to design, implement, and assess learning experiences using technology. For example, in EDUC 272- Educational



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Technology, students design an assessment based on an assigned article. They then administer the assessment to their peers, track results, analyze their understanding, and reflect on what they learned. Opportunities to develop proficiency in educational technology are encouraged in subsequent content and education courses as well.

During middle-of-the program methods classes (EDUC 301/EDUC 318), students refine their knowledge and use of educational technologies through preparation and implementation of lesson plans in simulated and real classroom environments. Co-requisite practicum experiences support skill development in the use of current, appropriate, instructional technologies. Professional practices of instructional technologies are demonstrated during the student teaching experience at the end of the teacher education program, through lesson plans that are evaluated on the integration of technology.

The culminating demonstration of technology related skills occurs through teacher candidates' development of an e-portfolio and included knowledge and performance artifacts (e.g. lesson plans, reflections, samples of student work, interactive files, etc.). Through this e-portfolio, teacher candidates are evaluated on their ability to implement technology in relevant and effective ways.

50037.8 The program requires the study of actively modeling professionalism, advocacy, ethical behavior, and commitment to lifelong learning.	EDUC 250 Introduction to Education EDUC 401S Pre-Student Teaching Seminar EC 210 Introduction to Early Childhood EDUC 400 Full-Time Student Teaching EDUC 400A Part-Time Student Teaching	Praxis- Principles of Learning and Teaching: Early Childhood (5621) Capstone Portfolio Standard 9 and 10
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Narrative: Teacher candidates are introduced to the study of professionalism, advocacy, ethical behavior, and commitment to lifelong learning in EC 210 Introduction to Early Childhood Education and EDUC 250 Introduction to Education. In EDUC 401S Pre-Student Teaching Seminars, these concepts are reinforced and assessed with the use of a model of ethics quiz. Teacher candidates actively model these skills throughout their full-time and part-time student teaching.



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50037.9 The program requires three supervised field experiences (one at a pre-kindergarten level) and two student teaching experiences for a minimum of ten weeks. One student teaching experience must be in an approved pre-kindergarten or kindergarten setting and the other in grades 1, 2, or 3, and include the opportunity to work with children with special needs.	EC 211 Observation/Assess EC 376 Field Experience in ECE BLOCK ONE classes EDUC 301, EDUC 318 BLOCK TWO classes: EDUC 302, EDUC 319 EDUC 390 Special Needs in an Inclusive Environment (3) Student Teaching: EDUC 400, EDUC 400A	InTASC Evaluation (STOT)
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Narrative: Teacher candidates complete two pre-kindergarten field experiences in EC 211 Observation and Assessment and EC 376 Field Experience in ECE. Through these field experiences teacher candidates have the opportunity to observe, assess, interact, plan and implement developmentally appropriate lessons with preschool children in an early childhood setting. Teacher candidates also complete two field experiences in a kindergarten through third placement in an elementary setting. This provides teacher candidates the opportunity to observe, plan, and implement lessons with elementary students. Teacher candidates complete a full-time (10 week) in grades 1,2, or 3 and a part-time (5 week) in a kindergarten classroom. Throughout the pre-kindergarten through third grade field experiences and full-time/part-time student teaching, all teacher candidates are able to work with students with special needs. However, to ensure that teacher candidates have the opportunity to work with a child with special needs, EDUC 390 Special Needs in an Inclusive Environments requires a field experience in a special education setting.

50037.10 The program requires the study of basic principles of administration, organization, leadership and operation of early childhood programs, including supervision of staff, volunteers, and program evaluation.	EC 322 Administration and Leadership	EC 322 Business Plan Project
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Narrative: EC 322 Administration and Leadership, focuses on the development and administration of Early Childhood programs, based on quality childcare research and child development theories. Teacher candidates become familiar with the management aspects of childcare programs,



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health and safety regulations, finance, working with parents and the community, and licensing requirements. Teacher candidates also examines how to lead and manage a business, staff, and work with parents. The development of the business plan project focuses on giving the teacher candidates the opportunity to reflect upon and build leadership skills that they need to operate a successful early childhood program. The Business Plan Project is evaluated with a rubric.



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SECTION IV: EVIDENCE OF MEETING THE STANDARDS

It is expected that your program makes use of multiple assessments to ensure that all standards are met. If the program is offered in more than one site or in more than one method (e.g. online as well as face-to-face) provide aggregated (program level) AND disaggregated (site or method specific) data. Complete tables **1.A-1.D** described below in 4a and provide information requested related to the two-four additional assessments you selected in 2.

1. Required Assessments

1. A Praxis II: Content Test: Complete Table 1.A reporting at least 3 years of data

Praxis II: Early Childhood Education 2015-2018					
Year	Content Area Test Number	ND Passing Score	Total # of Test Takers	Average Score	Percent Passing
2017-2018	5025	156	6	169.17	100%
2016-2017	5025	156	11	175.73	91%
2016-2015	5025	156	2	162.50	100%

1. B Praxis II: PLT (Principles of Learning and Teaching): Complete Table 1.B reporting at least 3 years of data

Praxis II: Principles of Learning & Teaching: Early Childhood 2015-2018					
Year	Content Area Test Number	ND Passing Score	Total # of Test Takers	Average Score	Percent Passing
2017-2018	5621	157	6	166.83	100%
2016-2017	5621	157	11	169.09	100%
2015-2016	5621	157	2	169.5	100%

1. C Cumulative GPA at the point of completion: Complete Table 1.C reporting at least 3 years of data (Courses included in the calculation must be required for all candidates.)



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Year	N (number of candidates)	Overall Average GPA	Range of GPA
2017-2018	6	3.37	2.99-3.92
2016-2017	11	3.54	3.00-3.98
2016-2015	2	3.43	3.26-3.60

1. D Student Teaching Performance (Clinical Experience) Evaluation (please report data only in the area of content knowledge).

1. Build Table 1.D that includes the following:
 - a. The N (number of candidates)
 - b. Proficiency scale (e.g. Beginning, progressing, proficient, exceeds proficient)
 - c. Performance results at each proficiency level (at least 3 years of data)
2. Attach an electronic copy of the performance instrument

EDUC 400 Student Teaching-Final InTASC Skills Evaluation 2015-2018				
Year	N (number of candidates)	Evaluator	Average Score	Target Score
2017-2018	6	University Supervisor	3.59	3.0
		Cooperating Teacher	3.73	
2016-2017	11	University Supervisor	3.66	3.0
		Cooperating Teacher	3.26	
2015-2016	2	University Supervisor	3.53	3.0
		Cooperating Teacher	3.80	

EDUC 400a Early Childhood Student Teaching-Final InTASC Skills Evaluation 2015-2018				
Year	N (number of candidates)	Evaluator	Average Score	Target Score
2017-2018	6	University Supervisor	3.71	3.0
		Cooperating Teacher	3.66	
2016-2017	11	University Supervisor	3.78	3.0



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		Cooperating Teacher	3.47	
2015-2016	2	University Supervisor	3.71	3.0
		Cooperating Teacher	3.90	

2. **Additionally, select from among the following assessments for a total of 6-8. Provide a description of the assessment, a data table showing three years of results, an electronic copy of the assessment instrument (test, project, paper, etc.) and, where appropriate, the rubric or scoring guide.**

a. [Pre-student Teaching Practicum Evaluations](#)

Description of the Assessment: The intended use of the InTASC Skills evaluation is to measure the core skills teachers should be able to do in today's learning context to ensure students reach their learning goals. The evaluation is a measure of the candidates teaching performance skills of the 10 InTASC standards. The evaluation was revised in fall of 2017 when the state-wide student teacher skill observation (STOT) was adopted; this should be considered as results are presented across three years of data. It is comprised of 34 items that measure the four program student learning outcomes (SLOs): learning and learning, content, instructional practice, and professional responsibilities. The assessment is used to monitor the advancement of teaching skills and growth from the time of admission through completion. The skills evaluation is completed by the candidate, the course instructor and/or clinical supervisor, and clinical educators. Specifically, the assessment occurs:

- at three structured progression checkpoints during preparation (the beginning-EDUC 301, middle-EDUC 302, and end of the training program-EDUC 400 and EDUC 400a student teaching)
- in all clinical experiences
- as requested by course instructors to document unsatisfactory or exemplary skill progression

Teacher candidates are trained to use the InTASC Skills Evaluation/STOT by their instructors in which the evaluation occurs. At the beginning of the program, candidates are trained by their methods instructors to self-evaluate. Each subsequent instructor explains the process when completed in their respective course. Student teaching clinical supervisors and clinical educators both complete a formal orientation in which training related to the assessment occurs. Acceptable and ideal targets are set collectively by faculty and included for students in the Teacher Education Handbook as well as provided in the corresponding course by the instructor.

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EDUC 301 Block I Strategies-InTASC Skills Evaluation 2015-2018				
Year	N (number of candidates)	Evaluator	Average Score	Target Score
2017-2018	6	Instructor	NA	2.5
		Field Mentor	3.39	
2016-2017	11	Instructor	2.51	2.5
		Field Mentor	3.24	
2015-2016	2	Instructor	NA	2.5
		Field Mentor	NA	

NA = data was not collected

EDUC 302-Block II Strategies-InTASC Skills Evaluation 2015-2018				
Year	N (number of candidates)	Evaluator	Average Score	Target Score
2017-2018	6	Instructor	3.00	2.5
		Field Mentor	3.13	
2016-2017	11	Instructor	2.76	2.5
		Field Mentor	3.21	
2015-2016	2	Instructor	2.93	2.5
		Field Mentor	3.50	

b.Key Performance Tasks [EC 322-Business Plan Project](#)

Description of the Assessment: The EC 322 Administration and Leadership in ECE course requires study of the development and administration of Early Childhood programs, based on quality childcare research and child development theories. Students become familiar with the management aspects of childcare programs and study the topics of health and safety regulations, finance, working with parents and the community, and licensing requirements are considered. The students' task is to create a business plan including a community needs assessment, center structure and facility plan, leadership description, philosophy statement, staffing, costs, budget and advertising needs. Students are presented with a template and instructions that guide the student to pull together elements of coursework completed throughout the semester into a final culminating plan.

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EC 322 Business Plan-Key Assessment Results 2015-2018			
Year	N (number of candidates)	Scores	Target Score
2017-2018	26	100-94 (A): 23 93-87 (B): 1 86-80 (C): 0 79-72 (D): 0 71 and below (F): 2	C or Better
2016-2017	19	100-94 (A): 11 93-87 (B): 5 86-80 (C): 0 79-72 (D): 0 71 and below (F): 3	C or Better
2015-2016	29	100-94 (A): 14 93-87 (B): 8 86-80 (C): 2 79-72 (D): 3 71 and below (F): 2	C or Better

*reflects all candidates enrolled in the course, not only completers

c. Capstone Project (portfolio, teacher work sample, etc.)

Description of the Assessment: The intended use of Capstone Portfolio is to measure teacher candidates' ability to meet the knowledge, skills and dispositions identified in the 10 InTASC standards evidenced by quality artifacts and well-written rationales. Teacher candidates integrate technology, experiences with diversity, and application of essential studies learning outcomes throughout the portfolio. The portfolio serves as a reflective tool for teacher candidates to use while exploring career placement opportunities.

The assessment is used to monitor progression towards mastery as Checkpoint 3 is preceded by Checkpoints #1 and #2. Checkpoint #3 is completed after 10 weeks of the Student Teaching Experience with a self-evaluation of the teacher candidates' portfolio entries and a public presentation; the portfolio and presentation are evaluated by two faculty reviewers. Faculty Portfolio Reviewers rate using the rubric, and scores are reconciled for a final rubric score and letter grade.

Training to complete the capstone project begins upon admission to the EPP; teacher candidates are provided with the Teacher Education Handbook which contains all instructions and rubrics of the capstone portfolio. Expectations are introduced during the admission process through modeling and discussion by the instructor of EDUC 250: Introduction to Education (Checkpoint 1), revisited and expanded upon during methods courses (Checkpoint 2), and again at student teaching through pre-student



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teaching seminars and during-student teaching seminars (Checkpoint 3). Candidates are provided with the Portfolio Appendices, which address training for specific requirements.

Capstone Portfolio: Final Results 2015-2018				
Year	N (number of candidates)	Evaluator	Scores	Target Score
2017-2018	6	Average Reconciled Scores Range of Scores	220.42 193-235	157-240
2016-2017	11	Average Reconciled Scores Range of Scores	212.7 167.5-235	157-240
2015-2016	2	Final Reconciled Grades	A = 1 B = 1 C = 0 D = 0 F = 0	C or better

*Previous version of portfolio in quality assurance system with only reconciled grade for reporting. Individual candidate raw scores available for each candidate in the database if requested.

Capstone Portfolio: SLO 2: Content Knowledge & Application Results 2015-2018				
Year	N (number of candidates)	Evaluator	Cohort Average Scores	Target Score
2017-2018	6	2 Reviewers Reconciled	3.70	3.0
2016-2017	11	2 Reviewers Reconciled	3.62	3.0
2015-2016*	2	N/A	N/A	N/A

*Previous version of portfolio in quality assurance system without option to separate SLO 2: Content (began fall 2016). Individual candidate raw scores available for each candidate in the database if requested.

d. Employer survey results related to content knowledge

Description of the Assessment: Findings from the surveys administered to supervisors of first-year teachers during the spring of each academic year for the prior year graduating cohort are provided; the first-year teachers for the 2018 survey are completers from the 2016-2017 academic year. Results are



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displayed as an aggregate and are not disaggregated by program level or content area. The Supervisor Survey asks those who supervise first-year teachers to assess the novices' readiness for the teaching profession. The survey asks supervisors to assess the quality of completers' instructional practices, abilities to work with diverse learners, abilities to establish positive classroom environment, and levels of professionalism. The survey is administered to direct supervisors of teacher preparation completers employed in schools approximately one year after the teachers completed their preparation programs. Participation in this survey was limited to supervisors of prior-year completers who were employed as teachers. The actual response count for the 2018 Supervisor Survey for Mayville State University is 39% (11/28); the response rate for 2017 was 71%, for 2016 was 88.2% and for 2015 was 40% (first year of using the common metric supervisor survey). Data presented in should be used with caution. Survey respondents are not necessarily representative of the institution's completers. While these findings could prompt discussions about ways to improve coursework, clinical experiences, and efforts to connect graduates with teaching jobs, the unknown response rate limits the extent to which these data should be used to inform decision-making. The Supervisor Survey is one tool for assessing the effectiveness of MSU teacher preparation program graduates and should be used in combination with multiple and varied assessments and data sources for programmatic decision making. The table below presents frequencies and percentages. There is a complementary report which presents the aggregate results for the state for all institutions that contributed data which may be helpful in providing context and data for benchmarking institution-level results.

For this content expert review, survey items related to content preparation have been disaggregated and compiled from the 2015, 2016, 2017 and 2018 results. As required, an electronic copy of the supervisor survey results, ND aggregate, and NExT aggregate are included with this report. NExT holds the copyright on these surveys, and they have given permission for the teacher preparation programs in ND to use the instruments as a collaborative group. Institutions are not allowed to alter the surveys and must administer it "as is." However, items may be added to the end the surveys for individual institutional use. In exchange for free access to the surveys, MSU contributes results of the surveys to a state aggregate.

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Supervisor Survey-Selected Items for Content Knowledge	Year	Total Respondents	Unable to Respond		Disagree		Tend to Disagree		Tend to Agree		Agree	
		n	#	%	#	%	#	%	#	%	#	%
Effectively teaches the subject matter in his/her licensure area.	2018	20	0	0	0	0	1	5.0	6	30.0	13	65.0
	2017	18	0	0	0	0	2	11.1	6	33.3	10	55.6
	2016	29	0	0	0	0	2	6.9	5	17.2	22	75.9
	2015	11	0	0	0	0	0	0	4	36.4	7	63.6
Selects instructional strategies to align with learning goals and standards.	2018	20	0	0	0	0	0	0	8	40.0	12	60.0
	2017	18	0	0	0	0	2	11.1	7	38.9	9	50.0
	2016	29	0	0	0	0	2	6.9	5	17.2	22	75.9
	2015	11	0	0	0	0	1	9.1	3	27.2	7	63.6
Designs activities where students engage with subject matter from a variety of perspectives.	2018	20	0	0	0	0	3	15.0	5	25.0	12	60.0
	2017	18	0	0	0	0	5	27.8	5	27.8	8	44.4
	2016	29	0	0	0	0	4	13.8	4	13.8	21	72.4
	2015	11	0	0	0	0	1	9.1	3	27.2	7	63.6
Accounts for students' prior knowledge or experiences in instructional planning.	2018	20	0	0	0	0	2	10.0	5	25.0	13	65.0
	2017	18	0	0	0	0	2	11.1	10	55.6	6	33.3
	2016	29	0	0	0	0	5	17.2	6	20.7	18	62.1
	2015	11	0	0	0	0	2	18.2	3	27.2	6	54.5
Designs long-range instructional plans that meet curricular goals.	2018	20	0	0	0	0	2	10.0	9	45.0	9	45.0
	2017	18	0	0	2	11.1	4	22.2	4	22.2	8	44.4
	2016	29	0	0	2	6.9	5	17.2	9	31.0	13	44.8
	2015	11	0	0	0	0	1	9.1	3	27.2	6	54.5
Regularly adjusts instructional plans to meet students' needs.	2018	20	0	0	1	5.0	5	25.0	5	25.0	9	45.0
	2017	18	0	0	1	5.6	3	16.7	6	33.3	8	44.4
	2016	29	0	0	1	3.4	4	13.8	7	24.1	17	58.6
	2015	11	0	0	0	0	1	9.1	3	27.2	7	63.6
Connects core content to students' real-life experiences.	2018	19	0	0	0	0	1	5.3	6	31.6	12	63.2
	2017	18	0	0	0	0	3	16.7	7	38.9	8	44.4
	2016	27	0	0	0	0	4	14.8	8	30.0	15	55.6
	2015	11	0	0	1		2	18.2	2	18.2	6	54.5
Helps students develop critical thinking processes.	2018	20	0	0	0	0	2	10.0	7	35.0	11	55.0
	2017	18	0	0	0	0	5	27.8	6	33.3	7	38.9
	2016	29	1	3.4	1	3.4	4	13.8	7	24.1	16	55.2
	2015	11	0	0	0	0	0	0	5		6	54.5
Helps students develop skills to solve complex problems.	2018	20	0	0	0	0	2	10.0	10	50.0	8	40.0
	2017	18	0	0	0	0	4	22.2	8	44.4	6	33.3
	2016	29	0	0	1	3.4	5	17.2	7	24.1	16	55.2
	2015	11	0	0	0	0	0	0	3	30.0	7	70.0
Makes interdisciplinary connections among core subjects.	2018	20	0	0	0	0	1	5.0	9	45.0	10	50.0
	2017	18	0	0	0	0	4	22.2	8	44.4	6	33.3
	2016	11	0	0	0	0	1	9.1	3	27.2	7	63.6
	2015	11	0	0	1	0	2	18.2	3	27.2	5	45.4
Knows where and how to access resources to build global awareness and understanding.	2018	20	0	0	0	0	4	20.0	9	45.0	7	35.0
	2017	18	1	5.6	0	0	2	11.1	7	38.9	8	44.4
	2016	29	0	0	1	3.4	4	13.8	8	27.6	16	55.2
	2015	11	0	0	0	0	1	9.1	3	27.2	7	63.6



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e. [Graduate survey results related to content knowledge](#)

Description of the Assessment: The transition to teaching survey is administered to completers the academic year following their graduation. All completers are invited to complete the survey, but those who are teaching complete an additional section to rate the quality of their preparation. The survey is administered approximately one year after the graduates completed their preparation programs and is not disaggregated by program area. The response rate for the 2018 Transition to Teaching Survey was 63% (26/41). This report should be used with care. Survey respondents are not necessarily representative of institution's completers. A response rate exceeding 30% on a survey is generally considered adequate, and findings can prompt discussions about ways to improve coursework, clinical experiences, and efforts to connect graduates with teaching jobs. The Transition to Teaching Survey is one tool for assessing the effectiveness of ND teacher preparation program graduates and should be used in combination with multiple measures.

Part A of the survey asks completers about their licensure and employment status. Completers who are not teaching only complete Part A. Part B of the survey asks completers to rate how well prepared they felt across multiple domains of teaching including instructional practices, diverse learners, learning environment, and professionalism. Completers were asked to respond using the following scale: disagree; tend to disagree; tend to agree; and agree. Part C of the survey asks completers about the context of the schools where they are teaching, including the environment and available resources. Part D of the survey asks completers if they would recommend their teacher preparation program and teaching profession to others.

For this content expert review, survey items related to content preparation have been disaggregated and compiled from the 2015, 2016, 2017 and 2018 results. As required, an electronic copy of the transition to teaching survey results, ND aggregate, and NExT aggregate are included with this report. A final note to acknowledge that the transition to teaching and supervisor surveys may not be reproduced or distributed, in whole or in part, without the prior authorization of the Bush Foundation. Surveys and results are intended for internal audiences only.

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Transition to Teaching Survey- Selected Items	Year	Total Respondents	Disagree	Tend to Disagree		Tend to Agree		Agree		
		n	#	%	#	%	#	%	#	%
Effectively teach the subject matter in my licensure area.	2018	20	0	0	1	5.0	6	30.0	13	65.0
	2017	21	0	0	2	9.5	5	23.8	14	66.7
	2016	28	1	3.6	3	10.7	10	35.7	14	50.0
	2015	10	0	0	0	0	3	30.0	7	70.0
Select instructional strategies to align with learning goals and standards.	2018	20	0	0	0	0	8	40.0	12	60.0
	2017	21	0	0	1	4.9	9	42.9	11	52.4
	2016	28	0	-	1	3.6	10	35.7	17	56.7
	2015	10	0	0	0	0	6	60.0	4	40.0
Design activities where students engage with subject matter from a variety of perspectives.	2018	20	0	0	3	15.0	5	25.0	12	60.0
	2017	21	1	4.8	0	0	10	47.6	10	47.6
	2016	28	0	-	1	3.6	12	42.9	15	53.6
	2015	10	0	0	0	0	4	40.0	6	60.0
Account for students' prior knowledge or experiences in instructional planning.	2018	20	0	0	2	10.0	5	25.0	13	65.0
	2017	21	0	0	2	9.5	10	47.6	9	42.9
	2016	28	0	-	1	3.6	15	53.6	12	42.9
	2015	10	0	0	0	0	5	50.0	5	50.0
Design long-range instructional plans that meet curricular goals.	2018	20	0	0	2	10.0	9	45.0	9	45.0
	2017	21	1	4.8	1	4.9	12	57.1	7	33.3
	2016	28	0	-	1	3.6	14	50.0	13	46.4
	2015	10	0	0	0	0	6	60.0	4	40.0
Regularly adjust instructional plans to meet students' needs.	2018	20	1	5.0	5	25.0	5	25.0	9	45.0
	2017	21	1	4.8	3	14.3	5	23.8	12	57.1
	2016	28	1	3.6	0	-	12	42.9	15	53.6
	2015	10	0	0	1	10.0	4	40.0	5	50.0
Connect core content to students' real-life experiences.	2018	19	0	0	1	5.3	6	31.6	12	63.2
	2017	21	0	0	0	0	8	38.1	13	61.9
	2016	28	0	-	0	-	9	32.1	19	67.9
	2015	10	0	0	0	0	5	50.0	5	50.0
Help students develop critical thinking processes.	2018	20	0	0	2	10.0	7	35.0	11	55.0
	2017	21	0	0	5	23.8	9	42.9	7	33.3
	2016	28	0	-	4	14.3	11	39.3	13	46.4
	2015	10	1	10.0	0	0	3	30.0	6	60.0
Help students develop skills to solve complex problems.	2018	20	0	0	2	10.0	10	50.0	8	40.0
	2017	20	0	0	7	35.0	6	30.0	7	35.0
	2016	28	0	-	5	17.9	11	39.3	12	42.9
	2015	10	1	10.0	1	10.0	4	40.0	4	40.0
Make interdisciplinary connections among core subjects.	2018	20	0	0	1	5.0	9	45.0	10	50.0
	2017	21	0	0	2	9.5	8	38.1	11	52.4
	2016	28	0	-	2	7.1	11	39.3	15	53.6
	2015	10	0	0	2	20.0	4	40.0	4	40.0
Know where and how to access resources to build global awareness and understanding.	2018	20	0	0	4	20.0	9	45.0	7	35.0
	2017	21	1	4.8	1	4.8	9	42.9	10	47.6
	2016	28	0	-	5	17.9	11	39.3	12	42.9
	2015	10	1	10.0	0	0	7	70.0	2	20.0



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f. Additional assessment of choice: [EDUC 272 Technology Demonstration](#)

Description of the Assessment: In order to develop the knowledge and skills necessary to effectively implement technology in the classroom, students must gain experience researching, evaluating, and implementing technology effectively. Teacher education students complete a key assessment, the technology demonstration, to address the following learning outcomes: Identify issues and trends, evaluate and implement technology resources, and align learning goals and objectives with digitally responsible and ethical uses of technology to promote success of diverse learners. Objectives are aligned to Mayville State University's Teacher Candidate Technology Goals (see Teacher Education Handbook, page 24). For the demonstration, candidates research and identify one technology tool they would like to demonstrate to their peers; they are required to inform colleagues about the benefits, limitations, and various uses of the technology tool and are graded using the rubric provided. Students also conduct self and peer assessment of the demonstration as a reflective process.

EDUC 272 Technology Demonstration-Early Childhood Key Assessment Results 2015-2018				
Year	N (number of candidates)	Scores	Target Score	Findings
2017-2018	5	Average = 52.8 Range = 41-59	29-60 points C or Better	For the 2017-18 year, 5 of 5 (100%) of teacher candidates met acceptable target of 29 or higher out a total of 60 points. The ideal target of 45 or higher out of 60 points was met by 4 of 5 teacher candidates. This demonstrates teacher candidates met or exceeded the standard.
2016-2017	11	Average = 46.82 Range = 29-57	29-60 points C or Better	For the 2017-16 year, 11 teacher candidates met acceptable target of 29 or higher out of a total of 60 points. The ideal target of 45 or higher out of 60 points was met by 8 out of 11 teacher candidates. This demonstrates teacher candidates met or exceeded the standard.
2015-2016*	2	NA	29-60 points C or Better	Students that did not meet the target of "C" or higher did not complete prior assignments.

Note: N was number of candidates in the early childhood education program that took classes during this year.

* The data for 2015-2016 is not readily accessible in quantitative format. Data can be accessed upon request.



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3. Respond to the following questions:

a. Analysis of findings: Describe how the data provided above demonstrate that candidates in the program meet the standards.

Teacher candidates in the BSED Early Childhood program are meeting, and often exceeding, acceptable and ideal targets for their content area knowledge and skills and dispositions for effective teaching. Multiple sources of assessment evidence as reported throughout this program review, confirm that candidates are progressively building pedagogical and content knowledge throughout teacher training in the categories of learner and learning, content, instructional practice and professional responsibility.

The courses required for the BSED in Early Childhood program align with the required program standards for teacher licensure. The program has gone through extensive changes in the area of methods in teaching strategies and language and literacy. The prior method courses were specific to Early Childhood (K-3rd) for those teacher candidates, now the method courses are interwoven with teacher candidates preparing to teach kindergarten through eighth grade. These changes were made to the Early Childhood methods courses to meet the needs of the students, better align distance and on campus courses, faculty time allocation, course rotation scheduling, accessibility to schools in the summer, and to meet the goal of increasing enrollment. Methods courses are now delivered via Pexip or Interactive Video Network. This allows students who are working full time to stay in their perspective jobs in education and obtain their teaching degree. Using these technology platforms allows MSU to maintain face-to-face delivery of methods courses and consistency across modes of delivery.

As well as the changes to the methods courses, EDUC 326 North Dakota Studies in Early Elementary was removed from the BSED in Early Childhood program. The teacher candidate in early childhood is licensed birth through third grade and this course focuses on fourth grade standards and curriculum. Another program change, EC 337 Special Needs in ECE was removed and replaced with EDUC 390 Special Needs in Inclusive Environments which supports the general education teachers understanding of their responsibilities and work with children on an Individual Education Plan or an Individual Family Service Plan. Both of these education plans are covered throughout this course.

The data in this early childhood review reflects teacher candidates who completed the methods in teaching strategies and language and literacy with a specific focus on early childhood (K-3rd) standards. The courses offered, EC 311 Social Studies in Early Elementary, EC 316 Language Arts in Early Elementary, EDUC 436 Kindergarten Methods were during the summer session and EC 310 Strategies in Early Elementary and EC 315 Reading in the Early Elementary were offered online during the fall and spring semesters. The last time the online and summer sequence of courses was offered was during the 2016-2017 school year. A program concern is that the early childhood standards may not be as prevalent in the elementary methods courses. Areas of concern, due to the replacement of the standalone early childhood courses, are specifically in literacy development areas such as concepts of print, phonological awareness, alphabetic principle, vocabulary, and oral language. Teacher candidates need a strong



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foundation in understanding young children and literacy development to provide children with a solid beginning for literacy success. In order for teacher candidates to have this strong foundation of literacy development we need to be more intentional in teaching of literacy development.

b. Response to findings: What changes have you made in your program as a result of data analysis? Provide a rationale for your decision.

Through the program review process, a number of important topics have been brought to the attention of the EPP that require further consideration in a continuous improvement model. These items will be added to the Division of Education annual accountability management system (AMS) as part of the yearly action plan. An update on these action items will be documented in the 2018-2019 AMS report available in November, 2019.

- Analyze Praxis: Early Childhood Education and Principles of Learning and Teaching: Early Childhood (PLT) data to ensure that teacher candidates are meeting or exceeding acceptable or ideal targets for literacy development in young children.
- Consider creating an early childhood specific literacy development course focusing on kindergarten through third grade based on NAEYC standards.