



**North Dakota Education Standards and Practices Board
Initial Program Report
Preparation of Social Studies Composite 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: Composite Social Science Education
6. Grade levels for which candidates are being prepared: 5-12
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 years of data on candidates enrolled* in the program and completing** the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report.

Program:

Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
2017-2018	8	0
2016-2017	2	1
2015-2016	4	3

* 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)

- a. X **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.**
- b. **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: Composite in Social Science Education
Total credits required for degree: 124 credits		
General Studies	Teaching Specialty	Professional Education
Credits Required: 36	Credits Required: 43	Credits Required: 40
<u>Communication: 9 credits</u> ENGL 110 College Composition I (3) COMM 110 Fund of Public Spkng (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 Multicult Wrld, Global Issues (3) PSYC 111 Intro. to Psychology (3) <u>Mathematics & Science: 11 credits</u> Mathematics: minimum 3 credits MATH 103 College Algebra (3) Science: minimum 4 credits (lab 1 credit) <u>Program Pre-req.</u> ECON 105 Elements of Economics (3) SOC 110 Introduction to Sociology (3)	HIST 101 Western Civilization I (3) HIST 102 Western Civilization II (3) HIST 103 U.S. To 1877 (3) HIST 104 U.S. Since 1877 (3) HIST Electives (6) SOSC 480S Social Science Compr (1) Students must select at least TWO of these specializations: <u>Economics</u> ECON 201 Principles of Microecon (3) ECON 202 Principles of Macroecon (3) ECON/GEOG 332 The Global Economy and the Developing World (3) ECON 423 Global Economic History (3) <u>Geography</u> GEOG 300 World Region Geography and Anthropology (3) GEOG 332/ECON The Global Economy and the Developing World (3) GEOG 433 Geography of Europe (3) GEOG Elective (3) <u>Political Science</u> POLS/HIST 305 Constitution History (3) POLS/HIST 314 Ideology and Government (3) POLS Electives (6)	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 398 Sec. Educ. Field Experience (1) EDUC 400 Student Teaching (10) EDUC 401 Electronic Portfolio, Assessment, and Seminar (2) EDUC 401S Pre-Student Teaching Seminar (0) EDUC 422 Educational Assessment (2) EDUC 426 Reading In the Content Area (2) EDUC 480 General Methods for Secondary Educators (4) EDUC 480L Gen. Methods Field Exp. (1) EDUC 485 Secondary Methods for Social Science (2) PSYC 255 Child & Adolescent Psyc (3)
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 and methods education courses, excluding EDUC 250 where a "B" is required.		

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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):

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



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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

Composite in Social Science Education, B.S.ED.

Completion of this program qualifies graduates for certification to teach all sciences in grades 5-12. Students pursuing the Social Science Composite degree must meet the following criteria:

- Complete the core courses plus at least two specializations.
- Qualify for additional teaching areas in Sociology or Psychology by taking six additional hours in those areas.
- Complete the courses for Secondary Professional Education.

Composite in Social Science Education majors must complete 36 hours of essential studies. The following Essential Studies courses require a minimum grade of "C": COMM 110, ENGL 110, ENGL 120 or ENGL 125, GEOG 103, MATH 103, and PSYC 111. Additional requirements include ECON 105 and SOC 110. These courses are pre-requisite courses to this major.

Social Science Content Area Student Learning Outcomes:

- SLO 1: Graduates are able to conduct independent scholarly research that produces a paper and to present accurately and intelligibly that knowledge to an audience, using appropriate technologies.
- SLO 2: Graduates will demonstrate familiarity with the North Dakota State Standards for the Social Studies, and possess the content knowledge required to work with those standards using appropriate technologies.
- SLO 3: Graduates will demonstrate reading and writing skills.
- SLO 4: Graduates will be able to critically think about relevant issues.

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

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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 Social Science Education majors is included.

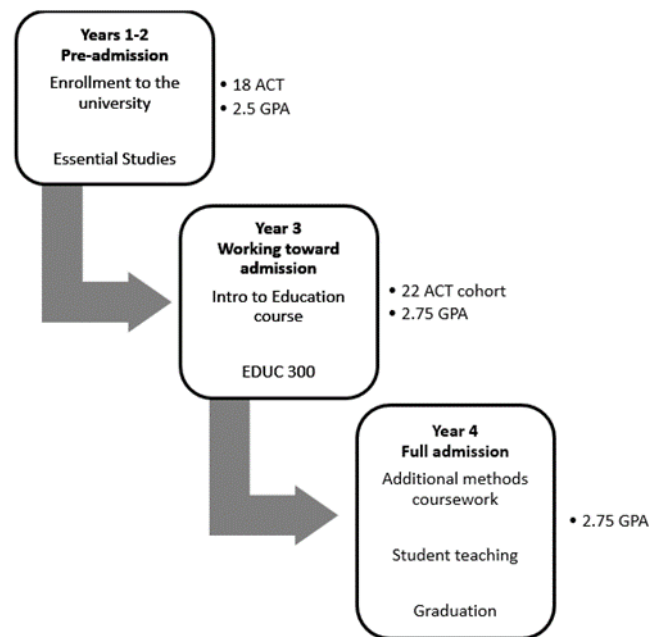


Figure 1. Admission and progression in teacher education programs

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 |

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)



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

Social Science MAJOR BSED

First year – 1st Semester

Engl. 110 College Comp I*	3 hrs.
BUS Computer Applications I	3 hrs.
Psyc. 111 Intro to Psychology*	3 hrs.
Hist. 101 West Civ. I or Hist. 103 US to 1877	3 hrs.
Science with lab	4 hrs.
Univ. 100 Seminar for Success	<u>1 hr.</u>
Semester Credit Hours	17 hrs.

Second year – 1st Semester

Comm. 110 Fund. of Public Speaking*	3 hrs.
Humanities elective	3 hrs.
Math 103 College Algebra	3 hrs.
Hist. 101 West. Civ. I/Hist. 103 US to 1877	3 hrs.
Psyc. 255 Child & Adolescent Psych	3 hrs.
Econ 105 Elements of Econ.	<u>3 hrs.</u>
Semester Credit Hours	18 hrs.

Third Year – 1st Semester

Social Science Electives	6 hrs.
Educ. 380 Teaching Engl. Lang. Learners	2 hrs.
Educ. 381 Hum. Relations & Cultural Div.	3 hrs.
Educ. 426 Reading in the Content Area	2 hrs.
Elective or Minor	<u>5 hrs.</u>
Semester Credit Hours	18 hrs.

Fourth Year 1st Semester

Social Science Electives	6 hrs.
Hist. 480 S History Comprehensive	1 hr.
Educ. 390 Special Needs/Inclusive Env.	3 hrs.
Educ. 485 Sec. Meth. For Social Sci.	2 hrs.
Educ. 398 Sec. Educ. Field Experience	1 hr.
Elective or Minor	<u>5 hrs.</u>
Semester Hour Credits	18 hrs.

First Year – Second Semester

Engl. 120 College Comp II*	3 hrs.
Soc. 110 Intro to Sociology	3 hrs.
Geog. 103 Multicult. Wrld Global Issues*	3 hrs.
Hist. 102 West Civ. II/Hist. 104 US since 1877	3 hrs.
Science with Lab	4 hrs.
CIS 175 Information Literacy	<u>1 hr.</u>
Semester Credit Hours	17 hrs.

Second Year – Second Semester

Humanities elective	3 hrs.
Hist. 102 West. Civ. II/Hist. 104 US since 1877	3 hrs.
Educ. 250 Introduction to Education	2 hrs.
Educ. 272 Educational Technology	1 hr.
Educ. 298 Pre-Prof. Field Experience	1 hr.
Social Science elective	3 hrs.
Elective or Minor	3 hrs.
CIS 175 Information Literacy	<u>1 hr.</u>
Semester Credit Hours	17 hrs.

Third Year – 2nd Semester

Social Science Electives	6 hrs.
Educ. 290 Theories of Learn & Mgmt	2 hrs.
Educ. 422 Educational Assessment	2 hrs.
Educ. 480 Gen. Methods for Sec. Educ.	4 hrs.
Educ. 480 L Gen. Methods Field Exp.	1 hr.
Elective or Minor	<u>3 hrs.</u>
Semester Credit Hours	18 hrs.

Fourth Year 2nd Semester

Educ. 400 Student Teaching	10 hrs.
Educ. 410 Electronic Portfolio	2 hrs.
Educ. 401 S Pre-Student Teaching Seminar	<u>0 hr.</u>
Semester Credit Hours	12 hrs.

Figure 2. Degree Plans for Composite Social Science Education Program

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;



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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.

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.

1. 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.



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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 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.	1.1 1.4 CCT-D
5	EDUC 380 Teaching English Language Learners (1 SH) increased from one credit to 2 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 increasing EDUC 480 from 3 SH	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	1.1 1.4 2.3



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	to 4 SH while keeping the program/degree total the same.	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.	
7	EDUC 480 General Methods for Secondary Educators (3 SH) was increased from three credits to 4 SH	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
8	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 taught lessons in EDUC 398 instead of one. This changes also supports experience in multiple settings.	1.1 2.3 3.4
9	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: Composite Social Science Education			
	Change	Rationale	CAEP Alignment
1	HIST/POLS 365 World Leaders (3 SH)	This course was added to enhance knowledge	1.1



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		of social science teaching candidates with a view of issues related to successful global leadership, ethics and diversity by examining male and female leaders from around the world, such as selected American presidents, Nelson Mandela, and non-elected leaders such as Gandhi, Martin Luther King, Jr., and Malala.	5.5
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- 2. 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 managed 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).

Field Experience (Observation and/or Practicum)	Student Teaching	Total Number of Hours
• EDUC 250- 25 hours Observation • EDUC 390- 6 hours observation • EDUC 426- 12 hours hands on (Pelican & West Fargo) • EDUC 398- 30 hours hands on (per major) • EDUC 480L- 30 hours hands on	EDUC 400- Grade 5-12 (15 weeks)	• 31 hours of observation • 72 hours of hands on experience/field experiences • 15 weeks of student teaching experiences

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 two areas of weakness noted from the prior ESPB Content Expert recommendations for Composite Social Science Education. The program has addressed and resolved weaknesses targeted in the



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previous program review. Actions taken are described as per each area of recommendation related to program approval standards set forth by the ESPB.

15035.2 Met with Weakness

15035.2 The program requires study of the structures, key concepts, methodology, and generalizations that connect the various social studies, including the examination of professional standards and expectations for P-12 education.

15035.2 Met with Weakness. According to the Standard, I feel this institution does not adequately identify and explain its approach to standards under professional standards and education. **Weaknesses:** I feel the institution must become more clear on their syllabi as to what they will be addressing in terms of professional standards and education, especially in terms of the Common Core directive. **Rationale:** Rationale is a lack of information in course syllabi and difficulty in identifying classes in the course catalog that would address this issue. **Additional information for the NCATE/ESPB Team to research on-site during the visit:** I may be mistaken, but please look further into the standards and how they are met within this area of study. I feel the descriptions and therefore the standard is not fully met.

Action: EDUC 485 Secondary Methods for Social Science states specifically in the syllabus under purpose of course that the students will familiarize themselves with the North Dakota State Standards for 5-12 Social Sciences. The standards are also listed as subject matter to be covered during the third week of the class. By covering the standards students see how the various areas of the social sciences are interrelated. The P-12 Standards are also covered in Educ. 480 in the Education Division that all Social Science BSED majors are required to take.

15035.4 Not Met

15035.4 The program requires study of current events including controversial issues.

15035.4 Not Met. There are no classes in the Course Syllabi, Course Descriptions, or college catalog that specifically address this standard. No single class seems to cover this area in my opinion. **Weaknesses:** There seems to be nothing in the course syllabi, college catalog or any course descriptions that seem to address this standard in an adequate way. **Rationale:** Though some classes seem to address current problems in the area, and world, none seem to address current EVENTS. This was not seen in any classes. **Additional information for the NCATE/ESPB Team to research on-site during the visit:** Again, maybe these classes are OK, but I feel there needs to be clarification between current events, and current problems.

Action: The Composite Social Science BSED program contains several required courses that deal with current events and controversial issues. All social science majors are required to take ECON 105 Elements of Economics, which is an exploration of selected contemporary issues which examines topics in both microeconomics and macroeconomics including supply and demand, wealth and poverty, market structures, inflation, unemployment and the role of government in the economy. POLS 305 is a study of the American government and issues related to American politics through the constitutional and cultural perspectives. Topics include how the multicultural character of Americans, past and present, has influenced the development of government under the Constitution; how events have shaped the interpretation of the Constitution; and how real world practice varies from the descriptions in the Constitution. For example, the



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class utilizes *The Case for Impeachment* by Allan J. Lichtman. GEOG 332 The Global Economy and the Developing World is a study of local, national, and global economic life describing and explaining the geographic factors involved in the production, distribution and consumption of the major commodities and resources of the world. Special emphasis is placed upon the global issue of the developing countries and theories that have been developed to explain spatial structure. HIST 365 World Leaders combines issues of successful global leadership, ethics and diversity by examining male and female leaders from around the world, such as selected American presidents, Nelson Mandela, and non-elected leaders such as Gandhi, Martin Luther King, Jr., and Malala. The first three courses are required of all majors and the last one is an elective. Current events and current problems are correlated; if something is a problem then it surely will be something that is being discussed and looked at for possible solutions. If something is a current problem then the media will turn it into a current event.

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 IV: 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)
15035.1 In the social studies composite major curriculum the program requires the study of a broad base of social studies including history (eighteen semester hours) and at least two of the following three core areas: political science and civics (twelve semester hours), economics (twelve semester hours), and geography (twelve semester hours). Additional electives to the social studies composite may include: sociology (six semester hours) or psychology (six semester hours) or anthropology (six semester hours) or global studies (six semester hours).	HIST 101 Western Civilization I (3) HIST 102 Western Civilization II (3) HIST 103 U.S. To 1877 (3) HIST 104 U.S. Since 1877 (3) HIST Electives (6) SOSC 480S Social Science Compr (1) Students must select at least TWO of these specializations: <u>Economics</u> ECON 201 Principles of Microecon (3) ECON 202 Principles of Macroecon (3) ECON/GEOG 332 The Global Economy and the Developing World (3) ECON 423 Global Economic History (3) <u>Geography</u> GEOG 300 World Region Geography and Anthropology (3) GEOG 332/ECON The Global Economy and the Developing World (3) GEOG 433 Geography of Europe (3) GEOG Elective (3) <u>Political Science</u> POLS/HIST 305 Constitution History (3) POLS/HIST 314 Ideology and Government (3) POLS Electives (6)	Praxis II: Social Studies Content Knowledge

Narrative: History 480S History Comprehensive consists of the enrolled students attending a seminar that deals with three areas of the course: presentations requirements; MLA tips (MLA is used instead of Chicago Style Guide because students have been exposed to MLA in English classes at Mayville State); and research and reliable of sources, especially on the internet. Students then meet with their advisor to choose a topic that the students want to research and write on and which the advisor approves. Towards the end of the first semester the students will do a 20 minute presentations on his/her topic and what he/she has found in his/her research thus far. The presentation includes the use of appropriate technologies to explain the topic to the audience. The next semester the students write their paper cooperating with the advisor, who serves in an



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editorial role. EDUC 324 North Dakota Studies has been added to the Curriculum with the 2018-2020 catalog to address a weakness from the last visit. Several of the courses in the major are cross-listed; this is due to the fact that in covering the history of a certain subject/period you also spend a lot of time on the governmental aspects of the topic. For example in HIST/POLS 319 Colonial and Revolutionary America time is spent on the organization of the various colonial governmental structures along with the British configuration of government and the conflict between virtual vs direct representation, and other constitutional issues that brought on the American Revolution. The course ends with the writing and ratification of the Constitution. Cross-listing also allows more options for the Composite Social Science BSED majors to acquire the 12 hours necessary in political science for that degree. Passage of Praxis II (Content Knowledge) shows that the students have the content knowledge necessary to teach history and be certified by ESPB.

15035.2 The program requires study of the structures, key concepts, methodology, and generalizations that connect the various social studies, including the examination of professional standards and expectations for P-12 education.	EDUC 480 General Methods for Secondary Educators (4) EDUC 485 Secondary Methods in Social Science (2)	Praxis II: PLT-Principles of Learning and Teaching
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Narrative: Expertise in teaching develops in context over time and is not linear; a teacher candidate's skills progress along a continuum of proficiency for particular areas at different paces. As such, teacher candidates in social science education receive explicit instruction in teaching methods throughout their professional education core courses as instructors use the four stage sequence of direct instruction: teacher demonstration, opportunities to practice teaching science under supervision, independently using methods in real situations (i.e., clinical experiences), and generalization/proficiency across topics and contexts (i.e., student teaching). This formative process includes modeling of effective knowledge, skills and disposition of teaching as candidates should have the opportunity to see what effective practice looks like. Candidate demonstration of the ability to teach college and career-ready science standards at increasing levels of proficiency and sophistication is required through the beginning, middle and end of formal methods instruction in designated courses and clinical experiences.

The first formal evaluation of pedagogical skills for pre-service social science teachers occurs in EDUC 480: General Methods for Secondary Educators. The methods course prepares candidates to provide high-quality instruction for diverse middle level and secondary students through the conceptual approaches of understanding by design, differentiated instruction, universal design for learning and authentic literacy. Candidates develop a preliminary philosophy of teaching, learn to craft effective lessons, design varied instruction, conduct formative assessment, and respond to learner needs in order to promote positive student outcomes, meet standards, and support the development of 21st Century Skills. Opportunities to design and experiment with content instruction are embedded. Candidates transfer skills of teaching learned during the course to the classroom during the co-requisite clinical experience EDUC 480L: General Methods Field Experience, a 30-hour field placement in a secondary social science classroom. Candidates observe cooperating teachers, examine the professional practice of teaching, reflectively journal,



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and teach a minimum of one lesson. The teacher candidate is formally observed and evaluated once during the experience; the observation includes pre and post conference reflection and feedback on teaching skills.

In EDUC 485: Secondary Methods for Social Science, candidates are required to do two assignments that address this standard. The first assignment is to write a five-day unit plan on a topic of choice, approved by the instructor. The candidates must have five-days of lesson plans that follow the lesson planning template and include appropriate technologies as per ISTE standards for educators. Candidates must also include an exam for the unit consisting of a variety of questions including short answer and essay. The candidates teach one of the lessons in a micro-teaching presentation to peers. The second assignment is to write a five-page paper that covers the candidate's views about teaching the social sciences. The first part of the paper contains a description of the candidate's views of the role that history has played in the educational system. The body of the paper includes practical application of how to teach, incorporating areas such as joining the other areas of the social sciences into history, diversity, technology, assessment, cooperative learning, discipline, multiple intelligences etc. The candidate must give reasoning for all applications in the classroom. Candidates then conclude with a summary and reflections of how their ideas about education/teaching have changed as a result of class work and clinical experiences. Candidates have the opportunity to teach lessons to secondary students in the co-requisite practicum EDUC 398: Secondary Education Field Experience. The experience includes observation of the cooperating social science teacher, teaching three lessons of which two must be consecutive, reflectively journal, demonstrate professional disposition and model ethical practice. The teacher candidate is observed by the content methods instructor at least once during the experience; this observation includes pre and post conferences and feedback on instruction. The second formal evaluation of teachings skills is completed in EDUC 398 by the cooperating teacher and the methods instructor, and the candidate also self-evaluates their own growth. In conjunction with EDUC 485, in the fall of 2018 enrolled candidates visited the ND Heritage Center & State Museum in Bismarck with their course instructors. Candidates met with museum educator about key social science concepts from the exhibits, and they also examined expectations for grade 8 students with the ND history curriculum, artifacts, documents and materials that can be sent to teachers' classrooms to make history come alive.

Proficiency in teaching skills as a beginning educator is demonstrated during a full-time supervised student teaching experience in the teacher candidate's major areas of study. Placement locations are carefully selected for 15 weeks of practice teaching at an accredited school in which experienced cooperating teachers in the classroom support the candidate in conjunction with qualified university supervisors. Teacher candidates are placed in school settings that provide them new and diverse teaching experiences to allow for greater professional growth in instructional practice. The end of program formal evaluation of teaching skills is completed by the cooperating teacher and the university supervisor, and the candidate also self-evaluates their own growth and readiness for the classroom. In addition, candidates are evaluated on teaching skills (i.e., SLO's) in the four general categories of teaching skill performance via the capstone portfolio: the learner and learning, content, instructional practice, and professional responsibility. The candidate provides artifacts that represent knowledge and performance skills as well as written rationales to explain how each artifact confirms they have attained the skills of a beginning teacher.

Professional practice is infused throughout the teacher training for social science educators from the point of admission to program completion and beyond graduation into the first years of teaching. Principles that guide professional practice and support effective teaching for all learners are



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outline in the Model Code of Ethics for Educators and supported by the Reflective Experiential Teacher conceptual framework. As candidates begin their training in EDUC 250: Introduction to Education, they explore their responsibilities to the school community, to students, to professional competence and to ethical conduct. Each week of the course, candidates are responsible for leading a case study discussion from the EDUC 250 text related to what they must and should do as teachers in certain scenarios. The admission interview required for consideration for the training program includes questions related to professional practice as a measure beyond academics of dispositional characteristics for effective teaching.

In the required Pre-student Teaching Seminar (EDUC 401s) the semester immediately prior to student teaching, candidates sign the MSU Student Code of Conduct indicating they understand and will uphold MSU policies or professional practice and the code of ethics as written in the ND Constitution. Candidates discuss case scenarios and apply the commitment statements to their decision rationales. Candidates complete a 20 question quiz that presents them with scenarios in which they must apply ethical decision-making skills. Results are reviewed by the seminar instructor, and both class aggregate results on each question as well as by individual student are reviewed. Questions that displayed a pattern of error are addressed in the seminar. Additionally, if an individual student demonstrates a lack of understanding on items, the individual student works with the seminar instructor who re-teaches the related concepts.

Proficiency in professional practice expected of beginning social science teachers is demonstrated during the 15-week supervised student teaching experience. A requirement during student teaching is for candidates to demonstrate knowledge and application of their professional responsibilities. The end of program performance assessment of skills (STOT) for these responsibilities is completed by the cooperating teacher and the university supervisor, and the candidate also self-evaluates their own personal actions, educational process and development as a teacher of social sciences. In addition, candidates show knowledge and skills of professionalism in the capstone portfolio; the candidate provides artifacts that exemplify both knowledge and performance skills of professional learning, ethical practice, leadership, and collaboration, as well as written rationales to explain how the artifacts confirm the candidate is prepared to participate in a professional community and growth as a life-long learner of teaching.

15035.3 The program requires study of multi-cultural, cross-cultural, diversity, global issues, and multiple perspectives.	SOC 110 Introduction to Sociology (3) GEOG 103 Multicultural World, Global Issues (3) EDUC 380 Teaching English Language Learners (3) EDUC 381 Human Relations & Cultural Diversity (3) EDUC 390 Special Needs in an Inclusive Environment (3)	Praxis II: Social Science Content Knowledge
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Narrative: Mayville State University has several courses in the essential studies requirements for teacher candidates that relate to this standard. All social science majors take SOC 110: Introduction to Sociology and GEOG: 103 Multicultural World, Global Issues as pre-requisites for the major; the course focuses on how diversity, global and multicultural issues affect communities around the world. It emphasizes modes of critical thinking that stress both considerations of 'space and place' and the interconnected roles of the 'local' and 'global' in shaping our world. Topics include the global distribution of population, migration, popular culture, languages, religions, ethnicities, environment, food and agriculture, urbanization and economic systems. Students also watch a controversial video on Native American history and write a reflective response. SOC 110 focuses on the social behavior and human groups through an analysis of the diversity in culture, human interactions, social structure, social differentiation, social change, and social process.

During the training program, course specific scenarios and opportunities for reflection from multiple perspectives are included. These help candidates build self-efficacy throughout continuance in teacher training. For example, collaborative problem solving is specifically taught and evaluated in EDUC 390: Special Needs in an Inclusive Environment. In EDUC 380: Teaching English Language Learners, candidates are focused on improving practice related to program options for ELL's and learn how to make instructional decisions to respect the individual strengths, needs and cultures of English Language Learners. In EDUC 381: Human Relations & Cultural Diversity, candidates learn to assess, plan, and implement teaching strategies to meet the needs of students from diverse backgrounds and differing value systems. Students participate in several on and off-campus experiences throughout the semester to build these skills, including a community-based practicum experience tutoring New Americans in English.

To further engage pre-service science candidates in understanding the teachers' commitment to education in a global society, candidates participate in the annual Teacher Education Symposium, an opportunity to engage with educators and other pre-service teachers to learn together as a professional community. Topics and speakers are chosen based on feedback about preparedness from graduates, first-year teachers, supervisors of MSU graduates as well as the Teacher Education Advisory Board. To further demonstrate how multiple-perspectives are considered, the symposium is planned collaboratively with local educators, as well as faculty and teacher candidates at Turtle Mountain Community College, who travel to MSU for the day-long event. In addition, MSU leverages designation as a priority institution by the Fulbright Scholar Program to bring in an international keynote speaker in education to the symposium. In 2017 this was a scholar from Finland with expertise in the Finnish education system, in 2018 a scholar from Vietnam with a focus on teaching for social justice, and in 2019 a scholar from Hungary with expertise in active learning and 21st Century Skills has agreed to participate. At the conclusion of the symposium, candidates complete reflections about their understanding of the topics presented.

15035.4 The program requires study of current	GEOG 103 Multicultural World, Global Issues (3)	Praxis II: Social Science Content Knowledge
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events including controversial issues.	ECON 105 Elements of Economics (3) HIST/POLS 305 Constitutional History (3) EDUC 381 Human Relations & Cultural Diversity (3)	
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Narrative: Several courses in the program deal with current events and controversial issues. All social science majors take ECON 105: Elements of Economics, which is an exploration of selected contemporary issues in both microeconomics and macroeconomics, including supply and demand, wealth and poverty, market structures, inflation, unemployment and the role of government in the economy. Students in ECON 105 use Are the Rich Necessary by Hunter Lewis (2007) as one of its texts. Students are required to pick one topic from designated sections and write a five-page paper on how their views on the topic, supporting his/her views with textual evidence from the course. The students are also required to give a five-minute presentation using appropriate technologies to support arguments. GEOG 103 focuses on how diversity, global and multicultural issues affect communities around the world. The course is focused on modes of critical thinking that stress both considerations of 'space and place' and the interconnected roles of the 'local' and 'global' in shaping our world. Topics included are the global distribution of population, migration, popular culture, languages, religions, ethnicities, environment, food and agriculture, urbanization and economic systems. Students watch a controversial video on Native American history and write an essay. POLS 305 is a study of the American government and issues related to American politics in their constitutional and cultural perspectives. Topics include how the multicultural character of Americans, past and present, has influenced the development of government under the Constitution; how events have shaped the interpretation of the Constitution; and how real world practice varies from the descriptions in the Constitution. The class used *The Case for Impeachment* by Allan J. Lichtman (2017) as one of its texts. The first two courses are required of all majors and the last one is an elective, which many majors take to meet the secondary area of study in the social sciences.

In EDUC 381: Human Relations and Cultural Diversity candidates analyze the socio-cultural dimension that influences the educational process for individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. Teacher candidates will learn to assess, plan, and implement teaching strategies to meet the needs of students from diverse backgrounds including Native American, African American, Asian American, and Hispanic as well as refugee populations. Teacher candidates examine stereotypes, prejudice, discrimination, and differing value systems in an attempt to better understand the socio-cultural behaviors and characteristics of different ethnic groups to provide a supportive educational environment.

15035.5 The program requires studying methods of teaching social studies including current trends in social studies with an examination of various teaching methods and techniques.	EDUC 485 Secondary Methods in Social Science (4) EDUC 398 Secondary Education Field Experience (1) EDUC 480 General Methods for Secondary Educators (2) EDUC 480L General Methods Field Experience (1)	Praxis II: PLT Principles of Learning and Teaching
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Narrative: The first formal evaluation of pedagogical skills for pre-service social science teachers occurs in EDUC 480: General Methods for Secondary Educators. The methods course prepares candidates to provide high-quality instruction for diverse middle level and secondary students through the conceptual approaches of understanding by design, differentiated instruction, universal design for learning and authentic literacy. Candidates develop a preliminary philosophy of teaching, learn to craft effective lessons, design varied instruction, conduct formative assessment, and respond to learner needs in order to promote positive student outcomes, meet standards, and support the development of 21st Century Skills. Opportunities to design and experiment with content instruction are embedded. Candidates transfer skills of teaching learned during the course to the classroom during the co-requisite clinical experience EDUC 480L: General Methods Field Experience, a 30-hour field placement in a secondary science classroom. Candidates observe cooperating teachers, examine the professional practice of teaching, reflectively journal, and teach a minimum of one lesson. The teacher candidate is formally observed and evaluated once during the experience; the observation includes pre and post conference reflection and feedback on teaching skills.

In Education 485 Secondary Methods for Social Science students are required to do two assignments that meet this standard. The first assignment is to write a five-day unit plan for a topic of their choice, approved by the instructor. The students must have five-days of lesson plans that follow the Mayville State University Education Division template and include appropriate technology. They must also include an exam for the unit consisting of a variety of questions including short answer, essay or both. The students will then teach one of the lessons in a micro-teaching presentation. The second assignment is to write at least a five-page paper that covers the student's views about the teaching of history. The first part of the paper should contain a description about the student's views of the role of history in the educational system. The body of the paper should be the practical application of how he/she plans to teach, incorporating such areas as, but not limited to; joining the other areas of the social sciences into history, diversity, technology, assessment, cooperative learning, discipline, multiple intelligences etc. The student must give reasoning for all applications in the classroom. The student will conclude with a summary and reflections of how their ideas about education/teaching have changed as a result of class work and experiences. Details about bibliography, notes etc. are covered in class and posted on Moodle along with the grading rubric. In Educ. 398 Secondary Education Field Experience students spend 32 hours the classroom during which time they assist the field mentor in the classroom. Two requirements of the course are to keep a journal following the format provided by Dr. Sarah Anderson, instructor of record. The second requirement is to teach at least one lesson which is observed by the instructor of Educ. 485 and is assessed using the InTASC Standards. Students are also required to pass Praxis II (Principles of Learning and Teaching) to show that they have the necessary skills to be certified by ESPB.

Proficiency in teaching skills as a beginning social science educator is demonstrated during a full-time supervised student teaching experience in the teacher candidate's major areas of study. Placement locations are carefully selected for 15 weeks of practice teaching at an accredited school in which experienced cooperating teachers in the classroom support the candidate in conjunction with qualified university supervisors. Teacher candidates are placed in school settings that provide them new and diverse teaching experiences to allow for greater professional growth in instructional practice. The end of program formal evaluation of teaching skills is completed by the cooperating teacher and the university supervisor, and the candidate also self-evaluates their own growth and readiness for the classroom. In addition, candidates are evaluated on teaching skills (i.e., SLO's) in the four general categories of teaching skill performance via the capstone portfolio: the learner and learning,



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content, instructional practice, and professional responsibility. The candidate provides artifacts that represent knowledge and performance skills as well as written rationales to explain how each artifact confirms they have attained the skills of a beginning teacher.

15035.6 The program requires the study of current, appropriate instructional technology.	EDUC 272 Educational Technology (2) EDUC 485 Secondary Methods for Social Science (2) EDUC 400 Student Teaching (10) EDUC 401 Electronic Portfolio, Assessment, and Seminar (2)	Capstone Portfolio-Cross Cutting Theme of Technology
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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. The source is designed to develop background knowledge and training in the use of educational technologies and focuses on instructional methods that efficiently integrate technologies to support P-12 student learning and achievement. 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 candidates to design, implement, and assess learning experiences using technology. For example, candidates 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.

During middle-of-the program methods classes, students refine their knowledge and use of educational technologies through preparation and implementation of lesson plans in simulated and real classroom environments. In EDUC 426 candidates incorporate technology-based applications in peer-taught content vocabulary lessons (e.g., ClassFlow, Canva). In EDUC 480, candidates explore digital resources for formative assessment, such as every-student response methods (e.g., Poll everywhere, plickers) and curriculum content online (e.g., photos, audio, and video) resources that bring concepts to life. During EDUC 485 the candidates are required during their micro teaching experiences to demonstrate application of technology skills during mini lessons/microteaching. Co-requisite practicum experiences support skill development in the use of



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current, appropriate, instructional technologies and engage candidates in the use of school-based technology resources such as databases for research and adaptation. 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.

In HIST 480S each candidate must do a twenty-minute presentation bases on the capstone paper research. During the presentation, the candidates must use graphic presentation and are encouraged to supplement it, when appropriate, with multi-media including videos, recordings, music, pictures, maps, etc.

The culminating demonstration of technology related skills occurs through teacher candidates' development of an e-portfolio comprised of knowledge and performance artifacts (e.g. lesson plans, reflections, samples of student work, interactive media files, etc.). Through this e-portfolio, teacher candidates are evaluated on their ability to meet the MSU technology goals (see Teacher Education Handbook, page 24) and use of technology in relevant and effective ways.



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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 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: Social Studies Content Knowledge 2015-2018					
Year	Content Area Test Name and Number	ND Passing Score	Total # of Test Takers	Average Score	Percent Passing
2017-2018	5081	153	0	NA	NA
2016-2017	5081	153	1	162	100%
2015-2016	5081	153	3	165	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: Grades 7-12 2015-2018					
Year	Content Area Test Name and Number	ND Passing Score	Total # of Test Takers	Average Score	Percent Passing
2017-2018	5624	157	0	NA	NA
2016-2017	5624	157	1	176	100%
2015-2016	5624	157	2	189	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.)

Year	N (number of candidates)	Overall Average GPA	Range of GPA
2017-2018	0	NA	NA
2016-2017	1	3.45	NA
2015-2016	3	3.58	3.18-3.94



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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	0	University Supervisor	NA	3.0
		Cooperating Teacher	NA	
2016-2017	1	University Supervisor	3.00	3.0
		Cooperating Teacher	3.33	
2015-2016	3	University Supervisor	3.25	3.0
		Cooperating Teacher	3.48	

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 480, middle-EDUC 485, and end of the training program-EDUC 400 student teaching)



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- 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.

EDUC 480 Content Methods-InTASC Skills Evaluation 2015-2018				
Year	N (number of candidates)	Evaluator	Average Score	Target Score
2017-2018	0	Instructor	NA	2.5
2016-2017	1	Instructor	1.88	2.5
2015-2016	3	Instructor	*	2.5

*non-numeric data is available in a previous database format, accessible if requested

EDUC 398 Content Methods-InTASC Skills Evaluation 2015-2018				
Year	N (number of candidates)	Evaluator	Average Score	Target Score
2017-2018	0	Instructor	NA	2.5
		Field Mentor	NA	
2016-2017	1	Instructor	2.72	2.5
		Field Mentor	3.80	
2015-2016	2	Instructor	2.90	2.5
		Field Mentor	3.97	

b. Key Performance Tasks-SOSC 480s: Social Science Comprehensive

Description of the Assessment: SOSC 480S Social Science Comprehensive consists of the enrolled candidates attending a seminar that deals with three areas of the course: presentation requirements, and MLA tips (MLA is used instead of Chicago Style Guide because students utilize MLA in English classes at Mayville State), and research and reliable sources. Candidates then meet with their advisor to choose a topic they want to research and write on, which is approved by the advisor. Towards the end of the semester, the candidate presents their work in a



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20 minute presentation on the topic and the result of their research. The presentation includes the use of appropriate technologies to explain the topic to the audience. The next semester the students write the paper cooperating with the advisor who serves in an editorial role.

SOSC 480S Social Science Comprehensive Results 2015-2018				
Year	N (number of candidates)	Evaluator	Scores	Target Score
2017-2018	0	NA	NA	Satisfactory (S)
2016-2017	1	Academic Advisor	S = 1 U = 0	Satisfactory (S)
2015-2016	3	Academic Advisor	S = 3 U = 0	Satisfactory (S)

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 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	0	Reviewer 1	NA	157-240



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2016-2017	1	Reviewer 2	NA	157-240
		Reconciled	NA	
		Reviewer 1	202	
2015-2016	3	Reviewer 2	208	C or better
		Reconciled	205	
		Final Reconciled Grades	A = 2 B = 1 C = 0 D = 0 F = 0	

*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	Scores	Target Score
2017-2018	0	2 Reviewers Reconciled	NA	3.0
2016-2017	1	2 Reviewers Reconciled	3.44	3.0
2015-2016*	3	NA	NA	NA

*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 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



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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. 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 485 Social Science Unit Plan

Description of the Assessment: Social science teacher candidates in EDUC 485 have the requirement of putting together a five-day unit plan. The candidates are encouraged to pick a topic from the social science/history area that they might be teaching in their first job. The unit plan must include: a class syllabus, 5 lesson plans, unit exam, and bibliography. The candidates are to have a syllabus that contains the elements of a complete syllabus, it is suggested that they look at the various MSU syllabi they have had over the years as exemplars. Secondly, candidates are to have five lesson plans (not counting exam day) following the MSU lesson planning format, and plans should contain sufficient details so a person reviewing them will know what is going to take place in the class. Thirdly, there must be a unit exam containing a variety of questions and each section must have a point value. Each unit must also contain a rubric for a writing assignment they assign the students. Lastly, there must be a source page as to where the students acquired their information for the unit content and it is to be done in MLA format.

EDUC 485: Social Science Methods Lesson Plan 2015-2018				
Year	N (number of candidates)	Evaluator	Scores	Target Score
2017-2018	0	NA	NA	C or better
2016-2017*	0	Methods Instructor	NA	C or better
2015-2016	3	Methods Instructor	A = 2 B = 1 C = 0 D = 0 F = 0	C or better

*One completer finished EDUC 485 during the 2014-2015 academic year.

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 composite social science education program are meeting, and often exceeding, acceptable targets for their content area knowledge, skills, and dispositions for effective teaching. Multiple sources of assessment evidence confirm that candidates progressively build pedagogical and content knowledge throughout teacher training in the categories of learner and learning, content, instructional practice and professional responsibility. Analysis also indicates the program systematically assesses teacher candidates at the beginning, middle, and end of their teacher training, evaluating knowledge and skills of the program standards. The courses required for the content specialty area of



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social science align with the required program standards for teacher licensure. All content areas of study required for a composite social science program are included: history, political science/civics, economics, geography, sociology, psychology, and global studies. The reinforcement of structures and concepts of social science displayed at the ND Heritage Center & State Museum was a new learning experience that expanded candidates' knowledge and use of structures of the discipline, making social science accessible and meaningful to learners. In reviewing candidates' responses to the learning opportunity, this activity is highly recommended to continue as a required activity in EDUC 485/EDUC 398. Since approximately 80% of MSU graduates teach in North Dakota after graduation, this would greatly support candidates' application of content knowledge.

It is noted that with three graduates in the last three years, social science education is considered a low enrollment program. This has been an overall enrollment trend at the undergraduate level for low enrollment in secondary education programs compared to early childhood and elementary levels. However, it is noteworthy that in the 2014-2015 year there were six completers with social science education degrees and one with history education. As well during this same time frame, two candidates were counseled out of the program based on continuance criteria (i.e., dispositions) and one completer finished a degree in Geography Education which is now an inactive program. In addition, the number of students at MSU who are currently enrolled as social science education majors and admitted to the EPP has increased. It is expected this will increase the number of graduates in the upcoming years.

Year	# of Declared Majors Enrolled at MSU	# of Candidates Admitted	N (# of Graduates)
2017-2018	13	8	0
2016-2017	12	2	1
2015-2016	11	4	3

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, two important topics have been brought to the attention of the EPP that requires 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.

- Examine overall trend in decreasing enrollment of secondary education programs
- Leverage institution support and resources to continue travel to the ND Heritage Center & State Museum in Bismarck for Social Science Education and History Education candidates and their



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instructors; connect experience with a revised EDUC 485 assignment to develop a lesson plan based on museum exhibitions and/or resources that can be sent to teachers' classrooms.